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Development and Leadership of a Faculty-led Academic Integrity Education Program at an Ontario College

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Abstract

This Organizational Improvement Plan (OIP) presents a faculty-driven organizational response to the problem of inconsistent understanding and practice of academic integrity at an Ontario college. The College works from the definition of academic integrity as "a commitment, even in the face of conflict, to its six fundamental values of courage, fairness, honesty, respect, responsibility, and trust" (International Center for Academic Integrity, 2014). However, teaching students how to translate the six values of academic integrity into actions and behaviors poses a challenge for faculty at the College. Adding to the complexity of the challenge is the College's organizational focus on social justice; academic integrity education must be accessible, meaning that all students, regardless of their educational, cultural, or socioeconomic background, can understand its content and design. In response to this institutional problem and challenge for faculty, this OIP proposes a faculty-led academic integrity education program based on Gentile's (2010) Giving Voice to Values. With its curriculum focus on rehearsing actions, Giving Voice to Values can be used by faculty to educate students so that academic integrity is consistently understood and practiced at the College. The OIP contributes to the application of team leadership and ethical leadership in an educational context and exemplifies Giving Voices to Values as an approach to organizational problems of practice, specifically the improvement of academic integrity at post-secondary educational institutions.

Keywords: academic integrity, academic honesty, academic dishonesty, academic misconduct, social justice in post-secondary education, ethical leadership, team leadership

Executive Summary

This Organizational Improvement Plan (OIP) considers faculty's role in the development and leadership of an academic integrity education program at a college in Ontario, Canada. At the College, academic integrity is defined as "a commitment, even in the face of conflict, to its six fundamental values of courage, fairness, honesty, respect, responsibility, and trust" (International Centre for Academic Integrity, 2014). However, operationalizing this definition of academic integrity poses some challenges: first, the definition of academic integrity is open to different interpretations; second, teaching students to translate the values into action is a complex task; third, other interests and responsibilities of college stakeholders can act as conflicting forces. With its organizational vision, mission and goals focused on social justice, the College must provide academic integrity education in a way that makes both the meaning and practice of the values accessible to all students, thus creating a level playing field.

Gentile's (2010) Giving Voices to Values (GVV) curriculum is a means to teach students how to move from the foundational values to actions which uphold academic integrity. Although GVV was originally developed for teaching business ethics, it is argued that the curriculum can be developed for academic integrity education. To guide the program development process for an academic integrity education program for first-year college students, a team leadership approach is used which involves advocacy and inquiry on behalf of faculty. Theoretical frameworks from the field of organizational change, including The Congruence Model (Nadler & Tushman, 1980) and The Change Path Model (Cawsey, Deszca, & Ingols, 2016) are used for the selection of the GVV and implementation of the academic integrity education program. Program implementation is further assisted by a Scholarship of Teaching and Learning (SoTL) fund available at the College. Although the SoTL fund is an established support for faculty-led change initiatives at

the College, it comes with potential limitations which are explored in the OIP. It is concluded

that post-secondary faculty at institutions seeking to develop or improve academic integrity

education are encouraged to use GVV curriculum, and to analyze their institutional environments

and larger contexts for opportunities to evoke change.

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Chapter 1: Introduction and Problem

Numerous studies of academic misconduct at the post-secondary level have emphasized the need to create a "culture of academic integrity" as an institutional response to the issue (Boehm, Justice, & Weeks, 2009; Gynnild & Gotschalk, 2008; Macfarlane, Zhang, & Pun, 2012; Stiles & Gair, 2010; Tippitt et al., 2009). However, within organizational leadership studies, what is meant by "culture" is the combination of values, beliefs, policies and practices within an organization (Schein, 2014). From this perspective, a more specific focus on values, beliefs, policies and practices rather than an "amorphous attention to culture" (Gallant & Drinan, 2008) best serves post-secondary institutions in their pursuit of academic integrity. As an institutional response to inconsistent understanding and practice of academic integrity at an Ontario College, this Organizational Improvement Plan (OIP) proposes an academic integrity education program developed and lead by faculty members.

Developing and leading the proposed academic integrity program requires careful reflection on the College's context, identification of the problem of practice, and consideration of perspectives on the problem of practice. It is important to note at the outset that the description of the College has been anonymized, and as a result, some sections are limited in detail. However, this more generalized portrayal of the College enables faculty at post-secondary institutions facing similar problems of practice to envision how the proposed academic integrity education program could be applied and/or adapted to suit their own context.

Organizational Context

Environment. The OIP is written for a College located in a densely populated city within Ontario, Canada. The College has a main campus and three satellite campuses across the city, with approximately 20,000 students in full-time and part-time programs. Although the Ontario

campuses are the focal point for the OIP, the College also offers international education and training at several overseas campuses. The College's large and culturally diverse population of students and employees is partly a reflection of the city in which it is located but also due to a high population of international students, resulting in both local and global cultures mixed together on the Ontario campuses.

Status as College of Applied Arts and Technology. The College is designated as a College of Applied Arts and Technology (CAAT) which means its objectives are to offer career-oriented education and training and support access, quality and service to local and diverse communities (MacKay, 2014; *Ontario Colleges of Applied Arts and Technology Act*, 2002). A CAAT is sometimes referred to as "community college" in common speech. Within Ontario, colleges are categorized either as a CAAT or as an Institute of Technology and Advanced Learning (ITAL), with the main difference being that an ITAL has more degree-granting ability (up to 15% of college activity) (Skolnik, 2016). As a CAAT, the College can offer a small number of post-secondary degree programs (less than 5% of college activity) but its main focus is diplomas, certificates and workforce training.

Organizational structure. The College's organizational structure is a tiered system with eight academic schools. The tiers of College administrators include a board of governors, a president, and an executive team; further, there are tiers within eight the schools, including deans, chairs, and faculty. The eight academic schools are (in alphabetical order) business; engineering and applied sciences; health sciences; hospitality and tourism; liberal arts and social sciences; media arts; part-time learning; and transportation. A simplified version of the large College system is shown in Figure 1. To maintain anonymity, some details have been generalized.

Figure 1 Simplified Organizational Structure of the College
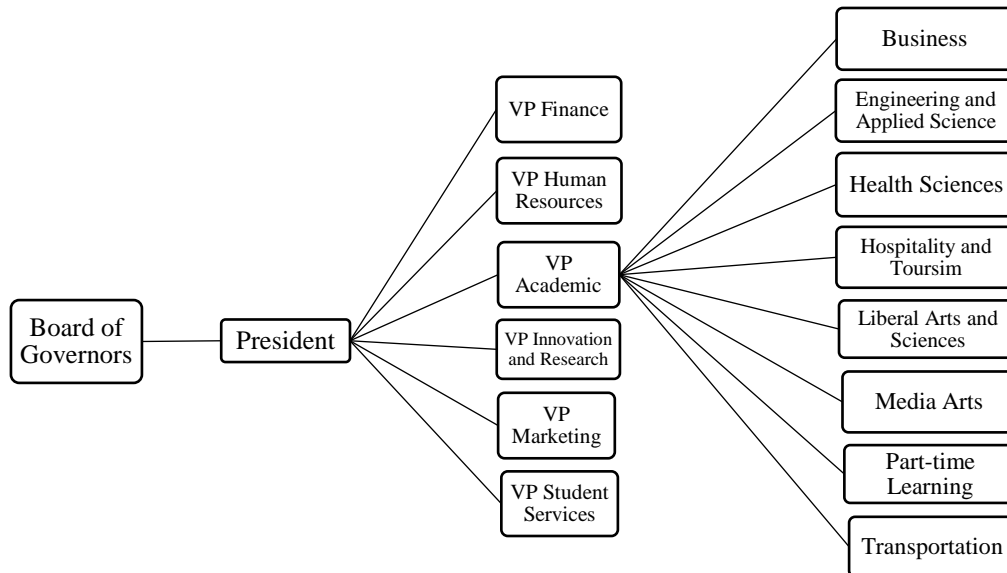
Note. The eight academic schools are shown on the far right. The middle is the executive team. On the left are the president and board of governors.

Within each school is an operating core of faculty and support staff who work under the

administration of department chairs and school deans. This inner-departmental structure is shown

in Figure 2.

Figure 2. Simplified Inner-Departmental Structure
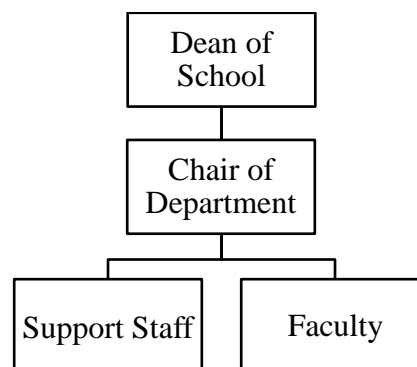
Note. Within each of the eight academic schools, there is also a tiered structure. Each school has a dean; each department within the school has a chair; the chair oversees faculty and support staff.

Faculty working conditions. For the purpose of anonymity, the faculty who teach within academics school at the College are described only generally; however, the working conditions of the College's faculty are comparable to the majority of Ontario colleges. On the ratio of full-time to contract faculty at Ontario colleges, MacKay (2014) reports that two thirds of teaching faculty are employed on a contract basis. This means that faculty members are paid for their teaching hours only and teaching appointments lasting approximately three months at a time. The remaining one-third of faculty members are unionized and full-time faculty, whose teaching loads are determined based on a standardized calculation of workload agreed upon by the union and College. According to Mackay (2014), full-time faculty members' perception is that the workload calculation does not capture the teaching time spent outside of the classroom, such as managing learning platforms and responding to emails. These working conditions are considered in the proposed development and leadership of the academic education program.

Current leadership dynamics. The broader political and economic environment in which the College is situated influences its leadership dynamics. The current political and economic system is influenced by neoliberalism, an ideology characterized by a preoccupation with economy, standardization, and control (Ryan, 2012). These interests emerge within education as visible standardized curriculum, universal knowledge and skills, standardized testing, and administrative decision making (Ryan, 2012). A common opinion amongst faculty members at neoliberally influenced colleges and universities is that a small number of administrators in positions of power take advantage over those who have less power, and that the neoliberal system is designed to reproduce this inequitable relationship (Boshier, 2009; Giroux, 2013, 2014). Navigating the leadership dynamics between faculty and administration is discussed throughout the OIP, and an underlying theme throughout is how faculty can reframe

the controls and measures of a neoliberal system which may disempower them as change opportunities.

Position of change agent. The OIP is written from the perspective of a full-time faculty member within the School of Liberal Arts and Sciences. The position of the faculty member, who is referred to as the "change agent" throughout the OIP, influences the OIP in several ways. First, the OIP is faculty-centric and particularly emphasizes the role of faculty members in the design and leadership of academic integrity education program. For example, the change agent's selection of a team leadership approach grants faculty decision-making power and agency, in contrast to other approaches such as a traditional trait-based or transactional leadership. Second, as a full-time faculty member, the change agent has a level of security required to undertake OIP, which may not be the case for contract faculty. Further discussion of the bias and limitations will some later in the OIP, but identifying the change agent's position sets a reference point from which the OIP is written.

Vision, mission, values and goals. The purpose of the College's vision, mission, values, and goals can be read in several ways. From a critical standpoint, the vision, mission, values, and goals establish a public-facing brand which distinguishes the College from other competitor colleges within "educational marketplace" (Mackay, 2014). However, the vision, mission, values and goals can also be read as the College's identity and history, a foundation which College leaders must uphold when undertaking any organizational change, including the OIP.   The exact vision, mission, and values are not stated for the purpose of anonymity; however, there is a common theme of equity and social justice shared between them. A unifying focus on social justice, defined as "practice[s] that [are] generally concerned with legitimacy, fairness and wellness [and]. . .an acknowledgement that life for many is not fair" (Ryan & Tuters, n.d., p.3) is

revealed by an analysis of the language of tolerance, accessibility and equity used in the College's vision, mission, and values. The social justice focus at the College can be partially attributed to its status as a College of Applied Arts and Technology, as described in the next section, as well as its geographical location and diverse student make-up. The College is located in a significant catchment area for new immigrants and has historically committed to providing access to education to its local population. To articulate its organizational goals, the College releases an annual strategic plan; a pertinent goal stated in the annual strategic plan is the commitment to "adopt a model of academic integrity."

Affiliation with International Centre for Academic Integrity. The College is a member of the International Centre for Academic Integrity (ICAI). The ICAI is an external organization that "works to identify, promote, and affirm the values of academic integrity among students, faculty, teachers, and administrators" ("Welcome to ICAI," 2012). The College's affiliation with the ICAI is significant for two main reasons. First, the College's recently revised academic integrity policy is based on the same definition, which is "a commitment, even in the face of adversity, to six fundamental values: honesty, trust, fairness, respect, responsibility, and courage." ("Project Overview," 2012). Second, the College has previously completed internal surveys of students and faculty using an adapted version of the ICAI assessment tool, which evaluated faculty and students' perceptions of academic misconduct at the College and their perspectives on solutions to academic misconduct.

Approach to teaching and learning. With a diverse population of adult learners in mind, the College encourages faculty to use a cohesive approach to teaching and learning, which is based on Constructivist theory. In brief, there are two main principles of Constructivism in education. The first principle is that new knowledge is "not passively received but actively built

up" (Von Glasersfeld, 1989, p.114) and optimal learning occurs when students are actively

engaged in constructing their understanding. The second principle is that "the function of

cognition is adaptive and serves the organization of the experiential world" (Von Glasersfeld,,

1989, p. 114) meaning that learning occurs when students connect a new concept to their past

experience and knowledge. These concepts translate to the College's approach to teaching and

learning through faculty training. Faculty are trained formally (in the case of new full-time

faculty hires) and informally (via voluntary workshops and seminars) to facilitate teaching and

learning practices using a Constructivist approach.

In summary, the organizational context of the College impacts faculty members' roles in

the development and the leadership of the proposed academic integrity education program. In

both the College-specific objectives (its vision, mission, and values) and its objectives as CAAT,

there is a resounding focus on the importance of education that is accessible to a multicultural

and multilingual population. Accessibility within the realm of education can be described as "the

ability of the learning environment to adjust to the needs of all learners. Accessibility is

determined by the flexibility of the education environment (with respect to presentation, control

methods, access modality, and learner supports) and the availability of adequate alternative but

equivalent content and activities" (IMS Global Learning Consortium, 2004). Therefore, the

College must move beyond just providing students with the written academic integrity policy

and towards support and discussion of academic integrity which is flexible and responsive to the

needs of learners. While some students are able to understand and practice academic integrity by

reading the policy, a college with an organizational commitment to accessibility must explore

alternative and flexible approaches, such as an academic integrity education program. The

design and delivery of the program should also consider the Constructivist pedagogy practiced at

the College and involve active learning. The College's affiliation with the ICAI provides a values-focused definition of academic integrity helps guide the vision of the program. Further, the College's ICAI membership is a viable opportunity to collaborate with other member institutions. The change agent must navigate the organizational structure, both in terms of its depth (the tiered system) and breadth (the eight academic schools) and individual position as a full-time faculty member. Finally, the broader neoliberal context must be considered, a context in which faculty may feel disempowered but will be encouraged to change this system by working within it.

Leadership Problem of Practice

Policy and practices. Currently, the College's academic integrity policy is available through a college-wide intranet. The complete policy includes definitions of academic integrity and academic misconduct, a list of different forms of academic misconduct, and an outline of possible sanctions for academic misconduct. An abridged version of policy is provided in the outline for each course offered at the College, with a direct link provided to the complete policy. Faculty are required to review the course outline with students, including the academic integrity policy, on their first day of teaching a new course. Faculty may have their own materials and approaches to teaching academic integrity, but currently there are no common, shared materials. The process for reporting cases of academic dishonesty is also posted on the intranet as well as a form for documenting a case and communicating it to the department chair. Department chairs commonly review the process and form in a meeting with faculty at the beginning of each new semester.

Academic integrity survey. In 2015, an internal survey was conducted to determine the degree to which academic misconduct is perceived as an issue at the College. Via email,

participants were invited to complete an anonymous online survey. Different versions of the survey were developed for the two participant groups of students and faculty. The surveys were based on an instrument developed from 1999 to 2001 by the ICAI as part of The Academic Integrity Assessment Guide ("Assessment Guide," 2012). The Academic Integrity Assessment guide includes the survey instrument as well as relevant literature, instructions for revising academic integrity policies, and sample codes and policies. Twelve campuses in the United States contributed their experience, evaluations, and critical feedback on the ICAI Assessment Guide ("Assessment Guide," 2012). Although the survey findings of the College's surveys have been anonymized to protect the identity of the College and to fulfill the requirements of the OIP as a Quality Assurance Project., a general description of findings help illustrate the problem of practice and legitimize the proposed academic integrity education program as the appropriate approach.

Limitations and Strengths of the Survey. The survey used at the College has been widely used but has some limitations. McCabe (2005) states that the response rate is generally below desired level, with an average response rate of 10% to 15% on large campuses and a limited amount of over 50% on small campuses. The College's response rate was similar, with close to 15% of faculty and students participating. McCabe (2005) partially attributes the low response rate to the fact that academic misconduct is a potentially sensitive topic. He recommends that the low return rates and potential response bias are considered when results are interpreted (McCabe, 2005) but maintains that the survey is an indication of the climate of academic integrity on a campus. As well, other strategies to collect data on academic integrity (such as interviews) have not been proven as more effective, and can involve extra time and cost (Macfarlane et al., 2012).

Despite some limitations, the survey is a valid tool to establish a baseline for understanding academic integrity at the College as well provide some indication of the climate of academic integrity and direction for approaching the problem of practice. As of 2005, the survey has been used in 16 campuses in Canada and 67 campuses in the United States (McCabe, 2005). That the survey is self-administered online assists with timely collection of data and its anonymity helps mitigate some of the validity issues around self-reported data. Many questions on the survey used a four-point Likert scale, which is a 'forced choice' (Macfarlane et al., 2012) that adds to the preciseness of data collected.

Survey findings. Responses to the faculty surveys offer insight on faculty's perceptions of academic misconduct at the College and the supports needed to address the problem of academic misconduct. The wide majority of faculty respondents report that academic misconduct is a problem at the College. More than half of faculty respondents indicate that information and resources shared with first year students would enhance students' ability to adhere to the academic integrity policy and that curriculum focused on academic integrity should be integrated into first year courses. Faculty list consistency in enforcing the academic integrity policy and sanctions for academic misconduct as well as a mandatory course, workshop and/or training in academic integrity as the top two ways that the College can infuse academic integrity across all divisions at the College.

Student responses to the survey also illustrate perceptions of academic misconduct and supports to address the issue of academic misconduct. Students were asked to identify breaches of academic integrity from a list of behaviors. More than half of the students identified breaches accurately, showing an incomplete understanding on the level of identifying academic misconduct. A strong majority of students indicated that cheating is a problem at the College and

that they are bothered when students cheat. When asked about ways that the College and faculty can help students understand more about academic integrity, almost half of students reported information and resources available during first year orientation, lessons throughout the semester on misconduct which outlines all aspects of misconduct and penalties, and teaching academic integrity in a way that is interesting.

Working group. Following the survey, a focus group composed of faculty and administrators analyzed the results and wrote recommendations. Members of the working group represent several tiers of the College and across the different schools of the College, including department chairs from several schools, administrators from student services, and administrators from innovation and research. While the working group is predominantly administrators, several faculty members are also included in the group. The working group analyzed the findings and came up with several recommendations. One recommendation was creating an open-access online repository of resources related to academic integrity. Another was to include on the repository a document outlining appropriate sanctions for each type of breach of academic integrity, available to all faculty and administrators.

Current resources and support. As recommended by the working group, an open-access online repository of resources related to academic integrity was created. The repository is available to faculty and administrators, and the materials in the repository focus mostly on identifying academic dishonesty, avoiding plagiarism, and documentation. The current materials focus on defining academic misconduct and identifying forms of cheating, which supplement what are considered as initial stages of learning (Anderson, Krathwhol, & Bloom, 2001). As well, the list of sanctions for each type of breach of academic integrity addresses the issue of

consistency in enforcing the academic integrity policy and sanctions for academic misconduct, which was reported on faculty survey responses.

The creation of the working group and online repository were critical steps in the organizational change process. The current online repository addresses some of the survey findings; however, the development and implementation of an academic integrity education program is an effective and sustained approach to the problem of inconsistent understanding and practices of academic integrity at the College. Both faculty and students indicate that information sharing at the first-year level would enhance students' ability to adhere to the academic integrity policy. Faculty report that curriculum focused on academic integrity should be integrated into first-year courses, and students suggested that academic integrity is taught in a way that is interesting. Faculty list consistency in enforcing the academic integrity policy and a mandatory course, workshop and/or training in academic integrity as the top two ways that the College can infuse academic integrity across all academic schools. A review of the survey findings provides College specific information about academic integrity which helps shape the proposed academic integrity education program, and a survey of literature on academic integrity brings the program into clearer focus.

POP. Given the information stated about context and issues at the College, the Problem of Practice (POP) asks the question: How can faculty contribute to the improvement of academic integrity education at the College?

Questions Emerging from the Problem of Practice
Defining Academic Integrity. The definition of academic integrity is not standardized, and as a result, the term is open to different interpretations. Post-secondary institutes may develop their own definition of academic integrity or adopt a definition from another

organization (as the College did with the ICAI's values based definition). As stated earlier, the definition of academic integrity within the College's academic integrity policy and used throughout the OIP is "a commitment, even in the face of conflict, to its six fundamental values of courage, fairness, honesty, respect, responsibility, and trust" (International Center for Academic Integrity, 2014). Academic integrity is foundational to teaching, learning, and research at post-secondary institutes, yet its meaning can be slippery.

Despite varied definitions, the behaviours, values and processes associated with academic integrity apply to the academic work of all individuals within a college or university – not only the students, but the faculty and administrators as well. Macfarlane, Zhang and Pun, (2012) note a distinction between studies of academic integrity which focus on the "preparation of professionals *by* academic faculty [and] a focus on the values and behaviour *of* academic faculty" (p. 340). The study and development of both sides – faculty's teaching of academic integrity to students and their own practice of academic integrity – are necessary to achieve institutional academic integrity. Faculty promote academic integrity not only by teaching students about the concept, but by practicing it within their professional duties.

Although faculty and students both contribute to institutional academic integrity, each group's role can be studied in isolation. This OIP focuses specifically on one side of the divide noted by Macfarlane, Zhang and Pun (2012): the role of faculty in educating students in academic integrity, specifically in terms of faculty's involvement in the development and implementation of an academic integrity education program for students. The focus of the OIP is narrowed for several reasons. First, the change agent and writer of the OIP as a faculty member has the appropriate knowledge of curriculum and experience in teaching practices to affect meaningful change of these areas. Program and curriculum development and pedagogy are sites

of transformation which are within the change agent's ability and control as a faculty member. Second, a focus on developing and implementing a program for College faculty to use for teaching academic integrity to students is appropriate for the scope and length of the OIP. A training program aimed at faculty members' behaviours (such as reporting breaches to department Chairs, for example) while also important, lies more within the agency and ability of College administrators. Within the College, for example, the department for organizational learning and faculty training is better positioned to develop and implement a faculty-focused program, perhaps through a separate OIP. The student-focus of the proposed program is not meant to suggest that academic integrity only applies to behaviours and attitudes of students, but the position of the change agent as faculty member and scope of the OIP limits its focus.

Culture and Academic Integrity. Further complicating the definition of academic integrity is the potential impact of culture and language on understanding of the concept. Some research has been devoted to the relationship between culture and academic integrity. Evans and Youmans' (2000) study shows international students' perception that there is a global understanding of plagiarism. However, international students in Shi's (2006) study report a diverse range of understandings of the word plagiarism. It is important to note that Youmans and Evan (2000) and Shi's (2006) studies focus specifically on plagiarism, which is related to academic integrity, but is one specific form of academic misconduct. Chapman and Lupton (2004) report cross-national differences in perceptions of academic misconduct, finding that business students attending a Hong Kong university have significantly different perceptions of misconduct than American students. Similarly, Smithee (2009) suggests that cheating in institutions outside North America may have a "different character" (p.125). There is some evidence that culture and language impact understanding of academic integrity, in that although

the terms plagiarism and academic integrity exist in different languages, the meanings assigned to them can vary. This finding is worth considering in the development of the proposed program. As the College is situated in a multicultural urban centre and there is a high percentage of international students at the College, there is the potential for different understandings of academic integrity which have been informed by the diverse languages and cultures of students.

However, some of the underlying assumptions about the relationship between culture and academic integrity are troubling. Martin (2011) notes two prevalent assumptions about culture and academic integrity. One assumption is that international students are perpetrators of academic misconduct, and the second is that collectivist cultures (primarily Asian cultures) may have "different ethical constructs than those of mainstream America" (p. 262) and therefore, are more prone to misconduct because of their educational system and cultural norms. These assumptions are problematic in that they position international students and/or students of collectivist cultures as "others," risk perpetuating cultural stereotypes, and suggest minority group(s) are to blame for the problem of misconduct. The OIP does not seek to further assumptions or stereotypes; rather, the development and implementation of the proposed program recognizes that understandings of academic integrity can vary, but does not target one student population at the College.

Another specific student group which has been the focus of academic integrity research is business students (McCabe et. al. 2006; Frank et. al. 1993; Martin, 2011). According to these studies, the emphasis on free markets and economic theory in Western business education may have a detrimental effect on students' values and attitudes in that it increases students' individualistic and self-serving behaviours which can include plagiarism and other forms of academic misconduct. Martin (2011) argues that providing students a clear indication of the

impact of ethical lapses impacts their consideration of future unethical behaviour. He advocates

for clear expectations and training which is meant "not to acculturate, but inform, engage and

invite exploration of academic ethics" (p. 271) and provide students the opportunity to develop

skills so that academic misconduct is not the only option. The program proposed in the OIP

builds on Martin's (2011) point about academic integrity communicating a larger truth about the

importance of ethics without exclusively directing the program at business students at the

College.

For some, the line between "engage and invite exploration" and "acculturate" (Martin,

2011, p. 271) may be unclear. In the case of the program proposed in the OIP, there is a tension

between teaching students the College's academic integrity definition and policy with the goals

of supporting their academic success and institutional integrity, and imposing the policy as an

extension of dominant, North American culture. Still, Smithee (2009) argues that a "welcome to

my country – play by my rules" attitude is an "insufficient response to the global classroom" (pp.

126-127) and advocates for an approach that minimizes cultural barriers rather than assimilating

cultures into one. He states of North American post-secondary schools that

> they do not, ostensibly, accept people from abroad for the purpose of changing their
> identity or cultural character (although this may happen as a by-product). Indeed, most
> recognize the vital contribution of international students to their mission as centers of
> learning in a pluralistic and globalized world. [Therefore] it is the responsibility of
> universities to minimize cultural barriers relating to academic integrity. This enhances the
> possibilities of success for institutions, academic departments, professors, and students
> (p. 132).

Smithee (2009) emphasizes that when teaching academic integrity, faculty consider their own

normative constructs – assumptions, values, attitudes, and behaviours – in addition to seeking

understanding of students' constructs. A faculty member's understanding of originality must be

explained clearly and considered against the students' understanding of originality, for example.

Academic integrity and ethics. Hart and Morgan (2010) suggest that academic integrity training extends beyond the College and positively impacts students' ethical behavior in their workplaces. While academic integrity is specific to academia, professionals abide by comparable codes of ethics, and it is suggested that the practice of integrity as a student translates to the later context of the workplace (Hart & Morgan, 2010). As a CAAT, the College's mission is to prepare students for career success and support their professional development, which includes ethical behavior in addition to the skills and knowledge specific to their profession.

Besides helping students develop a sense of professional ethics, the knowledge and practice of academic integrity gained through post-secondary can positively influence their attitudes and behaviours in social and political contexts. Martin (2011) argues that the post-secondary environment acts as a microcosm for organizations and larger societies in which students will work and live in the future. A focus on ethics and integrity in education is particularly important given highly-covered ethical lapses by politics and business leaders in North America. As a specific example, Gentile (2010) notes the economic crisis in the United States which resulted in public outcry over unethical business decisions with widespread and detrimental impact. McCabe (2005) suggests that "students have legitimate questions about the role of integrity in today's world. [Media] reports can create the belief that everyone cheats to get ahead and if you want to be competitive and thrive in today's world, you'll have to do the same" (p. 10). Based on widely-known examples of unethical behaviour, students may doubt the significance and relevance of integrity in their lives; therefore, post-secondary institutes play the vital role of teaching its importance.

In contrast to these public and high profile examples, an institutional commitment to academic integrity – which can be communicated through means such as the program proposed

in this OIP – conveys the importance of integrity and ethical decision-making. An effective and meaningful academic integrity education provides students with the ability to recognize lapses in integrity, understand the importance of integrity, and act with integrity in their academic studies, future workplaces, and lives.

Academic integrity education. Common approaches to academic integrity education are faculty training, instructional interventions, and honor codes. Boehm, Justice & Weeks (2009) identify faculty training as the most effective measure to reduce academic misconduct in post-secondary institutions. Respondents in their study reported that training in confronting misconduct and discouraging it through classroom management are most effective. The authors advise institutions to develop a proactive philosophy which encourages honesty over penalizing infractions, and to assist faculty members on how to confront cheating. Beyond just faculty training, academic integrity education which targets students, faculty and administrators and involves discussion-based presentations with Constructivist design have been found to be effective (Baetz et al., 2011; Zivcakova & Wood, 2015; Zivcakova, Wood & Baetz, 2012).

Institutional Models of Academic Integrity

The program proposed in the OIP is one approach to achieving institutional academic integrity, but other institutional models have been studied, such as honour codes. An honour code related to academic integrity refers to strategies such as requiring students to sign a pledge, having a majority of students on hearing boards for misconduct, and requiring that students report peer cheating (McCabe & Trevino, 1993). McCabe and Trevino (1993) explore the effectiveness of honour codes by comparing the levels of academic misconduct at institutes which have honour codes against those that do not. They conclude that post-secondary institutes with honour codes did not show significant differences in the number of self-reported cases of

cheating compared to institutes without honour codes. In fact, the institutes with the lowest self-reported cases of cheating did not have honour codes (McCabe & Trevino, 1993). Although honour codes had some effect on reported levels of academic misconduct, the creation and implementation of an honour code at the College was not selected as an approach to the problem of practice based on McCabe and Trevino's (1993) results as well as the organizational analysis of the College in the next chapter.

Outside of honour codes, McCabe & Trevino (1993) also considered contextual influences on levels of academic misconduct and found more impactful factors. They found that "an institution's ability to develop a shared understanding and acceptance of its academic integrity policies has a significant and substantive impact on student perceptions of their peers' behavior, the most powerful influence on self-reported cheating. Striving for mutual understanding of these policies may be extremely important. Thus, programs aimed at distributing, explaining, and gaining student and faculty acceptance of academic integrity policies may be particularly useful" (p. 533-534). More important than the existence of an honour code is a shared and practice of the academic integrity policy, and programs are suggested as a means to do so (McCabe & Trevino, 1993). The OIP extends McCabe and Trevino's (1993) suggestion, setting a goal of mutual, consistent understanding and practice of the academic integrity policy and then specifically mapping it through stages, from design to implementation. The definition of academic integrity within the College's policy is focused on values, so to arrive at "mutual understanding and acceptance" (p. 533), the GVV curriculum, with its emphasis on translating values to actions, is an appropriate tool for the proposed program.

Synthesis of Organizational Analysis and Problem of Practice. A survey of literature on academic integrity provides information pertinent to the development and leadership of the proposed faculty-led academic integrity education program at the College. The program has to engage students and invite exploration of academic integrity, which has a variety of definitions, and questions normative assumptions we have about AI. The program has to minimize cultural barriers rather than assimilating cultures into one. "an institution's ability to develop a shared understanding and acceptance of its academic integrity policies has a significant and substantive impact on student perceptions of their peers' behavior, the most powerful influence on self-reported cheating. Striving for mutual understanding of these policies may be extremely important. Thus, programs aimed at distributing, explaining, and gaining student and faculty acceptance of academic integrity policies may be particularly useful" (p. 533-534). Besides helping students develop a sense of professional ethics, the knowledge and practice of academic integrity gained through post-secondary can positively influence their attitudes and behaviours in social and political contexts

An assumption of the proposed academic integrity education program based is that conducting oneself with integrity does not only impact the individual and the workplace, but also positively affects a larger, collective sense of responsibility. Therefore, post-secondary institutes which promote academic integrity by teaching students how to recognize, understand, and practice the right decisions will contribute to more ethical workplaces and societies at large.

Building on the literature on the relationship between culture and academic integrity, it is necessary that the proposed program acts as an opportunity to question and discuss the values of courage, fairness, honesty, respect, responsibility, and trust which are the foundation of the College's revised academic integrity policy. The consideration of what is normative, as

mentioned by Smithee (2009), is especially important given that College has a commitment to

social justice which implies that organizational decisions – such as the development and

implementation of a new academic integrity education program – must critically examine

assumptions held by the self and others.

Introduction to proposed academic integrity education program.

The proposed solution to the POP is an academic integrity education program for first-year
students based on the GVV curriculum.

Employing GVV -- a method for framing conflicts to enable people to move from values to
action– will be used in the design of academic integrity training. By implementing training
targeted at using values to see through conflict, participants will practice committing to the six
fundamental values of academic integrity in the face of adversity or conflict (e.g., cheating,
plagiarism, and other forms of academic misconduct). Application of GVV to educational
contexts has been proven effective in pilot projects (Gentile, 2015), but not yet specifically to a
problem of practice related to academic integrity within an Ontario community college. These
pilot projects, as well as detailed description of the rationale, tools and evidence behind GVV are
discussed in subsequent chapters.

Gentile's (2010) Giving Voice to Values curriculum in particular helps students practice acting

with integrity, contributing to the "collective responsibility" (Gentile, 2010, p.ix) which is

necessary to avoid repeating ethical lapses with damaging effects. Furthermore, the in-class

delivery of the proposed program will dedicate space and time to ask "questions about the role of

integrity" as described by McCabe (2005). Time dedicated to ask these questions is built into the

design of the GVV curriculum, an example of which is provided in Appendix 3.

Framing the Problem of Practice

To arrive at a thorough and accurately focused response to inconsistent understanding

and practice of academic integrity at the College, the problem of practice is analyzed through

framing, a method for analyzing an organizational problem through four different lenses. The

four lenses are described by Bolman and Deal (2013) as the symbolic, human resources,

political, and structural frames. By viewing the POP through the four frames, the change agent can early identify potential perspectives which may support, hinder, or conflict with the change process.

The symbolic frame. The symbolic frame enables individuals to make sense of ambiguous but powerful objects, activities, and processes within organizations (Bolman & Deal, 2013). The College's academic integrity policy can be read as a symbol: while the policy itself is just a written document, it symbolizes the College's acknowledgment of a serious issue and control over the issue. Similarly, the revision of the academic integrity policy to include the ICAI's definition of academic integrity can read as symbolic of relationship building between the College and an external partner. Bolman and Deal (2013) warn of objects or actions which symbolically signal that a problem has been bought under rational control but are dramaturgical instead of authentic. The vulnerability of symbolic objects or actions is that individuals (i.e., students, faculty and administrators at the College) may not perceive them as fully realized solutions. Therefore, the development of an academic integrity education program must include a way to monitor and measure the program's sustained adoption at the College, so that it is not viewed as an end in itself. The interpretation of policy as symbolic is further discussed in the section on Institutional Theory in Chapter 2, and the need for measuring the adoption and perception of academic integrity education program is detailed in Change Process Monitoring and Evaluation section of Chapter 3.

The human resources frame. The human resources frame focuses on the relationships between humans and the organizations in which they work (Bolman & Deal, 2013). Given the OIP focus on the role of faculty in the development and leadership of an academic integrity education program, the most pertinent elements within the broad category of human-organization

relationships are faculty's working conditions. In particular, self-protective behaviors and the openness of risk are present when viewed through the human resources frame. As described prior, faculty at post-secondary institutions in Ontario, including this College, work within conditions characteristic of neoliberalism. The majority of faculty members are employed on a temporary contract basis. As a result, although faculty at the College may informally discuss experiences with academic misconduct with their peers, frank discussion about academic integrity can be perceived as a potential detriment to their impermanent relationship with the College. Conversely, the previously mentioned survey completed within the College saw a high number of faculty respondents which suggests an openness and receptivity to discussing the topic, perhaps under the protection of anonymity. These elements illuminated by the human resources frame suggest that there is simultaneously perceived risk and openness to the POP; although these are mixed signals from faculty, they must be considered in the leadership and development of the program. Importantly, there is a need for faculty involvement in the change process. The human resources frame emphasizes the effectiveness of combining advocacy and inquiry in organizational change and the program's development and leadership will seek advocacy and inquiry from faculty members. Strategies for advocacy and inquiry are presented in the next chapter, as team leadership is introduced.

The political frame. The political frame illuminates an organization's decision making process and allocation of resources, with the assumption that decision makers have divergent interests and the resources are limited (Bolman & Deal, 2013). When viewed through the political frame, the POP can be understood as a product of competition for power and resources within the College. As described earlier, the neoliberal context positions Colleges in competition with one another and to survive in this marketplace, each College promotes itself to potential

students. In this context, graduation and retention rates may be used as selling points and these interests may be in conflict with maintaining standards of academic integrity, for example. However, academic integrity is key to a College's reputation and can be perceived as a distinguishing factor which provides a competitive edge. Further discussion of the link between academic integrity and the accreditation of the College is presented in the next chapter. Another element of the political frame pertinent to the POP is the "feast or famine" trend in education (Bolman & Deal, 2013). According to the political frame, to ensure that power and resources are plentiful, the timing of organizational change is critical. Plentiful human and financial resources typical of a "feast" stage support changes which may not be possible during a "famine" period. The College's offer of human and financial resources for new programs and activities through a Scholarship for Teaching and Learning (SoTL) fund is indicative of a "feast" stage and signals an opportunity to address the POP through an academic integrity education program. Details of the SoTL fund which has been secured for the academic integrity education program are detailed in the last chapter.

The structural frame. The structural frame focuses on the division and coordination of work within the social architecture of an organization (Bolman & Deal, 2013). The POP viewed through the structural frame reveals the College's divisionalized architecture, with operating cores under an administrative components (Bolman & Deal, 2013). This is true for the larger, College-wide structure in which an executive team works under the College president, as well as each school's structure in which faculty and support staff work under a department chair and dean. The inconsistent understanding and practice of academic integrity within the current hierarchal structure suggests that an alternative, horizontal coordination of work may yield a stronger approach. Therefore, developing and leading the academic integrity education program

should involve lateral coordination among faculty members within the schools. Importantly, the formation of the current academic integrity working group shows an openness to horizontal coordination of efforts. The school dean who administered the survey and organized the working group demonstrated a shift from vertical to horizontal coordination. In forming the working group, the dean initiated a structural shift which would otherwise be beyond the change agent's power and control. With the organizational structures of the College and the working group in mind, the education program will require collaboration along vertical and horizontal levels of the College.

Leadership-Focused Vision for Change

Present and future states of the College. Although a more detailed and accurate gap analysis using Nadler and Tushman's (1980) Congruence Model is performed as part of a critical organizational analysis within the next chapter, a tentative vision of the College's future state creates direction and momentum for the change process. In its future state, the College has an effective and consistent approach to academic integrity education which is integrated throughout eight schools and regularly monitored and evaluated. This future state is holistically described in terms of the implicit and explicit impacts of the academic integrity education program.

Implicit changes. Implicit changes denote shifts in the College's internal operations and routines which would result from adoption of this proposed program. Implicit changes at the College may not be formally nor publicly announced but have a meaningful impact on students, faculty, and administrators. They reflect a significant internal commitment to academic integrity which is operationalized in many external ways. One implicit impact of the proposed academic integrity education program is the creation of support and materials for teaching academic integrity. In the future state, members of the proposed academic integrity networked

improvement community (NIC) will be regarded as familiar and trusted resource people which creates a sense of institutional security and support for students and faculty. A related implicit change is departmental collaboration since the academic NIC involves representatives from each of the academic schools. This is a shift from the current silo approach, where each separate department may have its own process for teaching academic integrity and practices for handling academic dishonesty. Collaboration on a project like the academic integrity program demonstrates the effectiveness of team leadership and sets the tone for other organizational changes which may benefit from a similar approach.

Explicit changes. In contrast, explicit changes denote tangible indicators of change which impact the College's public image. Adoption of the academic integrity education program, if successful, would mean that the College has fulfilled both its social justice themed values and mission and its goal to adopt a model of academic integrity, as stated in the strategic plan described earlier. The program makes accessible the concept of academic integrity which fulfills the College's commitment to social justice. Given the College's diverse population, developing the academic integrity education program ensures that the College is equitable and inclusive. Academic integrity is culturally dependent and as a result, a program which involves explicit teaching of the values underpinning academic integrity equals the playing field for students.

In addition to actualizing its values and mission, in its future state the College will have a more ethical and reputable public image. A perceived "norm" of academic misconduct negatively impacts the reputation of the College (Hart and Morgan 2010). Conversely, the College's unique approach to academic integrity education can positively impact the College's reputation, establishing it as an ethical and integrous institute. The reputation will be conveyed

via the graduating students: in their future workplaces, personal lives, and community activities, students will be able to understand and enact the values learned and internalized at the College.

Priorities for change. Achieving the future state means identifying and prioritizing areas for change. This plan sets the pace of the change process while considering potential competing interests. The groups who will be affected by the proposed program are called "stakeholders" and include students, faculty, and administrators. Each stakeholder's interests are described below, and ranked in terms of the size of the stakeholder group and the level of priority.

As the wide majority and arguably, the most important stakeholders in the College, students' needs and interests are the first priority for change. As mentioned earlier, the College's public commitment to social justice means that students come to the College with the expectation that education will be equitable and accessible. Among other reasons, students may be drawn to the College based on its appreciation and promotion of diversity. The social justice commitment conveys to students that they will be supported and provided with all of the tools needed to succeed academically—an operational understanding of academic integrity being one of these tools. Academic integrity and its associated six values are potentially new concepts to students, and as a social justice-focused school, students would expect to be taught these values in a way that is accessible, equitable, and meaningful. Therefore, the first priority in developing the academic integrity education program is selection of materials and curriculum which are accessible to all students.

Next, the interests and needs of faculty are priorities during the change process. For most faculty members, the current neoliberal system means non-permanent contract employment. As a result, many faculty may feel that they do not have the time and materials to dedicate to academic integrity education, and they may perceive their handling of academic dishonesty as a

risk. With this employment context in mind, developing the program in consultation with faculty is a priority. Designing an approach which captures full and part-time faculty input and expertise ideally creates a sense of safety and empowerment. In addition, it is a priority that the program materials and faculty support are readily available. After selection of accessible materials and curriculum, the next priority for change is finding a development approach that engages faculty in the process.

Finally, the interests of administrators will be prioritized throughout the process of developing and leading the program. One responsibility of administrators is to set goals for the College which need to be met. The objective of adopting a model of academic integrity stated in the strategic plan is an example of an administrative goal. Therefore, the proposed program should materialize the academic plan set by administrators and in this way, support the larger administrative interests. To demonstrate that the goal stated in the strategic plan has been met, the program will be communicated publicly. After selection of curriculum and development of the program as described earlier, the final priority is sharing the program in a public forum to show that the goal of the strategic plan has been met, thus meeting the administrator's interests.

Construction of future state. In order to achieve the future state and meet the needs and interests of the stakeholders, collaboration within the College is required. Analysis of the College's current and historical contexts, the POP, and the stakeholders' interests show a recurrent theme: that the development and leadership of the proposed program must involve input from students, faculty and administrators. Several avenues for facilitating this collaboration are explored as well as in the next chapter with more detail.

A clear stakeholder in both the development and leadership of the academic integrity education program is the College's Centre for Organizational Teaching and Learning. The

Centre's purpose is to provide faculty with support for teaching and learning. Staff at the Centre are both administrators and faculty which nurtures a relationship between these two levels of the College which is needed to achieve the future state. The Centre's position is neutral in that it is separate from but a provider to all academic schools allowing for the program to be disseminated across departments and from a common centre within the College. Teaching and learning departments similar to the College's Centre have participated in academic integrity work at other post-secondary institutions, including the creation of academic integrity officer role, which was a successful intervention at a Canadian university (Baetz et al., 2011; Zivcakova & Wood, 2015). Recently, the Centre has created a fund for the Scholarship of Teaching and Learning (SoTL) which will be used as an opportunity to pilot the program and publicly communicate its rationale and results. Details of the SoTL fund are provided in the final chapter of the OIP.

Organizational Change Readiness

Change Readiness Assessment. After identifying priorities for change, assessing the College's ability and appetite for organizational change is the next critical step in the process. In addition to the literature review included in the Perspectives on the Problem of Practice section, an assessment of internal data and stakeholders' perspectives (Cawsey, Deszca & Ingols, 2016) as well as external data determines the College's readiness for the proposed academic integrity education program.

Internal data. As described earlier, students and faculty completed a survey on academic integrity to determine the extent to which academic misconduct is an issue at the College. Students' and faculty members' participation in the survey suggests a degree of readiness for change. Although the survey was anonymous, completing it indicates an openness and willingness to share their current understanding of academic integrity and past experiences with

academic dishonesty. Several survey questions probed difficult areas such as cheating and reporting breaches committed by students, so respondents' participation suggests they are not opposed to addressing these challenging topics. In addition to completing the survey, several faculty members participated in the working group's discussion of the survey results. Their involvement in the survey and the working group suggests not only an openness to discussion of academic integrity, but also a willingness to participate in organizational initiatives. Importantly, there are other interpretations of participation in the survey and working group; a counter-argument is that participants were influenced by power relations and participated out of intimidation or fear. However, that participation was anonymous, voluntary, and clearly stated on the survey supports the correlation of survey participation with readiness for change.

Readiness for change related to academic integrity is also visible at the administration level. In addition to participating in the current working group and including academic integrity in the College's annual strategic plan, administrators have shown interest in the topic at several College events. At a semester-start meeting, the dean who initiated the survey shared the results of the academic integrity survey and the recommendations of the working group, which can be read as a significant, public statement of support for initiatives related to academic integrity. In the same year, at a symposium on teaching and learning, a College librarian presented a literature review on academic integrity practices and shared ideas for supporting academic integrity through library services. While the dean and librarian came from different branches of the College, both articulated a shared goal of starting the conversation about academic integrity and emphasized that the effort must be collaborative, not individual. These communal presentations by administrators at the College are indications of a readiness for change as well as openness to a team leadership approach.

Stakeholder's perspectives. A potential perspective held by faculty and administrators is that the proposed academic integrity education program will add to an already heavy workload. The neoliberal climate of Ontario post-secondary institutions fosters a focus on productivity and the bottom-line, and as a result, administrators and faculty may feel already pressure to fulfill their existing job requirements to secure future employment or risk losing future contracts. From this view, the development and leadership of a new initiative like an academic integrity program may not be well-received. The perspective of the academic integrity program as an increased demand is addressed through team leadership as described in the Critical Organizational Analysis section.

As well, the program may be perceived as just one of many change initiatives unfolding at the College. Recently, the College created the fund for the Scholarship for Teaching and Learning (SoTL), which promotes faculty to engage in organizational change. The College's SoTL fund will assist in the implementation and communication of the academic integrity education program and is described in the last chapter of the OIP. However, while the fund empowers participants to implement change it also increases the number of change initiatives unfolding at the College. A possible result is faculty's perception of an "everything agenda" (Perkins, 1992) at the College, in which many areas are identified for improvement but few are fully carried through. Skepticism of the education program as a short-sighted improvement agenda is addressed through the monitoring and adjustment cycle described in the Change Process Monitoring and Evaluation section of the final chapter.

External data. Based on the review of literature on academic integrity at North American post-secondary institutes, the consensus is that colleges and universities need to adapt their institutional approaches to promoting academic integrity education (Boehm et al., 2009;

Gallant & Drinan, 2008; Hart & Morgan, 2010; McCabe & Hughes, 2006; McCabe & Trevino,

1993; Stiles & Gair, 2010; Tippitt et al., 2009). Some studies have identified effective

instructional interventions to encourage academic integrity (Baetz et al., 2011; Zivcakova &

Wood, 2015; Zivcakova, Wood & Baetz, 2012) but others report that organizational responses to

academic integrity often fail at the stage of institutionalization (Gallant & Drinan, 2008). The

volume of literature suggests a readiness for change not only in the context of the College but in

the larger context of North American post-secondary institutes.

Communication Plan for Change

Building Awareness of Need for Change. The current online repository for academic

integrity materials provides a communication channel which can be used to reach stakeholders at

different points throughout the change process, including the initial stage of building awareness.

Since the repository is shared via the College's online learning management system and

administrators and faculty (both full-time and contract) have access to the system upon hire,

posted information is disseminated to a wide audience. All individuals with access to the

repository have the ability to add materials and start discussion threads, which establishes it as a

valuable conduit for communication among the change agent, faculty and administrators. The

repository is used to build stakeholders' awareness of need change and for other communication

purposes throughout the change process, as outlined in the Communications Plan section.

To communicate the need for consistent understanding and practice of academic integrity

at the College, the problem of practice will be presented to stakeholders via the repository.

Rather than posting the problem of practice as a static resource on the repository, the discussion

thread tool will be used to facilitate discussion among the change agent and stakeholders. The

problem of practice will be phrased as a question on the discussion board; according to Katz and

Dack (2014), people pursue the answer to a question which evokes genuine curiosity rather than general thinking about an issue. Further, the authors recommend presenting a collective problem of practice which is "something that a learning community is naturally curious about: something vexing or puzzling that directs people on a path to figuring it out because they need to and want to" (Katz & Dack, 2014, p.88). Therefore, the need for change will be communicated by stating the problem of practice in a way that connects it to the collective; as well, the problem of practice will be phrased as a question so that it "capitalizes on curiosity" (Katz and Dack, 2013) and motivates faculty and administrators who access the repository to actively discuss the POP.

In addition to posting the problem of practice, a summary of the literature review completed as part of the OIP writing process will be shared. The literature review will be posted as a resource for all faculty and administrators to review, with the invitation for others to add to it. Summarizing the findings of the literature review shows that the need is well-documented at other institutions as well, lending to the significance of the problem of practice. This conveys that the program will be created with this College in mind, but is also evidence-based and triangulated from other sources. From these simple but strategic communication pieces posted to the repository, the audience will understand and appreciate the need for the academic integrity education program.

Communication strategies. Besides the online repository, there are College events which can serve as direct and public strategies for communicating the need and plan for change. Over the course of each academic year, the College hosts several symposia dedicated to faculty research, teaching and learning practice, and professional development. These symposia provide opportunities for faculty and administrators to share their own ideas and work as well as attend others' presentations. In the spirit of sharing best practices within the College, the symposia

welcome preliminary presentations by faculty who are selecting a research topic or defining the purpose of a study, as examples. In conjunction with posing the problem of practice question via the discussion thread and sharing the literature review via the shared materials, a short presentation on the rationale behind the proposed academic integrity education program will communicate the need for change and enhance the two communication strategies' effectiveness. The change agent will refer to the online repository in the presentation to encourage participation.

In conclusion, analysis of the context and leadership at the College supports to the development of an academic integrity education program. Analyzing the issue of academic integrity through a literature review and the four frames (Bolman & Deal, 2013) deepens the change agent's understanding of the complexity of the problem of practice while envisioning the process helps narrow change priorities and strategies.

Chapter 2: Planning and Development

Building on the organizational context established in Chapter 1, Chapter 2 introduces several frameworks and theories to guide the leadership and development the academic integrity program. The framework to direct the overall change process is the Change Path Model (Cawsey

et al., 2016). The framework employed as curriculum within the proposed academic integrity education program is Giving Voices to Values (Gentile, 2010). While the frameworks provide a structured, controlled view of the development and leadership of the proposed academic integrity education program, integrating leadership theories in the change process inspires a vision and ethos for the change agent and stakeholders. Before describing each framework and leadership theory, the chapter begins with some attention to broader theories of organizational change from which the frameworks originated.

Frameworks for Leading the Change Process

Numerous studies of organizational change within post-secondary institutions draw from institutional theory (Gaytan, 2009; Sweet, McElrath, & Kain, 2014) including organizational responses to issues of academic integrity (Baetz et al., 2011; Gallant & Drinan, 2008; Hart & Morgan, 2010). Similarly, the Change Path Model (Cawsey et al., 2016) selected here to guide the College's organizational response to inconsistent academic integrity understanding and practices is also underpinned by institutional theory. Therefore, a brief overview of its logic and assumptions is a necessary starting point.

In addition to The Change Path Model, a second change model is employed within the academic integrity education program. Gentile's (2010) Giving Voices to Values (GVV) model provides the curriculum and pedagogy for the proposed academic education program, which will prepare students to act ethically in the face of conflict (i.e., feeling pressure to cheat). Taking ethical actions is heavily predicated on students' courage and choice to act, and in this way, the model is comparable to team leadership. To unpack the strength and limitations of the GVV model, team leadership, which also foregrounds choice and courage to participate in a change process, is discussed.

Institutional Theory. The final stage of the Change Path Model is institutionalization, which refers to an organization's future state after fully adopting a change by successfully integrating it into organizational processes (Cawsey et al., 2016). In the context of the College, the institutionalization phase entails the adoption of the academic integrity education program throughout the eight academic schools, providing an equal playing field for all students to have academic success, as well as meeting the College's strategic plan to adopting a model of academic integrity. Institutional theory helps consider not only the final stage of institutionalization, but also the preceding phases of the change process and transitions between them.

Ackerman (1973) describes institutionalization as a three stage process. First, a formal leader within the organization publicly commits to a change initiative, often creating a policy to symbolically enact the change. Next is the introduction of a specialist or "agent of change" (Ackerman, 1973, p. 97) who has technical expertise of the area requiring change. With the change agent's support, managers and their subordinates adapt behaviours and protocols to meet the stipulations of the policy, thereby institutionalizing it. Ackerman summarizes the transformation as "the awareness of social need that produced the policy. . . enriched by the infusion of new skills [which] matures into a willingness on the part of middle-level managers to commit resources and reputations to responsible action" (Ackerman, 1973, p. 95).

Elements of Ackerman's (1973) institutional theory can be neatly applied to the College's response thus far to inconsistent academic integrity understanding and practices, as described in the Leadership Problem of Practice section in Chapter 1. As mentioned earlier, the College recently revised its academic integrity policy and identified academic integrity in its strategic plan, which illustrate Ackerman's first stage, a symbolic enactment of change through policy.

Further, Ackerman's second stage of the introduction of a change agent, or in this case, a group of agents, can be seen in the working group of administrators and several faculty. The final stage, according to Ackerman, sees the change of behaviours and protocols by constituents, and a commitment to responsible action. This final stage, and in particular the change of behaviours and protocols and commitment to responsible action, has not yet been achieved in the current change cycle. However, the combination of the Change Path Model and GVV model will begin another change cycle to achieve the final stage of institutionalization described by Ackerman (1973). The current and future change cycles are described in the Change Process Monitoring and Evaluation section of Chapter 3.

Although Ackerman's description of institutionalization can be applied to the College context, there are limitations and assumptions to institutional theory. The third stage of institutionalization puts responsibility and accountability largely on constituents, and since the proposed academic integrity education program is faculty-driven, the constituents are mainly faculty members. Ackerman (1973) suggests that constituents may find responsibilities and accountability measures for implementing the change to be unclear as well as conflict between seeing through the policy and maintaining usual operations. Also, constituents may feel isolated or distrustful of the policy and resulting changes since their involvement is delayed until the final stage. To address these limitations, faculty members are involved in the development and leadership process at the earlier stage of acceleration within the Change Path Model (see Figure 1). As part of the Acceleration stage, advocacy and inquiry (Argyris & Schön, 1996) will be the focus of meetings between the change agent and faculty. Specific communication strategies for advocacy and inquiry are described in Change Communications Plan section of Chapter 3.

Another potential limitation to institutional theory and as an extension of the theory, the

Change Path Model, is constituents' reactions to the change agent. An external change agent may

be perceived as alien and distrusted by constituents. As well, although the change agent directs

the initiative, constituents are responsible for managing and implementing it, with the change

agent providing expertise or technical support when asked (Ackerman, 1973). However, given

that the change agent is a fellow faculty member, other College faculty are arguably more

receptive to participating in the academic integrity education program; the change agent is not

external from the College nor the faculty role. As well, with representation from each of the

academic schools on the proposed academic integrity networked improvement community

(NIC), the potential for distrust is lessened. With an established relationship between the change

agent and the faculty constituents and a balanced representation of academic schools in the NIC,

the limitations associated with institutional theory are less likely to occur.

Team leadership. In the same way that institutional theory helps critically examine the

Change Path Model, team leadership illuminates the logic and limitations behind the second

change model, Gentile's (2010) Giving Values to Voices (GVV). In particular, team leadership

can help address the question of courage, which is a key determinant of the success of GVV.

Team leadership, also referred to as "shared leadership" or "distributed leadership," is the

redistribution of the role and responsibilities traditionally attributed to a single leader amongst

team members (Kogler Hill, 2016). Team leadership provides a rich approach to problem-

solving, since each member brings forth unique strengths and expertise (Kogler Hill, 2016). In

this way, all team members act as emergent leaders, making it an approach best suited for

organizations with flatter, less traditional hierarchy (Wang, Waldman, & Zhang, 2014). Acting

as emergent leaders influences team members' social identities; they see themselves as leaders

through the responsibility and control that has been extended to them through the group, an effect which has been associated with heightened trust in an organization and inherent behaviour changes that serve the team's current and future goals (Wang et al., 2014).

The current academic integrity working group at the College can be read as an example of team leadership, with administrators from different areas from the College collaborating to analyze the survey findings, as described in Leadership Problem of Practice section. While the College shows traditional hierarchy in terms of its organizational structure, the working group is suggestive of flatter, team leadership in some organizational changes and supports the selection of team leadership approach used in the proposed NIC. Wang's et al. (2014) argument that team leadership positively influences members' social identities and heightens their trust is a benefit of faculty participating in the development and leadership of the academic integrity education program.

However, the shared approach to problem-solving and opportunity for emergent leaders can also be read as potential weaknesses of team leadership. Kogler Hill (2016) describes how coordinating multiple team members' efforts adds complexity which may not exist with a traditional, individualistic leadership. Critics of team leadership question if all team members possess the requisite leadership abilities and characteristics for the team to function effectively; an underlying assumption is that leaders have experience in problem-solving and decision-making which emergent leaders may not actually possess (Kogler Hill, 2016; Wang et al., 2014). Further, team leaders require courage to act, which may not be true for all individuals due to their employment status or seniority. Amos and Klimoski (2016) state that most literature on team leadership presents the idea that members will "answer the call" or "rise to the occasion" when needed–however, they emphasize that this action is a choice, and that there is little

research on "just when, where, how, and even if one will exert team leadership is a 'judgement call'. . ." (p. 111).

The criticality of courage is two-fold for the proposed academic integrity education program. First, faculty members within the NIC are asked to bring experiences and challenges of academic integrity within in their specific schools to the creation of the GVV materials for the program. For instance, a faculty member from the School of Nursing may bring forth experiences from supervising large scale assessments; a faculty member from the School of Engineering may contribute experiences from evaluating students' group work, and so on. Volunteering these experiences requires courage on behalf of faculty members as they may perceive risk associated with sharing these experiences. Faculty may feel that they are betraying the norms of their own academic school or branch of the College, or fear judgement or punishment if they feel that they did not provide adequate academic integrity education previously. Based on the results of the faculty survey on academic integrity mentioned in Chapter 1, these risks are plausible. Similarly, the GVV curriculum proposed for use in the program requires students to collaborate in order to work through the Thought Experiment and pre-scripting (Gentile, 2010), two key elements of the GVV curriculum which will be discussed in more detail. Students may perceive a risk of punishment or judgment from faculty or peers if they admit to academic dishonesty in the past. In both the NIC, which requires group members to contribute their respective expertise, and in using the GVV curriculum, which require students to voice their experiences with academic integrity, success is dependent on the courage to act. Creating a safe and trusting environment is critical for both these activities to succeed.

Literature on team leadership helps address these limitations. In terms of coordinating the efforts of team members, the Hill Model for Team Leadership (2016) is integrated into the

Change Path Model. Hill's basic premise is that a single team member monitors the team and if

necessary, takes action to ensure team effectiveness (Kogler Hill, 2016). In the case of the NIC,

the change agent will act as the monitor of the leadership team. To address the assumption of

courage and choice to act, Amos and Klimoski (2014) argue that there are three factors that

determine the propensity to show courage and act in team leadership contexts: confidence (a

combination of generalized self-efficacy and leadership self-efficacy); character (including

feelings of duty and possessing moral identity); and credibility (established through knowledge,

skills and abilities as well as social capital). It is unlikely for a single leader to embody all of

these qualities, so the authors advocate for creating a team of people who possess the traits and

importantly, creating an environment in which those people have the empowerment and

discretion to act on them. In their words, "under conditions of risk, particularly where there is no

designated leader, selecting individuals with the traits that underlie courage for team membership

is warranted" (p. 121). This strategic selection of team members is explored further in the

Mobilization stage of the Change Path Model.

Models of organizational change. The two selected models for organizational change

have limitations and assumptions, but when used together for organizational change, the

strengths of one model can complement the other's limitations. Cawsey et al. (2016) recommend

using The Change Path Model, which balances process and prescription for an organization, in

concert with Giving Voices to Values, which helps individuals act effectively and ethically. The

interplay of the framework and tools are illustrated in Figure 1.

Figure 3. Interplay of Change Frameworks and Tools

STAGE 1: AWAKENING	STAGE 2: MOBILIZATION	STEP 3: ACCELERATION	STAGE 4: INSTITUTION-ALIZATION
Actions: Review of Current Policy, Working Group, and Practices. Literature Review. Critical Organizational Analysis **Tools**: Nadler and Tushman's Congruence Model	**Actions:** Creation of Academic Integrity NIC. Development of Program **Tools:** The Hill Model for Team Leadership. Gentile's Giving Values to Voice	**Actions:** Piloting of Program. Collecting Feedback Faculty and Students **Tools:** Katz & Dack's Conversations Protocol. Survey and interview to gather data	**Actions:** Adjust program based on pilot project. Monitor and assess program. Share Findings. Literature Review (ongoing) **Tools:** Survey and interview to gather data

Note: Figure 3 shows the interplay of frameworks for change. The four rectangles convey the stages of the overarching framework of The Change Path Model. Within each stage, secondary frameworks and/or theories comes into play. The frameworks and theories have been referred to as "tools" as they assist the change leader in achieving the actions

  The Change Path Model. Cawsey et al.'s (2016) Change Path Model guides the

academic integrity education program on an organizational level, envisioning the change process

through the four stages of awakening, mobilization, acceleration, and institutionalization.

Gallant and Drinan (2008) suggest the pendulum as a metaphor for the institutionalization of

academic integrity model in post-secondary institutions. Like a pendulum, the change process

may initially unfold in a linear way, only to move backwards through the stages again later.

Although it is possible that the development and implementation process may not be entirely

uniform with The Change Path Model, this conceptual model helps characterize the stages even

if they do not flow linearly.

Stage 1: Awakening. The initial stage requires a Critical Organizational Analysis in which change agents scan both internal and external environments of the organization to understand competing and supporting forces impacting the organizational change. The issue of academic integrity within the larger context and College context was analyzed in Chapter 1 using Bolman and Deal's (2013) four frames, and further information about the organization is unearthed by the Critical Organizational Analysis in the current chapter. Change leaders may use different tools to critically analyze their organization, and in this case, Nadler and Tushman's (1980) Congruence Model has been used to select a strategy with the best fit for the College.

Stage 2: Mobilization. Information gleaned from Nadler and Tushman's (1980) Congruence Model clarifies the details of the strategy. In this case, the strategy is designing and implementing an education program for students based on the GVV curriculum. To create the program, faculty representing each of the eight schools will collaborate to ensure that the program content includes academic integrity issues and challenges from all branches of the College. These eight faculty members will form the academic integrity networked improvement community (NIC). The Hill Model for Team Leadership (2016) is used to guide the selection, formation, and regulation of the group's activities. The academic integrity education program will be designed with contributions from team members according to their area of expertise. As well, a literature review will establish credibility when communicating with other stakeholders within the College.

Stage 3: Acceleration. The program will be piloted in the classroom by the change agent with support from the SoTL fund at the College. Students' perceptions of the program will be gathered through survey and interviews, and the data gathered is shared with the NIC. When the NIC meets to analyze the data, Katz and Dack's (2014) conversation protocols will be used to

facilitate and advance these intermittent, reflective and critical discussions of the design and implementation processes. Further development of the GVV curriculum will be based on the pilot project results as well as faculty's own expertise of the academic integrity issues pertinent to his/her academic school. At this stage, the academic integrity NIC will also seek input from the original working group of administrators, also using Katz and Dack's (2014) protocol to structure the discussion. The results of the pilot project of the academic integrity education program will be shared at a symposium for the teaching and learning, making the results available to all College stakeholders (students, faculty and administrators).

Stage 4: Institutionalization. The academic integrity education program will be used throughout the eight schools, with the faculty member who sits on the NIC serving as a surrogate change agent within each school. Other faculty will learn the GVV approach via the surrogate change agent, who will present at semester start-up meetings and refer faculty to the existing online repository where program materials are posted. The program materials include the GVV curriculum developed by the NIC, the literature review explaining the rationale of the approach, and designated discussion board for sharing feedback and experiences using the GVV curriculum. The results and analysis of the pilot project will also be shared on the repository. Therefore, both primary and secondary data will inform the future development of the program so that it is College-specific but responsive to the larger conversations about academic integrity education. The NIC will extend beyond the college and connects with other post-secondary institutions in Ontario via presentations at external conferences.

Giving Voices to Values. The Giving Voices to Values (GVV) curriculum was originally developed by Gentile (2010) for teaching business ethics. Gentile (2010) noted emphasis on awareness and analysis of ethical dilemmas facing business leaders, but little attention to

teaching students about the actions and words needed to communicate their choice. She developed the GVV curriculum, "a set of exercises, readings and a unique type of case study wherein students are asked to develop scripts and action plans for a given values-driven position" (Gentile, 2011, p. 305). The premise of GVV is that practice at voicing values in hypothetical ethical conflicts increases the likelihood that students will act ethically in the face of real conflicts. Gentile (2010) likens the curriculum to training muscle and muscle memory, with the GVV exercises "building ethical muscle" (p.6).

Beyond the context of business ethics, the GVV curriculum has been used in sexual harassment training (Chappell & Bowes-Sperry, 2015), a sports-for-development program, anti-bullying education, and academic integrity education (Gentile, 2015). In the field of leadership studies, the GVV curriculum is comparable to the practice approach to leader development (Carroll, Levy & Richmond, 2008). Regardless of the context for which the GVV curriculum is adapted, it works through the same four stages: The Thought Experiment, Clarification of Values, Post-decision Making Analysis and Implementation Plan, and Pre-scripting.

The Thought Experiment. The Thought Experiment is a short but carefully written case study illustrating an ethical dilemma. By working through The Thought Experiment, students rehearse the actions they would take in these dilemmas and/or revisit their actions in similar dilemmas in the past. Gentile (2010) describes a Thought Experiment related to the issue of academic integrity: a student was asked by his friend to provide answers during a final exam, and although the student admitted that he was aware this act was considered cheating and that he did not condone cheating, his still provided answers to the friend. Ideally, the detailed description developed by the case study writer (in this case, College faculty members) engages the students

in a familiar, relatable dilemma; however, the case study differs in that it pauses at this point, and poses questions to clarify the inherent values conflict.

Clarification of Values. In the first part of the Thought Experiment, students are led through a scenario in which an individual is faced with a dilemma. In Gentile's (2010) example, the individual is a student and the dilemma is a choice between helping a friend and upholding academic integrity. With the help of the faculty member facilitating the lesson, students connect actions of the student in the dilemma with values. Students discussing the dilemma may connect the student's actions with the value of loyalty, for example. At this stage, the goal is to connect explicit actions with implicit values, or identify the underlying value(s) which may not be initially apparent in student's choice. The College's definition of academic integrity, which is a commitment, even in the face of conflict, to its six fundamental values of courage, fairness, honesty, respect, responsibility, and trust (International Centre for Academic Integrity, 2014) is effectively operationalized through the Clarification of Values stage. The faculty member incorporates the six fundamental values into the discussion at this stage, and through discussion of the values-based actions shown in the Thought Experiment, the College's values-based definition of academic integrity becomes clearer. In this way, the values-based definition of academic integrity policy in the College's academic integrity policy will no longer be symbolic—it will be enacted.

Post-decision Making Analysis and Implementation Plan: After clarifying the values present in the case study, students are challenged to think of how they may have acted differently in the situation. Gentile (2010) argues that this analysis of the decision-making better prepares students to act ethically when faced with dilemmas in the future. In the given example, the student analyzes other possible actions, such as helping the friend study in advance or suggesting

peer tutoring. A critical reframing occurs at this stage; the faculty member returns to the value of "loyalty" articulated in the second stage and connects it to the student's new action plan. Gentile (2010) explains that the alternative decision to help the friend study still upholds loyalty but also maintains academic integrity. Upon further analysis of the case study, the peer's request for answers during the test actually violates the value of loyalty, as a loyal person would presumably not involve a friend in such a difficult conflict (Gentile, 2010). Therefore, students are not asked to change values, but to envision ethical actions originating in their existing values and upholding academic integrity as a result. The six values identified in the College's academic integrity policy are more tangible and students have rehearsed their commitment, even in the face of conflict, to its six fundamental values of courage, fairness, honesty, respect, responsibility, and trust (International Centre for Academic Integrity, 2014).

Pre-scripting: The final, and arguably, most challenging portion of the Thought Experiment is the act of pre-scripting. Gentile (2010) argues that the most difficult aspect of acting ethically and from one's values is the "voicing." While students can envision different actions, the specifics of articulating that actions and/or the reasons behind them remains a challenge. The last part of the session is "pre-scripting" and practicing their responses to the dilemma described in the case study. Gentile (2010) asserts that pre-scripting is "a cognitive exercise as well as a behavioral and emotional one" (p. 173) and that rehearsal of the voicing of values makes individuals more likely to do so in real situations. In other words, the students in the classroom session act as proxies for the real students and faculty who would be involved in these ethical dilemmas. In the example Thought Experiment, students would pre-script and then voice the words that they would say to the friend, finding the right combination of words and body language to convey their values-based decision.

Gentile's (2010) example of the ethical dilemma facing the student who helped his friend to cheat is one example of a relevant case study which could be used in the proposed academic integrity education program at the College. The details of the case study may apply to several academic schools which commonly use tests and final exams. However, other dilemmas specific to academic schools would be developed by the faculty who teach in those schools and are members of the proposed NIC. Customizing the Thought Experiment case studies for each of the eight academic schools will ensure that the GVV-based academic integrity education program has a widespread and consistent approach which students learn through all courses, regardless of the academic school providing the course.

Critical Organizational Analysis

The Change Path Model conceptualizes the process of organizational change at the College; in other words, the question of "how" to change is addressed through this framework. The other critical element is the content of the change, which is determined through a critical analysis of the organization. The analysis unearths information about the current state of the College, and when it is compared to the envisioned future state, answers the question of "what" to change. Nadler and Tushman's (1980) Congruence Model guides the critical organizational analysis to justify the academic integrity education program as the most appropriate organizational response which considers the majority of organizational factors and ideally bridges gaps between the College's current and future states.

The Congruence Model. Nadler & Tushman (1989) describe their Congruence Model as a way to link an organization's environmental input with its output. Their central claim is that effective organizations (or organizational units) have congruence or "good fit" of four elements: tasks, people, formal, and informal organization. Figure 4 exhibits The Congruence Model

applied to this College, and each element is further described in more detail below. As the figure

shows, the College's response to inconsistent understanding and practice of academic integrity

must be reflective and responsive to the organization's internal and external environments to

produce the desired output.

Figure 4. Current, transformational, and future states of academic integrity at the College

Strategy
Academic
Integrity
Program
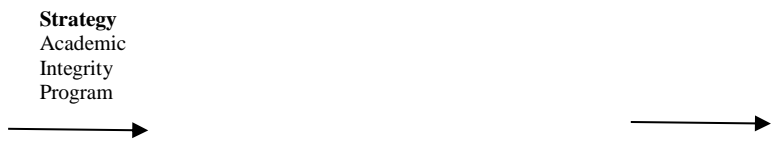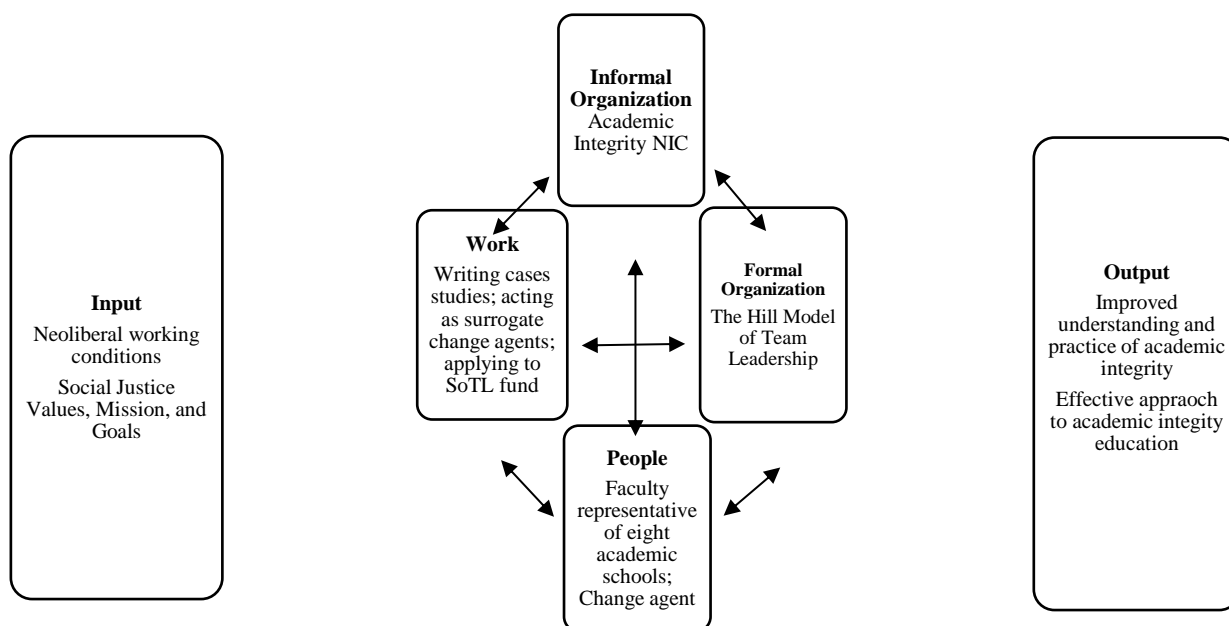
Note: Adapted from "Organizational Frame Bending: Principles for Managing Reorientation," by D.A. Nadler and M.L. Tushman, 1989, *Academy of Management Executive, 3*(2), pp. 195.

Input. The critical organizational analysis surfaces information about the College labelled as "input." Nadler & Tushman (1980) divide input into three categories: environment, resources, and history/culture of the organization.

Environment. Environment includes both the external and internal factors that influence an organization's choices, including political, economic, social, technological, and ecological dynamics (Cawsey et al., 2016). As described in Chapter 1, neoliberal provincial policies impact the leadership dynamics within public post-secondary institutions and visibly emerge as a view of education as standardized curriculum and testing; emphasis on universal knowledge and skills; and centralized, administrative decision making (Ryan, 2012; Giroux, 2013, 2014). Like other Ontario post-secondary institutions, this College environment has seen a shift of resources allocated towards administrative roles rather than teaching and support staff. The College's

strategy must consider the environmental conditions in order to work within the current

neoliberal context.

Resources. The College's financial resources, as well as its human resources, which are

arguably most powerful (Bolman & Deal, 2013) contribute to the input. The College is publicly

funded although funding has decreased under a neoliberal government (Giroux, 2013, 2014).

Consequently, human resources have shifted as more faculty members are employed on a

contract basis, and full-time faculty are maximized with teaching responsibility instead of

research or curriculum development. Nonetheless, the College has built new campus facilities

and supports applied research projects for faculty, such as the SoTL fund described in Chapter 3.

The available human and financial resources at the College are also factors in the selection of a

strategy in response to the issue of inconsistent understanding and practice of academic integrity.

History/Culture. Although all organizations evolve, historical decisions made by

founders and previous leaders still influence contemporary changes (Cawsey et al., 2016).

Therefore, the College's mission, values, and culture are salient input for strategy selection.

Given the geographical location of the College in a multicultural, multilingual city, its diverse

student population, and its status as a CAAT, the College focuses on social justice, accessibility,

equity for all students. In its approaches to pedagogy, the College promotes Constructivist

methodology to teaching and learning. In addition to identifying academic integrity in its

strategic plan, the College's membership with the International Centre for Academic Integrity

(ICAI) demonstrates academic integrity as a priority. The College's social justice focus,

Constructivist approach to teaching and learning, and commitments to academic integrity must

be reflected in the selected strategy.

Strategy. The selected strategy ideally addresses the majority of internal and external

forces within the College. When selecting a strategy, change leaders can consider the different

types in order to clarify their purpose and objective. Examples of strategy types include the

removal of an obstacle, changes to an existing strategy, or better alignment of resources with a

strategy (Cawsey et al., 2016). In the case of the College, the selected strategy is an effort to

better align existing College resources through an academic integrity education program. The

academic integrity education program has been selected as the strategy based on the input

gleaned from the critical organizational analysis. The ways in which the proposed program

reflects and responds to the environmental factors and meets the gap between present and current

states are as follows.

First, the proposed academic integrity education program responds to neoliberal College

environment, particularly in its faculty-led development. With approximately two-thirds of

faculty at Ontario Colleges in non-permanent contracts (Mackay, 2014), the working conditions

for the majority can strain their ability and motivation to participate in change initiatives such as

proposed program. To succeed in this environment, faculty members on the academic integrity

NIC share the responsibility of writing the case studies and acting as surrogate change agents for

implementing the program within each school. Therefore, the faculty members representing each

academic school on the NIC are ideally full-time faculty members, who may negotiate their

involvement in the NIC into their workload calculation. As well, the initial pilot project of the

academic integrity education program is the responsibility of the change agent, who will

complete a pilot project of the program using the financial and research support secured through

the College's SoTL fund. The development of the proposed program is collaborative, with a

faculty member from each academic school representing the rest of College faculty, and the

change agent uses the financial and research support available from the College's SoTL fund for purposes that serve the collective.

Because the neoliberal environment positions colleges as competitors within an educational marketplace, to succeed, the strategy considers the demand on the College to uphold its reputation. School reputation and public trust in its accreditation have been connected to high standards of academic integrity upheld by the students (Hart & Morgan, 2010). Academic integrity is not yet considered a "metric of success" by education accreditation agencies although Gallant and Drinan (2008) suggest it as a criterion for quality assessment held in the same regard as graduation rates, for example. This paradigm shift has not yet occurred, but the academic integrity education program proposed for the College can still be considered a means to maintain public trust and reputation of the College and in this way, balances the pressure on the College to stay competitive.

Next, the proposed program responds to the current financial and human resources at the College. As described previously, the provincial funding of Ontario colleges has been reduced under the neoliberal government (MacKay, 2014). When resources are reduced, there is an increased need to build coalitions (Bolman & Deal, 2013) such as the team leadership approach to the development and leadership of the program. Ideally, the building of a coalition via the NIC creates a sense of safety and empowerment for faculty as they play a part in the organizational change. Beyond the College context, coalition-building is visible in the College's affiliation with The International Centre for Academic Integrity (ICA). The new program, which is developed and lead by College faculty but also deeply connected to the ICAI, builds both internal and external coalitions which are appropriate responses and supports the College's reduced resources.

The history and culture of the College are also considered in the selection of an academic integrity education program as the strategy. Cultural diversity within the College and the surrounding neighborhoods is a major consideration in the development of the program around Gentile's (2010) GVV curriculum. The multicultural, multilingual population and College commitments to social justice mean that the curriculum within the program must be accessible and equitable. In its explicit discussion of values, the GVV model clarifies academic integrity, which is a "culturally loaded" and "value laden" concept (Gynnild & Gotschalk, 2008, p.43), and therefore not understood or accessible to all students at the College. Articulating values and their impact on actions ensures equity across the student population regardless of students' prior education, experience with, and knowledge of academic integrity. Not only does the program bring to life the College's historical mission and values, it also aligns with the College's Constructivist approach to pedagogy. The GVV model requires students use their past experiences to construct an understanding of the concept of academic integrity, which is characteristic of Constructive learning (Von Glasersfeld, 1989). In line with this College's Constructivist approach to teaching and learning, the proposed academic integrity program employs active, participatory learning strategies such as "prescription and action planning" (Gentile, 2010) described in the Frameworks for Leading the Change section.

Transformation Process. Information from the environmental scan of the College determines the needs of stakeholders to be met through the academic integrity education program. With the program established as the most appropriate organizational response, the next step is the alignment of the four organizational components—work, formal organization, informal organization, and people—to arrive at a future state of consistent understanding and practice of academic integrity at the College. According to Nadler & Tushman (1980) having

congruence or "good fit" between these four components is key to an organization's achievement of its goal and vision

Work. Work denotes specific tasks for individuals to complete as well as larger and more collaborative projects to groups or teams. Delegation of work is based on individuals' technical expertise and a historical division of labor within the organization (Cawsey et al., 2016). The initial work of this OIP is the development of Gentile's (2010) GVV curriculum towards conflicts related to academic integrity. Specifically, the work involves writing detailed case studies for the Thought Experiment, Pre-scripting exercises, and preparing program materials such as slide decks and documents for students. Writing the case studies is both individual and collaborative effort, as individual faculty members in the NIC will contribute their experiences with academic dishonesty within their respective academic school, but the NIC will collaborate on the writing process of planning, revising and editing the case studies. For the change agent, a key task is completing the application for the SoTL fund, which secures financial and research support from the College and receives administrative approval of the pilot project. At the time of writing the OIP, the SoTL fund has already been secured by the change agent for the pilot project. Importantly, change agents within other post-secondary institutions who wish to develop and implement a similar academic integrity program should prioritize the securement of financial support (through a SoTL fund, or another opportunity). After the pilot project and adjustment of the program based on feedback from the pilot project participants, the work for the members of the NIC is to act as surrogates within their academic schools. The surrogate faculty will act as emergent leaders within their schools and communicate the program's rationale, purpose, and materials to other faculty with the help of the online repository, as described in the Change Implementation Plan section.

The Informal and Formal Organization: The creation of case studies and material for the program, the securing of funds for the pilot project, and the implementation of the program within the eight schools comprise the Work component of the Congruence Model. The Informal and Formal Organization component of the Congruence Model considers the collaboration and organization required to achieve the work. Informal organization refers to the powerful yet often unspoken norms accepted by an organization (Nadler & Tushman, 1980), or in this case, within the academic integrity NIC. Informal organization is sometimes referred to as the "culture" of the group. The culture and norms of the NIC are difficult to predict as they are by nature unplanned and unanticipated; however, the change agent can plan how to identify useful and dysfunctional norms in the NIC as they arise and how (or if) to respond. To help the change agent understand the informal organization of work teams like the NIC and to work is completed, The Hill Model for Team Leadership is used.

Although by definition, team leadership decentralizes the responsibilities and power of a traditional individual leader and redistributes it amongst members of a team, Kogler Hill (2016) emphasizes the importance of a team leader. The team leader monitors and takes action (where necessary) to ensure the effectiveness of the team. The team leader must use discretion and situational awareness, and The Hill Model for Team Leadership assists the team leader in decision making and specific actions. In this way, The Hill Model is an example of formal mechanism which helps navigate the informal organization within the team.

When applied to the development and leadership of the proposed academic integrity program, the team is the academic integrity NIC, and the team leader is the change agent. As faculty members, members on the NIC and the change agent share similar levels of agency within the College; however, faculty members contribute different levels of experience

depending on previous experience, the length of their teaching career, education level, and length

of employment with the college. Therefore, disagreements among NIC members are possible,

and the change agent can use the Hill Model of Team Leadership to navigate such potential

situations.

Figure 5. The Hill Model for Team Leadership
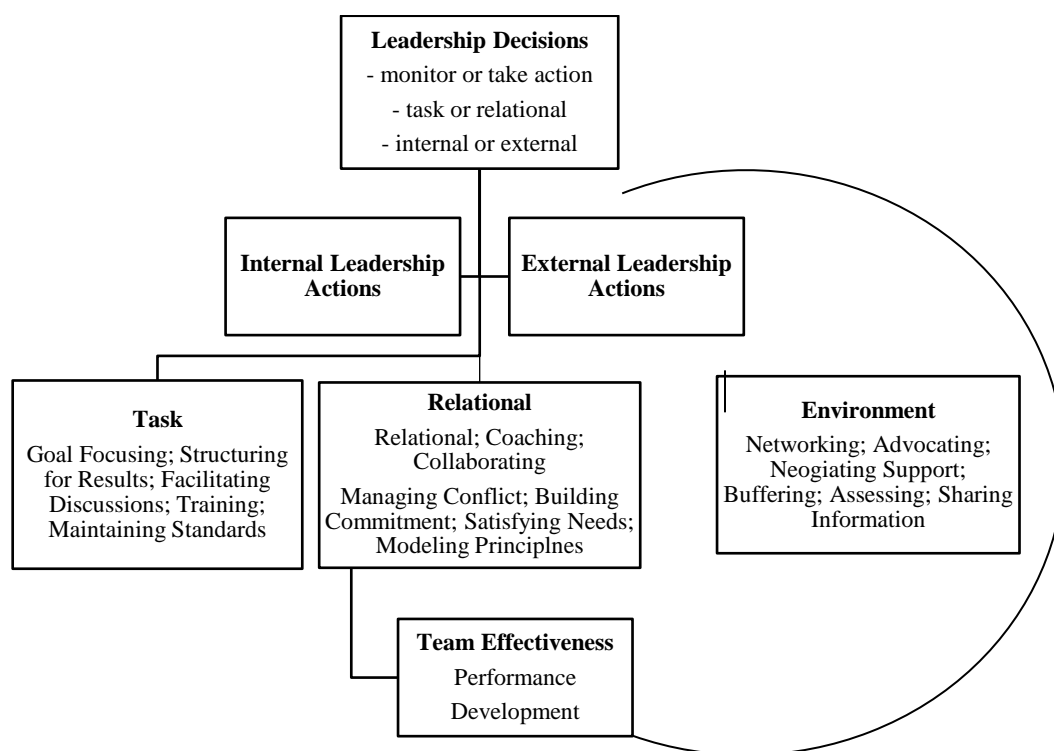
Note: Adapted from Kogler Hill, S. E. (2016). Team Leadership. In P. G. Northouse (Ed.),
Leadership: Theory and Practice (Seven, pp. 363–391). Thousand Oaks, CA: Sage Publications,
Inc.

The Hill Model of Team Leadership, illustrated in Figure 4, is shaped like a decision tree.

The highest branch is leadership decisions, which asks the change agent to decide whether or not

to intervene in a disagreement. The decision to monitor the team or intervene depends on the

nature of the disagreement. For example, if two faculty members disagree over the amount of

details required in a case study for the Thought Experiment, the change agent may decide to intervene as she has studied the GVV curriculum in depth and her input can lead to a resolution. The change agent may intervene at an internal or external level as shown on the second branch of the Hill Model. An internal action occurs within the NIC, such as goal focusing or maintaining standards, and an external action would look for support outside the NIC, such as consulting with another colleague or administrator. The Hill Model proposes that all of the team leader's decisions impact the overall effectiveness of the team, which the change agent considers when working through the decision tree.

Faculty who wish to create a similar NIC in the development and leadership of an academic integrity program for their own post-secondary institutions should consider a change agent's leadership skills, agency, and relationship with the other members of the team. Although team leadership denotes the sharing of leadership between team members, the change agent has the responsibilities of monitoring team work and deciding if intervention is necessary. The Hill Model acts as a "cognitive map" for the change agent, helping to make sense of the complexity of team leadership (Kogler Hill, 2016).

People: The people component of the Congruence Model encompasses those closely connected to the development and leadership of this proposed academic education program. The people involved in the NIC are eight faculty members representing the College's eight academic schools and the change agent (also a faculty member). As mentioned in the Input component of the Congruence Model, it is ideal for full-time faculty members to join the NIC in consideration of the current working conditions for contract faculty. Full-time faculty at the College can request that the time spent on projects and committees such as the NIC be included on their workload agreement, which is not an option for contract faculty who are paid an hourly rate.

As a full-time faculty member, the change agent possesses the same level of agency as the other members of the NIC; however, as a recipient of the SoTL fund from the College, she is granted financial support and College's permission to implement, assess, and gather data on the pilot project of the academic integrity education program. The change agent has the support from the Centre of Organizational Teaching and Learning who sponsor the fund, including ethics clearance and assistance with creating assessment tools. Further details of the SoTL fund, including potential sources of resistance associated with the fund, are described in the Limitations sub-section of the Change Implementation Plan in Chapter 3.

Output. The Output component of the Congruence Model is categorized as primary and secondary output (Nadler & Tushman, 1989). Ideally, the primary output aligns with the explicit changes predicted in the Leadership-Focused Vision for Change in Chapter 1, while the secondary output fulfills the implicit changes described in the same section. Primary output refers to any product of the organization, including goods, services, or in the case of the College, its "ability to meet mission-related goals" (Cawsey et al., 2016, p. 72). Secondary output pertains to the growth and development of students and College employees. Both primary and secondary outputs can be measured to gauge the strength or potency of the output as well as signal any need to alter the strategy.

The strength of the primary output, which is the degree to which academic integrity is understood and practiced at the College, can be measured by two metrics. The first metric is the number of reported cases of academic dishonesty at the school. Comparing the number of cases reported at the College before and after the academic integrity education program is one indication of its strength. It can be argued that factors besides the implementation of the academic integrity education program can impact the number of reported cases. Therefore,

repeating the academic integrity survey based on the ICAI assessment tool and initially

administered by a chair at the College (as described in Chapter 1) will create a longitudinal study

of the academic integrity education program, showing results to the same survey before and after

the program development and implementation which can be compared. The secondary output,

which is faculty and students' perceptions of the effectiveness of GVV curriculum used in the

program, can be measured via a different survey tool and interviews with students, faculty within

the NIC and outside the NIC as the program becomes more widely implemented. Measuring the

primary output determines the degree to which the program has met the needs and goals of the

College, while measuring the secondary output informs the change agent and NIC of specific

adjustments to make to the program curriculum, design or materials.

Strengths and Limitations of the Congruence Model. Cawsey et al. (2016) identify the

potential discrepancy between leaders and constituents' perspectives as a weakness of the

Congruence Model. The model appeals to leaders' logic and rationality but when put in practice,

may seem against constituents' other interests or approaches. The less rational yet powerful

qualities of organizations potentially escapes a linear, rational model. This is comparable to the

limitations of institutional theory discussed previously; theories and models used by change

agents can conflict with other policies, responsibilities or tasks practiced in the organization.

Conversely, the rational, conceptual approach to organizational change is also discussed

as a strength of the Congruence Model (Cawsey et al., 2016). With the assistance of the model,

the product of organizational change can be linked to pre-existing internal and external factors,

showing the connection between these two seemingly distant stages of the process. Lastly, the

emphasis on "good fit" as integral to organizational effectiveness provides clarity for leaders.

Strategies that do not align with the information gleaned from the critical organizational analysis

can be passed over in favour of those that are in alignment. This can serve has a filter for the selection and support of future change initiatives which may be proposed for the College.

In their discussion of the Output component of the Congruence Model, Cawsey et al. (2016) state that output can provide the pressure necessary to modify the strategy or any of the four components. The authors go as far as stating "change leaders need to recognize that 'what gets measured is what gets done.' They need to select key measures that will track the change process" (p. 72). While the rationale that measuring output provides a stable way to advocate for modifications to a strategy or other elements of the organization, this logic does not seamlessly apply the context of a post-secondary institution. Implicit in the statement is the assumption that good, effective change must be carefully measured and quantified although some elements of education are not best measured numerically. For example, outputs such as teacher effectiveness and critical thinking may be difficult to quantify or measure as suggested.

Possible Solutions to Address the Problem of Practice (POP)

Through the Critical Organizational Analysis, the academic integrity education program is identified as the most appropriate strategy for the College's response to inconsistent academic integrity understanding and practices. However, the delivery and/or presentation of this program can take various forms, and each form can be considered as a possible solution to the problem of practice. Thus, change leaders at other post-secondary institutions facing similar problems of practice may also develop an academic integrity education program as their response strategy, but their selected solution may take a different shape, dependent on the context of their college or university. Based on the analysis of information about the College, Problem of Practice, and Frameworks for Change presented thus far, three possible solutions are described below.

Status Quo. In this solution, College faculty continue with their own individual approaches to academic integrity education. Instead of an organizational response to the problem of inconsistent understanding and practices of academic integrity, faculty can select and implement their own strategy. This solution requires no expenditure of time, money or effort from the College.

Online Development and Delivery of the Program. The development and delivery of an academic integrity education program could occur online. In this solution, the NIC would function as a virtual community. Collaboration and case study writing are possible via web conferencing and shared documents and would give members of the NIC the flexibility of contributing at their own convenience. Online delivery of the academic integrity program addresses the issues of reduced human and financial resources at the College: there is less financial expense in arranging an online work space and loading materials online, and there is less time spent facilitating the program in class. Instead of faculty acting as surrogates and disseminating the program to other faculty within their academic schools, all faculty could direct students to an academic integrity online tutorial and test to complete before the end of their program, for example.

However, this solution has significant deficiencies. Online delivery and development of the program adds a layer of complexity to the team leadership approach, making it difficult for the change agent to fulfill the role of team leader as suggested by Kogler Hill (2016). Further, the online delivery of the program does not adequately consider the College's mission, values and goals of accessibility and social justice. Online delivery of the academic integrity education program assumes a level of digital literacy, language proficiency and access to technology which potentially excludes many groups. Further, the effectiveness of the GVV curriculum will be

diminished by the online delivery and will not uphold the College's Constructivist approach to teaching and learning.

     Hybrid Development and Delivery of the Program. The development and delivery of the academic integrity education program could be implemented both virtually and in class. In this solution, the curriculum, materials, communication comprising the academic integrity education program would be shared online through the existing online repository described in Chapter 1. As mentioned earlier, currently, the online module provides materials to assist faculty in teaching students to identify cases of academic dishonesty, but does not contain materials to improve one's understanding and practices of academic integrity. This solution eases the transmission of the program from the NIC to other faculty members. The in-class delivery of the program ensures the efficacy of the Thought Experiment as well as supports the Constructivist pedagogy which is favoured by the College.

     Although the in class delivery of the program takes more time than having students access the program through an online tutorial, the NIC considers faculty members' time constraints in the writing of the case studies and materials. Having pre-existing GVV curriculum and materials uploaded to the online repository means faculty spend less time creating the lesson plan and materials and more focus on delivering the Thought Experiment(s) in class in consultation with the surrogate faculty within their school. The hybrid development and delivery of the academic integrity program is the chosen solution to the problem of practice, and details of its implementation are detailed in the third and final chapter of the OIP.

Leadership Approaches to Change

As discussed in the Frameworks for Leading the Change Process section, a limitation of highly structured frameworks such as The Change Path Model, Giving Voices to Values, and The Congruence Model is the lack of attention to the irrational nature of organizational change. Organizational change is more than moving through a series of prescribed stages and carefully setting goals, and organizational leadership is more than managing people to ensure a smooth transition between the stages to achieve the goals. A leader, or in this case, a change agent, also plays a part in setting the tone of organizational change. Kouzes and Posner (2012) describe this element as a "prominent and pervasive message that [a leader] wants to convey, the frequently occurring melody [for] people to remember . . . something on which [to] structure the rest of the performance" (p. 107). To complement the more structured view of change offered by frameworks like The Change Path Model and Giving Voices to Values, the ethos predominating the development and leadership of the academic integrity education program at the College is ethical leadership.

Ethical Leadership. According to Ehrich, Harris, Klenowski, Smeed, & Spina (2015) ethical leadership within the realm of education means advocating for equitable learning outcomes, promoting the values of social justice, inclusion, and collaboration when working with others, and supporting the achievement of all students, especially students who are least advantaged by a dominant system (pp. 198-199). One of the key tenets of ethical leadership is critique, which means that ethical leaders reflect on school policies and practices which may reproduce inequitable power structures, for the purpose of increasing equity for students and staff regardless of their personal, academic, cultural, or socioeconomic circumstances in the past or present (pp. 199-205). In line with the College's mission, values and goals, the proposed

academic integrity education program has a social justice focus. The development process of the program through the NIC demonstrates the inclusion and collaboration characteristic of ethical leadership. As well, the content of the program, based on the GVV curriculum, shows an awareness that the concept of academic integrity as well as its associated policy and procedures may not be accessible to all students at the College. To create an equal opportunity for all students at the College to succeed academically, the program makes accessible the College's values-based definition of academic integrity and the specific behaviours and actions to honor and enact these values.

The challenge for ethical leaders is that organizational change which is radical, whether perceived or actual, is not well received by organizations. This is especially true for educational institutions because they are complex systems of stakeholders, resources and interests, evidenced by the description and analysis of this College explored in this OIP. Therefore, Liu (2015) suggests ethical leaders adopt a view of the pre-existing elements within an organization as tools for disrupting exclusionary and oppressive systems. Within the context of the College, ethical leaders can employ measures and controls imposed by larger neoliberal system as tools for social justice-focused change initiatives, such as the proposed academic integrity education program.

Mintrop (2012) outlines three possible paths for educational leaders to pursue in an institute characterized with neoliberal controls: alignment, resistance, and coherence. Alignment means that leaders reorganize goals and programs to align with systems, such as refocusing learning outcomes on the passing of a standardized test. Resistance ignores the system in favour of pursuing the leader's own goals, such as refusing a mandate to reduce full time positions. Mintrop (2012) suggests that the former can make the leader unpopular, while the latter can put the leader at risk of losing his/her job. Therefore, Mintrop (2012) advocates for coherence, which

creates "productive congruence and consensus between external demands and internal programs and orientations" (p. 702). This OIP proposes that the change agent and members of the NIC take the path of coherence and pursue social justice while working within the demands of the neoliberal system, such as highlighting the connection between academic integrity and the College's competitive image, emphasizing the program as a means to meet the College's strategic plan, considering the faculty's working conditions, and applying to the SoTL fund at the College. These strategies, and the program in its entirety, may be perceived as either alignment or resistance to the neoliberal system, but strive to approach change a way that upsets unfair power dynamics while "treading lightly" in order to succeed (Ryan, 2013).

In summary, frameworks from the field of organizational change map the development and implementation of the proposed academic integrity program and allow the change agent to envision the overall process as well anticipate its individual stages. Aspects of the process which are not adequately captured through the linear frameworks are approached with ethical leadership, which is the NIC's shared pursuit of social justice within the neoliberal system.

Chapter 3: Implementation, Evaluation, and Communication

Change Implementation Plan

In Chapter 2, frameworks by Cawsey et al. (2016), Gentile (2010), and Nadler and Tushman (1980) illustrate on a large scale the development and implementation of the academic integrity education program at the College. Deconstructing the design and implementation into stages using these frameworks represents what Kang (2015) calls macro change management, or

the "intervention for change in which an agent envisions the change initiative and analytically maps its stages (p. 27). To refine each of these macro-level stages, the change agent turns to micro change management, which is concerned with the "tactics or guidelines to implement the intervention" (Kang, 2015, p. 27). These micro changes are the focus of this chapter, which sets incremental goals, organizes human and financial resources, anticipates future directions and challenges, considers ethical implications, and plans for communicating about this program with different audiences.

Importantly, managing macro and micro changes requires different leadership knowledge and skills on behalf of a change agent. Traditionally, administrators at the College are primarily responsible for macro change management such as setting improvement targets. In some cases, administrators translate the target into the micro changes required for the improvement to be fully realized, which has also been called "precision planning" (*The literacy and numeracy secretariat, Ontario Ministry of Education.*, 2011). However, College faculty members also have the requisite experience of balancing macro and micro change management which prepares them as change agents. Faculty members contribute to planning the College's strategic vision via College council and faculty summits and are well versed in implementing a larger vision. For example, faculty regularly translate general course learning outcomes into individual assignments and abstract curriculum into specific lessons. While the change process described in the OIP differs from these examples, it is argued throughout that faculty members have dexterity for managing micro and macro changes, especially as they work with limited financial and human resources within the current neoliberal education system.

Strategy for change. The strategy for designing and implementing the academic integrity education program at the College is described throughout the sections that follow.

Where possible, figures and tables have been used to illustrate elements of the strategy and communicate their interconnectedness. The strategy for change is complex in that it involves the coordination of elements which are dependent on one another but may not unfold according to plan. Schein (2012) writes of the unpredictable nature of organizational change despite a change agent's plan to manage it. Therefore, the strategy for change can be considered a contingent yet realistic plan that is based on established research of the Scholarship of Teaching and Learning (SoTL), the Plan-Do-Study Act (PDSA) cycle, of networked improvement communities (NIC), ethical leadership, and communication strategies.

Several elements of the strategy for change are tenuous in that they may appear to contradict the focus on ethical leadership stated in the previous chapter. Ethical leadership questions how the systems of an organization privilege one group (or groups) over others, and seeks equity by shifting these dynamics of power. Within the context of this OIP, ethical leadership is upheld by the design and implementation of an education program which makes the concept of academic integrity accessible to all students at the College. As described in Chapter 1, the diverse educational and cultural backgrounds of students and faculty at the College means that not everyone is operating from a common understanding and practice of academic integrity. Without designing and implementing academic integrity education, those who are "in the know" will continue to be privileged over those who are not.

Although ethical leadership is meant to frame the change agent's decisions, some elements of the strategy for change may seemingly perpetuate a power imbalance. For instance, NIC's are proposed as a means to develop, test and refine the instructional materials for the academic integrity education program. However, proponents of NIC's praise their ability to create consistent "common materials" and their goal of "continuous improvement" by language

which is reflective of neoliberal values. Also, the College's SoTL fund is selected as a means to

secure financial and human resources for the piloting the academic integrity education program,

but SoTL efforts have been interpreted by some as accountability measures imposed on faculty

for administrative control. To clarify, the underlying theme of the strategy for change is that

change agents, immersed in the current neoliberal context of higher-education, must use the

same measures and controls that may disempower them to change the system. To do so, change

agents consider existing mechanisms such as NIC's and the SoTL as opportunities, rather than

resisting them entirely.

   Organizational Chart. Chapter 1 described the pre-existing academic integrity working

group at the College. Organized by the academic dean who administered the initial academic

integrity survey, the goals of the working group were to analyze the survey results, write

recommendations based on the analysis, and create an online repository for materials and

discussion which is available to all faculty at the College. The dean's academic integrity survey

and the activities of the working group comprised an early iteration of the PDSA cycle, which is

put into context later in the chapter. Involvement by the dean was critical at this stage and

illustrates how organizational change is initiated by an authority figure (Bryk, 2014) at the early

stages in order to be successful and sustainable. After the working group, the next iteration of the

PDSA cycle is the creation of the NIC within the College, shown in Figure 6.

Figure 6. Academic Integrity NIC within the College
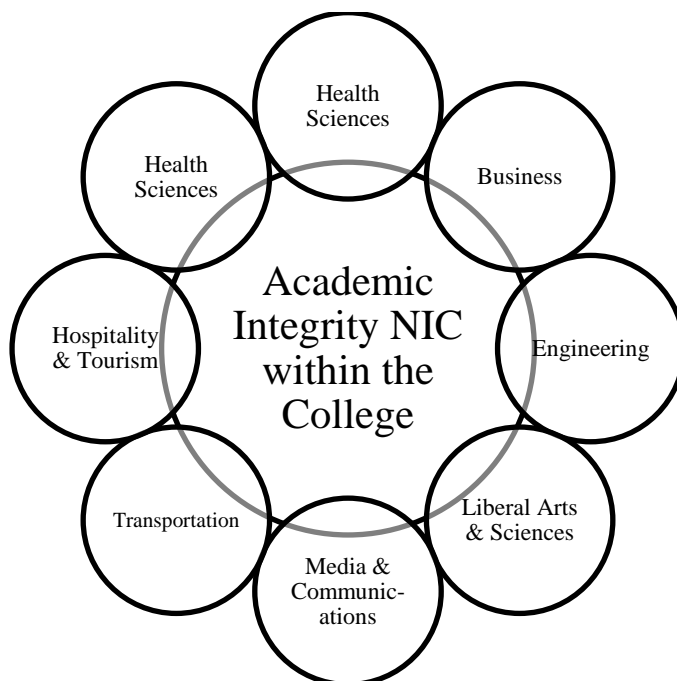
Note: The academic integrity NIC within the College is represented as Venn diagram to convey that it is a collective of representative faculty members from each school. The large circle is the NIC, and it is labelled as "within the College" as it is intended as the root of an anticipated larger NIC. Each smaller circle represents input from each of the eight academic schools at the College.

Additionally, in terms of monitoring and evaluating the academic integrity education program, a diverse mix of faculty with different research expertise is equally important. The eight faculty members will bring forth their research experience and skills which is critical given that the NIC approach requires gathering and analysis of data. Faculty who are more comfortable and experienced working with data will be an asset and will complement faculty who are more skilled at writing the instructional materials such as case studies, for example.

Having a breadth and depth of personnel in the NIC is the ideal outcome, but motivating faculty to join and participate is a potential challenge. The faculty members representing each school are volunteers which raises the question of incentive. Bryk, Gomez and Grunow (2011) state that members of NIC's may join partially for altruistic reasons, but that there are also other

non-monetary benefits. An NIC can be viewed as a way for members to use creative energy and receive recognition for it as well as an avenue for collegiality, professionalism, and instructional responsibility. Although the Giving Voices to Values curriculum is proposed as the core instructional material for the academic integrity education program, the GVV cases will be written with input from each faculty member as described earlier. Developing one's own GVV case is a creative process with intrinsic as well as extrinsic rewards in terms of the recognition from other members of the community. Further, as each faculty member's experiences and viewpoints on academic integrity are shared with the group there is intra-departmental discussion and relationship building. This sense of community and recognition may be especially gratifying for faculty feeling disempowered by the neoliberal system which has increased instructors' teaching time and decreased opportunity for development and collaboration. Bryk et al. (2011) also argue that social status of members may be elevated by association with the community. If the end goal of sharing the academic integrity education program with external stakeholders (i.e., other colleges) is achieved, members of the academic integrity NIC will be publicly acknowledged for their work.

Stakeholder Reactions and Implementation Issues. Achieving buy-in from members of the NIC may pose a challenge, but the number of faculty members to engage that this stage is relatively small. The potential reactions of the wider audience of the academic integrity education program as it rolls out in stages requires more careful consideration. With any organizational change, individuals affected by the change may raise concerns or show resistance. Understanding these concerns and planning for potential adjustments are in the change agent's best interests.

On the topic of resistance to organizational change, Kotter & Schlesinger (2008) recommend that leaders analyze situational factors to diagnose potential sources of resistance and then select specific implementation strategies that respond to the analysis. According to Kotter and Schlesinger (2008), there are four sources of resistance to organizational change: the fear of losing something of value, a lack of understanding of the change, a difference in situational analyses of leader and constituents, and fear of new skills or behaviours required by the change. Each of these potential sources of resistance have been considered based on a situational analysis of the College, several reactions to the academic integrity education program may potentially surface.

The first potential sources of resistance is the fear of losing something of value. Faculty and administrators may resist the change because they will feel it is an admittance that previous efforts at academic integrity education were failures. This reaction is understandable as many faculty have completed post-secondary (and in some cases, post-graduate) education and implementing the program undermines their own approaches and expertise as an academic. Students may share this view as well, particularly if they have learned about academic integrity via another approach at another post-secondary institute. For both faculty and students, embracing the proposed academic integrity education program may seem like admitting that their former understanding was wrong. Another valuable feeling which may be lost is the feeling of autonomy and control over one's one classroom and teaching, which is a worthwhile concern given some of the control measures imposed on faculty in the neoliberal system, as described in Chapter 1.

As well, faculty and administrators outside the NIC may not understand the purpose of the program. The purpose of the program is to ensure that the concept of academic integrity is

accessible to all students and faculty, and that there is a common understanding of academic integrity which levels the playing field. However, the effort to maintain consistency in academic integrity education can be read as an accountability measure. Faculty and department chairs may perceive the program as a way to track their compliance with a College wide mandate and as a result, may resist it out of distaste or fear of such control mechanisms. Further, faculty may resist the initiative if they perceive that the effort is merely superficial. Some researchers argue that educational organizations are more concerned with the "churning out [of] policies" (Mintrop, 2016) rather than implementation. Descriptions of the "everything agenda" (*The literacy and numeracy secretariat, Ontario Ministry of Education.*, 2011) and ongoing "density of activity in schools" (Bryk, 2014) capture this view of school improvement as an effort to legitimize the institution instead of evoking actual change.

There may be a difference in situational analyses of leader and constituents. This means that faculty may diagnose the POP differently and arrive at a different approach than the proposed education program. Individuals view POP through different lenses and bring different experiences or knowledge of history of the College. One faculty may say that the problem of academic integrity has always existed at the College; another faculty member may say that the solution is an online tutorial. The education program must strike a balance between these two ends of the spectrum.

Last, there may be a fear of new skills or behaviours which faculty have to learn. For example, the GVV approach is likely a new approach to teaching academic integrity. The change leader needs to convey that faculty will be supported in learning the approach. Faculty may be open or close minded to learning a new approach, and there is the challenge of a work force that is paid by the hour and cannot afford the time to learn the new approach. They may teach at

several Colleges with different approaches to teaching academic integrity and learning GVV at this College is just one priority among many.

To address these potential reactions, several solutions are proposed. To mitigate the fear of losing something of value and the misinterpretation of purpose, engaging faculty, chairs and students in the change process is critical. Although the first two cycles of PDSA mostly involve two tiers of the College (administrators and faculty), later stages of the change process will seek involvement from all levels (administrators, faculty, and students). Argyris and Schön (1996) emphasize that integrating advocacy and inquiry into a change effort increases the likelihood that individuals commit to the change. Advocacy denotes statements which communicate an individual's thoughts, knowledge, desires and feelings while inquiry seeks to learn others thoughts, knowledge, desires and feelings. Therefore, advocacy and inquiry will be integrated into the change process after the pilot project, when there is a wider audience for the program. The communication strategy for integrating advocacy and inquiry from faculty, administration and chairs is detailed in the communications plan. Each of these audiences requires different communication channels in order to achieve advocacy and inquiry.

A focus on transparency during the change process will address the other potential reaction. Faculty may misread the academic integrity education program as an accountability measure or means to control and track their compliance. There may be a perception that those who willingly adopt the program receive better treatment or are more likely to be promoted or re-hired (in the case of contract faculty) at the College. To clarify the purpose of the program, which is to make academic integrity a mutually accessible concept and practice, there will be communication with faculty via the existing online repository so that it reaches the faculty and

administrators who do not attend the presentation in person. These strategies are explained in more detail in the communications plan.

      Networked Improvement Communities. In the initial NIC within the College, there are few actors. This is because the SoTL fund, which provides human and financial resources for the pilot project, is awarded to an individual faculty member (in this case, the change agent). The SoTL fund is designed for action research which is highly contextualized, localized study of teaching and learning (Bryk et al., 2011). Although the first iteration of the PDSA cycle is action research carried out by the change agent in consultation with the eight faculty members, the long term goal is to share knowledge about academic integrity education via a networked improvement committee (NIC). The evolution of the Academic Integrity NIC, from its roots to envisioned future state, are depicted in Figure 7.

Figure 7. Evolution of the academic integrity NIC over time.

Note: Each chevron represents a new addition to the academic integrity NIC. After each PDSA cycle, the NIC will ideally experience a growth phase in which new personnel join.

      The rationale behind NICs is that problems of practice related to the improvement of education are so dense and complex that a diverse set of skills and expertise is needed to address them (Bryk et al., 2011). The diversity of skills and knowledge is considered in terms of how and where it can be applied to a problem (who should step forward and when, and where within the problem). NICs seek to identify the problem, identify individuals with expertise to solve the problem and identify the social arrangement which will enable individuals to do so. The second stage in Figure 7 shows the growth of the NIC to encompass the offices of institutional research,

student services, and library services at the College. Not only will individuals add skills and knowledge of their area, but they have varying levels of agency and authority. This is a critical branch as the agency and authority of the change agent (as a faculty member) does not allow for control over College wide changes and administrative support affords the experience and ability to make these changes (Bryk et al., 2011). For example, student services have first contact with incoming students and can share information about academic integrity education with them.

Importantly, NICs allow members to maintain their individual interests and expertise but bring these towards achieving a common goal (Bryk et al., 2011). The goal is not a one-size-fits-all approach, but "as design which explicitly aims to function in the hands of diverse individuals working in highly varied circumstances" (p. 6). Eventually, the NIC's growth will include external audiences, such as other Colleges. Even in within the province, each College has its own unique political, economic, social, technological and ecological circumstances, and their input informs the adaptation of the academic integrity education program to meet local needs.

The criteria for joining a network can be broad (e.g., as in social media) but an NIC is different in that the improvement goals of the networked community influence the joining and participation of members (Bryk et al., 2011). This common improvement goal ensures that the NIC can coordinate efforts effectively and operate coherently. As the NIC continues to evolve, it could potentially include Ontario's educational accreditation agencies, quality control boards, and publications which annually rank post-secondary institutions. Gallant and Drinan (2008) suggest that accreditation agencies consider academic integrity as a criterion in their evaluation of post-secondary institutions. Currently, the evaluation and subsequent ranking of post-secondary institutions in Ontario is based "on grades and other metrics of 'success' "(Gallant & Drinan, 2008. p.33) but academic integrity is not a criterion. Including academic integrity as an

evaluation criterion is a long term goal which may be approached by emphasizing the goal of improvement which the NIC's and agencies have in common.

Support and Resources. Time, human, and financial support are necessary resources for any organizational change, and the design and implementation of academic integrity education is not an exception. Fortunately, the change agent has been awarded the Scholarship of Teaching and Learning (SoLT) fund available at the College, which helps to provide such resources for the initial pilot project. The College's SoLT fund grants ten successful applicants with a budget for materials and to hire research assistant for the gathering and compilation of data. As well, applicants have the support of the Centre for Organizational Learning and Teaching (who offer the fund) to refine research skills, such as narrowing a research question or selecting a methodology. Applicants who are full time faculty members are provided release time from their standard teaching workload, and the Centre hosts a research symposium for applicants to showcase the results of the study. The advantages of the SoTL fund are numerous, and it assists the initial implementation of this OIP significantly. Despite these advantages, critics of the SoTL contest its purpose and question if there are underlying ulterior motives. This criticism is explored in the limitations section.

The SoTL fund at the College is a privilege which may not be available to other change agents faced with similar problems of practice. The idea of scholarship about teaching and learning as a valuable academic area of study was first introduced by Boyer (1990) less than three decades ago (Simmons & Poole, 2016). As well, in Canada, as post-secondary education is provincially governed, which means that "the current state of SoTL in Canada is varied an highly influenced by the context of individual SoTL practitioners" according to Wuetherick and Yu (2016) survey. The same survey revealed that only 76% of respondents reported campus funding

for the SoLT research. External funding is also an option although only 29% of Wuetherick and

Yu's respondents reported that it was available. The wide majority of respondents to the survey

stated that the introduction of SoTL has ignited enthusiasm about teaching and impacted their

expectations for student learning which makes it a worthwhile venture for post-secondary

institutions.

Building Momentum. As mentioned earlier, the implementation process involves

multiple interconnected stages. Since organizational change can be an irrational process despite

change agents best efforts at macro and micro change management, the short-, medium- and

long-term goals shown in Table 1 serve as a map for achieving the envisioned future state but

adaptations are to be expected. The goals displayed in Table 1 are then associated with stages of

the PDSA cycle illustrated in Figure 3.

Table 1

Implementation goals with benchmark indicators and timeline

Short-term goals	Benchmark Indicator	Timeline
To secure human and financial resources for pilot project	Acceptance of application for SoTL fund	March 2017
To create GVV case studies (Thought Experiment) for academic integrity education program	Completion of case studies representing each academic school	August-November 2017
To pilot the GVV case studies as an in-class session by change agent	Completion of in class-pilot	January 2018
To gather data to measure effectiveness of the in-class session	Completion of post-survey interviews; real time feedback gathered via Socrative to eliminate lag time as per Bryk (2011)	March – April 2018

Medium-term goals	Benchmark Indicator	Timeline
To adjust and/or add GVV case studies consultation with extended NIC	Completion of instructional materials for faculty to be posted on repository	May 2018
To implement program in different academic schools via surrogates	Completion of in-class session in surrogate faculty member's class	September 2018
To gather data to measure the effectiveness of the in-class session	Completion of post-survey interviews; real time feedback gathered via Socrative to eliminate lag time as per Bryk (2011)	November 2018
Long-term goals	Benchmark Indicator	Timeline
To continue implementing program in different academic schools via surrogates	Completion of in-class session in surrogate faculty member's class and three other faculty members within the school	December 2019
To present findings effectiveness of program to external audiences	Presentations at external conferences	May 2018 – December 2019 (presentations possible at different stages of implementation)

Limitations. The change implementation plan is the amalgamation of different elements, some of which pose challenges and have limitations. The SoTL fund which will be used to secure resources for the initial phases of the academic integrity education program poses a potential challenge in terms of motivating NIC members. As well, the validity of the data gathered by the assessment tools needs critical consideration.

Limitations of the SoTL fund. The SoTL was created for the purpose of inquiry and improvement of teaching and learning in higher education; however, it has also been argued that SoTL research is an assessment and accountability measure used by administration. Servage (2009) argues that the SoTL movement in North American is tied to neo-liberalization because it

positions faculty as service providers and students as customers. From this view, SoTL is a quality improvement of a service offered, a "selling feature" of a commodified education (Boshier & Huang, 2008). Therefore, using the SoTL fund to initiate the implementation plan potentially creates distrust which can interfere with building the academic integrity NIC. Another possible limitation is the College's control over the results. Hutchings et al. (2013) describe a proposed SoTL study of academic integrity which was rejected since the institute had an honor code which could be potentially challenged by the study. While SoTL is meant to study and improve teaching and learning, institutions can reject a study or silence the results if findings and activities damage its reputation.

This particular limitation does not seem to be the case at the College since the SoTL fund has been granted, but the potential limitation is worth considering for other change agents with similar interests. To address the tension between SoTL and accountability movements, Hutchings et al. (2013) argue that "scholars of teaching can play as mediators and brokers between the two movements, helping to translate accountability requirements into opportunities for improvement" (Hutchings et al., 2013)p. 35). Using the SoTL fund as part of the implementation phase comes from the same mindset, viewing it as opportunity rather than control mechanism.

Critical Considerations for Assessment Data. As described in Chapter 1, the assessment tool to be used after the pilot project and subsequent implementations of the GVV case studies will be based on the ICAI's survey ("Assessment Guide Information" 2012). Using an established and tested assessment tool lends to the reliability of the results. However, the data collected from the survey still needs to be critically analyzed.

In their writing on school improvement metrics, Hargreaves, Boyle and Harris (2014) ascertain that meaningful measurement means "data contribute to rather than dictate what [people] should do" (p. 134). Therefore, the data collected (via the ICAI survey) will inform— but not control–the adjustment of the academic integrity education program. The data captured through the survey should be viewed in concert with information gathered through interviews with faculty and students and the NIC members' reflections on the in-class sessions. Further, data collected should be weighed against plausible rival explanations to ensure that it is the truly representative of the academic integrity education program and not influenced by other factors (Yin, 2014). In summary, although the data collected help measure the success of the academic integrity education program, they come with limitations.

Change Process Monitoring and Evaluation

The Plan, Do, Study Act Cycle. To achieve the short-, medium-, and long-term goals described above, the Plan-Do-Study-Act (PDSA) cycles is employed. With origins as far back as Galileo's philosophy of science in 1600, the PDSA has evolved in the last decade to a "model for improvement" which can be applied to complex organizational change to personal goals (Moen & Norman, 2009). The most recent PDSA is described as "a model to balance the desire and rewards from taking action with the wisdom of careful study before taking action" (Moen & Norman, 2009, p. 9). The first stage is to plan a change or test with the goal of improvement. The test is carried out (in the "do" stage) and the results are studied (the "study" stage). Last, the change is adopted, adapted, or the cycle beings again. Three iterations of the PDSA cycle specific to the design and implementation of the academic integrity education program are pictured in Figure 8 and described below.

Figure 8. Three iterations of the PDSA cycle
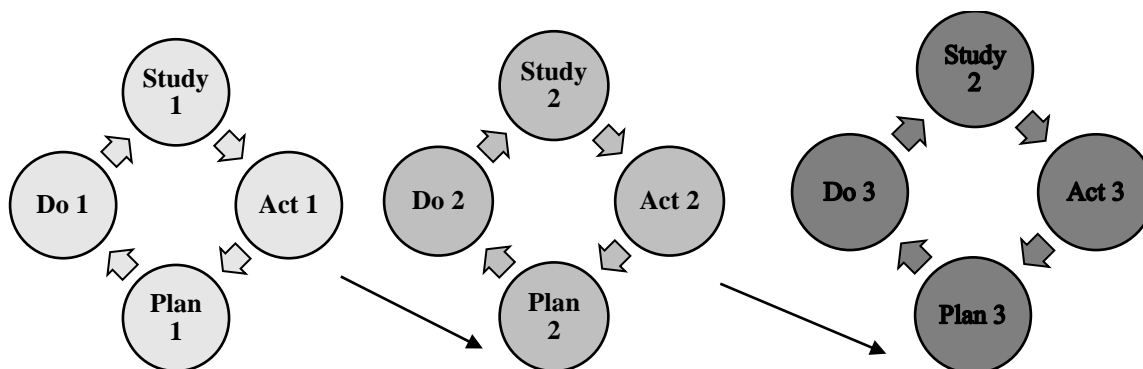
Note: Each circle represents a stage of the PDSA cycle. The final stage of the cycle, Act, initiates the first stage, Plan, of a new cycle. In total, it is anticipated that the three PDSA cycles will occur over a two year period.

First PDSA Cycle. The first iteration of the PDSA cycle was described in Chapter 1, but

is summarized briefly here.

Plan 1. In its annually published strategic plan, the College commits to creating a culture

of academic integrity.

Do 1. Dean administered the first survey to determine the extent to which cheating is a

problem at the College.

Study 1. The results indicated that students and faculty are inconsistent in their

understanding of academic integrity and unsure of how to take action when they witness

academic dishonesty.

Act 1: The change agent, a faculty member, began writing the OIP to answer the problem

of practice: what role can faculty take in improving academic integrity practices at the College?

Second PDSA Cycle*.*

Plan 2. The change agent writes the OIP and is granted the SoTL fund at the College.

Do 3. The change agent recruits faculty members from each academic school to join the NIC.

Study 3. The change agent and members of the NIC reflect on their experiences and apply the GVV curriculum while writing the case studies

Act 3. The NIC complete the Giving Voices to Values case studies.

Third PDSA Cycle.

Plan 3. The change agent will select the appropriate case studies for the class selected for the pilot project.

Do 3. The change agent will pilot the academic integrity education program in the selected class and gather feedback from the participants.

Study 3. The results will be analyzed by the NIC

Act 3. The GVV case studies will be revised based on the assessment feedback and in consultation with committee members. The change agent is required to share the results of the pilot project at a College wide event to fulfill the terms of the SoTL fund.

The third PDSA cycle is explored in further detail in the Change Process Communications Plan section, which acts as a timeline for communicating key messages with the audiences involved in this particular iteration.

Leadership Ethics and Organizational Change

Ethical considerations and challenges. When the OIP is implemented, the design and implementation of the academic integrity education program can be considered as action research, a category of study in which the usual ethical guidelines do not always apply (Zeni, 1998). However, certain aspects of the Tri-Council Policy, which governs traditional research studies, are pertinent to the activities described in the OIP.

The first ethical consideration is the conflict of interest between the faculty as researcher and student as research subject, as may be the case in the pilot project and implementation by faculty members of the NIC. Students may feel pressure to participate in a study and/or tailor their responses because they view the faculty-researcher as an authority figure. The teacher-researcher both evaluates students' work and probes for information. Separating these two roles in the minds of participants may not be possible, and as result, a conflict of interest can create unease in the participants and inaccuracy in the results. As a solution, another individual will administer the survey and conduct the interview after the GVV session.

Anonymity is a second ethical consideration. In the sessions, students and faculty may disclose cases of known cheating as well as describe why he/she did not report the case. Students who self-report may fear grade-related repercussions for themselves and their peers. Faculty and administrators who self-report may fear employment-related repercussions. As a result, the change agent must use lay terms to state the condition of anonymity and the purpose of the research.

Change Process Communications Plan

A detailed communication plan helps the change agent correspond effectively with various audiences. This communication plan promotes transparency about the change and

prevents misinformation from being circulated in the workplace (Cawsey et al., 2016). As well, it ensures that all necessary information is shared; since the agent has been so consistently focused on the change process for a long time, it is easy to neglect audiences' most basic questions.

The communication plan pictured in Tables 2 to 5 is based on Klein's (1996) four stage communication plan. The communication plan corresponds with the third iteration of the PDSA cycle (see Figure 8) because this cycle involves numerous audiences. The first and second PDSA cycles would also have corresponding communication plans.

Pre-change Phase. In the pre-change phase, the change agent must convince individuals with agency and influence that the change is important. Achieving "buy in" from upper levels of the organization is critical at this stage. Cawsey et al. (2016) stress the importance of linking the change with organization's goals and values. The pre-change phase is detailed in Table 2.

Table 2

Communications in the Pre-change Phase

Target Audience	Objective	Key Messages	Communication Tactics	Timeline

<u>Primary</u> Faculty	Communicate the need for a faculty-driven institutional response to the POP: there is an inconsistent understanding and practice of academic integrity at the College	Academic integrity is foundational to students' academic success and College's mission; faculty play a critical role in academic integrity education	Online repository shared materials and discussion board; Presentation of proposal for SoTL fund and networking at symposium for teaching and learning	August 2017
<u>Secondary</u> Students	Communicate the current state of academic integrity at the college (initial survey results)	Academic integrity is critical to academic success; actions uphold academic integrity	Survey results and broadcast posted on learning management system and College's social media accounts	August 2017
<u>Tertiary</u> Administrators	Communicate the need for an institutional response that fulfills the College's strategic plan, organizational mission and vision, and maintains College reputation	Academic integrity is critical to the College's fulfillment of its strategic plan and can act as distinguishing quality in educational marketplace	Online repository shared materials and discussion board; Presentation of proposal for SoTL fund and networking at symposium for teaching and learning	August 2017

Developing the Need for Change Phase. This stage communicates the logic and rationale behind the agent's approach to change. The rationale must be articulated in a way that is clear and compelling in order to propel the process forward. Further, the stages of the process must be articulated and the individuals involved in the process must be reassured that their interests are considered (Cawsey et al., 2016).

Table 3

Communications in Developing the Need for Change Phase

Target Audience	Objective	Key Messages	Communication Tactics	Timeline
Primary Faculty	Communicate the rationale of applying Gentile's (2010) GVV approach to academic integrity education at the College	The GVV approach responds to the College context; Faculty involvement is critical in the writing of the GVV case studies	Online repository shared materials and discussion board; Email with contacts established at symposium	August 2017
Secondary Students	Communicate that academic integrity education is being developed at the College	Understanding and practicing academic integrity is a challenge and a program is being developed to assist with this challenge	Understanding and practicing academic integrity is a challenge and a program is being developed to assist with this challenge	September 2017
Tertiary Administrators	Communicate the rationale of applying Gentile's (2010) GVV approach to academic integrity education at the College; identify potential members of the NIC from academic schools (Chairs)	The GVV approach responds to the College context; Faculty involvement is critical in the writing of the GVV case studies	Email with contacts established at symposium; Email with Chairs of each academic department	August 2017

Midstream Change Phase. Following the last stage, the change process is clearly

envisioned by those involved and reassurance is felt. Transparency as the change unfolds is the

goal of this stage. Cawsey et al. (2016) recommend frequent and candid communication from the

change agent to the constituents since the initial momentum of the change process may slow at

this stage.

Table 4

Communications in the Midstream Change Phase

Target Audience	Objective	Key Messages	Communication Tactics	Timeline
Primary Faculty members on NIC	Recruit members to participate in writing of GVV case studies and analyzing the data collected in the pilot project	The NIC's strength is in its diversity and different perspectives are needed to interpret the data	Meetings using Katz & Dack's (2014) conversation protocol and the Hill Model for Team Leadership (as needed)	September to November 2017
Secondary Students	(continued from previous stage) Communicate that academic integrity education is being developed at the College	(continued from previous stage) Understanding and practicing academic integrity is a challenge and a program is being developed to assist with this challenge	(continued from previous stage) Understanding and practicing academic integrity is a challenge and a program is being developed to assist with this challenge	September to November 2017
Tertiary Administration	Communicate appreciation for support of the faculty-led program	The NIC's strength is in its diversity and different perspectives are needed to interpret the data	Email with Chairs of each academic department	September to November 2017

Confirming the Change Phase. In the final phase of the communication plan, achievements are celebrated and future steps are planned. This final stage would mean completion of the pilot project. Bringing the NIC together to analyze the findings of the pilot study will lead to the adaption of the case studies, which initiates the next round of the PDSA cycle.

Table 5

Communications in the Confirming the Change Phase

Target Audience	Objective	Key Messages	Communication Tactics	Timeline
Primary Members of the NIC	Communicate the importance of faculty input and perspectives on the data gathered in the pilot project; Convey gratitude for participation; identify next steps	In order for the program to be responsive, data must be thoroughly analyzed; A critical step of the process has been completed and major headway has been made	Meetings using Katz & Dack's (2014) conversation protocol and the Hill Model for Team Leadership (as needed); celebratory final meeting for this PDSA cycle	March 2018
Secondary Students	Reassure that responses are intended for improvement and are anonymous; Acknowledge contribution to the improvement of the College	The information shared in class is not going to be used against students; Student feedback is a critical part of the change process	Statement of anonymity on survey tool; Recap message posted on course shell of selected course and provide change agent's contact	February - March 2018
Tertiary Administrators	Communicate the importance of faculty input and perspectives on the data gathered in the pilot project; Convey gratitude for support and restate program's fulfillment of strategic plan	Advances have been made in achieving the goals set out in the strategic plan	Email with Chairs of each academic department; celebratory final meeting for this PDSA cycle	February – March 2018

As demonstrated throughout the change implementation plan, the leadership and development of the academic integrity program is a cyclical process. Several iterations of the PDSA cycle have been described in this chapter to satisfy the scope of the OIP; however, the change cycle along with the monitoring, evaluation, and communication of the program would continue until the envisioned future state of a consistent approach to academic integrity education is achieved. Further directions for the change agent, the NIC, and the College are discussed in terms of their next steps and considerations in the last section.

Conclusion: Next Steps and Future Considerations

The OIP presents an organizational response to the problem of inconsistent understanding and practice of academic integrity at an Ontario college. Specifically, it examines the role of faculty in the development and leadership of an academic integrity education program based on Gentile's (2010) Giving Voices to Values curriculum. Although there are other alternative organizational responses to inconsistent academic integrity practices, as well as limitations and assumptions behind the frameworks and theories, the proposed academic integrity education program best meets the needs of stakeholders at the College and is responsive to its organizational context.

Post-secondary faculty at institutions seeking to develop or improve academic integrity education are encouraged to use GVV curriculum, and to analyze their institutional environments and larger contexts for opportunities to evoke change. Institutions facing similar problems of practice may use the OIP as a template for developing and leading their own approaches, not only in terms of faculty's role but also to analyze organizational data, select frameworks for change, and communicate the change plan with stakeholders. With successful implementation of the program proposed in this OIP, change agents will not only improve academic integrity within post-secondary institutes but will foster ethical, team-based leadership approaches to organizational change.

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