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Creating an Educative Approach to Academic Integrity within an Ontario College Public–Private Partnership

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Abstract

This dissertation-in-practice investigates the impact of limited proactive educational practices to support academic integrity at the College of Central Ontario (TCCO; a pseudonym) in a public–private partnership (PPP) with a private career college (PCC). Addressing this significant leadership problem of practice is needed, as academic integrity underpins institutional reputation, the validity of academic credentials, graduate credibility, and workforce competencies. Students' cultural socialization and educational environment play pivotal roles in shaping their understanding of integrity and practice of ethical decision-making. Thus, international students studying at TCCO-PCC benefit from ethical leadership and tailored support to uphold expected institutional integrity standards. It is crucial for leadership to support a framework that tackles present challenges, one that emphasizes solution-driven approaches to boost integrity knowledge and education at TCCO-PCC. This requires teamwork to close gaps, ensuring the institution's dedication to integrity and collaboration with academic partners for change. The success of this dissertation-in-practice will be aligned with both transformational and transformative leadership approaches and will focus on supportive methods to reduce academic integrity issues while providing educational opportunities to explore holistic integrity (academic, personal, and professional). This dissertation-in-practice outlines a fulsome change implementation plan, a communication plan, an outline for monitoring and evaluating the change efforts, and methods for TCCO-PCC to leverage appropriate knowledge mobilization to enhance and improve integrity education and knowledge acquisition.

Keywords: academic integrity, holistic integrity, public–private partnership, PPP, international students, ethical leadership, ethical decision-making

Executive Summary

This dissertation-in-practice (DiP) explores the necessity of improving educational practices related to academic integrity at the College of Central Ontario (TCCO; a pseudonym), in partnership with its private career college (PCC) through a public–private partnership model. Academic integrity is a crucial and evolving issue in higher education (Eaton, 2020b, 2024; Eaton & Christensen Hughes, 2022). Upholding a culture of academic integrity is vital for safeguarding institutional reputation, the credibility of academic qualifications, and the trustworthiness of graduates. Although students are reminded of the importance of academic integrity, the decision to act ethically is an acquired skill, influenced by one's environment, values, life experiences, and cultural background (Gentile, 2022; Schein, 2009). This DiP is dedicated to fostering collaborative efforts toward solution-oriented approaches that address inadequate resources, support and knowledge, a scarcity of educational tools, and a punitive approach towards misconduct (Kier & Ives, 2022). I explore academic integrity using a holistic perspective, particularly focusing on international students (Denisova-Schmidt, 2024; Pecorari, 2024; Razek, 2017; Sanni-Anibire et al., 2021). The aim is to improve the TCCO-PCC community's understanding of and adherence to academic integrity standards, ultimately cultivating well-rounded graduates who can better contribute to the global community and uphold integrity in their academic, personal, and professional lives.

In Chapter 1, my personal leadership position is discussed, along with my leadership agency, which includes a personal commitment to apply a social justice lens (Korku & Kaya, 2022) and transformational (Northouse, 2021) and transformative (Shields, 2020) leadership approaches. Also foundational to this DiP is using the lens of the interpretive paradigm (Hatch, 2018; Mack, 2010) as a guide. I review the organizational context at TCCO-PCC, including a full analysis of the political, economic, sociocultural, and technological factors influencing this change initiative. The focus of the change process is to address the identified problem of practice (PoP), which is stemming from a limited use of proactive educational measures on

academic integrity at TCCO-PCC.

Proposed guiding questions in the DiP include, first, how can strategies be integrated into students' academic journey to promote holistic integrity, spanning academic, personal, and professional domains? For example, emphasizing instructors' ethical behaviour can shape student beliefs and deter academic dishonesty (Striepe et al., 2023). Second, what professional learning approaches for TCCO-PCC instructors could facilitate the integration of holistic integrity into the classroom and align it with curricular goals? Professional learning sessions covering integrity-related topics can equip instructors to address issues effectively and educate students on integrity standards (Kier & Ives, 2022; Luck et al., 2022). Third, how can TCCO-PCC leadership support students and instructors in fostering holistic integrity? Leaders should identify barriers and provide appropriate support and resources to enhance integrity in higher education (Hamilton & Wolsky, 2022). Embedded within this DiP is a leadership commitment to equity, diversity, inclusion, belonging, and social justice, with the goal of fostering an inclusive and supportive educational atmosphere that upholds these principles.

Chapter 2 focuses on planning and development and the appropriate leadership approach to change. Leveraging Lewin's (1947) unfreeze-change-refreeze model, change approaches are explored and resistance to change in the space of academic integrity at TCCO-PCC is discussed. Lewin's seminal model offers leaders a systematic and structured method to navigate organizational change (Burnes, 2020; Hussain et al., 2018). Establishing a supportive environment that addresses the structural and psychological dimensions of change is essential for achieving successful outcomes. Active involvement of individual change participants is crucial, with all collaborators understanding their roles and potential challenges.

Assessment of change readiness is a key aspect of Chapter 2 and includes discussion on the Kübler-Ross (1969) change curve and the importance of recognizing and supporting the emotions around change. Ethical considerations such as fairness, transparency, and accountability are essential in ethically executing change (Ehrich et al., 2015; Paine, 2019;

Starratt, 2010), and challenges are abundant in any organizational change endeavour. The giving voice to values (GVV) framework (Gentile, 2012; Goodstein & Gentile, 2021; Tams & Gentile, 2020) is explored as a viable tool related to the PoP and is seen as a cultivator for a community that esteems holistic integrity, advocates for equitable and uniform practices, and facilitates students' intellectual development. GVV prioritizes values and is characterized by its pragmatic, ethics-driven approach (Goodstein & Gentile, 2021). Closing off Chapter 2, three potential solutions to the proposed PoP are suggested, and one solution is selected as the most viable (Deszca et al., 2024).

Finally, in Chapter 3, implementation, communication, and evaluation are discussed. Executing the plan for the proposed solution to improve integrity education at TCCO-PCC will depend on collaboration and consultation with all change agents involved in the change process, including students, administration, support staff, and instructors. Chapter 3 outlines the efficient implementation of a strategy using Lewin's (1947) change management model. Methodologies for this change movement are detailed, along with corresponding timelines and actions and customized communication tactics and priorities. Leveraging the plan-do-check-act framework (The Deming Institute, n.d.; Moen & Norman, 2009), I present a process for collecting data to monitor and evaluate the efficacy of the change implementation plan, including techniques such as a dashboard, discussion groups, educational integrity modules, and surveys. To complete the DiP, I discuss future considerations given some unforeseen developments in the Ontario higher education landscape and reflect on my doctoral journey.

Acknowledgements

To my children: I dedicate this achievement to you. Always remember that during times of challenge, I urge you to pause, take a deep breath, and push yourselves just a bit further. Every step of this journey has been committed to demonstrating that remarkable achievements are attainable despite the obstacles encountered along the way.

Remember, when adversity arises, do not yield to retreat. Instead, let the reservoir of strength within you serve as a constant reminder that obstacles, no matter their magnitude, are conquerable. Through perseverance and resilience, you can navigate the toughest of times and emerge even stronger. Know that I am here to support you, cheer you on, and remind you of the boundless potential that lies within each of you.

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List of Acronyms

AIM	Academic Integrity Module
DiP	Dissertation-in-Practice
EDI&B	Equity, Diversity, Inclusion, and Belonging
GVV	Giving Voice to Values
HEI	Higher Education Institution
HIAC	Holistic Integrity Awareness Campaign
ICAI	International Center for Academic Integrity
IRCC	Immigration Refugee and Citizenship Canada
KMb	Knowledge Mobilization Plan
KPI	Key Performance Indicator
M&E	Monitoring and Evaluation
MCU	Ministry of Colleges and Universities
PCC	Private Career College
PDCA	Plan Do Check Act
PEST	Political, Economic, Sociocultural, and Technological (analysis)
PL	Professional Learning
PoP	Problem of Practice
PPP	Public–Private Partnership
TCCO	The College of Central Ontario (a pseudonym)
TCCO-PCC	The College of Central Ontario-Private Career College (partnership)
TEQSA	Tertiary Education Quality and Standards Agency

Definitions

Academic Integrity: The International Center for Academic Integrity (2021) has defined academic integrity as a commitment to six fundamental values: honesty, trust, fairness, respect, responsibility, and courage (p. 4). At The College of Central Ontario (TCCO), students are expected to act with academic integrity throughout their studies, in alignment with the ICAI's values and the school's Academic Integrity Policy. This includes the obligation to acknowledge sources, protect one's own work, avoid falsification and fabrication, and tell the truth.

Academic Misconduct: Academic misconduct is a breach of academic integrity expectations. Examples include cheating, fabrication, plagiarism and self-plagiarism, impersonation, and copyright violation (TCCO, n.d.-a). The broadest of these categories is cheating, which entails using inappropriate, prohibited, or unacknowledged materials, notes, resources, or technology. It also includes unauthorized assistance from or conversations with other individuals and the distribution or receipt of examinations or course materials without the instructor's permission (TCCO,n.d.-a).

Holistic Integrity: Holistic integrity is an integrity triad of academic integrity, personal integrity, and professional integrity. Students should be provided education in a way that supports their exploration, practice, and commitment to academic, personal, and professional integrity (Bretag et al., 2014; Caldwell, 2010; C. Campbell & Waddington, 2024).

Professional Learning: Professional learning (PL) is defined as a series of co-constructed processes and activities that are specifically designed to enhance the professional knowledge, skills, and attitudes of a diverse group of collaborators (Donohoo, 2017; Guskey, 2000; Katz & Dack, 2014; Trust et al., 2016). At TCCO-PCC, these collaborators include instructors, support staff, administrators, and students. The goal of these PL initiatives is to foster continuous improvement and development, ensuring that all participants are equipped with the latest strategies, techniques, and practices that contribute to a thriving learning environment (Donohoo, 2017; Guskey, 2000; Katz & Dack, 2014; Trust et al., 2016).

Chapter 1: Problem Posing

This dissertation-in-practice (DiP) responds to the need for enhanced educative approaches and awareness-building related to issues of academic integrity at the College of Central Ontario (TCCO; a pseudonym) in a public–private partnership (PPP). Academic integrity involves a commitment to six fundamental values that are crucial to the credibility and value of the work of teachers, students, and researchers: honesty, trust, fairness, respect, responsibility, and courage (The International Center for Academic Integrity [ICAI], 2021). Given the connections between integrity in academia and integrity in other environments (Blankenship & Whitley, 2000; Guerrero-Dib et al., 2020; Harding et al., 2004; Johnstone, 2016; Kerkvliet, 1994; Korn & Davidovitch, 2016; LaDuke, 2013; Lovett-Hooper et al., 2007; Mulisa & Ebessa, 2021; Nonis & Swift, 2001), the objective is not merely about maintaining integrity in written work or academic conduct; rather, it involves considering the human aspect in decision-making, which is crucial. The intention is to guide students and instructors alike in adopting and contextualizing their own holistic commitment to academic, personal, and professional integrity. The ultimate objective is to support the development of well-rounded graduates who contribute to the global community with integrity in mind.

Positionality and Lens Statement

In this section, I confirm my leadership position and positionality as a change agent and leader. I describe my approach to transformational and transformative leadership and its relationship to an interpretive theoretical perspective (Hatch, 2018; Mack, 2010). Using an interpretivist lens, social reality cannot be reduced to a set of objective facts (Ikram & Kenayathulla, 2022); rather, it is rooted in people's subjective interpretations (Pervin & Mokhtar, 2022). I also describe how I am committed to social justice, equity, diversity, inclusion, and belonging (EDI&B), all of which play an important role in my approach to leadership.

Personal Leadership Position and Identity

I became involved in higher education in 2001 and have held various progressive roles

ranging from support staff to student services management, and now, for the last 14 years, academic management within a community college setting. At TCCO, I am the academic director responsible for partnerships with other institutions, academic pathways, and academic governance in providing credit for prior learning. Additionally, I have served as president of the Ontario College Administrators Network and continue to sit on its board of directors. The network is dedicated to leveraging connections, engagement, and leadership professional development for college administrators across the province. At TCCO, I have the unique role of facilitating strategic collaborations between TCCO's academic programs and academic delivery partners, striving to create a dynamic ecosystem of mutually beneficial relationships (Hora & Millar, 2023).

Through my work, with a focus on inclusivity, ethics, and quality, I aim to contribute to the progress of higher education by equipping students, private partnership instructors, and academic management teams with the skills, knowledge, and opportunities they need to excel with integrity in a rapidly evolving global landscape. As I have gained more experience, my approach to leadership has evolved. My experiences have shaped my exploration and development as a leader, mobilizer, and relationship builder. Collaboration, respect, and understanding are at the core of my leadership commitment. According to Kouzes and Posner (2011) and Eddy and Kirby (2020), leadership is grounded in the relationships that are built. During times of change, a leader's influence and role are intensified (Fernandez & Shaw, 2020). Having served in many capacities in my career, I now choose to focus my attention on relationships and how they impact change, promote transformation, and support buy-in for enhanced academic integrity. In my current position as director, I am uniquely positioned not only to continue to develop my own leadership strengths, but also to implement these commitments within the scope of my leadership agency, which I discuss next.

Leadership Agency

I am part of the college's academic leadership team, overseeing TCCO faculty, staff, and

managers dedicated to academic partnerships and pathways. In addition to pan-institutional internal collaboration both across and within the organization, a major aspect of my role is leading and managing TCCO's partnership with a private career college (PCC). I have direct responsibility for academic delivery and quality, teaching excellence, academic operations, and academic integrity for all diploma and postgraduate diploma programming contracted through the PCC. This position requires me to lead change and ensure the effective delivery of programming through our partnering institution, such as identifying service gaps, establishing processes and policies, and confirming that TCCO's quality and delivery expectations (TCCO, 2021a) are being met, if not exceeded.

Institutional integrity and regulatory oversight are essential to ensure quality and consistency in higher education (Blankenberger & Williams, 2020). I lead confidential feedback sessions and host an anonymous instructor survey each semester that informs my team of integrity concerns PCC instructors are experiencing and provides thematic data term over term. These sessions allow me to hear firsthand about the challenges instructors face, as well as the perceived gaps in support, education, and tools around academic integrity. In addition, I examine integrity breaches at the student level in my PCC academic quality audit report each semester (TCCO, 2023c), which includes issues like plagiarism and cheating on assessments, falsification of medical documentation, and impersonation. Furthermore, I look for repeat offences from the same students, which results in escalation of penalties. For example, according to an internal summer 2023 academic audit report, 8% of reported academic misconducts were repeat offences (TCCO, 2023c). This number is carefully watched given that penalties can escalate to student dismissal or withdrawal after the second violation.

At an institutional level, I co-chair the college-wide teaching excellence committee and sit on the academic integrity subcommittee. Within my role as director, I am responsible for not only informing the PCC dean of TCCO's findings (via a formal audit report), but also leading solution-focused improvements related to academic delivery, including institutional academic

integrity responses. My responsibilities include identifying actionable concerns from the audit report; supporting, consulting, and approving corrective actions implemented by the PCC; and verifying that the corrective measures have been implemented satisfactorily.

Leadership Lens and Paradigm

I have come to question and explore my approach to leadership as I have progressed through my doctoral studies and advanced in my career from manager to director. With the underpinning of an interpretive paradigm (Hatch, 2018; Mack, 2010), this inquiry has supported my growth and led me to strive for transformational and transformative approaches to leadership (Burns, 2012; English, 2022; Howell et al., 2022; Shields, 2020, 2022; Shields & Hesbol, 2020), which I discuss in detail in the next section. These are my chosen leadership approaches that will guide me as I work to implement my DiP. In the context of transformational leadership, the concept of ontology relates to the core of leadership and its potential to bring about profound change. From an ontological perspective, transformational leadership impacts both individuals and organizations in significant and transformative ways. Therefore, a leader's authenticity serves as the cornerstone for nurturing integrity and catalyzing positive transformation. In addition to fostering personal growth within the team, my goal as a transformational leader is to promote organizational advancement and collective success by tapping into the deeper motivations and aspirations of my team and key collaborators (Bass, 1995; Burns, 2012; El-Hage & Sidani, 2023; Sathiyaseelan, 2023).

Given the complexity of human behaviour and the human element related to decision-making, a useful framework for understanding how individuals interpret their social world is an interpretive paradigm (Hatch, 2018; Mack, 2010; Weber, 1947). Throughout their lives, individuals and social groups construct meanings and interpret the world around them according to their experiences, values, and cultural backgrounds. An interpretive paradigm can be used to provide insight into behaviour and practice in particular settings or situations, acknowledging that individual experiences influence individual interpretations (Hatch, 2018; Mack, 2010).

Transformational and Transformative Leadership

In my leadership role, I balance the established leadership style and culture of TCCO with my own committed approaches. I lead as a champion of academic partnerships, and my approach to decision-making revolves around positive and open communication. It became evident to me early in my career that initiatives that involved those who were likely to live with the change had a greater chance of being supported. Connecting and balancing the pieces that bring about change is crucial, and people and their relationships are a major component of that engagement and connection (Duck, 1993). In any organization, working together across traditional boundaries is a collaborative and collective leadership process (Kezar, 2023).

A transformational leader inspires and motivates others to achieve exceptional performance and personal growth, creates a vision, challenges the status quo, and leads with a commitment to social justice (Korku & Kaya, 2022). The result can be improved team motivation and perceptions of leader effectiveness (Yukl & Van Fleet, 1982). Followers of transformational leaders report high levels of satisfaction and motivation (Hatter & Bass, 1988). Transformative leadership, in contrast, is concerned with matters of fairness and equity (English, 2022; Howell et al., 2022; Shields, 2020, 2022; Shields & Hesbol, 2020). This approach challenges unjust systems and decisions and seeks to foster an improved life for all. Organizations and individuals benefit from these two leadership styles as they are encouraged to grow, innovate, generate ideas, and take action to ensure more equitable outcomes.

Leveraging these approaches, I aim to motivate teams to achieve goals and commit to a common purpose (Alqatawenah, 2018; Korku & Kaya, 2022). As an architect of transformation, I aim to guide evolving team norms while mobilizing teams to accept them (Northouse, 2021). Furthermore, I strive to leverage transformative leadership approaches to look for innovative solutions, ones that may challenge assumptions, perspectives, and strategies at a macro level (Caldwell et al., 2012). I recognize the intersections within the duality of these two approaches and strive for continual process improvement personally and with my team. This requires me to

lead as a coach and champion, be self-aware, be empathic, show a genuine desire to make a positive impact, and exemplify my commitment to addressing privilege, power, and inequality (Hewitt et al., 2014). Combining transformational and transformative leadership approaches can create a dynamic and forward-thinking leadership approach that not only inspires individuals and teams, but also catalyzes meaningful and sustainable change on a larger scale.

Embedded within my leadership approach are personal perspectives on social justice and EDI&B. These principles, developed through work and life experience, form the foundation for the goal of creating an academic environment where every individual, regardless of their background, identity, or circumstances, has an equal opportunity to thrive, participate, and belong (Luster et al., 2021). In higher education, these principles are crucial for building equitable learning opportunities. The complex and deeply rooted issues that perpetuate inequality, including funding structures, lack of support, and misunderstanding of what supports are needed for international students, require ongoing dialogue, education, and action (De Leersnyder et al., 2022). As educators embrace EDI&B perspectives and strive for social justice, a society can be created in which all people can flourish and contribute (Fife et al., 2021). Garcia et al. (2020) contended that higher education institutions (HEIs) have a unique opportunity to challenge campus cultures and become beacons of moral leadership. Despite this potential, it is important to acknowledge that leadership in this environment is also challenging, requiring perseverance and commitment.

As a person with a disability, having lived through disability-related injustices, I have a strong personal connection to EDI&B. Even though I now see these experiences as lessons that have helped me to grow, they have had a profound and lasting impact on me. EDI&B is a leadership commitment embedded in TCCO's culture and threaded throughout its values. TCCO is a member of the Canadian Centre for Diversity and Inclusion (https://ccdi.ca/), and EDI&B is a board-approved strategic commitment for the college. Through this commitment, the EDI&B office at TCCO continues to grow in its capacity to ensure that training, support,

guidance, resources, and institutional-based advocacy are at the forefront (TCCO, n.d.-c). Demonstrating an unwavering commitment to EDI&B involves incorporating understanding, strategic planning, and decisive actions into daily routines and overarching objectives, as demonstrated by leaders (TCCO, 2023b). At TCCO-PCC, this commitment constitutes an important component of the organizational context: it promotes a more equitable and inclusive workplace culture, drives innovation, enhances employee engagement and well-being, and contributes to TCCO-PCC success and sustainability.

Organizational Context

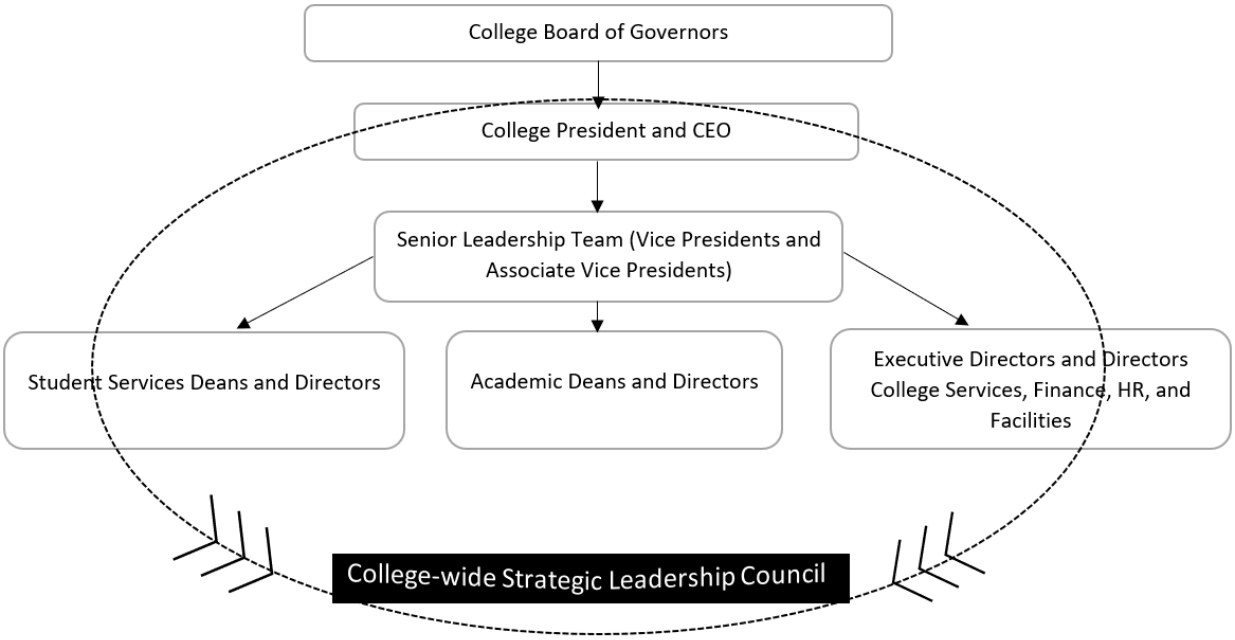
To further situate this DiP, I now present a deeper understanding of the broader context. I first outline the organizational context and partnership structure at TCCO. I then discuss the political, economic, sociocultural, and technological (PEST) factors influencing this DiP.

Organizational Structure

TCCO is a multi-campus institution founded in the 1960s (TCCO, n.d.-b). Its typical hierarchical structure is governed by a senior leadership team and a core team of executive directors, deans, and directors, all of whom sit on the president's strategic leadership council, as shown in Figure 1. TCCO-PCC has a graduate employment rate of 90%, which is above the provincial average. As of June 2023, TCCO had over 95,000 alumni, over 12,000 full-time students, and nearly 2,500 full- and part-time employees. In 2021, TCCO formed a PCC partnership, which now offers academic programming and services to 5,000 international students at its Toronto campus (TCCO, n.d.-b). TCCO operates as a traditional Ontario college, offering certificates, diplomas, advanced diplomas, degrees, academic pathways, corporate training, academic upgrading, apprenticeships, and joint dual credential programs. The TCCO-PCC partnership is a significant joint venture that is overseen by provincial mandates.

Figure 1

The College of Central Ontario Leadership Structure

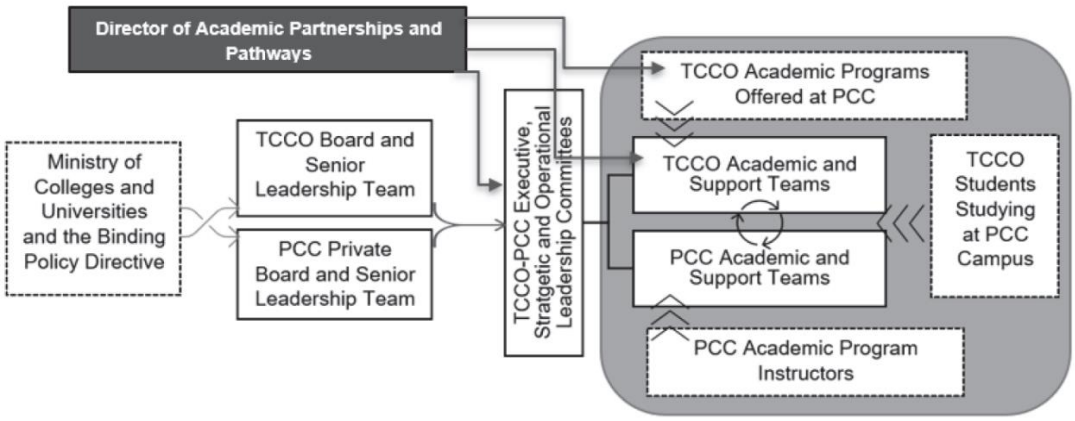


Note. Adapted with permission from internal documents that are not publicly available.

Figure 2 shows that the partnership is managed by TCCO and PCC teams that run day-to-day operations and carry out strategic directives. PCC hires instructors and delivers academic content, with TCCO providing the curriculum, ensuring oversight, and conferring the credentials. The associated binding policy directive issued by the Ministry of Colleges and Universities (MCU; 2023b) provides a framework for any PPPs in the province. Responsibility for ensuring compliance with MCU directives lies with the board and senior leadership teams at both TCCO and the PCC. Overall governance is led by a network of joint TCCO-PCC executive, strategic, and operational leadership committees, who oversee the management and progress of the partnership, including educative approaches to academic integrity. Part of their responsibility is to recognize and plan for internal and external impacts on the partnership.

Figure 2

TCCO-PCC Partnership Governance and Operational Structure



Note. Adapted with permission from internal documents that are not publicly available.

PEST Analysis

Using a PEST analysis, leaders can gain a comprehensive understanding of their operating environments to make better decisions and initiate meaningful change (PESTLEAnalysis Contributor, 2014). Several relevant PEST factors affect the TCCO-PCC context and this DiP.

Political and Economic Context

The political and economic landscape of Ontario colleges is morphological: governments change, priorities shift, and new issues emerge, which aligns with the organizational experience at TCCO. Different factors shape TCCO's political and economic context, including local, provincial, and federal government policies; funding; and broader educational trends. Policies and funding for colleges in Ontario, including TCCO, are largely determined by the provincial government (Colleges Ontario, 2022). The level of funding allocated is a contentious political issue that can affect tuition fees, quality of education, and a college's ability to meet students' and employers' needs. Budgetary constraints and government priorities often influence funding decisions, and the cost of domestic and international tuition is a concern for students and their

families. Significant political implications can result for the government when increasing or freezing tuition fees, with parties often leveraging tuition fees as part of their election platforms (Jones, 2023). The MCU will formally audit both TCCO and PCC to ensure that the provision of services and academic delivery align with internal organizational standards as well as government expectations.

Governments encourage partnerships (e.g., between colleges, PCCs, and industry) to promote research, innovation, increased access, and relevance of programming and skills development within the region. TCCO has committed to various partnerships, including the partnership centre where TCCO-PCC is managed. These collaborations can have substantial political and economic implications. TCCO estimates its annual economic impact in its local catchment areas to be $1.7 billion per year, or 22,752 jobs supported (TCCO, n.d.-b). International students contribute disproportionately to Ontario's postsecondary education sector filling a significant funding shortfall in the system. International student tuition provides alternate revenue generation outside of domestic student government funding and other pockets of funding that may be available from the government. Colleges Ontario (2023b) has acknowledged the financial difficulties encountered by international students and the financial challenges facing colleges. TCCO has thousands of international students across its campus locations, and as well as at its partnership (TCCO-PCC) location in Toronto (TCCO, n.d.-b).

A further contextual factor to consider is the PCC instructors' pay structure, which is a barrier to reporting incidents of academic misconduct such as plagiarism (Hamilton & Wolsky, 2022). They are not paid for this additional work and are therefore disincentivized to manage the laborious task of processing misconduct cases (PCC instructor feedback session, personal communication, May 2, 2023).

Sociocultural Context

The sociocultural context of Ontario colleges, including TCCO, is shaped by a range of factors that influence the educational experience, student life, and overall college environment.

Students come from a variety of cultures, ethnicities, and socioeconomic backgrounds, making issues of diversity and inclusivity important considerations. At TCCO, international students play a significant role (Academic leadership meeting, personal communication, January 2024; Instructor feedback session, personal communication, August 2023). They contribute to cultural diversity on campus and offer unique perspectives based on their lived experiences.

TCCO is committed to EDI&B programs and initiatives and recently created a department dedicated to EDI&B (TCCO, 2021b). Initiatives include cultural sensitivity training, equity policies, and support services for marginalized and underrepresented student groups. TCCO recognizes the significance of Indigenous perspectives and reconciliation efforts, offering Indigenous-focused programs and services and incorporating Indigenous knowledge into the curricula. TCCO continues to enhance accessible and inclusive environments for students with disabilities and has programs and supports aimed at creating inclusive spaces and services for LGBTQ+ students. Local cultural and community organizations are frequently engaged by TCCO, and there is a strong connection to the college in the campus location communities, with TCCO and local groups often partnering on initiatives that engage and support community development.

Internationalization and global perspectives are becoming an increased focus at TCCO, with institutional commitments to new initiatives such as study-abroad/teach-abroad opportunities, international partnerships, and a curriculum and programming that explores global issues as well as Canadian perspectives. As society changes, the sociocultural context at TCCO is changing and evolving as well. Given its international focus and urban location, sociocultural changes will likely continue to affect TCCO and how issues of academic integrity are addressed.

Technological Context

At TCCO, technology is now an underpinning of organizational life in educational institutions. Digital technologies are increasingly being adopted as part of TCCO’s new digital

innovation strategy, which includes a rapid admissions decision system, transfer credit assessment systems, and the adoption of a ServiceNow (n.d.) platform for students and staff that digitizes and automates siloed processes. With the shift to remote learning during the pandemic, most HEIs adapted their programming to online or hybrid delivery. TCCO implemented a TCCO flex delivery approach (TCCO, n.d.-e) to increase flexible delivery options during and post pandemic. This approach has resulted in both intended consequences (e.g., students could continue their studies) and unintended consequences (e.g., academic misconduct increased markedly) related to the reliance on online programming delivery (Program coordinator meeting, personal communication, September 2020).

Students at TCCO can also access open educational resources, such as textbooks, scholarly articles, and research materials online. A focus of TCCO academic and library services is to ensure students have access to information and text materials at no cost. Substantial investments have been made in college IT infrastructure, high-tech classrooms, labs, teaching and learning tools, online proctoring and integrity checkers, portals, online registration services, and cybersecurity. Last, TCCO has invested in emergent technologies such as virtual reality and simulation to enhance student and teaching experiences as well as to remain competitive (TCCO, n.d.-d). That said, the recent influx of generative artificial intelligence–based tools on cheating is an industry-wide concern (Brown, 2024; Eaton, 2024; Khan, 2024; Song, 2024). As new technologies and tools emerge, the impact of technology on education continues to evolve, and TCCO has committed to explore the increased use of emergent technologies such as surveillance of inappropriate use of AI across all areas of the institution. Technology provides many benefits to education, yet it also presents challenges that need to be addressed if equitable access and positive outcomes are to be achieved. For that outcome to be realized, it is important to understand the defined problem of practice (PoP) and its connection to this DiP.

Leadership Problem of Practice

In this DiP, the leadership PoP I address is a significant and pressing issue (Henriksen et al., 2017), yet it is one that is within my sphere of influence and scope of expertise. The PoP under investigation examines the consequences of insufficient proactive educational measures regarding academic integrity at TCCO-PCC. The lack of awareness and adherence to institutional policies, processes, and practices for students, instructors, and administrators related to academic integrity has led to misconducts, breaches, and escalating academic penalties at TCCO-PCC. This issue persists as a significant and evolving concern impacting HEIs (Eaton, 2020b; Eaton & Christensen Hughes, 2022), including at TCCO-PCC. Preserving and encouraging an academic culture of integrity is essential for maintaining the reputation of an institution, the validity of academic credentials, and the credibility of graduates. Although the significance of academic integrity is stressed to students, choosing to act ethically is a learned competency heavily influenced by one's environment, values, lived experiences, and culture (Gentile, 2022; Schein, 2009). In ethical decision-making, how one approaches a critical junction is as important as what one decides (McLean, 2015). As well, one's experiences within a culture shape one's understanding of integrity: Individuals learn right and wrong and acquire their values and accompanying behaviour through cultural socialization (Price-Mitchell, 2015; Schein, 2009). How TCCO personnel teach, demonstrate, and uphold its standards and expectations related to integrity are fundamental to preserving TCCO's commitment to, and culture of, integrity-based practice at the institution and with academic partners.

Robinson and Glanzer (2017) have argued that students rely on their individual moral principles when making decisions about academic integrity. Consequently, effective leadership should focus on shaping behavior through guidance. As PEST changes impact the academic environment today, professional learning (PL), support, and preparation for students and professors have struggled to keep pace. In this DiP, PL is defined as a series of co-constructed processes and activities designed to enhance the professional knowledge, skills, and attitudes

of instructors, support staff, administrators, and students, in order to foster continuous improvement and promote a thriving learning environment (Donohoo, 2017; Guskey, 2000; Katz & Dack, 2014; Trust et al., 2016). Academic leaders need to prioritize PL such that instructors can guide students to adopt the commitments that make up holistic integrity: academic integrity, personal integrity, and professional integrity. Students who learn and practice integrity develop a strong moral compass that extends beyond academia and are more likely to uphold ethical standards in the future (Chow et al., 2021).

Academic integrity issues can also jeopardize the reputation of the graduate pool, particularly if students graduate with unreliable skills and knowledge. Accountability and excellence remain system-wide issues and were one of the highlights of MCU's (2023b) update of the binding policy directive. Performance-based metrics, mandated by the Ontario government, have intensified the focus on educational outcomes (MCU, 2022). TCCO needs to prioritize educational outcomes and workforce competencies, which are closely intertwined with the concept of integrity. Students and instructors who value academic integrity and invest in integrity education are more likely to acquire knowledge, skills, and critical thinking (Chankova, 2020). This investment must also align with human resource practices at the PCC.

Students from some cultures may be unfamiliar with the concept of academic integrity, so they require support in learning and practicing their approaches (A. Campbell, 2017; C. Lee, 2023). Hence, integrity is a concept that must be learned, practiced, and explored (Penaluna & Ross, 2022). Understanding differences of perspective on integrity is important to respecting and supporting TCCO-PCC students as they embark on their journey to authentic learning. Guiding students through this exploration using a supportive and empathic approach and with positive messaging (Robinson & Glanzer, 2017) can reinforce their sense of belonging in the academic environment (A. Campbell, 2022). In my leadership role, I am dedicated to leading collaborative efforts to establish a suitable framework that addresses current challenges and progresses toward solution-oriented approaches for enhancing academic integrity at TCCO-

PCC. This involves enhancing awareness of academic integrity expectations, assisting students in exploring ethical decision-making approaches, and ultimately limiting integrity breaches.

Framing the Problem of Practice

Next, I focus on the components that frame the PoP. I present and discuss relevant and current literature that encompasses and defines the broader discourse on academic integrity, contributing influences to the PoP, and the institutional implications for TCCO-PCC.

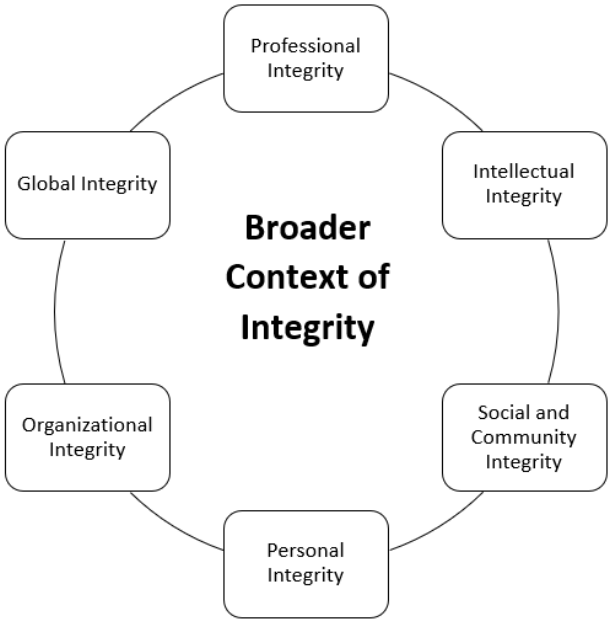
Understanding Integrity in a Broader Context

Integrity is a universally complex issue that transcends borders and governmental boundaries, as it is intricately linked with actions, values, and culture. A similar statement can be made about the long-standing challenges of academic integrity in higher education as it continues to evolve and impact HEIs across Canada (Eaton, 2024; Eaton & Christensen Hughes, 2022). Academic literature on integrity in professional capacities and higher education is extensive and highlights its global impact. Integrity is not just a personal attribute; it is also a fundamental aspect of healthy societies, ethical organizations, and just governance. As shown in Figure 3 and clarified further in Appendix A, the literature outlines professional, intellectual, social, personal, organizational, and global concepts as key pillars of integrity (Breakey et al., 2015; Chandler, 2014; Cox et al., 2017; Huberts, 2018).

The concept of integrity has been studied by both ancient and modern philosophers, with the primary questions centering around how one determines right and wrong, the complexity of character, and how this concept impacts and intertwines with the choices that are made (Everson, 1999). For example, Aristotle contended that action lies with the agent, and that agent controls their choice towards a particular course of action (Meyer, 1999). The human element of personal integrity plays a crucial role in fostering trust, accountability, and social cohesion, and it is a cornerstone of ethical leadership, the development of a professional commitment to leading oneself, and responsible citizenship (Becker & Talsma, 2016; Carter, 1996; Huberts, 2018; Y. S. Lee & Rosenbloom, 2005; Rosenbloom, 2011).

Figure 3

Broader Context of Integrity



Note. Adapted from two sources. “Conceptualizing Personal and Institutional Integrity: The Comprehensive Integrity Framework,” by H. Breakey, T. Cadman, and C. Sampford, 2015, in M. Schwartz et al. (Eds.), *The Ethical Contribution of Organizations to Society*, Vol. 14, pp. 2–28, 35–36. Copyright 2015 by Emerald Group. “Integrity: What It Is and Why It Is Important,” by L. Huberts, 2018, *Public Integrity*, *20*(Suppl. 1), pp. S18–S22. Copyright 2018 by Taylor & Francis.

The concept of integrity transcends cultures, religious views, and socioeconomic status; integrity rests at the core of society (Pipke, 2020). For scholar-practitioners, it is critical to understand what frames contextualize the problems they want and need to solve. When individuals have defined a frame of reference, they are better able to clearly determine what they are going through and find ways to overcome challenges (Henriksen et al., 2017). When people’s missteps are exposed, their responses may be a strong indication of their character (Pipke, 2020). Integrity is organically linked to character and behaviour and encompasses

broader conditions that can be put into practice once it is well understood.

Understanding Academic and Holistic Integrity

The six fundamental values at the heart of ICAI's (2021) definition of academic integrity, honesty, trust, fairness, respect, responsibility, and courage, are principles that aim to improve ethical decision-making capacity and behaviour. By translating these ideals into action, instructors, support staff, and administrators can better facilitate student success within an academic community (ICAI, 2021). Academic governing bodies from around the world are using these ICAI fundamental values as a beacon for their own approaches to integrity in academia. Another leader in academic integrity is the Australian Tertiary Education Quality and Standards Agency (TEQSA), which has used a system-wide approach to academic integrity and governmental law to ban commercial cheating services nationwide in Australia (TEQSA, 2022).

TCCO-PCC instructors have discussed their commitment to academic integrity (Instructor feedback session, personal communication, August 2023). The instructors envision a framework that guides conduct for students within academic settings, one that would embrace values such as honesty, reliability, equity, and accountability across various academic endeavours, including coursework, exams, and work-integrated learning. The envisioned framework would repudiate acts like plagiarism, cheating, and falsifying of data, while valuing originality, attribution, and appreciation of other people's work. It would ensure that knowledge and accomplishments are obtained through ethical practices, cultivating an environment of learning, mutual respect, and fairness (Instructor feedback session, personal communication, August 2023). Aligned with past and present literature (Bretag et al., 2014; Caldwell, 2010; C. Campbell & Waddington, 2024; Eaton et al., 2024), these instructors see the value of fostering an institutional-wide commitment to holistic integrity, educating students in a way that supports their exploration, practice, and commitment to academic, personal, and professional integrity.

Current State of Academic Integrity at TCCO-PCC

As the postsecondary educational environment has evolved, so has academic

dishonesty. Changing educational tools, technologies, and modes of academic delivery have made cheating more common and more complex (L. H. Chen, 2023; Felski, 2024; Khan, 2024). Despite the potential consequences, students continue to engage in dishonest academic behaviour at HEIs in Canada. This long-standing issue became acutely prevalent during the pandemic, with estimates that from March 2020 to May 2021, academic misconduct in Canadian HEIs rose as much as 200% (Herring, 2021). Despite college leaders' efforts to limit cheating during pandemic remote learning, the rapid shift to remote learning had unintended consequences, and some students became accustomed to unethical completion of academic work (Hollis, 2024). Paying to pass coursework and contract cheating are not new practices: The first mention of online paper mills in scholarly writing occurred in the early 2000s (Eaton, 2022). Yet although they are not new phenomena, technology and pandemic learning accelerated their use, including at TCCO-PCC (L. H. Chen, 2023; Hollis, 2024; Instructor feedback session, personal communication, May 2023, August 2023).

Even though students receive some academic misconduct training, its interpretation and application can vary, causing confusion (Eaton, 2022). It is possible for students to interpret misconduct differently in different classes, leading to the unpredictable application of policies and potential misunderstanding of institutional and course-level integrity expectations (Bens, 2022). In addition, Ontario does not have a system-wide commitment to or governmental directives on academic integrity or related PL; as a result, policies, processes, remediation, and penalties vary from college to college, resulting in inconsistent practices and contradictory messages for students (Kier & Ives, 2022). A 2022 study independently conducted by Angus Reid of over 1,000 postsecondary Canadian students provided insightful data about the prevalence of academic integrity challenges nationwide (Studiosity, 2022). In the preceding year, 54% of students observed cheating, with 15% reporting it as a regular occurrence. Students under the age of 25 were nearly twice as prone to cheating, and most (86% of undergraduate students, 83% of graduate students) found it easier to cheat online than in

person (Studiosity, 2022).

During pandemic remote learning, students were under considerable stress, which likely impacted their decision-making behaviour (Eaton, 2020a). Furthermore, the temptation to cheat in this veiled online environment, combined with the unscrupulous tactics and pressures of the increased market of contract cheating and file sharing, led students who may not previously have engaged in dishonest behaviour to begin to do so. Students involved in contract cheating risk losing motivation and confidence in their own work (Rundle et al., 2023). Certainly, the concern lies with the question: Can students stop cheating if not caught initially, or does this behaviour become habitual? TCCO-PCC instructors revealed three sets of reasons that students may engage in academic misconduct: (a) cultural differences, including societal norms, moral approaches, lived experiences, and inexperience with education in the Canadian context; (b) the paradigm of students as consumers, including financial pressures, pressure from family to succeed, and increased accessibility to contract cheating services; and (c) lax enforcement of policies, including limited understanding of the expectations around integrity and what constitutes cheating, limited support for instructors who need to bring forward cases of misconduct, and a punitive approach to discipline with limited educational support (Christensen Hughes & Eaton, 2022; Eaton & Fishman, 2024; Instructor feedback session, personal communication, August 2023).

Contributing Influences to the PoP and Institutional Challenges

Leaders and administrators at TCCO-PCC are tasked with balancing profit and quality, which adds to the challenges of institutional integrity protection. Olssen and Peters (2005) contended that despite privatization policies, governments will continue to distance themselves from public education due to knowledge capitalism, thereby reducing government funding. In fact, Olssen and Peters predicted that knowledge would be contested in the future, both globally and domestically, along with the role of the state. A political approach known as neoliberalism, which favours free markets, deregulation, and reduced government spending, has been gaining

popularity in Ontario and globally in recent years, resulting in a competitive and market-driven education system (Garvin, 2019; McCartney & Metcalfe, 2018). Due to mounting financial constraints, HEIs are under pressure to attract and retain students and have become competitive revenue seekers on the international student market: in Ontario, for example, 24 colleges draw from the same pool of international students. Furthermore, students have shifted their attitudes toward education due to neoliberalism, seeing themselves as sovereign consumers who are entitled to get what they pay for (McCartney & Metcalfe, 2018).

Generally, college leadership does not object to neoliberal approaches to governance and revenue generation because these approaches support their efforts to increase revenues and grasp more equity in the global higher education market (McCartney & Metcalfe, 2018). Indeed, Garvin (2019) has argued that command-and-control governance strategies associated with neoliberalism have infiltrated Canadian universities. The international student recruitment market in higher education in Canada is immense, with $24 billion in annual spending and $3.1 billion in associated tax revenue in 2017 (Global Affairs Canada, 2020). Garvin proposed that irrespective of variances in governance structure and the influence of neoliberalism in higher education, all Canadian HEIs need to reconcile their approaches to academics with business and enrolment management practices.

As a result of consistent underfunding, coupled with neoliberal geopolitics, colleges in Ontario have had to find alternative revenue sources and embrace academic capitalism. One strategy to survive has been to enter into PPPs, such as TCCO-PCC, in which the delivery of academic programming and student services is contracted out to the private partner. The first partnership between a public college and a private college was formed by an Ontario College in 2005 (Office of the Auditor General of Ontario, 2021). These PPPs have positive and negative implications, but they have continued to multiply, with half of all Ontario colleges now having one in place (Office of the Auditor General of Ontario, 2021). According to Baksh et al. (2022), in 2021, 25,000 students enrolled in PCCs in Ontario that partnered with public colleges.

Under the Minister's binding policy directive (MCU, 2023b), the public college must ensure that the quality of programming at the private campus matches that of the main campus, including integrity and academic and service delivery. Furthermore, the Ministry has imposed some reporting measures on quality benchmarks, financial positions, enrolment caps, and responding to the Ministry as required (MCU, 2023b). Courtois (2017) and Moscovitz and Sabzalieva (2023) argued that HEIs should adopt a flexible, agile framework in order to remain current and be prepared to handle unpredictable circumstances, so they can build connections between academia, policy, and changing geopolitical climates. In the private sector, business models are leaner, which is not possible in the public sector, and profit margins are higher (Baksh et al., 2022). As a result, colleges like TCCO-PCC have an opportunity to reinvest profits in campus operations, infrastructure, teaching environments, and research at their main campuses to ensure their financial position continues to be secure and stable.

The conflict between increasing profits and academic integrity is a complex dialogue related to this PoP and the conflict needs to be understood, balanced, and reconciled (Kezar & Bernstein-Sierra, 2024; Parker, 2022; Wilkinson & Wilkinson, 2020). TCCO-PCC wants and needs students to act with integrity and explore and adopt their own personal commitment to holistic integrity. How administrators and leaders educate and apply TCCO-PCC policies on integrity becomes essential to this conversation and potential solutions. Regardless, my organization is faced with the consequences of applying the policy and rendering penalties. When penalties are escalated and result in potential loss of enrolment, leaders are pinned between these two conflicting priorities of retaining enrolment and protecting institutional academic integrity. This push–pull scenario is common and leaves administrators in ethically conflicting positions. A Canadian study by Kier and Ives (2022) reported challenges with the lack of support from administrators adjudicating misconduct and their application of appropriate penalties. It has been argued that higher education leaders are under pressure to focus their attention on profits, business strategies, efficiency, and targets rather than on ethical values and

the needs of students (Dennis et al., 2019). There is critical tension between the important priorities of enrolment and retention and upholding institutional integrity (Kaktiņš, 2018).

In addition, TCCO-PCC faces institutional challenges related to adequate resources and attention for academic integrity education. All students in Year 1 Semester 1 are asked to complete the recently updated academic integrity module (AIM), which covers the college's expectations and the students' responsibilities, within their first 10 days. However, it is not mandatory, and the resources to follow up with anyone who has not completed it by the set deadline are limited. During those first 10 days, PCC students are prompted to complete the AIM in accordance with TCCO policies and procedures, but data show that during the summer semester of 2023, only 22% of TCCO-PCC students did so. It is challenging for the institution to maintain an integrity commitment with limited resources to follow up with the thousands of students who have not completed the AIM as requested. To accomplish this work, the administration must provide adequate resources (Hunter & Kier, 2022).

A leader needs to understand the multifaceted issues that underpin the evidence that there is a lack of integrity in an academic environment. To understand why these challenges exist, leaders must explore the relationship between them. The literature points to a multitude of issues that impact academia today in relation to developing an academic culture where integrity is demonstrated. It is not just TCCO-PCC, but higher education as a whole, that suffers from breaches of academic integrity (Eaton & Christensen Hughes, 2022). To foster integrity-based education, academic leaders, instructors, and students must devote substantial attention to the matter. TCCO-PCC integrity expectations cannot be assumed to be understood by students or instructors (Hamilton & Wolsky, 2022). From a social justice lens, leaders must consider and understand the lived experiences of the TCCO-PCC student population with regard to holistic integrity in an academic environment. International students in particular come to TCCO-PCC with varied understandings, attitudes, and experiences related to holistic integrity. International students are often motivated to succeed in order to seek permanent residency in Canada.

Research by Devlin (2003) accounts for the possibility that this pressure might be a main motivating factor for international students to cheat. Considering the many factors framing the PoP leads me to several guiding questions, which I will discuss next.

Guiding Questions

The tension between the ideal of demonstrated academic integrity and the reality experienced by students and instructors is the underpinning of a gap in processes to address the issue at hand. The gap includes lack of resources and support, limited educative tools, and a punitive approach to misconduct (Kier & Ives, 2022). To implement collaborative solutions and protect the legitimacy of programming, it must be clear why students cheat, what instructors and academic leaders are doing about it, how culture and lived experiences are informing people's choices, and what impact the tools being used to deter cheating are having. Academic misconduct must be addressed in order to maintain the fairness, credibility, and value of education, and to promote ethical behaviour, trust, and long-term success (Bretag, 2018).

TCCO-PCC's current integrity policies and practices focus primarily on the expectations of demonstrated academic integrity and are isolated to target first-year students (TCCO, n.d.-a). The present structure relies heavily on penalties that are punitive rather than educational, with limited to no resources to support remediation or a continuance of integrity education for students beyond Semester 1 (TCCO, n.d.-a). The gap in processes raises three primary questions for me. The first is, what strategies can be woven throughout a student's academic journey to promote the adoption and understanding of a holistic approach to academic, personal, and professional integrity? For example, Striepe et al. (2023) asserted that shaping a student's beliefs and attitudes towards academic integrity by demonstrating ethical behaviour in the classroom can discourage a student from acting dishonestly within their academic work.

Second, what approaches to professional development for TCCO-PCC instructors could be implemented to support the translation of holistic integrity into the classroom environment and ensure it is threaded into curricular outcomes? For instance, prioritizing prevention over

punishment is essential. It is crucial to provide educational resources to assist instructors in designing assessments that minimize opportunities for plagiarism and to make academic integrity knowledge widely accessible within the community. A strategic approach to instructors' professional development across various integrity-related topics would assist them in effectively managing issues, thereby playing a crucial role in minimizing misconduct and educating students about integrity standards (Kier & Ives, 2022; Luck et al., 2022).

Finally, to support students and instructors in this area, what strategies and commitments would TCCO-PCC leadership have to make to support these necessary enhancements to the educational practices around holistic integrity? Leaders are tasked with identifying obstacles and implementing suitable support for both students and instructors as they navigate higher education. Hamilton and Wolsky (2022) advocated for measures such as compensating instructors for their time spent on integrity-related matters, and J. Lee and Sumbler (2009) argued that ensuring adequate advising on integrity-related topics is key. These efforts could prove to be valuable assets and demonstrate a leadership commitment at TCCO-PCC to enhance integrity-based educational practices.

The PoP being investigated at TCCO-PCC stems from a number of factors, which include the tension between education as a philosophical construct and education as a market, a commodity, and a business (Dennis et al., 2019). This evident collision of values results in educators and educational leaders being exposed to an environment where enrolment equates to revenue. This situation makes dealing with issues of integrity, such as integrity breaches and misinterpretations of integrity practices, problematic when consequences may result in a student being dismissed.

Leadership-Focused Vision for Change

Today's demanding workforce climate puts enormous pressure on leaders and workers. Leaders in particular must attend to numerous projects simultaneously (Molinaro, 2018). Molinaro (2018) has written about leaders being "always on" (p. xvii). This notion is applicable to

this DiP, as TCCO-PCC leaders and instructors must constantly adapt their approach to academic integrity in light of the rapid evolutionary landscape (Eaton & Christensen Hughes, 2022). The vision for change must consider the ideal future state, the current gaps, and how to balance priorities for change and enhancements realistically.

Vision for Change: The Ideal State

When defining and pursuing a shared vision for change, clear goals must be formulated, strategies and plans must be developed, and progress must be continuously monitored in order to achieve the desired results (Aung & Hallinger, 2023; Bass & Riggio, 2006; Black, 2015; Leal Filho et al, 2020). For a vision to become a reality, commitment, resilience, and engagement are required. Given that TCCO-PCC is a PPP, the vision for change hinges on collaboration and relationships. Collaborators will need to ensure that goals are defined and objectives are clear (Hora & Millar, 2023) when it comes to a joint approach to educative practices for greater holistic integrity. Visions for change outline a desired future state or transformation from a forward-looking, aspirational perspective. Building a vision for holistic integrity at TCCO-PCC can direct institutional efforts toward positive and meaningful changes.

Honesty, ethics, and a commitment to genuine learning are core values of an academic environment that fosters academic integrity. Promoting and maintaining academic integrity requires the involvement of students, educators, administrators, and institutions (ICAI, 2021). Eaton (2021) and Adam (2016) have argued that teaching and learning, moral constructs, and HEI integrity policies are all interconnected. The challenge of developing greater integrity cannot be totally solved, but it can be managed, explored, and supported. Eaton (2018) emphasized that the future of academic integrity rests in the hands of students, not with administrators or academics. Students have the agency of choice when faced with an ethical dilemma (Robinson & Glanzer, 2017), but that choice is a competency that can be shaped by the student's environment and lived experiences (Gentile, 2022; Price-Mitchell, 2015; Schein, 2009). Administrators and instructors must help to create a culture and an environment that prepares

students for that choice (McLean, 2015). This DiP focuses on a future where all collaborators, including students, are engaged in the conversation about holistic integrity and are learning to shape their own individualistic commitment to it. This idealized vision sees TCCO-PCC graduates leaving postsecondary education as well-rounded, global citizens who have a strong moral compass (Chow et al., 2021; Collins, 2009).

In an ideal future state, TCCO-PCC would have a robust, progressive, and holistic PL program and policy for holistic integrity; instructors would have funded resources and supports to consistently promote a defined and accepted culture of integrity; and students would have a clear understanding of integrity expectations and the opportunity to strengthen their own lifelong commitment to academic, personal, and professional integrity. Integrity would be foundational, with collaboration at the centre of integrity conversations. Students, administrators, and instructors would be engaged in defining the challenges, identifying gaps, and exploring solutions together.

The Gap Between the Present State and Ideal State

Mahmud and Bretag (2015) discussed the importance of the student's voice in the integrity space, noting that education on integrity concepts should be foundational for all students, regardless of their level of study, and should be progressive, inclusive, and holistic. Mahmud and Bretag, along with other scholars in this field (East, 2009; Handa & Fallon, 2006; McGowan, 2005), have contested that students whose first language is not English require more in-depth support and PL related to academic integrity concepts given their introduction to a new academic environment. Given that all TCCO-PCC students are international, there is a strong case for providing enhanced and supportive integrity education approaches beyond what is being offered at TCCO's main campus. Also related to the PoP and guiding questions laid out above, there is evidence that instructors are critical influencers in the conversation about and outcomes of academic integrity (Mahmud & Bretag, 2015).

McCabe and Pavlea (2004) highlighted the importance of instructors serving as mentors

and role models who demonstrate ethical behaviour. Kezar and Sam (2011) concurred, stating that instructors are key to providing examples of acting with integrity for students. In relation to this DiP and PoP, ensuring that instructors are well resourced and educated on the institutional expectations of integrity is essential. TCCO-PCC instructors and support staff must be supported in translating those expectations to the classroom and taking on mentoring roles. Furthermore, professional learning for instructors on EDI&B is needed for them to examine potential bias and profiling of international students and their perceived connection to academic misconduct (Eaton, 2021). Instructors and support staff should receive coaching on leadership strategies and the expected commitments to exemplify integrity, shaping their role as agents of change as we endeavour to improve our collective approaches to demonstrating integrity within the TCCO-PCC community.

Beyond education and PL, in the ideal state, instructors would be financially incentivized to uphold TCCO's academic integrity regulations (TCCO, n.d.-a). Although TCCO-PCC instructors are contractually obligated to do so, they should be supported in fulfilling that mandate as well as they possibly can. Instructors have affirmed that they want to uphold academic integrity, but they are paid only for the hours they teach (Hamilton & Wolsky, 2022; Instructor feedback session, personal communication, August 2023; Luck et al., 2022). If 30 out of 45 students in one class cheat on an assignment, the misconduct processing is a lot of extra work for no extra pay. Large integrity breaches are problematic for this reason, so much so that the academic leadership team has proposed compensation for those many hours of time (Academic programming meeting, personal communication, January 2024). The future ideal would be for this financial support to be in place for any size of integrity breach.

Kier and Ives (2022) contended that policy and procedures, compliance commitment, and resources are all key factors to consider when implementing solutions and supports to build a culture of integrity at an HEI. Understanding the needs of students and instructors in this space should be a focal point for administrators (McCabe, 2005). Stoesz and Eaton (2020)

described that a comprehensive and multifaceted approach to integrity policy is necessary for academic leaders, and McCabe (2005) noted that policy review and revision must be thorough and inclusive, involving the right collaborator groups. Leadership approaches to academic integrity must give instructors the tools, PL opportunities, and time to act consistently when managing cases of academic misconduct, and instructors' decisions and recommendations for solutions to misconduct cases must be supported by the administration (Chugh et al, 2021; Gottardello & Karabag, 2020; MacLeod & Eaton, 2020). The evidence strongly indicates that administrators have a duty to ensure that students and instructors are provided with the necessary resources to implement and adhere to the integrity policies and procedures established for TCCO-PCC (Hunter & Kier, 2022).

Leadership Considerations to Balance Priorities for Change

There is no easy way to balance priorities for change throughout an organization, including at TCCO-PCC. It is a process that takes time and a mix of analytical thinking, adaptability, and effective communication. If leaders in an organization continually assess and reevaluate priorities, they should be able to better navigate change successfully and achieve desired outcomes (Lozano & Lozano, 2022). When considering the priorities for change in relation to this PoP, it will be important to implement a phased approach. How can TCCO-PCC leaders do what is necessary without overwhelming collaborators and resources? A collaborative, phased-in approach balances the strategy and ensures the right commitment and an action plan to achieve buy-in. With those components in place, it is easier to successfully transition from the current state to the future state. It will require that TCCO-PCC prioritize its goals, clearly plan out its approach, consider important perspectives, commit to remain agile, and allow for iterations (Burnes, 2004a, 2004b). Aligning the approach with TCCO strategic and academic plans (TCCO, 2023a) will be needed to ensure the appropriate leadership support to move the strategies forward.

TCCO and PCC are organizations with traditionally hierarchical leadership structures.

When they partnered, they each brought a set of complexities, cultural approaches, and leadership perspectives. Leadership considerations related to this PoP and DiP include highly interconnected micro, meso, and macro contexts. From a granular micro perspective, such as day-to-day operations, classroom instructors must support students in learning more about their approach to integrity in academia. This support and mentorship will influence the change from the current state to the future state. From a meso perspective, collaborators need to focus on the middle of the hierarchy, formulating and implementing actionable strategies for managing multiple priorities around solutions to the problem and advocating for the right allocation of resources to implement the change. At the macro level, senior leadership involvement and direction will be vital to shaping the overall approach and future plans to improve academic integrity at TCCO-PCC.

In order for TCCO-PCC to function cohesively and achieve its strategic goals, effective coordination and alignment between these leadership levels are crucial. Leaders at all levels must be aware of their roles, responsibilities, and relationships, considering the broader context of the organization as they make decisions and take action (L. A. Hill et al., 2022; Long & Pisani, 2022; MacArtain-Kerr, 2018). Unique consideration is needed in the case of TCCO-PCC, as it is a collaborative academic partnership. PCC adheres to TCCO academic regulations and approaches to academic integrity, yet the uniqueness of the all-international student population (Mahmud & Bretag, 2015), the commodification and marketization of academic programming for revenue-generating purposes (McCartney & Metcalfe, 2018), and the two organizations' steadfast commitment to progressively growing and enhancing the partnership (Hora & Millar, 2023) are critical aspects of the leadership approaches to change. These are the indispensable considerations for a thorough leadership approach to change and a carefully selected framework for leading the change process, both of which are discussed in the next chapter.

Chapter 2: Planning and Development

Chapter 1 discussed the changing landscape of higher education as it relates to the topic of academic integrity in Ontario, an examination of the PoP under investigation, and the impacts of that problem on TCCO-PCC's organizational context. The vision for change was discussed, and I outlined an envisioned future state. In Chapter 2, I examine transformational and transformative leadership approaches as they relate to planning, development, and change management. I consider how leadership approaches align with Lewin's change model to identify integrated solutions (Burnes, 2022; Deszca et al., 2024; Hussain et al., 2018; Tang, 2019). I then evaluate TCCO-PCC's change readiness, compare possible solutions, and address ethical considerations, culminating in a proposed change management solution.

Leadership Approach to Change

Organizations undergo periods of transition, adaptation, and transformation that require leaders to employ various strategies and styles, including attention to ethical leadership approaches (Shields, 2022; Shields & Hesbol, 2020). The literature offers many definitions of leadership, yet one of its most basic attributes across approaches appears to be the ability to facilitate individual and collective efforts to accomplish shared objectives by influencing others to take needed action (Barrow, 1977; Yukl, 2006). One definition of leadership that resonates with me is "a process whereby an individual influences a group of individuals to achieve a common goal" (Northouse, 2021, p. 6). A more traditional view of leadership tends to emphasize control and command transactions, with a strict hierarchy (Burns, 2012). In contrast, my leadership approach aligns with transformational leadership which involves more than mere transactions between leaders and followers. Transformational leaders aim to motivate and empower their followers to achieve remarkable outcomes by tapping into their higher-order needs and aspirations. They seek to bring about significant changes, not just in the organizational or societal structure, but also in the individuals themselves (Burns, 2012). Related to this DiP and the chosen interpretive paradigm (Hatch, 2018), my transformational leadership approach is to

inspire followers to go beyond their personal interests and consider collective benefits (Bass, 1995; Northouse, 2021; Shields, 2022; Shields & Hesbol, 2020; Yukl, 1999).

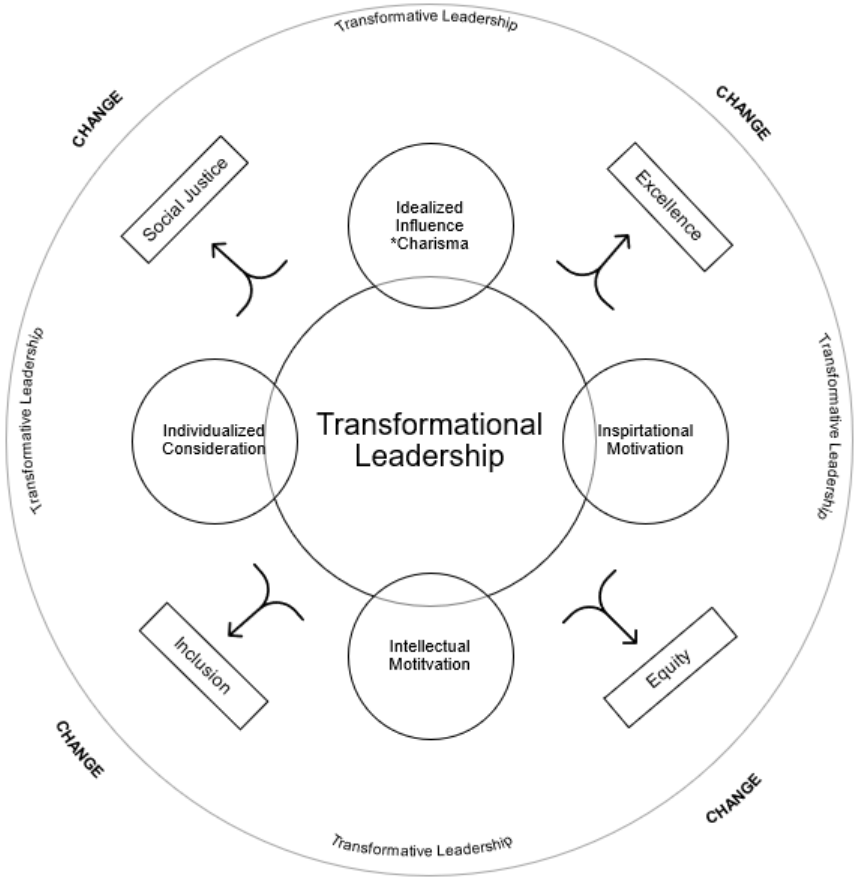
Leadership styles and strategies have evolved over the years, with Northouse (2021) suggesting that leadership is far more nuanced and multifaceted than the one-dimensional picture often depicted. My dual lens incorporates a transformative approach in tandem with transformational leadership. In postsecondary institutions, transformative leaders seek to create learning environments that are more equitable, inclusive, and socially just (Shields, 2020, 2022). Leadership is a nonlinear process that requires inclusion rather than reliance on an official leader within a group to initiate change (Capper, 2019; Northouse, 2021). A focus on the human side of change, flexibility, and effective communication are essential elements of successful change leadership. Applying a transformative leadership lens encourages individuals to critically examine issues of justice and democracy within existing systems, and to challenge inequitable practices and pursuing individual excellence and betterment for all (Shields, 2020, 2022). My dual lens aligns with the interpretive paradigm presented in Chapter 1 and sets the stage for the coming change leadership discussion.

The Context of Change and the Chosen Leadership Approaches

To achieve strategic goals, change processes must be planned, implemented, and consistently managed (Deszca et al., 2024). Leadership styles play a crucial role in managing change effectively because a leader's style influences how change initiatives can be perceived, accepted, and implemented. Individuals involved must understand the organizational or systemic issues that make the change necessary (Deszca et al., 2024). My blend of transformational and transformative leadership styles, shown in Figure 4, addresses different aspects of this change initiative, including the change itself, the TCCO-PCC culture, overall readiness, and the desired goals (van Dierendonck et al., 2014). Blending these styles exemplifies a shared and holistic leadership approach to resolve the PoP (Shields, 2010, 2020). Collective elements such as excellence, charisma, and motivation emerge as pivotal factors.

Figure 4

Blending Transformational and Transformative Leadership Approaches



Note. Social justice, excellence, equity, and inclusion adapted from *Becoming a Transformative Leader: A Guide to Creating Equitable Schools*, by C. M. Shields, 2020, p. 7. Copyright 2020 by Routledge. Transformational leadership factors adapted from “Leadership: Theory and Practice,” by P. G. Northouse, 2021, pp. 191–194. Copyright 2021 by Sage Publications. The transformational process is adapted from *Organizational Change: An Action-Oriented Toolkit*, by G. Deszca et al., 2020, p. 73. Copyright 2020 by SAGE Publications.

Moreover, potential synergy and benefits are derived from the integration of these two approaches. Figure 4 illustrates strategies for transforming leadership, emphasizing the drive to inspire teams toward organizational objectives and fostering a shared commitment to a unified

purpose (Alqatawenah, 2018; Korku & Kaya, 2022). The transformative leadership lens emphasizes going beyond incremental change (Bartunek & Moch, 1987) and recognizing power, privilege, and cultural norms (Shields, 2020) to transform inequitable organizations.

Leading Academic Integrity Education: Transformational and Transformative Lenses

A transformational leadership style encourages growth, innovation, and ideation in organizations and individuals (Bakker, 2017; Bass & Riggio, 2006). This leadership approach requires leaders to have a strong sense of self-awareness, empathy, and a genuine desire to impact others and the organization positively. By demonstrating these qualities in their day-to-day interactions, leaders can create an engaging work environment, increase employee engagement, and improve organizational performance (Korku & Kaya, 2022). A transformational leader builds connections and moves away from transactional leadership (Eddy & Kirby, 2020), demonstrating high ethical standards and integrity by encouraging and inspiring others.

As higher education continues to evolve and becomes increasingly unpredictable due to growing external and internal pressures, traditional leadership approaches need to be rethought (Holcombe et al., 2023). TCCO-PCC collaborators need to address the gap in academic integrity practices, and using a transformational leadership approach can support the creation of a clear vision of a desired future, challenge the status quo, and inspire change participants to do their best work (Korku & Kaya, 2022). Leaders using a transformational leadership approach apply idealized influence (charisma), individualized consideration, inspirational motivation, and intellectual motivation to guide others. Change can be stimulated by using data-informed approaches and supported by identifying shared goals (Deszca et al., 2024; Northouse, 2021). This shared, inclusive approach affords TCCO-PCC leaders the opportunity to work through the defined challenges associated with insufficiencies in educational practices and instructor support related to academic integrity expectations (Adam, 2024). Transformational leadership can propel change forward, but when leaders also incorporate a transformative stance, this dual strategy can better ensure that a mandate for equity will be firmly engrained in the context of

change (Hewitt et al., 2014). Transformative leaders seek to shift the culture and practices that are perpetuating inequity in organizations and implement systemic improvements to create a more socially just system (Shields, 2020). They use higher-order values such as social justice, excellence, inclusion, and equity to create awareness of the need for systemic change and then strive to enable individuals to contribute more meaningfully towards that change (Shields, 2020).

Transformative leaders help others understand issues of justice, democracy, and inequity, and through that process, all change participants can begin to understand the promising opportunities that lie within greater inclusion and greater diversity. Educators and educational leaders are linked to the broader social context, one that demands a socially just and inclusive learning environment (Shields, 2020; E. J. Weiner, 2003). If the longstanding tensions related to issues of power and inequality in organizations, including TCCO-PCC, are to be addressed effectively, all change participants who will make an impact on an academic integrity-based change should be recognized as leaders who will be leading the transformation from within (Shields, 2010, 2020). Furthermore, these transformative leadership methods must be part of an internalized shared strategy, not a top-down approach.

Shields (2020) outlined eight tenets of transformative change: (a) accepting the mandate for deep and equitable change; (b) changing mindsets; (c) redistributing power in more equitable ways; (d) balancing public and private good; (e) focus on democracy, emancipation, equity, and justice; (f) interconnectedness, interdependence, and global awareness; (g) balancing critique and promise; and (h) exhibiting moral courage (pp. 17–164). Connections exist for all eight tenets to this PoP. However, the most relevant ones are changing mindsets, balancing public and private good, and exhibiting moral courage. Changing mindsets relates to resolving this PoP because leading change on academic integrity education involves issues of equity and the impact of decisions made as an institution. This involves questioning and dismantling long-standing beliefs, assumptions, and mindsets that uphold the status quo and inequality (Shields, 2010, 2020). Ensuring a balance between the advancement of individual

integrity and the overarching benefits to the TCCO-PCC community is pivotal in academic integrity education. It involves fostering personal growth in terms of demonstrated integrity and recognizing and nurturing the positive ripple effects that extend throughout the entire TCCO-PCC community. This delicate balance acknowledges the intrinsic value of upholding integrity at a personal level while also acknowledging its far-reaching impact on the collective integrity culture within the institution.

Shields's (2010, 2020) final tenet most relevant to this DiP refers to moral courage and the importance it has for leadership. Strengthening academic integrity education is not a simplistic problem to tackle; in fact, it is highly complex, and leaders must exhibit moral courage in their willingness to take principled actions for what is right, even in the face of financial or other challenges. Authenticity stands as a crucial factor in driving change at TCCO-PCC, ensuring that external actions mirror internal convictions (Kidder, 2005; Shields, 2010, 2020). Moral courage in this context relates to standing up for change to improve educative practices on academic integrity and speaking up about what is not working so that collectively, appropriate solutions can be found.

As part of this DiP, it is imperative to use a lens that distills TCCO-PCC's present academic integrity practices, examining the need for deep and equitable changes, how power and knowledge is distributed, and looking to dismantle oppressive structures. For instance, TCCO-PCC students may receive inadequate education on the expectations for demonstrating academic integrity, yet the institution enforces penalties for integrity violations. Some international students have expressed the perception that instructors treat them differently from Canadian students, based on a belief that international students cheat more often than Canadian students do (Denisova-Schmidt, 2024; Sanni-Anibire et al., 2021). Yet when there is not enough in-depth, mandatory education and knowledge sharing on integrity processes and approaches, students may be justifiably unaware of when they are breaching them, particularly for something that is acceptable in their home country. If international students are not educated

appropriately or adequately, they are at a disadvantage, and receiving a misconduct charge could be seen as unfair (Denisova-Schmidt, 2024; Pecorari, 2024). Dismantling oppressive structures of this nature involves the implementation of more disruptive changes that are likely to have a lasting effect (Shields, 2020).

To summarize, using both transformational and transformative leadership models at TCCO-PCC will be needed to support the change necessary to improve educational practices around academic integrity with a necessary lens on social justice responses. Within my leadership practice, my primary goal revolves around the vision of upholding quality and greater equity (Glendinning, 2024). This encompasses using a leadership stance for driving change in this field and advocating for sustained systemic shifts that facilitate a more ethical and equitable approach to academic integrity education. Using a sound change management framework, which I discuss next, can assist leaders in navigating obstacles with the goal that change participants can be more fully engaged in working towards shared goals and desired outcomes.

Framework for Leading the Change Process

Strategic and thoughtful approaches are required to lead any complex change process (Hesketh & Cooper, 2023; Kotter & Schlesinger, 1979; Liedtka, 2000; Maisyura et al., 2022). Effective change agents lead the process while also being participants in it (Deszca et al., 2024). Change initiatives are best broken down into structured, manageable steps that make them easier to achieve and that provide a path through the various stages of change. An effective change process depends on recognizing how organizational culture impacts or hinders change (Deszca et al., 2024), allowing leaders to focus on strategies and actions that will have greater impact. Successful change implementation requires a framework for leading the change process, which provides a roadmap, best practices, and a systematic approach.

Understanding the type of desired change, the context of change, and the agency of leadership involved in a change process is essential to choosing a change model that is best suited and aligned with addressing this PoP (Kezar, 2018). To lead change in this context using

an interpretive paradigm (Hatch, 2018; Mack, 2010; Weber, 1947), I must engage all change participants in a collaborative process to facilitate the sharing of ideas and lived experiences to improve academic integrity outcomes at TCCO-PCC. The interpretive paradigm incorporates human perspectives, which can help to foster dialogue, navigate complexity, cultivate resilience, and empower engagement (Hatch, 2018; Mack, 2010). The vision of the change process acknowledges the unique aspects of the TCCO-PCC partnership as well as the need for dedicated attention to the issue of developing more effective educative practice regarding academic integrity. To frame the change process, my plan will follow Lewin's (1947) three-step model of unfreezing, changing, and refreezing.

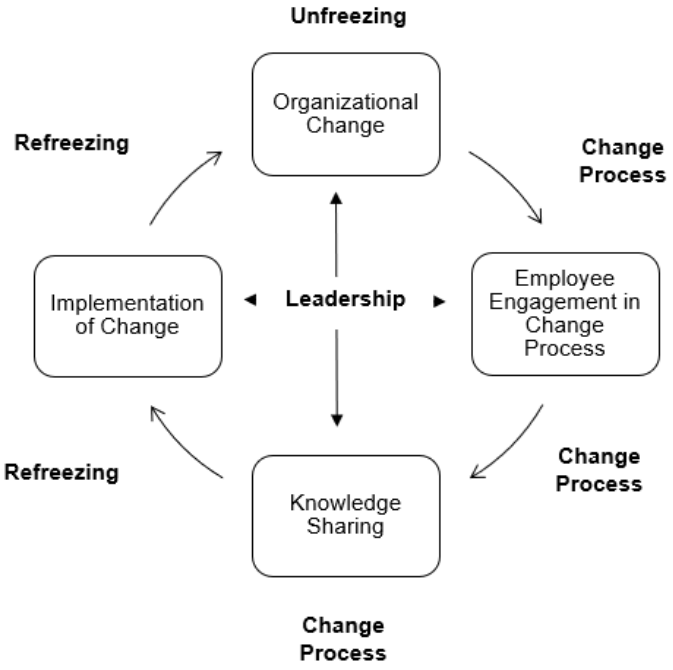
Lewin's Change Model

Lewin's (1947) change model, though dated, is a seminal work that remains a reliable and applicable framework for understanding and implementing organizational change (Burnes, 2004a, 2004b). Lewin's proven model suggests that in order to introduce change, it is necessary to understand and respond to the mechanisms that maintain the status quo (Burnes, 2020). Figure 5 illustrates Lewin's collaborative and integrated leadership process. Leadership is at the core and threaded throughout the change process.

Creating motivation for change is the first step in Lewin's (1947) model. In this stage, leaders enable a gradual process of unfreezing by raising awareness about challenges and inefficiencies, underscoring the pressing nature of the situation, or offering compelling reasons for change while acknowledging the stress of this phase as potentially the most challenging (Burnes & Bargal, 2017; Hussain et al., 2018, Tang, 2019). Leaders can guide individuals to reassess their beliefs, attitudes, and behaviours (Burnes & Bargal, 2017). The TCCO-PCC community can examine current integrity practices and develop a rationale for exploring change. According to Hussain et al. (2018), organizational change priorities and goals must be explicitly tied to the integrated change tasks through commitment planning that pinpoints the individuals and groups crucial for supporting the new initiatives.

Figure 5

Lewin's Change Model and Integrated Leadership Process



Note. Adapted from "Kurt Lewin's Change Model: A Critical Review of the Role of Leadership and Employee Involvement in Organizational Change," by S. T. Hussain et al., 2018, *Journal of Innovation & Knowledge*, *3*(3), p. 126. Copyright 2018 by Elsevier.

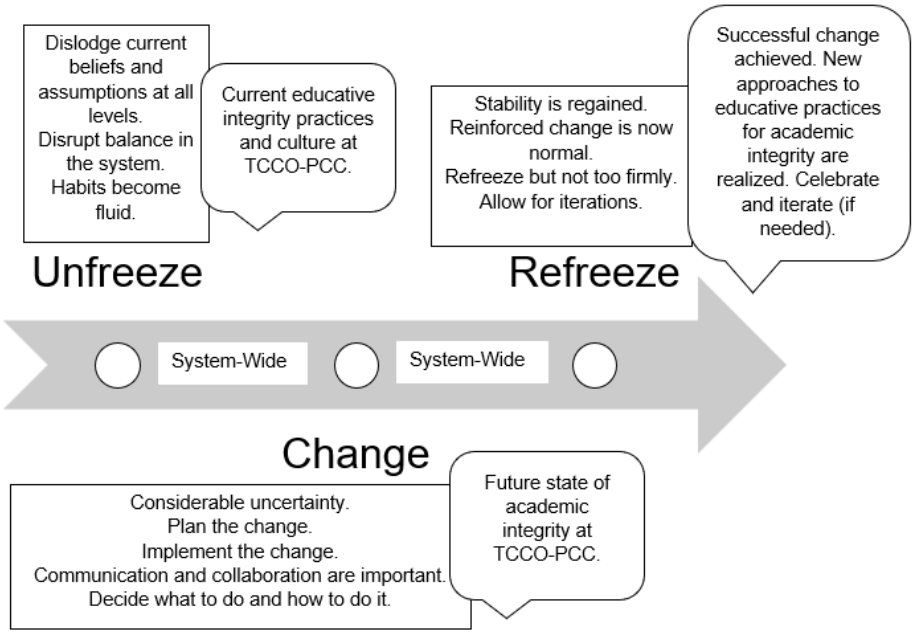
Once the unfreezing is complete, change agents can begin the next step, the change strategy (Lewin, 1947). As part of this step, new behaviours, processes, or structures are introduced to achieve the desired state. At TCCO-PCC, it may be necessary to use technology, train employees, restructure instructor compensation, or implement other interventions. New interventions should be based on dialogue that occurred in the unfreezing stage. As part of implementation, leaders must provide clear communication and ensure that all change participants can participate actively.

Lewin's (1947) model concludes with the process of refreezing, in which changed norms and behaviours are reinforced and stabilized. An organization's culture must be refrozen for new

behaviours, attitudes, and processes to become ingrained. For refreezing to succeed, policies, systems, and practices must be implemented that support and sustain the change (Burnes & Bargal, 2017). Individuals should be rewarded for adopting the change and supported on a continual basis. In terms of my DiP, refreezing would include keeping lines of communication open and being amenable to iterations of the new educative approaches to academic integrity based on evaluation and feedback. Leaders would look for challenges, unintended effects, and complications that may be affecting success or causing deviations. By iterating, these deviations can be corrected, as needed (Burnes, 2020). This process over time can lead to new cycles of improvement, beginning with a new stage of unfreezing. Figure 6 shows the PoP integrated into Lewin's change model and illustrates how system-wide change would flow from each step.

Figure 6

Lewin's Model in Relation to This DiP



Note. Adapted from Adapted from "Kurt Lewin's Change Model: A Critical Review of the Role of Leadership and Employee Involvement in Organizational Change," by S. T. Hussain et al., 2018, *Journal of Innovation & Knowledge*, *3*(3), pp. 123–126. Copyright 2018 by Elsevier.

A key component of this DiP is addressing the psychological, emotional, and social factors that can facilitate or hinder behaviour change. Resistance is a common obstacle to change, and recognizing the complexities of a change process can help to reduce the chance of failure. Lewin's model aligns with the interpretive paradigm given its attributes related to engagement, awareness, and understanding of behaviours (Hatch & Yanow, 2009). It emphasizes communicating and supporting the change through continued adoption and seeking feedback to iterate and improve (Lewin, 1947). Change participants must also consider how limitations of the model might impact the achievement of change goals. In conclusion, this model emphasizes the importance of preparation and flexibility in navigating the complexities of change, which makes it a good fit for TCCO-PCC and the context of this DiP.

Limitations of the Change Model

Lewin's (1947) model is subject to several criticisms, yet despite these drawbacks, the model still serves as a valuable framework for this change initiative. One criticism is that organizations are never really frozen; they are fluid (Burnes, 2004a, 2004b; Kanter et al., 1992; Schein, 1996). Even so, ways of thinking and doing can become entrenched, and for this reason, achieving buy-in as part of the unfreezing process can take effort and time on the leader's part. Its simplicity, characterized by just three stages, has been faulted for potentially oversimplifying the intricacies of actual change processes (Burnes, 2004a, 2004b, 2020; Hussain et al., 2018; Ratana et al., 2020). Although more complex models exist, Lewin's model applies to this DiP given its applicability across a variety of contexts and groups. The model focuses on action-oriented change and acts as a foundation that can be built upon. Others have criticized its linear approach, which fails to capture the nonlinear and iterative nature often observed in organizational change. The model's assumption of organizational stability may not be applicable in today's rapidly evolving higher education landscape. Moreover, its top-down orientation disregards the concept of continuous change and overlooks cultural and external influences (Burnes, 2004a, 2004b, 2020; Hussain et al., 2018; Ratana et al., 2020).

A final criticism of Lewin's (1947) model is that it could overlook the emotional aspects of change, as it focuses more on procedural elements of change and goal attainment. It offers a limited understanding of resistance to change, lacking nuanced strategies to address the associated emotions effectively. To address this limitation, Lewin's model is complemented in this DiP by the Kübler-Ross (1969) change curve, also known as the five stages of grief. Originally developed to understand the grieving process, Kübler-Ross's work has been applied to change management to understand people's reactions to significant change or upheaval (EKR Foundation, n.d.). I discuss in detail my incorporation of the Kübler-Ross change curve in the section on organizational readiness for change. This DiP includes a social justice perspective, using a collaborative and inclusive approach that respects change participants' diversity of opinions and lived experiences, so that the change process recognizes individual perspectives on the matter of integrity.

This integration of models considers not only the procedural aspects of change but also the ethical considerations necessary for leaders to foster a culture of honesty and responsibility within the academic community, making it more likely that changes will be sustained over the long term. In summary, using a change model as a framework for change provides a systematic and structured approach for leaders as they manage organizational change (Burnes, 2020; Hussain et al., 2018). In using any change process, a supportive environment needs to be built at TCCO-PCC that addresses the structural and psychological aspects of change, which are both needed to achieve a successful outcome. Active participation of individual change participants is vital, with all parties aware of their responsibilities and potential challenges, as shown in Table 1.

Using Lewin's (1947) model, participants will create awareness, drive change, and reinforce behaviours that promote academic integrity at TCCO-PCC. This multilayered process (B. J. Weiner, 2009) requires assessing organizational change readiness and tailoring change management strategies to increase the likelihood of success (Combe, 2014).

Table 1

Change Participants' Responsibilities and Potential Challenges

Change participants	Responsibilities to change	Potential challenges
Students	Commit to exploring their understanding of integrity compared to their past lived experiences and learning about TCCO-PCC's expectations around integrity.	Students may not see the value in integrity-based learning and mandatory work related to learning about TCCO-PCC integrity expectations.
Instructors	Commit to learning and adopting new and improved approaches to academic integrity education in the classroom environment.	Instructors will need dedicated and compensated time to commit to this change plan.
Support staff	Commit to increased student and instructor support in the space of academic integrity education enhancements.	Support staff will require PL to advise and support instructors on processes and policies related to academic integrity.
Administrators	Commit to supporting and providing resources for the change plan and associated initiatives.	Resources and funding will need to be made available for this change plan to be a success.

Note. TCCO-PCC = The College of Central Ontario-Private Career College; PL = professional learning.

Organizational Readiness for Change

Change readiness analysis helps one to assess how well individuals within an organization, as well as the organization as a whole, can adapt to and navigate change effectively (Dinwoodie et al., 2015; DuFrene & Lehman, 2014; Engida et al., 2022; Yue, 2021). The degree of readiness for change is a critical factor, as it drives acceptance of change initiatives and associated processes (Armenakis & Bedeian, 1999; Armenakis et al., 1993). By identifying potential risks and opportunities, a strategy can be developed to enhance readiness and mitigate challenges. The TCCO-PCC partnership has seen rapid enrolment growth, leading to interim services and supports for managing, leading, and educating around academic

integrity (TCCO-PCC academic integrity audit results, personal communication, August 2023). These early attempts at academic integrity education, including the nonmandatory AIM, were a necessary patchwork (Instructor feedback session, personal communication, August 2023), but they have created an appetite for a more complete solution. The instructors have demonstrated the desire to adhere to ICAI's (2021) six fundamental values of honesty, trust, fairness, respect, responsibility, and courage, and to support change participants' commitment to lifelong holistic integrity: academic, personal, and professional.

In this DiP, I have applied my estimates of change readiness based on factors in B. J. Weiner's (2009) approach. This proven model is grounded in a conceptual approach to organizational readiness for change and the related theory concerning its factors and consequences. B. J. Weiner's model has three aspects: (a) change valence, a determinant of how highly an organization values a change (Armenakis & Harris, 2009; Shea et al., 2014; Trisnawati et al., 2020); (b) change efficacy, people's perception of the organization's ability to change; and (c) contextual factors, the appetite within the organization for broader cultural change. As B. J. Weiner described, the organization must embrace "innovation, risk-taking, and learning" (2009, p. 4). I have also used Kübler-Ross's (1969) change curve to assess change participants' overall comfort with possible emotional impacts of the change. The Kübler-Ross change curve, while dated, remains credible and applicable to change implementation and will help gauge employees' readiness for change, anticipate their reactions, and tailor interventions to support them effectively through the process. This awareness helps in managing resistance, fostering acceptance, and facilitating smoother transitions, ultimately enhancing organizational readiness for change. I present these assessments and summarize my analysis of the overall organizational readiness for change. Appendix B shows my scores on the readiness of TCCO-PCC instructors, students, support staff, and leaders. This analysis indicates that there appears to be sufficient enthusiasm to proceed with improvements to academic integrity education.

Change Readiness Assessment

According to B. J. Weiner (2009), the change valance is the initial measure to use to consider the value of change. The extent to which people are willing to commit to improvement and change is largely a matter of whether they feel the change is necessary, valuable, advantageous, and meaningful (B. J. Weiner, 2009). TCCO-PCC has an opportunity to improve various factors related to expectations of demonstrated academic integrity education for students and instructors. This change requires the buy-in and support of TCCO-PCC instructors and students, but whereas change valance requires all members to value the change, they do not need to value it for the same reason. For example, instructors want support in (a) creating assignments and assessments that make it difficult for students to engage in dishonest practices and (b) detecting and managing academic dishonesty (Instructor feedback session, personal communication, August 2023; Sbaffi & Zhao, 2022). Students come to TCCO-PCC with their own set of lived experiences, and as Sbaffi and Zhao (2022) have pointed out, cultural norms around integrity and honesty may differ among students. Thus, students would find it helpful to have expectations and regulations on academic integrity clarified and to receive guidance in meeting those expectations (Rossi, 2024).

One of the most important factors of change valance is collective agreement on the value of change (B. J. Weiner, 2009), regardless of differences in opinion as to why the change is needed. Some TCCO-PCC instructors doubt that the change will be adopted and accommodated by PCC's academic leadership (Instructor feedback session, personal communication, August 2023). As the enrolment has grown in these programs from several hundred students to several thousand, so have the issues of academic integrity (TCCO, 2023b). In 2023, student completion of the AIM remained low (TCCO, n.d.-a, 2023c). Many students who have been informed of academic misconduct incidents claim they were not aware that their actions contravened academic policies. This feedback highlights the value of further education on academic integrity (Cowan & Nurse, 2024; Morris, 2024; Perkins et al., 2020).

The second aspect of B. J. Weiner's (2009) approach to assessing change readiness is change efficacy, or people's perception of their ability to change. Assessing change efficacy in the context of academic integrity at TCCO-PCC raises important questions, such as what is required for successful implementation, are the necessary resources available, and is this change realistic considering the current circumstances (B. J. Weiner, 2009). When individuals in an organization hold a collective vision of the change, understand the requirements, and believe in the availability of resources, they are better able to develop a shared confidence that the pending change is efficacious and that they can successfully execute it. People's differing expectations and cultural approaches to acting with integrity must be respected in order for them to believe in TCCO-PCC's change efficacy. Then, relative to the task, instructors and students can be mobilized to implement increased educational tools that will support integrity (Morris, 2024). Relative to resources, senior leadership can commit the financial, technological, and human resources needed. Finally, given the continued rapid growth in enrolment of international students, TCCO-PCC change participants, agents, and leaders can strategize to keep pace with the evolution of this problem and ensure that students and instructors are well supported, informed, and treated fairly in the context of demonstrated academic integrity.

Contextual factors are the final readiness indicator (B. J. Weiner, 2009). Educational leaders must balance education as a cultural, societal, and individual value and benefit with education as a business. Education fosters positive social, economic, and cultural outcomes, and it contributes to the advancement of individuals and societies (Ark, 2021; Gibbons, 1998; K. Hill et al., 2005), but students are also seen as sovereign consumers of a product (Wilkinson & Wilkinson, 2020). Some leaders are more concerned than ever about the interference of capitalism in higher education, corporatization, and commoditization (Cannella & Koro-Ljungberg, 2017), shifting attention from integrity and the needs of students to profits and business targets (Dennis et al., 2017). Yet integrity in education is vital for maintaining academic credibility, fostering fair evaluation, preparing students for real-world situations, promoting

ethical decision-making, building trust, and contributing to personal development (Eaton & Christensen Hughes, 2022). Strong learning environments are built on this kind of foundation.

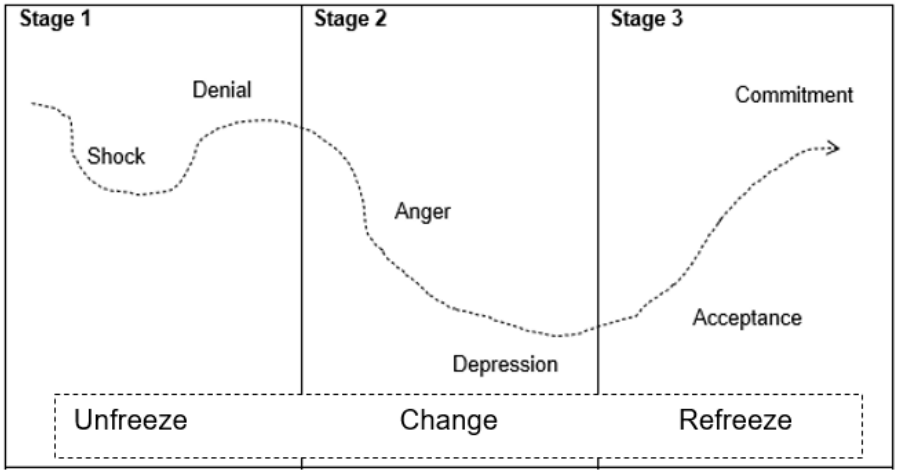
Leaders at TCCO-PCC must wrestle with the tension between education as a business and education as a value before they can use positive and effective change management in the area of academic integrity practices. Other contextual factors can then be considered when assessing readiness for change. What are students' and instructors' perceptions of this necessary change, based on their past experiences? The patchwork processes and enforcement of integrity policies and procedures used during the partnership's infancy may have influenced seasoned instructors' sense of change valence (Armenakis & Harris, 2009; Shea et al., 2014; Trisnawati et al., 2020; B. J. Weiner, 2009). Is there a collective sense of being well positioned and prepared to execute and coordinate an academic integrity change initiative effectively and efficiently as an organization? Finally, in conjunction with using B. J. Weiner's (2009) approach to assess change readiness, I have used Kübler-Ross's (1969) change curve to consider the emotional impact of this process on those who will be affected.

Kübler-Ross's Change Curve

The Kübler-Ross (1969) change curve can also be beneficial when assessing a team's readiness for change because absorbing the emotional impact of a change to one's comfort level can be difficult (Gómez-Leal et al., 2021). Leaders can leverage the Kübler-Ross change curve to identify the emotional highs and lows of change within impacted groups. When the team is struggling at a particular stage of the change cycle (Lewin, 1947), leaders can adjust or initiate dialogue to encourage continued progress. The emotional stages individuals might experience do not always occur in a linear fashion, and individuals might not experience all stages or spend the same amount of time in each (Chavan & Bhattacharya, 2022). Figure 7 outlines how each of Lewin's (1947) stages relates to the Kübler-Ross (1969) change model.

Figure 7

Change Stages in Alignment With the Kübler-Ross Change Curve Model



Note. Adapted from *Kübler-Ross Change Curve*, by EKR Foundation, n.d., para. 1 (https://www.ekrfoundation.org/5-stages-of-grief/change-curve/).

As shown in Figure 7, at Stage 1, communication is essential to move change participants, especially instructors and students, past the possible shock and denial (Kübler-Ross, 1969) that can accompany the unfreezing process (Lewin, 1947). Although the need and the want are there (Hamilton & Wolsky, 2022; Instructor feedback session, personal communication, August 2023), many instructors are concerned about the extra work that may be involved (without extra pay), as well as the perception that international students are being targeted. Students may also question why this change is happening now and worry about its ramifications. At Stage 2, emotional awareness is of great importance. Leaders create safe and open environments for dialogue when they have emotional acuity and encourage open questions. Finally, in Stage 3, it is time to reassure the team, thank them for coming this far, and reinforce that they will be involved and included in this change process as it moves forward. Table 2 highlights how the important leadership approaches of communication, emotional awareness, and reassurance and celebration align with each stage.

Table 2

Emotions and Their Connection to Change and Leadership Approaches

Stage	Emotions	Leadership approach
Stage 1	• Why do we need to change our processes and approaches to academic integrity at TCCO-PCC? • Is academic integrity that big of an issue to warrant such change?	Communication: Preparing, engaging, and motivating individuals and teams for upcoming changes by effectively communicating information about the changes and their value within the organization.
Stage 2	• This change will never work. This is frustrating. We will never solve the issue of academic integrity. • My time and energy are being wasted. I am worried about how this change will impact me	Emotional awareness: Leadership that cultivates emotional awareness can promote healthier relationships, increase engagement at work, and increase buy-in and understanding for change implementation.
Stage 3	• This change is really happening. • I am seeing some positive aspects of this change that may help us. • How can I be involved in this process?	Reassurance and celebration: Encourage teamwork by celebrating achievements and recognizing team efforts. Assure the team that the challenges ahead will be overcome collaboratively by reinforcing positive aspects of change and potential outcomes.

Note. Adapted from three sources. “International Students’ Knowledge and Emotions Related to Academic Integrity at Canadian Postsecondary Institutions,” by H.Sanni-Anibire et al., 2021, *International Journal for Educational Integrity*, *17*(1). Copyright 2021 by Springer Nature. “The Barriers to Faculty Reporting Incidences of Academic Misconduct at Community Colleges,” by M. Hamilton, & K. Wolsky, 2022, in S. E. Eaton & J. Christensen (Eds.), *Academic Integrity in Canada: An Enduring and Essential Challenge*, pp. 467–485. Copyright 2022 by Springer International. “Understanding Emotions in Higher Education Change Management,” by M. Dasborough et al., 2015, *Journal of Organizational Change Management*, *28*(4), pp. 579–590. Copyright 2015 by Emerald Publishing.

Summary of Readiness Assessments

In summary, exceptional leadership, communication, change participant involvement, cultural alignment, resource allocation, assessments, flexibility, risk management, and celebrating achievements are all essential components of organizational change readiness (Tang, 2019). In the ever-evolving landscape of higher education, TCCO-PCC's ability to navigate and thrive will be enhanced by a well-managed change readiness analysis process and a committed approach to recognizing, supporting, and managing the emotions that accompany change. Although B. J. Weiner's (2009) and Kübler-Ross's (1969) approaches identified in this section cannot instil change, they are methods that support change and the defined PoP. Consideration of these approaches can also help leaders to influence change factors and organizational resiliency (G. Chen et al., 2023).

Based on the review of change readiness as detailed in Appendix B, administrators, support staff, and instructors appear prepared and willing to work towards enhancing the educative practices involved in developing greater academic integrity, from which the entire community would benefit. Administrators, instructors, and support staff would learn more about academic and holistic integrity as they prepare to improve students' understanding. Administrators would become more consistent in their practice of adjudicating misconduct and would adjudicate fewer instances, freeing up their time for other tasks. Instructors would have the tools to speak to students about the need for holistic integrity and could interject the approaches or tools into their classroom activities. Support staff would be better positioned to advise students on the regulations, and their actions and the consequences. Students would benefit because they would understand what is being asked of them and would be less likely to breach regulations. The next step is for TCCO-PCC's leaders to translate this appetite and readiness for change, and these foreseen benefits, into a commitment to act, supported by ethical leadership behaviour (Adam, 2024; Davis, 2024; Hackett et al., 2024; Pecorari, 2024; Rossi, 2024).

Leadership Ethics in Organizational Change

A clear and dedicated commitment to ethical leadership is essential for successful organizational change and an integral part of the change process. There are many ethical considerations and challenges associated with a change process in any organization. Fairness, transparency, and responsibility are crucial aspects of implementing change ethically (Ehrich et al., 2015; Paine, 2019; Starratt, 2010). The ethical standards of organizations and the trust individuals have in society are strongly influenced by institutions of higher education such as TCCO-PCC (Jacobs & Keegan, 2016). In higher education, ethical responsibilities are crucial to creating an environment that fosters learning, personal development, and social contribution. Institutions that prioritize these responsibilities help to improve individual and societal well-being (Baum et al., 2013).

Often those impacted by change are concerned about the outcomes not only for themselves but for their colleagues and their organization (Jacobs & Keegan, 2016). Related to TCCO-PCC, change management must be based on thoughtful and principled considerations of the associated challenges and consequences the change process brings. To achieve sustainable and positive outcomes, TCCO-PCC change agents must prioritize ethical considerations in their change processes. The following section presents opportunities and models that can guide TCCO-PCC leadership to adopt and model ethical behaviours and approaches for the entire community.

Giving Voice to Values and the Leadership Context

The giving voice to values (GVV) framework (Gentile, 2012; Goodstein & Gentile, 2021; Tams & Gentile, 2020) is a tool to help build a community that values holistic integrity, supports fair and consistent practices, and ultimately fosters students' intellectual growth. GVV emphasizes values and is practical and ethics-based (Goodstein & Gentile, 2021). Thus, the framework can be connected to leaders, instructors, support staff, and students facing an ethical impasse in their academic careers. As GVV acknowledges the diversity of approaches to ethical

conflict, it complements my chosen paradigm of interpretivism (Hatch & Yanow, 2009). According to Gentile (2012), everyone interprets ethical challenges and moral courage differently. Understanding ethical impasses in academic settings involves examining and understanding how individuals perceive and interpret them. With an ethical leadership lens, leaders must recognize how their actions impact the system they lead. How they model ethical behaviour becomes critical to leading others to adopt their own ethical behaviours. A closer look at change participants' motivations, attitudes, and thought processes regarding ethical decision-making can inform subsequent actions. The concept of academic integrity is not static but rather dynamic and evolving (Tauginienė et al., 2019), and it can take on different meanings in different disciplines, cultures, and educational institutions. In an ever-evolving academic environment, these variations can provide leaders with insights into how to approach leading within a specific and nuanced context such as TCCO-PCC.

Ethics of Leadership: Justice, Critique, and Care

Leadership ethics at TCCO-PCC could be approached through a restorative lens that fosters empathy, compassion, education, and accountability in the areas of academic integrity and organizational change (Sopcak & Hood, 2022). When considering the various pillars of ethical leadership, Wood and Hilton's (2012) framework, discussed next, is a helpful tool.

Ethic of Justice

Although there are many definitions of justice, in the context of academic integrity at TCCO-PCC, justice is related to a fair and equitable process. The ethic of justice is a moral framework that considers fairness, impartiality, and equality as important in decision-making and social structures, according to philosopher John Rawls (as cited in Wenar, 2021). Rawls attested that justice is a matter of fairness. According to this theory, individuals should imagine themselves to be ignorant of their own position, status, or advantages. In this scenario, everyone would be treated equally, regardless of their social status, wealth, or inherent traits (Wenar, 2021). Leaders have a responsibility to act with justice and to build organizational

commitment to integrity in a manner that is fair to all students, that upholds judicial processes, and that ensures everyone has accurate information, education, and support around the consequences and implications of academic integrity and misconduct (Eaton et al., 2024).

In Wood and Hilton's (2012) view, institutions, policies, and societal structures influence justice in positive or negative ways (see also Begley & Stefkovich, 2007; Dodson, 2007; Neal et al., 2019; Skoe & Diessner, 1994; Wood & Hilton, 2012). Reforms that promote equality, social welfare, and distributive justice need to be advocated because they challenge and transform systems that perpetuate inequality. Integrity-based education at TCCO-PCC must be approached in an equitable manner (Sanni-Anibire et al., 2021), without assuming that students and instructors know all TCCO-PCC integrity expectations and instructors know how to apply them in the classroom (Hamilton & Wolsky, 2022; Liut et al., 2024). The penalty for academic misconduct would be unjust if leaders and instructors have not provided a framework and policy (Hamilton & Wolsky, 2022; Liut et al., 2024; Turnitin, 2023) for proactive, integrity-based learning. Finally, from a leadership lens, Wood and Hilton argued that the emphasis of leadership is not on achieving specific outcomes but rather on upholding the principles and laws that leaders must adhere to as a duty and a responsibility.

Ethic of Critique

An ethic of critique is one that challenges established values, norms, and assumptions in society (Starratt, 2010; Wood & Hilton, 2012; Žydžiūnaitė, 2024). To understand the implications and consequences of existing power structures, ideologies, and social practices, individuals are encouraged to question and analyze them. A critical approach and skepticism toward prevailing beliefs are key factors. Rather than accepting things at face value, Wood and Hilton (2012) have advocated for examining societal constructs deeply, seeking to uncover hidden biases, inequalities, and injustices. An ethic of thoughtful analysis and reflection goes beyond simply criticizing for the sake of criticizing. Rather, it aims to empower individuals by addressing underlying issues through informed, critical discourse and action, challenging dominant

narratives and advocating for a more equitable society (Wood & Hilton, 2012). TCCO-PCC leaders must commit to regular evaluation of the existing processes and policies on academic integrity to uncover and correct inequalities in them (Davis, 2022), and they must ensure that they understand how the international student population's lived experiences (Fatemi & Saito, 2019; Peters, 2018; Sanni-Anibire et al., 2021) can impact student actions, inactions, and choices relative to acting ethically throughout their academic careers.

Ethic of Care

In their exploration of the ethic of care, Wood and Hilton (2012) emphasized the importance of interconnectedness, empathy, and relationships. Relationships and emotional connections take precedence over abstract principles or rules in this ethical theory. In moral decision-making, the ethic of care emphasizes empathy and understanding. Actions have an impact on others based on context, emotions, and activities. The consideration of individual well-being (Neal et al., 2019) and community needs plays a crucial role in this approach to morality. According to Wood and Hilton, caring relationships are fundamental to ethical behaviour, which is particularly applicable to international students at TCCO-PCC, who may come from a collectivist academic culture and view academic integrity differently from what is expected at TCCO-PCC (McGregor et al., 2022; Zhang, 2024). Wood and Hilton emphasized the responsibilities individuals have toward others, promoting a moral framework that prioritizes compassion, inclusivity, and support for vulnerable populations. In addition, this ethic challenges the tradition of separating reason from emotions in ethics, arguing that emotions, and in particular empathy, are crucial to ethical decision-making.

To promote the ethic of care, individuals and communities should be prioritized within a moral framework that values relationships and interconnectedness (Wood & Hilton, 2012). According to Sanni-Anibire et al. (2021), international students are more likely to be accused of cheating and dishonesty than their domestic counterparts. Additionally, it has been argued that international students are at risk of frequently being reported for instances of academic

dishonesty (Bailey & Bailey, 2011; Bertram Gallant et al., 2015). International students are concerned about inconsistencies in academic integrity expectations that may disadvantage them. Compassion is key, as is ensuring that decisions about academic misconduct, and the associated discipline, are empathetic and educational, not solely punitive. Students should be given the chance to learn from their experiences (Sanni-Anibire et al., 2021).

In summary, Wood and Hilton's (2012) exploration clarifies that ethical decision-making is complex and is influenced by a wide range of viewpoints. Rather than adhering to a single stance, ethical considerations often blend the lenses through which individuals and societies can approach ethical dilemmas. From the leadership vantage point at TCCO-PCC, leveraging and acknowledging these essential pillars of Wood and Hilton's model will support change participants in the strategy chosen to address the PoP and enhance the practices and processes related to academic integrity education. I now present three solutions as part of that strategy and weigh their benefits and drawbacks.

Strategies and Solutions to Address the Problem of Practice

As the director overseeing academic leadership at TCCO within this partnership, I face the opportunity and challenge of leading this transformation, fortifying organizational capabilities to enhance approaches to greater academic integrity (Rettinger & Gallant, 2022). Employing a forward-thinking perspective and reflecting on Chapter 1 and my guiding questions, I now evaluate three potential solutions to address the identified PoP. My dedication as an academic leader revolves around effecting tangible progress and advancement in academic integrity. This commitment involves identifying innovative approaches that transcend current paradigms and lead to a more inclusive future. In this exploration, I perceive hurdles as gateways to pioneering solutions, seeking unconventional routes and ensuring the necessary resources are in place to make a successful change transition (Sancak, 2023). After presenting each solution in turn, I then evaluate their ethical considerations and limitations based on resource requirement criteria (e.g., time, human capital, financial, and technology). I end by selecting an innovative, viable

solution to the PoP, supported by existing literature.

Solution 1: Scenario-Based Holistic Integrity Learning Modules and Experiences

The first proposed solution involves developing a comprehensive series of scenario-based online learning modules focused on the principles of holistic integrity that would be integrated into every stage of a student's academic journey at TCCO-PCC. These modules, tailored to the student's academic level, would draw from the GVV framework (Gentile, 2012). Recognizing ethical practice as a learned skill, the GVV serves as a method for teaching critical thinking in scenarios where learners might face ethical challenges. By employing scenario-based learning, students can engage in immersive environments that simulate complex ethical situations, allowing them to explore and refine their approaches. Essentially, GVV functions as a systematic role-playing or simulation tool, immersing users in real-life scenarios to practice their ethical decision-making skills in a risk-free setting. These mandatory modules would award students with an academic learning badge and a transcript annotation, confirming completion of a series of modules on holistic integrity relevant to their academic, professional, and personal lives. As students progressed through these modules, they would acquire essential information about TCCO-PCC's academic integrity expectations. Simultaneously, a parallel set of modules would be designed for TCCO-PCC instructors. These modules would include resources on classroom strategies for upholding integrity and tools for handling misconduct, addressing large-scale cheating incidents, and managing difficult conversations with students in empathetic ways. There is a critical synergy between jointly educating students and instructors on integrity and understanding the varying perspectives on this issue (Bjelobaba, 2020; McNeill, 2022; Packalen & Rowbotham, 2022). Neglecting one side would create an educational gap, hindering the establishment of consistent messaging and approaches to integrity for all involved participants.

Under Solution 1, resources needed include dedicating time and personnel to enhance the current nonmandatory module available for first semester students. This would involve implementing the suggested improvements, drawing on academic integrity expertise within

TCCO and PCC and implementing mandatory tools and PL. Technological design, module development, and testing could be outsourced to an external firm. Although a substantial financial commitment would be essential for both the initial set-up and ongoing management, this approach would assure that students are informed about academic integrity expectations and have a platform to practice these principles, aligning with TCCO-PCC's commitment and governmental obligations to safeguard academic quality (Glendinning, 2024). Moreover, instructors would receive supportive tools and guidance to preserve the integrity of their academic programs and assist students in embracing ethical behaviour and the concept of integrity. This solution would unfold gradually, spanning 2 plus years to reach full implementation.

Solution 2: Holistic Integrity Awareness Campaign

The second approach involves a comprehensive promotional strategy combining online and face-to-face communication initiatives for the entire community with a targeted PL program to a pilot group, to promote a culture of holistic integrity expectations within TCCO-PCC. The broader holistic integrity awareness campaign (HIAC) would engage all community members, fostering open and supportive conversations and building awareness on this vital subject (Bens, 2022). The campaign would be constructed through a collaborative effort involving a committee comprising students, instructors, support staff, and leaders as representatives and ambassadors advocating for change. A committee approach acknowledges the significance of collaboration in driving the change process forward (Deszca et al., 2024).

The awareness initiative would spotlight essential resources for the entire community, such as the current academic integrity module offered by TCCO, alongside policies, procedures, and guidance for ethical decision-making. This campaign would target students at all levels of learning and would seek to inform, educate, and advocate by meticulously planning and delivering a clear message (Bens, 2022). The content would be geared towards garnering support, influencing behavioural change, ensuring fair and equitable approaches to discipline

and policies (Luck et al., 2022), and enhancing visibility of the importance of academic integrity. A select number of classes, one from each program area, would form a pilot group that would participate in workshops covering educative components of integrity. AIM completion would be mandatory for the pilot group and could involve an integrity module challenge, incentivizing completion and rewarding success with a learning badge. The solution would leverage the GVV framework and have a built-in component that would help students in the pilot group challenge their assumptions and beliefs around integrity using the GVV methods (Gentile, 2012). The campaign would include workshops that all instructors, support staff, and administrators could learn and that pilot group instructors could implement into their classwork.

Solution 2 demands an array of resources, notably the backing of the TCCO-PCC marketing and communications team to construct the campaign's foundation. This work would encompass crafting a website page and social media content, organizing events, refining the workshop content in partnership with internal and external experts, and establishing an overall campaign tone that resonates with students and instructors while aligning with TCCO-PCC's values and brand identity. Orchestration would fall under the purview of the HIAC committee. These ambassadors would play a pivotal role in promoting campaign events and stimulating active participation among the audience. The anticipated rollout of this solution is 14 months.

Solution 3: TCCO-PCC Joint Holistic Integrity Advising Office

The third and final proposed solution involves establishing a joint holistic integrity advising office at TCCO-PCC. This approach would mark a groundbreaking stride forward and cement a commitment to integrity. Though still relatively new in the Ontario postsecondary system, similar offices have been established and proposed at other HEIs (Stephens, 2016; Stewart & Faires, 2010). This initiative would combine elements from Solutions 1 and 2, augmented by a specialized integrity advising staff (J. Lee & Sumbler, 2009). These skilled advisors would aid students in grasping integrity expectations while offering PL support to instructors in embracing comprehensive pedagogical methods focused on integrity in their

classrooms. This fulsome approach would integrate online modules for integrity learning, mandatory AIM training for students and instructors, and an integrity-focused campaign.

This solution envisions a dedicated team providing support to instructors, support staff, and students on academic integrity education (J. Lee & Sumbler, 2009). Functioning as an educational and promotional entity, the office would underscore the significance of academic and holistic integrity at TCCO-PCC and hold a prominent position in the collective focus. Staff would share information and provide resources to nurture a culture where choices reflected integrity principles, fostering a secure and inclusive environment for students to address integrity matters openly.

Solution 3 signifies a substantial and innovative departure from the current integrity approach at TCCO-PCC, necessitating a considerable investment in time, human resources, financial support, and technology. A dedicated office would need to be set up, requiring strategic coordination between TCCO and PCC to jointly oversee its management, establish its core objectives, and ensure sustained financial and technological backing for its operations. This solution would require the recruitment of integrity expertise to lead and manage the new office, along with advisors to support the office's outreach plans. Although this solution could be considered the gold standard approach to the PoP, the substantial investment of resources, with implementation taking at least 2–5 years, is likely to make this solution one for future consideration, as part of a long-term strategy.

Ethical Considerations of the Solutions

These solutions all have a commonality as they ensure TCCO-PCC an opportunity to guarantee that every student has received information about academic integrity expectations and that instructors are applying integrity-related policies and procedures in a fair and impartial manner (Stone, 2022). Both groups must receive a uniform message as an ethical imperative (Rettinger & Gallant, 2022). Academic integrity concerns will never be addressed if the partnership cannot confidently affirm that students have been educated about what constitutes

an integrity breach and what the repercussions are. From the instructors' perspective, it is vital to ensure clarity in communicating the process of handling misconduct while also ensuring that instructors feel valued and supported in their roles (Bertram Gallant, 2017; Chankova, 2020; Gottardello & Karabag, 2022; J. M. C. Hughes & McCabe, 2006; Instructor feedback session, personal communication, August 2023; Luck et al., 2022). Issues within the classroom can significantly impact instructors' morale as they strive to maintain the integrity of the academic environment.

The ethical responsibility to educate students and instructors on the importance of transparency, honesty, and ethical standards (Rettinger & Gallant, 2022) includes the need to recognize and respect the diverse lived experiences, emotions (Stone, 2022), and cultural differences students bring to their academic journey in Canada. Cultural sensitivity is a major factor to consider as all parties work to recognize diverse cultural and lived experiences and understand how those experiences impact a student's approach to academic integrity (van As & Kluyts, 2023). Instructors and leaders must be fair, consistent, and restorative (Sopcak & Hood, 2022) in applying penalties for violations, teaching the importance of respecting others' work and avoiding issues like plagiarism, balancing support and discipline, providing guidance to prevent breaches, and being empathetic in using unintentional misconducts as learning experiences. Such guidance can empower students to adopt a framework for ethical decision-making in all aspects of their lives and use integrity-driven behaviours beyond academia (Biswas, 2014). Finally, staff are committed to continuous improvement, creating an environment that supports and adheres to the evolving challenges and ethical considerations related to academic integrity.

Solution Evaluation: Opportunities and Limitations

After careful consideration, Solution 2, the HIAC, emerges as the most feasible and realistic approach to this PoP. Considering TCCO's and PCC's dedication to maintaining quality and integrity while aligning with ministry standards (Glendinning, 2024), the leadership team has

acknowledged the importance of addressing the problem of developing a culture of greater demonstrated academic integrity using a holistic lens. However, it is essential to scrutinize potential obstacles and limitations that could hinder implementation, including the cost and timing associated with each proposed solution (Deszca et al., 2024). The current approach, featuring a diverse international student body and a nonmandatory module (AIM), no longer effectively meets the evolving needs of TCCO-PCC's growing enrolment and changing landscape. A central thread across the three proposed solutions is the emphasis on engaging those involved in the change process and building a culture of awareness and support. Students, instructors, support staff, and academic leaders are pivotal for the success of these approaches.

All three solutions address this identified issue, each with its own set of challenges and opportunities. Solution 1, although comprehensive and leveraging digital tools, involves a labour-intensive process to develop online modules and scenarios that may not align with the immediacy of the issue. Solution 2 is a shorter-term, more easily implementable option, with Solution 1 being a possible next step once Solution 2 has been executed. Although it is also demanding in terms of labour, it could be swiftly ramped up by leveraging existing capacities. Solution 3 stands out as a transformative leap, a scenario where TCCO-PCC fully commits to a specialized team dedicated to steering this crucial priority. However, this choice comes with substantial cost and time challenges. Nevertheless, it would position TCCO-PCC as an exemplary leader in academic integrity among Ontario college PPPs. Similar approaches have been employed at publicly funded postsecondary institutions in Ontario (Roberts, 2024; Sheridan College, n.d., Toronto Metropolitan University, n.d., University of Waterloo, n.d.).

Whereas Solutions 1 and 3 offer feasible options for this situation, the allocation of time and resources presents an immediate concern for TCCO-PCC. The rapid enrolment growth necessitates an urgent short-term response to address the needs of students and instructors while also maintaining a focus on long-term strategic plans. Solution 3 combines elements of all

proposed solutions into a comprehensive, longer-term approach potentially achievable in 2–5 years. However, due to the substantial time required for implementation, it is currently impractical. Acknowledging that capacity and timing are pivotal in addressing this PoP, as is keeping change participants involved and committed to this topic, I evaluate Solution 2 to be the most effective approach. In the next chapter, I present a plan to implement, communicate, and evaluate this solution.

Chapter 3: Implementation, Communication, and Evaluation

In this chapter, I present a change implementation plan that addresses the PoP, which is the need to enhance academic integrity education for the TCCO-PCC community. The plan uses Lewin's (1947) model as a foundational tool to guide the holistic integrity awareness campaign (HIAC), bolstered by Kübler-Ross's (1969) change curve and coupled with an interpretive lens to gauge the community's overall comfort with important emotional aspects of the change. I cover suitable approaches to change implementation, the anticipated timelines, and tailored communications strategies. A defined process for monitoring and evaluation (M&E) of the success of the change plan is outlined using Deming's plan-do-check-act (PDCA) framework (The Deming Institute, n.d.; Moen & Norman, 2009). In conclusion, I discuss next steps, future considerations, and reflections on my doctoral journey.

Change Implementation Plan

This change implementation plan is structured as an awareness campaign that includes a targeted pilot group component. The campaign will involve online and in-person communication initiatives aimed at enhancing the TCCO-PCC community's understanding of ethical practices in education, including various PL opportunities and workshops for the pilot group. In answer to the fundamental questions raised in Chapters 1 and 2, as summarized in Appendix C, the overall aims are to engage community members, build awareness of the significance of academic integrity, and reduce the incidence of misconduct. Given the applicability of Lewin's (1947) model to this DiP, detailed in Chapter 2, I indicate how the change implementation plan correlates with the stages of unfreezing, actioning change, and refreezing. I outline the broad aims and specific implementation steps of the plan, introduce the structure and duties of the HIAC working committee, and, drawing in part on Kübler-Ross (1969), discuss strategies to manage resistance and address challenges that arise.

Overview of the Strategy and Implementation Steps

Lewin's (1947) model is considered a comprehensive strategy for handling macro and

micro change, providing a valuable framework for conceptualizing substantial change initiatives (Kang, 2015). The literature on academic integrity resources in higher education is bountiful and highlights what is needed for change to be successful (Blankenberger & Williams, 2020; Bretag, 2018; Chugh et al., 2021; Eaton, 2022). Change at TCCO-PCC cannot be achieved overnight; it requires a gradual process and careful attention to the different facets of change management, including associated objectives and timelines (Kang, 2015). Attention must first be directed to setting the conditions for change, which happens in Phase 1 (Lewin, 1947).

Phase 1: The Process of Unfreezing

The initial phase of Lewin's (1947) change model involves the process of unfreezing, which entails breaking down the status quo to create motivation for change (Burnes & Bargal, 2017; Hussain et al., 2018, Tang, 2019). During this phase, the HIAC strategy is announced to the TCCO-PCC community, and administrators, students, support staff, and instructors can have their voices heard on this topic through engagement in a participatory consultation process (Sorensen & Sarjeant-Jenkins, 2016). Collaborators can select from one-on-one or group sessions, in-person or online, providing opportunities for active discussion, inquiries, and constructive feedback regarding the present and future state of academic integrity at TCCO-PCC. For instance, as outlined in Appendix D, the envisioned future state of integrity at TCCO-PCC emphasizes a holistic approach to integrity education. This approach encompasses various dimensions, including academic, professional, and personal aspects, and entails upholding consistency, honesty, and ethical behaviour across these domains.

Leveraging transformational and transformative approaches to leadership, I will work with collaborators to build upon the collective readiness for change (Errida & Lotfi, 2020), secure resources, and identify champions to join the HIAC committee. As part of this process, I will use existing organizational data and relevant literature to engage the academic management teams, students, support staff, and instructors (Hussain et al., 2018), clarifying how the proposed improvements and enhancements align with TCCO-PCC values. The one-on-one and group

discussions will offer a platform for students, support staff, and instructors to express their ideas about integrity education approaches and share their experiences. Individual sessions are valuable and provide an inclusive opportunity to participate in this process, where people can speak confidentially to me without concern that comments they make might be construed as criticism (Coch & French, 1948; Instructor feedback session, personal communication, February 2024; Kurian et al., 2024; Rösler et al., 2024). The goal of these sessions will be to gather collective feedback on aspects of current practice that can and should change, understand apprehensions, and generate buy-in. As depicted in Appendix E, current issues at TCCO-PCC include a lack of consistency in communicating integrity expectations, low completion rates of AIM, an emphasis on punitive actions rather than educational responses to misconduct, and no acknowledgement of the holistic approach aspired to in this DiP (C. Campbell & Waddington, 2024; Eaton & Fishman, 2024; Orr & Orr, 2023; Sopcak & Hood, 2022).

In relation to this DiP, the foundation of successful change implementation will rest on alignment with several strategic macro factors. They include maintaining a visible leadership commitment, promoting collaborative planning, supporting PL initiatives, and concentrating efforts on building team capacity. Moreover, addressing resistance and confirming readiness among those affected by the plan will be essential (Autissier & Moutot, 2013; Ján & Veronika, 2017; Mosadeghrad & Ansarian, 2014). It will be important to acknowledge the strengths and limitations within the culture of TCCO-PCC (Errida & Lotfi, 2020). Alignment is also needed with government policy, such as the binding policy directive for PPPs (MCU, 2023b). The quality of TCCO-PCC's graduates and curriculum must be maintained, and integrity is a big part of that goal. Finally, the buy-in and support of senior academic leaders is crucial, particularly in prioritizing the discussion sessions and ensuring that the HIAC aligns with the values and larger strategic and academic plans of the organization. These leaders will also help to secure and allocate the resources needed to implement the micro-level pieces.

As shown in Appendix F, which clarifies the macro strategies and micro implementation

steps aligned with each of the three phases of change, I estimate 1–3 months for Phase 1. This gives ample time to conduct the discussions and allow collaborators to express their concerns and propose their own solutions. Participating in conversations about the fundamental elements of change (what, why, when, and how) is an integral part of the process (Adelman-Mullally et al., 2023). Additionally, it is imperative to integrate perspectives on social justice and EDI&B into the chosen approach (Denisova-Schmidt, 2024; Thacker, 2024). Successful change necessitates a collective recognition of the need for change, and it is only by securing active commitment and involvement from individuals that the change can be deemed successful (Buller, 1988; Burnes, 2004a). Following the initial consultations, individuals from each collaborator group should emerge as potential early adopters who would be strong candidates for inclusion on the HIAC working committee. This phase will culminate in securing support from those representatives to join the working committee, whose structure is shown in Appendix G. I envision 15 members: five students, three support staff, five instructors (each from a different program area to facilitate the launch of workshops to the pilot group in the change phase), and two administrators, including me as chair. Energized by the completion of Phase 1, collaborators will transition into the action phase of Lewin's (1947) model, where change and implementation will take place.

Phase 2: Actioning Change

Once attitudes have shifted and there is a general acceptance of the need for new ways of doing and thinking, Phase 2, actioning change, can begin (Burnes & Bargal, 2017; Hussain et al., 2018, Lewin, 1947; Tang, 2019). Establishing the HIAC committee marks a substantial milestone: It will serve as the operational team tasked with advancing the macro and micro change initiatives related to the campaign, as shown in Appendix F. Phase 2 is expected to last for 9 months (months 3–12 of the plan), to provide the committee with ample time for planning, designing, testing, and launching initiatives associated with the broader media campaign and the educative approaches for the pilot group. In this phase, as the chair, I will actively support members, ensuring they possess the necessary tools and resources to carry out their mandate.

Actions include advocating for engagement in the HIAC, promoting HIAC initiatives to peers, answering questions from the TCCO-PCC community, and, in the case of administrators, making resources available. Appendix H provides a more detailed list of the HIAC committee interventions and strategies by member group.

Simultaneously, significant efforts will be made to engage with individuals from Phase 1 who may still be resistant to or reluctant to change, addressing their concerns and attempting to include them in the change. It is incumbent upon me, as the leader, to consider the emotional repercussions that the change may have on the key collaborator groups. As discussed in Chapter 2, integrating Kübler-Ross's (1969) model with Lewin's (1947) model offers valuable insights into the significance of emotional awareness and psychological safety that I must endorse and exemplify. The HIAC committee will need to ensure effective communication across all levels of the institution, actively engaging administrators, students, support staff, and instructors in discussions, especially with those who need more time to explore the change initiative and navigate the change curve (Kübler-Ross, 1969).

3–5 Months. In months 3–5, the HIAC committee will establish a meeting schedule, set its terms of reference, create a website page, and develop a communications plan based on the change strategy. Subcommittee members and content experts will be chosen to establish the workshop content and PL calendar for the pilot group. The workshops are AIM (for the pilot group students, support staff, instructors, and administrators), Pedagogical Strategies to Prevent Cheating (for instructors and administrators), Applying Policy and Regulations Fairly (for administrators and instructors), and Understanding Academic Regulations Related to Integrity (for pilot students and instructors). As well, work will begin on the social media education campaign that will drive traffic to the webpage. As the chair, I will strive to be an inspirational guide to motivate the committee to achieve collective outcomes (Bass, 1995; Northouse, 2021; Yukl, 1999), while also addressing concerns of social justice (Shields, 2020). Appendix I illustrates these leader actions. To align the committee with the HIAC objectives, as

outlined in Appendix F, the purpose and vision must be clearly defined (Fox & Keisling, 2015; Levasseur, 2017), as should each member's role and responsibilities. The committee's regular meetings will need a clear agenda and defined communication channels to facilitate the flow of information and decision-making. It is crucial to foster open communication and a collaborative environment where all members feel valued, safe, and empowered to contribute (Levasseur, 2017; Whitehead, 2001).

5–7 Months. In the next few months, the media campaign will be finalized and scheduled, and the existing workshops will be reviewed and enhanced with an international student lens. Key aspects of the revision will include recognizing diverse viewpoints, addressing barriers to access and resources, mitigating implicit biases in assessments and procedures, incorporating cultural sensitivity into policies, advocating for educational equity, exploring restorative justice methods, providing inclusive academic support and PL, involving the community in dialogue, assessing policies for equity, and embracing a mindset of continual improvement (Eaton & Christensen Hughes, 2022; Parnther & Eaton, 2021; Steeves, 2024). This strategic starting point for this change plan involves PL, education, and awareness building, especially when diverse change agents actively participate in the change process (De Maio & Dixon, 2022; Leask, 2006).

The PL sessions will cover current issues and trends with academic integrity and familiarize participants with the tools the pilot group will be using. Committee members will trial the revised workshops, distributing the work as needed among themselves, to finalize the content. For the GVV framework (Gentile, 2022) as an educative tool, training on the model's applicability to common academic integrity dilemmas will first be provided to the committee before its launch to the pilot group. PL on improving holistic integrity from a cultural and EDI&B perspective, and implications for international students, will likely be necessary to foster an awareness of cultural differences and how they influence people's conduct and perceptions (Christoph, 2016; Evans-Tokaryk, 2014; Sanni-Anibire et al., 2021; Woods & Negrin, 2016).

The five HIAC committee instructors, in consultation with other members, will endeavour to implement a cohesive educational strategy that infuses integrity principles into the pilot group classrooms (C. Campbell & Waddington, 2024). A first step in this strategy is to choose the additional eight instructors and classes that will form the pilot group (about 500 students or 10% of the student body). The HIAC committee instructors will serve as mentors to the other participating instructors. Classroom activities could include creating incentive-based learning badges and using the GVV framework (Gentile, 2022) to introduce pertinent and beneficial tools aimed at helping students explore and practice ethical decision-making approaches. To create an inclusive environment, the integrity education needs to align with principles of EDI&B and social justice (Eaton & Christensen Hughes, 2022; Parnther & Eaton, 2021; Ridgeway, 2019; Turner et al., 2022; van As & Kluyts, 2023). For example, instructors in the pilot group could trial restorative justice approaches to first-time integrity breaches, ones that prioritize education and minimize punitive actions (Sopcak & Hood, 2022; van As & Kluyts, 2023).

7–10 Months. After several months of planning and preparation, the HIAC will be ready to launch. A successful launch is essential for instilling confidence in the plan and is integral to any change initiative. Regular messaging on academic integrity will begin to be disseminated institution-wide, such as what integrity means at TCCO-PCC, and engagement will be measured. The revised workshops will be introduced and offered to the appropriate groups, using internal and external facilitators. In the 13 pilot classes, mandatory completion of AIM and badging opportunities will begin, as will leveraging Gentile's (2022) GVV framework as an explorative learning tool. Continuous feedback is crucial in the change phase and should not be underestimated. The committee should seek ongoing feedback, actively listen, and revise plans as necessary. Equally important is offering feedback on progress to change collaborators and collectively celebrating progress.

10–12 Months. By the final 3 months of Phase 2, it is anticipated that the media campaign will have been successfully implemented, and new educative tools and approaches

related to holistic integrity at TCCO-PCC will have been put into place in the pilot group. Learning badges will be awarded. Feedback will continue to be collected pertaining to high-level strategic approaches, including suggested policy and governance revisions, and small-scale yet important changes and enhancements, such as fine-tuning in-class procedures related to integrity expectations and improving AIM completion rates. Maintaining regular monitoring, providing necessary resources, and evaluating progress will help to ensure success.

Phase 3: Solidifying the New and Refreezing

The final stage of Lewin's (1947) change model, refreezing, will focus on consolidating the new state, integrating the change, and embracing the transformation in processes and attitudes toward integrity education and awareness at TCCO-PCC. Members of the HIAC working committee will endeavour to raise awareness within the TCCO-PCC community, through a broad social media campaign and targeted pilot group PL, about exploring individual commitments to integrity across academic, personal, and professional dimensions. Long-term cultural change will require more time than the scope of this change plan (Burnes, 2004a, 2004b), but that change will begin in Phase 3. This final phase would likely begin 12 to 14 months after the change process commences, leaving room for iterations. At this juncture, my leadership focus will shift from coaching and mentoring as chair of the HIAC committee to oversee performance benchmarks for key performance indicators (KPIs) related to the HIAC plan implementation. KPIs are metrics that can be used for reporting purposes (Colleges Ontario, 2023; Marr, 2012; MCU, 2021, 2023a; Parker, 2022; Roubtsova, 2020).

The success of this change will be evaluated by identifying contributing factors and impacts on success. To ensure success, checks and balances will be implemented, with an emphasis on achieving quality outcomes, fostering collaborator engagement and changes to group norms, and providing incentives for those who embrace the changes (Burnes, 2004a, 2004b; Schein, 1996). Consistent and regular progress updates on the HIAC will be shared with TCCO and PCC to maintain transparency and celebrate successes. The HIAC committee

members, and all key collaborators who engaged in this change process, should be acknowledged and commended, and ongoing efforts in this domain should align with the organization's values and dedication to EDI&B. A measure of success of this plan would be a decrease in misconduct incidents and continued engagement in campaign activities. The anticipated future state involves a heightened awareness of our dedication to academic integrity community-wide and the implementation of a mandatory AIM with recognition upon completion using a learning badge process.

Empowering Change, Managing Resistance, and Recognizing Challenges

Rothwell (1999) identified two key factors of change management interventions: (a) they need to be executed in alignment with desired outcomes, and (b) they facilitate individuals and groups in attaining those results. Each intervention needs to be planned (Rothwell, 1999), which requires leaders' active participation and careful oversight (Kang, 2015). Ultimately, Rothwell emphasized the imperative of concentrating on the human dimension of change. Change intervention strategies should acknowledge not only the macro tactics and micro considerations but also the sensitivity and attention to the stress of change to adequately prepare individuals, manage resistance, shift behaviours, and encourage personal evolution (Harden et al., 2021; Kang, 2015; Rothwell, 1999; Will & Mueller, 2019).

To foster that outcome, this campaign and its associated media and workshop aspects will be led by the HIAC committee. Having a committee to implement the HIAC helps leverage the talents and thinking of a diverse and inclusive group. Developing such a working committee is a strategic process that involves careful consideration of various factors, the most important of which is to have the right people at the table (Fox & Keisling, 2015). The members should encompass a variety of backgrounds, expertise, and experiences, representing students, instructors, support staff, and administration. The instructors should come from different program areas to form part of the pilot group that will participate in the educative components of the campaign. This variety is crucial for ensuring the engagement of diverse perspectives and

voices in the process, providing greater opportunity to implement all aspects of the change plan.

Fostering academic integrity change management and addressing resistance to change at TCCO-PCC requires a well-thought-out and comprehensive approach (Burnes, 2015). As being able to manage resistance and empower change rests on engaging others, my goal is to empower more individuals to act as change agents to address and to minimize resistance by involving key collaborator groups throughout the HIAC change process. Those who initially resist may transform into supporters as a result of this active engagement. As Burnes (2015) suggested, resistance to change is one of the primary reasons for the failure of change initiatives and therefore, resistance must be appropriately managed. Being inclusive and consulting with others offers opportunities to empower and acknowledge individuals. The context within which a change occurs can greatly influence how much resistance is demonstrated (Burnes, 2015; Coch & French, 1948; Dent & Goldberg, 1999). When change participants feel part of the decision-making process, they will more often embrace change.

Empowering change must include reflections on matters of EDI&B and social justice. As noted earlier in this DiP, providing PL on EDI&B will foster awareness of the diverse perspectives, implicit biases, and potential barriers that must be considered. Extra consideration should be given to students whose first language is not English, as research indicates that they may be more susceptible to academic misconduct (Boafo-Arthur & Brown, 2017; Bretag et al., 2018; Denisova-Schmidt, 2024; Razek, 2017). Exploring educational equity and restorative justice approaches can address issues of integrity and create learning experiences for students, rather than solely punitive approaches to integrity breaches (Orr & Orr, 2023; Sopcak & Hood, 2022; van As & Kluyts, 2023).

Although this change implementation plan has been carefully developed, it is important to proactively brainstorm for challenges and obstacles that could impact the timeline for the change process and awareness campaign. As well, unforeseen issues or factors beyond TCCO-PCC's control may affect how milestones are achieved. Maintaining flexibility and

transparency when challenges are encountered will be vital to the implementation process, and adjustments from the original HIAC may be necessary (Kang, 2015). Actively listening to collaborator feedback, being prepared to pivot (Kim & Pentland, 2009), and harnessing the committee members' collective wisdom will help to minimize the impact of these challenges and limitations. Although it is impossible to predict all challenges, fostering an attitude that supports reflective practice and agility, with the readiness to adjust planning when needed, will be paramount (Pryor et al., 2008). Equally important strategies for communicating this change plan to the community are discussed next.

Plan to Communicate the Need for Change and the Change Process

As the HIAC working committee navigates the change process, members will facilitate the communication strategy associated with the change plan and change process. Change can evoke both a sense of enthusiasm and a sense of disruption. The manner in which we communicate during all phases of the change process can have a profound effect on implementation (Christensen, 2014; DuFrene & Lehman, 2014; Hoffman, 2021; Salem, 2008). Transparency and timing are key factors in maintaining momentum for progressive change, forming the foundation for advancing our established change plan as it relates to improving and enhancing integrity education at TCCO-PCC.

Communication Strategy

The working committee will champion a coherent communication strategy backed by factual information as part of its communication approach (Russ, 2008). When devising a communication strategy, it is critical to understand that communication can waver and influence the outcome of the change (Lewis & Seibold, 1998). As well, efficient communication does not simply assist change, it accelerates it (Ford & Ford, 1995). Beatty (2015, 2016) introduced a model aimed at ensuring consistent communication throughout the change process. The model centres on feedback and considers the communication strategy, collaborator analysis, effective messaging, and messengers. Drawing from this model, shown in Appendix J, I affirm my

dedication to initiating communication early, maintaining it regularly, and sustaining it until the change initiative concludes.

An overarching objective of the HIAC committee will be to diminish misinformation and misconceptions about the change process and its plan, while attempting to cultivate trust in those who are more sceptical and reinforce backing from those who have already embraced the change (Errida & Lotfi, 2021; Ford & Ford, 1995; ul Haq & Faizan, 2023). This objective will be accomplished by furnishing all HIAC working committee members with the essential information relative to their respective responsibilities, as shown in Appendix H, while ensuring visibility into the overarching plan and how their roles align with it. The communication strategy has two prongs. The first is to deliver a comprehensive message about integrity awareness at TCCO-PCC to the entire college community. The second, championed by the HIAC committee instructors as mentors, is to provide more specific information and support to the instructors and students participating in the pilot of educative classroom initiatives.

Beatty (2015, 2016) emphasized deliberate and thoughtful communication, which involves anticipating potential issues, listening to feedback even if it diverges from the plan, challenging assumptions, and fostering innovation, which is all part of the HIAC working committee's commitment to communicating this multifaceted change plan. I will encourage and model interactive, two-way communication to address both the present and future considerations related to the HIAC (Lewis et al., 2001; Russ, 2008). An essential component involves actively listening, acknowledging, and addressing concerns as the change plan progresses. The committee will seek to optimize various communication methods and platforms to manage these concerns, promote a shared direction, mitigate the spread of misinformation, and stay aligned with a commitment to EDI&B, as part of our communication strategy.

My role as chair of the working committee will be to steer the communication process using communication milestones, which are accomplishments that indicate completion of important tasks. A communication milestone serves as a checkpoint for evaluating the success

of the overall communication strategy and confirming that objectives are being met. These milestones are typically defined to track the effectiveness and progress of communication efforts within a change initiative. Examples in Phase 1 include information being disseminated and collaborative conversations taking place. In Phase 2, preliminary milestones include discussion forums occurring regularly. Later milestones include launching the HIAC and pilot group and creating communication tools such as the website and dashboard. Finally, in Phase 3, measurements of successes and gaps will be shared with key collaborator groups, and a summary report will be provided. Appendix K shows a communications milestone chart with the approach to communications during the different phases of Lewin's (1947) change model.

One key to success is celebrating progress and embracing persistence, and the foundation of that will be consistent communication. To foster growth mindsets, individuals must be encouraged to see challenges as opportunities, explore continuous learning, and cultivate a positive attitude (Burnes, 2015; Coch & French, 1948). Understanding resistance can include providing support, setting an example, empowering individuals, and proactively addressing concerns (Dent & Goldberg, 1999; Deszca et al., 2024). A supportive environment inclusive of these strategies is essential for the plan rollout. Resistance to change can be mitigated and stimulus towards success can be supported by displaying our collective success and engaging those who are resistant to change in conversation and pilots. It is unrealistic to assume complete buy-in, but that need not hinder getting underway. Indeed, the opinions of those who oppose the HIAC committee's approaches can provide rich and encompassing iterations that strengthen the plan. As committee chair, I commit to listening to and reflecting on these messages, from the committee and the broader TCCO-PCC community, to examine whether and how this resistance might apply to the change plan and the evolving communication methods. When dealing with growth and resistance, my ability as a leader to adapt when I discover a better approach, hear a diverse opinion that warrants consideration, or pivot when change becomes essential will help to build a rich and inclusive approach to communication,

and I will guide the HIAC working committee to do the same.

According to Heide et al. (2018), a proven approach to communication aims to achieve a cohesive framework, dismantle silos, and underscore the significance of both communication and the individuals facilitating it in the process. HIAC committee members will collaborate to determine the best communication approaches and members' related responsibilities. I envision the various groups on the committee to take on different communication strategy and planning responsibilities, as outlined in Appendix H. In Phases 1 and 2 (Lewin, 1947), the students will be primary ambassadors to students on this important topic, encouraging their peers to engage in the broader HIAC. The support staff will be talking to students, helping instructors, and creating resources related to the campaign. The five instructors on the committee could be mentors to other instructors who are engaged in the pilot project, encouraging them to promote the campaign to students, talk about it in class, share resources the committee has developed, and participate fully in workshops that have been developed. The committee chair and the applicable administrators will make sure that the committee and pilot group have the necessary funds, resources, and time to roll out this plan successfully and without barriers. In Phase 3, the various groups' perspectives will inform the summary report. In this way, each group has a role, but rather than being siloed, there will be a cross-pollination of messages and ideas as representatives from each group interact with members of all other groups.

This approach aligns with Beatty's (2015, 2016) model, which asks several important questions: What are the roles and responsibilities outlined within the communication plan? What guidelines should be established, and what specific objectives does each communication aim to accomplish? Which collaborators are invested in this change, and what level of communication is deemed necessary for each group? How will tailored messages addressing the needs and interests of each group be crafted? What constitutes effective content for change messaging? What communication channels are best suited for each group? Who will be responsible for communicating, and how can consistent and effective communication be achieved? How will the

effectiveness of the communications be evaluated and enhanced?

In answer to these questions, the communication approaches include hosting discussion forums, online meetings, and surveys; leveraging internal channels such as email updates, newsletters, and a project website; offering in-person meetings, including private ones, in which collaborators can converse and give feedback; providing necessary PL; and creating celebration and recognition events. Conversations will be two-way, and all feedback will be collected, considered, and acted upon when appropriate. In this way, the communication strategy becomes connected with efforts to capture important knowledge that should be mobilized or transferred. The strategic approaches to communication to be used throughout the change cycle are presented in Appendix L. Their varying levels of significance are underscored, emphasizing the importance of how the communication strategy will be implemented.

Communication Framework and Knowledge Mobilization Planning

Developing a communications framework to steer the change process and bolster the HIAC at TCCO-PCC can be enhanced by using elements of knowledge mobilization (KMb). Through the effective sharing, dissemination, and application of knowledge, such as the feedback generated from communication initiatives and PL sessions, KMb can contribute to achieving positive outcomes in relation to a defined change management plan. This process typically involves multiple collaborators—in this case, students, instructors, support staff, administrators, and the HIAC working committee—and leverages the various communication strategies that allow for the practical application of knowledge in decision-making, policy creation, or problem-solving (Cooper, 2011, 2014; Lavis et al., 2003; Sá et al., 2010). Academic research and external data can be linked in a KMb plan providing valuable insight into overseeing and executing this change plan. KMb includes ways to capture the learning garnered through the process of working together. Using a KMb framework can aid leaders and teams in decision-making and progress evaluation by ensuring that everyone possesses a comprehensive understanding of the issues at hand to guide their approach to change

management and communication, as well as data-supported metrics to justify the changes (Tippmann et al., 2014). For example, leveraging discussion forums is a way to gather data on the HIAC, and collected data can be connected with current literature, thereby strengthening leadership credibility, promoting collaboration among team members, and encouraging buy-in.

Lavis et al. (2003) presented a framework for successful KMb comprising four essential components: the message, the target audience, the messenger, and the transfer process. Appendix M delineates the framework in relation to the DiP. It showcases my selected communication methods in terms of the key indicators of KMb, and it examines some essential questions, strategies to utilize, and their correlation to the four components. A change plan must be accompanied by a communication plan: These aspects are interconnected and vital for effective and efficient KMb. Interactive workshops and discussion sessions conducted both in person and online can be complemented by passive approaches to knowledge transfer, such as the purpose-built website page and social media content aligned with our campaign. The success of HIAC depends heavily on the active engagement, participation, and actions of the four key collaborator groups and the group participating in the HIAC pilot. If communication on the approach to change, the change initiatives, and the significance of the change is not carefully planned and effectively conveyed, the strategy to enhance academic integrity education could be compromised (Memon, 2021; Omilion-Hodges & Ptacek, 2021). Given my dedication to transformational (Northouse, 2021) and transformative (Shields, 2020) leadership, my commitment in this context is to prioritize transparency, collaboration, and timeliness.

Inclusive and Collaborative Communication

Ensuring that the HIAC committee's communication approach fosters inclusivity and collaboration is crucial to securing buy-in. Failure to involve groups with valuable insights, perspectives, and a vested interest in the change could hinder the overall success of the initiative (Eskerod et al., 2015). Making the communication plan accessible across various platforms will inspire equal engagement in the change process for all. The committee's

responsibilities include seeking diverse representation, providing accessible informational formats, actively listening to feedback, encouraging participation from all groups (especially those less likely to speak up), considering the impact on equity-deserving groups, respecting diverse opinions, implementing feedback mechanisms, including anonymous ones, and ensuring that relevant PL aligns with the vision for EDI&B. Furthermore, as committee chair, I recognize the importance of adaptability and continuous improvement in communication approaches. By integrating these strategies, I aim to cultivate an inclusive environment where everyone feels valued, respected, and empowered to contribute.

I conclude this section by emphasizing how vital effective communication is in the implementation of change within an organization. Its importance cannot be overstated, as it ensures clarity, alignment, and engagement among key collaborator groups. By communicating clearly, as a leader, I can address concerns, manage expectations, and reduce resistance to change. Moreover, clarity builds trust in my leadership, facilitates collaboration, and empowers the HIAC committee to embrace changes. As a leader, and with the assistance of the HIAC committee, we can address issues promptly and refine strategies using communication, which allows for regular feedback. The ability to navigate change successfully, foster an environment of adaptability, and drive organizational growth and resilience requires transparent and proactive communication. It also requires careful monitoring and evaluation (M&E) of the change and chosen approaches, discussed next.

Change Process Monitoring and Evaluation

Progressive leadership is needed to guide change agents through the phases of change (Lewin, 1947), embracing diverse viewpoints on educative approaches to improved academic integrity with openness and optimism. This process aligns with my leadership approaches and the interpretive theoretical framework I have chosen for this DiP, as at each phase leaders can assess and adjust as needed in keeping with the lived experiences of those involved. Each phase of Lewin's (1947) model provides leaders with an opportunity for introspection and

evaluation (Adelman-Mullally et al., 2023; Hussain et al., 2018). To maximize this opportunity, the M&E tools must align with transformational and transformative leadership methodologies, and the interpretive paradigm must be applied to underscore the importance of comprehending lived experiences and their influence on collaborators' behaviour in this context. To achieve this objective, M&E tools, described below, are needed that support transformational and transformative leadership, thereby enhancing the effectiveness of the HIAC.

Although M&E are separate activities, they are related. Monitoring entails real-time observation of progress, issue identification, and adjustment of ongoing activities, processes, or systems to promote smooth operation (Marathe et al., 2024). In contrast, evaluation involves strategically assessing something against predefined criteria or standards to determine its performance, effectiveness, or quality (Markiewicz & Patrick, 2016). Monitoring emphasizes continuous observation and adjustment, whereas evaluation typically occurs upon completion and involves data analysis, outcome measurement, and judgments on overall effectiveness. Both are foundational and have a central role in effectively overseeing and improving the change process, ensuring the achievement of defined goals and measuring success (Markiewicz & Patrick, 2016; Neumann et al., 2018).

I outline monitoring techniques and evaluation strategies separately, after which I delve into the PDCA model (The Deming Institute, n.d.; Moen & Norman, 2009) to establish a comprehensive framework for continuous and strategic M&E of TCCO-PCC's macro and micro change initiatives. This framework also assists in identifying any modifications or additional support and communication needs that may arise.

Monitoring Techniques

As noted above, KPIs are measurable values that gauge the effectiveness of an organization in accomplishing its identified goals (Colleges Ontario, 2023; Marr, 2012; MCU, 2021, 2023a; Parker, 2022; Roubtsova, 2020). Developed by the HIAC working committee, these metrics are specific and quantifiable, serving as indispensable instruments for evaluating

and refining performance (Marr, 2012). Using KPIs, the HIAC committee can monitor progress, pinpoint areas for enhancement, and make well-informed decisions based on actionable insights, including the campaign's impact on incidence of academic misconduct, especially in the pilot group; enhancement of comprehensive integrity approaches; and expectations within TCCO-PCC's community. Ultimately, KPIs function as a dimension for success and enable real-time improvements and accountability (Marr, 2012).

Establishing KPIs allows for a more comprehensive examination and understanding of the HIAC initiatives. Quantitative KPIs will include pilot group AIM completion, social media monitoring, and survey responses. Data will be analyzed pertaining to incidence of academic misconduct and its correlation with the completion of the AIM, enabling assessment of the strategy in real time. Similarly, social media engagement for specific marketing advertisements will be ongoing (Naeem, 2020). For instance, tracking the number of students who click to explore associated resources in response to a targeted Instagram advertisement directed at students can provide valuable insights into the effectiveness of social media efforts. More subjective data, such as feedback and perceptions, will be gathered through discussion groups. Appendix N offers a representation of KPIs relevant to the TCCO-PCC HIAC, demonstrating how they can be utilized to gather insights and generate informed assessments of the HIAC. The various techniques will be tracked on a dashboard, as I outline next.

Dashboard

The HIAC dashboard, such as the example shown in Appendix O, will be developed by the HIAC committee to track progress and inform key collaborators. Dashboards are often used to monitor processes in real time (Sorour & Atkins, 2024) and track success for several reasons. First, they represent KPIs and metrics visually, aiding users in interpreting data efficiently through charts, graphs, and gauges. Second, they provide real-time or near-real-time updates on metrics, facilitating prompt and informed decision-making (Li et al., 2017; Marathe et al., 2024; Sorour & Atkins, 2024; Sorour et al., 2020). The HIAC dashboard will be accessible

through web-based applications, fostering transparency and enabling community members to monitor progress from anywhere. The dashboard will integrate data from multiple sources, offering a comprehensive view of performance and helping to identify influential factors.

By centralizing key metrics and KPIs, dashboards empower data-informed decision-making and facilitate goal tracking over time, ultimately contributing to effective performance monitoring and improvement (Badawy et al., 2018; Marathe et al., 2024; Marr, 2012; Sorour & Atkins, 2024; Survadi, 2007; Varouchas et al., 2018). The HIAC dashboard will allow customization to display relevant metrics as time goes on, ensuring that users are tracking the right indicators for success. In the sample dashboard in Appendix O, items being monitored include rates of engagement of the key collaborator groups in our social media campaign, pilot group completion of AIM and achievement of the associated learning badge, discussion group participation by audience, survey completion, and academic misconduct rates compared to campaign engagement. Over time, this dashboard will indicate whether the broader campaign is advancing and whether there is support and involvement in the tools implemented to promote academic integrity awareness at TCCO-PCC with the HIAC pilot group.

Discussion Groups

Discussion groups will be used to gather subjective feedback from key collaborator groups, exploring their perceptions, lived experiences, and attitudes about the change plan (Breen, 2006; Busetto et al., 2020; Rakow, 2011). These sessions will involve a community member who is also a skilled moderator guiding participants through discussions, exploring diverse viewpoints, and uncovering underlying motivations and preferences. The insights gleaned from these groups will be valuable for informing decision-making, refining strategies, and developing targeted interventions or solutions tailored to the needs of the pilot group and TCCO-PCC more broadly.

AIM Completion

Tracking completion of AIM involves documenting pilot group users' progress in

completing the assigned training activities. This process typically includes recording when participants started and finished the module, along with any relevant assessment scores and whether the associated learning badge was obtained. By summarizing AIM completion data, TCCO-PCC can assess overall progress, identify completion rates, track compliance with training requirements, and pinpoint areas for improvement. With this information, the HIAC committee will be able to determine direct connections between the completion of AIM and changes in academic misconduct (Benson & Enstroem, 2023; Cowan & Nurse, 2024; Curtis et al., 2021; Morris, 2024; Perkins et al., 2020; Stoesz, 2024). For instance, do higher completion rates of the AIM in the pilot group correlate with reduced instances of academic misconduct?

Surveys

Anonymous surveys that are regularly employed in the course of my role become vital tools for gathering feedback, opinions, and data from a community (Busetto et al., 2020). They provide valuable data for analyzing trends, understanding pilot participants' motivations, and assessing needs. Using these data, organizations can make informed decisions, identify areas for improvement, and measure the effectiveness of strategies or initiatives (Cameron & Green, 2019; M. Hughes, 2007). Additionally, surveys can enhance communication by giving pilot participants a platform to express their opinions and concerns. The surveys used will offer a structured approach to collecting information related to users' experiences, prompting insights into the community's understanding of academic integrity, their lived experiences, how those experiences affect their ethical decision-making, and how they feel about the HIAC approach and its perceived effectiveness. As an illustration, the pilot group engaging in the GVV training (Gentile, 2022) could undergo two surveys: an initial survey prior to PL to establish a baseline of participant readiness and look at their past experiences, and a follow-up survey after PL to assess participants' feelings and readiness after experiencing and applying the GVV framework.

Evaluation Strategies

Evaluation strategies will involve diverse methods for assessing the efficacy of the HIAC

social media initiative and educational pilot program dedicated to fostering improved integrity education at TCCO-PCC. The evaluation process will be longitudinal, so that analyzing shifts in attitudes, behaviours, and outcomes pertaining to the effectiveness and influence of the HIAC plan and its execution, as well as its enduring effects, can happen over a specified time frame. This long-term approach offers insights into the lasting consequences of HIAC interventions and endeavours by employing a mix of evaluation strategies. TCCO-PCC can effectively review its efforts to promote and uphold academic integrity, identify areas for improvement, and nurture a more ethical atmosphere within the institution (Curtis et al., 2021).

Differing from continuous monitoring, these evaluative approaches will track sustained changes that extend beyond short-term time frames and milestones (Markiewicz & Patrick, 2016). At TCCO-PCC, long-term evaluation strategies will incorporate semesterly and fully completed pilot milestone reporting. For instance, do we observe a correlation between participating in the GVV training (Gentile, 2022) and a reduced incidence of misconduct? Do those who participated in GVV training and other revised workshops have a change in their approach to and understanding of personal, professional, and academic integrity? Is the incidence of academic misconduct lower among pilot group students than the larger student population? Comprehensive reports derived from this information will help the HIAC committee evaluate achievements compared to the established KPIs, provide a timely summary of trends, and highlight the sustainability of the HIAC execution (Karelina et al., 2016). With long-term evaluation strategies, TCCO-PCC can develop a thorough understanding of the effects of both the broader HIAC and the pilot project, and make informed decisions about future directions.

Furthermore, evaluation strategies aid in establishing a baseline (Markiewicz & Patrick, 2016), such as by understanding historical data that may influence planning and implementation. For example, collecting quantitative data on the incidence of academic misconduct for the roughly 500 students in the pilot group pre and post HIAC will be essential for qualifying whether the HIAC has not only enhanced their integrity awareness but also

informed their behaviour. Data could similarly be gathered from the dozens of staff, instructors, and administrators who engaged in the workshops. Ultimately, the evaluative process will take shape as a series of reports that consolidate the continuously collected data and draw conclusions on the effectiveness of the HIAC.

M&E are vital parts of the change management process, offering invaluable insights into effectiveness and facilitating ongoing enhancements. By systematically tracking progress and assessing outcomes, TCCO-PCC can identify areas of success and areas needing improvement, enabling timely adjustments to strategies and approaches. Additionally, M&E strategies provide key collaborators with transparency and accountability, fostering trust and buy-in throughout this change journey. Leaders and change agents can then understand the impact of change on the people and the culture, guiding efforts to address challenges and grasp opportunities. Overall, a robust M&E framework safeguards the success of current change initiatives, informs future organizational improvements, and fosters a culture of continuous learning, as embodied in the PDCA cycle (Moen & Norman, 2009).

M&E Framework: The PDCA Cycle

The HIAC committee will use the PDCA cycle (The Deming Institute, n.d.; Moen & Norman, 2009), shown in Appendix P, to guide approaches to continuous improvement and risk management using an agile, data-informed structure. In this DiP, the PDCA cycle acts as an inquiry model that aligns with monitoring, evaluating, and iterating the HIAC implementation plan. Within the PDCA cycle, objectives, indicators, responsibilities, timelines, and strategies for data collection, analysis, and reporting are clearly outlined to prompt effective interpretation and communication with key collaborators (Moen & Norman, 2009; Pietrzak & Paliszkiewicz, 2015). Moreover, the cycle facilitates informed decision-making on feedback mechanisms, ethical considerations, adaptive management, and resource allocation to improve intervention outcomes over time (Kelly, 2022; Moen & Norman, 2009; Pietrzak & Paliszkiewicz, 2015). The HIAC committee will oversee the methods used, establish evaluative strategies, and commit to

continuous improvement using the PDCA cycle.

Appendix P illustrates how the components of the PDCA cycle (The Deming Institute, n.d.; Moen & Norman, 2009) provide opportunities for refinement at various points. Using PDCA exploration, the HIAC working committee can gauge the success of implementation, leverage the M&E data collected in the check stage (anticipated to be months 7–12 as noted in Appendix F), and then revise or restart the process. In short, the PDCA cycle is a continuous process that enables change agents to refine and improve results with each repetition of the cycle (Pietrzak & Paliszkiewicz, 2015), perhaps aligning with each calendar year. With the long-term objective of improving educational practices for, and understanding of, academic integrity through this change initiative, the PDCA cycle enables a streamlined approach to executing the change plan in a structured and inclusive manner (Kelly, 2022; Moen & Norman, 2009; Pietrzak & Paliszkiewicz, 2015; Protzman et al., 2022).

The PDCA cycle will be leveraged in this change plan starting around month 7, as the committee begins to collect data, monitor results, and evaluate and iterate (see Appendix F). The HIAC committee's strategy for analysis will need to be in harmony with transformative and transformational leadership approaches, such as by being collaborative and inclusive, and the interpretive paradigm, such as by recognizing and understanding the lived experiences of those who are participating, whether in the pilot group or larger community. Actions for all collaborator groups throughout the PDCA cycle are outlined in Appendix Q. They include engaging collaborator groups in the HIAC and the associated plans such as GVV training and exploration (Gentile, 2022), collecting and measuring success through collaborator feedback, and iterating HIAC priorities and plans as we progress through the PDCA cycle. Asking pertinent questions to appropriate individuals at opportune moments is crucial for the overall success of the PDCA cycle and, consequently, for the success of academic integrity approaches at TCCO-PCC. It all begins with the plan stage.

Plan: The Importance of Conversation

The plan stage of the PDCA cycle supports the M&E of the change plan and entails the formulation of clear objectives, actionable plans, and associated risks and their management (Kelly, 2022; Moen & Norman, 2009; Pietrzak & Paliszkiewicz, 2015; Protzman et al., 2022). Planning steps already discussed in this DiP include securing resources, being inclusive, ensuring all voices are heard, and communicating the plan. Strategies include discussion group sessions, actively listening to and documenting collaborators' real-world experiences, and gathering data that aids in problem identification and solution formulation.

Leveraging the HIAC pilot group and the HIAC working committee by involving them in the change plan fosters a collaborative environment, increases the likelihood of successful implementation, and helps the change to be sustainable in the long term. As well, it leverages those groups' collective wisdom and expertise. Engaging in the process will give them a sense of ownership and commitment to the proposed changes, increasing their buy-in and dedication to success. This inclusive approach fosters innovation and creativity while enhancing communication and clarity. Furthermore, involving others helps identify blind spots and potential risks that may not have been initially apparent, leading to a more comprehensive and effective plan. Ultimately, their involvement ensures that the change is well rounded, sustainable, and supported by those who will be affected by it as the plan is put into action.

Do: Putting Plans Into Action

The do stage of PDCA (The Deming Institute, n.d.; Moen & Norman, 2009) entails the execution of the M&E plan as the pilot group begins PL and the campaign is rolled out to the TCCO-PCC community. During this stage, actions are implemented, allocated resources are utilized, timelines are followed, and data gathering begins (Kelly, 2022; Moen & Norman, 2009; Pietrzak & Paliszkiewicz, 2015; Protzman et al., 2022). Overall, the do stage involves the HIAC committee executing the macro and micro aspects of the plan, as outlined in Appendix F, while monitoring progress, initiating improvements, and addressing any obstacles that arise (Kelly,

2022; Moen & Norman, 2009; Pietrzak & Paliszkiewicz, 2015; Protzman et al., 2022).

Throughout the do stage, while working to translate ideas from conceptualization to actualization, the HIAC committee will meticulously document advancements, address challenges, identify barriers to success, and pilot new methods to advance campaign awareness (Kelly, 2022; Moen & Norman, 2009; Pietrzak & Paliszkiewicz, 2015). Collaboration and communication assume central roles during this stage, and as a change leader, I expect to see champions and change agents emerging, taking ownership of their roles in driving this initiative forward. This will mark an exhilarating time for the implementation team and is an opportune moment to assess progress (Pietrzak & Paliszkiewicz, 2015) and check success.

Check: Analysis of Success

Checking what the actions of the do stage have accomplished compared to the objectives set in the plan stage, and refining as needed, is the next stage of the PDCA cycle (The Deming Institute, n.d.; Moen & Norman, 2009). Comparing actual performance with expected outcomes, analyzing data collected during the do stage, and identifying variances are important parts of this stage (Pietrzak & Paliszkiewicz, 2015). Overall, the check stage is a crucial aspect of the continuous improvement process (The Deming Institute, n.d.; Moen & Norman, 2009) that involves assessing progress, learning from outcomes, and guiding decision-making for subsequent iterations (Kelly, 2022; Moen & Norman, 2009).

During this stage, the HIAC committee will use defined KPIs and objectives to evaluate performance (Moen & Norman, 2010; Pietrzak & Paliszkiewicz, 2015). For example, did the implementation of the revised educational PL and mandatory AIM completion in the pilot group decrease the incidence of academic misconduct? Feedback mechanisms, such as focus discussions with the pilot group and surveys of the broader community, will be utilized to assess the effectiveness of the implemented actions. Obtaining user feedback in this way also aligns with the interpretive paradigm by exploring the individual lived experiences. Questions could centre on lived experiences and how individuals may or may not have reconciled the differences

between what they now know about integrity compared to what they had learned from their own experiences and culture.

The primary goal of the check stage is to determine whether the desired outcomes have been achieved and to identify areas for further strategic iteration or refinement (Pietrzak & Paliszkiewicz, 2015). By systematically reviewing the results of the HIAC implementation and the associated dashboard and analyzing any discrepancies, the HIAC committee can gain insights that inform future planning, ultimately driving ongoing improvement. Prior to moving to the act stage, committee members will collaboratively examine the outcomes to determine whether further adjustments are required.

Act: Problem Solved?

The act stage of the PDCA cycle involves implementing the results of the check stage while addressing any discrepancies or issues (The Deming Institute, n.d.; Moen & Norman, 2009). Although iterations can be made at any stage of the PDCA cycle, this scaffolded approach in the act stage is based on the evaluation of results. What adjustments or improvements are needed, if any, and how will iterations of the plan commence (Kelly, 2022; Pietrzak & Paliszkiewicz, 2015). Additionally, this stage involves having the committee document lessons learned, especially from the pilot group, update procedures, and begin to standardize successful practices. Solidifying the change within the structure of TCCO-PCC both operationally and culturally can begin. As the change leader, my aim is for the committee to have effectively implemented enhancements, such as targeted workshops that improve pilot students' knowledge of academic integrity expectations at TCCO-PCC (Moen & Norman, 2010; Pietrzak & Paliszkiewicz, 2015). These changes should be tangible, measurable, and observable. Ultimately, the act stage emphasizes optimizing the approach for ongoing effectiveness and improvement based on what has been learned (Moen & Norman, 2010).

Monitoring persists beyond this stage, functioning within a continuous loop. TCCO-PCC leadership, the HIAC committee, pilot group participants, and key collaborators must remain

committed to this process. Ongoing M&E becomes indispensable (Moen & Norman, 2009) to uphold the sustainability of implemented changes (e.g., pilot group PL, mandatory AIM completion and badges), and possible expansion of HIAC in future iterations. To achieve this continuous refinement and optimization, feedback loops such as open anonymous surveys and regular discussion groups will be instituted to collect input from students, instructors, support staff, and administrators. During this stage, the committee will facilitate focused discussions and reflection by posing questions: Has the work of the HIAC addressed the problem of a lack of proactive educational measures on integrity? Have we reduced the number of misconducts and breaches, and have we deescalated academic penalties at TCCO-PCC? This marks a critical juncture, where collaborators, who have now transitioned into change agents themselves, can either affirm joint success and solidify the new approaches to enhanced holistic integrity or regroup and refine. Even with these checks and balances in place, achieving these goals on the first attempt may not be realistic. Thus, a commitment to continuous improvement represents a more mature approach to enhancing practices (Pietrzak & Paliszkiewicz, 2015).

In the final section of this DiP, I explore next steps and future considerations and reflect on my doctoral journey.

Future Considerations of the Plan for Organizational Improvement

The future of PPPs hangs in the balance following the January 2024 announcement by Immigration, Refugees and Citizenship Canada (IRCC) barring new international students enrolled in partnerships like TCCO-PCC from eligibility for Canadian postgraduate work permits. This recent shift in policy from the IRCC has plunged what was once a relatively stable landscape into uncertainty, both in terms of organizational strategy and TCCO-PCC's capacity to attract new students to the partnership. However, the Ontario postsecondary system has been long aware of the risk of a nondiversified student population and the impacts of large-scale internationalization; chronic underfunding had given academic institutions no choice but to take an entrepreneurial, neoliberal approach to enrolment management (Cannella & Koro-Ljungberg,

2017; McCartney & Metcalfe, 2018; Stein, 2019). The IRCC announcement raises concerns of fairness, equity, and access for international students who had planned to pursue studies and establish themselves in Canada, and it significantly influences the next steps and future considerations for TCCO-PCC, potentially leading to a scenario where existing students are accommodated while new enrolments are paused.

Nevertheless, TCCO-PCC remains committed to supporting its current student body, numbering in the thousands. Given the evolving political landscape in Canada and Ontario, it is imperative to emphasize TCCO-PCC's dedication to a quality academic experience and integrity standards. Integrity is a key component of fostering a quality-centric environment (Balintec, 2024; Friesen, 2024; Office of the Auditor General of Ontario, 2021; Stacey, 2024). This initiative aims to foster understanding and promote integrity in academic, personal, and professional pursuits. The overarching objective of the campaign and pilot project is to instil a sense of integrity and ethics in students, empowering them to navigate their academic and professional journeys with integrity at the forefront of their decisions. For instructors, support staff, and administrators, the goal is to provide suitable support and resources to cultivate an educational environment committed to integrity. This holistic approach to integrity, coupled with an awareness-building strategy, can be adapted to various student demographics beyond international students at TCCO-PCC. The core principles of holistic integrity are universally applicable, and thus the plan could be refined and implemented across different student populations beyond the pilot HIAC group. The issue of academic integrity extends beyond TCCO-PCC and has been documented across the Ontario college system and elsewhere (Bens, 2022; Eaton & Christensen Hughes, 2022; van As & Kluyts, 2023). Therefore, students, instructors, support staff, and administrators stand to benefit from this comprehensive approach to learning, particularly through the use of GVV for navigating ethical challenges (Gentile, 2022).

Despite the uncertainty facing PPPs in Ontario, TCCO-PCC has the opportunity to involve current students in the HIAC. By the conclusion of this change implementation plan, I

anticipate that the committee will have advanced through the different stages together, addressing challenges, innovating, communicating, evaluating, and determining next steps based on the outcomes of both the pilot and the media campaign. I see all three solutions suggested in this DiP as potentially effective given the appropriate conditions, with the proposed solution serving merely as the initial step towards a robust dedication to educational methods for holistic integrity within the partnership and at TCCO. Ultimately, the HIAC will yield tangible impacts on the TCCO-PCC community. My dedication to advancing and refining our methods of leading with integrity in higher education remains steadfast. As a leader, I am committed to furthering my exploration to contribute to integrity awareness strategies within my institution and to construct a dynamic framework that adapts to the changing landscape of higher education.

Narrative Epilogue

As I approach the conclusion of my doctoral journey, reflecting on my study of the role of leadership in driving change, I am filled with a palpable mix of achievement and anticipation. Three years of diligent effort, numerous late nights, and extensive revisions have led me to this moment. This journey has been long and short all at the same time, and it has led me to reexamine many of my presumptions, but I am armed now with the knowledge and experiences I have gained. A transformation of the scale proposed in this DiP does not happen in isolation. Rather, implementing this plan will rely heavily on collaboration and consultation with all involved change participants.

I find myself penning the last section of my dissertation with a sense of fulfillment. As I embark on what is next for me, I carry the lessons learned, the friendships forged, and the memories cherished from this transformative chapter of my life. I have always wanted a doctorate but was afraid of not having the grit to accomplish it, often living with imposter syndrome, and I was terrified of being a person with a disability in a challenging program. I leave readers with this quote by Dottie Walters, which has lived with me since the day I read it back in high school: “Failure? I never encountered it. All I ever met were temporary setbacks.”

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Appendix A: Broader Context of Integrity

Type of integrity	Characteristics
Personal	Integrity is characterized by honesty, principles, and moral objectivity in actions, choices, and behaviour. People with integrity consistently act according to their beliefs and values, even when faced with temptations or challenges that may lead them astray. Honesty and fairness are often associated with a strong sense of right and wrong. As a result, trust and credibility are built in both personal and professional relationships.
Organizational	Ethics, values, and standards are fundamental components of an organization's integrity. Organizations must maintain high levels of honesty, transparency, and moral consistency in their actions, decisions, and interactions with their employees, customers, suppliers, shareholders, and the wider community. Integrity in organizations is characterized by ethical leadership, adherence to legal, policy and regulatory requirements, honesty and transparency in business dealings, and social and environmental responsibility.
Professional	It is important to adhere to a set of ethical principles, values, and moral standards when practicing a particular occupation or profession. While not all professions have regulated professional standards, most organizations have a set of values and behavioural expectations for professional conduct. To maintain high standards of professional conduct, honesty, ethics, and responsibility are essential elements. These aspects serve as a foundation for building and maintaining confidence.
Global	The concept of global integrity refers to the integrity of international affairs, relations between global nations, and world governance overall. When it comes to global challenges and issues, it encompasses the collective commitment of countries, organizations, and individuals to uphold ethical standards and principles. In terms of global governance and cooperation, Integrity on a global scale has many aspects. Ethics, accountability, and responsible decision-making are essential to addressing today's complex challenges. The common good is best achieved when governments, organizations, and individuals work together with a lens of equity, fairness, conflict resolution, human rights, anti-corruption and adherence to international agreements and laws.

Type of integrity	Characteristics
Intellectual	Intellectual integrity is a personal and academic quality characterized by a commitment to honesty, ethical behaviour, and rigorous adherence to principles of intellectual honesty and credibility in one's thinking, research, and communication. All intellectual pursuits, including education, research, writing, and discourse, must maintain a high standard of truthfulness, fairness, and respect for others' work. In academia and scholarly research, intellectual integrity is a fundamental principle. The pursuit of knowledge involves more than just following rules and guidelines. It contributes to the credibility and reliability of intellectual and academic work by building trust among scholars, educators, and researchers.
Social	Integrity in social interactions and relationships is a quality that refers to maintaining honesty, fairness, and ethical behaviour in social interactions and relationships. In their dealings with others and within the broader society, individuals, groups, and communities adhere to moral and ethical principles. Social integrity contributes to the overall well-being of communities and societies by fostering trust, harmony, and cooperation. A strong, cohesive community and a society with harmonious interaction are dependent on social integrity. It contributes to the development of trust, social cohesion, and a sense of belonging among members of a community. A just and compassionate world can be built when individuals and groups prioritize social integrity. They focus on social justice, civic responsibility, and a responsibility to protect the environment.

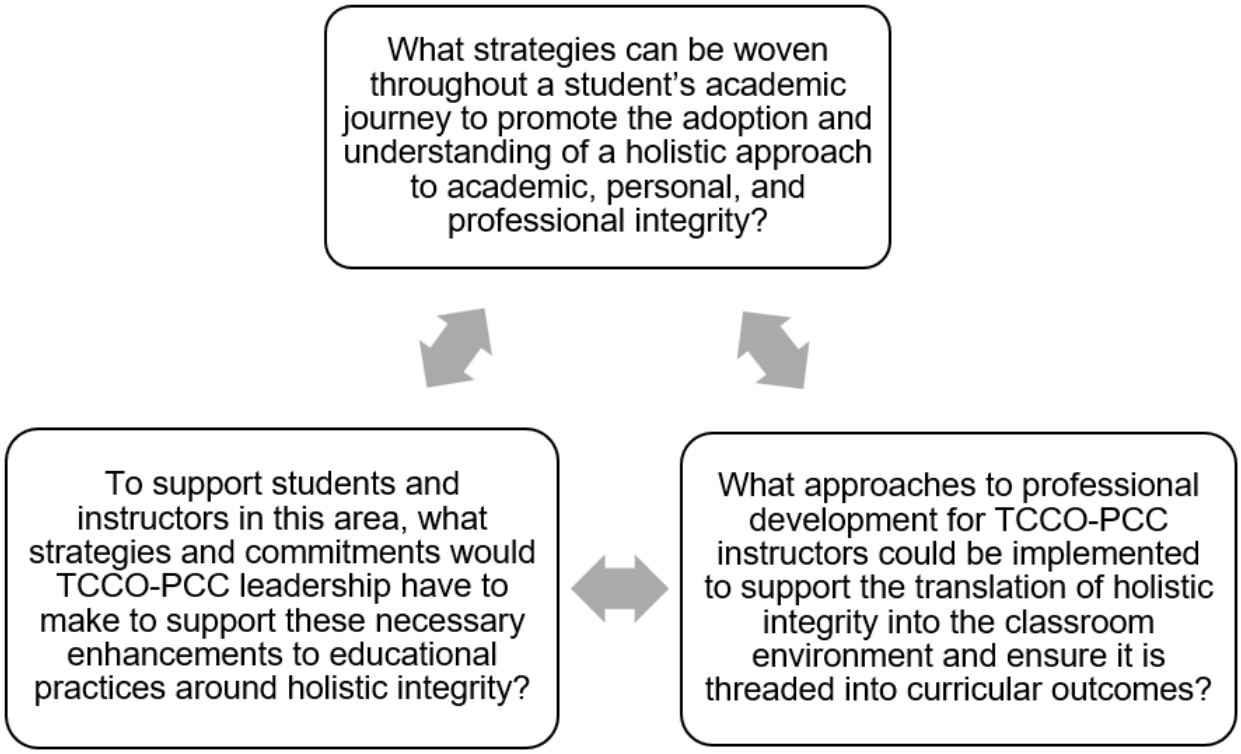
Note. Adapted from three sources. "Conceptualizing Personal and Institutional Integrity: The Comprehensive Integrity Framework," by H. Breakey, T. Cadman, and C. Sampford, 2015, in M. Schwartz et al. (Eds.), *The Ethical Contribution of Organizations to Society*, Vol. 14, pp. 2–28, 35–36. Copyright 2015 by Emerald Group. "Integrity: What It Is and Why It Is Important," by L. Huberts, 2018, *Public Integrity*, *20*(Suppl. 1), pp. S18–S22. Copyright 2018 by Taylor & Francis. *Business and Corporate Integrity: Sustaining Organizational Compliance, Ethics, and Trust*, by R. C. Chandler, Ed., 2014, pp. 53–61. Copyright 2014 by Praeger.

Appendix B: TCCO-PCC Change Readiness Checklist

	Change readiness score				
Readiness factor	Instructors	Students	Support staff	Leaders	Comments
Change readiness: Perception of the value of change	6	5	7	8	TCCO-PCC instructors want to improve academic integrity, yet student engagement in the current processes has been limited. Students therefore may not value change as much as instructors do. Leaders appear ready to enhance this space.
Change efficacy: Questioning whether change can become reality	7	2	6	8	Although there is a strong appetite for change amongst the TCCO-PCC instructors and support staff, there is also a sense of doubt based on their experiences as to whether the organization can and will act on the matter of academic integrity.
Contextual factors: What is the impact of culture, process, past experiences, resources, and organizational structure on change readiness?	7	5	7	7	Leaders support change and innovation, but a large and complex system governs TCCO-PCC. There are questions as to whether the bureaucracy can be sifted through to ensure change is not impacted by organizational structure. Furthermore, from a student perspective, TCCO-PCC must commit to understanding the lived experiences of students and how culture and process impact their choices and experiences around academic integrity.
Total	20/30	12/20	20/30	23/30	

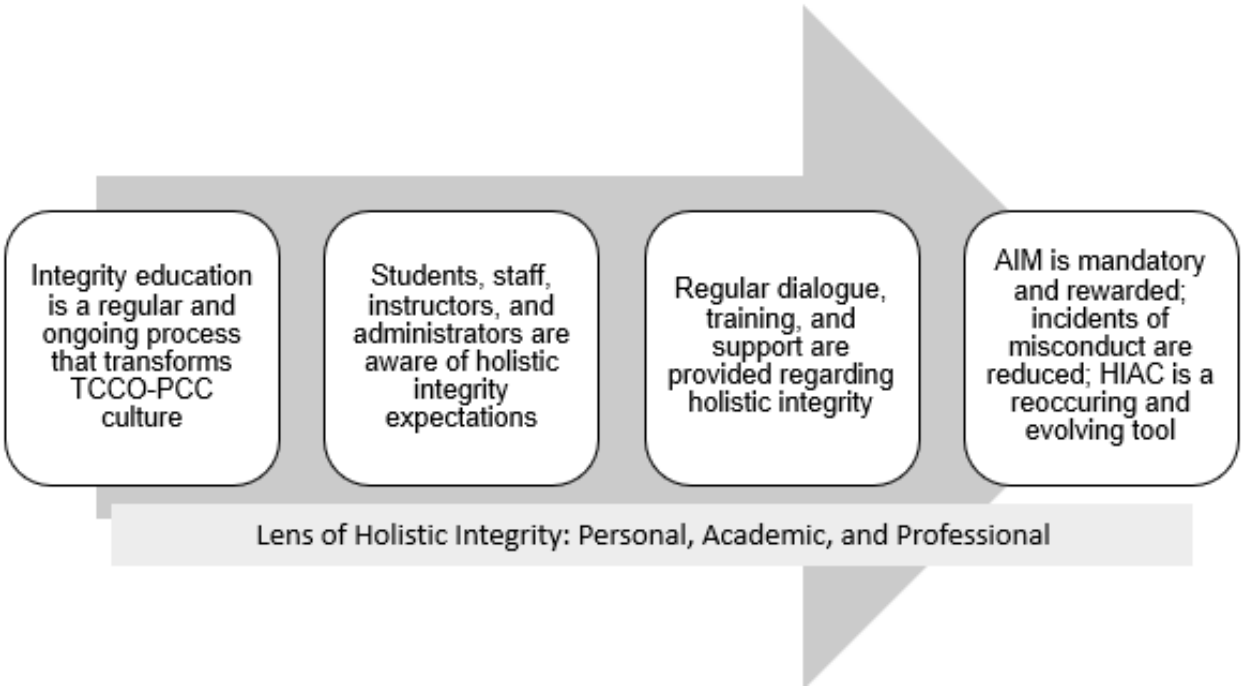
Note. 1 = Limited; 5 = Borderline; 10 = Ready. Change readiness factors adapted from “A Theory of Organizational Readiness for Change,” by B. J. Weiner, 2009, *Implementation Science*, *4*(1), p. 2. Copyright 2009 by BioMed Central.

Appendix C: Fundamental Questions Associated With the PoP

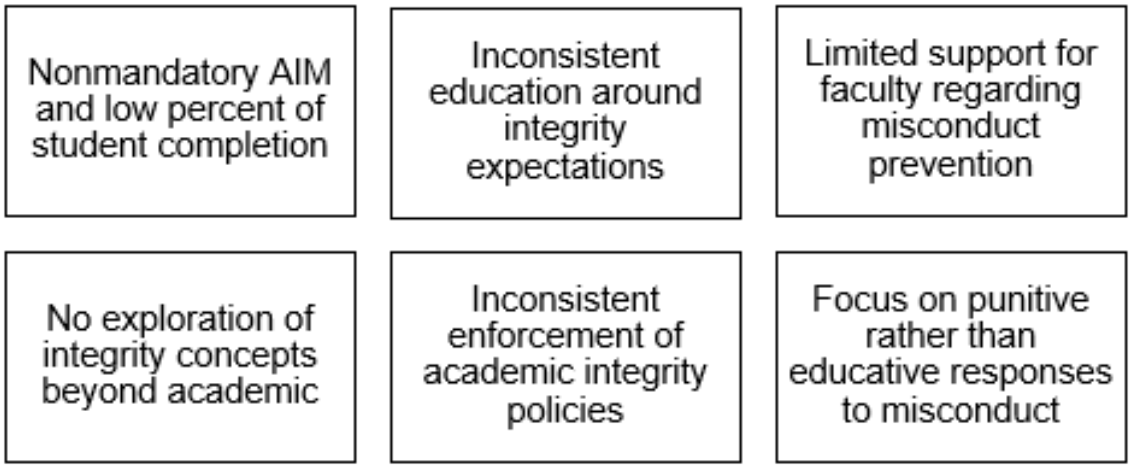


Note. TCCO-PCC = The College of Central Ontario-Private Career College.

Appendix D: Future State of Academic Integrity Education at TCCO-PCC



Appendix E: Current Issues With Academic Integrity at TCCO-PCC



Note. AIM = academic integrity module.

Appendix F: Strategy and Implementation Steps of the Change

Time frame	Macro strategy	Micro implementation steps
	Phase 1: Unfreeze	
1–3 months	• The HIAC strategy is announced to the TCCO-PCC community. • Community consultations begin, which include discussion groups, anonymous surveys, and a review of available data on integrity at TCCO-PCC.	• The HIAC committee chair identifies champions through engagement in the community consultation process. • The HIAC committee is established: five students, three support staff, five instructors (each from a different program area to facilitate the launch of the pilot group in the change phase), and two administrators (*N* = 15).
	Phase 2: Change	
3–5 months	• The HIAC committee establishes its Terms of Reference. • Training subcommittee is formed and content experts are engaged. • Members act as advocates and continue to meet regularly throughout change process.	• Committee establishes a meeting schedule and begins to meet regularly to clarify responsibilities, set major goals, and establish a work/PL plan based on the change strategy. • HIAC landing page is created on TCCO-PCC's website. These sites will link to each other. • Planning begins for targeted social media campaign and related tracking measures to drive traffic to the webpage. • Subcommittee members and content experts are chosen to establish workshop content and PL calendar for pilot group.

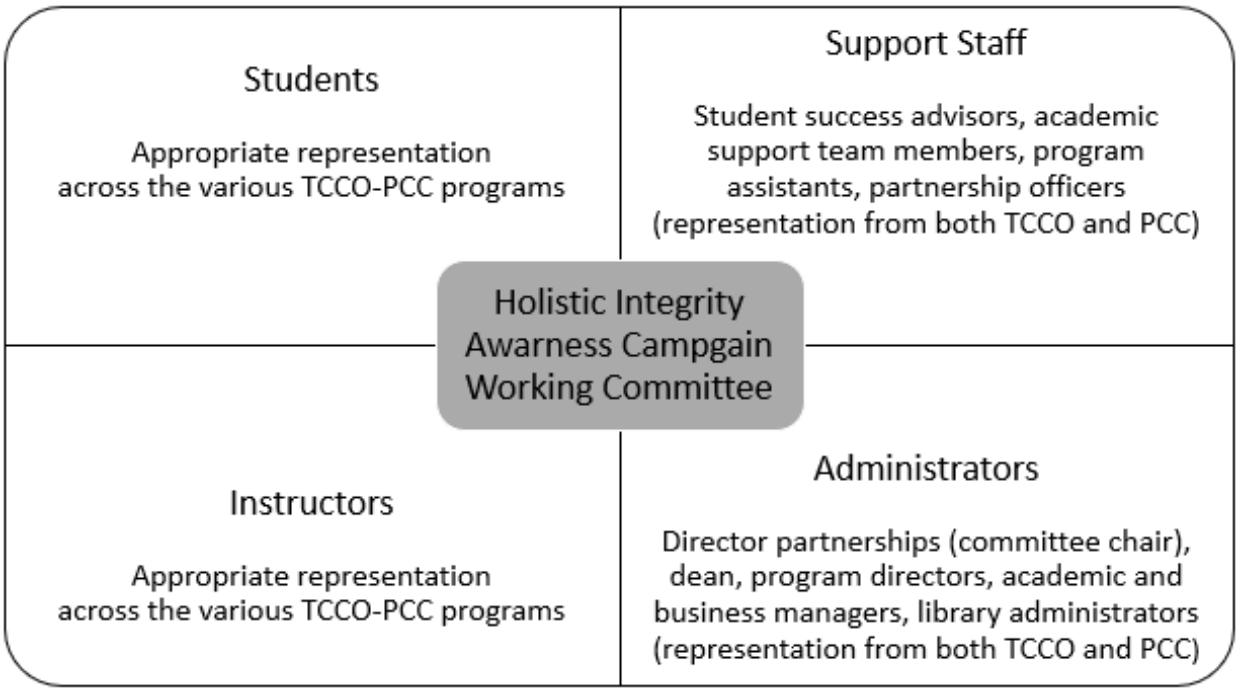
5–7 months	• Subcommittee creates GVV workshop and enhances current educative materials.
	• Committee members participate in PL on HIAC-associated educative tools such as AIM and GVV.
	• Pilot classes and instructors are chosen to participate in full HIAC educative activities.
		• Create GVV workshop in collaboration with expert (for pilot group, support staff, instructors, and administrators).
		• Review and enhance existing workshops and PL content with an international student lens:
		  • AIM (for pilot group, support staff, instructors, administrators).
		  • Pedagogical Strategies to Prevent Cheating (for instructors and administrators)

Time frame	Macro strategy	Micro implementation steps
		• Applying Policy and Regulations Fairly (for administrators and instructors) • Understanding Academic Regulations Related to Integrity (for pilot students and instructors) • Committee members participate in all workshops and feedback is collected. • Social media campaign is finalized and scheduled for community-wide broadcast.
7–10 months	• Thirteen pilot classes are chosen, one from each program area, to participate in HIAC educative workshops. This group, with an estimated 500 student participants (approximately 10% of the student body), will include the five instructors who sit on the HIAC committee. • The HIAC is officially launched, and the pilot group is announced with an in-person and livestream campaign. • The HIAC committee monitors progress using PDCA and begins to collect and monitor relevant campaign data.	• The social media campaign is launched, and the dashboard goes live. • The enhanced workshops are introduced and offered to the appropriate groups, using internal and external facilitators. • AIM mandatory completion and badging opportunities begin for pilot classes. • Data collection begins (e.g., surveys, discussion groups) and user feedback is gathered (e.g., GVV training, incidents of misconduct, engagement in the HIAC, AIM completion rates) and results are posted to dashboard.
10–12 months	• The HIAC committee monitors progress using PDCA cycle, conducts anonymous surveys, and hosts discussions to gauge the campaign's successes and challenges. • Iterations of the plan are made as needed. • The campaign chair updates senior leadership on campaign progress.	• The social media campaign related to HIAC continues and is refined based on dashboard engagement rates. • AIM completion rate is tracked for the entire community. • Workshops continue for instructors, support staff, administrators, and pilot group and learning badges are awarded. • AIM class competition commences for pilot group, and winners are announced and rewarded.

Time frame	Macro strategy	Micro implementation steps
	Phase 3: Refreeze	
13+ months	• The HIAC committee discusses macro strategic approaches to instil broader change related to policies and processes. • Based on data collected from social media and the pilot group, the committee, through the chair, will make recommendations to the academic leadership team for consideration.	• Committee meetings now focus on assessing and discussing the monitoring and evaluation data. • Challenges encountered and possibilities for improvement are considered to improve the campaign for the next academic cycle. • Preparations are made to relaunch the campaign and widen the reach of the PL initiatives beyond the pilot group.

Note. HIAC = holistic integrity awareness campaign; TCCO-PCC = The College of Central Ontario-Private Career College; PL = professional learning; GVV = giving voice to values; AIM = academic integrity module; PDCA = plan-do-check-act. The phases of change are adapted from “Frontiers in Group Dynamics: Concept, Method and Reality in Social Science; Social Equilibria and Social Change,” by K. Lewin, 1947, *Human Relations*, *1*(1), pp. 34–40. Copyright 1947 by Sage. PDCA is adapted from *The History of the PDCA Cycle*, by R. D. Moen and C. L. Norman, 2009, pp. 6–9. Copyright 2009 by Asian Network for Quality.

Appendix G: HIAC Committee Structure

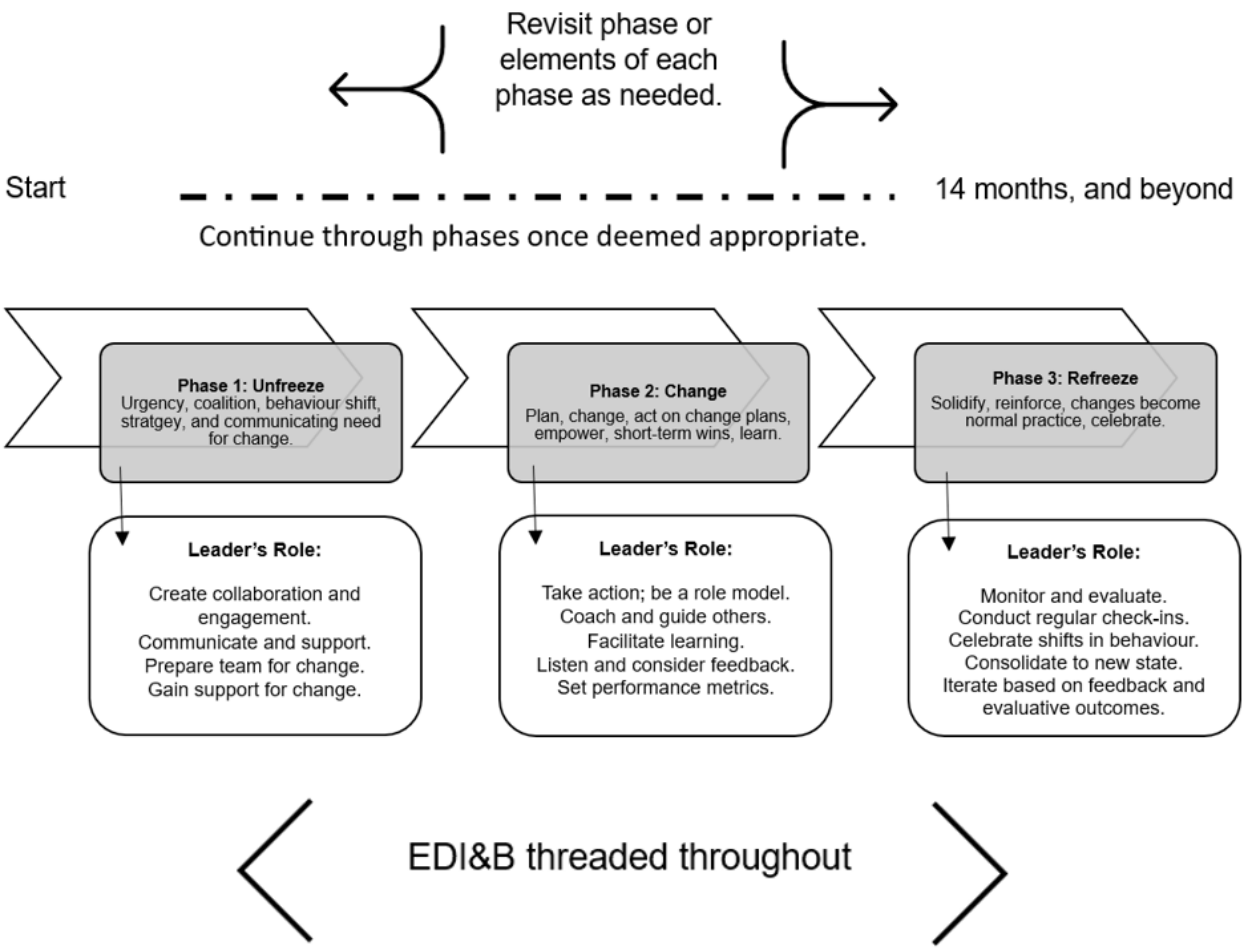


Appendix H: HIAC Committee Interventions and Strategies by Member Group

Group	Micro interventions and strategies
Students in the pilot group	• Peer-to-peer advocating for engagement in the HIAC. • Engagement with instructors or other groups on HIAC initiatives. • Promoting HIAC initiatives to peers. • Participate in GVV and other workshops (and encourage peers to do the same if they are in the pilot group). • Complete the AIM. • Learn TCCO-PCC policies, processes, and expectations around integrity.
Instructors	• Support other instructors as they engage in the HIAC. • Discuss HIAC and its purpose in the classroom. • Create assignments and assessments using new approaches that limit the opportunity to cheat. • Create a psychologically safe environment using HIAC tools so students feel comfortable speaking about integrity with their instructors. • Participate in GVV and other workshops and encourage their students to do the same. • Complete the AIM and give time for students to complete it in class. • Learn TCCO-PCC policies, processes, and expectations around integrity.
Support staff	• Support instructors and pilot students with all facets of HIAC and answer questions from the TCCO-PCC community. • Advise students impacted by misconducts and support them through the process. • Conduct and support HIAC-related workshops, activities, and committee priorities (e.g., GVV, understanding integrity at TCCO-PCC). • Participate in GVV and other workshops. • Complete the AIM. • Learn TCCO-PCC policies, processes, and expectations around integrity.
Administrators	• Make resources available for HIAC. • Encourage engagement in HIAC at all levels of the organization. • Be involved and invested in HIAC success. • Participate in GVV and other workshops and encourage instructors and support staff as complete the sessions. • Complete the AIM.

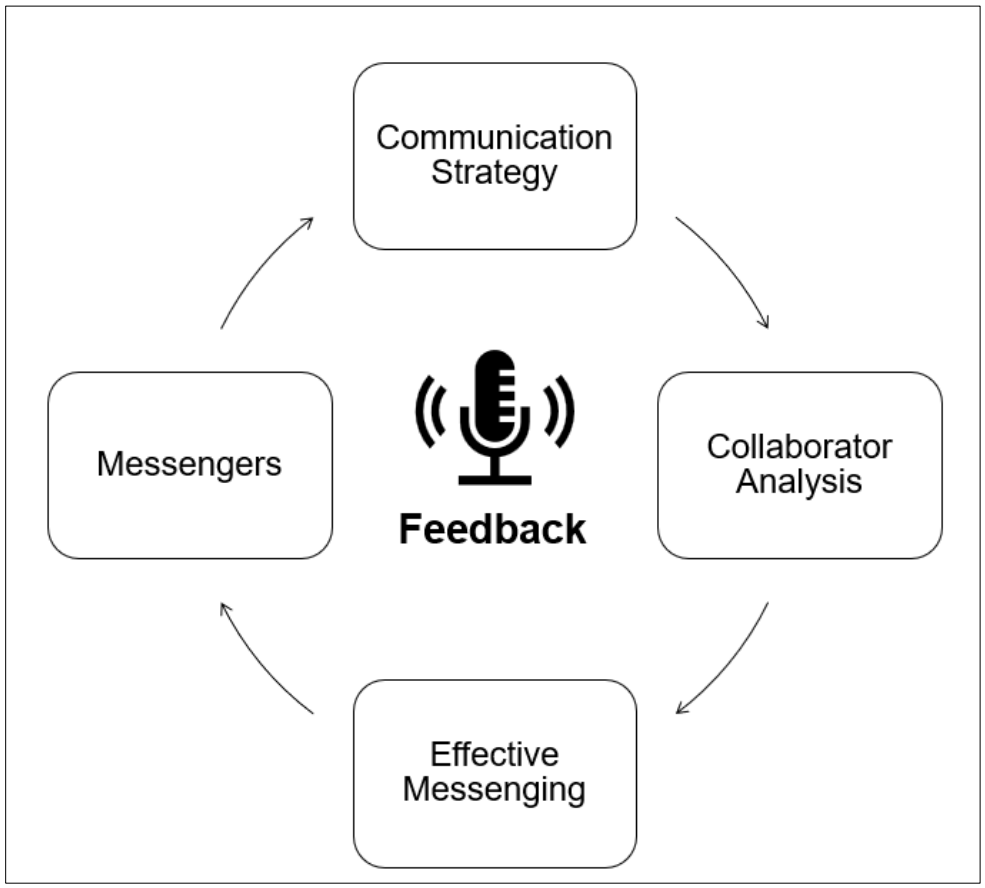
Note. HIAC = holistic integrity awareness campaign; GVV = giving voice to values; AIM = academic integrity module; TCCO-PCC = The College of Central Ontario-Private Career College.

Appendix I: Leader's Role Related to HIAC Committee Leadership and Guidance



Note. The phases of change are adapted from "Frontiers in Group Dynamics: Concept, Method and Reality in Social Science; Social Equilibria and Social Change," by K. Lewin, 1947, *Human Relations*, *1*(1), pp. 34–40. Copyright 1947 by Sage.

Appendix J: Beatty's Communication Model



Note. Adapted from "The Easy, Hard & Tough Work of Managing Change," by C. A. Beatty, 2016, p. 114. Copyright 2016 by Industrial Relations Centre, Queens University.

Appendix K: Communication Milestones

Phase	Time frame	Milestones
Phase 1: Unfreezing	1–3 months	• Materials and information related to the current state of integrity are being disseminated to support and introduce the change. • Collaborative conversations are taking place in one-on-one or group sessions, in-person or online.
Phase 2: Change	3–5 months	• HIAC committee begins to plan out timely and consistent communication for (a) the TCCO-PCC community and (b) the pilot group. • Communication tools such as the website, scheduled email updates, and dashboard resources are being created. • Communication events such as forums, discussions, and one-on-one meetings continue to occur regularly.
	5–7 months	• Recruitment materials for pilot group participation are created and disseminated. • Media campaign is finalized and scheduled for community-wide broadcast via social media channels, internal communication tools, and HIAC committee members. • Feedback is collected from initial workshop participants.
	7–10 months	• The institution-wide social media campaign is launched (e.g., a push on important definitions like academic integrity and holistic integrity and what they mean at TCCO-PCC). • Pilot instructors are selected and given an orientation to the program expectations. • Dashboard becomes publicly available and feedback results are continually posted.
	10–12 months	• HIAC refinements are communicated based on feedback and dashboard indicators. • Pilot project students who have completed workshops and the AIM are rewarded with learning badges and celebrated.
Phase 3: Refreeze	13 months onward	• Measurement of successes and gaps continues to occur, and we are communicating them to the key collaborator groups. • HIAC committee creates a summary report of the change initiative with recommendation for next steps. • Wrap-up communication events are held to formalize and reinforce the new state.

Note. The phases of change are adapted from “Frontiers in Group Dynamics: Concept, Method and Reality in Social Science; Social Equilibria and Social Change,” by K. Lewin, 1947, *Human Relations*, *1*(1), pp. 34–40. Copyright 1947 by Sage.

Appendix L: Strategic Approaches to Communication Across the Change Cycle

KMb process	Unfreeze	Change	Refreeze
		Message	
What	• Be clear on why change is necessary and what change should take place. • Have visible support from management.	• Communicate the change plan, focusing on timing and engagement. • Tailor messages for (a) the broader TCCO-PCC community and (b) the pilot group. Seek feedback and dispel misconceptions.	• Communicate successes and iterate when needed. • Communication is a cycle and does not stop when the change process concludes. • Plan to revisit the change within a given period.
How	• Provide rationale backed up by academic evidence. • Involve support from senior leadership in the messaging. • Commit that consultation will take place. • Make a planned official change announcement to kick off the change plan.	• Leverage standard communication tools such as regular email updates, a project website, and other electronic methods of communication. • Meet often; bring key collaborator groups together in person to discuss change progression. • Offer collaborators the opportunity to meet privately to provide feedback, allowing for a psychology-safe space for sensitive conversations.	• Showcase the change using internal communication channels. • Set appropriate timelines to revisit commitment. • Communication is a continuous cycle that does not stop when change implementation begins.
		The target audience	
What	• Engage community and pilot group within the HIAC plan. • Tailor messaging to fit the target audience. • Gather feedback; recognize concerns and alternative ideas. • Have visible support from management.	• Involve the key collaborator groups: students, support staff, instructors, and administrators. • Empower action from key collaborator groups and involve them in the change process.	• Celebrate successes with the change group. • Engage in discussion around sustaining change and shifts in behaviour.
How	• Forums, online meetings, online surveys	• Ensure conversations are two-way and that feedback is being collected, considered, and acted upon when appropriate. • Be clear when and why some feedback cannot be acted upon. • Provide necessary training.	• Host celebrations, awards, and recognition events. • Ensure two-way dialogue continues. • Iterate should feedback warrant it.

KMb process	Unfreeze	Change	Refreeze
		The messenger	
What	• Role model, supporter, listener, guide, advocate, cheerleader, change-maker, cultivator, relationship builder, clear communicator, compassion oriented, ethical, EDIB-focused, takes accountability.	• Role model, supporter, listener, guide, advocate, cheerleader, change-maker, cultivator, relationship builder, clear communicator, compassion oriented, ethical, EDIB focused, takes accountability. • Leads the communication at all phases of change.	• Role model, supporter, listener, guide, advocate, cheerleader, change-maker, cultivator, relationship builder, clear communicator, compassion oriented, ethical, EDIB focused. • Takes accountability and responsibility to communicate iterations.
Who	• HIAC committee • TCCO-PCC leadership	• HIAC committee • Pilot group • Change champions and leaders • Broader TCCO-PCC community	• HIAC committee • Pilot group participants • Change champions and leaders • Broader TCCO-PCC community
		The transfer process	
What	• The process begins with determining steps to communicating with key collaborator groups.	• How we communicate change is as important as the change itself.	• The change has been solidified. • New ways of knowing and doing are engrained in our approaches.
How	• Set communication strategy.	• Rollout: Follow the communication strategy to ensure effective messaging. • Support the messengers and ensure they have the tools and resources necessary to enact the communication strategy. • Make changes to communication strategy as needed and reflect the needs of varying audiences.	

Note. TCCO-PCC = The College of Central Ontario-Private Career College; HIAC = holistic integrity awareness campaign; EDIB = equity, diversity, inclusion, and belonging. Adapted from two sources. “Frontiers in Group Dynamics: Concept, Method and Reality in Social Science; Social Equilibria and Social Change,” in K. Lewin, 1947, *Human Relations*, *1*(1), pp. 5–41.Copyright 1947 by Sage. “How Can Research Organizations More Effectively Transfer Research Knowledge to Decision Makers?,” by J. N. Lavis et al., 2003, *The Milbank Quarterly*, *81*(2), pp. 221–248. Copyright 2003 by Wiley.

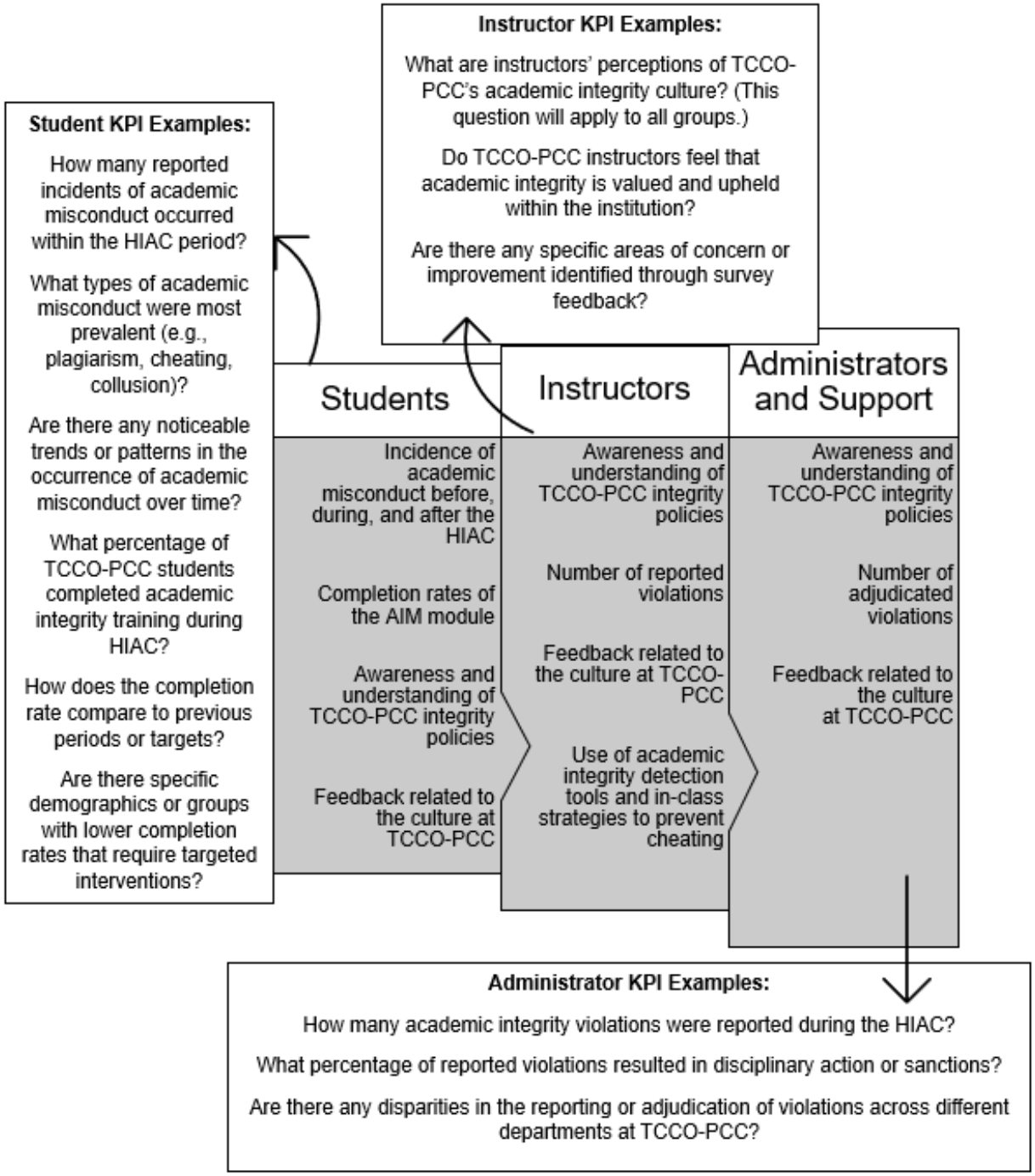
Appendix M: KMb Framework in Relation to the DiP

Method of transfer	Knowledge to be mobilized	Approaches	Relation to DiP
The message	How can we guarantee effective KMb to our specified target groups, and what is the message?	• Right timing, consistency • Strategy and planning • Consultation and collaboration • Understand the problem and the proposed solution	• Implement and adhere to a communication strategy to provide educative messages to the broader TCCO-PCC community and more specific PL to the pilot group. • Communicate with all collaborating groups throughout every stage of the KMb process.
The target audience	Who is our target audience?	• Various audiences necessitate tailored messages.	• The broader TCCO-PCC community (students, instructors, support staff, and administrators) and the pilot group students and instructors. • Each group possesses distinct needs; tailor the strategy accordingly to address them.
The messenger	Who is responsible for knowledge transfer? What resources do they need to be successful?	• Messenger credibility is crucial for acceptance of the message. • Acting as the messenger can require time and skill, making a universal approach impractical.	• As the leader of the HIAC, I take responsibility for effectively delivering our message, which includes the collaborative crafting of KMb approaches and plans.
The transfer process	What tools are leveraged to reach the target audience? How is knowledge transfer evaluated?	• Leveraging interactive methods facilitates the process of transferring knowledge from the messenger to the target audience.	• Interactive workshops and discussion sessions are complemented by passive approaches to KMb, such as a purpose-built website and social media content aligned with the campaign. • Collect feedback from all collaborator groups and take necessary action.

Method of transfer	Knowledge to be mobilized	Approaches	Relation to DiP
		• Instrumental approaches (to problem-solving) and symbolic approaches (justification for the course of action) to KMb evaluation.	• Gradual evidence indicating improvement (e.g., increased acceptance and understanding of expectations on academic integrity, decrease in breaches of academic regulations).

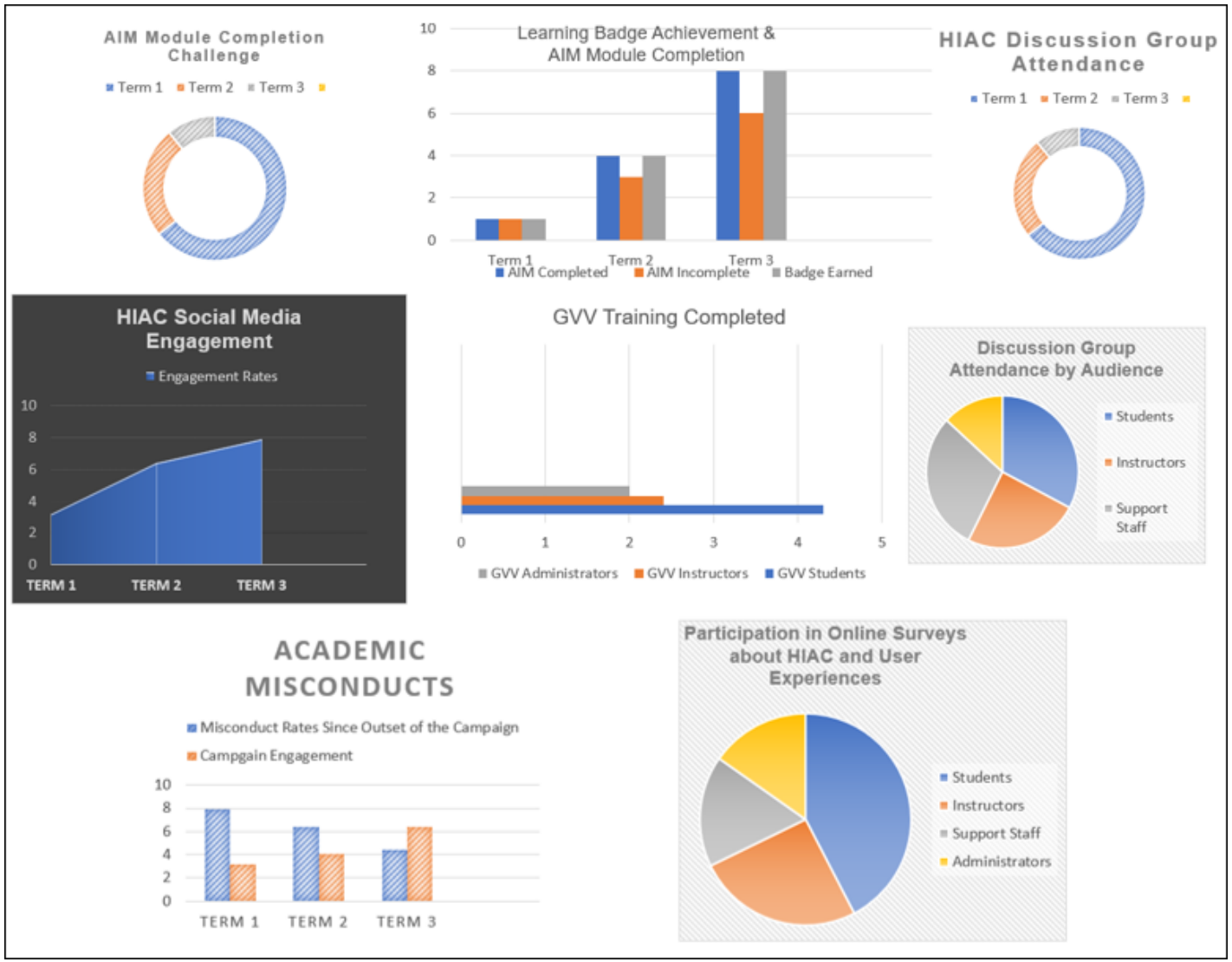
Note. DiP = dissertation-in-practice; KMb = knowledge mobilization plan; PL = professional learning; HIAC = holistic integrity awareness campaign; TCCO-PCC = The College of Central Ontario-Private Community College (a pseudonym). Adapted from “How Can Research Organizations More Effectively Transfer Research Knowledge to Decision Makers?,” by J. N. Lavis et al., 2003, *The Milbank Quarterly*, *81*(2), pp. 221–248. Copyright 2003 by Wiley.

Appendix N: Relevant KPIs

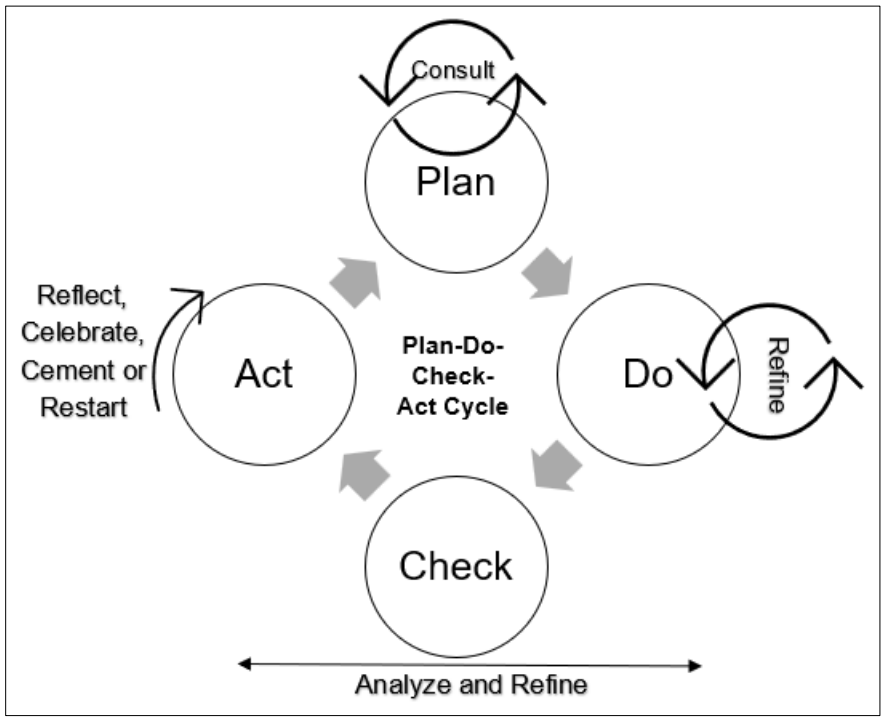


Note. KPI = key performance indicator.

Appendix O: Sample Dashboard

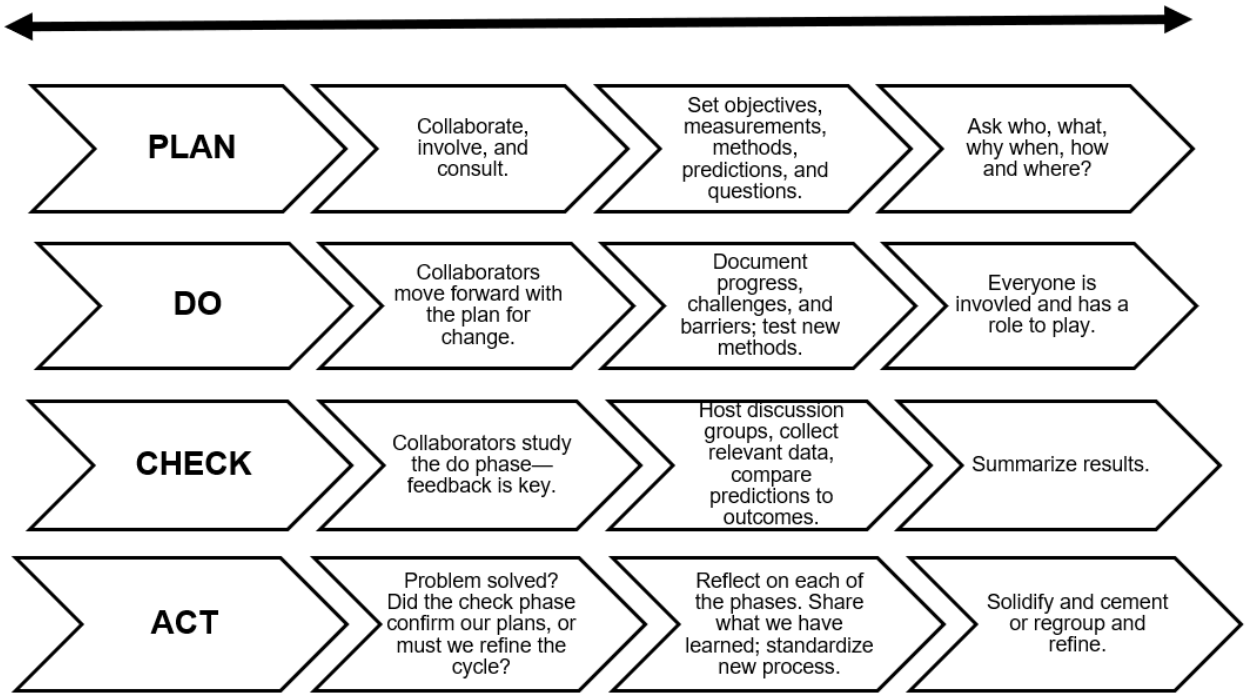


Appendix P: PDCA Cycle



Note. Plan-do-check-act is adapted from *The History of the PDCA Cycle*, by R. D. Moen and C. L. Norman, 2009, pp. 6–9. Copyright 2009 by Asian Network for Quality.

Appendix Q: HIAC Committee M&E Actions



Note. HIAC = holistic integrity awareness campaign; M&E = monitoring and evaluation. Plan-do-check-act is adapted from *The History of the PDCA Cycle*, by R. D. Moen and C. L. Norman, 2009, pp. 6–9. Copyright 2009 by Asian Network for Quality.