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Increasing International Student Integration in Ontario College Environments

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Increasing International Student Integration in one Ontario College Environment

An Organizational Improvement Plan

Submitted To the School Of Graduate and Postdoctoral Studies

In Partial Fulfillment of the Requirements For The

Degree of Doctor of Education

WESTERN UNIVERSITY

LONDON, ONTARIO

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INCREASING INTERNATIONAL STUDENT INTEGRATION

Abstract

This Organizational Improvement Plan (OIP) reviews the problem of how to increase international student integration in one Ontario College environment, with the ultimate goal of creating an environment and campus culture of mutual engagement. Research has shown that IS still do not report a high level of engagement at Ontario College campuses despite the fact most colleges have educated IS for many years and the same has been found at College A. The dichotomy of international versus domestic student problematizes these issues from a myriad of perspectives. This OIP proposes a multi-pronged solution at College A involving the creation of an internationalization strategy, the development of academic and cultural engagement and identity workshops as pilot projects, the creation of a Professional Improvement Community, and the integration of embedded English as a Second Language classes into curriculum to achieve improved mutual integration among international and domestic students, faculty and administrators. The problem is viewed through an International Student Cultural Integration Framework, where adaptive and authentic leadership styles lead the change and implementation process. A Plan-do-study-act cycle (PDSA) describes the implementation process and how iterative cycles of change will move from pilot workshops to full-scale organizational implementation during the course of one academic year to long-term implementation plan over five years.

Keywords: International student engagement/integration, Professional Improvement Communities, international education, English as a Second Language, Identity Dialogues, Academic and Cultural Dialogues.

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Executive Summary

The Canadian government has long recognized the need for immigration to Canada to offset declining domestic birthrates and, consequently, lower domestic enrolment in post-secondary institutions. One cannot go far in the media without coming across an article highlighting skills shortages facing employers whether locally, provincially or nationally. The skills shortage results in a misalignment between the skills individuals have for the type of work that is emerging in the economy. Ontario Colleges have long played a key role in providing post-secondary education required to meet the need for skills training through the development of programming that is at once founded in theory, but based in practicality (Colleges Ontario, 2007). As such, international students are also recognizing the key skills training they receive by attending Ontario Colleges. Layered with competitive globalization and intensive needs for globally-aware individuals, in addition to inviting immigration policies through the Canadian Federal Government, a growing number of international students come to study at Ontario College campuses (Government of Canada, 2014; Government of Canada, 2019; Ministry of Advanced Education and Skills Development, 2018). However, their perspective is far from integrative; they continue to experience culture shock and continue to report a lack of integration and a sense of belonging, have few Canadian friends, and experience academic and social misunderstandings whether they are in class, on campus, or in the local community (Canadian Bureau of International Education, CBIE, 2015, 2014). With the growth in international students studying at college campuses, there is an intensifying need for higher education organizations to provide academics and services that align to international student integration, providing an increased consideration of student engagement and integration. The end goal is mutual integration between domestic and international students and improved intercultural and linguistic skills for

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international students. The resultant improvements suggested in this OIP would further integrate/engage all students, whether domestic or foreign-born at College A. This Organizational Improvement Plan (OIP) explores the gaps that remain with regard to international student integration and makes recommendations to improve international student engagement. This OIP outlines College A's organizational context, the Problem of Practice (PoP) and how it is situated in its particular macro and meso environments, the broad political, economic, social and cultural contexts affecting the issue, and an in-depth analysis of the history of the organization and a literature review pertaining to these gaps.

Chapter 1 outlines the Problem of Practice (PoP) from political, economic, social and cultural perspectives. College A is discussed in detail, viewed through the International Student Cultural Integration Framework adapted from Dodge (2015). I present my positioning as a researcher in relation to leadership and outline my statement of what leadership means in relation to these theories and this OIP. There is a literature review surrounding the topic of international student integration and engagement, a determination of the use of integration versus engagement; and identification of the gaps surrounding this issue. The political, economic, social and cultural factors influencing the analysis of the issue, and internal and external data are provided to quantify the problem. The organization's readiness to change and the plan to communicate the change are explained, all underscored using adaptive and authentic leadership styles. These leadership styles have been chosen as they relate to the leadership style of the author of this OIP, with a need for connectedness, consistency, compassion, passion, and behaviour (Avolio & Gardner, 2005; Walumbwa, Avolio, Gardner, Wernsing, & Peterson, 2008).

Chapter 2 explores the framework for how to lead the change process using the authentic and adaptive leadership models. The importance of using the authentic leadership models focuses

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on the long-term solution to international student integration and leading with heart. Adaptive leadership is used due to the emotional intelligence and organizational justice needed to solve the adaptive problems, those outside the technical issues (Heifetz & Linsky, 2002). International student integration needs a long-term solution, an ethical voice, emotional intelligence to know what the problem and solutions truly are and the organizational justice to make the necessary changes come to life.

Determining what to change is revealed through intentional change process using a combination of Kotter's Eight Stages of Change Model (1996) and the Cawsey, Descza, and Ingols' Change Path Model (2016). A critical organizational analysis is provided, employing relevant research using Bolman and Deals' Four Frame Model and Bennett's Development Model of Intercultural Sensitivity (1993, 2004), to describe gaps that exist between the current and envisioned organizational state. A number of solutions are reviewed, with a key multi-pronged solution proposed that covers the key items drawn from the organizational analysis. The solution also provides options for the targeted organization over the course of one-year, but which could be adapted for longer-term implementation and review using a Plan, Do, Study, Act (PDSA) iterative cycle of improvement and change.

Chapter 3 outlines the key steps in the implementation, evaluation and organizational communication processes of change. There is a comparison of the PDSA Cycle, Klein's 4 phases of communication and Kotter's (2006) Eight Stages of Change. The goals and priorities of the OIP are identified and developed in practical terms, identifying stakeholder reactions, the personnel needed to enact the change, the specific programs of change required, the momentum needed to reach the identified changes, and the limitations that might present themselves. The monitoring and evaluation logic model outlines the existing and proposed programming to meet

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the required changes and determines how the change will be evaluated and refined for future iterations. Further, the ethical considerations and challenges are described; the communications plan is outlined, and next steps and future considerations terminate the paper.

While this proposal provides a number of solutions to the problem existing today at College A, there is recognition that flexibility of this OIP implementation is dependent upon the ever-evolving nature of this problem, emerging research on the topic, and changing governmental policies that may change the goals and direction of Ontario Colleges in general and of this college in particular. The nature of internationalization and international student integration and engagement is not destined to be a unique point-in-time problem with a one-size-fits-all solution. Institutions are at varying stages on the internationalization continuum as is the institution described in this OIP. Therefore, this OIP recognizes there is an individual nature and context of each institution, and proposes that institutions, administrators, faculty and the domestic and IS they serve have voice and agency in how they perceive the issue and the resultant solutions selected within these unique spheres.

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perseverance lead the way. Most importantly, I want to thank my husband who has held this family together, listened to the details, completed the household chores, transported children to appointments and who has forced me to take health breaks to walk the dog. He is the reason I am where I am. Without his faith in me and in our family, this entire journey would not have been possible. As has been my motto, ¡Pura vida, cariño!

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Acronyms

CAAT (Colleges of Applied Arts and Technology)

CBIE (Canadian Bureau for International Education)

CCR (Co-Curricular Record)

ECP (English Conversation Partners)

ESL (English as a Second Language)

HEQCO (Higher Education Quality Council of Ontario)

HEI (Higher Education Institutions)

HOIS (Heads of IS)

IRCC (Immigration, Refugees and Citizenship Canada)

IS (IS)

MAESD (Ministry of Advanced Education and Skills Development)

M&E (Monitoring and Evaluation)

MTCU (Ministry of Training, Colleges and Universities)

OIP (Organizational Improvement Plan)

PLC (Professional Learning Community)

PIC (Professional Improvement Communities)

PoP (Problem of Practice)

PSE (Post-secondary Education)

CHAPTER 1: INTRODUCTION AND PROBLEM

This Organizational Improvement Plan (OIP) investigates the organizational context in an Ontario College environment in which this Problem of Practice (PoP) is found. It guides the leadership approach and change strategies for improvement of international student (IS) integration and engagement in a growing Ontario College environment. This OIP is divided into three chapters. Chapter 1 provides an introduction of the problem of practice (PoP), Chapter 2 outlines the leadership and change models appropriate to this PoP, and Chapter 3 discusses the change implementation, evaluation and communication plan. Chapter 1 outlines the key terms, assumptions and definitions upon which this OIP rests. It presents the organizational context, background and history of the organization; it details the problem of practice driving this OIP, including the various aspects and lenses through which to analyze the problem; an evaluation of the organization's readiness for change; and it outlines the leadership-focused vision for this change and the resultant plan to communicate this change.

Organizational Context

This first section of the OIP outlines the broad political, economic, social and cultural contexts of the organization of College A (a pseudonym). The mission, vision, values and goals of the organization are described, the organizational structure and its established leadership approaches and practices are outlined, and a short history of the organization is provided.

College A is a post-secondary institution that has operated for over 50 years and offers certificates, diplomas, degrees as well as apprenticeship programs. It is part of Ontario's

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Colleges of Applied Arts and Technology (CAATs) system, established in the 1960s as part of a response to alternatives to traditional post-secondary education where university education was the norm. College A is considered a mid-sized post-secondary institution on the verge of becoming a large institution, growing to over 16,000 full-time (FT) and 30,000 part-time (PT) students. At present, over 9,000 of these students are international students. The College employs over 1,200 FT faculty and administrative staff at more than five campuses and is well-known for Engineering, Business, Health Care, and Trades training. When looking at the various contexts influencing international student increases at College A, a review of the political, economic, social and cultural contexts must be considered.

Political Contexts

When considering the political context in which College A resides, one must review the various responsibilities of both the federal, provincial and municipal/local governments. The federal government is responsible for immigration to Canada, and the provinces are responsible for education, while a number of independent organizations drive quality in the province. Colleges are governed through the Ontario Colleges of Applied Arts and Technology Act (Government of Ontario, 2002). This Ontario Regulation further outlines the composition and details of college governance. It shows that colleges are fairly “coercive” and “isomorphic” (Austin & Jones, 2016, p. 25) due to the similarity in policies and procedures outlined in the Act. However, there is quite a bit of latitude available to individual colleges on how they conduct their operations based on local context and need. The College Boards of Governors focus on “strategic policy-making decisions” rather than on maintaining current structures (Sultana, 2012, p. 352). This strategic thinking supports the Canadian government’s strategic goal of increasing

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the number of international students (IS) to Canada as outlined in *Canada's International Education Strategy* (Government of Canada, 2014).

Since Ontario Colleges are highly regulated and innovative, they are viewed in a positive light by IS (and their families) who wish to obtain a skills-based, in-demand credential. The three levels of government mentioned earlier have a vested interest in the outcomes of these Ontario students, including their experience in post-secondary education, their retention in both the institution and for potential immigration purposes following their post-secondary studies. A college's programming and reputation are attractive to IS considering studies in Ontario. To support international student success, many Ontario Colleges have dedicated, centralized International Offices to meet the needs of this growing segment of the student body.

Economic Contexts

Improved efforts on behalf of governments as a result of *Canada's International Education Strategy* (Government of Canada, 2014) means recruiting efforts abroad have been met with success. While political positioning is important, economics play a critical role in the efforts of government and post-secondary institutions alike to increase their attractiveness to IS. Demographics play a large role in this international student expansion initiative as domestic enrolments have declined in Canada and have had their effects on institutions' budgets (Lasher & Greene, 2001). Lasher and Greene (2001) also claim that in order "to reverse potential declines in traditional cohorts, many institutions look to new markets to attract students" (p. 509) which may include foreign students. Colleges in Ontario are looking to international markets for interested students to maintain or grow programming within their institutions as a response to the economic effects of this demographic shift in Ontario over the last number of years. As Colleges

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Ontario (2007) states, “demographic trends point to growing skills shortages and to increased competition worldwide for skilled labour” (p. 1). Meeting the demand in light of skills shortages is the goal of colleges in Ontario. Continued internationalization of College A will provide the necessary training to meet the needs for skilled workers and entrepreneurs in Ontario and will also contribute to financial viability of College A and in turn, the local economy.

At College A, strong international enrolment growth, from approximately 600 in winter 2013 to more than 9,000 in fall 2019 aligns with the need for skilled workers. The college continues to be a community-based applied educational institution. What has changed is the demographic base of students pursuing this type of training and the global influences on local institutions. This state of education requires College A to balance local, economic requirements, and provincial and national strategies enacted by the various levels of government. Underlying the change in composition of the post-secondary landscape, Ontario Colleges find themselves subject to marketization forces to meet financial constraints by encouraging more IS to enroll. This is the same state found at College A. Programs and cohorts are created to meet international student demand for applied learning and colleges focus on meeting the demand for highly skilled, local talent (Sporn, 2007, p. 143). The economic decision to increase international enrolments at post-secondary institutions is an important one for the future of College A, the local economy and on a national basis.

Social Contexts

While the economic discussion has focused on the college perspective, the economic position and the resultant social position of IS needs to be reviewed. The increase in student choice for studying in Canada relies on two economic factors: that of human capital theory and

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social attainment theory and social reproduction theory by Bourdieu (1977), in St. John & Paulsen (2001, p. 556). IS may believe that a credential from a Canadian post-secondary institution can provide an earnings differential from studying abroad and learning English (St. John & Paulsen, 2001, p. 549). If international students wish to improve their social situation and become more socially mobile than previous generations of family members, then they have bought into the globalization experience where “social and cultural forces influence educational attainment” (St. John & Paulsen, 2001, p. 556). However, adding IS to the domestic student body assumes a homogenous group of needs and services required, which is not the reality (Arthur, 2017).

In the context of higher education, internationalization is “understood as the process of integrating an international and intercultural dimension to the teaching/learning, research and service functions of a university [and college]” (Association of Universities and Colleges of Canada, 2014, p.1). Yet colleges were designed to provide education to local individuals in response to local business needs, never to provide education to IS (Legusov, 2017). According to the Canadian Bureau of International Education (CBIE) (2014), Canada has one of the top-ranked education systems in the world. Maintaining this ranking in light of the increasing national and international pressures placed on higher education institutions is important for administrators and faculty alike. Providing a quality education for the increasing number of IS triggers dramatic changes to the academic and classroom environment. College A is experiencing overall growth, and much of this growth stems from an increase in IS. While there are many benefits of having an increased number of IS on campus, changes within academic areas, student programs and service areas have not kept pace with changes required to support and serve this growing segment of students. Not all IS are fully integrated or engaged in the

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academic and campus environment, based on anecdotal feedback from this key student group. Service and academic groups at College A have recognized there are organizational gaps to academic and support services provided (Arthur, 2017). College A is trying to address this situation, but a consolidated model of support is required to effectively improve quality delivery and innovation around this issue. This OIP is an attempt to address these gaps leading to increased international student integration, academic and support services programming at College A.

Cultural Contexts

Further to the economic, political and social contexts of this PoP, the cultural context of College A is also important to note and underscores the theoretical framework of this OIP. Morgan (2006) finds that metaphors for culture help an organization determine its strengths and weaknesses and College A is no exception. Manning (2017), Morgan (2006) and Tierney (2008) focus on metaphors related to culture. College A is at once a mosaic of socially constructed values related to how international students are welcomed (Manning, 2017), and a unique ecological environment (Morgan, 2006), and this PoP needs to consider both these aspects.

The mosaic framework identifies multiple perspectives, similar to the structure of the mosaic with its intertwined pieces and viewpoints. Each person's opinion changes depending on where they focus their energies and where the position themselves in the mosaic. This perspective will be important in relation to this PoP, since each person has a unique perspective and each international student will have a unique viewpoint. Transformation needs to take place to "establish programs and services for underrepresented groups" (Manning, 2017, p. 105). College A welcomes students from over 80+ countries; therefore, no one perspective or

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component of leadership can be used in this PoP. Authentic leadership will be discussed related to this required transformation and which takes the transformational leadership approach one step further by not just focusing on the leadership traits of one individual, but also on the follower traits, allowing open and honest dialogue about needed change (Bass & Stedlmeier, 1999; Covelli & Mason, 2017).

The ecological perspective looks to the environment. As Tierney (2008) states, “managers must be aware of changes in the environment and purposefully alter organizational processes and goals” (p. 11). The changes in the environment at College A reveal multiple changes in the cultural composition of students and their country of origin, where no one student support suffices for all students.

When looking at the ethical considerations of this PoP, College A could be considered to be constructing its social reality based on its organization. For example, College A is a hierarchical organization with power structures built in to positions. . These positions determine what the reality is around culture. It also has a number of schools, each of these unique in terms of offerings, i.e. Business, Trades, and Liberal Studies etc. Further, within these disciplines one may find subcultures arranged by managerial staff, academic staff, service groups and international and domestic groups. These disciplinary cultures (Heidrich & Chandler, 2015) may determine part of the cultural composition related to international and domestic students. Martell (2003) states there is a “need for intercultural and international understanding and knowledge”, an urgent priority for post-secondary institutions in Canada and the US (p. 49). Intercultural and international understanding can be gained from going abroad to international institutions or having individuals come to Canada, localized and interwoven with domestic programming in an

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educational context. It is exactly the cultural perspective that is the background to this Problem of Practice (PoP) at College A. So what is culture? According to Sailes (2008), it is:

an organized set of thoughts, beliefs, and norms for interaction and communication; it is about how people treat each other, how they value one another, how school staff work together and get along together in a professional and personal sense, it is the consensus about what is important. (Sailes, 2008, pp. 74–75)

Culture at College A believes that interactions are collegial, people are treated well, school staff work together to achieve a common goal and senior leadership defines what is important. Culture is strong when it is considered “integrationist” and supports all the “interests of all learners” (Lumby, 2012, p. 580). However, the ever-changing nature and external focus of internationalization in post-secondary education suggests that a new framework may be necessary in order to be innovative in meeting the needs of IS and to ensure intercultural and international understanding.

The prevailing culture at this time is one of marketization and decentralization (Bartram, 2008; Lumby & Foskett, 2016). For the purposes of marketization, international students provide funding and contribute to the global learning of all at College A. However, the prevailing culture also determines power and the positioning of the “philosophical dimension of “the value it adds to the educational experience of both ‘home’ an ‘international’ students, and the contribution it makes to addressing global needs and global issues” (Lumby & Foskett, 2016, p. 96). This PoP positions the same need for internationalization of domestic students with the acceptance of international students to understand “diversity and difference...[which] enhances their own understanding and personal academic development (Lumby & Foskett, 2016, p. 99). While internationalization is an important cultural component of College A, one must not forget the

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reason for integration of international students is to grow the abilities of both international and domestic students, and to provide learning opportunities for both in the global sphere of education. What needs to be considered are the differences between and among individuals studying at College A, not to exclude anyone, but to include more than just token gestures (Lumby & Foskett, 2016).

Vision, Mission, Values, Purpose and Goals

Further to understanding the organizational context of College A, it is important to review the stated mission, vision and values. The mission, vision and values of College A clearly outline the need for internationalization of its campus as part of its growth plan, creating a need for successful international student integration. Three key focus areas within the college mission include a focus on quality, growth/sustainability and capacity. In order to achieve these three focus areas, support programs need to be in place to fully support international student integration on campus. To further understand the PoP in this OIP, it is necessary to understand more about College A's organizational structure and history.

Organizational Structure

The organizational structure of College A is hierarchical, and the current senior leadership approach is transactional with increasing perspectives of collegiality. The hierarchical structure of College A is outlined in the partial organizational chart in Figure 1. There is a commitment to innovation and development to continue to meet the goals of the local economy and to adapt to the changing labour market. There is direct line reporting from Board of Governors to President to Vice Presidents or Deans, to Chairs to faculty within unique and separate schools of study.

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As described by Austin and Jones (2016), colleges are becoming increasingly more managerialist and decision-making is viewed horizontally. This description accurately describes College A. This organizational hierarchy and departmentalization into schools makes it difficult to coordinate activities. IS are supported across multiple departments including International Education, Student Engagement, and College A Students Inc., a student-run organization. Additionally, they receive support with their academic areas. There are significant overlaps between these service areas and among academic areas, compounding difficulty for students and faculty alike to know which area can support them appropriately. Different messaging and goals further compound the ease of access needed for these two groups. As seen in Figure 1, international student and faculty supports fall under multiple leaders: the VP, Student Affairs, the AVP International Education, and in academic areas/schools under Executive Deans.

Organizational History

Historically, colleges filled an alternative niche different from a university education and they remain important today for applied learning. They “are famous for their unique blend of academic learning and practical skills training” (Colleges Ontario, 2018, para.6). The creation of these institutions responded to the local political and economic environments, providing training opportunities for individuals destined to work in specific local contexts and organizations. However, there is now a complex intersection of increasingly diverse students on Ontario college campuses as a result of globalization. Consequently, there is fierce international, national, and local competition and marketization of and for IS. One might indicate that post-secondary education in Ontario is no longer local nor regional, but provincial and perhaps even national with many institutions having an internationalization education strategy. Internationalization of Ontario college campuses has not only created excitement and tension amongst administrators and faculty,

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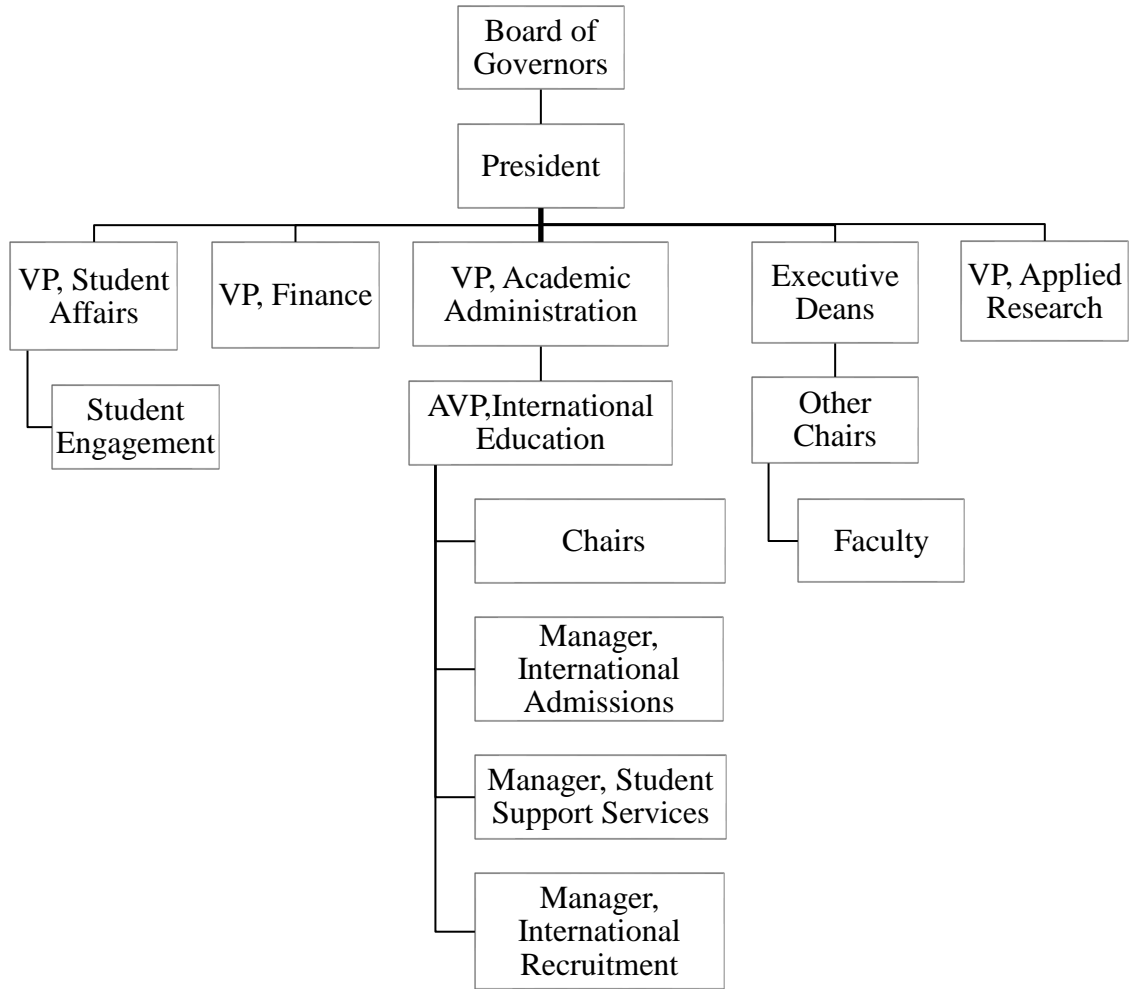


Figure 1. Simplified Organizational Chart for College A. Adapted from “College A Organizational Chart”, College A, 2018. Retrieved from College A internal website.

but it has also created challenges related to issues such as academic integrity, classroom management and behaviour, successful integration and ultimately student engagement (CBIE, 2014). Issues exist due to the fact that services and academic areas are reacting to the changes in the growth of IS accepting spaces in college programming, rather than proactively planning for increased enrolment (Poteet & Gomez, 2015). These issues are also seen in the organizational structure of College A where IS fall under multiple areas.

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Why is this OIP important? Successful international student integration would equate to success in academic programming within a fully internationalized curriculum, completion of studies, and successful cross-cultural and intercultural engagement. A terminal outcome for a great majority of these individuals would be community and future integration in the workforce, meaning transition to employment in Ontario and Canada, and successful settlement into the local, provincial and national social fabric.

Leadership Position and Lens Statement

I am a mid-level academic manager at College A, with wide responsibility for language programming to meet the needs of students requiring the necessary level of English for academic and community purposes. I work with IS on a regular basis. As a speaker of three languages and having studied abroad, I am well aware of how important integration and engagement is for students in international educational environments. My role is operational and transactional in nature and the dominant ideology that frames my role of school chair and the scope of decision-making is one of intense change. It is a complex role where the leadership style encompasses “the communication of the [chair] as ongoing coach, collaborator, and communicator [that] affects faculty, students, administration, and ultimately the institution” (Bennett, 2016, p. 13). It is due to my position in this complex role that I use the authentic and adaptive leadership styles (George, 2003) to provide ongoing coaching and the authentic leadership model guides my collaboration and communication approaches. Walumbwa, Avolio, Gardner, Wernsing and Peterson (2008) refer to four key principles within authentic leadership. They are 1) self-awareness which involves self-reflection to determine one’s own strengths and weaknesses, 2) relational transparency which involves sharing one’s story and motivations behind actions, 3)

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balanced processing, or the ability to be empathic yet objective and to consider varying viewpoints when making decisions and 4) internalized moral/ethical perspective, or guidance of high moral and ethical values, yet with a capacity to understand cultural nuances and contexts (p. 95-96). Further, authentic leaders are:

Those who are deeply aware of how they think and behave and are perceived by others as being aware of their own and others' values/moral perspectives, knowledge, and strengths; aware of the context in which they operate; and who are confident, hopeful, optimistic, resilient, and of high moral character. (Avolio & Gardner, 2005, p. 321).

This statement very much agrees with my perspective of leadership and I exhibit many of these characteristics. I hope I am optimistic and have a high moral character as provided in feedback from my front-line staff. I completed the Authentic Leadership Questionnaire (ALQ) (Walumbwa et al., 2008) and a review of the literature (Bennett, 2016; Greenier & Whitehead, 2016; Walumbwa et al., 2008), and they indicate that I have high self-awareness, some relational transparency, increased balanced processing in decision-making situations, and an internalized moral perspective.

As I continue to develop as a leader, I am becoming more aware of both my strengths and weaknesses. My strengths come from previous experience working in human resources, where concern for individuals comes first. However, this is also one of my weaknesses. I know that I am concerned with the affective values of leadership, sometimes almost to the expense of cognitive effects such as balanced decision-making. I tend to err on the side of supporting people more often than holding the line.

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It was found by Jachowicz (2016) that “department and division chairs who exhibit relational transparency should be better able to foster quality relationships with their faculty, resulting in higher levels of faculty communication satisfaction” (p. 47). Effective and frequent communication is imperative to achieve the goals and objectives of the school and to build relationships. I manage 100+ faculty and staff, but I prefer phone conversations with my direct reports versus emailing for clarity of communication. Authentic leadership “develops in people over a lifetime and can be triggered by major life events, such as a severe illness or a new career” (Northouse, 2016, p. 196). I have experienced both of these life-changing events and I have shared some of my experiences with my staff so they know where I have been, who I am, and why I understand certain perspectives. Therefore, I feel I have the “relational transparency” as described by Jachowicz (2016), in which an authentic leadership style facilitates communication and satisfaction of staff. Transparency in fiscal and personal transactions is necessary to gain the trust and respect of both internal and external stakeholders affecting this PoP. I frequently elicit feedback from my team, other mid-level managers and service areas, as well as more experienced academics to determine solutions to problems. Thus, frequent communication is one of the key components guiding this OIP’s implementation plan outlined in Chapter 3.

I am developing balanced processing because I seek feedback from others and really listen to individuals who disagree with me. The authentic leadership style is a benchmark for my decision-making perspectives in particular and contributes to my internalized moral perspective—probably informed through my experience in the human resource field. This previous professional experience in human resources has been one of the most powerful learning moments for me, in discovering not only my voice and agency, but the voice and agency of those who I manage in formal and informal situations. Managing 100+ faculty and staff at 6 different

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locations requires frequent and effective communication (Barrett, 2006; Jiang & Luo, 2018 Laajalahti, 2018). As Jiang and Luo (2018) found, when employees have a voice in decision-making and are informed, they have higher engagement and involvement in change. I have been told that I am open, approachable, I value everyone's opinion, and I keep them informed. When listening to opinions that differ from my own, an enormous amount of information is shared about the individual professing these opinions and it provides insight into managing that particular individual. Understanding everyone's perspective is not easy, but it helps provide transparency.

Further, given that I work with many IS, I have a high internalized moral and ethical concern (Walumbwa et al., 2008). For instance, I think of the many IS and newcomers to Canada who bring a high level of resilience and diversity to the classroom. It is my duty to engage them in a different way, and/or to improve their self-reported levels of integration. I want to increase my understanding of their perspective using a compassionate lens, and to communicate the gaps these students experience with other academic and service personnel. International students travel halfway around the world to situate themselves into a different linguistic environment, and to achieve educational goals critical to their success in Canada or in their home country (CBIE, 2015; CBIE, 2014). Their reported integration/engagement helps them to achieve these goals (CBIE, 2015; Young, 2014). Integration is a key component for settlement, satisfaction, and success, not only into the academic environment, but also within the community and eventually within the local/national employment sector. Given that ethics is a key leadership component related to inclusion, collaboration and social justice, authentic leadership is an appropriate leadership theory that fits both my style and the need for diversity in this PoP.

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Another leadership style that is appropriate to my development as a leader and which fits the lens of this OIP is the adaptive leadership model proposed by Heifetz and Linsky (Heifetz & Linsky, 2002; Randall & Coakley, 2007). Adaptive leadership not only plans for change, but leads the change process (Heifetz, Grashow & Linsky, 2009; Heifetz & Laurie, 2004). Adaptive leaders are able to recognize the problem, identify innovative solutions and then implement the correct solution, not relying on past practice to determine future changes needed for an organization (Khan, 2017, p. 180), and to how one's decisions "are broadly relevant to time and space" (Glover, Rainwater, Jones & Friedman, 2002, p. 19). Given that the college is in a new, unique situation, adaptive leadership fits the current context as I need an innovative solution to a problem that has not been encountered before at College A. Adaptive leadership is further necessary as a leader takes information they have acquired and makes decisions that may or may not be in conflict with their own personal worldview and cultural beliefs (Glover et al., 2002, p. 22). With international student integration, it does not matter what one's cultural belief is. This leadership style is necessary to proactively look for ways to change within a humanistic frame of reference. Additionally, this leadership approach situates the issue of ethical behaviour in the PoP that informs increased numbers of IS in Ontario College environments. There are many proponents of increased international student enrolment in College A, but lately, there are many more disturbing conversations regarding the negative aspects of this growing trend. Adaptive leadership assists with the identification of the problems in this PoP for which there is no historical precedent to guide decision-making. Further, adaptive leadership fits the holistic and humanistic perspective of international student integration and engagement. A question that remains with regard to this leadership style is to determine the needs of the environment to empower my team and those around me to think and act differently about the issue. As

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Northouse (2016) states, this model is about “helping others to explore and change their values” (p. 258). This systems model remains a benchmark for the way I approach decision-making processes by coaching others and helping them explore and confront their values. College A has not had this level of IS in the past, so there is no past practice to draw upon for decision-making. However, the majority of students in English language studies have been IS. Therefore, my team and I are well-situated to assist with the change management process and we can provide a benchmark to some best practices in classroom learning and English language proficiency at College A.

To date, I have facilitated a bottom-up approach to leadership by working and discussing international student integration and engagement issues within my academic area and with other academic managers/directors and chairs. However, I currently report directly to a senior administrator of international education, so viewpoints and issues that arise in many of these discussions can be shared in this bottom-up approach to leadership. I do, however, have limited capacity to effect organizational change among multiple academic schools and service areas.

The key areas of the Strategic Mandate Agreement at my specific college focus on quality, efficiency and capacity of programming within a traditional hierarchical structure, with direct line reporting from President to Vice Presidents or Deans, to Chairs to faculty. My relationships at College A provide the strengths and limitations which define the possible and proposed solution outlined in Chapter 2. Both the authentic and adaptive leadership styles will help frame the overall dialogue of strengths-based integration needed to address the overarching and recurring conversations on campus and within the community.

The next section focuses on the specifics of the Problem of Practice (POP), framing the problem with an analysis of the theories, models and frameworks to identify and describe the

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components. Following is a review of recent literature on the topic of international student integration, the questions emerging from the PoP, the leadership focused vision for change, and the corresponding readiness for organizational change.

Leadership Problem of Practice

Administrators, faculty and providers of student support services may deliver wonderful academic programs and services, but they may struggle to adequately address the influx of IS to Canadian post-secondary campuses. There remain gaps when addressing the non-homogenous needs of an ever-growing, increasingly diverse international student population within post-secondary institutions (Association of Universities and Colleges of Canada, 2011; Cameron, 2006; Green, 2012; McDonough & Mackey, 2013). One gap involves academic and service supports that struggle to adjust to increased numbers of IS and the services needed to support them. This results in a reactive versus a coordinated, proactive response from all individuals from all departments. These departments are duplicating efforts trying to provide support to IS. Another gap centres on the dialogues of faculty and staff which frame IS within a deficit-based model, rather than recognizing the unique strengths they bring to College A and the community within which College A resides. Further, IS come to study in post-secondary institutions with varying proficiencies in the academic English language and Canadian educational contexts needed to succeed in this post-secondary environment. A final gap recognizes that IS are not a homogenous group. They have an incredible wealth of experiences and cultural diversity that should be shared to promote intercultural understanding. This Problem of Practice (PoP) explores how to improve the lack of integration experienced by international students at College A.

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What is Integration versus Engagement?

It is necessary to define the terms integration and engagement for this OIP. Engagement has been coined as “a key element of the development of learning communities in higher education” (Department for Business, Innovation and Skills, 2011). The University of Minnesota (2018) points to the work of Appleton, Christenson, and Furlong (2008) to describe engagement as consisting of 4 elements: academic, behavioural, cognitive, and affective engagement within two domains: observable and internal engagement (Figure 2). This multi-dimensional construct discusses engagement that be observed along with unobservable internal engagement, both of which are elements of integration. Student integration is:

an intentional process to create community, by encouraging domestic and IS to engage with each other in ongoing interaction, characterized by mutual respect, responsibility, action, and commitment (Young, 2014, p. 1).

A review of the literature also uses the terms of integration and engagement inconsistently and interchangeably (Kuh, 2008; University of Minnesota, 2018; Zhoc et al., 2019), but focuses on mutual respect and responsibility of all to achieve the goals set out in this PoP.

When reviewing the issues related to IS, the key problems identified in this OIP fall under both the definition of integration (Young, 2014) and sense of belonging, as found in Appleton et al.’s (2008) behavioural, affective and academic areas. The affective components of identification with the school/campus and sense of belonging also fall under the integration definition outlined by Young (2014). Within the framework of higher education, Young (2014) found that:

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integration is the articulated recognition; intentional strategy and practice; and requisite leadership, resources, and infrastructure to realize the goals of integration, inclusive of domestic diversity and intercultural diversity, within a higher education institution. (p. 2).

Therefore, this OIP will use the broader and more inclusive term of integration to refer to the required OIP goal as a combination of these elements: engagement for what happens in learning within the classroom and the process of creating community between domestic and IS. It is inclusiveness of “domestic diversity and intercultural diversity” (Young, 2014, p. 2) that guides the goals and vision of this OIP. The perspective of the internal and academic interacts with the social perspective both inside and outside the classroom, across the campus and into the larger community. It is the intersection of these terms under integration that is addressed in this OIP.

Gaps in Current Practice

Increases in international student enrolment at College A has brought not only many positive benefits, such as much needed tuition dollars and dynamic campuses, but has also brought persistent challenges from the perspective of administration, faculty, and student services. From the perspective of IS themselves, they experience difficulty making friends with domestic students, difficulty navigating relationships with instructors, experience poor internationalization of the curriculum and experience stereotypes and racism (Guo & Guo, 2017). In Canada, in general, there is a perceived gap between current domestic and international student sense of belonging (CBIE, 2014), culture and language, attitudes toward academics, student engagement and learning preferences in general. El Masri, Choubak and Litchmore (2015) report through the Higher Education Quality Council of Ontario (HEQCO), that “on the

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whole, staff reported a lack of integration of programs and services, and a lack of coordination and communication between departments in offering international student support programs and services throughout their student life cycle” (p. 5). There is further evidence that supports vary by institution and that IS face “structural constraints to successful integration” (Poteet & Gomez, 2015, p.84). In addition, many IS feel that, “professors often do not understand the academic and social challenges facing them” and that informal supports are often lacking (Poteet & Gomez, 2015, p. 84).

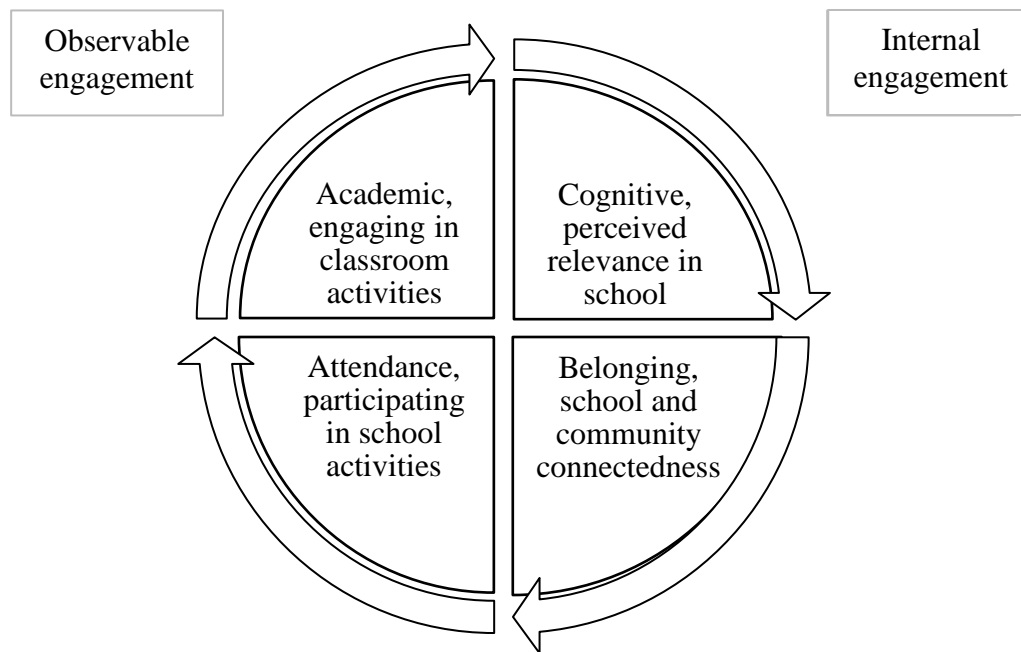


Figure 2. Engagement subtypes. Adapted from “Engagement Subtypes” by Appleton et al.,2018, *Check & Connect*. University of Minnesota. Retrieved from <http://checkandconnect.umn.edu/model/engagement.html>

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Further, the HEQCO (2015) report also finds that it is not just the issue of providing additional services, but creating increased awareness and improved advertising around the existence of current programming (p. 6).

There is also a perception that certain international groups are deficient culturally. This belief has been overhead from faculty, domestic and IS themselves. At College A, there is evidence that everyone from the President to individual faculty and service area employees believe there is a need to provide support to reframe this negative narrative and to provide quality experiences to meet the unique needs of IS. College leadership has indicated that internationalization of the campus is important through its mission, vision and values as mentioned earlier. Personnel are being added strategically to both the International and Student Engagement departments. Changes to current positions at the college and the increased number of new employees to support students are tied to the increased enrollments in IS and decreased domestic student enrollments. There is realignment with Student Engagement taking on orientation and extra-curricular programming for all students, not just domestic students. The Student Engagement department is engaging all students equally and providing services based on the tuition charged. Student support services on campus are challenged to provide the cultural, academic and financial support needed by the increasing number of IS to ensure their chances of success. The reason for this challenge is that there are limited resources, both financial and human, to address the multiple needs of this non-homogenous group, and faculty/staff time constraints also restrict ability to deliver effective and appropriate programming.

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A More Ideal Organizational State

There is significant research dedicated to the topic of internationalization of post-secondary campuses and the resultant engagement and integration of students, both international and domestic (Briggs, 2017; Dodge, 2015; Glass et al., 2015; Kettle, 2017; Lawson & Lawson, 2013). It is recognized that there are limitations in terms of physical and financial resources that can be directed to this issue. The Ministry of Advanced Education and Skills Development (MAESD) in Ontario has identified that additional resources are needed and encouraged by these post-secondary organizations to increase support for students on campuses (MAESD, 2018, p. 13) and purports to measure the “international student experience” to ensure this targeted group of students “better inform[s] programs and planning improvements” (p. 13).

A review of current programming and existing gaps in programming around language, culture and academic expectations at College A will facilitate the improvement of international student integration (Glass, Wongtrirat & Buus, 2015; Guo & Chase, 2011; Hénard, Diamond & Roseveare, 2012; Kettle, 2017; Kuh, 2008; Leary, Hotchkiss & Robb, 2016) . Further, looking to what other Ontario Colleges are doing might provide ideas and benchmarking opportunities to explore new programming. Increasingly, academic programs in many universities and colleges are being redesigned to integrate international and intercultural components of knowledge and there exists an increased pressure to strengthen “internationalization at home” activities involving all students, faculty and staff. Therefore, addressing the gaps at College A regarding international student integration requires the creation of a clear, international student strategy as a first step. This strategy would help link activities that flow from the Strategic Plan at College A to all academic areas and support services. It would include a goal where classrooms are places

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where internationalization efforts are underway and integration is understood and practiced by both students and faculty. It would also provide clear academic integration regardless of the composition of students in a given classroom. However, the creation of an international strategy is outside the scope of my influence. Yet, my influence is from a bottom-up perspective in which I can suggest that an international strategic plan might be effective for pulling all faculty and staff together, thereby reducing the overlap of critical resources.

Next, additional gaps have been noted in terms of language requirements of IS. Given that inadequate language proficiency prevents desired levels of integration, a more focused approach to English language training/idiomatic language programming embedded in individual program areas might help mitigate the ability for IS to fully integrate into classroom and social activities. This is an area where my direct expertise and leadership scope of influence can affect the change for IS.

Further, given IS report difficulty developing friendships with local students or significant misunderstandings with academic requirements and within social environments due to language, culture or intercultural understanding, it is up to College A to be purposeful in creating opportunities for these relationships to develop. Stereotypes and racism may be minimized through open dialogues to understand multiple perspectives and divergent cultural viewpoints. Again, having worked with IS for many years, the English language department and faculty within have developed some expertise that can be shared college-wide. This is another area where I can provide leadership.

A final area for improvement of international student integration relates to the relationship-building process with instructors and the improvement of student and teacher expectations and tensions that exist with regard to both language and teaching and learning (Guo

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& Guo, 2017). Increased internationalization of the curriculum can take place by critically reviewing course outlines, program outcomes and teaching materials to ensure the international student is represented and can identify, belong and eventually integrate into the classroom experience. Again, this is an area where my authentic and adaptive leadership abilities can influence improvement from a bottom-up approach and where I can influence other schools who are struggling to adequately address these gaps and resultant needs.

Framing the Problem of Practice

Knowing that a more idealized organizational state involves the creation of an internationalization strategy, improved English language programming, increased intercultural dialogues and improved relationship building in the classroom among students and faculty, the PoP is framed within five key areas of the International Student Cultural Integration Framework, adapted from Dodge (2015). Developing the PoP using this framework, this section provides additional perspectives related to the historical overview of the problem, and analyzes the problem through Bolman and Deal's (2013) Four-Frame model. This model identifies the key political, economic, social and technological factors along with internal and external data to fully inform the problem.

Historical Overview

Orientations at College A are well-organized at the beginning of an international student's post-secondary education, but with these well-organized orientations, extensive information is provided in a very short time. It is difficult for students to assimilate all the information given to them, and many students, due to cultural differences, may not feel comfortable asking for assistance. Further, their English language skills and understanding of the

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nuances of the English language may impede full participation in academic circles, including within classroom discussions with peers and with interactions with faculty both inside and outside the classroom and in the community.

Organizational Theories and Framework

The overall goal of this OIP is to increase integration of IS into classrooms, on campus and into the community that aligns with the goals of College A's Strategic Plan. Resources will be reviewed and changed, expanded or created to reduce the gaps identified. An opportunity exists to create partnerships among service areas to reduce the "silo effect" typical of medium to large educational institutions who pride themselves on self-sufficient alignment with schools or departments. There is also a requirement for a cross-sectional committee consisting of academics and services to create and communicate vision and implementation of an integrated campus environment. In order to determine what this integrated environment looks like, the framework used to understand the larger international integration issue is an adapted version of the International Student Cultural Integration Framework by Dodge (2015).

International Student Cultural Integration Framework

To understand the gaps surrounding this PoP at College A, the gaps are framed through a conceptual framework that encompasses the faculty, student, and the college community with regards to 1) the classroom experience, 2) interaction with domestic/native students, 3) intercultural competence (for all students, not just IS), 4) sociocultural/academic capitalism, and 5) English Language proficiency (Figure 3). These five variables of the International Student Cultural Integration Framework are viewed through a lens of overarching external pressures

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identified earlier with regard to the political, economic, social and cultural context, and underscored by a unique campus culture at College A.

Campus culture. The International Student Cultural Integration Framework rests on a foundation of College A's internal culture and unique contexts, where culture "builds congruence, gathers people as a community, creates clarity, builds consensus, and endows strength" (Manning, 2013, p. 92). Culture provides a broad understanding of the rituals, symbols and ways of doing things in higher education institutions, but these artifacts and ways of doing things can isolate versus welcome, depending on one's understanding of the cultural components (Manning, 2013). As Manning (2013) further outlines, post-secondary "institutions use culture to market their strengths to current prospective students" (pg. 93), but once these students have been recruited, the culture amalgamates them within the current institutional culture, or creates a culture of "other". Schein (1993) further argues that culture has two critical elements: it implies structural stability in the group and a patterning or integration that ties together various elements at a deeper subconscious level, thereby making it invisible. To make the invisible visible, Agnew & VanBalkom (2009) suggest a process of "encountering and deciphering shared basic assumptions concerning truth –or how one believes something to be" (p. 452).

Edgar Schein, in his 2017 text, *Organizational Culture and Leadership*, proposes that a learning culture is also necessary to meet the changes brought by increased numbers of IS to the Ontario college environment which has traditionally been focused on meeting local employer/community needs. As Schein (1993) argues, culture has two critical elements: it implies structural stability in the group and a patterning or integration that ties together various elements at a deeper subconscious level, thereby making it invisible. College A cannot ignore its unique culture in an attempt to integrate a "one-size-fits-all" approach (Bartram, 2008). It is

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indeed the crossroad of social and academic success and student engagement that needs to be analyzed from the perspective of organizational cultural theory. So too, is it necessary to regard Vaira's (2004) concept of *organizational allomorphism* in which leaders can "synthesize and blend the isomorphic pressures produced by globalization processes and the local responses to them, blunting the mutual exclusivity of both" (Vaira, 2004, p. 485). Yet the current bureaucratic educational institution with its hierarchical structure of standardization, decision making, division of labour and specialization, and patterns of vertical and horizontal communication, reduces the amount of collaboration required to meet the challenges of increased internationalization (Manning, 2013, p. 115). That includes looking at how internationalization affects their local contexts and cultures and making adaptations to the culture as required.

The classroom environment. Many IS feel that the education system in Canada is not easy to navigate given the differences from their prior education (CBIE, 2015; Young, 2014; Zhou & Zhou, 2014). As found in Zhou and Zhang (2014), the use of group work and projects, the extensive use of essays in all fields, the application of learning, not just the theoretical knowledge aspect, and differences about academic integrity is very different. IS are presented with subject information in formats/languages typical of higher education situations in which academic faculty often use technical and/or complex language, regardless of the subject. Further, many IS do not approach their teachers when they have questions. Some students found that they only had "friends" for group projects, but not outside of the classroom (Zhou & Zhang, 2014).

From the faculty perspective, not all faculty feels they have the specific cultural competence to teach IS. They feel other pedagogical strategies might exist to ensure quality delivery, student retention, and academic success in an Anglophone environment. Therefore, faculty feel frustrated when trying to explain certain concepts such as academic integrity. Faculty

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cites and reports academic dishonesty more often with IS. Plagiarism involves cultural differences (“it’s not done that way in my country”, or “it’s an honour to use someone’s work, as long as you can defend it in front of the professor”). Academic integrity sessions have been offered to faculty, but they are required to sign up and attend. Not all faculty take advantage of these opportunities until it becomes an immediate need given demands on their time. Faculty and front line student service supports continue to ask questions about how to fully support this growing group. This leads to a dissonance between what they believe should happen and what in reality actually happens. As Kezar (2014) posits, “people were often not resisting a change because they disagreed with it, but because they did not truly understand its nature or how they might integrate it into their work and role” (p. 29). Further, the time constraints need to adequately adapt teaching style needed for these situations might mean that these faculty do not know how to integrate change into their work as they have not had the time to deeply reflect and enact change. From the faculty and administration’s perspective, resources are limited; faculty receive training, but again, the information and skills needed to instruct this target group may not be available in all areas when required. Faculty are supported by teaching departments, but many academic areas find that entire classes comprised of IS from one country are changing how academics are delivered and resultant classroom dynamics are changing.

Interaction with domestic/native speakers. There continues to be anecdotal feedback at College A from IS that they still want to be further integrated into campus life and have opportunities to interact and develop friendships with local/domestic students. They want to improve their language abilities and they wish to be successful in their academic studies. While many more supports are in place for these students to achieve these goals, there is still a sense that there are two groups on campus: international student (IS) and domestic students.

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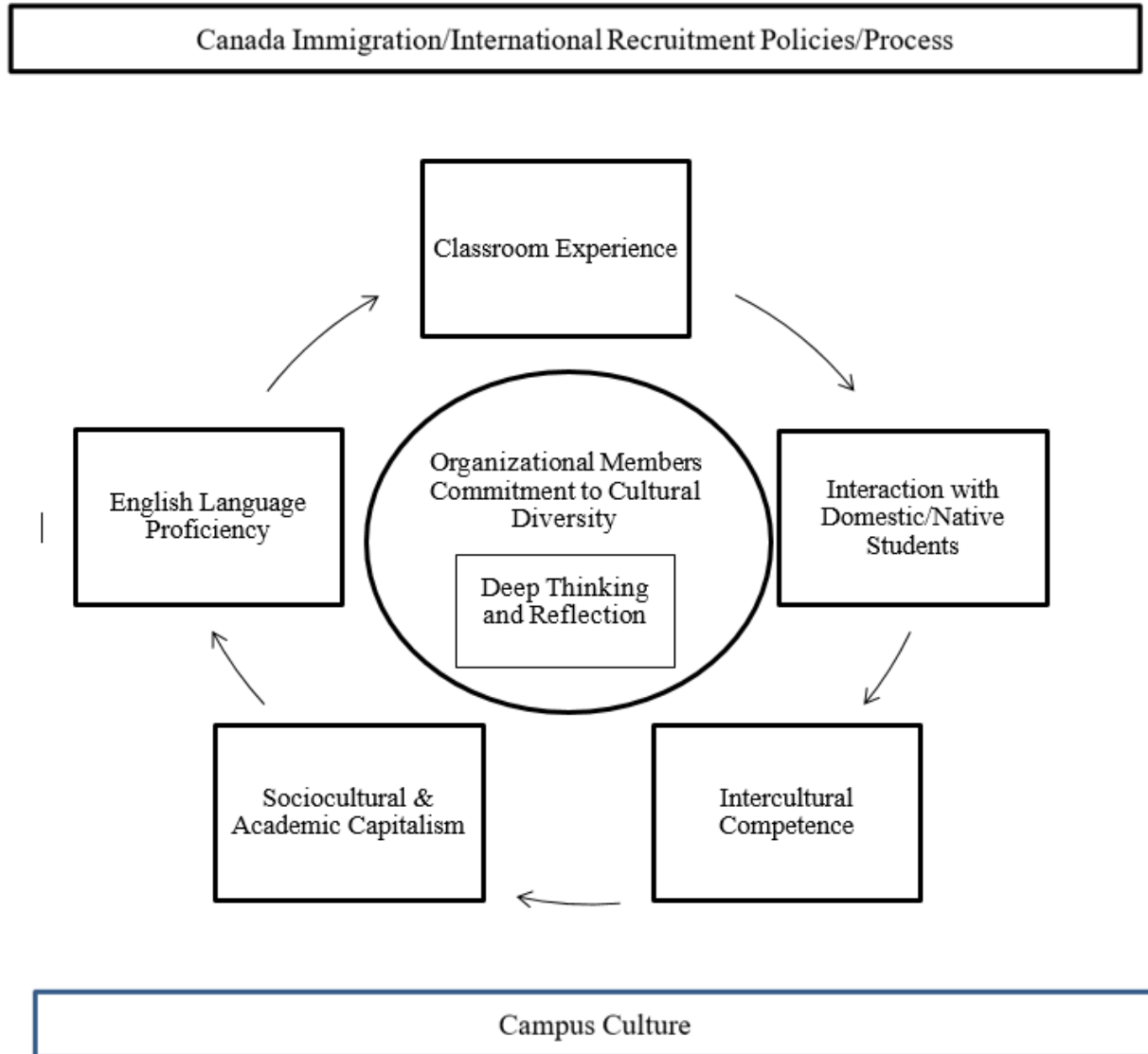


Figure 3. International Student Cultural Integration Framework. Adapted from “Academic engagement of international students at community colleges: a culturally sensitive measurement model”, by E. N. Dodge, 2015, Graduate Thesis and Dissertations, p.11. Iowa State University.

In fact, it has been found that IS create a sense of belonging through a “transnational process by forming multicultural friendship networks that primarily include other IS” (Poteet & Gomez, 2015, p. 83), but they lack a connection with domestic students. There seem to be a number of structural constraints to successful integration which is similar to what has been reported in Poteet and Gomez’s research (2015). As Zhou and Zhang (2014) report, “cultural

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differences amplified the communication difficulty” (p. 9). Language may impede interactions between international and domestic students, because they:

grew up in another culture [they] usually possess different personal interests, ways of communication, sense of humour, daily routines, and perceptions on many things such as friendship, sexual relationships, and privacy concerns which will negatively influence their willingness and attempts to make close friends with domestic students. (Zhou & Zhang, 2014, p. 9).

These deep cultural differences and perspectives, especially the way international and domestic students spend their personal time, limit the comfort of students seeking to form deep and lasting friendships, hence limiting true integration.

Intercultural competence. In many international student focus groups, numerous administrators at College A have found that IS have requested further supports within the college and indicated one of the reasons they chose Canada and this particular institution within which to study was the opportunity to learn Canadian culture and interact with Canadians or as defined in this OIP, domestic students. However, there is limited exposure to learn about intercultural differences and Canadian culture as many cohorts are comprised of individuals from similar countries and backgrounds. While Canadian culture is explicitly taught in the English Academic Studies department, it is not a required course across the college. Electives are available that may address some aspects of Canadian culture through Liberal Studies departments, depending on the program. Therefore, this is an identified gap for the international student. Bartell (2003) states there is a “need for intercultural and international understanding and knowledge”, an urgent priority for post-secondary institutions in Canada and the US (p. 49). Intercultural and

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international understanding can be gained from going abroad to international institutions, by educational travel/work abroad initiatives, or localized and interwoven with domestic programming. Further discussions with Chairs and subsequent professional development of faculty have identified areas where there remain gaps with regard to international student integration and engagement from both academic and social perspectives. A key component to the dialogue is the discussion of IS in terms of deficits, or what they lack, versus the assets they bring to the college, including a global perspective of “other”. This change in culture and dialogue is at the heart of this OIP.

Sociocultural/academic capital. The reasons why IS wish to migrate to complete their studies is complex, but many of the reasons cited include academic capital and the need for “cultural capital” (Bourdieu, 1991; Findlay, McCollum & Packwood, 2017; Heller, 2002; Heller, 2003). Bourdieu (1991) explains the prominence of language from an economic market perspective. He defines language acquisition and learning from the perspective of attaining social capital, stating that, “a linguistic market creates the conditions for an objective competition in and through which the legitimate competence can function as linguistic capital, producing a *profit of distinction* on the occasion of each social exchange” (Bourdieu, 1991, p. 55). When looking at the human perspective one must consider that IS are not a homogenous group. They are frequently considered as “other” to domestic students and from a binary perspective based on how they pay tuition. Yet grouping them as “other” and as a homogenous group does not serve their individual needs. Their needs vary on region of the world they come from, their cultural background, their language, religious and other needs and interests.

English language proficiency. English language acquisition is but one of the reasons IS choose to study in Canada. However, lower levels of English language proficiency than their

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domestic/native-speaking counterparts may mean that many IS have increased difficulty with domestic/native speakers. As Zhou and Zhang (2014) found, “participants with adequate English language background still had difficulty making close friends with domestic students” (p. 7). So it goes without saying that a lower level of English language proficiency would present additional barriers for IS to integrate fully into the campus environment.

Internal Data

International student enrollment is increasing at College A. International student enrolment was expected to reach 8,000 students in fall 2019. The actual total is 9,623, a 203% increase from fall 2017. This growth at College A supports the evidence that more support is needed to effectively integrate this target group.

Another area of support which supports the need for increased support services is found in two extracurricular programs: English Conversation Circles and English Conversation Partners. The first, English Conversation Circles delivery has increased (Table 1). These circles facilitate language development in conversational capacity. The number of attendees is increasing and more and more students are obtaining recognition for their participation for Co-Curricular Record (CCR) participation, which recognizes learning outside the formal academic sphere. IS recognize the need to improve their language proficiency in order to more successfully integrate into both the campus environment and the larger local context.

As for English Conversation Partners (ECP) (Table 2), it is important to note that these students are paired with local or native (fluent) English-speaking students. The program began early in 2012 and has grown. It provides the opportunity to connect to other students in the college and learn more not just about the English language, but also about life in Canada. These are the types

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of experiences that are necessary not just for international student integration into the campus community, but also for the domestic student to learn about cross-cultural issues and broader global issues.

Table 1

English Conversation Circle Attendance

Details	By Year			
	2014-2015	2015-2016	2016-2017	2017-2018
Total circles facilitated	13	10	32	43
Number of participations	-	38	179	318
Number of unique attendees	-	-	44	78
Number of students eligible for CCR Recognition	-	-	21	30

Note: A dash (-) indicates no data available during this timeframe. Adapted from “Data for English Conversation Circle Attendance” by College A, 2018.

As seen in both the tables for English Conversation Circles and English Conversation Partners, it is clear that there is increasing demand for these types of services at College A. The college is moving in the right direction by providing these services, but is overwhelmed with the overall growth.

External Data

As of 2015, there were 353,000 IS in Canada, a 92% increase in the student population in Canada between 2008 and 2015 (CBIE, 2016). Further, 51% of these IS plan to apply for permanent residence following their studies (CIBE, 2016). That number is important when linking these numbers to the policies striving for the goal of having a knowledge economy/community and the ability to compete internationally. When looking at the

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Table 2

English Conversation Partner Numbers

ECP Partnership Numbers	By Year					
	2012- 2013	2013- 2014	2014- 2015	2015- 2016	2016- 2017	2017- 2018
Number of partnerships for Fall/Winter	18	68	101	154	143	116
Number of academic year Partnerships (including spring)	-	-	-	186	193	-
Number of volunteers	-	-	97	143	-	112
Number of ELLs waitlisted	-	-	9	48	-	-

Note: Adapted from “Data for English Conversation Partner Numbers from College A”, by College A, 2018.

Ontario composition of students and change in the differing regions, Table 3 provides evidence for growth in this target group across the province.

External research indicates that one of the strategic advantages of an internationalized campus — the formation of social bonds between IS and their Canadian counterparts — has been unsuccessful. In CBIE’s 2014 survey of more than 3,000 post-secondary IS at 25 universities and colleges across Canada, 56% of respondents reported having no Canadian students as friends (CBIE, 2015, p. 1). Elisabeth Gareis, whose research on friendship between international and domestic students, states that IS have “stronger language skills, better academic performance, lower levels of stress, and greater life satisfaction” (2012, p. 310) when they have friendships with local students and are better integrated into the campus and larger community environments. This is the goal of the change process and communication of the problem and solutions that will be reviewed and addressed in subsequent chapters.

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Guiding Questions Emerging from the Problem of Practice

When reviewing the lack of supports for international student integration, key questions emerge. The intended target international student group needs to be determined in order to ask them what additional resources are needed to meet their desired/required level of integration to create a solution to this ever-growing issue. Terms need to be clarified around student integration in general and then an institutional plan needs to be developed to achieve the desired level of program development to meet an increased level of integration for IS. Finally, the institution and the leadership team need to determine what should be changed to promote a campus-wide dialogue of IS who add a rich element and culture to the institution and surrounding community. These questions have evolved from the PoP and will inform the remainder of the OIP development and future proposed solutions. In the next section, an improved future organizational state will be outlined.

Table 3

Full-Time Headcount – Ministry Funded Domestic versus International Enrolment

Region	Domestic			International		
	2009	2015	Growth	2009	2015	Growth
Toronto	54,098	62,485	15.5%	6,303	16,3031	158.7%
Central	43,134	49,021	13.6%	1,720	8,753	408.9%
Southwestern	28,497	31,377	10.1%	968	3,746	287.0%
Eastern	29,946	32,805	9.5%	696	2,730	292.2%
Northern	13,472	12,749	-5.4%	174	2,583	1384.5%

Note: Adapted from “International Student at Ontario Colleges: a profile,” by H. Decock., U. McCloy, M. Steffler, and J. Dicaire, 2016, *Canadian Bureau for International Education*.

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Leadership-Focused Vision for Change

A strategic compass for international student integration will help answer the important questions about how to improve international student integration. External models also exist in the Ontario College system, namely at Fleming College and Algonquin College, where the mission, vision and values and resulting approach to internationalization drive their actions (Algonquin College, 2014; Fleming College, 2015). These external models can be used to benchmark programming at College A. Of particular note at Fleming, three areas that could be used as a model of improved international student engagement include 1) International Student Supports and Success, 2) Inter-cultural Competence, and 3) the International and Community Engagement (Fleming, 2015, p. 5). They also include International Student Recruitment pillar in their model, but it may be that recruitment practices at College A have already achieved their targeted goals given the growth, and are beyond the scope of this OIP; therefore, this pillar will not be referred to in further detail.

With regard to international student supports and success, a gap exists in English as a second language programming once students have completed the English for Academic Studies program. They still require supports related to language learning within their program-specific areas. While the College A Writing Centre supports these students if they seek out these specific services, it would be important to build in additional supports into programs that host these students. There is a gap between English for Academic Studies and the first-year communications courses required in most programs. Being intentional about the integration of best practices around teaching English as a Second language would assist these students, specifically if content is customized to their individual goals and program outcomes and additional activities are added to practice active learning methods.

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Following increased supports and services for international students, improved intercultural opportunities would facilitate increased integration. Many domestic students have anecdotally indicated they do not understand other cultures or do not have international friends outside the classroom. Providing intentional opportunities for international and domestic students to collaborate and share ideas and meaningful cultural interactions in classrooms would be the next step to increased integration (Young, 2014). Outside classroom integration could be improved by providing on campus activities with regards to intermural and recreational activities, and by providing on and off campus activities that are geared toward both groups, not just for international students. One idea comes from CBIE Research (2015) in which Canadian students invite international peers to social activities (p. 6). Further, the CBIE (2015) report *The Integration Challenge: Connecting International Students with the Canadian Peers* recommends that schools “incorporate [] cross-cultural awareness and skills-building into the global classroom” (p. 7). By incorporating these cross-cultural skills into classrooms and onto campus environments, international students will have the essential skills to navigate multiple social, academic and workplace situations.

Obtaining student feedback about current services and proposed changes and/or additional programming would determine additional needs at College A. Authentic and adaptive leadership styles would facilitate additional programming needs by obtaining input from the affected groups, including international student groups themselves and support service areas. While the PoP is a salient and relevant one system-wide, consultation with the key stakeholders will need to take place before beginning the implementation process. Solutions to address this PoP are identified in Chapter 2 and then solutions to the problem are outlined in Chapter 3.

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Priorities for Change

College A is in a position to evaluate its current international student programming to determine what changes need to be made to meet the growing international student needs and to reframe the narrative around IS on campus. Key solutions to this change process would be to examine the cultural and contextual drivers of the institution from multiple perspectives; mapping the vision for what internationalization of the campus means to the college community; creating focus groups for both international and domestic students to determine what to stop doing, what to continue doing and what to create that's new; increasing faculty and support services in the form of a Professional Learning and Improvement Committee (PLIC) to empower and engage all areas of the institution; and engaging organizational development for training and support for all groups embracing the change. This will provide a “nuanced understanding of IS’ lived experiences in Canadian universities [and colleges], inform policy decisions, and also challenge the deficit-centred perspective of Western narratives of IS” (Guo & Guo, 2017, pp.851-852). The creation of an internationalization strategy will guide the necessary efforts and resources of academic and service areas to address the overarching values of what internationalization means at College A and how these efforts integrate with the mission, vision and values of the strategic plan. Without this strategy, there is a lack of cohesion. All service/academic areas interpret the needs of this heterogeneous group in multiple ways, but not necessarily using resources wisely or avoiding duplication of effort. This coordination of effort is also referenced in the *Building on Success: International Education Strategy 2019-2024* (Government of Canada, 2019). Research also needs to be undertaken to identify best practices for international student engagement/integration across the province, nationally and internationally, to inform and present ideas. Some of this research is outlined in this OIP, but

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research continues to emerge that would warrant exploration and understanding moving forward if the trend towards growth of IS in Ontario and Canada continues. In order to determine where the organization is at in terms of being able to take on these change initiatives, an organizational change readiness evaluation has been completed.

Organizational Change Readiness

Using the Agnew and VanBalkom (2009) Cultural Readiness for Internationalization (CRI) model in Figure 4, readiness to move change forward within this PoP is analyzed. College A has been welcoming IS for more than 10+ years. The federal government has implemented easier ways for IS to put their experiences to work in Canada and there are a number of Memorandums of Understanding (MOUs) in place between College A and international institutions to create pathways for education. On most levels, the infrastructure is in place to move changes forward and individuals are motivated to improve internationalization according to the Agnew and VanBalkom model. There is also an International Education Office providing support to IS in the way of immigration, housing, admissions and activities. Yet, IS themselves are also demanding change; this author has heard anecdotally that students would like to have access to a broader range of services and academic supports given they pay higher tuition. In addition to the Agnew and VanBalkom (2009) cultural readiness factors identified in Figure 4, the readiness- for-change questionnaire found in Cawsey et al., (2016) that was adapted from Stewart (1994) has been completed and identifies the behaviours “that motivate and inhibit change readiness” (Cawsey et al., 2016). The targeted college has been successful with previous change experiences, has the executive support, credible leadership and change champions in

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place and is open to change and is, in fact, considered innovative with a growing innovative culture (Green, 2012). Therefore, the organization is deemed ready for these changes.



Figure 4. Change Readiness for College A. Adapted from “Internationalization and the university: factors impacting cultural readiness for organizational change”, by M. Agnew & VanBalkom, and W.D. VanBalkom, 2009. *Intercultural Education*, 20(5), p. 451.

The capacity for organizational change is outlined by Judge and Douglas (2009) using their instrument to assess the readiness for change (Appendix A). Their Organizational Change Capacity (OCC) scale provides a “multidimensional assessment tool to diagnose and guide organizational change” (Judge & Douglas, 2009, p. 635). By focusing on management and organizational capacities, it is argued that there is increased chance for success for this change initiative.

Cawsey, Deszca and Ingols (2015) state that “cultures and systems that encourage the collection and objective interpretation of relevant environmental, competitive and benchmark

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data tend to be more open to change” (p. 95). They also assert that “the need for change is vague and appropriate action is unclear” (p. 95), leading to complacency and lack of action (Cawsey et al., 2015). In anecdotal discussions with various teams at College A, there is recognition that change needs to take place given the perceived gaps in student integration which are becoming more and more transparent and wide-spread. It may also be stated that these same teams are not sure how or what the next steps of change should be. There is a commitment to change on behalf of the larger organization, individual service and academic areas, but there are concerns about three determinants of implementation, namely task demands, resource availability and situational factors (Weiner, 2009, p. 1). Communicating the need for change, collecting information about what needs to be changed and ideas about how to move the organization forward will create a powerful change vision.

Understanding the Need for Change

College leadership has indicated that internationalization of the campus is important through its mission, vision and values. Further, international student enrolment continues to increase within the organization. This has involved a change in hiring additional staff to support these students. Structural changes are being made to align responsibilities for the various orientation and integration issues tied to the increased enrollments in IS. The Student Engagement department is taking on the engagement of all students, not having two separate engagement plans, one for domestic students and another for IS.

Internal dialogues tend to focus on the deficits of IS, but the dialogue needs to shift to focus on the strengths and position of this important group. In order to shift this conversation, the college leadership and individual department leadership needs to focus on transparency. This is

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where my team and I can take on a leadership role as we have worked with IS for 10+ years. To empower and encourage the different areas of the organization, I would recommend the establishment of a Professional Improvement Community (PIC) to “manag[e] from the balcony” with an overview to the key issues, a key component to adaptive leadership (Heifetz, 1994). Adaptive leadership can facilitate a committee comprised of multiple voices so that multiple perspectives can be heard and to ensure the big picture of the problem and resultant solutions are identified.

Competing Internal and External Forces that Inform this Change: Competing Values Theory

The Competing Values Theory Framework (Quinn & Rohrbaugh, 1983) describes the conflict present in any organization. The competing values framework is important for the OIP as it discusses the opposing stressors placed on the post-secondary institution through external and internal pressures (Moen, 2017). It is also chosen as a framework because, as Lincoln (2010) states, “the best managers are those that can display all four managerial styles in turn, contingent on the current situation” (p. 6). There are binary values, or competing values, that struggle for cultural and organizational status. Organizations align with values from one of the four quadrants in the framework when approaching change of any kind (Moen, 2017). These quadrants include 1) Hierarchical, 2) Market, 3) Clan, and 4) Adhocracy, with an internal versus external focus, and a flexible versus focused approach in leadership type and organizational values (Quinn & Rohrbaugh, 1983).

Leadership understanding of group positioning using this framework assists with the change process and recognizes multiple stakeholder perspectives and values and how to position change using this view. Ontario Colleges, in general, navigate between being competitive,

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achievement-oriented organizations, illustrative of a market culture, influenced by a neoliberal agenda. Given that the federal government of Canada has an international student marketing strategy, there is an external focus on marketing culture versus internal capacity.

College A also has competing values. They have remnants of this hierarchical structure and positioning to decision-making and organizational focus, but have moved toward a more innovative perspective. The market quadrant, from a Canadian post-secondary institutional focus, is implicated in the international student recruitment process. Institutions compete for a market share of students choosing the best organization in which to study. College A also finds itself falling into the effects of the market quadrant due to financial and economic pressures as outlined earlier. The Clan quadrant, which focuses on people, is a key focus for post-secondary institutions where students are the customer in the neoliberal orientation. However, College A must not ignore market influences, their desire for innovation as outlined in the Strategic Plan, or the hierarchical structure of the organization. This balance between an external focus and internal maintenance, and flexibility of service and academics versus control and quality are key considerations. College A requires adaptability and flexibility to be creative, more indicative of the Clan quadrant in this competing values theory. Therefore, this framework also aligns to the leadership styles chosen for this OIP: adaptive and authentic leadership.

Key Stakeholders

This OIP requires an outline the key stakeholders now that the internal and external forces have been described. Individuals impacted by this PoP include the international student population as a whole; the individual international student themselves, the senior management team who represents the college; faculty in all areas of the college; the International Education

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team, as they are the first and ongoing point of contact for the international student; and Student Engagement as they also have a role in the engagement of students onto campus and with the ongoing engagement of all students on and off campus. It is employers who hire IS; the community who has a vested interest in ensuring a welcoming, inclusive and engaging daily experience for IS; and finally the provincial and federal governments. The provincial government has an interest in ensuring that employers have the skills needed to meet future workforce needs and international student engagement and future settlement into local communities is imperative to reach this goal. Finally, Canada as a whole has a vested interest in providing sound recruitment and immigration policies to ensure the economic security of the county and the viable settlement of IS into local communities.

Strategies to Overcome Resistance

With a view to understanding some of the issues that might be present in relation to this PoP, it is important to understand a number of factors within higher education institutions which may impact the change process. These factors include: 1) time, 2) critical resources, 3) a sense of territory, 4) communication, 5) traditions and 6) leadership (Chandler, 2013). A key understanding of the various dimensions of each issue and the background or strategy to overcome each of the issues will be further explored in Chapter 2. Again, using Bolman & Deal's Four-frame model (2013), each frame, (structural, human resources, political and symbolic) helps identify the areas where "potential resistance is most likely to occur (Buller, 2015, p. 39). Understanding the key components within each frame, the resources and responsibilities, the key pressures, and the key players, will assist with the identification of a multiperspectival lens and therefore, attempt to identify areas for resistance. Knowing these potential areas of stress will help with the identification of how to manage the resistance. The

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key to overcoming resistance according to Bolman and Deal (2013), Cawsey et al., (2016) and Buller (2015) is that communicating early and often will help to overcome resistance to issues as they arise. These components of good communication are built into the communication and evaluation plan in Chapter 3.

Conclusion

Chapter 1 introduces College A and frames the history of this higher education institution, a member of the Colleges of Applied Arts and Technology (CAAT) system, in Ontario. College A is now experiencing extensive growth in IS as a component of the larger student body. While College A has had IS for 10+ years, the immense and recent growth of this heterogeneous group has created pressures in academic and services areas not previously seen before, leading to students reporting less integration and engagement than they are expecting. Chapter 1 has outlined the PoP and the hierarchical organizational context, along with a literature review of the core and supplementary issues. My leadership position is situated using the authentic and adaptive leadership styles because transparency, ethics and adaptability are important to me. These leadership skills are required to explore and provide solutions in this OIP, especially as it relates to changing the narrative concerning IS at College A. The questions emerging from the problem and the change readiness of the organization have all been introduced, described and evaluated. Current international student programming needs to be reviewed, evaluated and improved through multiple perspectives. The International Student Cultural Integration Framework identifies five components that need to be explored for changes/improvements. These components are 1) the classroom experience, 2) interaction with domestic/native speakers, 3) intercultural competence, 4) sociocultural/academic capitalism, and

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5) English language proficiency. Through the evaluation of the organization's change readiness, College A is in a position to make changes required to further integrate and engage IS in the academic, affective and behavioural areas of engagement and integration outlined in this chapter. College A is still hierarchical, but is quite innovative and has the motivation to make changes and improvements. The Competing Values Theory by Quinn and Rohrbaugh (1983) frames the internal and external forces of change for College A and identifies the areas of resistance to successful change, namely resource allocation, time, prioritization of many competing goals, and not knowing what needs to change. Subsequent chapters of this OIP will further outline the change process, present solutions and the proposed implementation of the plan at the target college to address the gaps that exist in relation to this PoP. In Chapters 2 and 3, a critical organizational analysis will be conducted surrounding these five critical components and solutions will be evaluated and selected for implementation.

CHAPTER 2 – PLANNING AND DEVELOPMENT

This chapter will discuss leadership approaches to change within the authentic and adaptive theories presented in Chapter 1. The process to improve international student integration and engagement is underlined within each of the components of the International Student Cultural Integration Framework, adapted from Dodge (2015). A critical organizational analysis using Bolman and Deal's (2013) Four-Frame Model will describe the gaps between the current and envisioned state of the organization. A discussion of how to change approach change at College A is framed within Kotter's Eight Stage Model (1996), which is used in conjunction with The Development Model of Intercultural Sensitivity by Bennett (1993, 2004). Cawsey, Deszca and Ingols' (2016) Change Path model is used to lead the change from the current state of programming to the desired state of programming by describing the four key phases of change and the requirements of each stage. Then a number of solutions to address the PoP are presented, including the proposed solution that meets the needs of this important and ever-growing group of students at College A. Finally, the relevant ethical considerations of this organizational change plan are discussed.

Leadership Approaches to Change

The rapid pace of change that continues to pervade higher educational institutions in Canada and specifically at colleges in Ontario, and the increasing focus of different levels of government on internationalization efforts and its importance requires specific leadership styles to meet these changes and to plan for change. The two models of leadership to help approach this change are the authentic and adaptive leadership models.

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Adaptive Leadership

The overriding theory that informs this PoP is adaptive leadership due to the increased globalization of community colleges, for the sustainability of organizations and in particular the organization being described in this OIP (Doyle, 2017; Heifetz, Kania & Kramer, 2004; Northouse, 2016; Yukl & Mahsud, 2010). As such, given that adaptive leadership looks at processes and creates dynamic networks, balances competing values and the ethics associated with opposing values, and social responsibility, this theory is used as one leadership approach needed to frame this change.

Adaptive leadership is based on the premise that leadership is more focused on a process rather than on individual personal capabilities (Heifetz et al., 2004), again aligning this leadership style to the processes required in the Change Path Model used by Cawsey et al. (2016). As Heifetz et al., (2004) states, faculty and service areas continue to work on issues as they have in the past, but they need to modify those practices to the current political and social demands. If process is a key component, I can create a process for involving concerned individuals in dialogue, such as might be found in the creation of a Professional Learning Community. All employees at College A should have a voice in the change process, and international student integration is an issue that touches all areas of this organization. While change is a key component of higher education institutions, adaptive leadership takes it a step further and considers “a holistic view of leadership by focusing on both leader-follower relationships and any potential external factors” (Khan, 2017, p. 179). I would like to have deep conversations with individuals to understand their perspectives and enable people so they can improve practice and greater awareness of intercultural communication and provide opportunities for all voices (Randall & Coakley, 2006).

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Another area where adaptive leadership informs this OIP concerns competing values and stakeholder conflicts. The federal and provincial governments have clear objectives in recruiting additional IS to study at Canadian post-secondary campuses as they will provide much-needed immigration and skills needed to support or grow local and national economies. This is a long-term initiative that will meet the needs of growing the economy, beneficial to all Ontarians and Canadians. However, there is a tradeoff to individuals who feel threatened by increased immigration – specifically the reliance on international tuition to fund/grow post-secondary institutions in light of decreased domestic enrolment. If PSIs are pursuing increased enrolment of IS, then there are many ethical considerations that need to be considered. The first is the value for tuition in the way of available services. There tends to be a difference in eligibility between international and domestic student access to services.

Finally, there is also a social responsibility to integrate these students meaningfully into academic classes, onto campuses and into their communities, with integrity and concerns for outcomes beyond profit (Yukl & Mahsud, 2010). What programs can be created to enhance international student understanding of the Canadian academic context? In terms of one aspect of adaptive leadership, regulating distress, there are a number of narratives relating to the deficit model of IS rather than a perspective of strength and individuals are distressed when negative narratives of IS are the prevailing ones. I would suggest that programming be created to help IS understand the differences in the active-learning environment that may be different from their traditional knowledge transmission lectures. This is an area where I can offer leadership as I have been working with IS for a number of years and can provide ideas related to best practices for English as a Second Language. I would pull together a group of IS into a focus group to discuss

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the differences they have found between their home country academic practices and the classroom practices they experience at College A.

Therefore, the adaptive leadership model fits this OIP. As international student integration is an organization-wide initiative, the PoP and resultant solution should use debate and creative thinking and which focuses on the process of achieving change and this is why the adaptive model (Randall & Coakley, 2006) is what is needed to move the proposed changes forward.

Authentic Leadership

In order for required collaboration to take place to move solutions to this change forward, power must be shared, ethics need to be considered, and trust needs to be built (Moen, 2017). This is where authentic leadership places itself.

The increase in IS on campuses has created cognitive dissonance within schools and service areas and the leadership response needs to around the necessary alterations in the human environment (Kezar, 2014). Internal dialogues tend to focus on the deficits of IS, but the dialogue needs to shift to focus on the strengths and position of this important group to the short-term post-secondary environment and long-term in the Canadian and local social and economic fabric. In order to shift this conversation, college leadership and individual department leadership needs to focus on some first order, but mainly second order change and transparency. Further, leaders need to encourage “effective change across multiple levels” of the organization in response to this changing environment (Northouse, 2016). I would start this conversation by bringing it to the Chairs meeting, where I have a voice in suggesting topics of importance for

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discussion. Further, I can bring this narrative issue to Chair dialogues, where Chairs and other program managers can discuss their perspectives of the issue of international student integration.

Leadership teams and faculty, using self-awareness and awareness of “other” need to understand the cultural environment including the subcultures that exist on Ontario post-secondary campuses in which IS may view themselves as “outside the mainstream” or “visitors” or “a group never fully welcomed or part of the organization” (Manning, 2013, p. 95). Even the language used in describing the various groups on Ontario campuses focuses on “domestic” versus “international”. There is a binary vision with how each group is welcomed, integrated and engaged on campuses. Leaders are required to re-evaluate the power structure, the social construction of the campus, emphasizing individuals and habitats, and the attitudes and barriers to international student integration. This power structure evaluation includes a review of the language used to group individuals while respecting existing and desired organizational culture and in re-creating their combined group culture (Kezar, 2014). As a leader within English as a Second Language programming, sharing power will mean inviting faculty, staff and other leaders from a variety of areas at College A to participate in discussions and problem-solving committees as it relates to international student integration.

As mentioned in Chapter 1, ethics is a key leadership component related to inclusion, collaboration and social justice. Authentic leadership is an appropriate leadership theory that fits a clear ethical vision of internationalization. Leaders need to understand the ethical role of individual choice, the perspective of oneself and the “other” and past practices on current practices of internationalization (Hughes-Warrington, 2012, p. 319). Authentic leadership, as outlined by Avolio and Gardner (2005), provides the needed response to challenging times (Avolio, Gardner, Walumbwa, Luthans, & May, 2004, p. 806). This leadership theory fits not

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only the ethics of internationalization and this PoP, but also fits with my own personal story of being open and honest with what my positioning is as a leader, and how I position myself relative to international students and this OIP.

Levin (1995) also indicates that change “is [achieved] through the development of trust - through acts which involve risks and conditions that make the risk-taker vulnerable 'if the trust is abused' (p. 106). IS must trust that any improvements to integration at College A are in their best interest because the proposed solution is ethical and treats them with respect. Trust would be created by involving them in process and final process, not assuming to create programming that college leadership believes should be implemented. The implementation of a community of learners would assist in obtaining their trust, giving them voice, and including them in the leadership aspects of any improvements at College A. Research by Sergiovanni (2005) states that trust, piety and civility will help a school or organization bond around “shared values and ideas” (p. 121). If responsiveness, reflexivity, and trust are important components of authentic leadership that need to lead to shared values and ideas, then authentic leadership will meet the challenges existing in the management of internationalization of campuses. Therefore, adaptive and authentic leadership theories speak to the sense of transparency, complexity and the type of leadership engagement needed to affect the multiple levels of change described in this OIP. Transparency is needed to lead this change. Transparency will be provided in including international students in the process of program creation, ensuring their voices are included. A representative committee of international students would ensure this takes place.

Leaders engaged with this OIP will need to help employees reframe their thinking of the issues. Adaptive leaders facilitate learning from all and participate in a type of distributed leadership model. That means that the leader who sets up any solutions or recommendations

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following this OIP get out of the way and let the experts in their areas lead and interpret in the way they see fit for their areas. The idea of adaptive leadership also means that each service and academic area adapts the learning in the way they see fit, within a broadly defined framework.

Framework for Leading the Change Process

The key framing theories for organizational change used in this OIP follow Kotter's Eight Stage Model (1996) in conjunction with The Development Model of Intercultural Sensitivity by Bennett (1993, 2004). The theoretical framework with which to view the change needs to further increase positive international student integration and cross-department collaborations outlined by Kotter's eight-step Model of Change where urgency, vision, coalition, communication, empowerment and short-term/long-term goal-setting are needed (Buller, 2015, pp. 7-10). These eight steps form the backbone to describe how to make the changes and move from problem identification to solution.

Kotter's Model of Change

This OIP uses Kotter's Eight Stage Model of Change (1996) to outline what and how to change. Kotter identifies "specific conditions essential for success transformation" (Stragalas, 2010, p. 33). While this model follows a linear format, it is helpful for each step to be included in a successful change process and in fact, this model provides "a framework and starting points" (Stragalas, 2010, p. 34). The first step, *establishing a sense of urgency* as it relates to this PoP, ties to the growth of IS. This matter continues to compound issues and many departments and service areas know that programs and solutions created in the past no longer work due to sheer numbers (Libby, 2017). Many dialogues are taking place surrounding this issue and that alone

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means there are enough people interested in making change (Libby, 2017; Pollack & Pollack, 2015). There is an urgency to review these gaps and to implement changes. Given that most IS are studying in Ontario for less than two years, there is not much time to make changes that will affect the current student body. Media attention and public interest is focusing on the plight of IS in Ontario over the last number of years. Therefore, internally and externally, there is a sense of urgency surrounding international student integration.

The proposed solution needs to involve short-term program changes which will help international and domestic students alike, while providing exchange of key ideas between faculty, service areas and students. The threats of competition with other organizations in Ontario/Canada or other English-speaking countries may affect the attractiveness of this particular college without any changes.

Next, in step 2, *the guiding coalition* refers to the creation of a committee and larger team to make the changes necessary for improved internationalization efforts to take place. The adaptive leadership model speaks to this change as does authentic leadership practices through openness to the issue and innovation needed to effect meaningful change. The solution requires broad representation of stakeholders so all perspectives are reviewed, power is shared, and trust is built and maintained and enough senior leaders participate in the change to make it happen. As Kotter believes, this step involves the inclusion of a group with enough power to make change happen (Kotter, 1996).

Step 3, *develop a change vision*, would help drive the process through a clearly defined internationalization strategy that is aligned to the Strategic Plan at College A. The internationalization strategy will define what is necessary and what the organization will look

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like when the change process is complete. As mentioned earlier, while I cannot create the internationalization strategy, I can use a bottom-up leadership approach and suggest this requirement. Further, this stage would outline the workshops and training still required to address the gaps that are identified.

Step 4, *communicate the vision for buy-in*, will guide the dissemination of information from the proposed professional learning community that I would like to set up, to the smaller group of workshop participants to the larger college community. However, as Pollack and Pollack (2015) state, “managers underestimate the amount of communication required to develop a consistent understanding, an effort which may be hampered by inconsistent messages, and lead to a stalled change implementation”. Knowing this component will help drive the development of the communication plan for Chapter 3.

Empower broad-based action, Step 5, is next in the change process. The barriers and training necessary to make the changes will be included in this stage. This means additional support is needed from senior management and the marketing and communications team to disseminate information and vision across College A. These communications initiatives are described further in Chapter 3 under the implementation plan.

Next, *short-term wins*, Step 6, will be communicated and further outlined in the communication plan of Chapter 3. By holding focus groups with IS, I will be able to generate short-term wins and communicate these successes to the larger college community. These changes will continue to challenge faculty, staff and students so the problem and its solution need to be constantly evaluated and re-evaluated. Further, eliciting support from various

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academic and service areas who also disseminate short-term wins, will help consolidate the vision and change needed to ensure this OIP will be successful.

Don't let up is Step 7. Given I'm very passionate about helping IS improve their integration into the College A campus, I know that continuing to advocate for iterations of programming and continuing to find ways to improve/make change, that my leadership skills in this area will influence those around me.

Finally, the goal is that the narrative and culture at College A will change due to the incorporation of these changes. It will become part of new employee orientations and a normal part of doing business. My goal is to have everyone approach IS with more intercultural understanding, reframe the dialogue to how much they bring to the College A campus, and improve their success in understanding and studying within this new educational context. With these goals, I will be able to *make change stick*, Step 8 within Kotter's (2008) Eight Stage Model of Change. However, given that there may be resistance to this change process, and that one of the key areas of the International Student Cultural Integration Framework involves intercultural communication and understanding, it is also important to frame this OIP through a model that frames intercultural sensitivity. This model is the Developmental Model of Intercultural Sensitivity, developed by Bennett (1993).

The Development Model of Intercultural Sensitivity

As stated in Chapter 1, individuals do not tend to resist change because of disagreements, but because of misunderstandings of their role and its relation to their work (Kezar, 2014). This cognitive dissonance leads to problems with an individual's social and political perspectives when involved in delivering academics and services. Individuals will fall on a continuum of what

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Bennett (1993, 2004) describes as The Development Model of Intercultural Sensitivity. The stages of this continuum include denial, defense, minimization, acceptance, adaptation, and finally, integration. Bennett (2012) relates diversity to an understanding of intercultural communication on this continuum using terms such as ethnocentric (denial) and ethnorelativism (integration). According to Bennett, integration is “the experience of applying an intercultural perspective to essentially all one’s life activities” (2012, p. 156). Before moving on, it is important to understand the stage of change that the current institution is experiencing; one of institutional shock. Young (2014) found that institutional culture shock is

a stressful period when the institutional environment has changed, the institution’s identity is re-forming, and the traditional ways of doing things are undergoing transformational change. For integration to be the end result on the other side of culture shock, a great deal of intentionality and commitment is required on behalf of the institutional leadership and members. (p. 10).

Intentionality is indeed what is needed to find solutions to this PoP. The institutional climate is very different today than even several years ago given the demographic, economic and political changes outlined. As such, faculty and services are going through some institutional shock, or cognitive and social dissonance, that they were not prepared for. What is needed from a leadership perspective to address institutional culture shock currently being experienced by College A is to move from reactionary planning to proactive planning. Baldrige and Deal (2014) confirm that “research on change processes can be especially useful to administrators who typically ‘fly by the seat of their pants’” (p. 4). What can be done to address the change in institutional climate as a result of the growing population of IS? To move this change forward, it is not only important to renovate through minor, incremental changes in structures and policies,

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but also to research and borrow best practices from other colleges in Ontario with successes in the area of student integration. Combining Kotter's Eight Step Model of change while understanding the Developmental Model of Intercultural Sensitivity by Bennett (2012) will provide adaptation to the current context/environment of College A. Changes in actions or processes are important to align academics for all students regardless of their background and country of origin. These models frame the need to change and determine how to change.

Cawsey, Deszca and Ingols' Change Path Model

Cawsey et al.'s Change Path model was chosen as the model for moving the change forward as it examines the systems-level view of the organization and includes four stages for how to implement change including awakening, mobilization, acceleration and institutionalization of change. This model combines "process and prescription" (Cawsey et al., 2016), necessary to lead organizational change whereas Kotter's Eight Step Model of Change only looks at process.

Awakening. This first phase in the Change Path model identifies the challenge of this PoP and an awakening needed to identify critical issues in student service areas and in consultation with academic departments. The identified challenges include the increased need for English as a Second Language supports for these IS, associated academic integrity challenges, a need for internationalization of classroom experiences, increased interactions between domestic and IS and the need for social and academic capitalism. Collecting information from the various service and academic areas frames the critical issues listed above and perhaps will uncover other areas of support needed to support international student integration.

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Mobilization. This second phase of change needs to address the identified issues and gaps to include additional English as a Second Language programming, an improved communication and understanding of what academic integrity means, and supporting modules to decrease incidents of academic dishonesty. Further, this change will provide action to improve classroom experiences and opportunities for international and domestic students to engage on deeper levels. Also, this phase will identify action items needed to achieve an improvement in interactions between the international student and the faculty members, along with an improvement in social/academic capitalism.

Acceleration. The third phase, the acceleration phase of this model, reveals how the changes will be “brought to life” (Cawsey et al., 2016). The first change will be the change the narratives surrounding IS and their integration to the campus environment. Additionally, various training programs will be implemented in a variety of areas at College A to effect change. Finally, a variety of individuals will be brought together to discuss identified areas as they arise.

Institutionalization. Successful institutionalization will be one where a mix of international and domestic students is the norm, when both international and domestic students feel a greater sense of belonging and have greater numbers of friendships with a variety of students, and when the majority of faculty and service area staff are familiar with the vision, values and goals of the internationalization process at the target college campus. It will also be the goal where English language programming improves the proficiency of students in engaging with domestic students, in group work and other classroom environments, with mutual engagement as the long-term goal. Further, the campus culture will have shifted from one where faculty is overwhelmed to one where they feel prepared and have the skills to manage multiple

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student perspectives and cultures in their classrooms. Finally, more individuals will be integrated, creating a campus culture where everyone self-reports a higher level of integration.

Critical Organizational Analysis

As discussed in Chapter 1, the International Student Cultural Integration (ISCI) framework outlines international student integration goals. Bolman and Deal's Four-Frame Model (2013) will now outline what needs what needs to change in relation to the ISCI and how to make the changes required to improve international student integration at College A. Key factors within College A are analyzed to determine gaps that exist between the current organizational state and the vision and to identify the gaps that need attention.

Existing Gaps and Current Organizational State and Vision

This OIP recognizes that there are continuing gaps in the integration of IS at college campuses. These gaps are addressed and expanded upon through Bolman and Deal's Four Frame Model. This model underscore the importance of international student integration at College A where immense growth in the number of IS has taken place, meeting their 2020 goal of 4,000 students in the winter 2018 semester with 4,107 IS and 9,000 + IS in fall 2019. The support of IS needs to align with the institutional strategic plan, and ultimately leads to the increased integration of IS. The gaps identified in Chapter 1 include a lack of perceived preparedness of college faculty in delivering academics to a differing group of students; a perceived lack of second language proficiency in academic situations; and preparedness by many leaders, faculty and service areas to work with the increased number of students; reduced services available for

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IS when compared to domestic students; and continuing low numbers of IS self-reporting meaningful intercultural interactions with domestic students and faculty alike.

What to Change: Bolman and Deal's Four-Frame Model

Depending on the point of view taken by any individual in the organization, “any event can be framed in different ways and serve multiple purposes” (Bolman & Deal, 2017). Each of the frames in this section will view the goals and future visionary state of this OIP from these different lenses with the human resources frame and the political frame figuring prominently in the change plan required in this OIP.

Structural frame. Within the structural frame, the overall goal is to provide an increased integration of IS into the academic campus and community through the articulation of an Internationalization Strategy, an improved customer service expectation and allocation of sufficient resources to continue needed dialogues, focus groups, and potential workshops with a focus on continuous improvement. There is a clear Strategic Plan available at College A, but what is missing is an Internationalization Strategy to guide the priorities of the college with regards to having a growing number of IS on campus, including how the organization should change and/or expand to meet their needs. An opportunity exists to create partnerships between service areas to reduce the “silo effect” typical of medium to large educational institutions who pride themselves on self-sufficient alignment with schools or departments. However, as this change and its resultant implementation is outside my scope of direct influence and leadership.

Symbolic frame. International student enrolment is changing the campus environment and is a departure for faculty and staff from what they know or knew. Underlying the lack of faculty readiness to provide services/appropriate academics, cultural inclusion is crucial to

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understanding one's culture and context, both of which are important for successful change management in this situation. Given that the narrative of culture and the dialogical perspective of domestic versus international student is a defining one at any post-secondary institution currently, the symbolic frame needs to be used during the change initiative in this OIP. An exploration of key terms purported by Hofstede's (2011) Basic Dimensions of Culture, such as power-distance, uncertainty avoidance, individualism versus collectivism and masculinity-femininity approaches within the current cultural context will help frame next steps in the change process (Hofstede, 2011). While the fact exists that there continues to be an increase in the enrolment of IS, the needs of these students need to merge with current domestic students to redefine the local culture of the organization within a framework of social justice in an anti-colonial manner.

As Cameron (2006) outlines:

the social ideal now is to integrate or incorporate immigrant groups and individuals into a larger social group 'as an integral part of that unit.' The process involves reciprocity: immigrants must surrender some of their ways while the host society must meet the minorities part way and give up something to accommodate them. (p.3).

It may be argued that instead of giving something up, domestic students may gain something themselves, whether it be an international perspective of a situation, a new friend, or a new appreciation of the difficulties of leaving one's home to study halfway around the world. An improvement in cultural adaptation as developed under the symbolic frame will focus on the development of workshops around the unique culture found in College A, within the surrounding

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community and workplaces, and within Canada as a whole. These workshops will provide information to students necessary for them to further understand the cultural nuances of both the academic and social components of culture.

Human resources frame. Within the human resources frame, responsibility, accountability, consultation and information are important elements to consider. Coupled with the private versus public good debate of post-secondary education and the increasing costs of education, there are numerous strengths and weaknesses being perceived socio-culturally with the growth in IS in Ontario and in Canada. There are also increasing discussions from the perspective of employers regarding the skills required to work in Canada and the required English language proficiency and intercultural competencies needed to be successful in the current economy.

IS have greater mobility to travel to the local area to receive world-class training, and the economics of post-secondary education in Canada means that revenues from this target group make them an attractive source of PSI funding. If IS pay higher fees than domestic students, then they deserve equal academic support and services at post-secondary institutions. College A has a great reputation for providing these academic supports and services as in the past, but can improve in a number of areas, specifically in academic/cultural transitioning to the post-secondary educational environment in Canada and innovative programming in English as a Second Language. The demographic drivers of decreasing domestic students and increased numbers of IS means there needs to be more intergroup activities between domestic and IS with the goal of mutual engagement. My own leadership can provide innovation in these areas.

However, threats to being successful in navigating these socio-cultural issues focus on the microcosm of campus environments that reflect the larger meso community. These threats

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may include fear of IS due to a lack of awareness/understanding of cultures, religions and lack of English language proficiency or general intercultural communication and competencies. These threats can be addressed through an addition of English as a Second language class for anyone needs additional support in this area to be well understood in their environment or eventual workplaces, along with intercultural skills to diminish fear of the unknown.

The proposed changes may be seen as complex and ambitious, but they can be part of a longer period of implementation. It must be noted that these will be pilot projects to explore some of the initial and to provide feedback for iterative change.

Political frame. Political drivers are crucial influences on this PoP. Media attention has increased the awareness of the general public regarding the issues of IS in local communities and overarching national immigration issues and “fear” of diverse cultures. From a national perspective, international recruitment of post-secondary students is important for the economy. However, infrastructure in the way of programs/support services needs to be in place to provide a welcoming environment and to protect the reputation of PSE institutions in general and College A specifically, becoming a topic of political interest. The pendulum swing between Liberal and Conservative ruling parties in both Canada and Ontario means that policies change regarding immigration, IS and education in general. Internally, politics of allocating scarce resources, namely financial resources and time, means there is a balance between competing priorities. What is needed is a commitment to the internationalization efforts at College A through a clear internationalization strategy, which will direct efforts at focus areas over the short and long-term. Further, diversification of marketing efforts in multiple countries will protect this higher education organization from governmental changes abroad, such as those seen in Saudi Arabia and China during the 2018-2019 years (Canadian Press, 2019; Stephenson, 2018).

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Legislative drivers include any policies that change or are enacted through federal or provincial governments such as *Canada's International Education Strategy* (2014) and *Ontario's International Postsecondary Education Strategy* (2018). In the Ontario (2018) strategy, actions that are clearly identified include the need to “enhance cultural perspectives on Ontario’s campuses” and to “create more support services for international students” (p. 11). These goals align to the actions for what is needed in this OIP.

Resistance to change needs to be considered from a political perspective since there are competing values – innovation/research, quality, diverse student groups (not just IS) – which require a balanced approach given there are scarce resources at College A.

Current Phase of Organization

The current phase of Cawsey et al’s. Change Path Model resides between the first stage of awakening and the second stage of mobilization at this time. The college has hired a myriad of individuals to work with and provide supports to international students, and there is more collaboration between the international office and the Student Engagement office. Further, structural changes are being made to align services and academics, with the International Education office having a clear mandate of recruiting IS, determining admission criteria for various programs in conjunction with the academic schools, and providing an internationally trained immigrant officer. They are responsible for broad-based orientation programs, again in conjunction with academic schools. This is the current organizational state. The responsibility for ensuring pre-arrival and immediate arrival to campus is the strategic mandate of the International Education office.

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As for the Student Engagement office, they take on the joint role of welcoming students in orientation programs and then ensure the settlement of students onto the college campus at College A. Student Engagement provides services such as a co-curricular record (CCR) which provides access to volunteer positions, workshops and training, recreation, conferences, clubs and committees. Further, they provide English Conversation Partners, English Conversation Circles, both of which provide for enhanced English language practice. They also provide a variety of student committees and leadership workshops. Further, opportunities to become orientation leaders and paid leadership opportunities are available on campus. The vision of this OIP goes one step further with measuring how many IS participate in these activities and to facilitate inclusion within the classroom environment.

Solutions for Change

College A is in a position to make changes required to positively meet growing international needs. Key solutions outlined in this chapter relate the change in narrative from a deficit-based perspective of international students to one that is strengths based. Further, additional programming may be needed to meet the existing gaps in English language proficiency, intercultural competence and expectations around the Canadian educational context. There is also a need to create focus groups for both international and domestic students, faculty and administration/support services, and organizational development for training and support for all groups embracing the change. These gaps inform the solutions now outlined.

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Solutions to Address the Problem of Practice

It becomes clear that additional focus and programming is needed in multiple areas at College A to address the noted gaps such as 1) the strategic plan of the targeted college leading to an International Education Strategic Plan, 2) an evaluation of current successful models that exist in not only the Ontario College system, but also within international post-secondary institutions, 3) increased implementation of faculty training programs to facilitate delivery of a more inclusive and internationalized curriculum, 4) expansion of programming that bridges the needs of the international student – providing some language support while engaging IS with their respective content areas, and 5) provision of courses in Canadian culture to help IS understand their roles and responsibilities within the Canadian educational system. After reviewing these key areas College A, they will be able to improve the integration of international students into the campus environment and broader community through one of the following proposed solutions.

Solution 1: Positive narrative dialogues. The first option is to change the narrative surrounding the dichotomy of international and domestic students. In the words of Glass, Wongtrirat and Buus (2015), the campus needs to have an “enlarged” view of international student belonging. They advocate for a change in the dialogue when discussing IS in general which includes “a shift away from the current focus on the vulnerabilities of international students toward a more holistic...and more constructive, focus on their resilience and strength” (Glass, Wongtrirat, & Buus, 2015, p. 84). In this drive for an “enlarged” view, it moves from the dependencies of individuals and lack of resources to one where “civic agency’ drives the change (p. 84). This “civic agency” implies an individual and collective focus on change, where change

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comes from the international student group themselves. It furthers the idea of authentic leadership where everyone is empowered and involved in leading this change. Again, on the proposal of Glass, Wongtrirat & Buus (2015), focusing on the strengths of IS and redefining the narrative of this group on campus, in the local community, provincially and nationally, will help change the culture and media relations surrounding this group. This change of narrative focuses on what IS bring to the environment, versus the deficient and negative story-telling that seems to permeate media channels. Instead of professors focusing on what IS are lacking, it is important to change this narrative to what valuable insights they bring to the college campus. From a leadership perspective, this narrative will change the negative stereotypes permeating the college campus. To focus on the positive benefits of this group, it would be helpful to collect success stories of this group relating to how they have created their own civic agency, or have connections with individuals/groups to create a meaningful environment for themselves. As a mid-level manager, sharing individual student success stories about how students navigated their international experience, their individual pathway, from international person, to college student, to successfully employed individual in the local/provincial/national economy, will facilitate this goal.

Financial resources. There is little required in the way of financial resources for changing international student narrative other than potential meeting time, such as the one proposed through a Professional Improvement Community. Depending on the number of individuals and scope of practice, this could be a fairly small group of managers and international students involved from a range of academic/service areas. This is one area that I can be involved in as a mid-level manager.

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Time resources. Changing these narratives can start immediately, but reframing the larger narratives on campus requires time to develop. Sharing individual international student successes can help frame their strengths and build momentum as outlined in Kotter's Eight Step Model of Change. Further, sharing these positive narratives will help individuals gradually move from the anger/denial phase to more acceptance as outlined by Bennett (1993).

Human resources. It is difficult to change the entire culture of an organization when it is part of a community microcosm. While the culture of the organization will gradually change using the Development Model of Intercultural Sensitivity by Bennett, and the Change Path Model outlined by Cawsey et al., not every individual will change their perspective and this cannot be the goal. However, there needs to be a sense of urgency for why change is required and more individuals need to accept and integrate with international students. A mid-level manager can affect this changing narrative within their own school and across schools where they have built relationships, but the larger community change initiative will need to come from multiple stakeholders to be institutionally effective.

Benefits and disadvantages of this option. Bringing together a group of individuals to discuss the benefits of IS can start immediately. The narrative of students needs to be addressed right away as they have already arrived in Canada and are attending the post-secondary institution. Lumby (2012) indicates that an integrationist perspective of culture is important for educational leaders in higher education as many changes and practices associated with values and attitudes are supportive of a learning culture and is of advantage to all (p. 585). As such, there are ways to change to achieve change in culture. Young (2014) advocates there are four key areas of successful integration programs that are part of any change program (p. 15). These include 1) the development of partnerships between offices, with faculty, and even with student

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government offices; 2) active student/learner student roles; 3) community building; and 4) committed intentionality, “born out of a great deal of passion, belief, and commitment to a broader goal” (Young, 2014, p. 15-16). To achieve each of these objectives, it would be helpful to start with a collaborative model of a World Café forum model or Professional Learning Community (International Creative Commons, 2018) to invite dialogue on the issue of international student integration and engagement. It will involve inviting international and domestic students, faculty, staff and administrators to meetings to ensure a representative cross-section of perspectives. This model focuses on seven key principles. These include 1) setting the context, 2) creating a hospitable space, 3) exploring questions that matter, 4) encouraging everyone’s contribution, 5) connecting diverse perspectives, 6) listening together for patterns and insights, and 7) sharing collective discoveries. By using the World Café forum, everyone participating has a voice and uses a multiperspectival approach (Li, 2016).

Solution 2: English language or international language workshops. Many IS cite they sense Canadian students are also hesitant to participate in cross-cultural exchanges as Canadian students might be “shy or fearful of interacting with them” (CBIE, 2015, p. 5), mainly due to language barriers. It is recommended that domestic students have the ability to pursue courses on international languages where they can learn a few phrases of one of the target international student groups i.e. Punjabi, Arabic, or Spanish. Then, in these workshops, they can participate in basic conversations, which will go far in breaking down barriers between individuals.

Another version of this option is to provide language training/support for students who still feel they require additional support with the language, but who do not need to take full English as a second Language programming as they have met the English language requirements for successful admission to College A. Pathway programs could be developed to provide

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internationally educated students with a graduate certificate in Professional Communications, providing information on educational culture, idiomatic expressions, writing styles etc. so they can further their educational studies in Canada. One such model that exists already is the International Business and Intercultural Communications program at York University's English Language Institute (2019). This option looks to the English for Academic Studies department for training across faculty and services areas to provide best practices for delivering academics from the perspective of English as a Second language learner or from an English as a second dialect perspective. Given their expertise in working and integrating IS over the last 15+ years, using their knowledge of second language acquisition would serve other program area faculty with best practices in content delivery, group interactions, academic integrity etc. Pronunciation classes could be offered to assist students in achieving more comprehensibility with their oral language communications.

Financial resources. Providing time for faculty to create curriculum and facilitate workshops regarding English language best practices will come at a cost. Providing professional development time for faculty and/or staff to attend these sessions may involve a financial incentive in the way of release time from teaching or monetary rewards or other incentives to attend. There is also a consideration that workshops tend to be optional; making them mandatory requires additional academic supports and will increase the tuition paid by students.

Time resources. There is lead time needed to create the course/workshop content. The best place for these courses/workshops would be in Organizational Development or in conjunction with the language studies department. Further, faculty and students alike need to have time to attend these workshops. It is usually faculty who have an interest in improving their language skills and who already value intercultural dialogue/languages who attend these

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workshops. These sessions should be mandatory for all faculty at some point, but that requires senior leadership support. Pathway opportunities could be developed over the course of 1-3 years, with additional planning time needed for implementation of programming according to MTCU requirements.

Human resources. Faculty will need to be trained to incorporate best practices related to second language learners in content areas. One or two long-serving faculty would be identified to provide training to faculty across College A in English as Second Language best practices. They would develop workshops related to vocabulary acquisition, listening and speaking in academic environments, reading academic text strategies and writing strategies. Ideally, the implementation of these strategies should happen at the beginning of a course/program, so September, January or May would be ideal times for training completion and implementation.

Benefits or disadvantages. Given existing faculty have expertise workshops could be developed to address faculty concerns with regard to English as Second Language best practices. These workshops would complement service area initiatives such as English Conversation Partners and Conversation Circles. If workshops are optional, a question remains about how to encourage the students who need the cultural and linguistic training to attend for their benefit. There are also many voices that propose the English language admission requirements need to be increased so that these workshops/embedded language programs would not be required. This proposal then becomes a decision at the senior management level.

Solution 3: Cultural competency requirements for all faculty, staff and students.

This solution involves mandating a cultural competency requirement for all faculty/staff and for all students in certificate, diploma and degree programs since a goal of the government is to

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encourage broad-minded and globalized individuals. Therefore, the goal of this solution focuses on understanding international cultures for faculty, staff and all students, both domestic and international (Brunsting, Smith & Zachary, 2018; Young, 2014, p. 21). An innovative program offered at a school in the British Columbia and at a university in the United States entitled Cultural Connections Programs (CCP) (Douglas College, 2019; Guo & Chase, 2011; Johnson, Seifen-Adkins, Sandhu, Arbles & Makino, 2018). After these new programs were underway, a new phase of observation began whereby group facilitators reflected on successes (what seems to be working) and challenges (what is not working or needs to be addressed). Successes of the CCP at the University of included “1) development and offering of new programs, covering varied topics and meeting diverse needs, 2) new collaborations in group facilitation and supervision between counseling and psychology departments, and 3) enhanced communication and organization between stakeholders with increased program visibility” (Johnson et al., 2018). Successful cross-discipline collaboration (i.e. psychology and counseling students co-facilitating groups and providing supervision) brought new perspectives and exposure to new skills. The programs also provided highly valued opportunities for graduate students to build skills in multicultural counseling and intercultural communication (Johnson et al., 2018).

As outlined on the University of North Carolina at Chapel Hill website (2018), in relation to educational culture, international students may:

- 1) Come from a culture in which students memorize and reproduce knowledge of experts, where students’ critical contributions are unusual or even frowned upon.
- 2) Have relationships with instructors [that] may have been very formal and hierarchical, and asking questions [is] seen as rude or embarrassing.

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3) Come from culture similar to US, with interactive discussion, critical analysis, and emphasis on individual achievement (The Writing Centre, 2018).

Providing opportunities for IS to understand the Canadian educational culture and context will go far in both inside and outside the classroom environment.

Intercultural workshops would actively facilitate wider intercultural understanding (CBIE, 2015, p. 7). “Many students...reflected positively on the number of occasions (structured and unstructured) they have had to exchange and celebrate their cultures through food and dance, and welcomed the idea of having more opportunities to do so with Canadians” (CBIE, 2015, p. 4). In light of this idea, an additional pilot workshop program could be developed and offered that would supplement the cultural competency of students at College A. It would be similar to the “Identity Dialogues” program described by Spitzman and Waugh (2018). This program facilitates conversations between participants relating to the different positions of power and privilege that exist within a given campus, and from which stereotypes and discrimination emanate. The creation of a similar “Identity Dialogues” workshop at College A would provide a safe environment for students, both domestic and international, faculty and service workers to come together to create dialogue around these issues. As found in the study by Spitzman and Waugh (2018), “International students were not passive participants in the intercultural exchanges and instead they saw themselves as knowledgeable leaders contributing to the interaction” (p. 1339). This type of program will move individuals further along the continuum of intercultural competence according to Deardorff (2006), providing increased sociolinguistic awareness, a key goal of education when concerning internationalization projects. Additionally, this contribution, or required understanding from the perspective of both domestic

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and IS, according to Bennett (1993), will move individuals closer to the ideal ethnorelative state of integration.

Time resources. A workshop option could be implemented with short and long-term goals. The short-term authorization and development of the workshop could be achieved within one year. However, it could take much longer, 3-5 years, to get a course, like the one at Douglas College, implemented into diploma and degree programs given Ministry of Training, Colleges and Universities (MTCU) approval processes and lead times.

Human resources. This option requires a number of resources, which include the development of a workshop/course proposal, senior leadership authorization, and, if approved, full development of the workshop/course with curriculum involvement. Then the workshops/courses would be launched as pilots, and evidence collected to evaluate the effectiveness of this requirement.

Benefits and disadvantages of this option. Bennett (2013) recommends that intercultural communication increases the effectiveness in classrooms and across campuses (p. 136) and creates a global education. He states:

Intercultural adaptation implies two-way cultural adaptation, where it is jointly the responsibility of the host and the guest, or the dominant and the non-dominant culture members, to adapt to one another. With such mutual adaptation, professors are able to teach effectively to a broader range of students, and the students are able to learn more effectively from a broader range of teaching styles and educational contexts. Ideally, the mutual adaptation generates virtual third cultures in the classroom – the vehicles for increased creativity and innovation in learning (Bennett, 2013, p. 136).

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If this solution leads to better adaptation, more effective teaching and learning and creativity and innovation, then faculty, students and the larger institution and surrounding community will be advantaged by this approach. The Strategic Plan of College A identifies innovation as a key goal so this option would meet this goal. Mutual adaptation may bring domestic and IS closer together through an increased openness to differences and give them the skills to navigate similarities and differences across campus environments. This option will also meet the government's goals of creating more globalized citizens who are able to navigate international situations and workplaces.

One main problem with this solution is that cultural competence is currently not one of the Essential Employability skills needed for success in the workplace. Cultural competence is an assumed goal of international education, but it needs to be intentional and may need to be woven into existing courses rather than be a separate course. Further, the approval processes required with diploma and especially degree requirements as a stand-alone course may take years to complete when the issues are here and now.

As for the workshop idea, one problem may be the lack of attendance of domestic students. While IS want to spend time on campus as observed by the author and as evidenced by their presence on campus after classes have ended, domestic students attend classes and then rush off campus to attend to home activities, work activities or just as needed separation from the college environment. The CBIE (2015) research brief states that IS who "were involved in diversity events on-campus found that such activities were heavily promoted to and attended by IS— lacking a two-way cultural exchange with Canadian students" (p. 4). The potential problem of offering these cultural workshops involves time or location constraints (IS spend time on campus whereas domestic students spend time to pursue classes or organized extra-curricular

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activities versus social lounging). This observation may stem from the difference in the individualistic versus collective societies and how different cultures observe time differently (Hofstede, 2011).

With regard to intercultural understanding, it needs to be positioned as a dialogue among all campus participants for the maximum value of understanding. The disadvantage of this option is that understanding is difficult to measure. A workshop would be an effective way of creating potential impact with fewer initial resources required. International students would have to be part of the change management process, beyond the awakening stage and toward the mobilization stage of change. If it is a full credit course, it would require buy-in from other programs to see value in this delivery model.

Recommended Solution

As Glass, Wongtrirat and Buus (2015) advocate, mid-level managers need to focus on three initiatives to further international student success. These are: “1) connect international initiatives with the institution’s existing strategic priorities, 2) focus on continuous, data-driven approaches to decision-making and 3) forge flexible coalitions with key campus stakeholders” (p. 105). These three ideas will involve implementation of not just one solution, but a combination of the solutions outlined. This OIP proposes changing the narrative on campus, achieved through a combination of stakeholder input, and workshop development. This will be enhanced by further professional development provided to faculty, staff and students in a variety of areas, namely English as a Second Language training, Canadian educational practices and intercultural competencies training for all.

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The narrative at the target college needs to be one of dialogue exchange within a newly created international education strategy. IS are frequently seen as deficient. This narrative can change from a variety of areas and change management advocates can start the process from a variety of levels. Adaptive and authentic leadership will frame this issue and individuals can set the expectations for interactions and teaching requirements related to IS and internationalization of the curriculum. As Lumby (2012) reminds leaders, “rather than focusing on changing others, the goal is changing oneself, and understanding more fully one’s own culture and its relationship with the alternative and oppositional cultures that exist in each organization” (p. 587). Leading the narrative of change in relation to one’s own culture and engaging dialogue will help position change one step at a time.

Additional English as a second language supports need to be implemented in order to meet the language needs of international students (Okuda & Anderson, 2017).

Future steps. Focusing on the cultural narrative at the college and within the community, the English for Academic Studies department has been working with IS since its inception, and there are many best practices in instructional design and delivery that would facilitate faculty delivery across the college. This is one of the ideas forwarded by Glass et al. (2015) and Macgregor and Folinazzo (2017). They argue that there needs to be a proactive and constant evolution of pedagogical practices, not so much for the integration of IS into the current classrooms and curriculum, but to provide true internationalization of the curriculum, including language support in all subject areas and an evaluation of curriculum objectives and faculty development (Folinazzo, 2017). By providing culturally appropriate and responsive instruction (Marshall & Khalifa, 2018, p. 535), this instruction will commence the change process to address the gaps identified. Further, when students have the opportunity to share their culture and

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provide two-way cultural adaptation, friendships may be formed by both domestic and IS alike, a key goal of this OIP. Further to this recommendation, the creation of a Professional Improvement Community would identify and discuss and provide recommendations including an “Identity Dialogues” workshop and an Academic/Cultural Transitions workshop for students.

The Plan, Do, Study, Act Model of Implementation

The recommended option will be implemented using Deming’s 1993 plan, do, study, and act model, or (PDSA) model (Moen, 2009). In fact, The PDSA cycle been selected to help drive the changes needed in this OIP and will hopefully lead to greater quality in programming and sustainability in programming and “remains rooted in the scientific method” (Leis & Shojania, 2017). It has also been selected as a model of change as it is considered an efficient way to collect data as it collects only enough data to inform future changes needed (Crowfoot & Prasad, 2017). Quality assurance remains a key component of higher education as it impacts competition, customer satisfaction, maintenance of standards, accountability, improvement of employee morale and motivation, credibility, prestige and status, and image and visibility (NAAC, 2006). College A cites quality as one of its core objectives in its Strategic Plan, so quality cannot be left out of this discussion. For these very reasons the PDSA model, which positions quality at the forefront, will help determine implementation of this OIP.

Changes in this OIP tend to be iterative, with the goal creating pilot programs/workshops and then quickly evaluating their effectiveness and using formative assessment needed for future iterations. The PDSA model will inform implementation of the selected solution. According to Crowfoot and Prasad (2017), this model works with the barriers to change, including the individual, organizational and external factors. Similar barriers to change have been identified in

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the Organizational Analysis section of Chapter 2 in this OIP. The detailed implementation plan will be discussed further in Chapter 3. A visual of the PDSA model is provided in Figure 5 to detail upcoming discussion about how to implement the plan for increased international student integration and engagement at College A.

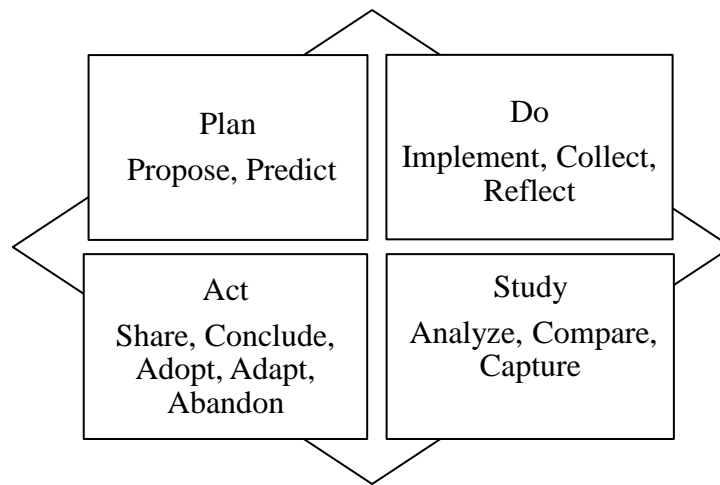


Figure 5. The PDSA Learning Cycle. Adapted from “Using the plan–do study–act (PDSA) cycle to make change in general practice” by D. Crowfoot, and V. Prasad, 2017, *Innovait*, 10(7), 425.

Leadership Ethics and Organizational Change Issues

There are many ethical considerations that inform this OIP. Key ethical considerations include the discourse associated with international and domestic students. As mentioned in Chapter 1, IS are viewed from the perspective of “deficiencies”, meaning that they are perceived to have “issues” that need to change. As outlined in Marangell, Arkoudis and Baik, (2018), “international students are often positioned as the inferior party” (p.1445). This “unequal power distribution is commonly demonstrated in the establishment of peer mentoring programs” (Marangell et al., 2018, p. 1445), where the international student or mentee is the one who needs to adjust. However, there are changes that are required for all participants in internationalization

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processes (Begley & Stefkovich, 2007). This needs to be continually considered when designing programs at College A. Adaptive leadership practices will provide the flexibility needed to adjust to this ever-fluid group of students.

Further, power relationships between international and “host” individuals where power is traditionally situated with the domestic student, faculty in classrooms, or administration need to be evaluated (Blackmore, 2010; Blackmore 2013). Are “we” or the host post-secondary institution conscious of making change to ensure the IS have the skills, tools, resources and/or strategies available to fully integrate and participate in the current environment? Or is the change taking place for other reasons such as to provide support to faculty? The end result/outcome needs to be better support and integration of IS. Having student input into the process, communication and design will aim to decrease these “deficiencies” and unintended power relationships. Authentic and adaptive leadership practices will drive the dialogues needed as they collect various perspectives of the issue.

The goal of the Identity Dialogues workshop will be to engage in dialogue around two specific issues, power and privilege (Amos & Rehorst, 2018; Spitzman & Waugh, 2018). An overarching goal to ethical consideration at College A is to increase “mutual engagement”, not just international student engagement. There is much learning that can and should take place between all students and faculty, regardless of their national identity and classification of status based on tuition structure and national documentation. Authentic leadership practices will support the bi-directional learning required to learn from and about others. College A has a duty of care to ensure that nationalistic sentiments are not continued and that positive international student discourse takes place not just on college campuses, but within the broader community.

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Hughes-Warrington (2012) discusses the ethics of internationalization with a focus on “self-presence” along with the mobility and the “metaphysics of presence”. She finds that “hospitality is both a familiar and a deeply unsettling idea. Individuals and groups routinely welcome guests and strangers out of charity and civility, and in response to legislated duty or a moral imperative” (Hughes-Warrington, 2012, p. 317). It is this hospitality in light of legislated duty that creates an ethical dilemma. Ehrich, Harris, Smeed and Spina (2015) state that the purpose of ethical leadership includes equity and inclusivity considerations. The very notion of internationalization of campuses means these issues of equity and inclusivity are ethical issues (Begley & Stefkovich, 2007).

The PoP indicates there needs to be an improvement in international student integration (Bennett, 2013; Boggs & Irwin, 2007). Leaders at College A need to consider ethical leadership in light of the competing values of political integration, honouring campus and community ways of doing things, and the human resources/structural connections between students, staff, faculty and employers. Students need to obtain the skills needed to be productive members of the local workforce, aligning their skills to local community needs. There are political pressures to ensure successful international student settlement and retention after their studies terminate, and to ensure colleges are producing global citizens who have the necessary intercultural skills that include language skills to effectively communicate in multiple international environments.

College leadership, using the authentic and adaptive leadership models, will focus on the collective goals of the college. In order to provide sustainability, leadership will focus on growth- through IS and reaching individuals from marginalized communities. Further, the goal of quality comprises ethical considerations with a responsibility to the community and employers who hire graduates. This responsibility will ensure students have the skills they need to meet the

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goals of the local community within a globalized framework, and align between the high internal expectations and accountability, and the external accountability to employers and MTCU.

College leadership therefore needs to consider the individual, the story that each international student brings to the campus/academic environment and develop the trust of all – staff and students alike.

Conclusion

Chapter 2 focuses on the discussion of the PoP to determine what to change in light of the PoP and how to improve international student integration at College A. The adaptive and authentic leadership styles frame the leadership areas needed to make change in this OIP. Kotter's (1996) Eight Step process of leading change beginning with the development of urgency surrounding international students at College A, to development of a guiding coalition, to creation of the vision of integration and development of programming to meet this vision. Given the extensive growth of international students at College A, it is an urgent issue to review current programming and to create new programming to provide an improvement in international student integration onto the College A campus.

Using Bolman and Deal's (2013) Four-Frame Model and Cawsey et al's. (2016) Change Path Models, there is both a description for what to change and a process for what to change. A critical analysis of the organization finds that Bolman and Deal's political and human resource frames figure prominently into the influences and consideration of what to change at College A. Given the process orientation and step-by-step process of Kotter's model, Cawsey et al's. Change Path Model offers additional support for how to make the changes at College A. The Developmental Model of Intercultural Sensitivity by Bennett (1993) provides guidance and

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understanding for potential resistance, with movement along the continuum toward international integration.

Three possible solutions to address the PoP have been outlined including the time, human and benefits/disadvantages of each solution. The potential solutions are the change of narrative surrounding international students, the creation of additional English as Second Language programming, and workshops/courses to address the cultural competencies opportunities for all. The recommended solution is a combination of the three solutions discussed. It is one of broader organizational change with regard to the strengths-based narrative of international students, the creation of a professional learning community to ensure power distribution and representation from multiple stakeholders to address the identified gaps, and the development of multiple workshops for faculty/staff and international and domestic students alike. These workshops supplement current programming and include: English as a Second Language/Second dialect or embedded language training in programs, Identity Workshops where everyone has the ability to explore sensitive intercultural topics in a safe environment, and the creation of an Academic/Cultural Transitions workshop for IS in particular. The relevant leadership approaches, including ethical considerations, have been framed in this chapter and discussion. In Chapter 3, the change implementation plan, the change process monitoring and evaluation, leadership ethics and organizational change, and the change process communications plan will be outlined.

CHAPTER 3 - IMPLEMENTATION, EVALUATION, AND COMMUNICATION

The first two chapters of this Organizational Improvement Plan (OIP) established the background and problem of practice (PoP), outlining the broader organizational context of College A, and clearly outlining why change needs to take place and how change will be moved forward using authentic and adaptive leadership at College A. The proposed solution of change in narrative, improved English as a Second Language programming, the development of a Professional Learning Community, and the development of workshops aimed at improving the Canadian educational knowledge of international students, and intercultural competencies for broad stakeholders is the focus of change improvements. This chapter will seek to develop and describe the implementation process of these improvements and the training plan for faculty and students. Moreover, the evaluation and monitoring plan will be provided and the details of the communication plan to achieve these leadership changes will be proposed. More specifically, the change implementation plan, the change process monitoring and evaluation, leadership ethics and the resultant organizational change, the change process communications plan, and future considerations and next steps of this OIP will be described in detail.

Change Implementation Plan

Most change programs are funded and implemented with the belief that the “program intervention stands a good chance of bringing about the intended results” (Mayne, 2011, p. 55). As Mayne (2011) further outlines, there is a “reasoned theory of change for the intervention” (p. 55). A key assumption behind why the proposed change is expected to work is that the current process needs improvement so a logical, collegial approach to change and training is what is required. This change implementation plan has considered a number of questions and addresses

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potential concerns and limitations. Browne and Wildavsky (1983) discuss the need for mutual adaptation to describe the intersection between implementation analysis and implementation process. Their description requires change processes to be managed by anticipating problems and identifying where these problems may lay in examining internal and external stakeholders, how the evolution of implementation is a compromise between being prescriptive to the plan, and adapting to changes and learning as an iterative, in-progress learning process. This chapter will describe the plan for implementation while preparing ahead, as much is possible, to identify possible roadblocks and problems and anticipating solutions for these in “forward mapping” the proposed solution.

Browne and Wildavsky (1983) also advocate for “program adaptability, flexibility, and accommodation in its attempts to meet consumer and clientele needs and demands (p. 211). Where will the plan be implemented? It could be argued that with the number of IS at the target college, all campuses should be part of the implementation study as there may be similarities and differences found at each campus based on location (smaller communities versus mid-sized cities), a different composition of international to domestic students at each campus, and different program attraction for IS from different countries of origin. However, this would entail a larger implementation plan taking into consideration these differences. Initially, one campus, the largest campus, will be part of the initial implementation plan and once the solution provides meaningful and targeted change as determined through the PDSA model, the solution will be rolled out to all campuses during the act cycle.

Implementing the Improved Future State of the Organization

The Change Path Model of change as outlined by Cawsey et al., (2016) has been chosen to describe the change required in this OIP, which combines “process and prescription”. The various steps of the model include: Awakening, Mobilization, Acceleration, and Institutionalization. This model was chosen as it aptly covers the call to action in the need for change through collection of data and a Critical Organizational Analysis as outlined in Chapter 2. It also highlights the need for leaders to “recognize there is often a lag between what they know, as a result of their assessments, and what is known in other parts of the organization” (Cawsey et al., 2016, p. 53). This recognition in the lag in information highlights the need for adaptive and authentic leadership to ensure that as many aspects of the issue are reviewed and addressed when considering potential solutions and actions. The stages of the model of change are outlined below as it relates to this OIP.

Awakening. The Change Path model identifies the challenge of increased growth in IS and the resultant demographic shift that creates a new complexity for college campuses. There are a number of opportunities to address the issue at College A and it is believed that there are already many changes taking place to address the issue. The identified challenges include the English as a Second Language needs of these IS, academic integrity challenges, classroom experiences, and interactions between domestic and IS, and social/academic capitalism needs.

Mobilization. This second stage requires conversations to take place using adaptive and authentic leadership styles to engage individuals at all levels of the organization. Given typical lags in information between all parts of the organization, this “lag in information requires change leaders to engage others through multiple communication channels” (Cawsey, Deszca & Ingols,

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2016, p.53). Implementation of a Professional Improvement Community will pull together a representative group of leaders and students to discuss the gaps noted in this OIP, propose the solutions outlined, and develop other/future improvements regarding international student integration.

A gap analysis was presented in chapters 1 and 2 of this OIP. The desired state of the organization is one where dialogues will shift from a deficit-perspective when discussing IS to one of value-add to the campus and institution. Additionally, international students will have the skills needed to understand and succeed within the Canadian post-secondary environment which may be different from their studies in their home countries. This will include an improved understanding of active learning, smaller assignments, group work expectations and interactions, interactions with faculty and service areas and an improved understanding of academic integrity. All students will have improved intercultural competencies, developed through an intercultural workshop/course, leading to mutual engagement. There will also be embedded English as a Second language modules/components built into program areas to further support students in their academic learning.

Faculty will feel comfortable teaching this target group and have the skills, tools and pedagogical practices to inform their practices inside the classroom around what it means to have an internationalized perspective and curricula approach.

Acceleration. The third phase, the acceleration phase of this model, reveals how the changes will be “brought to life” (Cawsey et al., 2016). The first change will be the change in narratives surrounding IS and their integration to College A. The second change will be development of various training workshops to help support staff and faculty understand and meet

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the needs of IS. The final change needs to meet the needs of all stakeholders through the continuation of group discussion.

Institutionalization. Finally, the institutionalization stage determines the final state of successful transition, one where a mix of international and domestic students is the norm, when both international and domestic students feel a greater sense of integration and belonging, have greater numbers of friendships with a variety of students, and when the majority of faculty and service area staff are familiar with the vision, values and goals of the internationalization process at College A. Further, the dialogue will have shifted from one where faculty feel overwhelmed to one where everyone knows how to successfully engage IS.

Goals and Priorities of Planned Change

The goals and priorities of the planned change must ground the implementation plan. In this OIP, this implementation plan comes at a time when the college is experiencing extensive growth, moving from a college environment that educates a small percentage of IS, to the present time where at least half of FT students may hold international status. This change means that there are pressures placed on faculty and staff to adapt to changing campus demographics and that there must be a whole-institution approach to address the issues. The short-term and long-term goals of the change plan will reflect more robust programming and improved academics to meet the needs of this group of students. More awareness of international student issues and communications will be provided so all front-facing faculty and service providers know what is available across campuses. Further, this author will provide a bottom-up approach in suggesting further change to be envisioned for an internationalization policy that unifies the vision and whole-institution approach required to effect these changes. The goal of this change plan combines with the belief that change is indeed possible as outlined by Mayne (2011). Framed by

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Kotter's Model of Change (Buller, 2015), the priorities of this OIP also parallel the steps required to achieve the desired change.

The change implementation plan will commence prior to the 2020-2021 academic year. The initial stages of the plan will be enacted in the May/June timeframe, proceeding the academic year, when faculty and staff are in a position to review programming and course outlines and when they have release time to create workshops needed for this change in preparation for the upcoming academic year. Further, in faculty and staff meetings, the initial dialogue and communication can take place with the desired goals of the change effort. Rather than waiting for the fall 2020 semester to commence this initiative, when faculty and staff are at full capacity and will experience stress around the issue of increasing numbers of IS in addition to normal teaching workloads, these changes will start in spring/summer 2020 with training and workshop delivery. This start date will provide time for meaningful dialogue and reflection about how and what to change in individual practices before the busiest academic semester of the year commences. This timing also provides necessary communications to affected stakeholders, faculty, staff and students about upcoming planned change. Further information about the timing is outlined in Appendix B.

The areas where IS need to be engaged/integrated further are as follows and align to the monitoring and evaluation logic framework (Figure 6). Referring to Figure 2, the *International Student Cultural Integration Framework*, there are five key areas that align to this implementation plan. These include 1) classroom experience, 2) interactions with domestic/native students 3) intercultural competence 4) academic and sociocultural capital and 5) English as a Second Language programming. IS need to engage with the various areas of the institution both internally and externally. The overall effect of the implementation plan will

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determine if the dialogues of individuals have changed when discussing IS. The solution being selected for implementation is one of changing international student narratives combined with English as a Second Dialect training/embedded English language courses into various academic programs, and an Academic and Cultural Transitions and Identity Dialogues workshops for all.

The narrative at the target college needs to be one of international student strength. IS are frequently seen as deficient. This narrative can change from a variety of areas and change management advocates can start the process from a variety of levels. Adaptive and authentic leadership will frame this issue and individuals can set the expectations for interactions and teaching requirements related to IS and internationalization of the curriculum. This cultural change will be framed through Professional Improvement Communities (PICs), which will provide a forum for discussions and dialogues to drive change needed at College A. Further, as Lumby (2012) reminds leaders, “rather than focusing on changing others, the goal is changing oneself, and understanding more fully one’s own culture and its relationship with the alternative and oppositional cultures that exist in each organization” (p. 587). Leading the narrative of change in relation to one’s own culture and engaging dialogue will help position change one step at a time through PICs.

Workshops focusing on English as a Second Language Training/embedded language training will help faculty, administration and students reevaluate their thinking to help determine their position and attitudes surrounding IS as will Identity Dialogues. These dialogues will have the goal of deconstructing the power and privilege of all participants and then construct ways in which to mutually engage with one another. These dialogues will have the further goal of co-constructing the type of culture that should exist on campus and beyond. As part of the PICs, the Identity Dialogues and the various workshops for academic success, all participants will engage

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with the five areas listed above. It must be noted that engaging with the community also takes place in a larger sphere than the college campus, so these are but one aspect of integration in this sense. The societal engagement needed goes beyond the scope of this OIP, but it may impact a small fraction of students. Further, work-integrated learning, as outlined in the logic model discussed later in this chapter, will engage students beyond the campus community and into the future. Again, these areas are considered in the overall integration of IS (Figure 6), but beyond the immediate scope of this OIP.

Expected OIP Outcomes

Following are the expected goals and outcomes of the chosen solution, which encompass PICs as described in Appendix B.

Short-term goals. The first goal of this implementation plan is for professional development of faculty to take place as it relates to real classroom change and to meet the immediate learning needs of IS. Providing faculty with strategies for successful integration and lesson planning, assignments and group work will be a key short-term goal. For change to take place within a framework of PICs, it will be important for faculty, staff and administration to volunteer to participate. The short-term goal would be to have 10% of faculty to participate in these sessions, ideally with representation from each school or service area within 2-4 weeks of sending the initial invitation to participate in the PIC.

Some of the key questions that will guide the PIC will be

- 1) What do we want each faculty member/student to learn with regards to international student integration?
- 2) How will we know when they have learned it? How will it be assessed?

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- 3) How will the organization respond when there are difficulties that arise from the Professional Improvement Communities? From the workshops? (DuFour, 2004, p. 2)
- 4) How will best practices and learning in the PIC be shared with the larger college community?
- 5) How can the learning achieved in the PIC inform future practices/changes/iterations in the Academic and Cultural Learning Workshops and Identity Workshops?

A further goal of providing training to faculty as it relates to English as a second language option will be to provide one initial workshop about how to incorporate reading strategies and one for writing strategies into the classroom. These strategies will not only be suitable for second language learners, but also for domestic students as they will be considered best practices for all. Embedded English second language programming will be created in 1-2 programs over the next year to create a pilot for other programs experiencing difficulty in English language barriers of students in their programs.

As for the active sense of belonging with the integration of IS, an increase in the number and quality of interactions between international and domestic students in a variety of settings will be important. The creation of opportunities to engage with domestic students through organized on-campus activities will provide an immediate sense of educational requirements and the Canadian academic environment. This will be achieved through the creation of Identity Dialogues and Academic and Cultural Transitions Workshops. These workshops will provide deep conversation to understand cultural nuances that lie below the surface of cultural norms, but need to be explicitly discussed to create voice and agency for international and domestic students alike. Domestic students and faculty will have opportunities for positive interactions with diverse

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groups of IS. Domestic students in particular will engage in dialogues where they have the opportunity to exchange ideas and questions that might exist in relation to various international cultures and that might reduce power differentials existing among the various groups.

Medium-term goals. Once the PICs have started, it will be important to elicit feedback from participants on their perspectives and goals of the PIC and to determine topics of need for future training sessions. Further, it will be important to obtain feedback regarding how faculty have used the reading and writing strategies. It will be important to adapt these strategies to the specific content areas. For the English as a second language supports, translating these strategies into curriculum across the college would be the ultimate goal based on feedback and buy-in from faculty. An increased sense of belonging as self-reported or as reported in campus surveys and the attainment of skills necessary to work in a global workplace and live in a global community, will provide cultural literacy necessary to critically respond to global issues.

Long-term goals. The long-term goal of this OIP is to change the culture of the organization in relation to international versus domestic students and their engagement. Schein (2017) refers to “habits of thinking, mental models, or linguistic paradigms along with shared meanings” (p. 5) that are relevant to this OIP; this is part of the macro narrative shift needed at College A. The organization will know they have met this goal when the dialogues, both formal and informal, change in relation to international students, and when IS themselves report greater interaction with their peers, within classrooms between student and faculty, and through reports/surveys and self-reporting regarding their integration and settlement. The shared meanings of what it means to be an international student will change. Testimonials will help provide this. It is recommended that departments include faculty support for IS in their evaluation methods or consider supporting IS as an essential criterion in promotion (Wang &

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BrckaLorenz, 2018). This support for IS is furthered by Schein (2017) in the discussion about the identity of the organization and the shared learning process, becoming a mosaic of culture instead silos of education and academic delivery. Only then will real change align to the goals of the OIP. A long-term goal of this OIP in relation to supporting the domestic student is to have international and domestic students using skills and strategies for collaboration in classrooms, across the campus environment and settling into the community and workplaces after studies have terminated. Finally, the overarching long-term goal is to change the oft-heard negative perspective of international students at College A.

Updated Strategic Organizational Chart

With regard to the organizational chart, the best opportunity to increase international student engagement is to have Student Engagement, teaching and learning and international education under the same leader. If a formal reporting structure does not make sense as it is a service area, a dotted line reporting structure would be preferred. This will ensure that Student Engagement is not a separate division from International Education, but part of this offering. This change will meet the priority of the OIP to increase international student engagement and integration.

Managing the Transition

The proposed solution outlined in Chapter 2 involves the establishment of a cross-college PIC. It also meets the *Create the Guiding Coalition*, step 2 in Kotter's Model of change, to provide suggestions and solutions using adaptive and authentic leadership styles regarding international student integration, given the broad reach of this target group. This committee will provide feedback and suggestions for improvement to the larger college environment. This

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section outlines the stakeholder reactions to the implementation plan, the identification of the change drivers and engagement, the ability to build momentum for change and the recognition of potential issues/limitations of the plan.

Stakeholder Reactions

Stakeholder reactions to these changes will provide adjustment to the plans developed during the implementation process to reflect legitimate employee concerns. Given that there are few structural changes needed to enact this change, there should be little resistance to changing the organizational structure as it is a minor one. One consideration would be the Manager of Student Engagement who would have dotted line reporting into the AVP of International Education, with formal reporting into the VP of Student Affairs. It is recognized that dotted line reporting may create confused messaging with this division or may create lack of role clarity; however, the benefits to having this structure will speak to the importance of student engagement for all, not just domestic students, which has been the traditional way to structure this division.

From a human resources perspective, it must be recognized there is a lot of work that faculty, staff and students have already completed. Many faculty have been attending workshops and working with the teaching and learning department and their department chairs to develop a toolkit of strategies for classroom interactions among international/domestic students and faculty themselves. Faculty will need to see the value of these additional learning opportunities to take time out of their schedules. Uptake of workshops is usually higher with FT staff versus PT staff due to scheduling conflicts. Yet a number of faculty may resist the changes that IS present in their classrooms. Many faculty have anecdotally said that it is the international student themselves who has to make changes. However, the reality is that change is required. Working in

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a protected community of like-minded practitioners may help convince them of the needed changes, moving them from Bennett's (1993) stages of denial or defence to one of acceptance and then hopefully adaptation and integration. Once they believe in the adaptation process, they will change to the benefit for not only the students in their classrooms, but also for their own purposeful internationalization within their classrooms.

One of the benefits of the PIC structure that will be implemented and used as part of this change process is the focus on the student. As cited in Hord (1997), "students are pictured as academically capable, and staff envisions learning environments to support and realize each student's potential achievement (p. 21). This is precisely the goal of this OIP: shifting the conversation that IS are deficient in some way to facilitating their potential achievement and benefits as individuals. The PIC would be put together with individuals "interested in doing things differently" and who have "some real passion and commitment" (Hord, 1997, p. 38). Therefore, if this leader put out a call to the larger college community for participation in a PIC, then those individuals who meet the criteria above would be selected within a pilot project. Then they could share their experiences with other faculty members in further professional development opportunities, expanding knowledge together.

Further, the PIC model also connects to the PDSA model described in Chapter 2 by describing what needs to take place and continuously improving current practices. As Bryk, Gomez, Grunow & LeMahiue (2015) describes, "starting smaller is the key to learning faster, which in turn is the key to advancing quality outcomes reliably at scale" (p. 177). The plan focuses on the dialogue and sharing that would take place and that would result from participation in the PIC. The cyclical approach would mean faculty repeat these steps in a short period of time, in between meetings, by acting in their classroom and by providing feedback at

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the next PIC meeting and to the larger college community. Additionally, the PIC complements the adaptive and authentic leadership styles needed to make the changes proposed in this OIP by providing a forum in which to provide honest, open input into the change process. Further, given the continuing complexity of the PoP, input from PIC members will help prevent the institution from falling back to tried-and-true methods and help embrace innovation in this area. The process is one with both incremental and continuous change, and has elements of anticipation to what is needed and adaptation to what exists now.

Change Drivers and Engagement

According to Cawsey et al. (2016) there are seven change strategies available to leaders to foster necessary conditions for change. Of these seven strategies, three are appropriate to explore in this OIP including education and communication; participation and involvement; and facilitation and support. With the first step of education and communication, preparing faculty, staff and students to understand why these changes are being implemented will be critical so faculty and staff buy-in to the process. It also aligns to Kotter's Model of Change, paralleling step 4, *communicating for buy-in*. Sharing data, such as number of IS in programming by school area; sharing national and local data regarding ability to integrate/engage as required; expressing dissatisfaction with current programming, or providing gaps determined in the SWOT analysis might be appropriate. The second step, participation and involvement, lends itself to the authentic leadership approach selected to frame the issue as empowerment of stakeholders is important to make change effective. This aligns with Kotter's step 5, *empower action*. Finally, providing support and facilitation, and a sense that they are not alone in the journey to improvement of practice will be a final key to engagement of faculty/staff, aligning to Kotter's step 6, *create short-term wins*. Even acknowledgement that the college is indeed in a period of

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change will frame the discussion so staff will know this not just their perspective, but the perspective of all, will provide requisite support.

There is some fear and anxiety on the part of seasoned faculty who are overwhelmed with the changes taking place and these fears need to be acknowledged as they exist and that they will receive the support needed to make the changes for their classrooms. Bringing together faculty and staff who have experienced some success in creating integration of IS will provide support and mentorship of others and will provide support and buy-in for the PIC model being proposed and outlined in more detail in the next section.

Finally, appreciation of all efforts made up to this point in time will also be valued by faculty and staff alike. It is not typically that faculty do not want to change, they may simply be overwhelmed with the required change. Next, a description of Professional Improvement Communities (PIC), a key item that will engage the larger college community, will be provided.

Professional Improvement Communities

A Professional Improvement Community (PIC) approach is used to identify and create training programs needed to support faculty in their transition to support additional IS in the classroom. The PIC is also used to create a training program for English as a Second Dialect classes and classes that have English language skills training which is embedded into their individual programs at the target college. The PIC allows learning to take place in a cyclical fashion following the PDSA cycle of improvement selected. A Professional Learning Community is a group of educators who meet together regularly to improve teaching skills and academics of its faculty and students respectively as described in the Glossary of Education Reform (Great Schools Partnership, 2014). As cited in Hilliard (2012) PLCs are “composed of

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team members who regularly collaborate toward continued improvement in meeting students' academic, social and cultural needs through a shared vision" (p. 71). PLCs are a group of faculty and administrators seeking to continuously seek and share learning and act on that learning (Hord, 1997). These PLCs are important to this OIP because:

faculty and staff have limited resources and practices to refer to when trying to understand the pattern of international student engagement and learn about peer faculty's perceptions of international student engagement, especially in effective learning strategies, collaborative learning, and student-faculty interaction. [PLCs are] significant in helping IS and faculty reach mutual understandings about performance and expectations of student engagement. (Wang & BrckaLorenz, 2018, p. 1003)

Given that capacity and sustainability are core components to the mission and vision of College A, PLCs are an appropriate component of the solution proposed in this OIP. Further, the leadership styles of adaptive and authentic leadership mean that administrators share their learning and learn from others in a distributed style. This style of inquiry may produce different solutions to the problem than have been proposed in this OIP. It needs to be recognized that ongoing dialogue and discovery will continue to take place as a variety of individuals share their best practices and perspectives. In addition, quality assurance needs to be built into the mandate of this existing PLC structure, following the work of Bryk et al. (2015). Bryk identifies one key focus area of improvement on the accelerated learning of networked communities where silos of practice and research are broken down for rapid learning and learning from failure (2015, p. 173). It is this breakdown of silos or school/service areas that needs to be addressed to ensure a

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cross-campus improvement in international student integration and engagement. Further, as with networked improvement communities, improvements can be shared not only within one organization, but across multiple organizations. Therefore, the term that best approaches the needs within this OIP is one of a Professional Improvement Communities (PIC). It is this combined term that will be used for this OIP.

Building Change Momentum

The change required in this OIP will require the leadership support of the senior leadership team, FT and PT faculty, service staff and international and domestic students alike and follows Kotter's Eight Steps of Change (Buller, 2015). This will be particularly important during the first step of creating a sense of urgency and through the development of step three, which is the *change vision*. Part of the change vision includes setting goals and priorities. Building change momentum is not easy, but by sharing stories and short-term wins, the momentum will continue toward the targeted goal. Sharing how far College A has come, sharing how many students have been successful in this post-secondary environment, sharing the efforts that have taken place to date with Conversation Partners and Conversation Circles and sharing how many students have participated to date will help build short-term wins. The success stories will continue to motivate individuals at any point of their journey from denial to acceptance, from defense to adaptation, and from minimization to integration (Bennett, 2004). Further, setting the short-term, medium-term and long-term goals will provide an impetus to continue. Long-term goals by themselves are daunting, but short-term goals will help provide information and buy-in to the processes found within this OIP.

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Key Personnel Required

Key personnel will be needed to engage/empower others change that will achieve this envisioned future state. Given this is a multi-pronged solution, there needs to be a key supporter of the combined changes. In this situation, senior leadership would be in the best position to change the dialogue of international student strengths. However, all formal and informal leaders can adopt this conversation as it will flow down the organization if everyone in senior management believes this change is important. However, the change will also provide grass-roots, bottom-up change through the implementation of PICs. This is where I can lead the process. I am in a position to lead a PIC given my role as mid-level manager. With sponsorship from one senior leader, my direct manager, I can put this PIC into effect and engage other areas.

There are many faculty who have worked with IS for many years and who understand this target group. They understand the classroom teaching practices that work and the training that is still needed for other faculty to refine teaching practices using best practice strategies. Reiterating the messaging at multiple fronts of the organization will emphasize the change needed and the importance of this change effort. I will engage the teaching and learning division to assist with this initiative as all staff/faculty professional development originates with this area. They need to be part of the learning culture given their mandate at College A, and they are increasingly involved in any professional development in consultation with department chairs, or in collaboration with academic and service managers at the college. The senior management team has expanded training around IS/engagement in recent months so this OIP and their support of international student engagement is a natural extension of activities already occurring. Further, given the vision of the college in providing programming to meet the needs of the community

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using models of sustainability and quality, then providing PICs, additional professional development and perhaps striking a sub-committee of like-minded, passionate individuals will also follow the leadership style of authentic/adaptive leadership that provides ethical solutions for this higher education institution. The Chairs and Managers at the college already participate in events entitled “Chairs Dialogues” with the goal of collectively trying to create solutions to issues that arise in the organization through dialogue. The PICs would be an extension of this existing practice and supported by Chairs. There is also a goal of providing key support to IS and faculty in relation to writing skills workshops and to improve academic integrity rates, and PICs would create opportunities to share best practices and have purposeful dialogue about change and solutions to this increasingly difficult issue for the purpose of “mutual engagement” of both international and domestic students.

Resources Required

In order to implement the changes, a variety of resources will be required. The first of these is human resources, required by the English Language Studies department and the teaching and learning consultants in order to create the necessary workshops and curriculum changes commencing spring 2020. Two faculty will be needed to create the Identity Dialogues Workshop, two faculty will be needed to create the embedded English language courses, and two additional faculty would be required to create the Academic/Cultural Transitions Workshop with additional input from the larger community needed. One day of professional development release time will be necessary for faculty who wish to attend each of the Identity Workshops and the Embedded English language workshops.

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With regard to time, resources will be needed to create the Professional Learning Community across program and faculty areas. To be effective, it will be an ongoing event, likely a monthly or bi-monthly occurrence, especially to continually improve using the PDSA monitoring and evaluation cycle.

Potential Implementation Issues

Given that international student integration is a complex, subjective experience, it may be difficult to determine how well they have integrated. Further, the issue assumes that there is no current integration which is not the case. Perhaps the total number of IS at a given point in time would create a different response than at another point of time when referencing measurement. As Browne and Wildavsky (1983) indicate, “not everyone agrees to cooperate or can be coerced, persuaded, or induced to do so...as various ‘players’ can cause delay, low performance, unwieldy costs, noncompliance, and undersigned consequences” (p. 213). Faculty traditionally participates in workshops when they have the motivation and interest to do so. Students may need additional information to make decisions to take the Academic and Cultural Transitions Workshops. Making these sessions mandatory may be an option, but it negates the leadership style of authentic leadership and assumes that there is an issue with 100% of students. That too is not the assumption.

Limitations

There may be a number of limitations to the scope, methods and priorities used in this change implementation plan. For example, faculty’s top priority is to meet the needs of the current students. Opportunities for training and resources such as time for PICs take time to implement and function effectively are limited. The idea of workshop delivery posits that

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individuals voluntarily sign up to attend. Attendance is dependent upon urgency of learning, interest, motivation to explore change, and time availability. It has been found that “faculty tended not to value short workshops or online activities” and prefer books, videos or retreats (Lowenthal, Way, Bates, Switzer & Stevens, 2012, p. 154). There will be a limitation in how many individuals can participate in the pilot workshops. Additionally, faculty need time to adapt their content and practice with delivery methods that work for the target international student group. The scope of the project should be outlined over multiple years, broken down into specific goals for each semester. There is only so much faculty will be able to implement in the short-term, by fall 2020, so there is a further limitation of effectiveness of these pilot workshops.

Change Process Monitoring and Evaluation

The change process monitoring and evaluation process is critical for the purposes of planning, to provide information to make decisions, to provide accountability and to guide “organizational learning for program improvement” (Markiewicz & Patrick, 2016, p. 1). Throughout the literature, it is clear that there are multiple steps required to ensure monitoring and evaluation is aligned to the problem/goals of the organization (Nelson; 2009; Spencer & Winn, 2005; World Bank, 2004). These steps include identification of purpose of the project; stating guiding principles; identifying performance indicators; creating a logic framework which includes deciding which programs to monitor; identifying who to include in the various stages of monitoring and evaluation; deciding key issues and questions that need to be investigated; clarifying aims, objectives, activities and pathways to change; deciding how to collect the information, assessing the contribution/influence of the project; analyzing and using the information; and communicating the data (Markiewicz & Patrick, 2016). Further, a good plan

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will focus on the key domains of appropriateness, effectiveness, efficiency, impact and sustainability (Markiewicz & Patrick, 2016). As part of the monitoring and evaluation process within this OIP, the PDSA cycle will inform the process, in conjunction with a number of tools used from The World Bank (2004), and the Pell Institute (2014). The PDSA cycle has been selected to inform this OIP as it will enable small changes or pilot projects to be evaluated on a small scale, and through the learning cycle, before organization-wide implementation of these ideas/workshops. Customization of workshops is required to consider the shift in narrative and the specific international strategy that is needed for College A.

The Plan Cycle

Using the PDSA cycle, there is a list of stages required for implementation of this OIP. In the Plan step, there is anticipation that faculty will be initially excited to take workshops leading to more active international student participation in classes. The plan cycle aligns to the first three steps of Kotter's Eight Steps of Change Model where the *Establish the Urgency*, *Build the team*, and *Get the right vision* are key components. The urgency of this OIP and the components within relate to the increase in international students at College A and the expected, continued growth into 2020. As discussed earlier and outlined here, the purpose, guiding principles, performance indicators, logic framework and outcomes are outlined below, setting up the plan for what needs to be achieved in the monitoring and evaluation cycle.

Purpose. The first of these steps, purpose, provides leaders with a “better means for learning from past experience, improving service delivery, planning and allocating resources, and demonstrating results as part of accountability to key stakeholders” (The World Bank, 2004, p. 5). In this OIP, the purpose of the monitoring and evaluation plan is to share international student practices and learning with the wider college community and to empower international

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and domestic student intercultural competencies and mutual engagement. These purposes will be achieved through 1) faculty and skills development required to improve the engagement and integration of IS into their classrooms, 2) appropriate academic and service supports and intercultural competencies for IS and, 3) domestic students have the intercultural competence necessary to interact in meaningful ways in increasing diverse and intercultural and global environments. Further, it is important from an adaptive and authentic leadership model to ensure that 1) the problem is determined as technical versus adaptive in nature or in other words, unusual and complex (Randall & Coakley, 2007), 2) the behaviour of individuals in the organization are modified regarding the negative narrative surrounding international students, 3)

Guiding principles. The guiding principles of the monitoring and evaluation (M&E) plan will be useful and timely to provide faculty with the skills and strategies needed to meet the needs of IS in their classrooms, thereby improving pedagogical practices for all. According to the adaptive model of leadership by Heifetz & al. (2004), this issue is not technical, but adaptive. There is no known or formulated response to the increase in international students and the lack of integration. It is a complex issue requiring multiple stakeholder perspectives and creating a plan for monitoring, evaluation and communication of the plan.

Further, a guiding principle of the M&E plan for this OIP will provide useful information needed to make decisions and changes to current academic and service support deliveries and to ensure increased ethical practices are enhanced at College A.

Performance indicators. As part of the performance indicators, the “inputs, processes, outputs, outcomes, and impacts” of projects/programs are measured (World Bank, 2014, p 6). Determining the performance indicators early will help measure progress, facilitate

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benchmarking and provide measures for corrective action as needed (World Bank, 2014, p. 6).

Which projects will be assessed? As part of this OIP, the following three areas will be reviewed (Appendix B). These three areas include 1) supporting faculty in the classroom, 2) supporting and engaging international students, and 3) supporting domestic students. The learning outcomes for each domain and the monitoring and evaluation plan for each domain and the timing are included.

The international student academic/cultural integration logic model. Now that the project outcomes have been detailed and included, the activities and timing, the logic model will be described, outlining the planned work and the intended results. This logic model describes what resources are required to implement this program and what activities are intended. As seen in Figure 6, the various international integration activities, including the current and proposed activities, are outlined. The proposed activities support the classroom environment, mutual integration, increased intercultural competence/sociocultural capital and English language proficiency. Given the extensive capacity to engage with the community, the current efforts of College A, and the fact that this area is outside the influence of the current author from a leadership perspective, this area of community engagement is outside the scope of this particular OIP. It is included for the purpose of providing an overall view to the internationalization activities that support this OIP. The intended results of the overall program include integration and engagement of students from a broad, all-encompassing level of programming.

Outputs or actions. The actions that are proposed enhance current integration and engagement efforts across the college where the PoP intersects with current organizational efforts. Given the research, the areas that are proposed to make the changes needed to achieve an improvement in international student engagement within the current college classrooms and

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campus are the addition of English language courses in programming, the delivery of workshops on English as a second language best practices and additional academic and cultural workshops for all students and faculty.

Involvement in monitoring and evaluation plan. For the Professional Improvement Communities (PICs) and the improvement of teaching practices, senior management, chairs, managers and faculty will receive emails of best practices shared and discovered in the PICs, and Teaching and Learning will host the best practices on their website. Chairs will share best practices with their faculty teams at the Spring 2020 startup meetings, and at each start up meeting in the future (Fall 2020, Winter 2021) etc. to continue to build on the change. The PICs will evaluate proposed recommendations in this OIP and then identify any additional gaps outlined in Figure 6. As a leader, I would expect that additional recommendations and proposals or changes to the logic model details identified in Figure 6 might change given additional feedback from areas not already consulted in the development of this OIP.

The Do Cycle

This is the stage where the identified changes will be implemented. Relating to Kotter's step 4, *communicate for buy-in* and step 5, *empower action*, a small group of faculty and students will be requested to participate as part of a small pilot program in the Professional Improvement Community. The training will initially take place to guide instructors and then time to implement the changes in teaching practices will be reviewed at 7- and 14-week intervals during the first semester. Doing more reflective feedback during the semester will be onerous on the faculty members who will also be carrying a full teaching load. Once this reflection is provided, then the implementation team can review successes and required modifications based on both

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International Student Academic/Cultural Integration into Ontario Collage Campus: Logic Model 2019-2020

Strategic Outcome - **Increased International Student Academic/Cultural Integration**

Immediate and based on the need to increase student engagement and integration into Ontario Collages campuses in response to continued increased enrollment

Canadian Immigration /International recruitment process policy
Institutional Context/International strategic plan

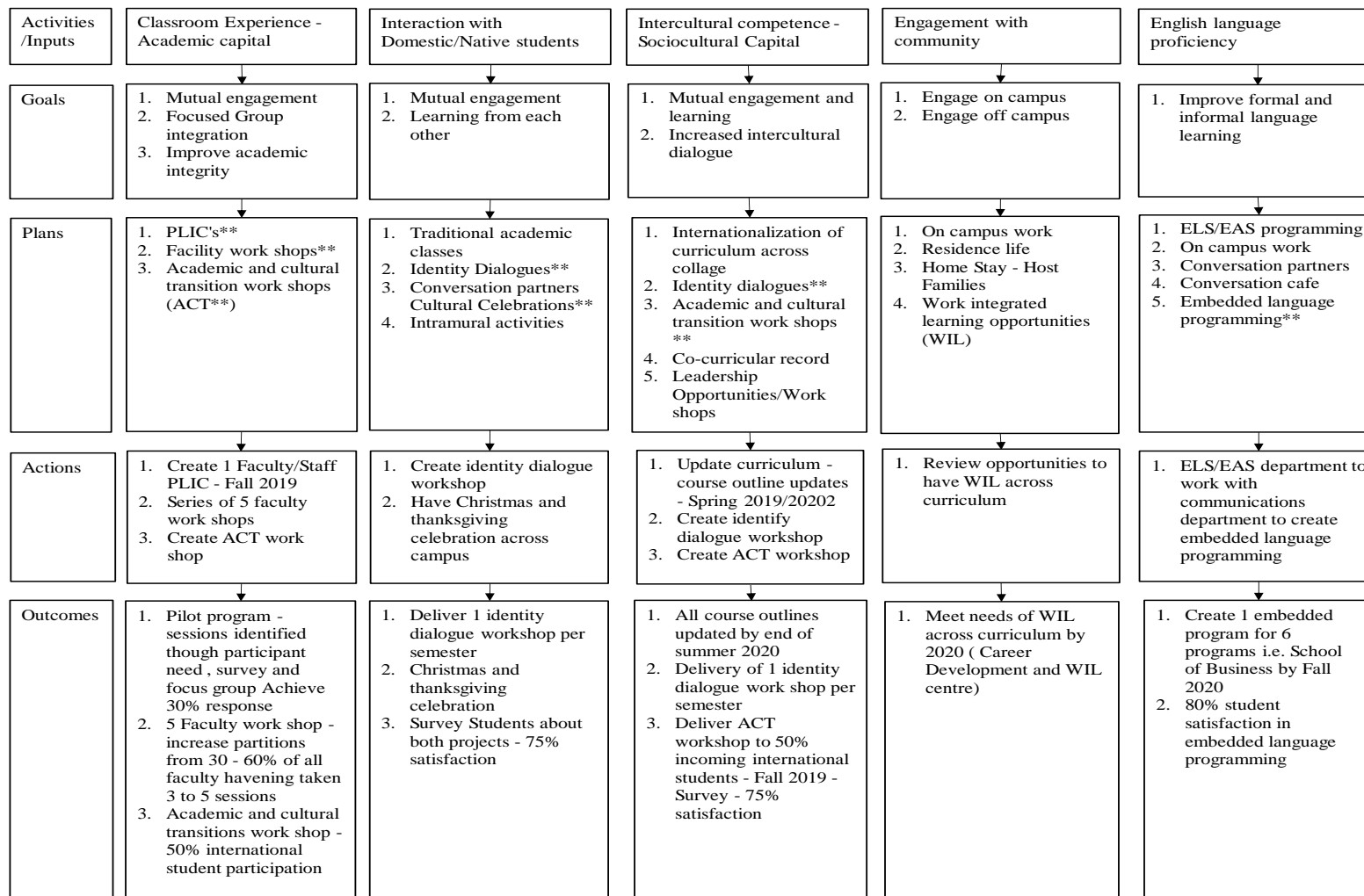


Figure 6. International Student Academic /Cultural Integration into College A (2019).

student and faculty feedback. This feedback will be collected in the form of surveys of students and reflective feedback from faculty. This will provide the implementation team with the “versatility and ability to adapt to different program circumstances before moving to larger group implementation. One of the potential changes will depend on the target group of students in the classrooms. For example, a classroom composed of just IS will be slightly different than a classroom with heterogeneous student members. Using the key purposes of this Monitoring and Evaluation plan, as outlined by Markiewicz and Patrick (2016), the following will be reviewed: 1) results, 2) management, 3) accountability, 4) learning, 5) program improvement and 6) decision-making.

The Study Cycle

The study cycle identifies if the changes outlined in the do cycle did indeed result in a planned change or not. Taylor et al., (2013) state that changes will not necessarily occur in one cycle of the PDSA cycle if continuous improvement is the goal (Crowfoot & Prasad, 2017). Further, Bryk et al. (2015) support the idea of “disciplined inquiry” to move learning forward (p. 173). They state that educational organizations can “engage in systematic tests of change to learn fast, fail fast, and improve fast” (Bryk et al., 2015, p. 173). They recommend that not learning from the failures does not grow the practical knowledge needed to move quality improvement forward. Therefore, taking time in the study cycle is crucial to build organizational capacity for learning, which will not only improve faculty, staff and student engagement, but will also use institutional resources wisely.

This stage of the cycle aligns to Kotter’s step 6 and 7, *generate short-term wins* and *don’t let up*. While it would be important to study the cycle and achievements to this point,

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communicating the short-term wins and testimonials of faculty and international student success would help with the momentum of change of the implementation process. It would be too easy to offer these pilot workshops as pilots only, without adapting and learning from successes and challenges to this point. This would also be the step of the process where the hard questions need to be asked relating to whether the programming is achieving the set goals, whether the goals need to be adapted, continued or stopped and changed entirely.

While the PDSA model provides a framework for the monitoring and measurement process, the model does not prescribe the data to be collected or the measurement tools to use. By aligning to the implementation plan listed above, these are proposed items/data to be gathered and analyzed as part of the monitoring and evaluation plan. One way this project will assess results will be to take a Likert-type survey of participants before commencing the implementation. Then at the 7-week and 14-week point, participants will then be asked for follow-up information, quantitative and qualitative, included through a survey and a focus group at the end of the semester. This pre- and post-testing will provide a benchmark against which to compare information. Data collected in the PIC meetings, once consolidated and anonymized, will be provided back to the participating teams. Further, over subsequent semesters, participants can be tracked via survey to see if the program/intervention was effective, providing longitudinal evidence needed for the act cycle. The act cycle will determine whether changes should be made, whether the implementation plan is on track to achieve the intended outcomes or whether any parts of the plan are no longer effective or relevant. Further, there is accountability built into the cycle, providing information about how the resources were used, and the results achieved to date.

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The Act Cycle

The act cycle reviews the details from the study cycle and plans for the next cycle. Given the implementation is expected to take place over one academic year, each meeting of the PIC group, each delivery of the workshops identified, and each semester delivery of embedded English as a Second Language programming, Identity Dialogues and Academic and Cultural Integration courses will be reviewed and improved for each successive cycle of delivery/discussion. With regard to Kotter's Eight-Step Change model alignment, this is the stage where steps 7 and 8, *don't let up* and *make it stick* become important. Again, acting by starting new programming, continuing existing models and/or adapting them would be important, and stopping anything that's not working would be in order. The final step in the change model, *making it stick*, will mean that these programs and changes will be put into long-term policy and procedures and training will be formalized at this point.

As part of the act cycle, decisions will need to be made regarding program design, resource allocation, and continuation of the proposed solution. From the perspective of the PIC, were the goals of the PICs met? Were the guiding questions answered? At the end of the pilot program, 1-year approach, all aspects of programming will be reviewed and decisions made upon what to keep, what to change and what to move forward with. Emerging research and data evaluated in the study cycle will inform ongoing action. This will include communication with faculty, senior administration, the international student group and external stakeholders based on findings and to continue to solicit input and best practices for future iterations of the PDSA cycle.

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Transmission of messages is important to consider in the change process. Each leader in the following identified areas needs to manage dialectical tensions and need to manage the narratives arising from this PoP (Fairhurst & Connaughton, 2014). One of the main goals of this OIP is to change the discourses that take place when discussing IS and make a change from negative to positive connotations. The main discourse requires “an interest in narrative, text, and conversation and the ways in which they share and are shaped by organizational processes, power structures, and change” (Fairhurst & Connaughton, 2014, p. 21). In this OIP, transmission will take place bi-directionally, supported by Corporate Communications, among the Chair of the Language Institute, the Teaching and Learning department, Student Engagement and the International Education office. Further communications will need to take place across the Schools within the college and among administrators and faculty.

There are a number of mediums that can be used to provide messages that cross physical distance between the various campuses and teaching locations at College A, which will provide communication effectiveness. The first of these mediums is through college email channels. Teaching and Learning sends out emails regarding upcoming workshops and to enlist support for a cross-functional team. While the implementation plan is purposefully choosing the main campus for the PICs and other workshops, the medium of email will engage all participants at one location.

Further communication can take place in Chairs meetings that occur monthly, in other manager and faculty meetings, and in the weekly messages that occur across the entire organization. Many of the proposed components/workshops rely on dialogue as “a form of conversation that allows organizational members to grapple with complex system realities and to engage in second-order learning by examining tacit assumptions and theories-in-use that guide

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their activity (Barge & Little, 2002, p. 375). The Identity Dialogues, the PICs and Academic/Transitions Workshops focus on exactly this type of dialogue with the goal of changing long-held assumptions and culture. It is this dialogue that will provide a “learning culture, innovation, and change” (Barge & Little, 2002, p. 375). The PIC format will also provide “a contemplative space where organizational members can challenge and reflect on existing organizational practices” (Barge & Little, 2002, p. 375). These challenges and reflections will then be used to further study and act in the cycle of quality improvement needed to move changes forward in a spirit of authentic and adaptive leadership.

Klein’s Four Phases of Communication

Using the adaptation from Klein’s (1996) Four Phases of Communication as found in Cawsey et al., (2016), these four phases of communication are required in the change process and these phases will be contrasted with Kotter’s Eight Stages of Change and integrated with the PDSA cycle as found in Table 4. In the first phase, the initiation phase, the approval process starts, the change is identified and individuals responsible for the change are approached. The second phase, developing the need for change outlines the communication and engagement plan required to explain the change, the rationale behind the change and the reassurance of the change and the steps needed to make the change. Next, the midstream change phase communication and engagement plans inform stakeholders of the progress to date, where feedback is obtained on attitudes and issues. Clarification of new organization roles, structures, and systems takes place in this phase. Finally, confirming the change phase shares in the successes of the change to date and prepares for the next change in the organization.

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Table 4

A comparison of the PDSA Cycle, Klein’s 4 phases of communication and Kotter’s Eight Stages of Change.

Comparison of models		
PDSA Cycle	4 Phases of Communication	Kotter’s Eight Stages of Change
Plan	Initiation Phase	Stage 1 – Build a Sense of Urgency
		Stage 2 – Build the Guiding Team
	Developing the Need for Change	Stage 3 – Develop the Vision
		Stage 4 – Communicate for Buy-In
Do	Midstream Change Phase	Stage 4 - Communicate for Buy-In
		Stage 5 – Empower Action
Study	Confirming the Change Phase	Stage 6 – Generate Short-Term Wins
		Stage 7 – Don’t let up
Act		Stage 7 – Don’t let up
		Stage 8 – Make It Stick

Note: Adapted from Kotter’s Eight Stages of Change (2008) and Klein’s 4 Phases of Communication (1996).

Initiation phase. This phase identifies the key participants and the individual tasks required to make this change a success. It also aligns with Kotter’s Eight Stage Model of Change (2008), Steps 1 and 2, *Build a Sense of Urgency* and *Build the Guiding Team*. It also aligns to the

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plan stage of the PDSA cycle. By creating a sense of urgency and building the team, the framework is in place to move to the do stage. The changes should be framed as “less about reacting to a clear problem, [but] trying to capitalize on an opportunity” (Armenakis & Harris, 2002, p. 177). The President and AVP of International Education may outline how the organization has been successful in the past, and may outline how much progress has been made to date. They may also focus on the reputation of the organization and the dedication of employees to build buy-in (Armenakis & Harris, 2002). Many of the components of the change proposed in this OIP have already been approved or have started, including embedded English language programming and conversation circle continuation. There are other components, such as the Professional Improvement Networks, Identity Dialogues and Academic and Cultural Integration Courses/Workshops that have yet to be approved and which will need to be approved as part of the initiation phase. Approvals need to be obtained from senior leadership to ensure there is consistent messaging. Various internal stakeholders are identified in Figure 7. In terms of timing of the initiative, the proposed implementation and communication plan targets the spring semester as a starting point at College A when project work typically takes place, when faculty are more available to participate in initiatives and professional development, and when overall operational planning for the new academic year is underway.

Further, hiring is taking place in the spring semester so participation in workshops and new initiatives will be higher with new faculty and staff than at other times of the year.

Developing the need for change phase. This phase focuses on Kotter’s steps 3 and 4, *Develop the Vision* and *Communicate for Buy-In*. This stage also aligns to the plan stage of the PDSA cycle. In this phase, it is important to generate momentum and interest in change for each stakeholder in addition to a clear vision for what needs to be communicated and achieved in the

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change plan. As Kezar (2014) outlines, individuals will be unsure how the change will impact their individual roles and day-to-day work lives. Therefore, clarity in the vision will assist individuals in role clarity. Further, if individuals feel like the communication plan indicates they are not doing their work correctly, there will be increased resistance to the change and fear of the unknown. It is therefore imperative to again thank the staff and faculty for the work done to date, and to ensure the framing of messaging as a next step forward to reach a desired goal. The type of change that will be taking place is deep or second-order change (Kezar, 2014). Kezar further outlines that the types of conversations that are held within institutions and the type of organizational learning that can take place will create buy-in through dialogue. As the President of College A has already included international student goals in the strategic plan, there is already commitment from senior leadership for this change. As previously mentioned, activities related to campus improvements in the internationalization of the curriculum and the creation of co-curricular records and the International Education office, demonstrate the specific actions that support the change effort.

The need for change has come about through various dialogues on campus about the changing demographics of the student body (Libby, 2017). Cawsey et al. (2016) outline that it is necessary “to explain the issues and provide a clear, compelling rationale for the change”. “If a strong and credible sense of urgency and enthusiasm for the initiative isn’t conveyed, the initiative will not move forward” (p.321). The compelling story that needs to be communicated is the success that international students have on campuses relative to domestic students. College A has a retention dashboard that has been created to measure how many students persist in their programs past one semester and beyond first year. By sharing these successes, it stands to reason that additional successes will be noted with additional, focused implementation of the

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recommendations found in this OIP. Collection of student testimonials will also provide the individualized stories needed to ensure international student voices are heard.

It needs to be recognized that there is still learning and development on everyone's part to move this change forward. This requirement for urgency and the rationale for change will further support the dialogues that have taken place on campus in various informal/formal meetings. Statistics of international student composition will be provided to staff and the dialogue surrounding the benefits of IS and their interactions with all stakeholders both on and off campus will start the change in culture at College A. This change in culture is needed to reviews IS in relation to their skills and strengths rather than from the perspective of deficit-deficient learning. Senior leadership will communicate the plan to improve the increased integration of IS into College A (Men, 2014). Strategic communication messages through email will be sent to faculty/staff to elicit participation in the PIC. Further, Institutional Research will send an email communication regarding the collection of information directly from IS themselves in the form of a survey to support the perspective of the initiatives.

Midstream change phase. Next, dialogues in various schools/department meetings will identify what is currently taking place to support IS, where gaps still exist, and how the proposed change plan can elicit further input through the implementation of the Professional Improvement Community (PIC). This is the most critical phase of the implementation plan communication strategy as it will continue to provide feedback and drive the process forward in an iterative way. This phase aligns with Kotter's fourth and fifth steps, *Communicate for Buy-In* and *Empower*

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Employees	Senior leadership team	Chairs/Managers	Human resources	Teaching and learning consultants
<ul style="list-style-type: none"> • Understand how the change will impact them directly • Determine how the change will impact the organization • Participate in PLCs • Seek clarification of issues • Find where to access relevant information 	<ul style="list-style-type: none"> • Communicate the business • Strategy international strategy • Address the concerns of individuals affected • Demonstrate the importance of change and their commitment to the change • Share change strategy with internal/external stakeholders 	<ul style="list-style-type: none"> • Participate in/lead change initiatives to provide support to change • Communicate key information to employees /student groups • Address individual concerns • Engage employees and students/groups • Share concerns founded in change process with senior leadership team • Coordinate communications to staff in partnership with teaching and learning consultants 	<ul style="list-style-type: none"> • Reinforce messaging across employee groups/unions • Provide updates to staff as needed related to change initiative 	<ul style="list-style-type: none"> • Participate in many of the change initiatives • Coordinate many of the change initiatives • Provide resources and guidelines for chairs/managers • Coordinate communications to staff in partnership with teaching and learning consultants

Figure 7. Internal Communication at College A and Key Stakeholders. Adapted from: “Change Management in the NTPS: Better Practice Guide”, 2012, Office of the Commissioner for Public Employment Northern Territory Government.

Action and aligns with the Do stage of the PDSA cycle. At this phase, continuing, consistent and frequent messaging about how important it is to change, what to change and how to achieve this change will be communicated to faculty and staff (Buller, 2015). At this stage, it might be helpful to have any individuals present their strategies about what has worked well for them to date as they are considered early adopters to the change initiatives proposed.

Faculty who participate in the semester start-up meetings can complete individual or small group reflections of what is going well and how well IS are supported in the five important

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areas outlined in the implementation plan. Chairs meetings/management meetings will provide dialogue to senior managers and the teaching and learning consultants regarding how improvements can be directed to the pursuit of the proposed solutions before the creation of workshop materials by teaching and learning consultants and the curriculum department begins.

This is the stage where empowerment becomes necessary. If it is determined in the PICs that certain workshops or training is required, this will be the place where senior leadership will help remove barriers, provide additional funding or other resources, or create additional training opportunities for faculty and students. As such, with this improved feedback loop, individuals may further accept the change because they see the immediate importance of the change through the actions of their chairs/managers and senior management (Buller, 2015).

Confirming the change phase. Finally, the confirmation of changes will align with Kotter's sixth step, *Generate Short-term Wins*. There may be frustrations, setbacks or an increasing amount of time needed to achieve the goals of the change plan. However, there will also be success stories of achievement and best practices will continue to be circulated. These best practices should be communicated by chairs, managers, faculty, senior leadership and/or teaching and learning bi-directionally through anecdotal feedback or through focus groups or newsletter/Monday messages. Surveying IS again at this stage in the process may provide new data around their sense of integration/belonging. Providing information from the monitoring and evaluation plan will also inform the discussions regarding number of participants to the workshop sessions. Continuing to communicate these short-term goals will confirm that the change is making a difference. Communicating the continuing need to improve processes continued sharing after the one-year implementation plan will meet Kotter's seventh and eight stages, *Never Let up* and *Incorporate Changes into the Culture*. It will take more than one year to

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create full change and it will be considered an iterative process on a continuum, rather than full-fledged goal attainment as 100% integration is not the end goal or a realistic one. However, it is improvement in this goal from the current point in time and in self-reporting that is the goal.

Conclusion and Future Considerations

It is my hope that this OIP will continue to improve the international student integration within College A while simultaneously being aware of all the outstanding efforts made to date to engage with this issue and to meet the needs of international and domestic students and faculty alike. College A has been an early adopter of internationalization and has been innovative to date on what has been required. They are far ahead of other Ontario Colleges in many of their teaching practices and in the ways in which they engage IS. However, the percentage of IS as a component of the student body has meant that change is now needed to continue to provide educational excellence and quality. This OIP outlines the need for improved international student integration at College A over the course of one academic year, with long-term ideas identified. This OIP recognizes that international student integration is ever-evolving, contextualized by individual higher education institutions and supported through myriad stakeholders. Economic growth continues to be a focus for the federal and provincial governments with a critical skills shortage expected or occurring in many occupations, trades and sectors. As Ontario Colleges are poised to provide these needed skills, IS are attracted to the skills training they obtain from college programming. As such, current college communities are looking at not only strategic recruitment of both domestic and IS to guide economies into a more globalized economy, but also retention and success of individuals in local communities to achieve this goal. Increased integration of IS is important to achieve these outcomes, but “mutual engagement” of all students

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will develop not only the requisite technical skills, but also the cultural competencies needed for everyone in more diverse, multicultural societies that make up Canada's local populations.

While the aim of this OIP is not to completely re-envision what it means to be integrated as an international student, there are still many gaps identified at this point in time that, the research suggests, will improve this issue. That is the ultimate goal of this OIP. The reasons are clear why integration is important; however, the methods by which to achieve this goal using campus-specific ideas are ever-evolving. The change management process is important to meet these ever-evolving needs. A constant, iterative process is required to evaluate campus programming against the strategic and operational plan of College A. Inviting the participation of key stakeholders, including all students, faculty and administration/service areas through Professional Learning Communities will be a way to include multiple perspectives and focus on the ethical and power relationships underpinning the broader discussion over a long period of time. Providing training to all students regarding intercultural communication and identity dialogues will attempt to bring increased cultural competencies to an increasing population of individuals living in this multicultural society, and continue efforts to destabilize colonial attitudes, dismantle prevailing stereotyping and interrogate continuing dialogues of race, power and privilege.

Academic and Cultural Transitions workshops and embedded language programming will support international student academic success in classrooms, in the community and success in workplaces over the longer-term. With regard to language programming, as a researcher interested in the sociolinguistic aspects of internationalization, further studies may explore Deardorff's Pyramid Model of Intercultural Competence (2006) and what that means for English

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as second language programs and international student integration in the Ontario and Canadian contexts.

Further, given College A's innovation around international student integration, they may be in a position to create an Education for Global Engagement/Integration program for all higher-education faculty and staff and share their best practices in this area.

As research continues to explore international student engagement and integration, focus areas should include best practices of these programs over a longer period of time to determine if indeed IS do indeed experience a greater sense of belonging. This will be important to ensure settlement into communities, workplaces and continue to create a social fabric of acceptance that Canada is widely known for among international partners. Mutual engagement of both international and domestic students will continue to support all individuals participating in an increasingly globalized world and lead to a more idealized perspective of what globalization means. While this OIP addresses a local community college in the Ontario context, these results may not contextualize to all community colleges, but may add to the literature and plans for improvement of international student engagement/integration at other post-secondary institutions.

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Appendix A College A Readiness Survey Results

Readiness Dimensions	Readiness Score*
Previous Change Experiences	
Has the organization had generally positive experiences with change?	Yes
Has the organization had recent failure experiences with change?	No
What is the mood of the organization: upbeat and positive?	Yes, but people feel overworked in general trying to cope with the increased international student population
What is the mood of the organization negative and cynical?	No
Does the organization appear to be resting on its laurels?	No, this college continues to move forward and innovate.
Executive Support	
Are senior managers directly involved in sponsoring the change?	Yes. VP Academic has attended Chair meetings to obtain feedback and discuss what is happening in various schools. To hear the pressure points.
Is there a clear picture of the future?	Yes. The Strategic Plan and Strategic Mandate Agreement make clear the focus areas and goals of the organization.
Is executive success dependent on the change occurring?	Not sure.
Has management ever demonstrated a lack of support?	No. Not on this issue.

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Credible Leadership and Change Champions

Are senior leaders in the organization trusted?	Yes.
Are senior leaders able to credibly show others how to achieve their collective goals?	Yes. There is an excellent senior leadership team in place with extensive experience and credibility in the organization and within the community.
Is the organization able to attract and retain capable and respected change champions?	Yes
Are middle managers able to effectively link senior managers with the rest of the organization?	Somewhat.
Are senior leaders likely to view the proposed change as generally appropriate for the organization?	Yes.
Will the proposed change be viewed as needed by the senior leaders?	Somewhat.

Openness to Change

Does the organization have scanning mechanisms to monitor the environment?	Yes. Institutional Research. Annual Program Reflections, Major Program Reviews.
Is there a culture of scanning and paying attention to those scans?	Yes.
Does the organization have the ability to focus on root causes and recognize interdependencies both inside and outside the organization's boundaries?	Yes.
Does "turf" protection exist in the organization?	Somewhat
Are the senior managers hidebound or locked into the use of past strategies, approaches, and solutions?	No
Are employees able to constructively voice their concerns or support?	Yes
Is conflict dealt with openly, with a focus on resolution?	Yes

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Is conflict suppressed and smoothed over?	No
Does the organization have a culture that is innovative and encourages innovative activities?	Yes
Does the organization have communication channels that work effectively in all directions?	Mostly
Will the proposed change be viewed as generally appropriate for the organization by those not in senior leadership roles?	Yes
Will the proposed change be viewed as needed by those not in senior leadership roles?	Yes
Do those who will be affected believe they have the energy needed to undertake the change?	Mostly
Do those who will be affected believe there will be access to sufficient resources to support the change?	Mostly
Does the reward system value innovation and change?	Yes
Does the reward system focus exclusively on short-term results?	No
Are people censured for attempting change and failing? Measures for Change and Accountability	Somewhat
Are there good measures available for assessing the need for change and tracking progress?	Somewhat
Does the organization attend to the data it collects?	Yes
Does the organization measure and evaluate student satisfaction?	Yes. SATs and KPIs
Is the organization able to carefully steward resources and successfully meet predetermined deadlines?	Mostly

Source: Adapted from T.F Cawsey, G. Deszca, and C. Ingols, 2016, *Organizational change – An action-oriented toolkit (3rd Ed.)*. Thousand Oaks, CA: Sage.

*The rating scale has been changed from a +1/-2 system to a yes, no, somewhat, mostly scale for ease of use and illustrative purposes.

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Appendix B

Expected OIP Learning Outcomes, Learning Outcomes to be Monitored and Evaluated and Subsequent Timing of Implementation

Preliminary Learning Outcomes	Monitoring and Evaluation	Timing for Implementation
Supporting Faculty in the Classroom		
Creation of a Professional Improvement Community (PIC)	Set up Professional Learning Communities 1-2 groups.	Spring 2019/2020
Identification of current level of student engagement in classes through surveys.	Share research/best practices	Spring 2019/2020
Recognition and encouragement of effective classroom management approaches	Implement workshops for new faculty and experienced faculty based on gaps i.e. writing skills, academic integrity, rubrics/assessments.	Spring 2019/2020
Recognition and encouragement of effective instructional techniques	Identify gaps that faculty observe and share which gaps have been observed. Anything missing? Not noted previously?	Spring 2019/2020
Recognition and support through teaching best practices related to English language as second language teaching	Share current best practices of teaching from different faculty currently	Spring 2019/2020
Provision of benefits of the international student perspective and improved inclusivity practices	Share teaching tips among faculty, Start up meetings with Chairs/Schools – what works – collaborative sessions.	Spring 2019/2020
Engaging IS		
Creation of an Academic and Cultural Transition Course (Brunsting et al., 2018)	Elicit feedback/support for Academic and Cultural Transition course ideas from faculty in survey and Chairs dialogues	Spring 2019 – Commence course delivery

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Provision of enhanced language training. Customized English language courses will be embedded within content programs.	Sub-committee - based on initial feedback, create academic and cultural transition course	Fall 2019 targeting 6 pilot groups, 1 for students within each school
Improved interactions with faculty	Compare/contrast differences to previous semesters	At end of week 6 survey of results At end of course survey of course participants
Improved understanding of course material	Report to senior management	Embedded language programming
Improved assignments and rubric clarity	Best practices – teaching practices from Teaching and Learning Subcommittee	Fall 2019 to Fall 2020 implementation
Provision of educational practices in Canadian context		Fall 2019 to Fall 2020 implementation
Supporting Domestic Students		
Engagement of benefits of global perspective and mutual engagement through the creation of an Identity Dialogues workshop.	7-week program of Intercultural dialogues	Commence Winter 2020 and Evaluate at end of 7-week program Revise content Survey
Exploration of benefits of cultural understanding for purposes of educational and workplace situations	Evaluate conversation partner program	participants/focus group
Increase in domestic/international student interaction		Spring 2020 new iteration as needed

Note: *Expected OIP Learning Outcomes, Learning Outcomes to be monitored and evaluated, and timing of implementation (2019). College A.*