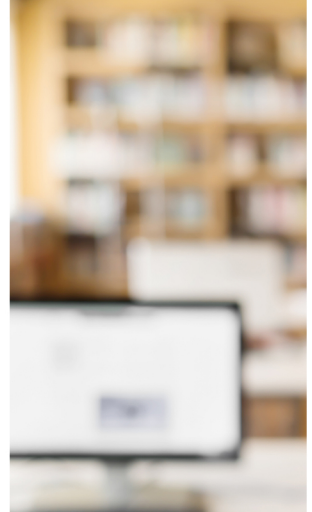




NORTHERN COLLEGE IN  
PARTNERSHIP WITH ONCAT



# CREATING A CULTURE OF MOBILITY

## NEEDS OF SMALL INSTITUTIONS

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### AUTHORS

DR. AUDREY J. PENNER, VICE PRESIDENT  
ACADEMIC AND STUDENT SUCCESS

TRACIE HOWIESON, PROFESSOR

ANDREA DiTULLIO, STUDENT RESEARCH ASSISTANT  
ONCAT RESEARCH PROJECT

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Authors:

Dr. Audrey J. Penner, Principal Investigator  
Vice President, Academic and Student Success, Northern College

Tracie Howieson, Investigator  
Faculty and Pathways Lead, Northern College

Andrea Ditullio, Research Assistant  
Bachelor of Science Nursing Program, Laurentian and Northern College Collaborative Nursing Program

## Partnering Institutions

Algoma University  
Canadore College  
Cambrian College  
College Boreal  
Confederation College  
La Cite College  
Lakehead University  
Lambton College  
Northern College  
University of Sudbury

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## Creating a Culture of Mobility: Needs of Small Institutions

### Introduction

Student mobility is a critical priority within the Province of Ontario (ONCAT, 2014). With technological advances and a global economy, educational needs and opportunities for post-secondary students have greatly increased. Not only are post-secondary institutions focusing on local and domestic student entry but global, as well. Appropriate protocol and partnerships must be in place to assure a full range of student mobility options. These protocols must recognize previous academic achievements, to give credit where credit is due.

Students are increasingly interested in completing/furthering their studies in different cities, provinces, and countries. The students of today are more mobile than ever before, and mobility is something they consider a right, not a privilege. Students are aware mobility is an option but do not always know what is available or what a personalized learning path could look like and how to access it. Students are looking for return on investment for their education dollars. Solid credit transfer/articulation agreements between-post-secondary institutions guarantees seamless student mobility. Building the post-secondary culture that supports these seamless opportunities is a fundamental part of this process. Examining a culture of mobility to determine needs of small institutions fosters growth in articulation, pathways, and ultimately seamless student mobility for students to and through those same small institutions.

Efforts to encourage and support student mobility have grown across the postsecondary sector. Small institutions are grappling with expanding pathways for learners, while the costs to do this continue to grow. Previous studies (Penner & Howieson, 2016) show that small institutions, whether colleges or universities, have challenges in growing these activities without additional support. The study, *Measuring the Cost of Credit Transfer in Small Colleges* (Penner & Howieson, 2016), identified an impact of culture within a small institution and a net effect on the expansion of pathways leading to greater mobility for learners. Thus the concept for the current study was conceived to examine the culture of mobility within ten small institutions and determine how culture contributes to the ultimate goal of seamless pathways for learners in the postsecondary system. This research project generated interesting findings, discussed later in the paper. Some findings were unanticipated, adding depth and breadth to understanding the culture of mobility concept.

The most exciting aspect of this study, was the enthusiasm expressed for the research. All ten institutions invited to participate, accepted. One additional institute asked to be involved, however, with a budget already in place, we were not able to expand the study. All ten institutions maintained their participation in the study, creating a complete data set. Due to the depth and breadth of data compiled in the first round of interviews, the researchers opted to reduce the number of key informant interviews from two to one from each of the ten institutions. During the quantitative survey distribution, the target number of surveys was met and surpassed, an almost unheard of phenomenon in survey research. In addition, faculty involved in the study from participating institutions, contacted the researchers to see if they could continue to work on study in some form. The level of excitement generated by the study created a dynamic the researchers found refreshing, invigorating, and motivating. This dynamic clearly supports the need for this type of research.

## Literature Review and Environmental Scan

As student mobility demand increases, the need for institutions to be responsive and articulate in managing student mobility must become part of the institutional culture (Voorhees & Harvey, 2005). Where this culture already exists it is important to understand the value system supporting it, while finding indicators that predict culture, such as institutional value systems, the established norms, or goals of that institution (Katzenbach, Oelschlegel, & Thomas, 2016). Value systems as a driver for institutional quality have already been affirmed (Penner, 2007). Value systems in relation to a culture of mobility need to be explored.

Understanding the culture of an institution and impacts on student mobility, builds knowledge around institutional processes that further the integration and sustainability of credit transfer (Harrison, 2005). Practices which support and enhance mobility will be examined as to their relationship to and within, institutional culture (Velden, 2012). Previous research on credit transfer has identified many best practices. In addition, the recent study on *Measuring the Cost of Credit Transfer in Small Colleges* (2016) points to the value system within the institution as a key indicator of success in credit transfer initiatives. Credit transfer supports student mobility, a provincially mandated initiative. Thus, a culture of mobility is a desired state for a small institution. Results of this research project will help build upon the body of knowledge about student mobility within this province.

A literature review of student mobility, value systems and institutional culture puts this study into context. Focus upon the relationship between value systems within an institution and development of institutional culture, was part of this literature review (Mueller R. , 2014). Background on this relationship development is found within Quality Assurance, Change Management, and Organizational Culture literature. A preliminary concept of a culture of mobility is proposed based upon the results of this literature review. This preliminary concept is utilized as a comparator to data collected in the study. Key informant interview questions were determined from the literature review.

Culture as a concept has been researched in many ways, with varying outcomes (Kuka, 2012). Kuka (2012) discusses five indicators of culture as: the status quo; upgrade; integration; comprehensiveness; and evidence-based development. A summary of Kuka's indicators would state: it starts with an existing culture (the status quo), recognizes change when needed (update), assures silos are not generated or created (integration), considers the entire culture (comprehensiveness) and assures appropriate data is gathered and used to move cultural change (evidence-based development). While Kuka's indicators give a profiled view of culture, the indicators he proposes can be difficult to measure without appropriate tools or standards. This creates a challenge for assessing culture using Kuka's theories.

Mueller (2014) would add to the discussion of culture by talking about the organizational values demonstrated, expressed, and exhibited. Mueller noted two distinct value clusters in a culture, one cluster where "organizational values are directly linked to human activity and/or behaviour". The second cluster "consists of variables that are aspirational in nature". The first cluster describes what happens within an institution on a day to day operational basis, the human activity and behaviour. The second cluster is about the larger institutional organization of mission and vision. Therefore, the vision and mission of an institution should give clear indicators of the values driving the mission. To give context to the culture within the ten institutions partnered in this study, an environmental scan of mission, vision, and strategic plans was compiled. Table 1 provides a summary of published missions and visions from each.

Table 1 Mission and Vision summary from participating institutions

Institution	Mission	Vision
Algoma University (Algoma University , 2010-2015; Algoma University, 2016-2020)	Is the special mission of the University to, (a) Be a teaching-oriented university that provides programs in liberal arts and sciences and professional programs, primarily at the undergraduate level, with a particular focus on the needs of northern Ontario; and (b) Cultivate cross-cultural learning between Aboriginal communities and other communities, in keeping with the history of Algoma University College and its geographic site.	A university of international distinction enriching generations of diverse cultures and communities.
Canadore College (Canadore College, May 19th 2015; Canadore College, 2017)	To provide outstanding applied education and training for an ever-changing world.	Canadore is the college of choice for connecting people, education and employment through leadership and innovation.
Cambrian College (Cambrian College of Applied Arts and Technology, 2015-2016)	We lead with our commitment to diverse learners. We teach and learn through quality education that responds to the needs of the community. We balance hands-on experience with the knowledge and skills essential for personal and professional success.	Cambrian is Northern Ontario's preeminent college and a key regional economic driver. Our graduates are proud of their education and aspire to be the best for themselves and their communities, and to make a difference in the world. Cambrian provides world-class applied learning, labour force development, and research through flexible, responsive, and caring student success practices; by striving for excellence in instruction, engaging students using hands-on, life-changing learning; and by remaining accountable in all that we do.
Collège Boréal (College Boreal, 2015-20120) (College Boreal, 2014-2015)	Collège Boréal provides a high calibre personalised education to a diverse clientele and practices leadership to foster the sustainable development of Ontario's Francophone community.	Recognized for the quality, accessibility, and flexibility of its training and services, Collège Boréal is the first choice among French-language colleges
Confederation College (Confederation College, 2017)	Confederation College inspires learners to succeed in their lives and careers in Northwestern Ontario and beyond.	Confederation College will enrich lives through learning.
La Cite College (La CITÉ, 2016)	Dans un milieu de vie francophone, La Cité forme une main-d'œuvre compétente, engagée et créative, capable de contribuer au développement économique, social et culturel de l'Ontario français et la société	Leader francophone en éducation, La Cité est le collège de la réussite

Institution	Mission	Vision
Lakehead University (Lakehead University , 2013)	To be recognized as an innovative comprehensive university that provides an education that is about how to think, not what to think.	To provide a transformative university experience that is far from ordinary
Lambton College (Lambton College, 2017)	Lambton College is committed to student and community success.	Lambton College fosters innovation and entrepreneurship among our faculty, staff, and students – and in the local and global communities we serve. As the sole provider of higher education in our region, we remain committed to providing teaching and learning excellence in a broad range of program offerings, and a full range of credentials. We will enhance the student experience and learning outcomes by becoming a mobile learning college. In particular, we will distinguish ourselves amongst all Canadian colleges by leveraging our unique strengths to become a global leader in education and applied research in the areas of Energy & Bio-Industrial Technology, and Fire & Public Safety.
Northern College (Northern College of Applied Arts and Technology, 2013-2016)	Excelling in quality, accessible education through innovative programs, services and partnerships for the benefit of our northern communities.	Success for all through learning and partnerships.
University of Sudbury* (University of Sudbury, n.d.)	As an undergraduate, liberal arts university, the University of Sudbury is committed to developing in its students the desire and the ability to undertake humanity's perennial quest for ultimate meaning. The courses and programs offered by the University of Sudbury aim to foster, in a contemporary setting, the search for the Ultimate Truth.	The Catholic heritage is central to the identity of the University of Sudbury. Tri-cultural and Bilingual Mandate Excellence in student learning Research Community Engagement

\*expressed as core values

While credit transfer and student mobility may not be expressed explicitly in the mission and visions of the participating institutions, the missions all reflect student centered directions. The vision/values statements further expand on student focused learning and teaching excellence. Algoma and the University of Sudbury both recognize culture and diversity within their vision/values, while Lakehead has a vision of transformation as a result of postsecondary education. Canadore, College Boreal, Cambrian, Confederation, La Cite, Lambton and Northern College all reference community in their mission, a strong link to culture.

Corporate cultures are constantly changing, and rate of change varies dependent upon the institution. How people behave (Kuka, 2012), in combination with the way they think and feel shapes their beliefs (Katzenbach, Oelschlegel, & Thomas, 2016). Their beliefs, in turn, shape the practice of day to day work flow, which in turn demonstrate the organizational values (Gurley, Peters, Collins, & Fifolt, 2015) .

Core concepts of culture have been researched by Katzenbach, Oelschlegel, & Thomas (2016). Their research stipulates a specific culture cannot be described exactly, as each culture has routine habits, reactions and emotional responses, unique to that organization or institution. Katzenbach et. al. (2016) described ten key principles to motivate a change in culture (to replace it with something entirely new and different). These principles are deemed to be more effective than formally mandated change and are practical for organizational development. The principles themselves need to be linked to a value system to be sustainable and to change culture.

The ten principles (Katzenbach, Oelschlegel, & Thomas, 2016)

1. Work with and within your current cultural situations
2. Change behaviours and mind-sets will follow
3. Focus on a critical few behaviours
4. Deploy your authentic informal leaders
5. Don't let your formal leaders off the hook
6. Link behaviours to business objectives
7. Demonstrate impact quickly
8. Use cross-organizational methods to go viral
9. Align programmatic efforts with behaviours
10. Actively manage your cultural situation over time

Based upon this exploration of culture, the researchers' preliminary concept of a culture of mobility is: "An organizational culture where student mobility is valued, articulated in behaviours, and demonstrated in actions."

To understand student mobility within the Ontario postsecondary system, it is important to describe credit transfer as a priority in Ontario. Mandated in 2011, the Ontario Council on Articulation and Transfer (ONCAT) was created to "enhance student pathways and reduce barriers for students looking to transfer among Ontario's 45 public postsecondary institutions" and defined as a "member-driven organization to work with all public colleges and universities to enable a system of credit transfer to develop as rapidly as possible, while also respecting institutional autonomy" (ONCAT, 2016). By 2015, there were 21,500 transfer students in Ontario, with a comprehensive provincial data base to track and monitor transfer activities. This data base is fed by the 45 postsecondary institutions in Ontario. Credit transfer activity is part of the Premier's mandate letter to the Minister responsible for higher education (Ontario Council on Articulation and Transfer, 2016).

The vision of seamless transfer of students is described through the key principles of credit transfer (ONCAT, 2014). These principles are: students should have the information they need to make informed decisions about the transfer process; students can expect to be treated equitably by all members' institutions; all members acknowledge and respect the primary jurisdiction of each institution for transfer policy and academic integrity. Therefore, a culture of mobility indicator could be defined by demonstration of these key principles. The principles come with concisely described expectations.

With a clear priority, and student success at the core of institutional values, this study examined the values and behaviours within ten small institutions. Recognizing culture is unique to each institution, the values articulated give clues to the priority of student mobility. The behaviours demonstrated further define the culture of student mobility within each institution. The enthusiasm and support for this research demonstrated to the researchers, a strong interest by each institution to identify what their culture of mobility, as it exists today.

## Methodology

The goals of this project were to:

- Define a culture of mobility: All institutions have distinctive culture (Harrison, 2005) and in a small institution, understanding their culture is important for overall success of that institution. It is important to identify values and related indicators of a culture of mobility. An articulated view of providing opportunities for students' educational pathways is a first step in determining how to support and sustain institutions' success in credit transfer. Defining this culture for small institutions is even more important where the ability to host a department dedicated to a specific activity is limited. In order to support successful outcomes and long term change, the culture of the small institution is key to change as small institutions endeavor to "enhance student pathways and reduce barriers" (ONCAT, 2016).
- Determine best practices: According to Harrison (2005), institutional processes are built within a reflection of institutional culture. Examining student mobility practices of several institutions provides insight into institutional processes and their relationship to culture. When these processes are focused upon student mobility, the best practices can be tools of this culture of mobility.
- Determine challenges in creating and sustaining a culture of mobility: If a culture of mobility is defined, and the will exists for such a culture, it is necessary to understand challenges to create and sustain this same culture (Hicks, Weingarten, Jonker, & Liu, 2013). Iterating these challenges helps small institutions address their needs in the creation and sustainability of a culture of mobility.

To achieve these goals, ten (10) small institutions participated to determine the culture of mobility within their institution.



Research questions posed reflect the goals of this research project. The research questions are:

1. What is a culture of mobility?
  - a. Why is a culture of mobility important?
  - b. What are the key determinants of a culture of mobility?
  - c. What values are demonstrated in a culture of mobility?
  - d. Why do small institutions want or need a culture of mobility?
  - e. How can a culture of mobility be created and sustained?

This project was completed in three phases:

**Phase One** included a literature review, key informant interview design and participation, secondary data collection, along with survey instrument design. Culture of mobility as an issue has not been extensively documented, more specifically how this culture develops and is nurtured in a small institution has not been considered. Defining a culture of mobility concept as it applies to small institutions will happen in this phase. What that culture looks like, the values associated with it, and the indicators of its existence need to be identified, this phase provides the framework for that process (Harrison, 2005). Small institutions have unique opportunities in culture creation, combined with distinct challenges in sustaining externally driven initiatives. Secondary data such as institutional business plans, strategic plans, articulation agreements, web based information, etc., were reviewed to examine the overarching institutional culture. The secondary data provided the environmental scan for the project. Other research specific to a culture of mobility was not found.

Design and testing of the key informant interview and identification of the key informants to be interviewed, took place in this phase (See Appendix A). The key informant interview tool was tested on a group at Northern College prior to delivering to the partnering institutions. Key informants were defined as those persons in the institutions who best understand the culture, history and value system of their institution. A minimum of 20 key informant interviews were proposed, however, the depth and scope of information gathered from the first round of interviews resulted in the need for only one interview per institution. This phase lasted approximately 3 months, one month less than anticipated in the study design.

Secondary data collected included artifacts such as business plans, strategic plans, vision and mission statements, strategic mandate agreements and other publically accessible, institutional documents. No confidential institutional documentation was requested or used. The public documents identified here are meant to define an institution and its public profile, and would be the most likely source of information about mobility for future students. Therefore, these documents provided a valuable resource about, and insight into the institution. This background information guided the design of the key informant interview questions and helped triangulate data from interviews.

**Phase Two** involved survey tool design (See Appendix B) and distribution across the ten institutions. The distribution list included staff and faculty whose roles promote and facilitate student mobility. Selection of the survey participants was left with the institutions themselves. The criteria for selection was faculty and staff who have direct involvement with student mobility. This was a targeted census not a random sampling design. An example of this targeted census group would be coordinators in the college system.

Coordinators are faculty who have an additional role in relation to students. Their role can be to actively facilitate student mobility within the college system. As such their behaviours have a direct impact on institutional culture. The number of survey participants targeted was 100 with 114 surveys completed, approximately 10 per institution. All surveys were completed by late November. A unique feature of this study, included the choice of participants by institution.

Established value measurements were used in the quantitative tool, with adaptation to this particular research. The quantitative survey tool was validated with a volunteer group at Northern College.

Phase Three consisted of data analysis, triangulation and validation of information, plus report writing. Thematic analysis was utilized on key informant interview, qualitative data. Predetermined themes were selected based upon Kuka, (2012) indicators and Mueller's, (2015) theories. Descriptive analysis was used for the quantitative survey with particular focus on lower rankings in the Likert scale responses. Average rankings by statement were aggregated in clusters that represented key themes. Comparisons of identified values were cross referenced with data from the key informant interviews and secondary data. Institutions were compared, as were sectors. With the larger response rate, multi-variate analysis could have been utilized. However, with the volume of data and time frame to complete this report, a more advanced level of analysis was allocated for future study and focus was placed on responding to the research questions.

## Findings

To better understand cultures existing within the ten institutions, the key informant survey was developed based upon Mueller's (2014) concept of culture looking at the organizational values expressed, demonstrated, and exhibited. The key informant survey (see Appendix A) had three sections designed to discover how organizational values were indeed expressed, demonstrated, and exhibited within these ten institutions. The values section queried expressed values such as those reflected in the Mission and Vision of the institution. Strategic enrollment management (SEM) within the institution was queried in relation to engagement/investment in the concept of student mobility. The third section asked about practices (behaviours demonstrated and exhibited) supporting student mobility. The final section queried challenges the institution faced, specific to student mobility and credit transfer.

## Qualitative Data and Key Themes

The researchers chose to assess the key informant data using the prescribed themes of values, behaviours, and investment. These three themes encompass Kuka's (2012) indicators, Mueller's theories, (2014 & 2015) and are mapped to Katzenbach, Oelschlegel, & Thomas, (2016) ten principles of culture. To validate these prescribed themes, the mapped themes to Katzenbach et.al's principles are shown in Table 2.

Table 2 Themes mapped to principles

Principle identified by Katzenbach, Oelschlegel, & Thomas, 2016	Themes	Description Prescribed Theme cross referenced with Principles
Work with and within your current cultural situations Don't let your formal leaders off the hook Align programmatic efforts with behaviours Actively manage your cultural situation over time	Values	Work with and within your current cultural situations <b>to articulate values</b> Don't let your formal leaders off the hook <b>requires senior leaders in an organization to identify and demonstrate values</b> Align programmatic efforts with behaviours <b>requires an organization to align values to practices/ behaviours</b> Actively manage your cultural situation over time <b>means pay attention to culture and values and how they are demonstrated /expressed</b>
Link behaviours to business objectives Focus on a critical few behaviours Change behaviours and mind-sets will follow	Behaviours	Link behaviours to business objectives <b>to ascertain how a certain behaviour will achieve an objective</b> Focus on a critical few behaviours <b>to attempt to change/enhance/promote these behaviours, as required</b> Change behaviours and mind-sets will follow, <b>behaviours should reflect values and changed behaviour reinforces value</b>
Deploy your authentic informal leaders Demonstrate impact quickly Use cross-organizational methods to go viral	Investments	Deploy your authentic informal leaders, <b>invest in the change with time and messaging</b> Demonstrate impact quickly <b>once the investment has paid off</b> Use cross-organizational methods to go viral, <b>invest in spreading the message in a variety of formats across the institution</b>

The description of how the principles applies to this research, creates a foundation and framing of qualitative analysis. The researchers were not able to link all ten principles to findings in the data, specifically 'Change behaviours and mindsets will follow' and 'demonstrate impact quickly' were not seen in the data set.

### Values

There were four distinct values expressed in the key informant's interviews: access, student success, faculty engagement, and student mobility. The value of access was talked about in response to almost every question. The first question in the interview asked the participants to reflect on how their institution's mission and vision linked to student mobility. The responses indicated all participants believed their institution valued student mobility, and gave examples of how this was expressed either directly or indirectly. Their responses to various questions demonstrated the commitment to and value held for access within the system. "We support student success by creating bridging by valuing meaningful credit awarded at other institutions" was a comment from one institution. All institutions emphasized access at some point in time during the key informant interview. Mueller (2015) talks about values driving the plan, and in the interview data, access as value was a recognized driver.

The value of access was typically linked to the value of student success. One comment from a college, “we want to use student mobility as a way to promote their success”. Another institution articulated, “our strategic plan involves mobility and access . . . we see access as a key to student success”. One northern college stated, “our student success advisors promote student success and advise students what options they have within or outside of our college”. The value expressed is access and student mobility is discussed as a value intrinsically linked to process. Post-secondary institutions exist for students, student success needs to be a priority, and the expression of its value, this study was gratifying for the researchers.

Another value expressed by the participants was faculty engagement, which could also be described as participation within a culture of mobility. This value was expressed both as support for, and understanding of student mobility as it related to faculty engagement. What was important from the participants’ perspective, was to have faculty confirmation of the credit transfer pathways. Acknowledgement of faculty subject matter expertise was core to this value. Almost all institutions commented on the need for faculty to be part of the student mobility strategy. Including them in planning processes, assuring communications flowed to faculty, and building relationships between faculty and whomever was involved in the credit transfer process were steps identified to support, encourage and promote faculty participation. As such, faculty were seen as a lynch pin that made student mobility a success or a challenging process within an institution. “Faculty provide tailored versions of pathways specific to their program. . .” stated one institution. Another institution observed “Senior Administration stays involved to maintain consistency of student mobility initiatives, they support faculty in promoting Transfer Credit opportunities”. However, when faculty do not support the transfer process, the institutions identified significant challenges to offering student mobility options.

Student mobility as a concept was identified as a value from the data. A profound comment came from one of the universities “learning is fluid and flows through different generations and cultures, mobility is part of that”. Another institution stated, “credit transfers are part of our strategic plan over the next five years”. Another university talked about, “virtually every department at . . . has been touched by student mobility and our programs have adjusted their requirements to suit transfer.” Student mobility was found in several strategic plans from the ten institutions, as well as being defined as a priority within their strategic enrollment management process.

### *Behaviours*

As a theme within the qualitative data, behaviours represents those individual behaviours that were described or attributed to student mobility processes as well as institutional practices which had developed or were being developed. The researchers identified ‘behaviour’ when applied to an individual, and a ‘practice’ when it was an institutional process. Behaviours were exhibited by individuals in performing duties related to student mobility, however practices were the processes of promoting student mobility performed by the institution. The researchers did not attempt to measure effectiveness of any practices identified, as this was not the purpose of the study. Rather identifying practices, and listening to what the institutions had to say about how the practices worked, helped define the overall culture of mobility within a particular institution.

The researchers asked specifically about new procedures put into place to support student mobility. The most common response to this question, was the use of technology or a dedicated human resource to manage the process. This core technology or person serves as a tipping point to centralizing the student mobility process within an institution, and as such, could be labelled a key indicator of culture of mobility.

The participants identified a past practice of student mobility processes dispersed across their institution. For various reasons, volume of requests or consistency, processes were centralized. In general, that centralization included a core person with dedicated duties, full or part time, as well as automation of the process to the best of the institution's ability.

Use of a data base for centralizing records was mentioned, as well as moving information to the website to assure students could access more information and begin the process. Almost all of the institutions, mentioned new practices around information access. Establishment of a database or core record of credit transfer already given was a new practice to many of the institutions in the study. This eliminates work being done twice. If a credit transfer had already been given for Course XYZ, and another student requested the same transfer, the process was much quicker when records were already in place. Expanding the database or using additional automation was expressed as the next phase of this practice, by a number of institutions. Sustainability of this data base was seen as a labour intensive process. Courses and curriculum are and should be dynamic with continuous change, so the currency of the database could become a problem.

The institution's website was the most frequently used resource for information. The participants noted, not only adding information to the website as an enhanced means of access but also the creation of templates to guide students through the process more quickly and efficiently. This promotes self-service for students.

A practice identified by several of the participants, was the move to bring pathways and articulation into the new program development process. This saves time and effort by creating the pathway and aligning curriculum at the same time. Those institutions who had started this new process were pleased with how it was working and the outcomes they were achieving.

A few institutions identified creating more of a 'branding' about student mobility in-house, with dedicated space and signage. This raised the profile of student mobility on their campus and encouraged students to make inquiries about the process. It was felt this generated credit transfer activity for students who may not have previously considered it.

Communication is a key aspect of culture and how we communicate demonstrates behaviour within that culture. The language of credit transfer and student mobility has specific terms which need to be used and understood to assure culture is established and maintained (Harrison, 2005). The behaviours and practices of an institution around communication are intertwined. One college supplied a list of the new vocabulary in their college, related to student mobility; course equivalence, course exemption, learning outcomes, common curriculum, transfer credit articulation, student pathways block transfers, and PLAR. The participants talked about using words like 'pathways' instead of articulation agreements when talking to students. This simplified the dialogue without changing intent. Some institutions used the word 'laddering' to identify movement in a way that is more meaningful to students. One institution stated "we are using the vocabulary of credit transfer everywhere, including aligning policies, directives and procedures". None of the participants in the interview portion of the study indicated any challenges with the language of mobility, either understanding or using it. In general, participants commented on a lack of use or misunderstanding around PLAR. The participants believed it had not been used as widely across the system as anticipated. What is important to note about communication was the language of those working with credit transfer was one aspect, while an overall corporate lexicon for the institution was another. In simple terms, talk the talk.

Another practice noted by most of the participants was the monitoring of pathways and recognition that some were underutilized. Many institutions commented on the time and effort placed into creating these pathways. Confusion was expressed by the group of participants about these underutilized pathways. A question that kept recurring was ‘why the lack of uptake?’ This study did not inventory the underutilized pathways, however, if this is a significant issue across the system, it would be beneficial to complete an inventory and assess how utilization can be encouraged.

Within each institution a best practice was identified in following categories: communication; new behaviours/practices; specified language; and new information access for students. Table 3 highlights examples of the best practices identified in each category.

*Table 3 Examples of best practices in place*

Examples of Identified Best Practices	
Category	Practices
Communication	Outreach campaigns Open forums Strategic initiatives
New behaviours/practices	Pathways officer sustained Database tracking Revamped website
New Terms/language	Advanced Standing Course equivalence Degree pathways
Providing Information to students	Website Internal TVs Presentations to high school teachers

Future plans were shared by the institutions, and each institution identified what would happen in their student transfer processes in the next 3-5 years. The most common practice aspired to, is automation of the credit transfer process. “We are. . . trying to automate as much as possible” stated one institution. This is seen as a way to speed up the process for the student, increase self-service and hopefully increase the number of transfers occurring. Taken a step further, if the process was automated and a student could access this during the application process, a letter of acceptance could include the pathways beyond the program they were applying to, a one-stop shop approach to applications. This concept was expressed by two institutions.

The behaviour theme demonstrates two the key principles identified by Katzenbach et al (2016). The key informants consistently tied their activities back to their mission and vision and through that their strategic objectives. The institutions appeared to be focused upon a few core activities which would support student mobility. This validation supported the design of the quantitative survey.



### *Investment*

Within culture, change happens when investment is made in time, communication, and behaviour (Harrison, 2005). This investment assures formal leaders are committed to student mobility and operational activities can bring return on investment (Penner A. J., 2007). Questions around investment, in the key informant interview included return on investment, ownership, and engagement. Return on investment was related to time and efforts expended, compared with impact achieved. Ownership was the give and take of the student mobility process. At a faculty level, this was ownership of course material and the willingness to recognize other learning. At an institutional level this was ownership of learners. Sharing waitlists to assure access, and recognizing prior learning are at the institutional level. Engagement was the interest and participation in student mobility from all levels of the organization.

A number of institutions utilized student mobility process as a means to address strategic enrollment management strategies (SEM). One institution stated “we are soon going to be in a position . . . to strategically target students with prior education and encourage them to come back to school.” Transfers in were seen as a bonus, to fill seats where other students had dropped out. In this respect, credit transfer was linked to strategic enrollment management, and to higher levels of authority within the institutions. Approximately half of the interviews documented student mobility in their SEM strategy. Investment was recognized by those institutions as required for their SEM activity. One university described student mobility as critical to their SEM. One institution talked about the priority of articulation as an immediate thought when program changes or development occurred. Therefore, investment in student mobility was institutionally acknowledged.

Ownership had two key aspects the researchers wanted to explore. One was the concept of shared waitlists which would be an investment in access, and the other was faculty ownership in relation to credit pathways, an investment in future mobility. The interviewees were asked how they felt about sharing waitlists, when programs were full, as a promoter of mobility and access for learners. This appeared to be a novel concept for most of the institutions, and three were very keen on the idea. The majority of the institutions were hesitant about the concept but found it interesting while one institution was neutral. As one institution stated “when the pool for enrollment declines, people [institutions] are more territorial, that is natural.” This concept would enhance access beyond what is available now. Aligning the value of access with this practice was only in the idea stage based upon this study. The idea needs further exploration given the value placed upon access and the potential to increase access and future mobility.

Ownership at a faculty level was explored by the researchers as an investment. Faculty develop curriculum for the courses they teach, and feel pride and ownership in this. Recognition of another course requires objective analysis of that course to assess what credit transfer may be given. For some faculty this is harder than for others. Giving credit where credit is due ensures learners only have to learn something once. However, this is more easily said than done. As one institution stated “the biggest challenge is leaving old ways of doing things behind.” When specifically asked about program ownership as an issue, the responses were mixed. Some institutions acknowledged this can be a challenge while others said they had not encountered it. As one college stated “we try to show our teachers about the values of pathways and equivalencies.” The value of faculty engagement was recognized here, without that engagement these investments are not made.

Engagement by all levels of authority in student mobility processes is necessary for it to be a success. This was a clear message from all the institutions. Therefore, administrators, admissions, recruitment, student advising, faculty and deans all needed to be aware of and engaged in mobility practices as an investment

in student mobility. While there is a need to be engaged, there were mixed messages about how that engagement occurred and whether or not it contributed to an investment in student mobility.

Within the investment theme, there are indicators of the cultural principles. Deployment of informal leaders was evidenced in the discussion of who all was engaged and involved. The cross-organizational implementation of student mobility was demonstrated through the linkages between academic, administration, and student services departments in the various institutions.

Qualitative data was gathered in the first phase of the study, and informed the quantitative survey, distributed in the second phase of the study. Analysis of the quantitative data, provides more insight into qualitative findings.

### Quantitative: Data Analysis

The quantitative survey was developed using the three prescribed themes from the qualitative analysis. There were key sections to the survey, with themes clustered. The survey began with demographic questions such as name of the institution, level of authority, years of experience and length of experience with student mobility. The survey did not ask for typical demographic data such as age or gender, as these were not deemed relevant to this study. Three survey sections were created: Values; Practices and Challenges. Each section had a series of statements with a Likert scale: Strongly agree (5), Agree (4), Neutral (3), Disagree (2) and Strongly Disagree (1). The statements were framed to inquire how the individual perceived the statement and how the individual perceived the institution in relation to the statement. Two questions in the Practices section had modified scales of Yes, Somewhat, or No. These questions dealt with corporate lexicon. In the first question, the individual was asked to rate their understanding of mobility terms and in the second, they were asked to rate how their institutions used the same terms (See Appendix B for the full survey).

The ten institutions provided rich data with 114 people responding the quantitative survey (N=114). Not all items were responded to, and item non response had an impact on the ability to complete some data comparison. Descriptive data frames the findings, as this was sufficient to address the research questions. Bi-variate and multi-variate data can be applied to answer future research questions. Levels of authority are a key demographic factor in this study, where a person is positioned within an organization, often predicts his/her perception of the organization and its culture. Those who participated in the study had a wide range of authority within their institution. Table 4 presents the survey participants by sector, college or university, and level of authority.

Table 4 Sector participants and level of authority

Level of Authority			
Position N=114	Colleges	University	Total
Dean	13	1	14
Associate Dean	2	0	2
Director	13	3	16
Chair	1	0	1
Coordinator	17	0	17
Faculty	4	5	9
Admissions	3	5	8
Recruitment	1	4	5
Other*	28	14	42
Total	82	32	114

\* Includes VP's Administrative Assistants, Registrars, Counsellors etc.

The largest number identified were in the 'other' category of level of authority. Within this category there was a variety of roles representing a broad spectrum of level of authority. The 'Other' category limited analysis due to the fragmented nature of the groupings with everything from Vice President Academics to Counsellors. Looking at only the defined categories, the Dean/Associate Dean/Director group represented a majority of survey participants, 32 of the 114 responses, at 28%. The next largest participation was the Chair/Coordinator/Faculty group with 27 of the 114 responses, at 23.6%. Faculty represented 7% of total respondents with Admissions/Recruitment had 13 of the total number, 11%. The variety of this category limited comparisons using the level of authority as a filter.

For the purposes of analysis, Deans, Associate Deans and Directors were clustered together, having similar levels of authority. For the same reason, chairs, coordinators and faculty were considered as one, while Admissions and Recruitment were clustered with 'Other' to create a third group for analysis. In each category, there are more college participants than university, this is a reflection of the numbers of institutions, with 7 colleges and 3 universities.

The amount of time and experience a person has with student mobility issues was another consideration.

Table 5 presents the experience level by year, of the various levels of authority.

Table 5 Years of experience by level of authority

Level of Authority*	Years of Experience					
	1 to 5	6 to 10	11 to 15	16 to 20	20+	NA
Dean	4	4	3	0	2	1
Associate Dean	0	1	1	0	0	0
Director	5	4	3	0	4	0
Chair	0	0	0	1	0	0
Coordinator	4	4	4	1	4	0
Faculty	0	3	1	0	4	1
Admissions	2	4	1	0	0	0
Recruitment	4	1	0	0	0	0
Other**	16	6	3	0	5	0

\*Item Non Response rate accounts for variations in totals \* \*\*Includes VP's Administrative Assistants, Registrars, Counsellors etc.

When including the 'Other' category, 30% of respondents have experience of 1-5 years. However, if we discount the 'Other' category with its broad range of job classifications and levels of authority, the next highest group is the 6-10 years' experience with 18% of the respondents. There are 19 participants with more than 20 years of experience in student mobility and credit transfer. Given the inception of ONCAT in 2011, this depth of experience is impressive. However, due to the scope of levels of authority selecting the 'Other' category and variation in positions reported in defined categories, the ability to analyze the data in relation to levels of authority was limited.

The first section of the survey asked the participants to identify how four statements about student mobility and credit transfer related to their institutions' mission. All statements were related to values. The statements were: My work with credit transfer supports my organization's objectives; My institution encourages student mobility into our institutions; My institution encourages student mobility to other institutions; and My institution is focused on student mobility. The institutional responses to each statement were totaled, and averaged by statement, with all four statement averages aggregated to a total, for that section. The maximum aggregate for this comparison is 20, all four statements would need to be ranked at Strongly Agree to achieve the maximum. Figure 1 provides the aggregated average, for this first cluster of statements by institution.

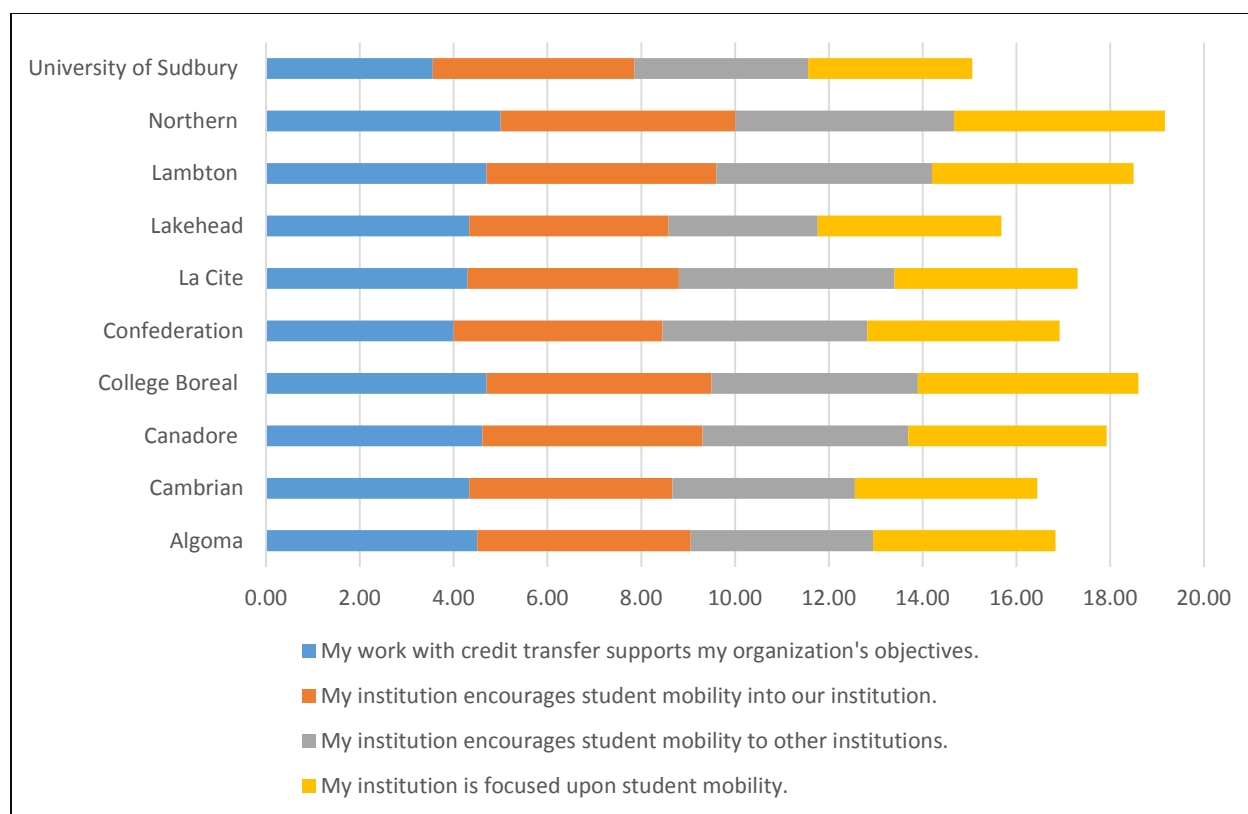


Figure 1 Aggregate averages of mission related to student mobility

When an organizations culture reflects the mission statement, then true alignment between mission and culture occurs (Gurley, Peters, Collins, & Fifolt, 2015). Mission is critical to any postsecondary institution, and seeing student mobility within the mission is a statement of cultural value (Simplico, 2012). While none of the ten institutions achieved a maximum ranking of 20 for the link between mission and culture, the total aggregates have a small range from 15.06 to 19.17. The University of Sudbury at 15.06, commented in the key informant interview, that they were new to student mobility activity. Northern College represents the highest average total, at 19.17, and is also relatively new to student mobility. In the qualitative interview, the concept of mission and vision as directly or indirectly linked to student mobility was confirmed by all ten institutions, and responses to this cluster of value related statements validate interview findings.

A section on Strategic Enrolment Management (SEM) was included on the survey with four values related statements measuring SEM and level of authority. The statements were: My supervisor encourages credit transfer activity; My supervisor supports my activity related to credit transfer; Student mobility directives originate from the executive level in my organization; The activities for student mobility are directly connected to our institution's strategic enrollment management plan. Aggregated averages were used once again and aggregating the four statements created a maximum of 20 for this section. Figure 2 shows the stacked aggregate averages of the four statements linking student mobility, SEM and level of authority with organizational culture and value.

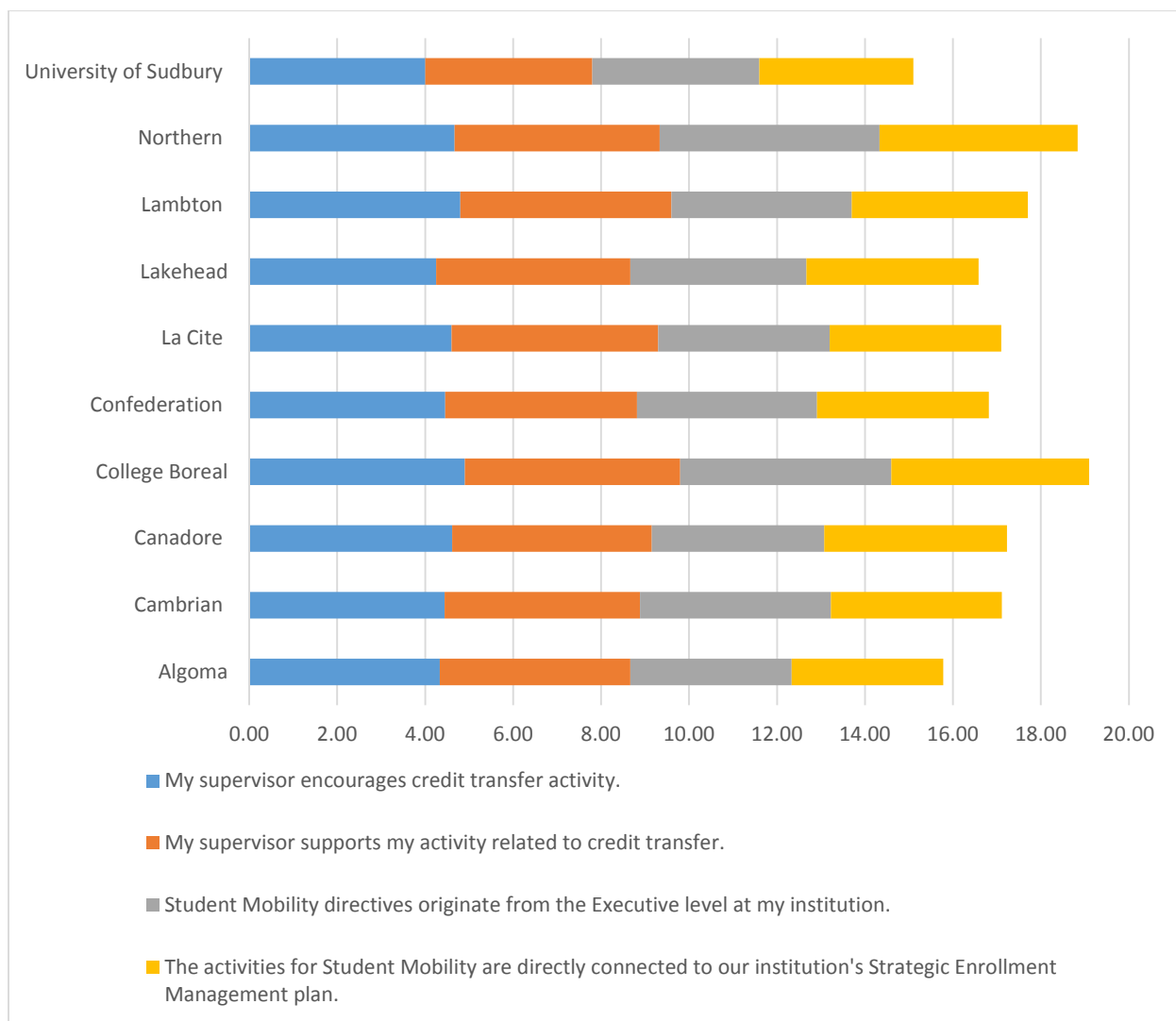


Figure 2 Aggregate totals for Strategic Enrollment Management and level of authority

The range of responses within this section was a low of 15.10 and a high of 19.10. College Boreal has the highest aggregate in this section. Within this section, the aggregates do not come as close to 20 as the previous section, but do demonstrate similar patterns. Of the four statements the response to the statement that directly connected mobility to SEM had the lowest overall average, 3.97 just below Agree on the Likert Scale. The range of averages was 1.06. The largest range in the single statements was: Student mobility directives originate from the Executive level of my institution, at 1.33. This could be an indication about confusion within the institution as to who directs this type of activity or a lack of communication on the issue within an institution. This statement had the lowest average in this section in nine out of 10 of the institutions. In the qualitative data, senior management was identified as a driver of these initiatives. This quantitative data implies this may not be well understood within an institution.

Examining the level of authority more closely, Deans/Associate Deans/Directors were clustered together as were Chairs/Faculty/Coordinators and Admissions/Recruitment/Other to compare perceptions of student mobility in relation to SEM, for the same four statements. Figure 3 shows the results of this comparison.



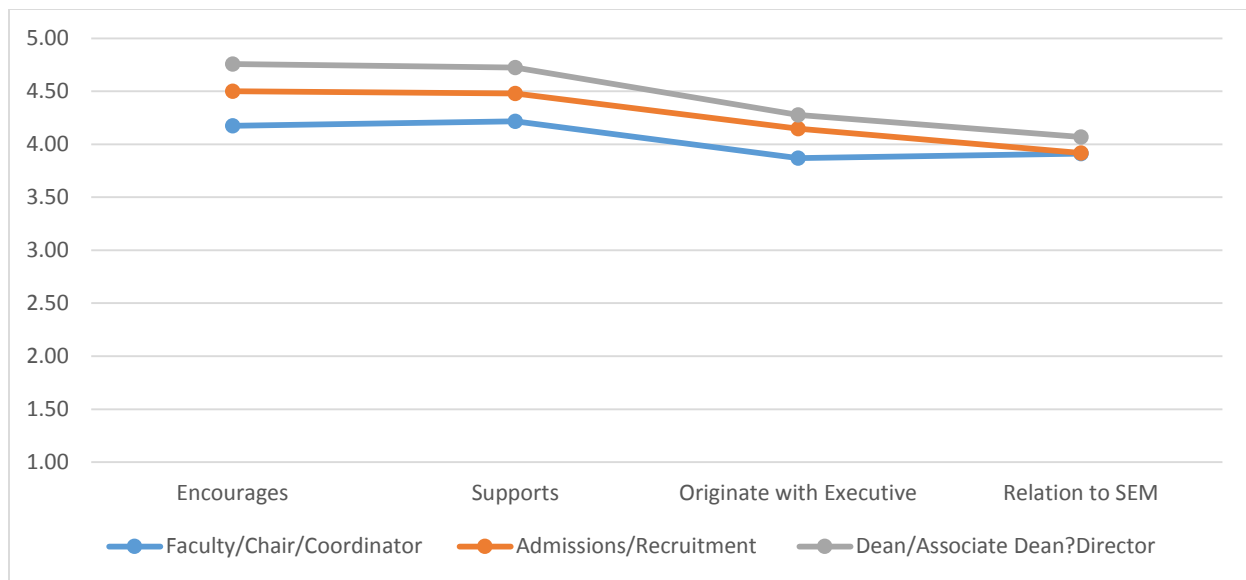


Figure 3 Comparison of SEM statements by level of authority

The averages changed slightly when grouped in this fashion. While the dean/associate dean/director level shows the highest averages across all four statements, the patterns are close together, and tend to mirror each other. The delta for the average responses in this statement is .59, while the final statement on the link to SEM has all groups responding within a delta of .02, which indicates strong agreement. The widest delta occurs in response to the statement: My supervisor encourages credit transfer activity. Given deans/directors are at a higher level of authority than faculty/chair/coordinator, the understanding of culture or perceptions of what is happening in relation to culture appears to be different when talking about student mobility. The higher the level of authority, the more likely to view this statement as Agree to Strongly Agree. Within the qualitative data, this was not acknowledged, however, the key informants themselves sat in a higher level of authority.

For institutions to become culturally engaged in student mobility, there is a need for individual and institution to see return on investment credit transfer may offer. To measure this, seven statements on investment and funding in relation to student mobility were ranked. These seven statements were: Creating and using student mobility practices is a good investment for my institution; There is/will be a return on investment for my institution's efforts on student mobility; I am aware that my institution has accessed special funding for student mobility; I am aware of the results my efforts have on credit transfer activity for students; I am aware of the results of student mobility initiatives as a whole; I am aware of the results of student mobility initiatives for my institution; and I am aware of the results for student mobility initiatives for specific schools of study. Aggregated averages were used once again, with the seven statements creating a maximum of 35 in this section. The ten institutions offered responses about their personal role as well as their perception of the institution in relation to return on investment. Figure 4 shows the aggregate averages when ranking return on investment for student mobility.

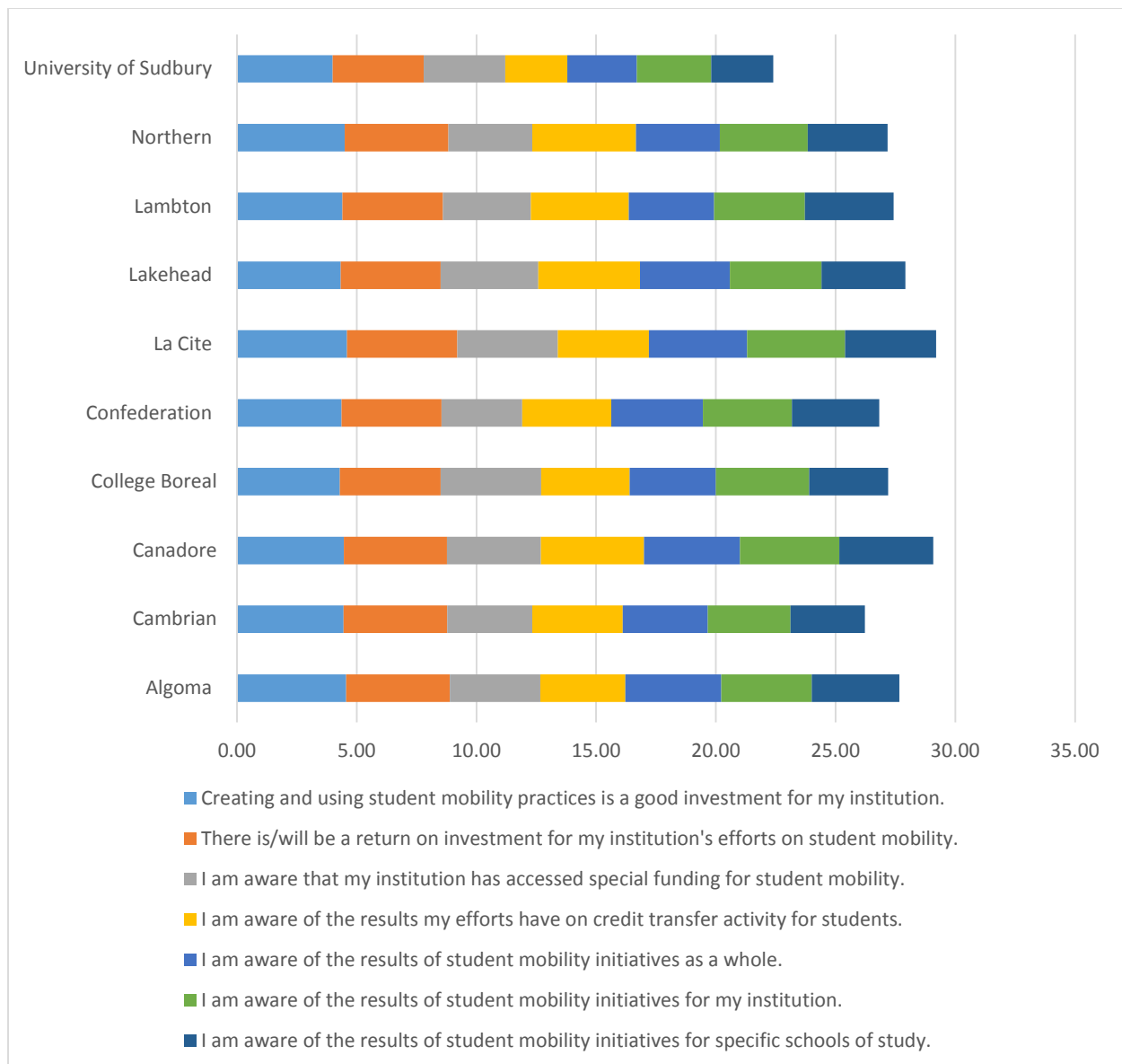


Figure 4 Aggregate averages related to investment

The range for responses in this section is greater than the previous seen in the previous two charts, at 6.8, from 22.4 for University of Sudbury to a high of 29.2 for La Cite. This greater range represents cultural influence differences across institutions. This cluster of aggregates had three institutional averages below 3.0, Agree. Note the first statement “creating and using student mobility practices is a good investment for my institution” has a very narrow range of averages, within 1 point on the Likert scale. However, the statement “I am aware of the results my efforts have on credit transfer activity for students”, has a range of almost 2 full points. The final statement “I am aware of the results of student mobility initiatives for specific schools of study”, had a range of averages of 1.3 points between institutions. The differences in the two statements reflect values and behaviours. While student mobility is valued and measured by the responses, the accompanying behaviour (results of activity) are not as clear to the participants as to impact. From this data, the responses indicate mobility is seen as good investment however, the impact

or awareness of results is not readily seen by the respondents. The qualitative data did not reflect one of the ten key principles from Katzenbach et al.(2016), which is demonstrate impact quickly. As impact of results was not noted in the interviews and the quantitative responses show some averages below the Agree range, demonstrating impact may be a challenge for some institutions, or the culture is not developed enough for impact to be demonstrated.

To further explore this cluster of statement responses, a sort of data by sector was used to view patterns between colleges and universities. Figure 5 shows return on investment as viewed by sector.

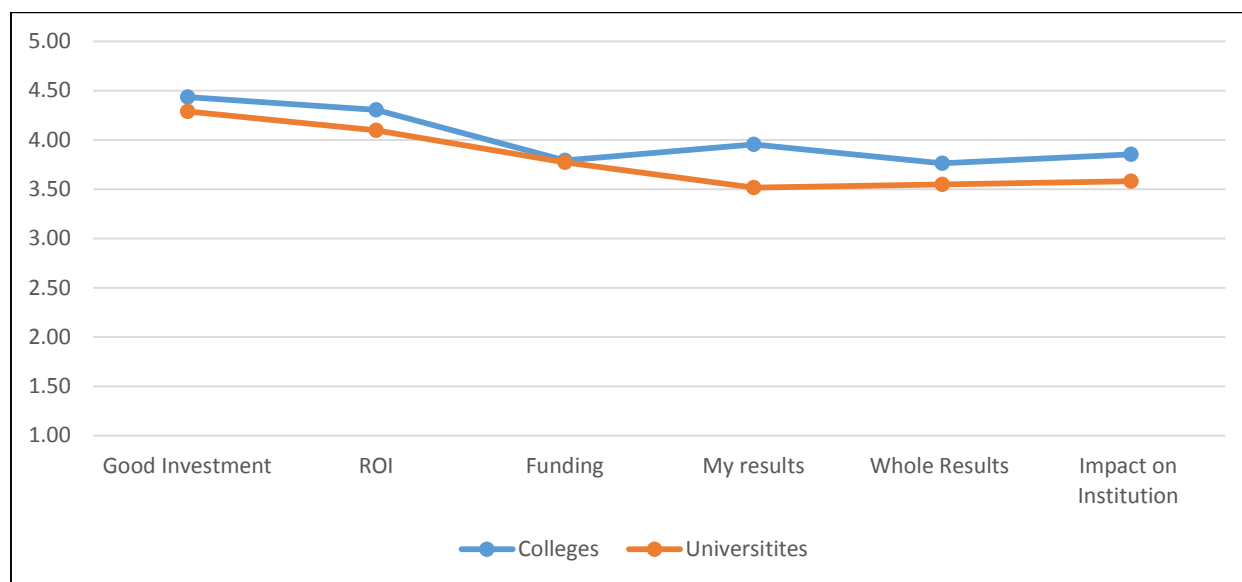


Figure 5 Comparison by sector for return on investment

Both colleges and universities had identical averages when it came to awareness of funding for student mobility initiatives. Overall, colleges ranked the idea of return on investment slightly higher than universities. The widest delta occurs around the statement, “I am aware of the results my efforts have on student mobility”, mirroring the results seen when compared by institution. Within the qualitative data, the concept of engagement as part of the investment theme is reiterated here, and university employees may not have the opportunity to see the impact in the same way a college employee would. Colleges responded with higher averages for individual impacts, then universities, again pointing to a cultural variance by sector. Overall, this is a small range of differences but the differences are definitive.

Communication about processes is necessary to assure students access mobility opportunities. The survey had a series of statements dedicated to ease of access and use both in terms of information and accompanying process. Statements reflect both individual behaviours and institutional practices. The statements were: Information about credit transfer is easy to find for students; Information about credit transfer is easy to find for staff; Processes for credit transfer are easy to find; Processes for credit transfer are easy to use; I can explain student mobility options and decision steps to the students in our department; Our graduating students know about future mobility options when they leave our institution.

Figure 6 shows the results of this section, by sector, college and university.

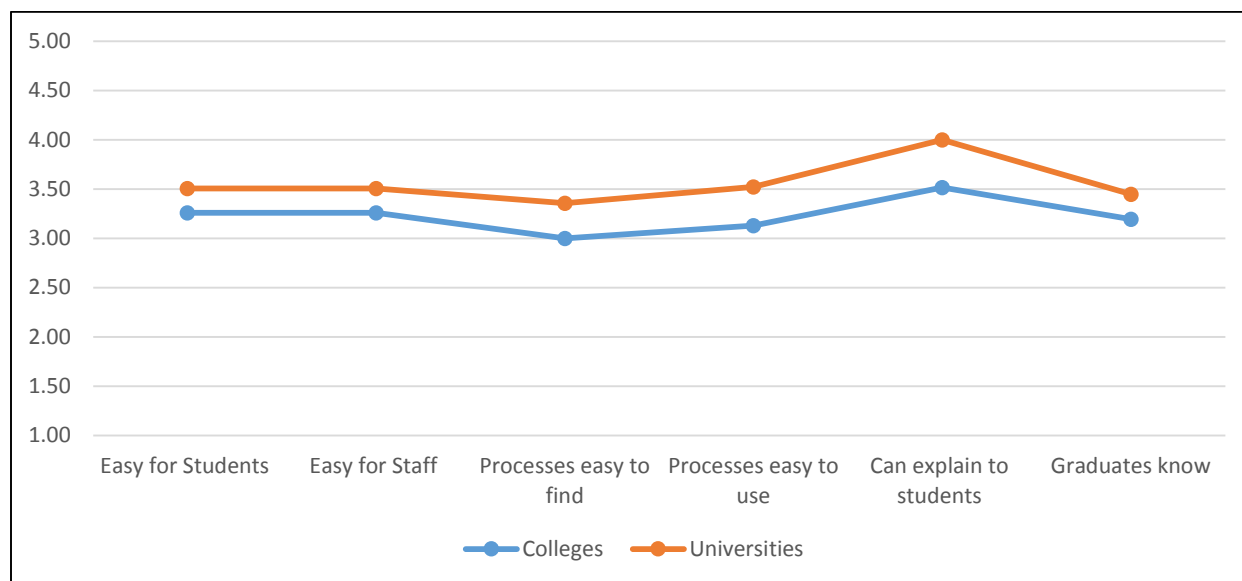


Figure 6 Comparison by sector for information on decision making

Interesting to the researchers, was the pattern of almost parallel lines that occurred again for this comparison. The overall results for this section show lower averages than previous sections, with a range of 3.26 by Universities when responding to “it is easy for me to explain to students their mobility options” to a high of 4.00 by Colleges in response to “I can explain student mobility options and decision steps to the students in our department”. In this case, universities are ranking these statements higher, on average than their college counterparts. However, neither sector has given ease of use for students or staff a ranking that would equate to ‘Agree’ on the Likert scale. Nor are the processes easy to find or use according to the averages presented by both sectors here. Overall this comparison had lower averages than previous sections of the survey. This would indicate communication distribution and application of information needs more attention. Communication was commented on frequently in the qualitative narrative, with an emphasis on a number of activities to assure awareness. However, the responses in this section of the survey do not indicate effective communication is happening.

Communication is important for any culture. As identified in the literature, a corporate lexicon reflecting student mobility is necessary to assure a culture of mobility is in existence. Participants were asked to rank various statements related to communications and student mobility, from within their institutions. The statements were: I have taken part in/received communications about student mobility at my institution; I am aware of student mobility opportunities in my department; The departments that need to understand credit transfer within my institution, do understand; There is a high level of awareness of credit transfer activities within my institution. With four statements, the aggregate maximum for this series of statements is 20. Figure 4 presents the aggregated averages for this cluster of statements in the survey.

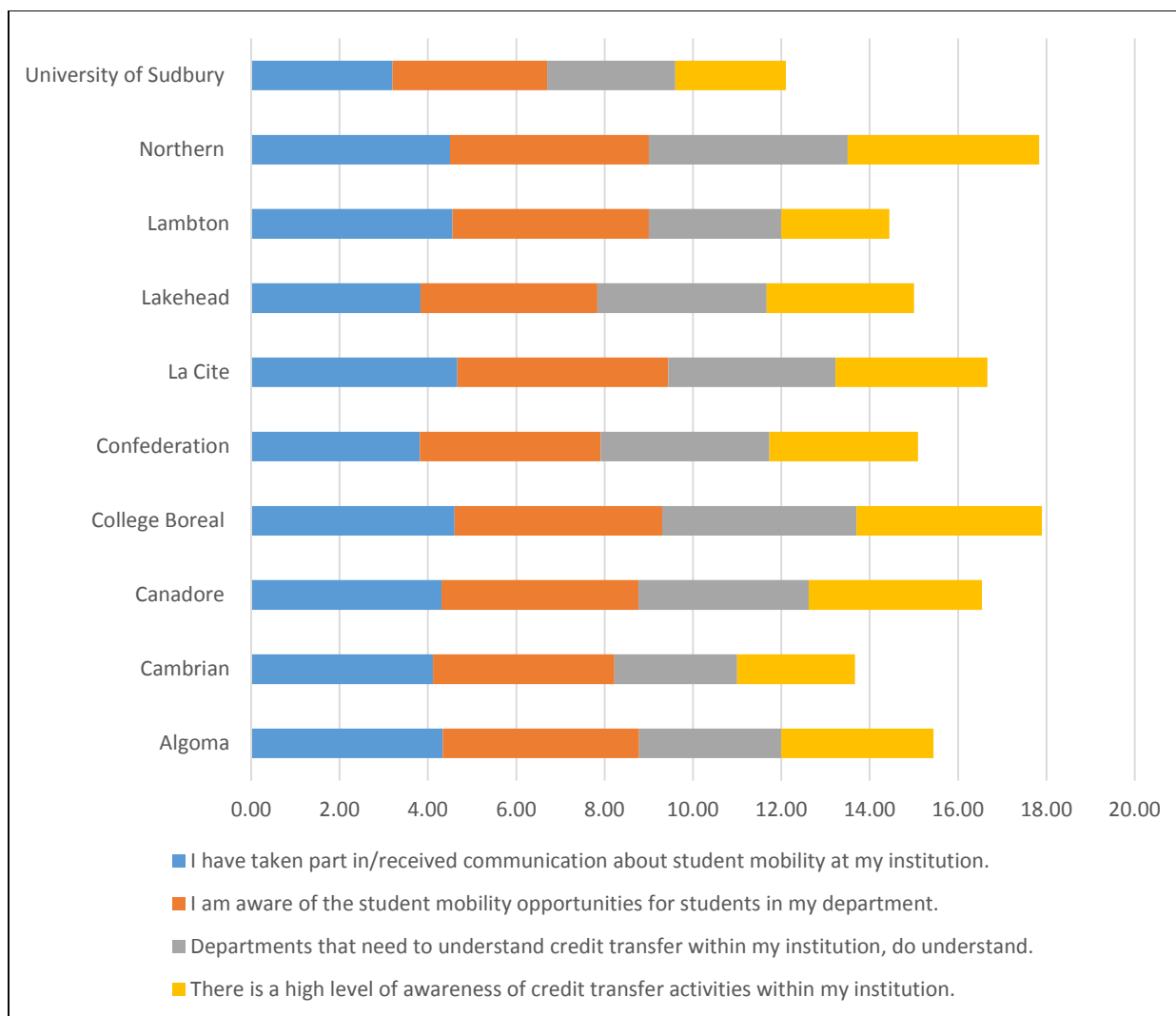


Figure 7 Aggregate averages of communication and student mobility

Here the ranges of average responses becomes wider, with a low of 12.10 out of 20 to a high of 17.83 out of 20. The broadest range of responses was with the statement “there is a high level of awareness of credit transfer activities within my institution”, at 1.7 points. This was the lowest ranked statement in this series of statements on the survey, indicating communication and awareness in the culture at institutions maybe a challenge. As the range of averages continues to widen, communication and awareness show different levels in different institutions.

To further explore this section, the two sectors, colleges and universities, were separated with responses plotted. Figure 8 shows the aggregate average responses by sector, college and university.

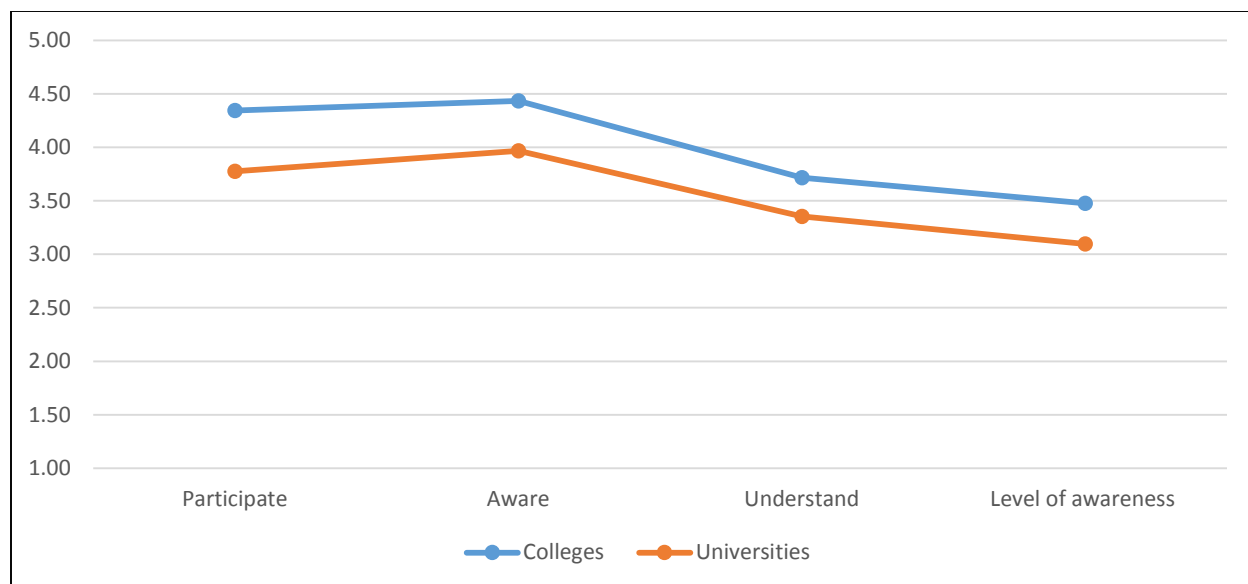


Figure 8 Comparison by sector of communication

Figure 8 again shows almost parallel responses to the statements, with universities responding lower averages than their college colleagues. The differences between the responses is .36 to .57 of a point, depending upon the statement. The pattern is clear in both sectors, individual participation and awareness is ranked higher than departmental and institutional understanding of credit transfer and student mobility. This would be a key aspect of institutional culture to address. The continued parallel responses between sectors could be an indicator of organizational differences.

Practices and behaviours are the permanence to culture (Kuka, 2012). What we do speaks more to our culture than what we say we do. Eight statements related to behaviours/practices were provided in the survey. The statements were: It is easy for me to explain to students their mobility options; My supervisor encourages handling of credit transfers as a priority for me; My institution encourages handling of credit transfer as a priority for me; Handling credit transfer activities is a priority for me; I understand the importance of credit transfer to my institution; I understand the importance of credit transfer to my students; I understand the importance of credit transfer to my role. This created the potential for aggregate averages to a maximum of 40. Figure 9 shows the aggregate averages of these 8 statements by institution.

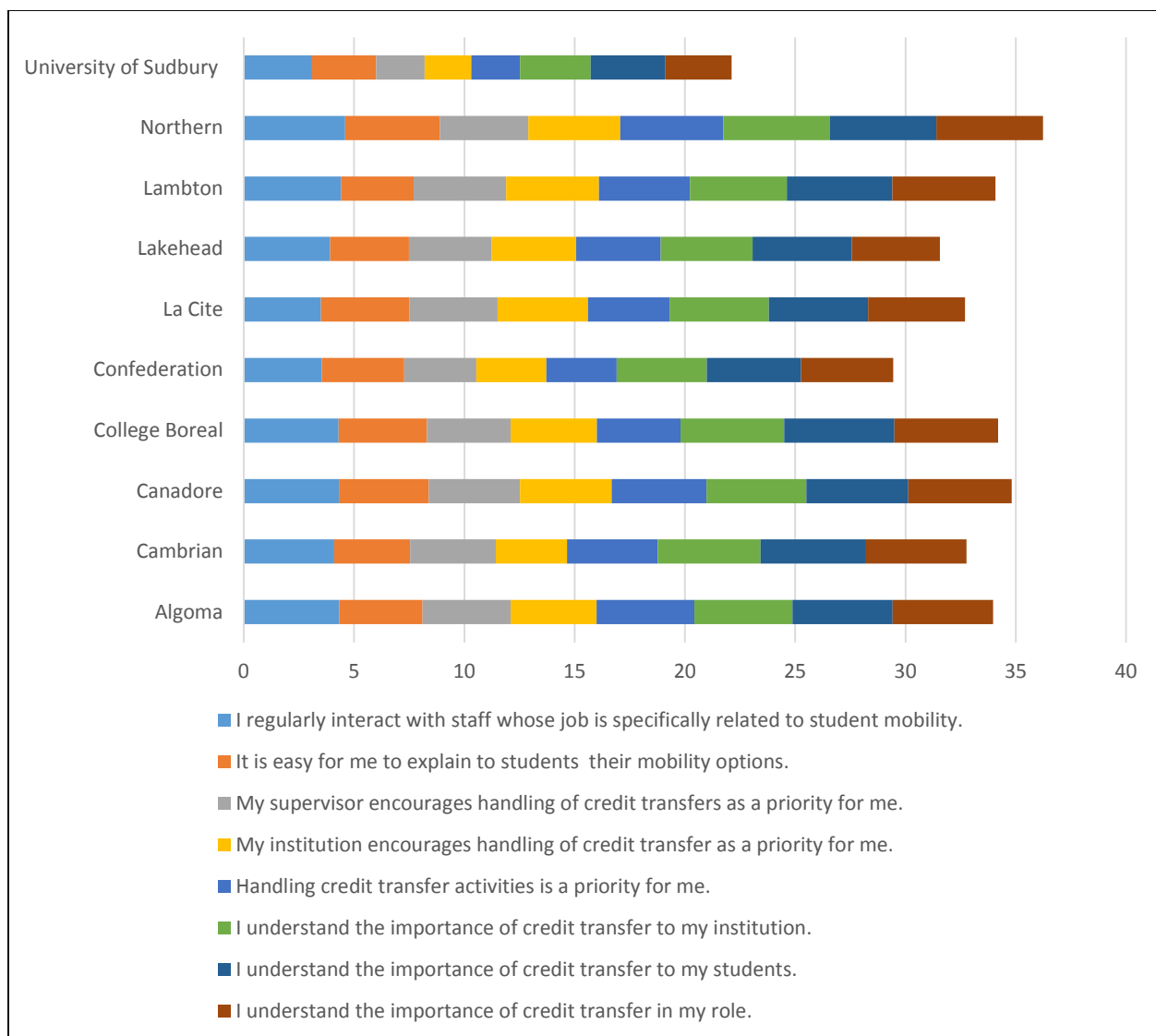


Figure 9 Aggregated averages of behaviours/practices

It is within the behaviour statements, we see the greatest range of responses yet, with a differentiation of 14 points over 8 statements. Northern College has a high of 36.23, with Canadore College at 34.81. The statements about priorities had ranges of approximately 2 points each. Understanding the importance of credit transfer within an individual's role had a range of 1.35, while regularly interacting with those whose job is related to student mobility had a range of 1.2. When behaviours reflect priorities, it can be assumed it is well embedded within culture. This figure would indicate institutions have a culture of mobility that may not be fully actualized, with behaviours inconsistent with priorities.

A closer examination of behaviours was conducted to see how the various behaviours ranked when sorted by sector. Figure 10 shows the rankings for all 8 behaviours by sector, college and university.

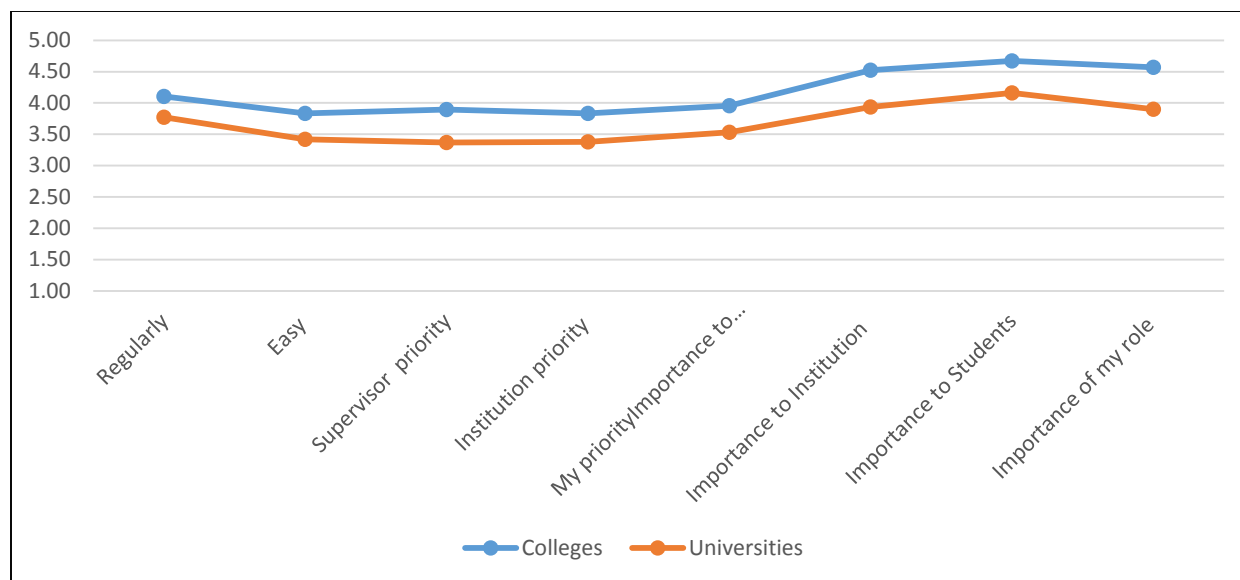


Figure 10 Comparison by sector of behaviours/practices

Again, an almost parallel line of responses occurs between the two sectors with the colleges between .33 to .67 points higher on all statements. What this means may be sectorial differences in behaviours due to structure and hierarchy of a college compared with a university. Behaviours reflect what the culture represents and in this case, while the importance is recognized with higher rankings by both sectors, the regularity and ease of the behaviour are ranked lower. During the qualitative interviews, the key informants were clear on their roles within the institution, and the priorities, however, this did not come through with the same assuredness in the quantitative data.

With such consistent and close results when compared by sector, the researchers compiled a differentiation graph for two of the statement clusters. The clusters chosen for this graph were 'behaviour' and 'information sharing'. Figure 11 shows the deltas.

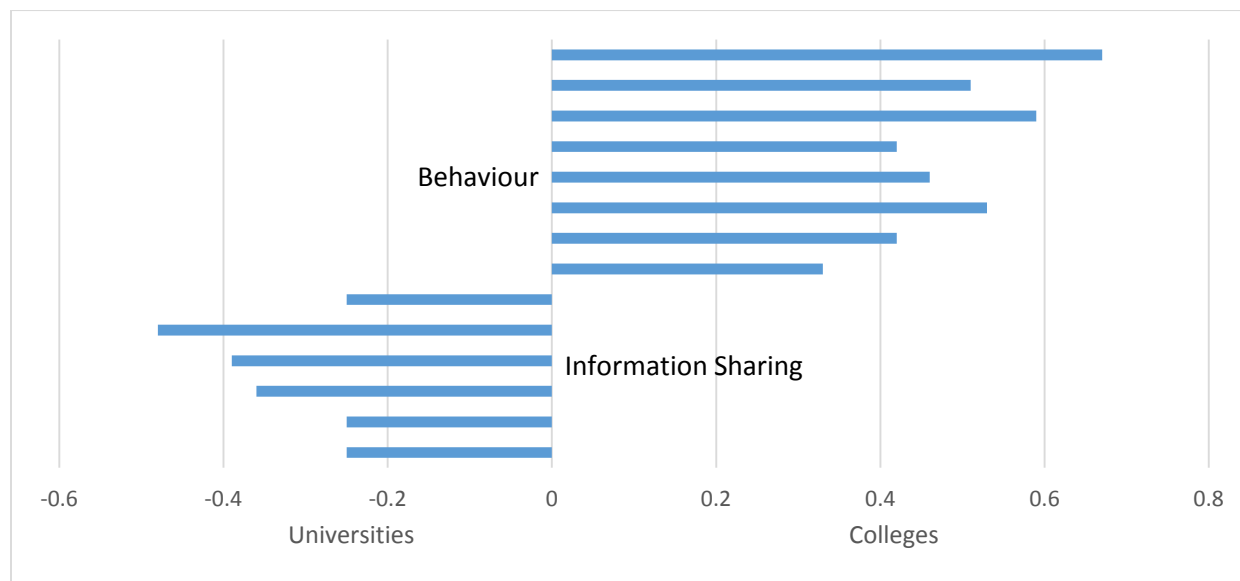


Figure 11 Deltas by sector for information sharing and behaviour



Viewing the information from just the deltas, demonstrates the variation of differences more clearly than looking at just the aggregate averages. In the case of behaviour, the colleges are showing consistently higher averages than the universities with a range of .3 to .7. When comparing information sharing, the universities have consistently higher averages with a range of .25 to .39. There is a consistent variation in responses between the two sectors. The consistency of the variations and the size of the variations across all the statement clusters is hard to explain.

Corporate lexicon is important to cultural development and sustainability (Mueller R. , 2015). Therefore, the survey offered a series of words tied to the lexicon of mobility. Survey participants were asked if they understood certain words common to student mobility and credit transfer. The survey participants were also asked if their institution used these words in the corporate culture. With these statements, there three choices, Yes, Somewhat or No. Table 6 shows the results of the combined somewhat/no answers, indicators the terminology was not clearly understood.

*Table 6 Understanding and using terminology*

<b>Lexicon N=114</b>	<b>Somewhat/No</b>	
	<b>I understand the following terms</b>	<b>My Institution uses the following terms on a regular basis</b>
Advanced Standing	16.0%	11.0%
Transfer Credit	4.0%	2.6%
Course to Course Transfer	13.0%	31.5%
Degree Completion	7.0%	9.6%
Pathways	11.0%	7.8%
Course Equivalency	9.6%	7.0%
ONTransfer.ca	34.0%	51.7%
ONCAT	34.0%	46.0%

Advanced standing as a term was not well understood by individuals and participants reflected this in their ranking of the institution use. Course to Course transfer was considered by participants to be not well understood with 31.5% estimating their institutions did not use the term on a regular basis. When it came to the terms [ONTransfer.ca](#) and ONCAT, one third of individuals did not feel they understood the meaning while close to half of the participants did not believe it was used on a regular basis within their institutions. These terms are part of the lexicon and environment creating a culture of mobility, understanding and use is vital to cultural growth and sustainability. The qualitative data had many statements about use of terms, and introduction of simpler language. The quantitative data would support language needs to be better understood in the lexicon of student mobility.

Both qualitative and quantitative data offered rich information about the culture of mobility as it exists today in these ten institutions. The expression of values from the key informant surveys is validated by the quantitative results. As the demonstration and exhibition of values was more deeply explored, it became apparent that not all behaviours/practices aligned with the values. The alignment is close but not exact, which means the culture is not at an ideal state. Given the data from this study, the researchers defined various states of culture which explain alignment and maturation of the culture. This is extrapolated in the next section.

## Best Practices and Lessons Learned

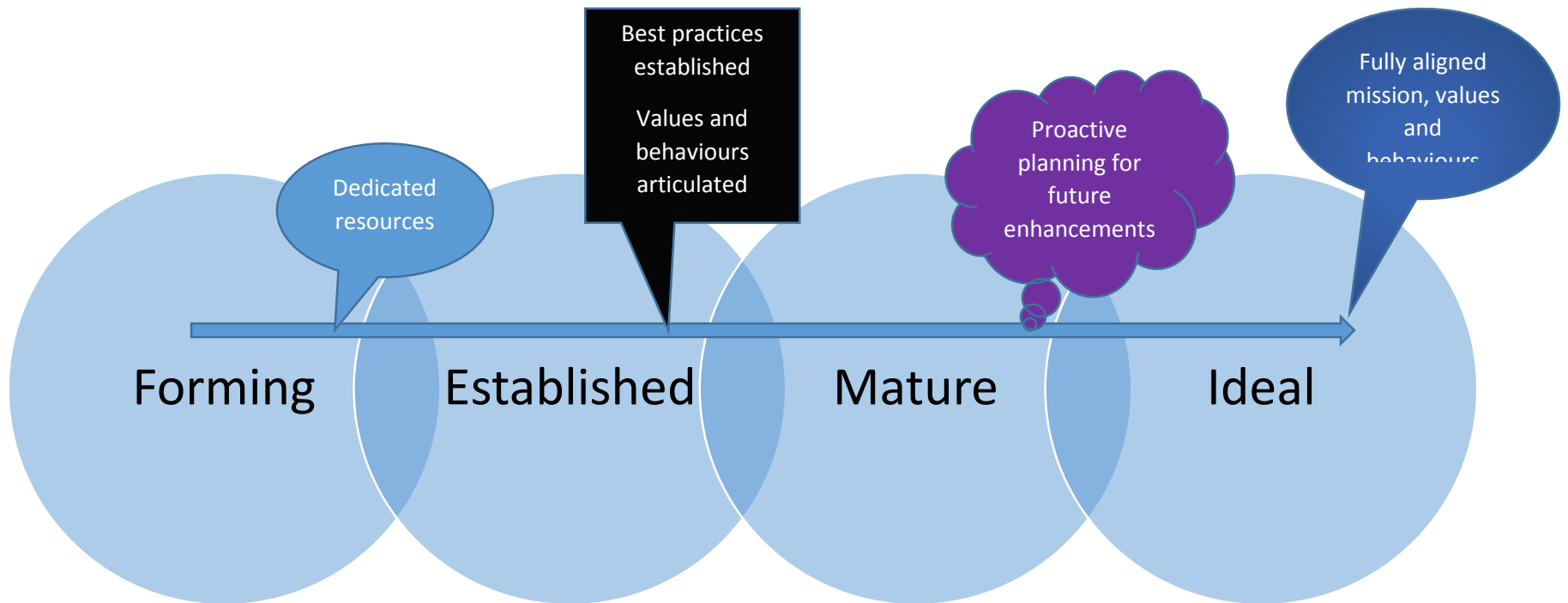
The data accumulated for this study went far beyond the researchers expectations. The interest and level of enthusiasm was totally unexpected and very much appreciated by the researchers. Unlike other studies the researchers have done, the data flowed freely and quickly, and offers to provide more data came in all through the study. There appeared to be a great willingness to explore this topic among all ten institutions. With so much learned, it is a challenge to capture it all into this report, but there are research questions to answer, and that is the purpose of this section.

### What is a culture of mobility?

In the literature review, a preliminary definition of the culture of mobility was given as “a culture of mobility indicator could be defined by demonstration of these key principles” referring to the ten principles identified by Katzenbach, Oelshlegel, & Thomas, 2016. In the previous study, *Measuring the Cost of Credit Transfer in Small Colleges*, the researchers identified two distinct aspects of culture within each institution studied, these were the ‘forming’ and ‘established’ cultures. At the time, the researchers were asked “what is the tipping point to move from ‘forming’ to ‘established’”? The tipping point is moving from a dispersed distribution of pathways duties to a dedicated pathways position, or centralized resource to manage pathways. What the researchers have learned in this study is the dedicated position is not just a tipping point rather it is the beginning of more cultural change and growth. Based upon this realization, the researchers theorized, a culture of mobility exists on a spectrum. This spectrum has stages the researchers have identified as forming, established, mature and ideal. The researchers have conceptualized this spectrum with distinct separations but overlapping areas, visually represented by a linear Venn diagram (see Figure 12).

Each stage of this cultural development has indicators and best practices. For example, in a Forming culture, pathways duties are dispersed, and the lexicon is being learned. In an established culture, a dedicated resource is established for pathways, and activities are centralized. In a Mature culture, the actions are now proactive, looking ahead to what can be done, and in an Ideal culture, values, mission, vision, and behaviours/practices are in perfect alignment. The best practices identified in this study can be mapped to a specific stage of development in the culture of mobility spectrum. Based upon the quantitative results, the institutions could map themselves to this spectrum, identify where they are, and also define where they want to be. From this mapping, institutions could select a best practice from another stage of the spectrum, try the best practice and attempt to move to a new phase of cultural development.

From the data the researchers would map the ten institutions to various places on the spectrum ranging from ‘Forming’ to almost ‘Mature’. In some cases, the institution may rest in the overlap area between two phases. None of the institutions would have an Ideal culture, and in fact, that may never be achievable for any institution. Moving through the various phases on the spectrum may be an example of the old adage ‘the journey is more important than the destination’. As a follow up to this study, each institution will receive an outline of their specific results along with a discussion about where their institution could be located on this spectrum.



## The culture of mobility spectrum

Figure 12 The Culture of Mobility Spectrum

### Why is a culture of mobility important?

Culture reflects what is important to an institution (Watkins, 2013). A culture of mobility positions the institution for seamless program delivery, improved access for learners, a stronger success strategy and participation in a system wide approach to education. This was articulated in the qualitative data, and partially supported in the quantitative data. Credit transfer, pathways and articulation have been set as priorities for the province (Ontario Council on Articulation and Transfer, 2016), and the need for student mobility will increase as global approaches to student mobility become a reality (Voorhees & Harvey, 2005). The result could be disastrous for an institution to ignore mobility, and presume the students they see will only need what their institution has to offer. As evidenced by the Missions and Visions of this group of institutions, the priorities are clear and they have taken a logical approach to mobility by incorporating it. A further demonstration of importance is including it in strategic plans and building business plans with this in mind (Mueller R. , 2015). By recognizing the potential for students within mobility frameworks the institution is setting the stage for a culture of mobility. In turn the culture of mobility supports the values the institution is driving to espouse.

### What are the key determinants of a culture of mobility?

The key determinants of a culture of mobility are those behaviours/practices which demonstrate how mobility is achieved within their institution (Kuka, 2012). Returning to Mueller's 2014 work, culture is expressed, demonstrated and exhibited. Most notably those determinants are values, communication, including a lexicon around student mobility, information sharing, and engagement at all levels of authority in the commitment to student mobility. Therefore, what is expressed in the Mission and Values is one determinant of a culture of mobility. This value is then brought to life through the behaviours/practices. For those institutions with a pathways officer, this practice is an indicator of a culture of mobility. Those institutions formulating proactive approaches to culture are demonstrating culture at a more advanced level, or Mature. Culture has to permeate every level of the institution with values and behaviours/practices aligned to achieve an ideal culture. To solidify this concept, Table 7 was developed to map indicators to the culture of mobility spectrum phases.

*Table 7 Cultural determinants by development phase*

Indicators of culture of mobility by phase				
	Forming	Established	Mature	Ideal
Values	Expressed in the Mission and Vision	Expressed in the Mission and Vision Exhibited in the strategic plan	Expressed in the Mission and Vision Exhibited in the Strategic Plan and Business Plan	Expressed in the Mission and Vision Exhibited in the Strategic Plan and Business Plan Demonstrated values fully aligned with organizational activity
Information sharing	Expressed desire for student flow of information May have institution to institution flow of information	Expressed desire and demonstrated internal to student flow of information Institution to institution flow of information	Demonstrated and exhibited internal to student flow of information and exhibited institution to institution flow of information	Demonstrated and exhibited internal to student flow of information and demonstrated and exhibited institution to institution flow of information

Indicators of culture of mobility by phase				
	Forming	Established	Mature	Ideal
			Expressed wish to share waitlists	Demonstrated and exhibited sharing of waitlists
Communication	Increasing awareness	Maintaining awareness	Expanding awareness	Transforming awareness
Lexicon	No formal lexicon	Partial lexicon	Full lexicon looking to develop breadth Understood by most	Full lexicon breadth and depth Completely understood by all
Engagement by level of authority	Some are engaged, likely at higher levels of authority	Majority are engaged but not equally distributed throughout levels of authority	Majority are engaged at all levels authority	All are engaged Equal engagement at all levels of authority

### What values are demonstrated in a culture of mobility?

The values associated with a culture of mobility are those identified in this study: access, student success, faculty engagement and mobility, but the researchers believe there is more to discover around the values and how they drive culture. This does not mean there are no other values associated with student mobility, further exploration would undoubtedly find more; however, these four values were clearly defined within this study. The expressed values in this study are the cornerstone of each of the ten institutions within the Mission and Vision statements (Gurley, Peters, Collins, & Fifolt, 2015). Mueller, 2014 defines a need for alignment of values with demonstrated practices. The behaviours/practices do not appear to be fully aligned with the values statements based upon the survey responses.

### Why do small institutions want or need a culture of mobility?

Given the mandate for all institutions in Ontario to promote student mobility, credit transfer and articulation, the need for a culture of mobility is clear (Ontario Council on Articulation and Transfer, 2016). Mobility is a government priority, the need for mobility is going to grow and understanding mobility with all of its nuances will increase.

Enrollment challenges will increase over the next ten years as the direct entry population declines. Mobility is seen as a potential offset to enrollment challenges, so the practical applications for mobility reinforce the altruistic intentions as stated in the mission and vision. If an institution understands its culture of mobility, the institution is in a better position to manage and expand that culture, and thus meet both its mandate as a postsecondary institution and the government's priorities for seamless student mobility. At the same time, this improves access, an articulated value found in this study.

### How can a culture of mobility be created and sustained?

Based upon the findings in this study, the ten institutions can be plotted on the culture of mobility spectrum to identify their stage. Using this benchmark, an institution can make an informed choice as to which phase on the spectrum it should be on. Setting a goal to move on the spectrum would generate practices that demonstrate values, further developing the culture of mobility. Assessing their alignment of values with their practices and behaviours would be a next step in determining how to create or sustain their culture (Simplico, 2012). Using indicators from this study, a choice could be made to apply a best

practice new to the institution to demonstrate impact on their culture, and measure movement on the spectrum. Table 8 shows best practices identified in this study, cross referenced to the culture of mobility spectrum.

*Table 8 Spectrum stages and best practices*

Stage on the Spectrum	Best Practice Demonstrated
Forming	<ul style="list-style-type: none"> <li>Complete transfers as the need arises</li> <li>Work on formal arrangement</li> <li>Develop communications tools to promote student mobility</li> <li>Information dispersed to managers</li> <li>Information sharing through a variety of means, websites, workshops, fliers, open forums</li> <li>Workshops for staff and faculty</li> <li>Establish policy</li> <li>Terminology is explored - example; Advanced Standing means something different from Transfer Credit</li> </ul>
Established	<ul style="list-style-type: none"> <li>Pathways Officer</li> <li>Connect program development to laddering opportunities</li> <li>Align vocational outcomes and find common themes with a cluster of programs</li> <li>Outreach activities</li> <li>Website information readily available</li> <li>Student success advisor working on pathways</li> <li>Target student mobility to enhance enrollment</li> <li>Policies established on student mobility</li> <li>Terminology is confirmed</li> </ul>
Mature	<ul style="list-style-type: none"> <li>Advise students of their pathways and transfer credit options when they are accepted</li> <li>Conduct environmental scans for potential Student Mobility</li> <li>Gather data about where the students are going</li> <li>Assess pathway utilization</li> <li>Student mobility demonstrated as an enrollment strategy</li> <li>Policies updated for student mobility needs</li> <li>Lexicon is developed</li> </ul>

The findings showed the culture of mobility is growing in the Ontario postsecondary system. Clear stages are seen, and indicators at each stage are demonstrated. This culture can be shaped as the institutions need. Understanding how to shape their cultures or ultimately what they want their culture to be is an exciting opportunity for both colleges and universities.

## Conclusions

Culture is a dynamic organism in an organization. The culture of mobility seen in this research exists on a spectrum. The spectrum has four distinct stages: forming where the culture tends to be dispersed; established where the culture is centralized and more automated; mature where the activities become proactive and future focused and ideal where there is perfect alignment between mission, values and behaviours/practices. The ten institutions in this study appear to be in the late 'forming' stage to the early 'mature' stages, and each institution has a unique story to tell. Institutions are willing to make the investments in mobility to assure they are meeting the values they espouse around access and student success. The interest and enthusiasm for this project encouraged the researchers and point to many new areas of exploration in relation to the culture of mobility spectrum.

A key observation within the study was the reporting of underutilized pathways. This study did not inventory these pathways or explore why they were underutilized, but it was mentioned frequently in the qualitative data and needs to be looked at more closely. A provincial inventory and assessment of underutilized pathways would give insight into new directions for pathways and further expansion of mobility opportunities. Why the pathways are underutilized, is a question that needs to be explored to assure investment in mobility is generating a return.

While there is strong commitment to student mobility, and the cultures have clearly articulated values of access, student success faculty engagement and mobility, the data shows a mismatch between what is said and what is done. The gaps in behaviour and practices appear to reflect inconsistencies in both communication and practices. The gaps were more apparent when discussing institutional practices rather than individual behaviours. The gaps occurred in both sectors, colleges and universities. This is a reflection of the cultural stage many of the institutions are at, and why the researchers theorize an ideal culture would have perfect alignment between mission, values and practices. With gaps identified, institutions can take steps to introduce practices to address or fill the gaps.

The colleges and universities in this study showed consistent but minor differences in culture between the two sectors. These consistent differences are hard to explain, however, the structures and processes are different in the two sectors. The challenge to explain is why the differences are so consistent in every cluster of statements examined. There were no extremes or major gaps, simply a consistent, small difference. There were only three universities in this study, with twice as many colleges. Thirty university people responded compared with approximately 90 college colleagues. Averages were the comparator, so the number of participants has an impact, which may be the reason for the close and consistent results, however, this is an estimation by the researchers not a confirmation.

As global student mobility becomes a reality, the willingness and enthusiasm to grow opportunities will probably increase. Given the enthusiasm for this study, small institutions appear to be very keen. The sharing of waitlists to promote student access is a novel idea explored in this study that may grow along with the enthusiasm for student mobility as a strategic enrollment management tool. Time will tell.

A culture of mobility is necessary in a world where student mobility will cross international boundaries and geography. A global vision for mobility is coming, and all learning, formal and informal, will need to be measured and tracked to certify what a person knows and how they know it. The global economy will dictate this. Therefore, as a system, if we value student access, this value will drive the practices we need to establish for our students to have access to a global system. A culture of mobility meets a provincial priority but may ultimately be a factor in helping Ontario as a global competitor.

## Recommendations

The researchers view this study as a middle point in exploring culture as it relates to mobility. There is much work to do, to assure seamless mobility for students in Ontario. Recommendations from this study are made based upon that idea.

### Recommendation One:

An inventory of underutilized pathways be compiled with an assessment of why the pathways are underutilized

### Recommendation Two:

A trial of best practices applied to specific cultures be tested to determine impact and movement on the culture of mobility spectrum

### Recommendation Three:

An exploration of processes for student application to a college or university which results in an automated pathway generated for the student be completed

### Recommendation Four:

A formal corporate lexicon of mobility be established provincially and published on the ONCAT website

### Recommendation Five:

An exploration of a formal process to share waitlists for oversubscribed programs in colleges or universities be considered



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## Appendix A: Key Informant Interview Questions

### Part One- Values

1. How do you see Student Mobility reflected in your Institution's Mission/Vision Statement?
2. How do your staff, faculty, and senior administration demonstrate engagement in and commitment to policies and processes regarding student mobility at your institution?
3. When you think of the level of authority of people involved in student mobility at your institution, how does that link to your institution's Strategic Enrollment Management plan?
4. What are your thoughts on the hypothetical scenario of sharing a wait list of your oversubscribed programs with institutions that offer the same programs?
5. When you consider the time your institution invests in student mobility, what do you see as the value for this investment? (Clarification: What are you getting for the time spent?)

### Part Two- Practices

1. How does your Institution inform various relevant departments about student mobility activities you are initiating? Please provide an overview of all forms of communications
2. What are any new procedural behaviours of staff and faculty that indicate how your Institution supports student mobility?
3. What are some of the new terms or language that students, staff and faculty are using to indicate student mobility has become part of your day to day work?
4. In what way does your institution provide information to help students make decisions about their mobility options?
5. What are your Institution's plans regarding student mobility over the next three to five years?

### Part Three- Challenges

6. Change can be challenging.
  - a. Will you describe some of the challenges your institution has experienced related to increasing student mobility?
  - b. And how has your institution dealt with these challenges?
7. One challenge that other institutions have described is related to course/program ownership
  - a. If you have experienced this, might that "ownership" stand in the way of their accepting credits from other institutions in the same subject matter?
  - b. How do you usually deal with this challenge?

### Wrap Up

8. Can you think of anything else you would like to talk about regarding your institutional culture around Student Mobility?

## Appendix B: Quantitative Survey

**CULTURE OF MOBILITY****1. Your Institution:**

- ☐ Algoma University
- ☐ Cambrian College
- ☐ Canadore College
- ☐ College Boreal
- ☐ Confederation College
- ☐ La Cite Collegiale
- ☐ Lakehead University
- ☐ Lambton College
- ☐ Northern College
- ☐ University of Sudbury

**2. How long have you been working at your institution? (in years)**

3. What is your role at your institution?

- ☐ Faculty
- ☐ Coordinator
- ☐ Chair
- ☐ Dean
- ☐ Associate Dean
- ☐ Admissions
- ☐ Director
- ☐ Recruitment
- ☐ Other (please specify)

4. How long have you been working on Student Mobility?

- ☐ Less than 2 years
- ☐ 2 - 4 years
- ☐ More than 4 years

## CULTURE OF MOBILITY

### PART 1: VALUES

#### 1. Mission Vision

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
My work with credit transfer supports my organization's objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My institution encourages student mobility into our institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My institution encourages student mobility to other institutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My institution is focused upon student mobility.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student mobility comes to mind when I read my institution's Mission/Vision Statement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 2. Employee Engagement

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
I collaborate with my colleagues when dealing with student mobility processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Last school year, my colleagues and I had more discussions about student mobility with each other than in previous years.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 3. I have been discussing student mobility with students for (choose the time frame that best describes your situation)

- ☐ 1 year
- ☐ 2 years
- ☐ 3 years
- ☐ 4 years
- ☐ 5 years
- ☐ Over 5 years

## 4. SEM and Level of Authority

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
My supervisor encourages credit transfer activity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor supports my activity related to credit transfer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Mobility directives originate from the Executive level at my institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activities for Student Mobility are directly connected to our institution's Strategic Enrollment Management plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## 5. Waitlists

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
One way to address student mobility that my institution may explore is the possibly of sharing wait list information with other institutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sharing wait list information between institutions is a good idea.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sharing wait list information between institutions could get complicated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 6. Return on Investment

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
Creating and using student mobility practices is a good investment for my institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is/will be a return on investment for my institution's efforts on student mobility.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware that my institution has accessed special funding for student mobility.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of the results my efforts have on credit transfer activity for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of the results of student mobility initiatives as a whole.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of the results of student mobility initiatives for my institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of the results of student mobility initiatives for specific schools of study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## CULTURE OF MOBILITY

### PART 2: PRACTICES

#### 1. Communication about student mobility

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
I have taken part in/received communication about student mobility at my institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of the student mobility opportunities for students in my department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Departments that need to understand credit transfer within my institution, do understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a high level of awareness of credit transfer activities within my institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 2. Behaviours

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
I regularly interact with staff whose job is specifically related to student mobility.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is easy for me to explain to students their mobility options.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor encourages handling of credit transfers as a priority for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My institution encourages handling of credit transfer as a priority for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Handling credit transfer activities is a priority for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the importance of credit transfer to my institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the importance of credit transfer to my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the importance of credit transfer in my role.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 3. I understand the following terms

	Yes	Somewhat	No
Advanced Standing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transfer Credit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course to Course Transfer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Degree Completion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pathways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Equivalency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ONTranfer.ca	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ONCAT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### 4. My institution uses the following terms on a regular basis

	Yes	Somewhat	No
Advanced Standing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transfer Credit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course to Course Transfer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Degree Completion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pathways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Equivalency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ONTranfer.ca	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ONCAT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### 5. How information is provided to help student decision making

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
Information about credit transfer is easy to find for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information about credit transfer is easy to find for staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Processes for credit transfer are easy to find.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Processes for credit transfer are easy to use.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can explain student mobility options and decision steps to the students in our department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our graduating students know about future student mobility options when they leave our institutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 6. Plans for the Future

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
My supervisor encourages me to show leadership on credit transfer issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My institution encourages me to show leadership on credit transfer issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I encourage others to show leadership on credit transfer issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expansion of student mobility options is part of my institution's 3-5 year plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My institution recognizes that we need to encourage this new "type" of student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funding opportunities must continue in order for us to continue on the path of developing student mobility opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## CULTURE OF MOBILITY

### PART C: CHALLENGES

#### 1. Perceptions

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
Meeting student expectation of service is difficult in my department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My institution is moving towards being proactive instead of reactive to student mobility as a way to deal with student mobility challenges.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perception of the value of college diploma as it applies to university credit can be a challenge in student mobility.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding resources to put student mobility plans in place is a challenge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 2. Program Ownership

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
More colleagues are focusing upon student success and meeting student mobility needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My colleagues are open to including their programs or courses in relation to student mobility.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My colleagues are open to accepting programs or courses in relation to student mobility.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I appreciate the need to continue with student mobility initiatives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is necessary to work together with other institutions to address student success in mobility.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. There seems to be more trust in the student mobility processes in the past \_\_\_\_ year(s).

- ☐ 1 year
- ☐ 2 years
- ☐ 3 years
- ☐ 4 years
- ☐ 5+ years



## CULTURE OF MOBILITY

### SUMMARY

1. On the following scale, rate your institution on its progress regarding student mobility in the last 3 years.

- ☐ Ahead
- ☐ Average
- ☐ Behind

Other (please specify)