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Passport to Prosperity: Enhancing Student Advising and Support for International Students at an Ontario College

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Abstract

International students are underserviced and increasingly unsupported in Ontario's post-secondary education system. This dissertation-in-practice (DiP) explores the complex challenges confronting international students in Ontario, with a primary focus on Polytechnic College. Through an in-depth analysis of existing literature and institutional practices, the DiP uncovers gaps in current support systems and proposes strategic interventions, particularly within student advising services, to address these gaps. Embracing principles of inclusivity, cultural sensitivity, and collaborative partnership, the DiP employs a multifaceted approach to enhance the academic and personal success of international students. The Problem of Practice (PoP) centers on the disparities in support needed and support actualized for international students, exacerbated by shifting demographics, financial constraints, and governing policies. Through a thorough needs assessment, and analysis of the environment and context of Polytechnic College, the DiP identifies critical areas for intervention and support. The DiP delineates a series of strategic change initiatives, and communication, evaluation, and monitoring strategies anchored in a reimagined student advising intake for international students at Polytechnic College. By implementing evidence-based interventions, the DiP aims to elevate the academic and personal success and well-being of international students, creating connections and support, while contributing to broader realms of student life. Through collaboration with campus partners and the mobilization of knowledge, the change plan endeavours to effect enduring change that positively shapes the experiences of international students within and beyond Polytechnic College.

Keywords: international students, student advising, inclusivity, student success, student support

Executive Summary

In Ontario's dynamic post-secondary education landscape, international students confront numerous challenges spanning academics, social integration, and personal well-being, exacerbated by evolving immigration policies and funding models, intersecting identities, and inadequate support services (Anderson, 2015; Austin & Jones, 2015; Calder et al., 2016; Dafri & Braun, 2022; Galway, 2000; Lisnyj et al., 2021). Addressing these disparities is crucial for fostering inclusivity and student success (D'Oyley, 2020). By strategically enhancing student advising services, Polytechnic College can lead in creating a supportive environment conducive to international student achievement, setting a benchmark for inclusive practices in Ontario's post-secondary education sector.

Using the PEST analysis (Makos, 2014) framework, the dissertation-in-practice (DiP) explores the political, economic, social, and technological dimensions impacting international student experiences. Findings underscore the ramifications of reduced government investment in student support (Ministry of Training, Colleges and Universities, 2016), driven by immigration policies leveraged to prioritize institutional financial gains over holistic student success (Colyar et al., 2023). Economically, reliance on international tuition fees risks commercialization, demanding a balanced approach for affordability and financial stability (Scott et al., 2015). Socially, inclusive policies are vital for diverse student populations, particularly regarding mental health (Arthur, 2017). Technological advancements offer opportunities for personalized support services, enhancing accessibility, and aligning to the needs of international students (Halabieh et al., 2022). These factors inform student-centered advising strategies for an inclusive, supportive, connected post-secondary student experience.

The recommendations to address student advising challenges at Polytechnic College

propose a multifaceted approach to meet international student needs and enhance advising effectiveness. Equipping student advisers with the accreditation and education from a comprehensive Regulated International Student Immigration Adviser (RISIA) training program aims to deepen their understanding of immigration complexities for international students. Customizing onboarding and orientation programs for international students aims to facilitate a smoother transition into college life, with differentiation and personalization embedded into the programs for access and inclusion. Revamping the student advising intake process prioritizes students' needs, creating a responsive and inclusive advising system connected to services, reflective of identities, and supportive of international students' success. By embracing servant leadership (Greenleaf, 2002) principles and a critical paradigm framework (Alvesson & Deetz, 2021), Polytechnic College can advance towards a more inclusive and student-centered advising model, positioning itself as a leader in responsive student support. Consequently, the comprehensive overhaul of the student advising intake system is the most effective strategy to facilitate the necessary change required to address the Problem of Practice (PoP).

As the change plan unfolds, fostering open communication and inclusive decision-making will be critical for success. Communication, evaluation, and sustainability of this change are paramount in the change plan. This journey is about cultivating a culture of trust and collaboration across the Polytechnic College community, beginning with the student advisers. Despite anticipated challenges, the commitment to positive change remains steadfast, driven by a vision of enhancing international student support and promoting equity, opportunity, and access.

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Table of Contents

| | |
|----------------------------------------------------------------|------|
| Abstract | ii |
| Executive Summary | iii |
| Acknowledgements | v |
| Table of Contents | viii |
| List of Tables | xii |
| List of Figures | xiii |
| Acronyms | xiv |
| Chapter 1: Positioning and Problem | 1 |
| Leadership Position, Positionality, and Theoretical Lens | 2 |
| Leadership Position | 2 |
| Positionality | 3 |
| Theoretical Lens | 7 |
| Influence on Change | 7 |
| Organizational Context | 9 |
| Current State | 9 |
| Imagined Future State | 16 |
| Leadership Problem of Practice (PoP) | 16 |
| Framing the Problem of Practice | 19 |
| Guiding Questions | 25 |

| | |
|---------------------------------------------------------------------------------------------|----|
| Leadership-Focused Vision for Change | 26 |
| Chapter 1: Conclusion..... | 29 |
| Chapter 2: Leading Change | 31 |
| Leadership Approach to Change | 31 |
| Servant Leadership..... | 32 |
| Adaptive Leadership | 33 |
| Framework for Leading the Change Process | 34 |
| Kotter’s 8-Stage Change Model and PDCA Change Model..... | 35 |
| Facilitating Change | 42 |
| Organizational Change Readiness | 43 |
| Change Readiness Assessment | 44 |
| Leadership Ethics in Organizational Change..... | 49 |
| Strategies and Solutions to Address the Problem of Practice | 50 |
| Solution 1: Regulated International Student Immigration Adviser (RISIA) Training | 51 |
| Solution 2: Delivering Onboarding and Orientation Programs for International Students | 55 |
| Solution 3: Establish a Student Advising Intake Process..... | 58 |
| Evaluation of Solutions..... | 62 |
| Chapter 2: Conclusion..... | 63 |
| Chapter 3: Implementation, Communication, and Evaluation..... | 65 |
| Change Implementation Plan | 65 |

| | |
|--------------------------------------------------------------------|-----|
| Timeline | 68 |
| Success Factors | 70 |
| Equity and Social Justice Implications | 73 |
| Challenges and Considerations | 73 |
| Communicating the Need for Change and Change Processes | 80 |
| Communication Plan..... | 80 |
| Challenges in Communicating the Change | 84 |
| Mitigation Strategies | 86 |
| Change Process Monitoring and Evaluation | 87 |
| Evaluation Questions | 89 |
| Indicators for Evaluating and Monitoring Change | 90 |
| Evaluation and Monitoring Plan | 90 |
| Barriers and Interventions | 92 |
| Chapter 3: Conclusion, Next Steps, and Future Considerations | 93 |
| References..... | 95 |
| Appendix A | 114 |
| Appendix B | 115 |
| Appendix C | 116 |
| Appendix D..... | 121 |
| Appendix E | 122 |

| | |
|------------------|-----|
| Appendix F..... | 125 |
| Appendix G..... | 127 |
| Appendix H..... | 129 |
| Appendix I | 132 |

List of Tables

| | |
|---------------------------------------------------|----|
| Table 1: Change Readiness Assessment Results..... | 47 |
|---------------------------------------------------|----|

List of Figures

| | |
|------------------------------------------------------------------------------------------------------------------------------------|----|
| Figure 1: Revised Kotter’s 8-Stage Change Model and PDCA Change Model for Polytechnic College Student Advising Transformation..... | 36 |
| Figure 2: Current State and Envisioned Future State Comparison for Student Advising Transformation..... | 66 |

Acronyms

| | |
|---------------|---------------------------------------------------------|
| DiP | Dissertation-in-practice |
| OCRBS | Organizational Change Recipients' Beliefs Scale |
| ITS | Information Technology Services |
| PEST Analysis | Political, Economic, Social, and Technological Analysis |
| PoP | Problem of Practice |
| RISIA | Regulated International Student Immigration Adviser |

Chapter 1: Positioning and Problem

In today's globalized world, international students are increasingly vital in Canada's post-secondary institutions, contributing diverse perspectives and enriching the learning environment (Anderson, 2015; Austin & Jones, 2015; Calder et al., 2016; Dafri & Braun, 2022; Galway, 2000; Lisnyj et al., 2021). They also bring labour to a market with high demand, play a vital role in the financial stability of the post-secondary sector in Ontario through unregulated tuition fees, and fill the gaps of declining domestic enrolment (Canadian Federation of Students—Ontario, 2015; Financial Accountability Office of Ontario, 2016; Polytechnic College, 2022). However, the unique needs of international students in post-secondary education in Ontario remain unmet (Immigration, Refugees and Citizenship Canada, 2024b; Ministry of Colleges and Universities, 2024; Scott et al., 2015) and present a problem of practice (PoP). This dissertation-in-practice (DiP) is driven by the recognition of this issue and seeks to implement a comprehensive change management approach to address it. The primary focus is on establishing a responsive student advising intake system capable of identifying and supporting diverse identities and serving the needs of international students (Calder et al., 2016; Guo & Guo, 2017) to support the retention and persistence of these students.

The core objective of the DiP is to address the challenges faced by international students at Polytechnic College through a renewed student advising approach. By strategically empowering international students and closing advising service gaps, the DiP aims to cultivate an inclusive and supportive advising environment that enhances international students' academic, social, and professional growth. This overarching strategy is firmly grounded in an unwavering commitment to equity, diversity, and inclusivity, positioning the DiP to significantly influence the advising landscape at Polytechnic College. The ultimate objective is to elevate the overall

experience and success of international students within the institution.

Leadership Position, Positionality, and Theoretical Lens

As a first-generation student, undergraduate dropout, and openly gay man, my identity informs my perspective and shapes my understanding of the challenges and barriers faced by students within the post-secondary education system. While I hold significant privileges, including being a Canadian citizen, a cis-man, and white, these experiences have deepened my empathy, resilience, and determination to advocate for equity, social justice, and inclusivity. My life journey has instilled in me a profound commitment to creating spaces where individuals from all backgrounds can truly thrive and feel empowered, especially in post-secondary education.

Leadership Position

As director of student support at Polytechnic College, I serve as a dedicated equity advocate and student affairs leader, responsible for strategically implementing a student support model. Central to this work, I have direct oversight and leadership of a sizable and interconnected academic and student advising unit consisting of 33 student advisers, 4 senior student advisers (team leads), and 2 managers (see Appendix A). This team is integral to the institution, as every student at Polytechnic College is linked to one or more advisers on our team. Each student adviser is responsible for an associated academic school, supports a portfolio of academic programs, and assists students in their program clusters from enrolment through to graduation. In addition to the student advising team, I also oversee two other teams within the Student Support department (see Appendix A). As the director, I hold the authority to shape business processes and guiding principles, contribute to and influence strategic decisions, and align my teams' work with the institution's strategic and business plans. Moreover, it is my

responsibility to ensure our work effectively addresses the needs of our students and aligns strategically with our enrolment and retention goals. The centralized accountability of student advising underscores the role my leadership and the student advising team play in driving student success systems and supports at Polytechnic College. In this role, I have the authority and autonomy to lead the creation and refinement of policies to improve advising practices and effectively allocate resources to support these advancements. As the leader of this team, I leverage data insights to inform decisions and collaborate with other departments to align advising strategies with institutional goals and student needs. It is my accountability to guide and motivate the student advising team, ensuring that their efforts are focused and impactful, and contribute to the success of international students in our institution. Within this capacity, I champion inclusivity, confront systemic barriers, and advocate for student well-being and success, shaping and implementing strategies, policies, and programs that enhance support services for all students, including international students, while fostering a culture of empathy and collaboration among staff and faculty.

Positionality

My career experiences have underscored the profound impact of servant leadership (Greenleaf, 2002) in leading change management effectively. At the same time, these experiences have highlighted the crucial role of adaptive leadership (Heifetz et al., 2009; John, 2022) in navigating complex transformations and influencing others, ensuring that change initiatives are both innovative and sustainable. Over the past five years, I've held five distinct leadership roles at the institution, each focused on driving significant change. For example, in one role, I implemented a new mentoring program by actively listening to feedback from students and staff, which exemplified servant leadership and improved support and student engagement. In another

role, I used adaptive leadership (Heifetz et al., 2009; John, 2022) to build the equity, diversity, and inclusion office, guiding the institution in developing and implementing new policies and programs. This involved navigating complex challenges and fostering buy-in from various campus partners, demonstrating the importance of adaptive leadership in managing transformations and influencing others effectively. These experiences have reinforced my belief that servant leadership fosters impactful change, while adaptive leadership is crucial for navigating complex transformations and influencing others effectively.

Servant leadership prioritizes understanding, supporting, and nurturing the growth of team members to achieve shared goals, fostering a culture of empathy, collaboration, and mutual success (Van Dierendonck, 2011). In my work, I actively apply servant leadership principles to create a more inclusive and equitable environment. Essential to this approach is the practice of actively listening to the narratives of staff, students, and faculty, allowing me to gain a deeper understanding of their experiences and concerns (Letizia, 2018; D. J. Palmer, 2013; Van Dierendonck, 2011). Drawing inspiration from servant leadership (Greenleaf, 2002) theory, I place a strong emphasis on empathy and seek out narratives and stories to craft inclusive strategies that address students' unique, intersecting needs. The core tenets of servant leadership include visionary thinking, adaptability, and emotional intelligence (Greenleaf, 2002); the tenets that also guide my efforts to create a more equitable and inclusive institution.

Aligned with the fundamentals of feminism and queer theory (Bullard, 2015; H. Liu, 2017; Pryor, 2021; Rose, 2004), my understanding of leadership entails challenging existing norms and advocating for inclusive concepts and histories that prioritize the needs of those I serve. Before my current role, I held a leadership position in student services. It was in this role that I discerned a critical disconnect in our approach to supporting international students; as with

others in the sector, our systems and programs were not built with their identities and needs considered (Calder et al., 2016; Guo & Guo, 2017). In my current role, I have the agency to make a great impact for international students. In this DiP, I will leverage this agency to drive meaningful improvements by ensuring that all teams involved are aligned with our shared goals and are working together towards improving the international student experience.

Embracing equity, championing inclusivity, and facilitating programs and systems for diverse populations is where I focus my leadership efforts. The culmination of these efforts led to the recognition of my work and earned the institution the gold award from Colleges and Institutes Canada for dedication to promoting equity, diversity, and inclusion (Polytechnic College, 2023a). This recognition underscores the interplay of my personal perspective, leadership philosophy, and the practical application of theory within the post-secondary education context. With this, I lead with a determination to serve international students in effective and meaningful ways and leverage my position as the director of student support to affect change.

Embracing the critical paradigm (Alvesson & Deetz, 2021), my leadership approach critiques and asks challenging questions about how we work and learn at Polytechnic College. Kezar et al. (2006) describe a shift in post-secondary leadership from leader-centered and hierarchical to process-centered, collective, and context-bound. This approach aligns with my commitment to fostering a more inclusive and collaborative environment at Polytechnic College. In this regard, I hold a leadership approach that embraces vulnerability, acknowledges mistakes, and appreciates the opportunity to learn and grow, including as an institution.

Within this DiP, my primary objective is to ensure that leaders and partners across the college, including international students, staff, faculty, and administrators, actively participate in

and contribute to the change process, promoting a more inclusive and empowering environment, in line with Kotter's (2012) approach to leading change. This approach empowers the team to bring their unique skills and perspectives (Letizia, 2018; Townsend, 2016) to our collective work in fostering student success. Furthermore, it initiates the establishment of a foundation essential for garnering the necessary support and commitment crucial for implementing transformative changes (Kotter, 2012).

My history in leadership roles at Polytechnic College illustrates the application of D. J. Palmer's (2013) framework of college administrators as servant leaders. Throughout my career, I have consistently demonstrated the ability to strike a balance between "societal trusteeship" and "organizational stewardship" (Van Dierendonck, 2011). "Societal trusteeship," defined by Van Dierendonck (2011), refers to the responsibility to serve the broader community and society. On the other hand, "organizational stewardship" entails the effective management and enhancement of resources and the mission of Polytechnic College. This balanced approach has resulted in tangible improvements in how Polytechnic College serves students; key accountabilities of a servant leader in post-secondary education (D. J. Palmer, 2013). This history underscores my commitment to identifying and addressing the unique needs and challenges faced by international students while efficiently managing resources and processes to achieve institutional objectives. Within the scope of student advising, my approach as a servant leader within the team has led to concrete outcomes. My commitment to team well-being and professional development has empowered student advisers to bring their unique talents and insights to scoping a shared mission of supporting every student. My work at Polytechnic College demonstrates my ability to drive a change agenda that translates into tangible results, creating a more empowering and inclusive environment for students, staff, and faculty (Polytechnic College, 2023a). This is

shaped by my unwavering dedication to student success and the development of support solutions that are both personalized and scalable. I will apply this approach throughout the DiP, using the same principles to foster meaningful improvements for international students and the student advising team.

Theoretical Lens

The critical paradigm (Alvesson & Deetz, 2021) underpins efforts to address social justice issues and amplify the voices of equity-deserving students in Ontario colleges, particularly, international students. This paradigm aligns with creating lasting, impactful change in diverse post-secondary environments (Kezar, 2019). It provides a framework through which power dynamics, inequities, and structural injustices can be critically examined and challenged (Kezar, 2019). Within the framework of the identified PoP, the integration of the critical paradigm and my leadership enables a strong approach to the examination of the underlying power structures, policies, and systemic barriers that contribute to gaps in international student support.

By adopting a critical approach (Alvesson & Deetz, 2021), the DiP will uncover and challenge the dominant ideologies, biases, and institutional practices that hinder equitable access to quality support services at Polytechnic College for international students (Guo & Guo, 2017). In the context of student advising, this paradigm will support exposing systemic injustices and promoting changes in both structure and policy. The paradigm's emphasis on power dynamics and social justice aims to analyze and rectify fundamental structural issues, ultimately fostering a more equitable and inclusive environment for international students (Kezar, 2019).

Influence on Change

The change plan prioritizes fairness, inclusivity, and ethical leadership, aligned with

research findings on effective leadership principles (George & Rose, 2023; H. Liu, 2017). Committing to listening to diverse voices, valuing different perspectives, and empowering international students and the Polytechnic College community is crucial in this process. This ensures that leadership decisions and actions are inclusive, equitable, and representative of the needs and experiences of all institutional partners and international students (Cameron & Green, 2020; Kotter, 2012; Odiaga et al., 2021). By actively seeking out and amplifying the voices of international students, the college can gain a more comprehensive understanding of the challenges and barriers they face (Bamford et al., 2022). This is a critical opportunity as international students make up over 50% of the student population (Polytechnic College, 2022b). Polytechnic College can promote inclusion, empowerment, and ownership among students by providing opportunities for international students to voice their perspectives and become empowered (Alvesson & Deetz, 2021; Kotter, 2012).

In addressing the PoP within Polytechnic College, the DiP will outline a multifaceted approach that incorporates a critical, social justice lens (Devecchi et al., 2018; Fraser, 2010; George & Rose, 2023; H. Liu, 2017; Marshall, 2004) complemented by the people-centered change practices associated with adaptive leadership (Heifetz et al., 2009; John, 2022) and the servant leadership approach (Letizia, 2018; Townsend, 2016) through Kotter's (2012) 8-stage change model. By adopting this framework, the PoP will be addressed in a manner that considers Polytechnic College's context, the specific needs of international students, and the prevailing culture within the student advising team (Odiaga et al., 2021). This approach aims to drive meaningful change by respecting the college's unique context, fostering equity and inclusivity, empowering individuals, and promoting collaborative, people-centered solutions that ensure all voices are heard and valued in the process.

Organizational Context

Polytechnic College positions itself as a leader within the post-secondary sector in Ontario and saw record enrolment of international students in 2021 and 2022 (Polytechnic College, 2022b). The current state will lay the foundation for a comprehensive understanding of the changes needed organizationally to support international students.

Current State

Polytechnic College, one of the largest institutions among the 24 Ontario colleges, has facilitated substantial growth over the past 10 years, with its student population increasing from 15,000 to over 30,000 full-time students (Polytechnic College, 2022). The surge in enrolment has tripled revenue, adding approximately \$200 million annually. Currently, the college consistently generates \$300 million in gross revenue and identifies international student tuition as the bedrock of its financial stability (Polytechnic College, 2022b). This disproportionate revenue increase is primarily associated with unregulated international tuition fees and a substantial influx of international students (Colleges Ontario, 2021; Decock et al., 2016), along with underfunding from the province (Financial Accountability Office of Ontario, 2016) and advantageous federal government immigration policies (Immigration, Refugees and Citizenship Canada, 2023).

The four frames model articulated by Bolman and Deal (2013) was leveraged to provide a comprehensive and multidimensional approach to understanding Polytechnic College, allowing for a deeper analysis of the issue by considering multiple perspectives. By utilizing the frames, a more holistic understanding can be captured of the experiences of international students. This framework allows for a nuanced exploration of structural policies, human dynamics, political influences, and symbolic representations within the context of Polytechnic College, enriching the evaluation of international student experiences.

Structural

Polytechnic College's executive leadership, comprised of the President and six vice-presidents, explicitly outlines its institutional priorities, emphasizing the quality of academic programs, teaching excellence, and student experiences (Polytechnic College, 2023b). To maintain its position as one of Canada's largest colleges, Polytechnic College prioritizes business development and enterprise operations, evident in the consolidation of all student-related responsibilities under a single leadership role, the vice-president, academic and students. While this structural approach streamlines certain aspects of student affairs, it raises valid concerns about the institution's comprehensive dedication to achieving holistic student success outcomes; centralizing student-related responsibilities within one-sixth of the leadership team may limit the diverse representation of student voices at the highest echelons of decision-making. In exploring the structural frame (Bolman & Deal, 2013), Polytechnic College is consistent with its counterparts in the industry. The college has a dedicated department responsible for international student recruitment, reporting to the vice-president, finance and administration. Notably, this structure signals that international student recruitment is a financial venture, not an identity group requiring service and support (Balintec, 2022; Cudmore, 2005; Hune-Brown, 2021; Stein & de Andreotti, 2016).

Consolidating all student success responsibilities under the leadership of the vice-president, academic and students, creates a profound link between academic programs and support services for international students. This alignment enhances the understanding of international students' challenges, facilitating faculties' ability to adapt academic programs and curricula and student services to adapt service delivery models effectively through shared quality assurance (Q. Liu, 2020). Having a single leader overseeing student-related matters naturally

establishes communication channels among various functional units and leaders, fostering regular interactions and information exchange regarding international students' needs and progress. This structure promotes a shared commitment to international students' success, enhancing faculty's awareness of non-academic aspects and support staff's understanding of academic requirements (Gibson, 2022). Servant leadership (Greenleaf, 2002) will further facilitate this approach by prioritizing the needs and voices of international students, ensuring that support initiatives are genuinely responsive to their unique needs. This mutual awareness fosters tailored support initiatives and academic programs to address international students' unique needs, emphasizing that supporting them is a shared mission across the institution. In essence, this structure promotes a holistic, institution-wide approach to effectively serving international students.

Human Resources

The human resource frame (Bolman & Deal, 2013) offers valuable insights into the critical aspects of hiring, training, and developing staff with internationalized approaches and cultural competence to effectively engage and support international students (B. M. Bass, 2008; Robertson et al., 2015; Scott et al., 2015). At present, Polytechnic College's training programs and human resource practices do not mandate intercultural competencies for employees. Additionally, there is limited emphasis on cross-departmental collaboration for human resource planning, which, if implemented, could uncover synergies in work and opportunities for aligning competency frameworks for staff. There is also a gap in standardized onboarding procedures, with each department independently shaping its processes, resulting in varying expectations, leading to misaligned expectations and competencies, particularly in each academic school. Staff reliance on improvisation due to inadequate guidance, competency development, and lack of

understanding of international student needs exacerbates the challenges of addressing the evolving student needs (Cudmore, 2005; Dauwer, 2018; Guo & Guo, 2017; Scott et al., 2015).

Within the human resources frame, significant challenges arise when considering systemic processes initially designed for domestic students. These processes, including admissions review, additional academic program transfer steps, barriers to work within co-op programs, and limited financial aid opportunities (Zhang, 2016) are often designed to the standard of Canadian post-secondary education and provincial systems (Scott et al., 2015), creating inefficiencies in effectively serving international students. Consequently, institutions, including Polytechnic College, tend to rely more heavily on human resources to compensate for these process inefficiencies (Kezar, 2019). Paradoxically, humans are conducting labour-intensive procedures that modern, technology-enabled systems should handle, like assessing international credentials and applications for admission. This highlights the gap in support for international students and the difficulties created by these human resources challenges.

Embracing adaptive leadership within the human resources frame facilitates change for employees and international students by addressing systemic challenges and fostering a culture of flexibility. Adaptive leadership allows leaders to quickly identify inefficiencies and barriers, guiding employees through crucial transformations effectively (John, 2022). By promoting a culture of continuous learning and innovation, adaptive leadership helps student advisers develop new skills and adapt to evolving roles. This approach ensures that changes are implemented thoughtfully, with input from those affected, thereby enhancing overall engagement and effectiveness in navigating the shifting demands of the college.

Political

In the political frame, Polytechnic College's financial growth, with a tripling of revenue

alongside doubled enrolment, is primarily attributed to innovative business ventures, industry-funded research initiatives, unregulated international student tuition, and aggressive international student recruitment (Polytechnic College, 2022b). This financial surge mirrors a broader trend seen in other Ontario colleges, driven by external factors such as government policies and international relations facilitating cross-border student movement (Colleges Ontario, 2021; James & Derrick, 2020; Sá & Sabzalieva, 2018). Internally, post-secondary institutions strategically leverage federal policies connecting education to citizenship to boost international student enrolment and revenue (Calder et al., 2016; Dauwer, 2018). Simultaneously, a 30-year decline in government grants to public colleges in Ontario has left the sector among the most financially challenged in Canada, reshaping the landscape of the college system (Financial Accountability Office of Ontario, 2016; Ministry of Training, Colleges and Universities, 2016; J. Williams & Usher, 2022). To illustrate, in the 2023-24 fiscal year, Indian students contributed more financially to Ontario's postsecondary system through tuition than the Province of Ontario did, highlighting a failure in public funding and priorities (Usher & Balfour, 2023). Polytechnic College explicitly recognizes the crucial role of international student tuition in its financial sustainability, and international students heavily utilize services compared to domestic counterparts, revealing an institutional and sector-wide shortfall in addressing the needs of this essential demographic (Galway, 2000; Guo & Guo, 2017; Scott et al., 2015).

A glaring example of the gaps in the system can be illustrated by the registration deposit requirement at Polytechnic College, which, once paid, grants access to services and class enrolment. Despite international students going through a rigorous process of applying, receiving an offer, and demonstrating financial capacity to the federal government for study permit approval (Immigration, Refugees and Citizenship Canada, 2023), the reality upon arrival at the

institution is starkly different. The institution requires a \$4,000 deposit for class registration (Polytechnic College, 2023c) which highlights a significant disconnect in the system, where international students, having proven financial capability to the government, still cannot afford the institution's registration fees upon arrival. The broken nature of this process underscores the urgent need for a more cohesive and aligned approach to address the challenges international students face. As a connected consequence of this illustration of financial challenges, the systemic inequities tied to the identity of international students force many to turn to vital college services, which are inaccessible until a registration deposit is made. These international students, grappling with the financial strains, often find themselves dependent on resources such as the institution's food bank, seeking counselling for mental health support, and, in some cases, even resort to sleeping on campus to reduce housing costs; challenges that are affirmed sector-wide (Calder et al., 2016; Hune-Brown, 2021). The accountability gap in this scenario lies at the intersection of the federal government's financial verification and the institution's fee requirements. Although international students undergo financial verification by the federal government, ensuring they have the means to cover expenses during their studies in Canada, the challenge emerges when these students face financial instability upon arrival at the institution.

The political frame underscores the complex power dynamics and decision-making processes significantly impacting and shaping the experiences of international students at Polytechnic College. While the institution prospers financially through innovative strategies and unregulated international student tuition, a fragmented advising process can create a cycle for students, hindering access to essential services and resources, as articulated in the literature (Guo & Guo, 2017; Scott et al., 2015). These disparities are not isolated. They result from decisions made at various levels of government and governance, encompassing immigration regulations,

financial aid policies, and resource allocation, among other factors. These systemic challenges highlight the urgency of taking action to create a more inclusive and equitable environment for international students at Polytechnic College, aligning with the institution's strategic goals (Polytechnic College, 2023b) and the servant leadership approach I employ.

Symbolic

Within the intricate landscape of Polytechnic College, the student experience and service delivery are profoundly influenced by a complex interplay of political, economic, social, cultural, equity, and policy contexts. In the realm of the symbolic frame, student services transcend their functional roles to become powerful symbols reflecting Polytechnic College's values, cultural identity, and broader societal contexts (Martirosyan et al., 2019; Robertson et al., 2015; C. Smith et al., 2013). These institutional values, however, appear to fall short of embracing cultural sensitivity, adequately allocating resources for international student support, and acknowledging the rich diversity of perspectives that international students contribute to the campus community, as described by Calder et al. (2016). For instance, while emergency funding is ostensibly available for international students at Polytechnic College, the convoluted process of obtaining a Canadian social insurance number, a bureaucratic ordeal taking 20 business days and facilitated by the federal government (Employment and Social Development Canada, 2016), stands as a conspicuous symbol of the institution's inability to facilitate timely, inclusive, and responsive financial assistance.

Moreover, the departmentalization inherent to post-secondary education institutions, despite centralizing student success under one leadership position at Polytechnic College, symbolizes the persistent disconnect in fostering interdisciplinary collaboration essential for holistic student support, reflective of identity (Craig, 2017; Lisnyj et al., 2021; Seifert et al.,

2012). The symbolic frame demonstrates that Polytechnic College is constructed of complex and nuanced relationships between student services, institutional values, and the diverse cultural and societal contexts in which the institution operates. While the institution strives to project a symbolic identity that aligns with its values (Polytechnic College, 2022a), the sector as a whole faces challenges in fully embracing cultural sensitivity and adequately supporting its international student community (Hune-Brown, 2021).

Imagined Future State

The growth of Polytechnic College, driven largely by a notable rise in international student enrolment, illustrates the complicated interaction of various factors across the structural, human resources, political, and symbolic frames. In an imagined future state, the student advising unit at Polytechnic College embraces Bolman and Deal's (2013) four frames to create an inclusive environment for international students, an initiative that can then transcend the institution.

Leadership Problem of Practice (PoP)

The shifting landscape of post-secondary education in Canada, marked by evolving student demographics and motivations (K. Williams et al., 2015), has given rise to a pressing issue: the complex challenges that international students encounter in Ontario's post-secondary education system. The problem of practice is that international students in Ontario's post-secondary institutions are underserved, facing challenges related to academic, social, and personal well-being because of inadequate support (Calder et al., 2016; Guo & Guo, 2017; K. Williams et al., 2015). These challenges are exacerbated by factors like changing demographics, funding limitations, recruitment strategies, and service availability (Guo & Guo, 2017).

In 2023, Canada hosted over 1 million international students, a 29% increase over 2022,

and Ontario's post-secondary system secured more than half of that enrolment, with over 526,000 international students studying in the province (ICEF Monitor, 2024; Immigration, Refugees and Citizenship Canada, 2024c). In the same year, Indian students contributed more financially to the Ontario post-secondary system than the Government of Ontario itself (Mosleh, 2023; Usher & Balfour, 2023), yet international students frequently encounter a myriad of barriers that significantly shape their overall journey (Guo & Guo, 2017; James-MacEachern & Yun, 2017; Sterzuk, 2015). This PoP exists because of the growing gap between the international student population, their needs, and the services provided by Ontario colleges to meet those needs (Balintec, 2022; Decock et al., 2016; eCampus Ontario, 2021; K. Williams et al., 2015). These needs include navigating academic and institutional systems in a foreign context (Calder et al., 2016; Haverila et al., 2020), managing financial considerations (Calder et al., 2016; Guo & Guo, 2017; Haverila et al., 2020), pursuing career aspirations (Calder et al., 2016; Scott et al., 2015), negotiating personal and community dynamics (Anderson, 2015; Guo & Guo, 2017; Thomson & Esses, 2016), and acclimating to a novel cultural and social milieu (Haverila et al., 2020; James-MacEachern & Yun, 2017; Sterzuk, 2015).

To highlight the support gap between international and domestic students, consider the seemingly minor action of dropping a course. At Polytechnic College, domestic students receive comprehensive guidance on this process, including its impact on OSAP eligibility, managed entirely by their student adviser. In contrast, international students face a disjointed process. Their study permit implications require specialized knowledge, often residing with immigration specialists in international student services, a different department. Consequently, this leaves international students to navigate these departments and complexities themselves, following a process that notably lacks the same comprehensive attention, further highlighting the disparity in

the support provided to these distinct student groups

The current systems, services, curriculum, and education models in Ontario's post-secondary institutions are predominantly designed with a Canadian context in mind (Jones, 2014). This inherent gap in understanding the unique needs and challenges faced by international students becomes glaringly evident when international students arrive in Canada, often experiencing a stark disparity between the promises made during international recruitment efforts and the reality they encounter, leading to severe consequences (Calder et al., 2016; Dauwer, 2018; Haverila et al., 2020; Hune-Brown, 2021).

In January 2024, the Canadian government took decisive action, mandating nationwide reforms within post-secondary education institutions to confront the daunting challenges encountered by international students (Immigration, Refugees and Citizenship Canada, 2024b). The minister for immigration also introduced policy aimed at curbing enrolment growth in Canada until these pressing issues are effectively addressed by the colleges and universities (Immigration, Refugees and Citizenship Canada, 2024a). Currently, the urgency surrounding these matters has never been more pronounced. Envisioning a future state, the student advising model would strive to surmount the challenges international students face to improve retention and foster inclusivity, connection, navigation of the services, and fulsome support.

The PoP is influenced by the interconnection of four key issues: insufficient government funding for post-secondary education (Canadian Federation of Students—Ontario, 2015; Ministry of Training, Colleges and Universities, 2016; J. Williams & Usher, 2022), which translates to economic-driven international student recruitment (Cudmore, 2005; James & Derrick, 2020; Sá & Sabzalieva, 2018), and an emergence of new student demographics (Colleges Ontario, 2021; eCampus Ontario, 2021), leading to a misalignment between student

needs and available support services (Dietsche, 2012; Martirosyan et al., 2019; Robertson et al., 2015; C. Smith et al., 2013). This PoP centers on the substantial challenges international students face in Ontario's post-secondary education system. Polytechnic College, celebrated for its influential leadership in the education system (Fox, 2021), stands at the forefront of addressing the intricate challenges in Ontario's post-secondary landscape. By strategically enhancing student advising, Polytechnic College can provide tailored support to address the unique needs of international students, spanning academic, financial, career, and personal dimensions. This proactive approach not only reinforces the institution's reputation for system-wide influence but positions Polytechnic College as a leader of best practices, further shaping systemic changes across Ontario. Polytechnic College, through a targeted change strategy for student advising, can diminish the support gap between international and domestic students. This commitment can be achieved with servant and adaptive leadership and contributes to creating a more equitable and supportive educational experience for all, aligning seamlessly with the institutional strategic direction (Polytechnic College, 2023b).

With the PoP's foundation laid out, an in-depth PEST analysis (Makos, 2014) will delve into the broader political, economic, social, and technological factors shaping the landscape of post-secondary education and international student support at Polytechnic College.

Framing the Problem of Practice

The PEST analysis (Makos, 2014) holistically explores the political, economic, social, and technological dimensions, guiding sustainable, student-centered decision-making in post-secondary education (Cox, 2021). These interconnected factors underscore the link between declining government investment in post-secondary education and the gaps in the student experience (Guo & Guo, 2017).

Political Factors

At Polytechnic College, the prioritization of international student recruitment for financial purposes (Polytechnic College, 2023b) raises questions about whether the institution adequately considers the needs of these students after their arrival. This approach could reinforce power structures within the institution that prioritize financial considerations over the holistic support and well-being of international students. Institutional policies that prioritize international student support and well-being can help address the gaps in support services (Stein & de Andreotti, 2016).

The political factors at Polytechnic College play a pivotal role in shaping the institution's approach to international student recruitment and support (Polytechnic College, 2022b). These factors extend beyond internal organizational politics and encompass a broader political landscape that significantly influences the college's strategic decisions. Firstly, government policies, both at the provincial and national levels, exert a substantial impact on the college's recruitment strategies for international students (Galway, 2000; James & Derrick, 2020; Sá & Sabzalieva, 2018). The institution aligns its approach with governmental objectives that seek to leverage international student enrolment for economic and demographic purposes (Dafri & Braun, 2022). This alignment can have far-reaching implications for funding and regulatory compliance and Polytechnic College must navigate a complex framework of government regulations related to international student recruitment and support. Compliance with immigration, visa, and work permit regulations is essential (Immigration, Refugees and Citizenship Canada, 2014), whilst navigating global political relations, with diplomatic ties between Canada and other countries influencing the flow of international students. Political events on an international scale can lead to fluctuations in the composition and enrolment of

international students (Friesen, 2023; Vincent, 2018). The college's stance on international student issues is also influenced by political advocacy and lobbying efforts (Balintec, 2022). Engaging with politicians to shape policies regarding work permits, healthcare access, and immigration pathways is a demonstration of the political intricacies involved in international student support.

Polytechnic College's approach to international student support and services is not solely determined by internal institutional politics. It is deeply intertwined with the broader political context, encompassing government policies, regulations, international relations, advocacy, and institutional governance (K. Williams et al., 2015). The interplay of these elements collectively influences the strategies and actions employed by the college in the context of international student experiences (Immigration, Refugees and Citizenship Canada, 2024a). Several factors extend beyond the direct control of the college itself, emphasizing the need for student advising to possess a high level of adaptability (Patokina, 2020). The implications of an increasingly globalized education system in Ontario, compounded by diverse cultural, regulatory, and visa-related variables, underscore the complexity of supporting international students effectively.

Economic Factors

The increasing reliance on unregulated international tuition fees to compensate for inadequate government funding carries significant implications for the affordability of post-secondary education for all students. This economic strategy raises concerns about the commercialization of education in the global market (Galway, 2000; Sá & Sabzalieva, 2018; Stein & de Andreotti, 2016; J. Williams & Usher, 2022). While international students are essential contributors to Polytechnic College's financial sustainability (Polytechnic College, 2022b), the disproportionately high tuition fees can commodify post-secondary education,

potentially compromising the fundamental principle of affordable, accessible post-secondary education in Canada (Dafri & Braun, 2022; Michalski et al., 2017). However, the potential risks associated with relying heavily on unregulated international tuition fees necessitate a strategic and sustainable approach to support students without jeopardizing their enrolment or compromising the institution's financial stability (Polytechnic College, 2023b). Given the concerns around increasing expenses for students, the institution must explore innovative ways to leverage current resources to provide support without further burdening students or increasing tuition fees. The economic drive behind international student recruitment can sometimes prioritize financial gains over vital student support and services (Hune-Brown, 2021; K. Williams et al., 2015). Consequently, a balanced approach to student advising that values diversity, fosters cultural exchange, and prioritizes the well-being of all students is essential to ensure the long-term affordability and accessibility of post-secondary education at Polytechnic College for international students. This underscores the need for a comprehensive approach to address the economic disparities associated with international student tuition fees and support available through student advising (Tamtik & Guenter, 2019).

Social Factors

As a result of the aforementioned recruitment strategies, changing societal needs, industry opportunities, and institutional policies aimed at equity, the student body of today encompasses a rich diversity of identities, beyond just international identities. Institutions must address the unique needs and challenges faced by these diverse student populations to foster an inclusive and supportive learning environment (Tamtik & Guenter, 2019). The principle of equal access to education and support services, irrespective of factors such as socioeconomic status, race, gender, or other identity markers, is fundamental in promoting social justice within the

post-secondary education sector (Guo & Guo, 2017; Sterzuk, 2015). However, it is evident that while international students are actively encouraged to study in Canada, their needs and experiences are often overlooked once they arrive (Scott et al., 2015). This dynamic raises questions about the existence of a potential two-tiered system, where differential levels of support and attention are provided to domestic students versus international students (Sullivan, 2021). Ensuring equitable opportunities and social justice in post-secondary education is crucial for creating a fair and inclusive sector. Polytechnic College must actively apply inclusive policies and practices that address systemic barriers and promote equal educational opportunities for all students to meet the needs of its international students (Guo & Guo, 2017).

The mental health of international students is a particular concern due to unique stressors like cultural adaptation, language barriers, and homesickness (Lisnyj et al., 2021; Scott et al., 2015; Treleaven, 2022). Social factors, including mental health stigma and culturally sensitive services, significantly affect international students' experiences (Treleaven, 2022; Zhang, 2016). To create a supportive, inclusive environment, Polytechnic College must address specific factors effecting international students, such as cultural adjustment, mental health, and integration into campus and community life. Student advising can connect students to the right support by enhancing understanding and identifying the services that best meet each student's unique needs.

Technological Factors

The rapid advancement of technology in the post-secondary education sector, accelerated by the COVID-19 pandemic, has ushered in a transformative era (Chan et al., 2021). Post-secondary education institutions need to leverage digital tools and platforms to enhance student support services, just as Polytechnic College does to facilitate remote learning (Polytechnic College, 2023). Embracing digital transformation in all aspects of the student advising

experience can improve the accessibility and effectiveness of support services (S. A. Bass, 2023; Docking, 2022).

Leveraging data analytics is instrumental in understanding student needs and enabling informed decisions on resource allocation, service enhancements, and personalized support through student advising. This level of personalization is crucial for international students, facilitating their academic success and cultural adaptation (S. A. Bass, 2023). As technology-driven approaches become more prominent, international students can benefit from personalized support services that cater to their unique academic and cultural requirements (Docking, 2022). The proactive use of data analytics would enable Polytechnic College to identify international students who may be facing challenges at an early stage, enabling timely interventions. These interventions can include specialized tutoring, counselling, or immigration advising, which are instrumental in preventing issues from escalating and can significantly enhance international students' experience. This ensures that international students have access to essential services and receive personalization and attention that aligns with their academic and cultural transitions. In this way, the technological evolution within the college directly contributes to a more inclusive, supportive, and enriching experience for its international student community.

The PEST analysis (Makos, 2014) highlights the importance of considering political, economic, social, and technological factors in addressing the issue of insufficient support for international students in post-secondary education in Ontario. A holistic approach that incorporates student-centered policies, recognition of diverse student demographics, equity and social justice, technological advancements, and data-driven decision-making can help create an inclusive and supportive educational environment that meets the needs of all students.

Guiding Questions

This PoP implores exploration of the multifaceted challenges faced by international students in the realm of Ontario post-secondary education. With over 500,000 international students in Ontario, these challenges, embedded within the complex web of shifting social, economic, and political dynamics, necessitate a deep and comprehensive inquiry. To guide this DiP, three key questions emerge:

1. What strategies can Polytechnic College employ to ensure that through student advisers, international students are connected with services for comprehensive guidance and support, covering academic, financial, career, and personal dimensions, to support their holistic success?
2. How can Polytechnic College enhance cultural sensitivity within student advising practices to better serve the diverse identities and backgrounds of international students, who make up more than 50% of the student body, while also ensuring that these services remain adaptable and flexible to accommodate changing needs and circumstances, as the last decade has demonstrated?
3. How can Polytechnic College effectively incorporate student input into the design and development of student advising services to ensure alignment with international student needs and preferences?

Thoroughly understanding the challenges international students encounter in Ontario's post-secondary education system is crucial for creating student advising services that cater to their needs. These challenges are not static but change over time (Guo & Guo, 2017), and Polytechnic College must use this understanding as the basis for crafting support systems that truly focus on the students (Zhang, 2016).

Leadership-Focused Vision for Change

In the ideal future state, Polytechnic College fosters an inclusive and supportive environment where student advising services are seamlessly integrated and tailored to meet the diverse needs of international students. Cultural sensitivity permeates every aspect of student advising practices, ensuring international students from all backgrounds feel valued and supported. Through proactive measures and adaptability, Polytechnic College will empower international students to navigate their academic, social, financial and personal journey in a way that is aligned to their own lived experiences and goals.

Informed by the insights garnered from the adaptation of Kotter's (2012) model of change for post-secondary education (Kang et al., 2022; Kotter & Cohen, 2015; Odiaga et al., 2021), this envisioned transformation is deeply rooted in the institutional context and its intricate challenges. The central focus of this change is to rectify the current fragmentation within Polytechnic College, through student advising, in supporting international students. The outcome is to bridge the current gap and progress toward a future state defined by inclusivity, responsiveness, and efficacy (Appelbaum et al., 2012; Kotter, 2012). The change plan aspires to forge a cohesive, all-encompassing student advising system that meets the needs of international students. Its alignment with the diverse identities of international students and the core values upheld by Polytechnic College is of paramount importance (Polytechnic College, 2023b). Central to this transformative vision is an unwavering commitment to providing every international student, regardless of their identity, with seamless access to the support needed for academic and personal success. The vision redefines the metrics of success, moving away from rigid, one-size-fits-all standards and embracing a definition of success that resonates with the individual aspirations, goals, and potentials of each international student at Polytechnic College,

aligned with best practices articulated in the literature (S. A. Bass, 2023; Michalski et al., 2017; Yao & Mwangi, 2017). It entails moving away from the current state of fragmented assistance to usher in a future where international students actively engage in shaping their journey through comprehensive, responsive, and culturally sensitive support (Zhang, 2016). The change aspires to see student advising become a dynamic and inclusive support system that understands and addresses the evolving needs of a diverse international student population.

The Gap

In the present state of student advising, a significant gap exists. The advising system struggles to adapt swiftly to the dynamic nature of international student demographics and their unique challenges. It often operates within a framework that lacks cultural sensitivity and personalization. The gap widens as meaningful student involvement in decision-making processes remains limited, leaving policies and support systems detached from the nuanced needs of international students. This gap hinders the potential for a supportive and inclusive advising environment (Zhang, 2016). The envisioned future state seeks to bridge this gap by enhancing the adaptability and responsiveness of advising services, and fostering a collaborative and co-creative approach where international students actively participate in shaping the policies that impact their journey at Polytechnic College, a hallmark of success and international student support as articulated in the literature (Arthur, 2017; Martirosyan et al., 2019).

Cascading Benefits

The envisioned future state benefits international students and transforms the entire student support environment at Polytechnic College, creating a ripple effect of positive change. An advising system that is culturally sensitive, personalized, and inclusive enhances the overall learning experience for international students (Chamberlain & Burnside, 2021; Kezar, 2019;

Zhang, 2016). By recognizing and addressing the unique challenges faced by international students, and building responsive systems, the institution fosters an environment where these students feel valued and empowered (Haverila et al., 2020; Thomson & Esses, 2016). The collaborative shaping of advising policies through international student involvement ensures that the advising services are effective, co-created with students, and inevitably, aligned with the diverse needs of the internationalized student body (Chamberlain & Burnside, 2021; Martirosyan et al., 2019). Student advising is an opportunity like no other to contribute to the development of a student, particularly international students who hold intersecting identities.

High-quality advising can have especially positive impacts for Black, Latinx, Indigenous, and low-income students; however, these same students are perhaps the most harmed when an institution – especially a predominantly white institution – is unable to consistently implement a humanized, multi-faceted, and proactive advising experience that validates and supports student differences. (Chamberlain & Burnside, 2021, p. 11)

An improved advising environment contributes to a more responsive, equitable, and enriching educational system for all.

Leadership Considerations

Leadership and trust are essential for translating the macro-level vision into concrete actions within the advising structure (Casiello, 2019; Heifetz et al., 2009). As the team entrusted with collaboration among program chairs and program coordinators, who work within academic units and are key partners to the student advisers in ensuring student success, the responsibilities at this level play a crucial role in steering cultural transformations (Patokina, 2020; Stukes, 2021). Program chairs and coordinators share a vested interest in the student advising model, and their active involvement is critical as meso-level leaders alongside student advisers. Meso-level

leaders act as facilitators for change, integrating “societal trusteeship” (Van Dierendonck, 2011) principles into advising practices and creating an inclusive advising environment where the unique needs of international students are actively addressed.

Macro-level leadership is crucial for driving systemic changes that support the envisioned future and inform the work being done (Adserias et al., 2017). At this level, institutional and departmental leaders, including myself, engage with external actors and partners to influence government policies and champion a broader societal shift toward recognizing and addressing the unique challenges faced by international students. This engagement is imperative to lead this change holistically (Alnaqbi, 2017; Devecchi et al., 2018). Macro-level leaders provide the overarching framework that guides the institution toward a future where student advising is a transformative force, providing comprehensive support and actively involving international students in shaping their educational journey (Casiello, 2019).

In conclusion, the vision for change at Polytechnic College focuses on a revolutionary transformation in student advising for international students. The gap between the present and the envisioned future state emphasizes the critical need for systemic changes in organizational culture, policies, and practices within student advising (Chamberlain & Burnside, 2021). This change is not isolated; it permeates the entire advising ecosystem, benefiting all students and fostering a more inclusive, responsive, and collaborative learning environment.

Chapter 1: Conclusion

The transformative challenge in addressing the gaps faced by international students at Polytechnic College is framed in this chapter. The current state, marked by the institution’s rapid growth and financial dependence on international student tuition is suffering from a lack of satisfaction or success with services by the same students and significant government

intervention, underscoring the urgency for change to a future state of responsive, reflective international student support. The theoretical lens of the critical paradigm illuminates the structural issues perpetuating the gap in student support, while the influence on change emphasizes the need for fairness, inclusivity, and ethical considerations (B. M. Bass, 2008). As a leader deeply rooted in a commitment to servant leadership and a strategic vision for student success, I am poised to guide the comprehensive change management approach outlined in this DiP. The subsequent chapters will delve into the multifaceted strategies designed to reshape the student advising landscape, empower international students, and foster an inclusive environment for student success at Polytechnic College. Through this DiP, Polytechnic College will lead the sector in shaping a future where every international student can thrive and succeed.

Chapter 2: Leading Change

Leadership Approach to Change

Leadership, particularly in the context of a servant leader intersecting with adaptive approaches, embodies a transformative strategy grounded in humility, empathy, and service (Casiello, 2019; Heifetz et al., 2009; Letizia, 2018). As a servant leader in student advising, I believe my leadership is committed to uplifting and enabling my team. This leadership style prioritizes the needs and development of the student advisers, with a focus on listening, understanding, and empowering individuals to realize their full potential in serving all students, and in particular, international students and influencing campus partners to do the same (Kaltiainen & Hakanen, 2022; Stukes, 2021). Incorporating adaptive leadership into my approach is crucial as it allows for agility and responsiveness in navigating the complex and evolving landscape of student advising, ensuring that strategies and interventions are tailored to effectively address the unique challenges faced by international students and promote their holistic success.

As the director of student support, my role provides significant agency to effect change in the processes and practices of student advising. As noted, this authority allows me to direct the allocation of resources to support advancements in advising practices, make changes institutionally to the work my team does, and foster collaboration with other departments to ensure a cohesive approach to student advising and student success. While I have the autonomy to lead and influence strategic decisions, the implementation of changes must navigate institutional constraints and campus partner interests. For example, balancing the need for comprehensive, tailored advising services with budgetary restrictions and existing resource allocations can be challenging; as the largest team providing student service at Polytechnic

College, student advising is well-resourced and limited in new budget asks. Additionally, while I can guide and motivate the student advising team, the success of these initiatives relies on the active engagement and cooperation of all team members and departments, and the influence they also hold. As the leader and change champion, it is my accountability to foster a culture where advisers are equipped to be leaders themselves (see Appendix B), enabling them to respond effectively to the evolving needs of international students and drive continuous improvement in their advising practices within their academic contexts.

Servant Leadership

As a servant leader and change champion employing adaptive approaches, the exemplary demonstration of resilience and flexibility is critical (Greenleaf, 2002; John, 2022; Kaltiainen & Hakanen, 2022). Navigating uncertainties with grace and fostering a culture of learning from failures are integral components of my leadership approach.

Effecting change in student advising necessitates active engagement and a foundation of trust among student advisers and forging effective relationships with leadership across the institution (Chamberlain & Burnside, 2021; Kang et al., 2022; Pandey & David, 2013). Building effective relationships with leadership is paramount for gaining support, securing resources, and enacting sustainable changes. To navigate these relationships successfully, I recognize the importance of cultivating mutual trust, open communication, and shared goals. Establishing trust involves demonstrating competence, reliability, and integrity in all interactions with institutional leaders and student advisers. Through transparent communication, I aim to keep leaders informed about the progress, challenges, and potential impact of student advising initiatives, whilst reinforcing a sense of trust with the team. The principles of servant leadership, specifically its emphasis on active listening, profound understanding, and empowerment, seamlessly align

with the characteristics associated with active employee and partner engagement (Kaltiainen & Hakanen, 2022; Pandey & David, 2013).

Adaptive leadership (Heifetz et al., 2009) complements the servant leadership philosophy by demonstrating to my colleagues and team that we, and the institution, can thrive amidst challenges and ambiguity. This leadership style emphasizes situational challenges, leader behaviours, and adaptive work (Heifetz et al., 2009), resonating perfectly with the ever-evolving landscape of student advising within Polytechnic College. In this framework, the engagement of student advisers, colleagues, and leadership across the institution holds added significance in the change process. The marriage of adaptive and servant leadership principles creates a holistic framework that addresses the complexities of change and instills a culture of continuous growth, innovation, and positive change (Kaltiainen & Hakanen, 2022; Khan et al., 2022). To operationalize this change, these principles will be integrated within a creative change model.

Adaptive Leadership

Adaptive leadership is a dynamic approach that emphasizes mobilizing a team to tackle challenges and thrive amidst change (Heifetz et al., 2009; John, 2022). With a focus on navigating uncertainty, fostering innovative problem-solving, and viewing change as an opportunity for growth, adaptive leadership in student advising actively addresses dynamic challenges, particularly in the context of supporting international students (Casiello, 2019; Chamberlain & Burnside, 2021; John, 2022). It requires a mindset where change is seen not as a disruption but as a catalyst for enhancing services and inclusively responding to the unique needs of international students, inspiring a collective commitment to continuous improvement within the student advising team. The complexity and intersectionality of student identities, particularly international students, demands a leadership approach that is responsive and flexible, capable of

navigating the evolving needs and challenges Polytechnic College's international students encounter (D'Oyley, 2020). Adaptive leadership provides a framework to empower student advisers to proactively address the nuances of changing student identities, fostering an environment that acknowledges and responds to the diverse and dynamic nature of their experiences (Heifetz et al., 2009; John, 2022).

To facilitate adaptive leadership, my strategy involves the intentional cultivation of a culture of openness and innovation within the student advising team, all while keeping a keen focus on the distinct needs of international students. Further, it will be critical to empower the student advisers to embrace this approach within their circles of influence: their particular academic schools and program portfolios (Heifetz et al., 2009; John, 2022). This influence will create an opportunity for continued collaboration and input from academic partners. As the change champion, it is my role to influence this shift in mindset, fostering a shared vision among student advisers and embracing trust, whilst delegating authority to the student advisers as the change requires teamwork (see Appendix B). The student advisers will need to leverage adaptive leadership in their circles of influence and lead the academic teams to adapt to new circumstances effectively, with a keen awareness of the varied needs of international students (Casiello, 2019; Chamberlain & Burnside, 2021; John, 2022). This adaptive mindset creates a culture where challenges are met with enthusiasm rather than resistance, ultimately enhancing the student advising team's capacity to provide tailored support (Casiello, 2019; Chamberlain & Burnside, 2021; Stukes, 2021) within the context of their academic areas.

Framework for Leading the Change Process

This change process will leverage an amalgamated model of Kotter's 8-Stage Change Model (2012) and the Plan, Do, Check, and Act (PDCA) cycle (Tague, 2005), poised to offer a

rigorous yet responsive approach to guide the transformation.

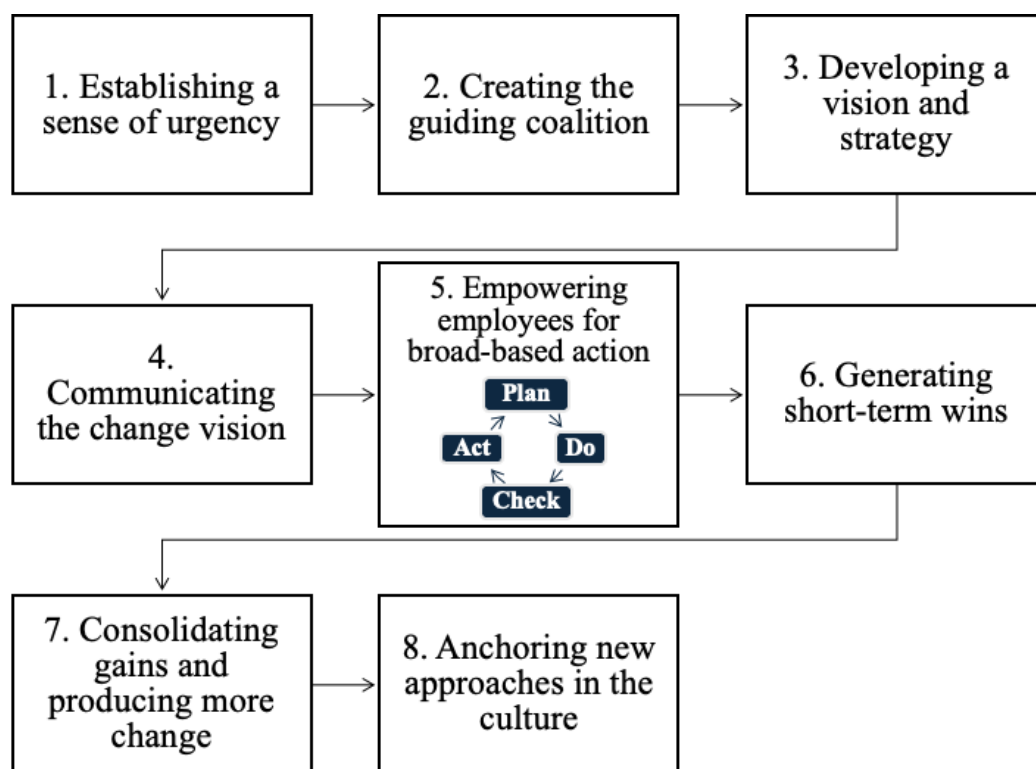
Kotter's 8-Stage Change Model and PDCA Change Model

A significant transformation is necessary in the pursuit of implementing a change plan to enhance the responsiveness of the Polytechnic College student advising approach, tailored to the unique needs of international students. Adapting the student advising model across each academic program requires a heightened level of ownership, leadership, and adaptability from my team of 37 student advisers. In this context, leveraging a modified Kotter's 8-Stage Change Model (2012) becomes crucial, connecting the model with the PDCA cycle (Tague, 2005). This intersection introduces a feedback loop into the change process by infusing the PDCA cycle (Tague, 2005) within stage 5 of Kotter's (2012) model. This intersecting model acknowledges the influential role student advisers play across the institution, recognizing the nuanced differences within each academic program and the accountability and trust each student adviser requires to be an effective change agent. The overarching goal is to shift towards a responsive approach that caters to the diverse needs of international students, dependent on their specific academic area, lived experiences, and needs, aligning with strengths-based approaches defined in the literature (Schneider & Kranzow, 2022). This approach empowers student advisers to independently navigate the unique challenges international students experience, fostering a heightened sense of responsibility within their academic areas. The intentional use of the PDCA cycle (Tague, 2005) within stage 5 of Kotter's (2012) model goes beyond a feedback loop; it becomes a strategic empowerment tool. The cyclical nature of PDCA (Tague, 2005) aligns seamlessly with the evolving advising landscape, allowing student advisers to take ownership of their strategies, assess outcomes, and continually refine their approaches to advising (Chamberlain & Burnside, 2021; Pan et al., 2022). This deliberate integration of a feedback loop

and autonomy to make change underscores the imperative for student advisers to cultivate a profound sense of ownership over their work and professional practice (Devecchi et al., 2018). Figure 1 illustrates the intersecting change model that will be employed to address the PoP and transform student advising.

Figure 1

Revised Kotter's 8-Stage Change Model and PDCA Change Model for Polytechnic College Student Advising Transformation



Note. An intersecting model adapted by infusing the PDCA cycle (Tague, 2005) within stage 5 of Kotter's 8-Stage Change Model (2012).

Stage 1: Establishing a sense of urgency

To improve support and services for international students within the student advising

framework, it is crucial for my team and me, as change agents, to instill a strong sense of urgency among institutional leaders and campus partners, including the academic schools. While many employees may already possess an awareness of the challenges faced by international students, servant leadership and adaptive leadership can serve as a transformative force by building the change initiative with a profound sense of purpose and commitment (Letizia, 2018). Furthermore, by articulating the potential threats and consequences of not addressing these challenges and harnessing the power of storytelling for knowledge transfer (Park et al., 2021), the case for change is illuminated (Kotter, 2012).

Stage 2: Creating the guiding coalition

In the context of servant leadership, active involvement and empowerment of staff members, including many who do not report to my role nor are within my department, are essential components of successful change efforts (Letizia, 2018). Thus, it is imperative to form potent guiding coalitions that represent a diverse array of perspectives, from across the institution and importantly, the academic units that are key collaborators in all student advising work. These coalitions should encompass the leadership and student-facing staff, faculty, and international students themselves, thereby valuing their input and feedback (Kotter, 2012). In line with the principles of servant leadership (Greenleaf, 2002) and adaptive leadership (John, 2022), this inclusive approach ensures that change is a collaborative endeavour with many diverse experiences and perspectives considered. The involvement and commitment of the identified key partners are pivotal in nurturing a sense of collective ownership of the change initiative, laying the foundation for lasting change (Odiaga et al., 2021).

Stage 3: Developing a vision and strategy

The core of this change process is the creation of a vision and strategy to improve service

delivery for international students through student advising. This vision should prioritize critical reflection, responsiveness, and a commitment to inclusivity, equity, and student success (S. A. Bass, 2023; Jaggars & Karp, 2016). Collaboration, led by the guiding coalition and change leaders, is crucial to crafting a vision deeply rooted in these core values. To ensure resonance with faculty, staff, and other key contributors, including international students, it is essential to align this vision with the overarching strategic goals of Polytechnic College (Scott et al., 2015; Zhang, 2016). This includes preparing graduates who are both career-ready and world-ready, while also providing them with an exceptional student experience (Polytechnic College, 2023b).

Stage 4: Communicating the change vision

Communication of the transformative vision for enhanced student advising services should be conducted through a multi-faceted approach. Town halls, division-wide meetings, student listening sessions, team meetings, and training sessions at Polytechnic College should serve as platforms for disseminating the vision. In line with the principles of servant leadership, the communication process should emphasize authenticity, transparency, and empathy (Appelbaum et al., 2012; Casiello, 2019). Actively listening to concerns, providing support, and addressing fears and uncertainties will be instrumental in building trust and eliciting buy-in from colleagues, campus partners, and international students.

Stage 5: Empowering employees for broad-based action with the PDCA cycle

Infusing the PDCA cycle (Tague, 2005) into stage 5 provides a dynamic feedback loop within Polytechnic College's change initiative whilst embracing autonomy, trust, and adaptive leadership (Heifetz et al., 2009) for all student advisers. This expanded stage emphasizes the importance of identifying and overcoming obstacles in the delivery of student advising. By incorporating the PDCA cycle (Tague, 2005), the student advisers will leverage adaptive

leadership (Heifetz et al., 2009) to engage program chairs, program coordinators, and their academic units in a continuous loop of planning interventions, implementing changes, checking their impact, and acting on feedback. This iterative process ensures a flexible and adaptive approach, allowing student advisers to respond swiftly to challenges, refine strategies, and optimize the effectiveness of enhanced student advising for international students (Chamberlain & Burnside, 2021; D'Oyley, 2020). The PDCA cycle (Tague, 2005) within stage 5 becomes a key mechanism for fostering a culture of innovation, flexibility, and continuous improvement, aligning with the principles of servant leadership, and reinforcing Polytechnic College's commitment to student success and support (Polytechnic College, 2023b).

Stage 6: Generating short-term wins

To maintain momentum and ensure the sustainability of the change effort in student advising, a focus will be placed on identifying and celebrating short-term wins, such as improving appointment commitments and increasing student satisfaction scores (Kang et al., 2022; Wentworth et al., 2020). Throughout the first year, specific and attainable milestones and targets will be established to demonstrate visible progress toward the vision, such as achieving an increase in international student satisfaction scores, and increased use per capita of connected services by international students. For instance, in April 2024, student advising services expanded to all modalities that match classroom delivery modalities (hybrid, in-person, virtual). This change serves as a testament to the student advising team's commitment to evolving alongside the dynamic needs of Polytechnic College's international students, embodying a pivotal short-term victory in a longer journey of adaptation and inclusivity. Further, the contributions of student advisers and campus partners actively supporting the change initiative outlined by this dissertation-in-practice (DiP) will be celebrated and acknowledged, reinforcing

their commitment and enthusiasm (Odiaga et al., 2021). Continuous evaluation and analysis of these short-term wins will identify areas for improvement, learning, and growth, thereby consolidating the gains made and safeguarding the long-term sustainability of the change effort.

Stage 7: Consolidating gains and producing more change

This stage focuses on utilizing early successes to reinforce the momentum of the change effort (Kotter, 2012). As student advisers achieve short-term wins within the larger scope of the change plan, these successes become powerful catalysts for sustaining enthusiasm, commitment, and belief in the transformative vision. By actively celebrating and acknowledging the contributions of staff and key changemakers supporting the change initiative, student advising contributes positively to the culture at Polytechnic College and reinforces the team's dedication to student success (Jaggars & Karp, 2016; Kosin et al., 2022; Polytechnic College, 2023b). This strategic leveraging of wins ensures that the transformative changes in student advising gain broader organizational recognition and support, contributing to the establishment of a positive and reinforcing feedback loop. This stage aligns with the principles of servant leadership, emphasizing the importance of recognizing and empowering team members (Greenleaf, 2002), and becomes a key driver in shaping a supportive and effective student advising environment.

Stage 8: Anchoring new approaches in the culture

The final stage in this transformative journey is anchoring the change in the organizational culture, as outlined in Kotter's (2012) model. In this model, anchoring in culture involves embedding the desired changes within the organization's existing cultural norms, values, and practices (Kotter, 2012). This stage involves highlighting the significance of the change initiative by actively sharing success stories directly linked to the enhancement of student advising services. These narratives will act as potent reminders of the positive changes resulting

from the initiative and provide compelling evidence of its impact on international student experiences. These stories can vividly illustrate how the students' journeys at Polytechnic College have been significantly improved due to the changes in service delivery.

Furthermore, anchoring the change in organizational culture involves fostering a climate of continuous improvement and adaptability (Heifetz et al., 2009; Kezar, 2019; Kotter, 2012). By celebrating successes and acknowledging areas for refinement, a culture of accountability and innovation is born. This ongoing discourse encourages all campus partners and international students to actively participate in the evolution of student advising services, ensuring that the needs of international students remain at the forefront of our institutional priorities (Alnaqbi, 2017). Additionally, by integrating feedback mechanisms and soliciting input from students and employees alike, my leadership approach demonstrates a commitment to inclusivity and collaborative decision-making (Khan et al., 2022). Through these concerted efforts, the change can be solidified and be the foundation for a culture of excellence and responsiveness within student services at Polytechnic College.

To ensure the sustained integration of this cultural shift, a multifaceted approach will be employed. This approach includes ongoing communication, collaboration, training, and support to actively engage student advisers, and subsequently, other key changemakers, in embracing the desired cultural transformation (Alvesson & Sveningsson, 2008). This commitment aligns seamlessly with the principles of servant leadership, which emphasize the importance of serving and empowering team members, and with Polytechnic College's dedication to equity, diversity, and inclusion principles (Polytechnic College, 2023b). Through these combined efforts, the change will be deeply ingrained in the institution's culture, ensuring the long-term sustainability and continuous enhancement of student advising services.

Facilitating Change

The change process demands a robust, empathetic, and collaborative leadership style to initiate and sustain this transformation. Within this leadership framework, servant leadership and adaptive leadership principles take center stage. Servant leadership places a high value on the well-being and growth of the individuals being led, embracing a service-oriented perspective (Greenleaf, 2002). Adaptive leadership involves engaging with and addressing the diverse needs and concerns of everyone involved (John, 2022). In the context of student advising, I serve as the leader, a driving force for change, incorporating input, and creating an environment where the unique needs of international students are comprehended and addressed with great care and consideration (Kaltainen & Hakanen, 2022). Furthermore, the critical paradigm framework serves as the philosophical underpinning of this leadership approach, and my work. This framework encourages leaders to question established norms, confront biases, and actively work towards dismantling systemic barriers (Elliott, 2015). It motivates leaders to be advocates for equity and justice and to undertake actions that align with these principles. This framework is the essence of my work and beliefs. My dedication to fostering inclusive environments and dismantling systemic barriers has been recognized nationally, earning Polytechnic College an esteemed gold award in equity, diversity, and inclusion across all Canadian colleges (Polytechnic College, 2023a). This accolade affirms the transformative impact of my efforts and underscores the significance of championing such values in this context. As I continue to advocate for the diverse needs of international students, I remain steadfast in my commitment to amplifying their voices and ensuring their empowerment within our college community.

This transformative vision integrates multiple frameworks and approaches, uniting a commitment to inclusivity, empathy, and dismantling systemic barriers with servant leadership,

adaptive leadership, and the critical paradigm framework. Rooted in a leadership approach characterized by robustness, empathy, and collaboration, this vision bridges the divide between the current fragmented student advising model and a future that seamlessly aligns with the diverse needs of international students. Embracing these multiple frames and philosophies, this vision can revolutionize the educational journey for international students and benefit the institution, contributing to the broader goal of creating a more equitable and inclusive post-secondary education sector in Ontario (Arthur, 2017; Campbell, 2021). It is important to note that Kotter's (2012) framework is linear, and does not account for an iterative and dynamic nature of change (Appelbaum et al., 2012). This linear approach follows a straightforward sequence of eight stages, which do not accommodate the complexities and feedback loops inherent in change processes in post-secondary education (Appelbaum et al., 2012; Odiaga et al., 2021). To address this, the framework's revision and incorporation of an iterative cycle in stage 5 allows for continuous improvement and adaptation based on ongoing feedback and changing conditions.

The leadership-focused vision outlined in this DiP presents a transformative opportunity for international student support and service delivery within student advising at Polytechnic College. By addressing current gaps and enhancing the student advising system, this vision has the potential to create a more inclusive, responsive, and effective environment for international students. It seeks to rectify existing inequities, particularly in the realm of settlement and support, by providing tailored guidance that aligns with the needs of international students. To ensure this can be executed, a change readiness assessment of the organization is critical.

Organizational Change Readiness

As Polytechnic College charts a course toward transformative enhancements in its

student advising framework, a critical evaluation of the institution's readiness becomes paramount. The ambitious endeavour of redefining student advising hinges upon the collaborative engagement of all institutional partners and international students, with student advisers and my leadership serving as primary drivers of this transformative process. As such, a nuanced understanding is needed of Polytechnic College's current state, its ability to embrace change, and the willingness of partners and students to actively participate in this transformative process. To assess the readiness for change, a comprehensive analysis is essential, offering insights that will serve as the compass guiding Polytechnic College's strategic approach to this transformative initiative. To conduct this analysis, the Organizational Change Recipients' Beliefs Scale (OCRBS) (Armenakis et al., 2007) will be leveraged (see Appendix C). This is a multifaceted assessment tool, aimed to examine the layers of institutional readiness, delving into the aspects of principal support, valence, appropriateness, and the institution's overall openness to change. The success of the change plan is reliant on Polytechnic College's capacity to navigate challenges, harness opportunities, and foster a culture that embraces the forthcoming evolution in student advising.

Change Readiness Assessment

As Polytechnic College embarks on its transformative journey to serve international students effectively within student advising, a pivotal aspect of the initiative is the comprehensive readiness assessment conducted to gauge the institution's preparedness for change (D'Oyley, 2020; Rafferty et al., 2013; Wilcox & Jenkins, 2015). Employing an evaluation tool that encompasses various relative dimensions crucial to the success of the proposed transformation, an assessment can effectively gauge the effectiveness of the initiatives and guide strategic decision-making throughout the implementation process (Cameron & Green, 2020).

The OCRBS (Armenakis et al., 2007) is a versatile assessment tool used globally in both public and private sectors. It helps gauge individuals' readiness for organizational change, identifying barriers and facilitating buy-in throughout the different stages of the change process: readiness, adoption, and institutionalization. Importantly, this tool is adaptable to various organizational contexts and can be leveraged to assess Polytechnic College's readiness for change (see Appendix C).

The questions within the OCRBS (Armenakis et al., 2007) are linked to elements of the change plan, serving as the driving force behind its utilization. Each question is carefully crafted to assess individuals' perceptions, attitudes, and readiness regarding specific aspects of the change initiative (Armenakis et al., 2007). By aligning the questions with the key objectives, strategies, and challenges identified within the change plan, the OCRBS (Armenakis et al., 2007) provides valuable insights into the degree of buy-in, potential barriers, and areas for improvement throughout the change process. This alignment ensures that the assessment directly informs and supports the implementation of the change plan, enabling my team and I to tailor the strategies and interventions effectively. In essence, the close connection between the assessment questions and the elements of the change plan enhances its relevance and utility in driving successful organizational change.

The OCRBS (Armenakis et al., 2007) comprises five pivotal variables that collectively provide a comprehensive assessment framework for evaluating readiness and receptiveness toward organizational change. These variables encompass crucial dimensions essential for understanding and navigating the complexities inherent in change initiatives. Firstly, discrepancy reflects the acknowledgment of existing gaps between current practices and desired outcomes, thereby highlighting the urgency and legitimacy of the proposed change (Armenakis et al.,

2007). Complementing this, efficacy assesses individuals' belief in their capacity to execute tasks essential for change implementation, fostering a sense of empowerment crucial for successful transitions (Armenakis et al., 2007). Principal support evaluates the backing and involvement of organizational leadership, crucial for navigating resistance and garnering broader support (Armenakis et al., 2007). Valence gauges key partners' perception of the proposed change's advantages or disadvantages, crucial for aligning individual and organizational goals (Armenakis et al., 2007). Lastly, appropriateness ensures that proposed changes resonate with identified needs and are considered suitable and relevant by partners, fostering a sense of alignment and ownership essential for sustainable change (Armenakis et al., 2007). Together, these variables offer a comprehensive framework for understanding and navigating the complexities inherent in organizational change initiatives.

This change readiness assessment serves as a critical foundation, guiding Polytechnic College in its strategic approach to the transformative initiative within the student advising framework. Through a holistic examination of these dimensions, the institution gains valuable insights that inform and shape the course of its change journey, ensuring a well-prepared and adaptive approach to the evolving needs of international students.

The assessment was conducted personally and objectively, drawing upon an intimate understanding of the student advising team and their context. This included leveraging my in-depth knowledge of the team members to inform the evaluation process effectively. In utilizing the OCRBS (Armenakis et al., 2007), it is important to acknowledge the potential for bias in scoring. As the evaluator, my perspectives and experiences may influence how I interpret and assign scores to the various dimensions of the OCRBS. Therefore, while striving for objectivity, I recognize the need to remain vigilant and reflective, ensuring that my biases do not unduly

influence the assessment process. By acknowledging and addressing this potential bias, I aim to maintain the integrity and validity of the assessment results, ultimately enhancing the effectiveness of our change management efforts within student advising services. The results of the OCRBS (Armenakis et al., 2007) (see Appendix C) are captured in Table 1.

Table 1

Change Readiness Assessment Results for Polytechnic College using OCRBS (Armenakis et al., 2007)

| Dimension | Score |
|----------------------------------------------------------------------------------------------|--------------|
| Discrepancy <i>Need for change</i> | 16 / 25 |
| Efficacy <i>Confidence in ability to change</i> | 14 / 25 |
| Principal Support <i>Commitment of formal and opinion leaders</i> | 19 / 25 |
| Valence <i>Beneficial to individual and organization</i> | 18 / 20 |
| Appropriateness <i>Appropriate action to address needs or gaps, eliminate discrepancy</i> | 21 / 25 |

Note. A change readiness assessment was scored by myself, with 1 being the strongest disagreement and 5 being the highest agreement. Scores are interpreted as low (1-12), medium (13-17), and high (18+), with the college demonstrating medium to high readiness across most dimensions.

Scores are categorized as low (1-12), medium (13-17), and high (18+) across each dimension of the OCRBS (Armenakis et al., 2007). The assessment results show medium readiness in recognizing the need for change and confidence in implementing it. However, the assessment exhibits high scores in leader support and the perceived benefits of the change, and

strong confidence in the appropriateness of actions. While the scores for the variable of discrepancy, indicating the need for change, were slightly below optimal, the overall high scores in other areas suggest a comprehensive understanding and alignment with the current organizational context. This minor deviation is not a significant problem as it allows for a nuanced assessment, taking into account specific organizational dynamics and nuances that may not be apparent through external evaluations. It is also essential to note that creating a sense of urgency, as emphasized in Kotter's (2012) first stage, remains critical in driving successful change initiatives. By aligning efforts with this principle, there is an opportunity to enhance communication strategies to clearly articulate the urgency and legitimacy of the proposed changes (Alnaqbi, 2017). This approach can help foster a greater sense of urgency and buy-in among all campus partners, driving momentum and support for successful change implementation within the institution. Overall, the assessment provides valuable insights tailored to the unique circumstances of the organization, offering a foundation for effective change management strategies moving forward.

Based on the assessment conducted using the OCRBS (Armenakis et al., 2007) and contextualized within our organizational setting, it is expected that we are well-positioned and prepared for the proposed changes to student advising services. The evaluation revealed a lower level of confidence in the ability to implement the change plan successfully, demonstrating the need to empower action and generate short-term wins. Additionally, the commitment and support from formal and opinion leaders, along with the perceived benefits of the change for both individuals and the institution holistically, further solidify the organizational readiness. Furthermore, the alignment of proposed change actions with identified needs and challenges underscores the appropriateness and relevance of chosen strategies.

Leadership Ethics in Organizational Change

In propelling the change agenda forward for Polytechnic College's student advising services, the significance of leadership ethics cannot be overstated. As highlighted by Bass and Steidlmeier (1999), ethical leadership serves as a guiding beacon amid the complexities of organizational change, shaping the trajectory of transformation. The considerations within this change plan's context draw from the work of B. M. Bass and Steidlmeier (1999) and the virtues established by George and Rose (2023). Building upon the exploration of transformational leadership, which emphasizes ethical imperatives and the common good over self-interest (B. M. Bass & Steidlmeier, 1999), the ethical dimensions of the DiP include transparent and honest communication, equity, diversity, inclusion, empathy, and social responsibility as a public servant and public institution.

Transparent and honest communication serves as the cornerstone, fostering trust among partners by openly addressing the rationale behind the proposed changes, potential challenges, and anticipated impacts on both students and staff (Alnaqbi, 2017; Beatty, 2015). The ethical imperative of reconciliation, equity, diversity, and inclusion guides decision-making processes, ensuring that the implementation of changes for student advising is free from bias and undue hardship (Dua & Bhanji, 2017), promoting a sense of justice within the institution, a priority of Polytechnic College (Polytechnic College, 2023a). Inclusivity is a critical ethical consideration, advocating for the involvement of diverse perspectives in the decision-making process (Letizia, 2018). This approach helps identify all gaps and ensures that the advising changes comprehensively address the varied needs of international students. The ethical principle of integrity remains foundational, demanding that student advisers and leaders' actions align with Polytechnic College's core values and maintain consistency in decision-making throughout the

change journey.

Empathy emerges as a key ethical tenet, necessitating an understanding of the emotional impact changes within student advising will have on international students and acknowledging any apprehensions or concerns that students may harbour. This change plan entails providing the necessary support mechanisms to navigate these transitions effectively (Chamberlain & Burnside, 2021). Respect for the rights and contributions of international students and staff is fundamental, emphasizing the value of partnerships at every stage of the change process.

The social responsibility aspect of leadership ethics requires a broader assessment of the impact of student advising changes on the student community and considers the institution's ethical standing in society (George & Rose, 2023). In navigating this ethical landscape, leaders at Polytechnic College must prioritize ethical imperatives and adhere steadfastly to established policies and regulations, including union regulations and collective agreements as student advisers' work functions and expectations are related to this change. This commitment becomes a dual ethical imperative: upholding the institution's dedication to legal soundness and ethical responsibility (B. M. Bass & Steidlmeier, 1999; George & Rose, 2023). Ultimately, leaders must be held accountable for the outcomes, demonstrating a commitment to the long-term success and overall well-being of international students at Polytechnic College.

Strategies and Solutions to Address the Problem of Practice

Navigating the ever-evolving terrain of student advising and support at Polytechnic College demands strategic leadership and an unwavering commitment to excellence, particularly to serve international students (Dauwer, 2018). To best support international students, Polytechnic College can explore a few approaches, and three are presented as solutions to the PoP. These are not just solutions; each holds the promise to reshape and elevate the student

advising landscape. The vision for change is clear: to move Polytechnic College towards a future where every international student experiences support that is responsive and transformative (D'Oyley, 2020; Polytechnic College, 2023b). In evaluating the three solutions, it is imperative to employ a comprehensive framework that addresses the nuanced complexities of the issue. The seven criteria utilized in this evaluation process are inherently born from the problem at hand, the guiding questions, and reflect the multifaceted nature of the challenges encountered by international students. By considering factors including alignment with international student needs, comprehensiveness, collaboration and integration, cultural sensitivity, resource allocation, measurable impact, and adaptability and flexibility, this assessment aims to identify solutions that mitigate existing challenges and lay the groundwork for sustainable support systems tailored to the diverse needs of international students. Each criterion serves as a lens through which the student advising team can evaluate the potential impact and feasibility of proposed solutions.

Solution 1: Regulated International Student Immigration Adviser (RISIA) Training

This solution involves the implementation of a professional development program for the student advising team at Polytechnic College. The program and its delivery are designed to elevate the student advisers' competencies in immigration by completing the government-licensed immigration adviser training to complement their current credentials. With a RISIA designation, student advisers will have a deep understanding of the unique challenges faced by international students within the context of immigration, approaching all advising through an intersectional lens (S. A. Bass, 2023; Jackson Preston et al., 2021). This involves a comprehensive curriculum, a cost, and significant time commitment over the course delivery. This training could be completed in phases to ensure a gradual, immersive, and sustained learning experience for advisers, providing them with nuanced insights and strategic tools

essential for fostering an inclusive student advising environment with immigration advisement capabilities (Jaggars & Karp, 2016).

Alignment with International Student Needs

Solution 1 aims to address the multifaceted challenges international students encounter, particularly concerning immigration matters. Recognizing the pivotal role of immigration status in shaping international students' experiences (Calder et al., 2016), the training and accreditation aims to equip student advisers with specialized skills to navigate the complexities of immigration-related issues with students effectively. However, the focus primarily on immigration-related issues may overlook other critical areas of concern for international students, potentially limiting the solution's overall effectiveness in meeting the diverse needs of international students comprehensively (Calder et al., 2016; Guo & Guo, 2017).

Comprehensiveness

The RISIA accreditation offers a comprehensive curriculum encompassing all aspects of immigration advising (College of Immigration and Citizenship Consultants, 2024). From understanding visa regulations to navigating residency requirements, the program provides student advisers with a thorough understanding of the intricacies involved in immigration matters. While this addresses a significant aspect of international student support, it may lack depth in addressing other important areas, such as academic, social, and personal support needs (Calder et al., 2016; Guo & Guo, 2017). Therefore, while the program is comprehensive in its focus on immigration-related issues, its effectiveness in providing holistic support to international students may be limited.

Collaboration and Integration

Collaboration is key for this initiative. The training for a government-licensed

immigration adviser is federally coordinated and ensures that the outcomes align with regulatory standards and industry best practices. Given the immigration lens, collaboration with academic departments, international student services, and other relevant campus partners becomes vital in educating colleagues (Alnaqbi, 2017; S. A. Bass, 2023; Leenknecht et al., 2023). However, as an immigration advising-specific team exists at Polytechnic College, this solution could cause tensions or challenges with the staffing union, as it could impact job descriptions, workload distribution, and potentially even job security for union members.

Cultural Sensitivity

Recognizing the importance of cultural sensitivity in supporting international students (Sterzuk, 2015), the RISIA training emphasizes the adoption of an intersectional lens. By acknowledging and addressing diverse cultural backgrounds and experiences of international students, the training equips advisers with the skills and knowledge needed to provide culturally sensitive guidance and support (College of Immigration and Citizenship Consultants, 2024). This approach ensures that student advisers are attuned to the unique needs of international students, fostering a welcoming and inclusive environment.

Resource Allocation

Implementation of the RISIA training program requires a significant allocation of resources, both in terms of time and finances (College of Immigration and Citizenship Consultants, 2024). Given the benefits, the allocation of resources for solution 1 is appropriate and ensures that the program can be executed effectively to support international students in navigating immigration-related issues. However, with an established immigration advising team, challenges such as potential resistance to change, from Polytechnic College's staffing union, or those employees, or unforeseen obstacles during the implementation may hinder the allocation of

appropriate resources.

Measurable Impact

Measuring the impact of the training program is essential to evaluate its effectiveness and inform future improvements. These metrics can include improvements in retention rates among international students, increased satisfaction with advising services, and enhanced academic success (D'Oyley, 2020). By collecting and analyzing data on these metrics, our team and partners can assess the training outcomes and identify areas for refinement, ensuring that it continues to meet the evolving needs of international students effectively.

Adaptability and Flexibility

This training is specifically designed with clear deadlines and protocols (College of Immigration and Citizenship Consultants, 2024). While this fosters a comprehensive learning experience, further flexibility in scheduling and delivery methods could enhance accessibility for student advisers. Additionally, the program's lack of adaptability does not allow for adjustments to be made in response to feedback and changing priorities, only immigration priorities. While solution 1 offers a degree of adaptability and flexibility, it is limited in opportunity.

Summary of Solution 1

A RISIA training program for Polytechnic College's student advising team, aiming to enhance their understanding of immigration laws and policies faced by international students, is a viable approach to addressing the PoP. By equipping all student advisers with immigration advisement capabilities, solution 1 promotes inclusivity and ensures equitable access to knowledgeable support for international students (Zhang, 2016). This solution aligns with the institution's values of equity and inclusion (Polytechnic College, 2023a, 2023b), and aims to elevate student advisers' proficiency in immigration matters, enabling them to offer nuanced

guidance to international students. While the solution exhibits commendable attention to addressing immigration-related hurdles, its narrow focus may constrain its overall efficacy. Nevertheless, with careful resource allocation and implementation, solution 1 holds promise of substantially enhancing support for international students grappling with immigration intricacies.

Solution 2: Delivering Onboarding and Orientation Programs for International Students

This solution is centered on specializing the delivery of onboarding and orientation programs for international students at Polytechnic College. Delivering these programs for international students involves providing comprehensive support to facilitate their successful transition into academic and social life at an educational institution (Beras, 2018). These programs aim to address the unique needs and challenges faced by international students, including cultural adjustment, language barriers, and unfamiliarity with academic systems (Boening & Miller, 2005). By providing tailored orientation programs, Polytechnic College can ensure that international students feel welcomed, supported, and empowered to thrive in their new academic environment (Thomson & Esses, 2016).

Alignment with International Student Needs

Delivering specialized onboarding and orientation programs for international students is notably aligned with the diverse needs of this demographic at Polytechnic College, acknowledging the multifaceted challenges they encounter during their transition into academic and social life (Beras, 2018). By focusing on optimizing orientation programs specifically tailored for international students, the solution demonstrates a keen understanding of their unique circumstances, including cultural adjustment and academic unfamiliarity (Calder et al., 2016).

Comprehensiveness

This solution addresses several critical components of onboarding and orientation

programs for international students, but its comprehensiveness may be somewhat limited. While it covers key aspects such as academic expectations and cultural norms, there may be potential gaps in addressing other essential areas of support, such as mental health resources or community engagement initiatives (Lisnyj et al., 2021; Treleaven, 2022). Therefore, while the solution offers valuable support in specific areas, its effectiveness in providing holistic support to international students may be somewhat constrained.

Collaboration and Integration

This solution emphasizes collaboration across departments and the establishment of clear communication channels, fostering a cohesive and unified approach to supporting international students. Currently, orientation programs rely solely on the support of student advisers rather than their leadership. This solution aims to reverse that dynamic, placing student advisers at the helm of orientation programs, thus initiating a significant shift in their roles and responsibilities. By leading and leveraging the expertise and resources available within the institution, solution 2 ensures that onboarding and orientation programs are effectively built in partnership with existing student services, enhancing their overall effectiveness and impact. This collaborative approach promotes a culture of teamwork and shared responsibility for student success, ultimately benefiting the entire Polytechnic College community.

Cultural Sensitivity

Solution 2 demonstrates a commendable commitment to cultural sensitivity in its approach to supporting international students. By acknowledging and addressing the unique cultural backgrounds and experiences of international students, the solution creates a welcoming and inclusive environment that values diversity and promotes cross-cultural understanding (Guo & Guo, 2017; Korstange et al., 2020).

Resource Allocation

While this solution emphasizes the importance of tailored support and resources for international students, its resource allocation may require additional investment to ensure effective program delivery. Adequate staffing, training, and program development are essential to meet the diverse needs of international students effectively. By allocating sufficient resources to support initiatives, the student advising team can enhance the quality and impact of onboarding and orientation programs, ultimately improving the overall experience and success of international students at Polytechnic College. However, this work can compete with previously established work priorities in student advising, including one-on-one guidance. Further, as the student services unit already offers orientation programs, it poses a limitation for the student advising team to also provide this service, as it may create competition for resources and priorities.

Measurable Impact

There is a lot of opportunity for measuring the impact of onboarding and orientation programs on international student success. By evaluating key metrics such as retention rates, satisfaction levels, and academic performance, the student advising team can assess the effectiveness of their support initiatives and make data-driven improvements as needed (Irudayam, 2016). This systematic approach to program evaluation ensures accountability and transparency in the delivery of advising services, ultimately leading to continuous improvement and enhancement of the student advising experience.

Adaptability and Flexibility

Solution 2 offers a degree of adaptability and flexibility in its approach to supporting international students, allowing for adjustments to be made in response to feedback and changing

priorities. By accommodating diverse student needs and preferences, solution 2 can meet the evolving needs of international students and ensure that support initiatives remain relevant and effective over time (Patokina, 2020).

Summary of Solution 2

Solution 2 proposes a comprehensive approach to orient and onboard international students at Polytechnic College, aligning with the institution's commitment to great student experiences (Polytechnic College, 2023b). This solution facilitates a one-size-fits-all approach to facilitate international students' academic and social transition. While displaying adaptability and inclusivity, it underscores the importance of adequate resource allocation for program efficacy. Ultimately, orientation programs offered by student advising for international students signify a holistic commitment to supporting international students' academic success and fostering a welcoming, inclusive campus environment conducive to their overall well-being (Beras, 2018).

Solution 3: Establish a Student Advising Intake Process

This solution redefines Polytechnic College's student advising model to better focus on serving international students through a specialized intake process. By placing the international student at the center of the process, the revision would create an advising intake framework and tool that goes beyond conventional support structures across the sector (Davis & Cooper, 2001; D'Oyley, 2020; Jaggars & Karp, 2016). First, a comprehensive review aims to identify and address the unique challenges faced by international students, fostering a deeper understanding of their academic, social, and personal needs. Through strategic revisioning, the goal is to develop a forward-looking, responsive, reflective advising intake tool that is co-created with international students, campus partners, and student advisers, identifying existing gaps with space to anticipate and adapt to the evolving dynamics of each international student's needs at

Polytechnic College. This initiative, driven by a commitment to inclusivity and cultural competence, aspires to provide international students with tailored support, ensuring their academic success, well-being, and seamless integration into the campus community (Guo & Guo, 2017; Zhang, 2016).

Alignment with International Student Needs

This solution aligns strongly with the diverse needs of international students at Polytechnic College. By prioritizing the student's role in the advising process and employing a comprehensive intake tool, it aims to pinpoint specific interventions necessary to address the multifaceted challenges faced by international students (Magolda & King, 2008). From the intake tool, data collected will be analyzed about international student identities and needs, leading to the increased development of targeted solutions optimized for international students. This approach ensures that advising services are tailored to individual identities, confidence levels, and needs, ultimately fostering a supportive environment conducive to their academic and personal success (D'Oyley, 2020; Kosin et al., 2022). The existing advising system frequently lacks specialized support for international students, leading to challenges in navigating complex visa regulations and understanding cultural norms. This inadequacy can result in confusion and potential compliance issues stemming from advising decisions. Moreover, student advisers may not possess the necessary expertise to address the unique challenges faced by international students and may not proactively seek out information to better support these students. An intake system that is responsive to international student need, identity, and co-created with international students, would ensure access to service and support is consistent for international students.

Comprehensiveness

The solution offers a thorough approach to redefining student advising at Polytechnic

College through the implementation of a specialized intake tool, and delves into various dimensions of student identity, confidence, and needs, providing a holistic understanding of their unique circumstances. This comprehensive assessment enables student advisers to identify a wide range of interventions required to support international students effectively, enhancing their overall experience and success at Polytechnic College (Colyar et al., 2023).

Collaboration and Integration

Emphasizing collaboration between students and employees, this solution fosters a partnership-driven approach to student advising. By co-creating the intake tool, students, student advisers, and campus partners work together to develop a comprehensive inventory of context-based questions tailored to the needs of international students. This collaborative process ensures that student advising services are integrated seamlessly into the student experience, enhancing their accessibility and effectiveness.

Cultural Sensitivity

Rooted in a commitment to cultural competence, this solution prioritizes the unique backgrounds and experiences of international students. Through the use of a context-based intake tool, student advisers gain valuable insights into the cultural identities and needs of international students, enabling them to provide support sensitively and respectfully. This approach fosters a welcoming and inclusive environment where international students feel valued and understood (Colyar et al., 2023; Kosin et al., 2022).

Resource Allocation

While demonstrating a commitment to providing tailored support, resource allocation may require additional investment to ensure effective implementation of the intake tool. Adequate staffing, training, and collaborative working time are essential to support the

development and integration of the tool into existing student advising services, ultimately enhancing the quality and accessibility of support for international students.

Measurable Impact

By implementing a comprehensive intake tool, this solution enables institutions to measure the impact of student advising interventions on student success and well-being (Chamberlain & Burnside, 2021; D'Oyley, 2020). By tracking key metrics derived from the tool's assessment, such as intervention effectiveness and student satisfaction, the student advising team can evaluate the outcomes of our advising initiatives and make data-driven improvements as needed.

Adaptability and Flexibility

The solution offers adaptability and flexibility in its approach to advising, allowing for adjustments based on the evolving needs of international students. The context-based intake tool enables student advisers to tailor interventions dynamically, ensuring that support remains relevant and effective over time (Calder et al., 2016). This flexibility enhances the responsiveness of student advising services, ultimately empowering international students to navigate their academic journey with confidence (Colyar et al., 2023).

Inclusivity

Grounded in a commitment to inclusivity, this solution provides tailored support for international students, ensuring that student advising services are accessible and responsive to all identities and needs (S. A. Bass, 2023). By employing a context-based intake tool, student advisers can address the diverse needs of international students, regardless of their backgrounds or circumstances. This inclusive approach fosters a supportive campus environment where all students feel valued, respected, and empowered to succeed (S. A. Bass, 2023).

Summary of Solution 3

Solution 3 presents an inspiring initiative to redefine Polytechnic College's student advising intake model, with a strong desire to better serve international students while positively impacting the entire student body. This approach places the student at the center, aiming to create a responsive and reflective advising intake tool that addresses existing gaps and anticipates the evolving dynamics of international student needs (Arthur, 2017; Kosin et al., 2022; Mintz, 2022). The success of solution 3 hinges on robust co-creation and collaboration with key partners, including international students, emphasizing the importance of active endorsement and commitment to resource allocation for the solution. Polytechnic College's innovative, agile, and proactive nature, positions the institution as a pioneer in providing effective and dynamic support through student advising with this approach (Polytechnic College, 2023b).

Evaluation of Solutions

As Polytechnic College navigates the landscape of potential solutions to enhance student advising for international students, each approach introduces a distinctive array of advantages and challenges. Solution 1, focusing on professional development and accreditation, commendably aligns with the institution's values of equity and inclusion, however, it necessitates substantial financial investments and risks competing internally with other unionized positions. In the decision matrix (see Appendix D), this solution scores 57 out of a possible 80 points. Solution 2, building a robust international onboarding and orientation program, presents a comprehensive strategy but risks the potential strain on leadership and campus partners due to its expansive and invasive scope. In the decision matrix (see Appendix D), this solution scores 57 of 80 points as well. Amidst these considerations, solution 3, involving the holistic rebuilding of the student advising intake model, emerges as the most compelling choice. Its alignment with

international student needs, coupled with a dynamic adaptability and holistic nature, positions Polytechnic College at the forefront of responsive student support. While recognizing the inherent complexity and potential workload associated with solution 3, its commitment to robust student advising support, inclusivity, and comprehensiveness makes it the optimal selection. In essence, the transformative impact of solution 3 promises to create an advising intake model that rectifies existing gaps and anticipates and adapts to the evolving dynamics of international student needs, affirming Polytechnic College's commitment to fostering a dynamic, inclusive, and student-centric environment (Polytechnic College, 2023b). To further emphasize the alignment, this solution scores 10 points above the others, at 67 of 80 points in the decision matrix (see Appendix D).

Chapter 2: Conclusion

This DiP positions Polytechnic College for a transformative journey, deploying a strategic eight-stage change process that marries adaptive (Heifetz et al., 2009) and servant leadership, Kotter's (2012) change model and the PDCA (Tague, 2005) approach within a critical paradigm framework. This innovative approach is intricately crafted to meet the evolving needs of international students within the student advising framework.

Guided by servant leadership, the vision for change instills a culture of service, empathy, and commitment among student advisers and leaders, acknowledging the centrality of individual well-being, the connectedness of this department, and the influence the student advising team holds. This ethos aligns with Polytechnic College's dedication to addressing the unique challenges faced by international students with sensitivity and purpose (Arthur, 2017; Colleges Ontario, 2023; Polytechnic College, 2022a).

Complementing this leadership philosophy is the critical paradigm framework,

challenging established norms and advocating for equity and justice. It inspires proactive leadership, urging a departure from conventional approaches to create a cultural transformation within the advising framework. This integrated strategy transcends typical change management, recognizing that addressing challenges requires a profound cultural shift (Devecchi et al., 2018; Kezar, 2019). This change plan ensures a lasting impact, fostering a globally inclusive and student-centric student advising model for international students at Polytechnic College.

Chapter 3: Implementation, Communication, and Evaluation

Change Implementation Plan

Polytechnic College's current student advising model primarily focuses on academic success. However, there is a recognized need to transform this model to better support international students, whose experiences extend beyond traditional academic concerns (Calder et al., 2016; Schneider & Kranzow, 2022; Zhang, 2016). International students are facing challenges with housing, finances, career success, community connection, and adjusting to new cultural and social environments, all whilst studying (Calder et al., 2016; Guo & Guo, 2017; Scott et al., 2015). Aligned with student expectations, the proposed change aims to create a more comprehensive student advising model through a revised intake system, allowing student advisers to support international students in navigating available, personalized supports and building connections across the campus and local community services (S. A. Bass, 2023).

The objective is to craft an advising intake framework that is responsive to the needs of international students and anticipates and adapts to the evolving dynamics of international student experiences at Polytechnic College. This tool will enable student advisers to help international students navigate the college and connect with appropriate support services to meet their personalized needs. This change implementation plan draws inspiration from the tenets of servant leadership, where leaders prioritize the needs of others, and empower individuals to reach their full potential (Greenleaf, 2002). Adaptive leadership will be utilized to foster flexibility and responsiveness among student advisers and their colleagues in their academic schools (John, 2022). By actively engaging the voices of international students and student advisers, both of whose perspectives and insights are invaluable, the change aspires to co-create a forward-looking, reflective advising intake model that rectifies existing gaps, promotes

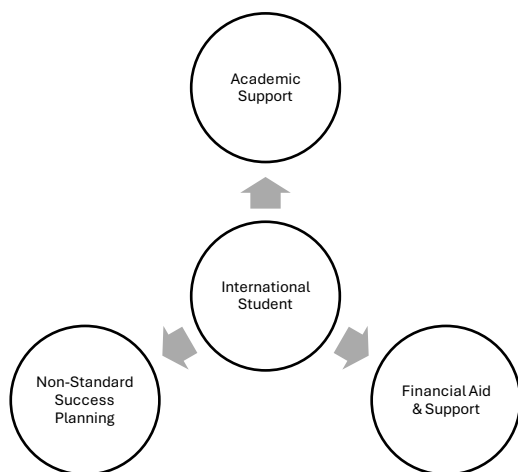
seamless integration of international students into the campus community, and enables success after graduation, in line with the institutional strategic plan (Polytechnic College, 2023b). This change represents more than a mere revision; it signifies a commitment to cultivating an environment where each student feels heard, supported, and empowered to thrive. The current student advising model at Polytechnic College primarily focuses on three themes: academic support (e.g., tutoring), designing completion plans for non-standard academic progress (e.g., progression plans post probation or failure), and facilitating guidance with financial aid applications (e.g., scholarships, bursaries) and other institutional documentation (Polytechnic College, 2023d). This approach lacks cohesion, and advisers may make referrals but cannot connect for adequate follow-up and gap identification, leaving students to navigate services on their own. In contrast, the envisioned future state, depicted in Figure 2, offers a comprehensive approach to advising international students, prioritizing holistic support. This model emphasizes collaborative planning between international students and advisers, tailoring support to individual needs and directly connecting the necessary resources to the international student, rather than leaving them to navigate independently.

Figure 2

Current State and Envisioned Future State Comparison for Student Advising Transformation

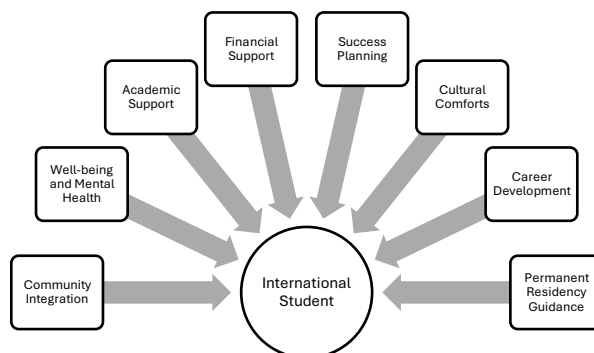
Current State:

Traditional Academic Advising



Envisioned Future State:

Holistic International Student Support



Note. The evolutionary transition from the traditional academic advising approach (current state) to a holistic student support model (envisioned future state), depicts the transformative change needed at Polytechnic College.

International students' multifaceted needs around well-being and mental health, cultural and community integration, career development, finances, and others (Calder et al., 2016; Guo & Guo, 2017; Zhang, 2016) are not being addressed in the existing advising model. The model lacks differentiation, personalization, or intercultural depth and does not address a multitude of dimensions of student life and success. Academic success is only one dimension; it is crucial to recognize and address success factors across academic, social, and personal spheres (Colyar et al., 2023; Zhang, 2016). Transformative change in the intake process will support the holistic success of international students. However, developing a comprehensive intake tool requires recognizing the challenges confronting student advisers who play a pivotal role in this ecosystem as well. These dedicated professionals grapple with the complexities of navigating diverse

cultural contexts, adapting to the evolving needs of international students, and addressing gaps in existing support structures (Jackson Preston et al., 2021; R. T. Palmer et al., 2021). When exploring these intricacies, it is apparent that a swift and purposeful response is essential. Consequently, the change implementation plan is guided by a timeline of two years, in line with the federal government's moratorium on international enrolment (Immigration, Refugees and Citizenship Canada, 2024a). In this time, the change implementation plan will address the PoP and create a more responsive and inclusive advising model.

Timeline

The implementation timeline (see Appendix E), is crafted for efficiency and responsiveness, acknowledging the need for a swift adaptation to the evolving dynamics of international student enrolment (Immigration, Refugees and Citizenship Canada, 2024a) at Polytechnic College. The timeline of under two years is essential in meeting the urgent needs of international students while also ensuring a phased implementation and evaluation of the redefined advising intake model. The changing landscape of immigration policies in Canada, namely, the imposition of limits on international student intake by province by the federal government intensifies competition among colleges and universities in Ontario. Polytechnic College must swiftly adapt its advising model to excel in supporting international students. Becoming renowned for international student support could bolster attraction, positive reputation, and retention efforts (Beras, 2018; Haverila et al., 2020). The timeline demonstrates a responsive, proactive, and dynamic approach, fostering innovation and adaptability among student advisers through the Kotter (2012) stages and the PDCA cycle (Tague, 2005).

Short-Term Outcomes

In the short term, the change implementation plan (see Appendix E) aims to generate

heightened awareness and understanding among colleagues and institutional leadership about the challenges faced by international students. The establishment of a sense of urgency within the first stage (Kotter, 2012) sets the foundation for a collective acknowledgment of the need for change. Through storytelling and inclusive town hall gatherings, key supporters for the change, including Deans, Chairs, faculty, staff, international students, and others, are invited to participate in dialogues. By sharing narratives and data that shed light on the challenges faced by international students, a collective understanding of the imperative for change is sought (Appelbaum et al., 2012). Short-term outcomes include increased engagement, open discussions, and a shared commitment to addressing the gaps in the current advising intake model, prioritizing student-centric holistic methodologies in a renewed approach. This approach aligns with a collaborative and servant leadership philosophy, encouraging a shared commitment to meeting the unique needs of international students through an inclusive and responsive advising intake framework.

Medium-Term Outcomes

Moving into the medium term (see Appendix E), the change plan anticipates a collaborative effort in restructuring the advising intake model. The focus shifts towards translating a shared vision into tangible actions and assessment tools, and empowering and training those pivotal in supporting students with the new intake model: the student advisers. The formation of a guiding coalition and the collaborative development of a tool and strategy contribute to this transformative phase. Through the PDCA cycle, student advisers are entrusted with the autonomy to tailor the new advising intake model to the unique needs of their academic units, aligning with the servant leadership tenet of empowering individuals (Kaltiainen & Hakanen, 2022). Medium-term outcomes involve the effective communication of the revised

advising intake model across faculty areas and collaborators, and of course, international students. It envisions a more inclusive and culturally competent advising framework that begins to address the holistic needs of international students, fostering a supportive and responsive environment.

Long-Term Outcomes

In the long term (see Appendix E), the change implementation plan envisions a paradigm shift in the student advising team and advising model at Polytechnic College. The ongoing empowerment of student advisers through the PDCA cycle (Tague, 2005) aligns with servant leadership's emphasis on fostering autonomy and continuous improvement (Van Dierendonck, 2011). Celebrating short-term wins contributes to a sustainable and adaptive advising culture, reinforcing the servant leader commitment to supporting and uplifting others (Van Dierendonck, 2011), including international students and student advisers. Long-term outcomes include the anchoring of new approaches in the institutional culture and the establishment of a standing committee for ongoing monitoring and evaluation of the student advising model (Markiewicz & Patrick, 2016). The establishment of such a committee further embodies the servant-leader ethos, ensuring a continual commitment to the success and satisfaction of international students, and will be representative of the partners involved in the change, including international students, student advisers, faculty, and academic school partners. Ultimately, the student advising team at Polytechnic College aspires to be recognized as a pioneer in providing effective, connected, and dynamic support through its transformed advising intake model, thereby attracting, and retaining international students and setting a benchmark for post-secondary institutions committed to international student success in Ontario colleges.

Success Factors

In the context of implementing transformative change within Polytechnic College's student advising model, three key success factors emerge.

Leadership Commitment and Support

Firstly, leadership commitment and support are indispensable elements in ensuring the success of the envisioned change. The support of Polytechnic College's senior executive, deans, academic schools, campus partners, and student advisers themselves will cement the effort to move towards the envisioned change. The dedication of these leaders to the vision of student-centric advising sets the tone for the entire initiative. In my capacity as the team leader, servant leadership principles take on heightened significance (Greenleaf, 2002; Van Dierendonck, 2011). Within these principles, the leader embraces a supportive role, and actively listens to the needs of student advisers, international students, and campus partners and works to ensure all voices are heard (Van Dierendonck, 2011). The leadership approach must be characterized by a genuine commitment to understanding the challenges, concerns, and aspirations of the individuals within the team and the international students they serve (Van Dierendonck, 2011). The emphasis on empathy and empowerment inherent in servant leadership (Greenleaf, 2002) aligns seamlessly with the leadership style required, reflecting a dedication to prioritizing the well-being and growth of team members (Van Dierendonck, 2011).

Transparent Leadership

The ability to convey the vision of the revised advising intake model and incorporate ideas from community and partners through various channels is pivotal in fostering a transparent and inclusive environment. This aligns with the principles of servant leadership, which emphasizes the importance of understanding diverse perspectives and valuing every contributor's voice and leads to innovative outcomes (Khan et al., 2022). In this change process, student

advisers and change leaders seek to build strong relationships and create an atmosphere where the concerns of all participants are heard, valued, and addressed. This approach fosters an environment of trust, openness, and inclusivity, essential for the success and sustainability of any transformative change initiative (Casiello, 2019; Khan et al., 2022), such as the revised advising intake model.

Empowerment of Student Advisers

The third key success factor revolves around the empowerment of student advisers through the PDCA cycle (Tague, 2005). In line with servant leadership in organizational change (Cameron & Green, 2020), this approach grants student advisers autonomy in applying the new advising model within their respective academic areas, fostering a sense of ownership and accountability (Cameron & Green, 2020; Greenleaf, 2002; Letizia, 2018). This empowerment echoes my focus as the leader of the team on facilitating individual growth and autonomy within the unit. Anticipated behavioural changes among those with increased autonomy include increased initiative-taking, enhanced decision-making, and proactive problem-solving (Casiello, 2019), exactly what I hope to cultivate in the student advising team. Empowerment, within this plan, translates into enabling student advisers to take charge of their advising processes, promoting a culture of responsibility and continuous improvement (see Appendix B). This empowerment strategy, threaded throughout the change plan, reinforces the significance of autonomy, adaptability, and accountability in achieving the goals of the revised advising model. The PDCA cycle (Tague, 2005) encourages a culture of continuous improvement, where student advisers actively contribute to shaping the advising model, adapting it to meet the dynamic needs of international students. This empowerment enhances the overall effectiveness of the advising process and underscores the commitment to servant leadership principles in promoting individual

and collective development.

Equity and Social Justice Implications

The transformation of the student advising intake model at Polytechnic College aims to enhance support for international students and seeks to address systemic inequities and promote inclusivity within the institution. By actively involving international students, staff, faculty, and leadership in the change process, the change plan strives to ensure that diverse perspectives are represented and valued. This approach aligns with principles of equity and social justice juxtaposed with servant leadership by acknowledging and addressing barriers to access and participation (Charbonneau, 2019). By embedding principles of equity and social justice into the fabric of the student advising model, the change aims to foster a culture of respect and inclusivity that benefits the entire campus community, and most importantly, international students.

Challenges and Considerations

Key change leaders within the institution who influence the change are likely to experience a spectrum of emotions throughout the change implementation process. Uncertainty may prevail among individuals as they grapple with unfamiliar aspects of the proposed changes, such as the identified realms of international student success and ambiguity about the impacts on their roles and the demands of the workload. Some might express resistance, especially if they feel excluded from decision-making processes or perceive the changes as disruptive to their established routines (Cameron & Green, 2020; Devecchi et al., 2018). On the other hand, optimism may emerge among those who see the changes as opportunities for growth and positive transformation for international students (S. A. Bass, 2023). Frustration may arise in cases where communication gaps and unclear expectations contribute to a sense of unease. Curiosity, however, may drive some partners to seek a deeper understanding of the reasons behind the

changes and the alignment with institutional goals. As change leaders, my team, including the student advisers, shoulder the responsibility of acknowledging and addressing these diverse emotions. This entails fostering transparent communication, offering support, and actively involving all invested parties in decision-making processes (Alnaqbi, 2017; Beatty, 2015). To adequately support student advisers during this change, robust communication and professional development opportunities will be implemented. The development will be designed to equip advisers with the necessary competencies in adaptive leadership and change management, enhancing their ability to effectively support international students and facilitate meaningful communication with colleagues regarding the changes (see Appendix B). Furthermore, the establishment of consistent communication and feedback channels is essential for fostering confidence and engagement among student advisers. These channels will provide a structured platform for advisers to share their experiences, articulate concerns, and offer feedback on the implementation of the new intake model. Regularly scheduled meetings, workshops, and forums will serve to cultivate a cohesive and supportive community, enabling advisers to collaboratively address emerging challenges and co-create innovative solutions. By recognizing the concerns and challenges faced by all parties, including international students, staff, faculty, and leadership, we ensure a collaborative approach to navigating through the changes effectively.

Leadership

Effective leadership is a catalyst for change within post-secondary education institutions (Kouzes & Posner, 2017; Letizia, 2018). By providing clear direction, fostering a culture of innovation, and effectively communicating the vision for change, leadership creates an environment conducive to successful implementation (Odiaga et al., 2021). Leaders guide the change process and inspire and motivate others to actively engage in the transformation journey

towards meeting international students' needs.

In my role as the leader of the student advising team, I am acutely aware of the pivotal part my leadership plays in driving transformative change within our department, as underscored by Kouzes & Posner (2017) and Letizia (2018). Drawing inspiration from the insights captured by Odiaga et al. (2021), I embrace the responsibility of providing clear and purposeful direction, nurturing a culture of innovation, and ensuring transparent communication of the envisioned changes. Beyond mere guidance in the change process, my accountability lies in inspiring and motivating students, staff, and faculty within Polytechnic College to actively participate in our collective journey toward addressing the evolving needs of international students. As a servant leader (Greenleaf, 2002), I am dedicated to creating an inclusive, collaborative environment that drives successful and sustainable initiatives, aligning with Polytechnic College's mission of delivering a globally inclusive, student-centric education (Polytechnic College, 2023b).

Staff in Student Advising

The staff in student advising are at the forefront of change implementation. These dedicated professionals, with their specialized knowledge and expertise, play a pivotal role in designing and executing strategies, initiatives, and interventions that enhance student advising services articulated in the literature (Appelbaum et al., 2012; Spear, 2016). As they work closely with students and directly influence the student experience for international students, their engagement and commitment are critical for the success of the change initiative (Wentworth et al., 2020). Moreover, these staff are the first point of contact for students seeking academic and personal guidance, making them the executors of the intake model, and their input is invaluable in shaping the change and framework. The ability of student advisers to build trust and rapport with students enables them to promptly identify and address issues and make appropriate

referrals post-intake. This ensures that students receive the necessary support to thrive academically, socially, financially, and personally (Colyar et al., 2023). The ongoing professional development of student advisers is therefore critical, as it enables them to stay abreast of the latest research, trends, and best practices in student advising, further enhancing their ability to contribute to the success of change initiatives.

Senior Leadership and Senior Executive Committee

The senior leadership and senior executive committee, comprised of the vice-presidents and president, plays a decisive role in advancing any change plan at Polytechnic College. Their strategic vision and decision-making authority set the stage for transformative initiatives, fostering an environment conducive to change (Kotter & Cohen, 2015; Odiaga et al., 2021). Beyond resource allocation, senior leaders act as steadfast advocates, ensuring the integration of the change plan into overarching policies and institutional culture. Commitment from senior leaders and the senior executive committee is vital in steering Polytechnic College toward a cohesive, inclusive student advising system aligned with the diverse needs of international students and the institution's core values (Polytechnic College, 2023b). In embracing a transformative change vision, the senior executive leadership can steer success metrics, aligning institutional goals for student advising with the aspirations of this DiP. Their leadership is a linchpin, driving the institution toward a future of inclusivity, responsiveness, and efficacy for international students. The senior leadership and senior executive committee at Polytechnic College are highly supportive and deeply committed to the timely implementation of change initiatives in response to the government requirements for international student support announced in 2024 (Immigration, Refugees and Citizenship Canada, 2024a). Their proactive involvement ensures that the necessary resources, guidance, and advocacy are provided to

sustain momentum and achieve the desired outcomes (Hussain et al., 2018).

Faculty

Within the context of addressing the complex and nuanced issues faced by international students, faculty members emerge as vital partners in advancing the change plan. Their extensive interaction with students, particularly international students, positions them as key contributors in the comprehensive effort to enhance student support services. Faculty members, drawing from their firsthand classroom experiences, possess a unique vantage point from which they can offer valuable insights and feedback regarding the specific needs and challenges encountered by international students (Appelbaum et al., 2012; Spear, 2016). There will be champions in this work, fostered by connections with student advisers that already exist. To garner support from faculty who may be less engaged, student advisers will focus on building relationships with champions (see Appendix B). In working with these champions and demonstrating the value of their feedback, the team can help encourage wider participation over time (Appelbaum et al., 2012). Through direct collaboration with student advisers, faculty contribute to a dynamic feedback loop that informs and refines the development of student support initiatives (Spear, 2016; Wentworth et al., 2020). Faculty's active participation further reinforces the vital bridge between academic instruction and comprehensive student support.

Campus and Community Partners

Engaging campus and community partners is essential for creating a comprehensive support system for students: a network of student support. Partnerships with student organizations, campus services, and local community organizations extend the reach of post-secondary education institutions, and the realm of services offered (S. A. Bass, 2023). These entities offer valuable input, expertise, and collaboration that help bridge the gap between

academic and non-academic support. By working in synergy, these partners contribute to a seamless and holistic approach to student support services, addressing students' diverse needs more effectively (Boening & Miller, 2005; Zhang, 2016). By leveraging these partnerships, Polytechnic College can address the social determinants of health that significantly impact international students' well-being and academic success, whilst focusing the core operations of the institution on academia. Issues such as access to healthcare, affordable housing, financial stability, and a sense of belonging within the community are paramount in shaping the international student experience and are the accountabilities of the institution (Glauser, 2017; Immigration, Refugees and Citizenship Canada, 2024a; Lisnyj et al., 2021).

International Students

International students are the heart of the change plan and active participants in their post-secondary journey. Their involvement is pivotal to ensure that services and supports meet their specific needs and enhance international student success. Incorporating international student voices into the change plan's development, implementation, and evaluation processes is essential (Arthur, 2017; Zhang, 2016). This student-centered approach empowers Polytechnic College to create an environment that is responsive, inclusive, and attuned to the evolving needs and expectations of their student body (Arthur, 2017).

Engaging partners plays a pivotal role in the successful management of change, especially in service delivery and the improvement of interconnected student advising services (Devecchi et al., 2018; Sheehan Pundyke, 2020) for international students. Collaboration among these partners fosters a comprehensive and inclusive approach, given the inherently interconnected nature of student advising. This interconnectedness is precisely why it is the right space to initiate these changes, as effective advising necessitates seamless interconnection, and

such collaboration leads to positive outcomes for all parties involved (D'Oyley, 2020).

To provide support to the emotions and reactions stemming from the change implementation plan, clear and ongoing communication is essential (Alnaqbi, 2017; Beatty, 2015). This kind of communication is central to addressing uncertainty and anxiety, providing interested parties with the information they need to comprehend and adapt to the changes. Additionally, an inclusive approach that actively involves contributors in decision-making processes helps mitigate frustration and enhances a collaborative atmosphere. By acknowledging and understanding key partners' varied emotions, the change implementation plan aims to create an environment where individuals feel heard, supported, and engaged throughout the transition process, aligned with best practices in organizational change communication strategies (Alnaqbi, 2017; Beatty, 2015).

In summary, the change implementation plan for the student advising intake model represents a visionary and all-encompassing strategy and embodies servant leadership principles and a commitment to inclusivity. Focused on enhancing the gaps in international student support (Calder et al., 2016; Zhang, 2016), the plan transcends traditional structures to forge a holistic advising framework for this demographic. Through storytelling and a comprehensive needs assessment, it delves into the myriad of challenges and aspirations of international students, broadening the model to encompass facets like permanent residency guidance, community integration, mental health support, and career development. Aligned with Kotter's (2012) eight stages, the plan unfolds within a two-year timeline, first creating a sense of urgency, then fostering collaboration among colleagues, leaders, and international students to work towards a solution, with a particular emphasis on involving student advisers as leaders in this collective journey through the PDCA model (Tague, 2005) infused into stage 5 of Kotter's (2012) model.

Communicating the Need for Change and Change Processes

Effective communication is key in facilitating and persuading staff, faculty, and international students to support the change needed within student advising (Beatty, 2015). Communication serves as a tool for implementing change and acts as the driving force behind change (Beatty, 2015; L. Smith & Mounter, 2008). This section presents a comprehensive communication plan for the change to enhance international student advising at Polytechnic College, integrating principles of servant leadership, equity, and inclusion. The communication plan aims to elucidate the “why,” “what,” and “how” of the change, ensuring clarity and fostering buy-in among leadership, colleagues, and international students. Leveraging evidence-informed processes, the plan emphasizes inclusivity, engagement, and awareness-building to navigate the change effectively and embed the change into the ongoing operations of the student advising team.

Communication Plan

The communication plan, informed by inclusive knowledge mobilization (see Appendix F), is crafted to navigate the necessary changes in student advising at Polytechnic College, ensuring enhanced support for international students while upholding the values of respect, trust, and transparency between key contributors. The plan anticipates questions regarding the shift to a new student advising intake model, and proactively addresses these with each audience communication is deployed to.

The communication plan (see Appendix G) ensures clear and effective dissemination of information regarding change initiatives, engaging key partners through targeted messaging, multiple communication channels, regular updates, and feedback mechanisms, guided by principles of transparency, consistency, inclusivity, clarity, and responsiveness, aligned with best

practice in change management (Odiaga et al., 2021; L. Smith & Mounter, 2008). In parallel, the knowledge mobilization plan (see Appendix F) facilitates the transfer and application of valuable insights and best practices from these initiatives. The knowledge mobilization plan involves identifying and documenting key knowledge, engaging partners, and utilizing dissemination strategies such as workshops, training sessions, and publications to enhance student advising services and support international students effectively.

The goal of the communication plan is to capture the need for change, the process of change, and the outcomes of the change plan, and disseminate key details to faculty, staff, senior leadership, and international students. At the heart of this communication plan is the recognition of the critical role transparent communication plays in change (Alnaqbi, 2017; L. Smith & Mounter, 2008), ensuring that everyone involved is informed about the rationale for change and the benefits of enhancing support for international students. Through open and honest communication, trust and credibility can be established (Odiaga et al., 2021), laying the foundation for successful change implementation (L. Smith & Mounter, 2008). Throughout three phases; creating understanding and urgency (Kotter (2012) Stages 1–3), co-creating and sharing vision (Kotter (2012) Stage 4–6), and consolidating gains and anchoring approaches (Kotter (2012) Stage 7), the plan will be communicated effectively to all audiences.

As delineated, a pivotal element of the communication strategy (see Appendix G) lies in its iterative methodology, characterized by ongoing, cyclical contact, leveraging Argyle's The Communication Cycle (1989). This approach entails soliciting input from key partners and contributors through active listening, engaging them in meaningful dialogue, acting upon insights gained, evaluating effectiveness, and revising strategies as needed (Beatty, 2015) to maintain alignment with the goal of supporting international students holistically. Faculty, staff,

leadership, and international students are encouraged to participate and provide feedback, ensuring their voices shape the approach and direction of the future of student advising. This approach fosters a sense of ownership and engagement among the Polytechnic College community, empowering all to contribute to the change process (Kotter, 2012). By soliciting input from international students, staff, faculty, and leadership, the communication plan (see Appendix G), is informed by diverse perspectives, and folks feel heard and valued, ensuring the lasting impact and effectiveness of the change initiative (Letizia, 2018). By employing customized communication strategies, messages can be finely tuned to cater to the distinct needs of each audience, thereby facilitating the dissemination of knowledge (see Appendix F) and the crafting of solutions that directly address the lived experiences of international students. This approach fosters a deep understanding of the proposed changes by each group and garners the best support for their implementation.

The communication plan (see Appendix G) utilizes a variety of channels to reach each audience and disseminate information effectively. Meetings and workshops provide opportunities for face-to-face interaction and dialogue both in-person and virtually, allowing for in-depth discussions and collaboration, access and inclusion, with a focus on listening and learning on behalf of my role as the director of student support, and the student advising team. To share progress, email updates will be leveraged to keep institutional partners and international students informed about the latest developments and upcoming events related to the changes to the student advising intake model and opportunities for involvement. Polytechnic College has an Intranet portal for both employees and students which serves as a centralized hub for sharing documents, resources, and updates, ensuring easy access to information for all involved in and impacted by this change. Social media platforms offer valuable additional channels for

communication, extending the reach to a broader audience and disseminating to international applicants and others who may not be directly engaged in the change process. Moreover, social media platforms serve as powerful tools for amplifying the narrative of student-centeredness for international students to a wider audience, ensuring its resonance and impact as the change gains momentum.

In developing the communication plan (see Appendix G), careful consideration has been given to the diverse audiences involved in the change. The plan seeks to address anticipated questions from each audience, ensuring that partners receive the clarity they seek and that all change details are comprehensively covered (Alnaqbi, 2017). Student advisers may seek clarification on the scope of required training and its impact on their time commitments; thus, a meticulous overview of the training program and its integration into existing duties will be provided, highlighting how the new model will improve their experience and be accommodated within current responsibilities. Faculty members might request a detailed account of the intake tool and the rationale behind the model's implementation; a robust explanation will be delivered, highlighting the strategic advantages of the new model. Furthermore, student advisers and international students are expected to pose questions pertinent to their specific interactions with the advising intake process; tailored, comprehensive responses will be crafted to address these inquiries, ensuring clarity and alignment with their respective functions. Each modality demonstrates the efforts that are made to ensure that communication materials are inclusive, accessible, and culturally sensitive, reflecting the diverse backgrounds and perspectives of all contributors (Alnaqbi, 2017; L. Smith & Mounter, 2008). By providing information in plain language and accessible formats, the communication plan seeks to minimize barriers to understanding and promote greater engagement and participation among all partners (Alnaqbi,

2017; Beatty, 2015).

Aligned with servant leadership principles and a collaborative approach to change, regular evaluation of the communication plan is crucial to gauge its effectiveness in engaging audiences and supporting the change initiative (Alnaqbi, 2017). Incorporating feedback through surveys, focus groups, and diverse channels entails active participation from both myself as the change leader and team leader, alongside the entire student advising team. This collaborative approach fosters a shared understanding among all those involved and enables the student advising team and me to make necessary adjustments, ensuring the communication efforts remain aligned with the change goals and responsive to the needs of all audiences.

By mobilizing knowledge (see Appendix F), engaging partners, and fostering inclusivity, the plan endeavours to promote the success and well-being of international students and also embed sustainable change within the culture of student advising and support at Polytechnic College. Through transparent and two-way communication strategies tailored to the diverse needs of our audiences, the plan seeks to build trust, foster collaboration, and drive meaningful change (Beatty, 2015; Kang et al., 2022). This comprehensive approach is essential for sustaining the gains achieved through the revised advising intake model, ensuring that its principles become deeply ingrained in the institution and continue to positively impact the student experience for years to come.

Challenges in Communicating the Change

As has been described, effective communication is paramount in facilitating successful change. However, various challenges may arise in the process of communicating large process and student support changes, impacting engagement and the overall success of the initiative. This section will first present these challenges, followed by a detailed exploration of mitigating

strategies aimed at anticipating and addressing potential risks.

Collaborator Resistance and Skepticism

One of the primary challenges in communicating the change in the student advising intake model for international students is collaborator resistance and skepticism. Amid the growing news coverage of international student experiences in Canada and the pressures from students themselves; faculty, staff, and students may resist the proposed changes due to fear of the unknown, concerns about increased workload, or skepticism about the effectiveness of the new approach. This resistance can hinder communication efforts, leading to a lack of buy-in and support for the change initiative.

Communication Gaps and Misinterpretations

Ineffective communication or lack thereof can pose significant challenges in conveying the details and rationale behind the change to Polytechnic College's student advising intake model. Complex concepts or technical jargon may be misunderstood, leading to confusion among audiences (Alnaqbi, 2017). Additionally, inconsistencies in messaging across different communication channels from autonomous student advisers can further exacerbate these challenges, resulting in mixed signals and uncertainty about the change.

Cultural and Linguistic Barriers

Within a diverse student and employee demographic, navigating cultural and linguistic barriers presents a challenge in effectively communicating necessary changes. International students hailing from varied educational and cultural backgrounds may encounter obstacles in making their voices heard, particularly when engaging with institutional leaders entrenched in colonial, western educational paradigms and definitions of success (Guo & Guo, 2017). To bridge this gap, servant leadership's element of active listening is essential, demonstrating a

commitment to understanding cultural nuances and needs. Failing to address these barriers risks alienating segments of the international student community, leading to exclusion and disengagement in the change process.

Information Overload

Another challenge in communicating the change for this model is overcoming information overload. Students, faculty, and staff are often inundated with various messages, announcements, and initiatives at Polytechnic College, making it difficult to capture their attention and convey the importance of the student advising model change amidst competing priorities. As a result, key messages may get lost or overlooked, diminishing the impact of communication efforts. Effective evaluation will be imperative to ensure that information is disseminated and captured (heard).

Resistance to Change Management Strategies

Resistance can pose significant obstacles to change. Traditional top-down approaches to change management may be met with skepticism or pushback from staff, faculty, and especially international students and student advisers who feel excluded from the decision-making process (Kang et al., 2022). Additionally, a lack of transparency or perceived coercion in the change process can further fuel resistance and undermine communication efforts.

Mitigation Strategies

Addressing these challenges requires proactive measures and strategic communication strategies tailored to the context at Polytechnic College. Firstly, engaging each audience early in the change process through inclusive dialogue and participatory decision-making can help build trust and mitigate resistance (Alnaqbi, 2017). Providing opportunities for feedback and addressing concerns transparently can also foster a sense of ownership and buy-in from each

collaborator, particularly, international students who will be served by the revised model (Alnaqbi, 2017; Patokina, 2020). Embracing clear and concise communication strategies that prioritize simplicity and accessibility is imperative to overcoming communication gaps and misinterpretations (Patokina, 2020). This underscores the importance of the knowledge mobilization plan (see Appendix F). By employing plain language, visual aids, and leveraging various communication channels, the message can effectively enhance understanding and engagement among diverse collaborators and partners (Park et al., 2021). Managing the key messages, leveraging targeted communication channels, and employing repetition and reinforcement techniques to ensure message retention and comprehension will be critical to the success of this plan and the embedding of the revised approaches in the institutional culture.

Embracing change management strategies that emphasize collaboration, empowerment, and transparency can help overcome resistance and foster a culture of continuous improvement for the student advising model at Polytechnic College.

Change Process Monitoring and Evaluation

In today's dynamic and rapidly evolving globalized educational environments, change has become inevitable for institutions seeking to adapt to shifting market demands, attract top applicants globally, leverage technological advancements to deliver education, and evolve with student and employee expectations. However, implementing change initiatives without robust monitoring and evaluation mechanisms in place can lead to ineffective execution, missed opportunities, and unintended consequences (Markiewicz & Patrick, 2016).

Change process monitoring and evaluation play a pivotal role in the successful transformation of the student advising model to holistically support international students at Polytechnic College. Markiewicz and Patrick (2016) underscore the significance of developing

robust monitoring and evaluation frameworks to guide change initiatives effectively. This is particularly relevant in the context of transforming a student advising intake model, where the stakes are high, and the impacts on international student success and retention are profound. By adopting a structured approach to monitoring and evaluation, the student advising team, myself, and leaders at Polytechnic College can systematically track progress, assess outcomes, and identify areas for improvement throughout the change process.

Monitoring entails the continuous tracking of activities, processes, and outputs throughout the implementation of a change initiative (Markiewicz & Patrick, 2016). It involves real-time data collection and analysis to identify any deviations from the planned course of action, enabling timely adjustments to be made as needed. To monitor the success of supporting international students holistically through student advising, tools will include regular progress reports and dashboards that track key performance indicators such as student engagement rates, student adviser workload distribution, and utilization of advising services. Furthermore, meticulous tracking and assessment of the interventions necessitated for students will be crucial, particularly focusing on identifying patterns and trends associated with the highest rates of required interventions. This rigorous monitoring process allows for a comprehensive understanding of the most pressing needs and challenges faced by international students, enabling tailored and proactive responses to effectively support their academic and personal success.

On the other hand, evaluation involves the summative assessment of the overall impact and outcomes of the change initiative (Markiewicz & Patrick, 2016). Evaluation focuses on assessing the extent to which the desired objectives have been achieved and the degree of success in meeting predefined criteria. Evaluation provides a comprehensive and reflective

examination of the change process, offering insights into its effectiveness, lessons learned, and areas for improvement (Markiewicz & Patrick, 2016). Evaluation tools for the student advising intake model change will include surveys of international students and student advisers, focus groups of key partners, and success metrics such as academic GPA trends, retention rates, and graduation rates among international students, coupled with testimonials and in-depth interviews with international students to craft narratives. Existing institutional research practices provide a foundation for evaluating the impact of interventions and the revised student advising intake model. By adapting established measures such as surveys, focus groups, and interviews, the team can efficiently capture feedback and insights related to the implemented changes. Leveraging these baseline measures ensures continuity and consistency in data collection, facilitating evidence-based decision-making and continuous improvement efforts.

Evaluation Questions

As emphasized by Markiewicz and Patrick (2016), articulating evaluation questions is crucial as they serve as the foundation for defining monitoring and evaluation metrics. By formulating specific questions, changemakers can direct efforts toward collecting pertinent data and measuring outcomes that are aligned with the goals of the evaluation. This approach ensures that the monitoring and evaluation process is purposeful, systematic, and capable of yielding valuable insights into the success of the change plan. The following questions will guide the monitoring and evaluation plan for revising the student advising model at Polytechnic College, and will be addressed in the next section:

1. How do international students define success in this new intake model?
2. How effectively does the new intake model address international student success outcomes?

3. What changes are observed in international student satisfaction?
4. How does the new intake model impact (holistic) academic and personal success for international students?
5. How does the intake model affect retention and graduation rates?
6. How are recruitment trends impacted by the change in the student advising intake model?

Indicators for Evaluating and Monitoring Change

To develop and implement a new student advising intake model tailored to best serve international students, indicators play a pivotal role in evaluating and monitoring the change initiative over time (Markiewicz & Patrick, 2016). These indicators provide essential metrics that enable measurement of the impact of the new advising model on international student success, satisfaction, and overall experience. By systematically monitoring the indicators depicted in the evaluation framework (see Appendix H), alignment with the needs and aspirations of international students is ensured, ultimately leading to enhanced support and guidance in their academic journey through student advising. In this framework (see Appendix H), monitoring involves real-time tracking of progress and performance, focusing on implementation and providing feedback for adjustments. The evaluation assesses the effectiveness and impact of interventions over time, informing strategic decision-making and model improvements.

The outlined indicators provide a comprehensive framework (see Appendix H) for evaluating and monitoring the implementation of the new student advising model for international students. They offer essential metrics to track progress, measure outcomes, and identify areas for improvement.

Evaluation and Monitoring Plan

To evaluate and monitor the new student advising intake model at Polytechnic College, the student advising team and other key collaborators will leverage surveys, focus groups, and quantitative measures to understand how international students define and achieve success within the new framework as outlined in the monitoring plan (see Appendix I). By soliciting feedback directly from international students, the plan seeks to identify key themes and criteria that inform their perceptions of success, including academic achievement, personal growth, career attainment, immigration status, and cultural integration. Additionally, the plan monitors the utilization rates of support services and resources offered by the new student advising intake model (see Appendix I), evaluating the effectiveness of the associated support in addressing the identified needs and priorities of international students. By gauging international students' satisfaction and monitoring service utilization, the plan aims to assess the student advising model's impact on academic outcomes, retention, graduation rates, employment rates, and recruitment trends among international students. Through comprehensive data collection and analysis, the plan provides valuable insights into the effectiveness of the new student advising model in supporting international student success and informs future enhancements to student advising practices and processes at Polytechnic College.

By leveraging the insights and methodologies proposed by Markiewicz and Patrick (2016), as the change leaders, the student advising team and I can navigate the process of changing student advising models with confidence and purpose. Through systematic monitoring (see Appendix I) and evaluation (see Appendix H), our team can ensure that changes are impactful, sustainable, and responsive to the evolving needs of international students, evermore. Ultimately, effective monitoring and evaluation are essential ingredients for realizing the vision of a student advising model that fosters holistic support and success for international students.

Barriers and Interventions

In the process of monitoring and evaluating the new student advising intake model, several potential barriers may arise, necessitating appropriate responses to ensure the effectiveness, success, and sustainability of the change initiative (Kang et al., 2022).

Limited and Inconsistent Data Collection

One prominent barrier could be limited participation in surveys or focus groups among international students due to challenges in communication or time constraints. To address this, targeted outreach strategies, such as offering incentives for participation, providing language support, and scheduling flexible meeting times, can be implemented to encourage greater engagement and involvement. Data collection challenges may pose significant hurdles, as gathering accurate and comprehensive data on academic performance, retention rates, and satisfaction levels among international students may be hindered by incomplete or inconsistent records. Investing in training programs for staff involved in data collection and utilizing automated data collection tools and systems can improve the quality and reliability of data leveraged by the student advising team and Polytechnic College decision-makers.

Resistance to Change

The resistance to change among student advisers, staff, faculty, institutional leadership, Senior Executive Committee, or international students may present challenges, with concerns about increased workload, changes in job responsibilities, or skepticism about the effectiveness of the changes (Beatty, 2015; Kang et al., 2022). Engaging in ongoing dialogue and consultation with each of the involved parties, providing clear and transparent communication about the rationale behind the changes, and addressing concerns proactively can help mitigate resistance and foster buy-in for the change (Beatty, 2015), such as the new student advising intake model.

Resource Constraints

Lastly, resource constraints, such as limited financial or human resources, may restrict the ability to conduct comprehensive monitoring and evaluation activities. Prioritizing resource allocation based on identified needs and priorities from the change plan, seeking external funding opportunities and internal partnerships with other departments across Polytechnic College, and optimizing existing resources will help overcome budgetary constraints and ensure the success of the monitoring and evaluation process.

By acknowledging and addressing potential barriers proactively, the student advising team can enhance the effectiveness of the monitoring and evaluation process for the new advising model, demonstrating a comprehensive commitment to improving international student support.

Chapter 3: Conclusion, Next Steps, and Future Considerations

The culmination of this transformation represents a significant milestone in addressing the multifaceted needs of international students at Polytechnic College. It also responds to the increasing expectations from government bodies and sector leadership for the post-secondary education system to provide comprehensive support to international students (Colyar et al., 2023; Dafri & Braun, 2022). Through an examination of existing literature, institutional data analysis, and collaborative efforts with partners, a comprehensive student advising intake model will be crafted and implemented. The process will ensure that identified barriers are mitigated, international students and Polytechnic College staff and faculty co-create the model, and evidence-informed strategies are leveraged to enhance support for international students.

Looking ahead, it is crucial to sustain momentum by continuously monitoring and evaluating the efficacy of the revised student advising model for international students. This

entails ongoing data collection, soliciting feedback from international students, and making iterative improvements based on emerging needs and trends (Markiewicz & Patrick, 2016). The development and framework for the student advising intake tool will be driven by international students, to ensure they are the primary beneficiaries of the change. However, all students at Polytechnic College could gain secondary benefits from a tool designed to address personalized needs. Efforts should focus on scaling successful components of the model to all students, and further, sharing best practices with other institutions facing similar challenges to drive sector-wide change.

Future considerations must extend beyond the confines of this dissertation-in-practice (DiP). Research avenues should explore the impact of cultural competency training on enhancing support for international students and promoting inclusive practices in curriculum design and delivery. Moreover, the integration of technology warrants investigation to ascertain its potential to deliver personalized advising services and academic, personal, and career support for students. Efforts to amplify the voices of international students in institutional decision-making processes and advance equity and social justice are imperative for any changes in the post-secondary education sector today (Colyar et al., 2023; Guo & Guo, 2017).

This DiP outlines the development and implementation of a change process to build a holistic student advising intake model for international students at Polytechnic College. By addressing the diverse needs of international students and fostering a culture of inclusivity and support, the revised student advising intake model will stand poised to positively impact international student success, recruitment, and retention. Moving forward, sustained collaboration, research, and innovation will be indispensable in refining practices and policies to better serve the ever-evolving needs of international students at Polytechnic College.

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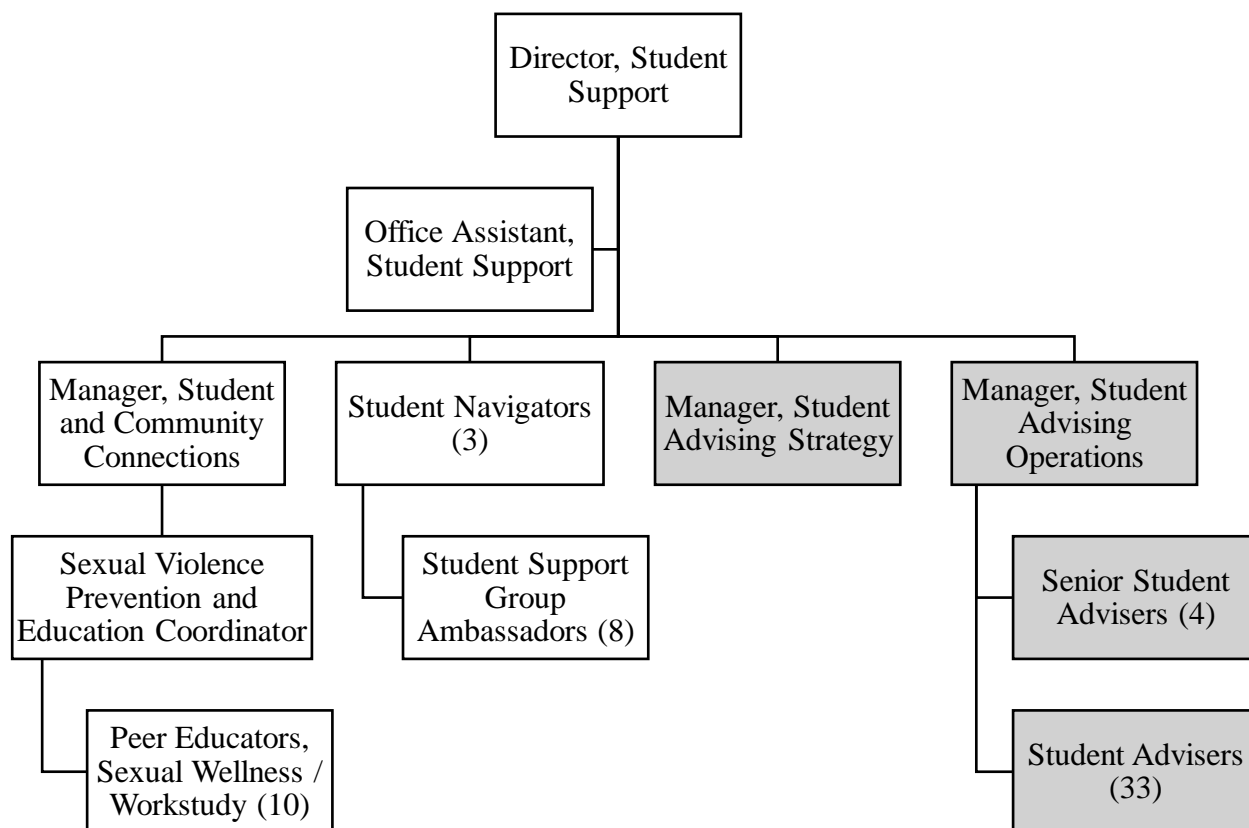
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Appendix A

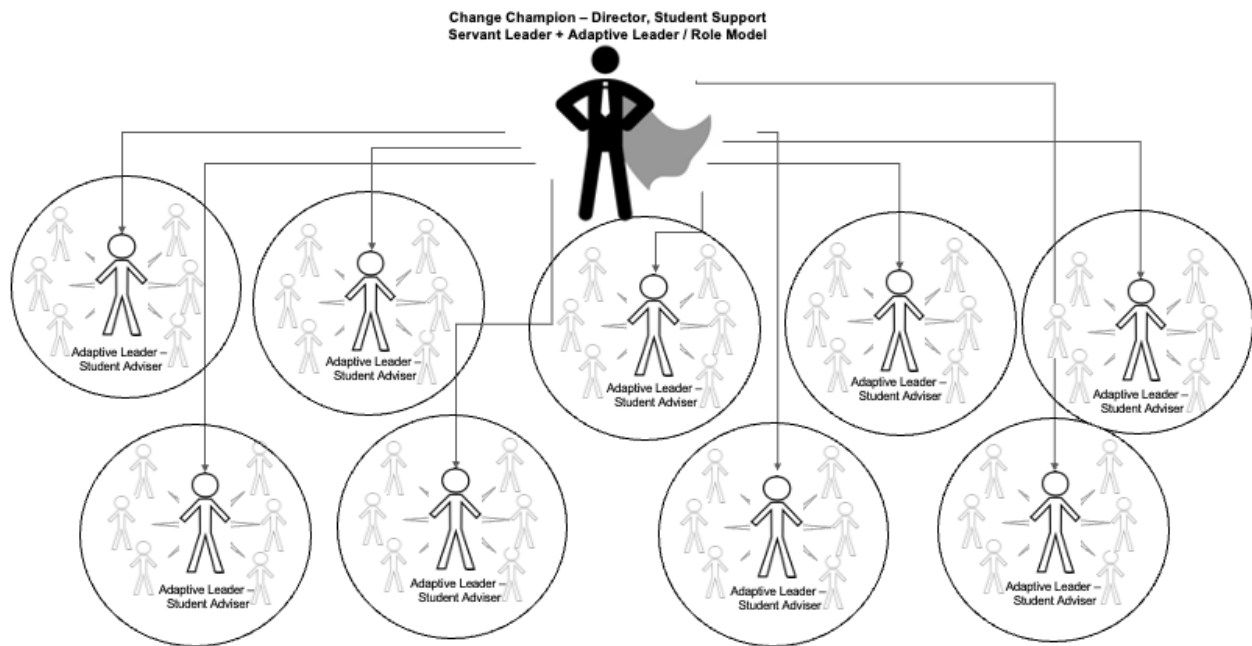
Student Support Team Organizational Chart



Note. The Student Advising Team is highlighted in the organizational chart and collaborates closely with the two other teams within the Student Support department. Each student adviser is responsible for an associated academic school, supports a portfolio of academic programs, and assists students from enrolment through to graduation in their programs.

Appendix B

Delegation of Authority and Adaptive Leadership Empowerment Approach



Note. The Appendix illustrates the role of the change champion (Director, Student Support) in delegating authority and autonomy to student advisers. This delegation is achieved through a combination of servant leadership and adaptive leadership styles. By embracing adaptive leadership within their own academic schools, student advisers are empowered to lead their circle of influence (academic school) effectively. The figure highlights how this leadership approach facilitates the implementation of the change plan across different academic areas, ensuring a cohesive and adaptive response to evolving needs.

Appendix C

Organizational Change Recipients' Beliefs Scale (Armenakis et al., 2007) – Assessment

| | Dimension | Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree |
|--------------------------------------------------------------------------------------------------|--------------------------|----------------|-------|---------------------------|----------|-------------------|
| 1. This change will benefit me. | <i>Valence</i> | X | | | | |
| 2. Most of my peers embrace the proposed organizational change. | <i>Principal Support</i> | | X | | | |
| 3. I believe the proposed organizational change will have a favourable effect on our operations. | <i>Appropriateness</i> | | X | | | |
| 4. I have the capability to implement the change this is initiated. | <i>Efficacy</i> | | | X | | |
| 5. We need to change the way we do some things in this organization. | <i>Discrepancy</i> | | | X | | |

| | Dimension | Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree |
|-----------------------------------------------------------------------------------|--------------------------|----------------|-------|---------------------------|----------|-------------------|
| 6. With this change in my job, I will experience more self-fulfillment. | <i>Valence</i> | X | | | | |
| 7. The top leaders in this organization are “walking the talk.” | <i>Principal Support</i> | | X | | | |
| 8. The change in our operations will improve the performance of our organization. | <i>Appropriateness</i> | | X | | | |
| 9. I can implement this change in my job. | <i>Efficacy</i> | | | X | | |
| 10. We need to improve the way we operate in this organization. | <i>Discrepancy</i> | | X | | | |
| 11. The top leaders in our organization support this change. | <i>Principal Support</i> | | | X | | |
| 12. The change that we are implementing is correct for our situation. | <i>Appropriateness</i> | | X | | | |

| | Dimension | Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree |
|----------------------------------------------------------------------------------------------------|--------------------------|----------------|-------|---------------------------|----------|-------------------|
| 13. I am capable of successfully performing my job duties with the proposed organizational change. | <i>Efficacy</i> | | X | | | |
| 14. The change that we are implementing is correct for our situation. | <i>Discrepancy</i> | | X | | | |
| 15. The change in my job assignments will increase my feelings of accomplishment. | <i>Valence</i> | | | X | | |
| 16. The majority of my respected peers are dedicated to making this change work. | <i>Principal Support</i> | | X | | | |
| 17. When I think about this change, I realize it is appropriate for our organization. | <i>Appropriateness</i> | | X | | | |

| | Dimension | Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree |
|----------------------------------------------------------------------------------|------------------------|----------------|-------|---------------------------|----------|-------------------|
| 18. I believe we can successfully implement this change. | <i>Efficacy</i> | | | | X | |
| 19. A change is needed to improve our operations. | <i>Discrepancy</i> | | | X | | |
| 20. My immediate manager is in favour of this change. | <i>Valence</i> | X | | | | |
| 21. This organizational change will prove to be best for our situation. | <i>Appropriateness</i> | X | | | | |
| 22. We have the capability to successfully implement this change. | <i>Efficacy</i> | | | | X | |
| 23. We need to improve our performance by implementing an organizational change. | <i>Discrepancy</i> | | | | X | |

| | Dimension | Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree |
|---------------------------------------------------------------|--------------------------|----------------|-------|---------------------------|----------|-------------------|
| 24. My immediate manager encourages me to support the change. | <i>Principal Support</i> | | X | | | |

Scoring

| Dimension | Score |
|----------------------------------------------------------------------------------------------|---------|
| Discrepancy <i>Need for change</i> | 16 / 25 |
| Efficacy <i>Confidence in ability to change</i> | 14 / 25 |
| Principal Support <i>Commitment of formal and opinion leaders</i> | 19 / 25 |
| Valence <i>Beneficial to individual and organization</i> | 18 / 20 |
| Appropriateness <i>Appropriate action to address needs or gaps, eliminate discrepancy</i> | 21 / 25 |

Note. A change readiness assessment, scored by myself, with 1 being the strongest disagreement and 5 being the highest agreement. Scores are interpreted as low (1-12), medium (13-17), and high (18+), with the college demonstrating medium to high readiness across most dimensions.

Appendix D

Solution Alignment Analysis: Meeting the Needs of the PoP and Desires of the DiP

| Criteria | Solution 1: Regulated International Student Immigration Adviser (RISIA) Training | Solution 2: Delivering Onboarding and Orientation Programs for International Students | Solution 3: Establish a Student Advising Intake Process |
|---------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| Evaluation | <i>1 – low / 10 – high</i> | <i>1 – low / 10 – high</i> | <i>1 – low / 10 – high</i> |
| Alignment with International Student Needs | 6 | 7 | 9 |
| Comprehensiveness | 6 | 5 | 8 |
| Collaboration and Integration | 7 | 8 | 8 |
| Cultural Sensitivity | 8 | 8 | 8 |
| Resource Allocation | 8 | 7 | 7 |
| Measurable Impact | 8 | 8 | 9 |
| Adaptability and Flexibility | 7 | 7 | 9 |
| Inclusivity | 7 | 7 | 9 |
| Total | 57 | 57 | 67 |

Note. A comprehensive analysis of how each proposed solution aligns with the identified needs of the PoP and the desired outcomes of the DiP, scoring their effectiveness in addressing the criteria at Polytechnic College, with 1 being the lowest and 10 being the highest.

Appendix E

Change Implementation Timeline

| | Kotter (2012) Stage | Timeline | Objectives |
|------------|-----------------------------------------|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Short Term | Establishing a sense of urgency | September 2024 | <ul style="list-style-type: none"> • Conduct workshops and town hall meetings with Deans and Chairs to communicate the need for change within the student advising model. • Present data highlighting challenges faced by international students. • Initiate discussions on prioritizing student-centric advising. |
| | Creating the guiding coalition | October – November 2024 | <ul style="list-style-type: none"> • Form a coalition of key contributors, including student advisers, faculty, administrators, and international students. • Define roles and responsibilities within the coalition. • Establish regular communication channels for effective collaboration. |
| | Developing a vision and strategy | December 2024 – February 2025 | <ul style="list-style-type: none"> • Collaborate with the coalition to articulate a clear vision for the revised advising model. • Develop a comprehensive strategy outlining specific goals, action plans, and timelines. • Align the vision and strategy with Polytechnic College's overarching goals and values, focused on innovation, great student experiences, and student success. |
| | Communicating the change vision | March – April 2025 | <ul style="list-style-type: none"> • Launch a communication campaign to disseminate the vision and strategy to all faculty areas and Polytechnic College's key contributors (e.g., students, student government, service area leaders, Senior Executive Committee). • Utilize various channels such as newsletters, workshops, and digital platforms. • Address concerns and provide opportunities for feedback from contributors. |

| | Kotter (2012) Stage | Timeline | Objectives |
|-------------|---------------------------------------------------------------------------------------------------------|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Medium Term | Empowering employees (student advisers) for broad-based action with the PDCA cycle (Tague, 2005) | May – August 2025 | <p>Plan:</p> <ul style="list-style-type: none"> • Empower student advisers to apply the new advising model within their respective academic areas. • Encourage student advisers to autonomously tailor the model to address specific needs and challenges within their academic domains. • Provide ongoing support and resources to ensure a smooth transition to the new model. <p>Do:</p> <ul style="list-style-type: none"> • Facilitate sessions to guide student advisers in autonomously applying the PDCA cycle within their academic areas. • Empower student advisers to identify areas for improvement, plan interventions, and implement changes within the new advising model. • Encourage a collaborative environment where student advisers actively contribute insights and share successful strategies within the advising team and community of practice. <p>Check:</p> <ul style="list-style-type: none"> • Organize regular reflection sessions for student advisers to share experiences, challenges, and successes in implementing the new model. • Promote open discussions to evaluate the effectiveness of interventions, exchange ideas, and identify opportunities for improvement. • Establish a feedback loop where advisers learn from one another's experiences and contribute collectively to ongoing improvement. <p>Adjust:</p> <ul style="list-style-type: none"> • Define key performance indicators to assess the impact of the new model within academic areas and on international student success. • Gather data on student success, student satisfaction, and other relevant metrics to evaluate the success of implemented changes. • Identify areas for further enhancement and adjustment based on the assessment of outcomes. |

| | Kotter (2012) Stage | Timeline | Objectives |
|-----------|------------------------------------------------------|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Long Term | Generating short-term wins | September 2025 | <ul style="list-style-type: none"> • Celebrate early successes, such as positive feedback from international students, and address any negative feedback promptly, prioritizing the needs and concerns of students. • Showcase the impact of the revised model through success stories and testimonials, while also acknowledging and learning from any challenges encountered, fostering a culture of continuous improvement. • Recognize and appreciate the efforts of the coalition and contributors, and address any concerns or criticisms constructively, resolving conflicts with empathy and respect. |
| | Consolidating gains and producing more change | October 2025 – February 2026 | <ul style="list-style-type: none"> • Evaluate the overall success of the revised advising model against key performance indicators, identifying areas for improvement and addressing any shortcomings, focusing on serving the best interests of both students and the institution. • Consolidate gains by reinforcing changes and integrating them into institutional policies and procedures. • Embed cultural competence principles into ongoing training programs and institutional culture, continuously striving for improvement and inclusivity. |
| | Anchoring new approaches in the culture | Ongoing | <ul style="list-style-type: none"> • Establish a standing committee for ongoing monitoring and evaluation. • Adapt the advising model to evolving dynamics and emerging needs through regular assessments. • Foster a culture of continuous improvement, where feedback and insights drive further enhancements. |

Appendix F

Knowledge Mobilization Plan

| Kotter (2012) Stage | | What? | How? | Who? | Evaluation |
|--------------------------------------------------------------------------------------------------|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|----------------------------------------|-----------------------------------------------------------------------|
| Establishing a sense of urgency | Fall 2024 – Winter 2025 | Communicate the need for change in student advising practices, highlighting the challenges and opportunities associated with the current model, the lived experiences of international students at Polytechnic College and the implication of immigration changes at the federal level on international retention. | Utilize data analysis, research findings, and awareness campaigns to convey the urgency and importance of change. | FROM: International students | Measurement of understanding of the need for change via: |
| Creating the guiding coalition | | | | Student Advisers | Surveys |
| Developing a vision and strategy | | | | Director, Student Support | Feedback forms |
| | | | Create space for idea sharing and involvement: | TO: Deans & Chairs | Engagement and participation rates in events and meetings for sharing |
| | | | Town hall meetings | Faculty | |
| | | | Workshops | Student Advisers | |
| | | | Information sessions to engage partners in discussions | Service area leaders and staff | |
| | | | | International students | |
| Communicating the change vision | Spring 2025 – Fall 2025 | Develop clear vision for future state and empower student advisers to be champions of change and drivers of innovation in the student | Training and development | FROM: Student Advisers | Measurement of alignment with re-envisioned student advising: |
| Empowering employees (student advisers) for broad-based action with the PDCA cycle (Tague, 2005) | | | Delegation of decision-making authority and autonomy to implement new strategies and initiatives | Director, Student Support | Surveys |
| | | | | TO: Faculty | Focus groups |

| Kotter (2012) Stage | | What? | How? | Who? | Evaluation |
|--------------------------------------------------------------------|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Generating short-term wins | | advising process. | Recognition and support | International students Deans & Chairs | Student experience metrics |
| Consolidating gains Anchoring new approaches in the culture | Summer 2025 | Institutionalize the model of holistic student advising across Polytechnic College, embedding it into policies, procedures, and organizational culture. | <p>Training and capacity building</p> <p>Policy & process (re)development</p> <p>Integration into recruitment and retention practices</p> <p>Multichannel communication: leverage newsletters, Intranet portals, staff meetings, student orientations, to disseminate information about holistic advising practices at Polytechnic College</p> <p>Feedback and iteration</p> | <p>FROM: Student Advisers</p> <p>Director, Student Support</p> <p>International students</p> <p>Deans & Chairs</p> <p>Faculty</p> <p>TO: Deans & Chairs</p> <p>Faculty</p> <p>Student Advisers</p> <p>Service area leaders and staff</p> <p>International students</p> | <p>Measurement of the adoption of holistic student advising practices:</p> <p>Changes in international student outcomes</p> <p>Student, staff, faculty satisfaction</p> |

Appendix G

Change Communication Plan

| Phase | Methodology | Communication Modalities | Audience |
|----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Creating understanding and urgency Kotter (2012) Stages 1–3 | <pre> graph TD Aim[Aim] --> Compose[Compose / Encode] Compose --> Transmit[Transmit / Deliver] Transmit --> Receive[Receive / Feedback] Receive --> Analyze[Analyze / Decode / Learn] Analyze --> Change[Change / Improve] Change --> Aim </pre> | Town hall meetings Email campaigns and video storytelling Informational workshops | Faculty and staff Deans & Chairs Senior Executive Committee Student Advisers International students |
| Co-creating and sharing vision Kotter (2012) Stage 4–6 | <pre> graph TD Aim[Aim] --> Compose[Compose / Encode] Compose --> Transmit[Transmit / Deliver] Transmit --> Receive[Receive / Feedback] Receive --> Analyze[Analyze / Decode / Learn] Analyze --> Change[Change / Improve] Change --> Aim </pre> | Training programs Task forces and working groups Leadership development programs | Faculty and staff Deans & Chairs Student Advisers Task forces and working groups International students |

| Phase | Methodology | Communication Modalities | Audience |
|-----------------------------------------------------------------------------------------|-------------|--------------------------|-------------------------------------------|
| Consolidating gains and anchoring approaches Kotter (2012) Stage 7 | | Recognition programs | Student Advisers |
| | | Knowledge sharing | Faculty and staff |
| | | Feedback mechanisms | Senior Executive Committee and leadership |
| | | | |

Note. The communication plan delineates an iterative process of communication, leveraging Argyle’s The Communication Cycle (1989), emphasizing continuous engagement, feedback incorporation, and alignment revision to effectively steer the change initiative toward success, through a multi-modality delivery.

Appendix H

Evaluation Framework: Evaluation Questions and Indicators

| Evaluation Question | Monitoring Indicators | Evaluating Indicators |
|-----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| How do international students define success in this new intake model? | <p>Number of distinct criteria identified by international students</p> <p>Frequency of changes or updates in the criteria used by international students</p> <p>Utilization rates of support services aligned with students' definitions of success</p> | <p>Degree of alignment between students' definitions of success and institutional goals</p> <p>Impact of students' definitions of success on the design and implementation of support services</p> <p>Perception of students' definitions of success by key partners (e.g., faculty, administrators)</p> |
| How effectively does the new intake model address international student success? | <p>Usage rates of support services offered by the new model (e.g., success planning, workshops, etc.)</p> <p>Attendance rates at advising sessions or workshops tailored for international students</p> <p>Feedback received from international students regarding the accessibility and effectiveness of support services</p> | <p>Improvement in utilization rates of support services among international students</p> <p>Positive changes in academic outcomes (e.g., higher GPA, increased course completion rates) among international students</p> <p>Perception of the effectiveness of support services among international students and other key partners</p> |

| Evaluation Question | Monitoring Indicators | Evaluating Indicators |
|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| What changes are observed in international student satisfaction? | Overall satisfaction scores reported by international students through surveys | Identification of areas where satisfaction has improved or declined |
| | Specific areas of satisfaction or dissatisfaction identified by international students | Analysis of factors contributing to changes in satisfaction levels |
| | Trends in satisfaction scores over time (e.g., semester-to-semester or year-to-year comparisons) | Comparison of satisfaction levels with benchmarks or standards across Ontario colleges |
| How does the new intake model impact (holistic) academic and personal success for international students? | GPA trends among international students | Quantitative analysis of changes in academic outcomes among international students |
| | Course completion rates among international students | Qualitative assessment of the perceived impact of the new model on academic success |
| | Graduation rates among international students | Comparison of academic success indicators with institutional goals or targets |
| | Trends in the alignment between international students' personalized definitions of success and outcomes | |
| | Changes in international students' perceptions of progress towards their personalized definitions of success | |

| Evaluation Question | Monitoring Indicators | Evaluating Indicators |
|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| How does the intake model affect retention and graduation rates? | Retention rates of international students from one academic year to the next | Quantitative analysis of changes in retention and graduation rates among international students |
| | Graduation rates of international students within a specified timeframe | Identification of factors influencing changes in retention and graduation rates |
| | Comparison of retention and graduation rates among international students before and after the implementation of the new model | Comparison of retention and graduation rates with institutional benchmarks or targets |
| How are recruitment trends impacted by the change in the student advising intake model? | Number of inquiries or expressions of interest from prospective international students | Analysis of changes in recruitment trends before and after the implementation of the new model |
| | Application rates from international students | Identification of factors influencing changes in recruitment trends |
| | Enrolment rates of international students | Comparison of recruitment trends with institutional goals or targets |

Note. The Appendix illustrates the key indicators for evaluating and monitoring the implementation of the change described throughout the DiP.

Appendix I

Monitoring Plan

| Data to Monitor | Measurement Tool | Timing | Responsibility |
|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|---------------|-----------------------------------------------------------------------------|
| International students' definitions of success | Surveys Focus groups | Annually | Student Advising Team |
| Utilization rates of support services | Usage statistics Satisfaction surveys Electronic case management system data (e.g., Salesforce) | Semesterly | Student Advising Team |
| Changes in international student satisfaction | Institutional satisfaction surveys Focus groups Interviews | Annually | Institution Research department Student Advising Team |
| International student success indicators (e.g., career attainment, immigration status) | Alumni surveys Employment data Visa and residency data | Annually | Advancement and Alumni Office Institutional Immigration Support Team |
| Academic performance indicators (e.g., GPA, course completion rates) | Institutional records Academic reports | Semesterly | Registrar's Office Student Advising Team |

| Data to Monitor | Measurement Tool | Timing | Responsibility |
|---------------------------------------------------------------------------------------------|-------------------------|---------------|-----------------------------------------------------------------|
| Retention and graduation rates | Institutional records | Annually | Enrolment |
| | Academic reports | | Management Committee |
| | Enrolment data | | Student Advising Team |
| Recruitment metrics (inquiries, applications, enrolments) | Admissions data | Semesterly | International Admissions Team |
| | Enrolment data | | |
| Employee experiences (e.g., benefits and/or challenges to workflow, student support) | Surveys | Annually | Director, Student Support and Student Advising Leadership Group |
| | Focus groups | | |
| | Interviews | | |

Note. The monitoring plan details the key steps, responsibilities, and timelines involved in monitoring progress and ensuring alignment with the objectives of the change initiative.