



## Full Steam Ahead

LEVERAGING OUR WINS TO FUEL SYSTEM CHANGE

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The following presentation was given at the 22nd Annual Conference for the National Institute for the Study of Transfer Students. Please cite responsibly and direct questions to the original presenter(s).

### *Focus on Fundamentals*

## **3272 - Four Learning Experiences for Faculty that Maximized Pathway Development**

Leading and Advocating for Change, Maximizing Credits and Streamlining Pathways

Faculty play the central role in the development of transfer pathways. Too often this is viewed as an additional task with limited understanding of the impact their decisions have on transfer students. This session will focus on the four key steps in the pathway process that deeply impacted our faculty. These designed experiences educated faculty on transfer issues, facilitated consensus across institutions on accepted equivalencies and encouraged collaboration for future engagement. We will share how these four steps can be initiated and utilized by staff, administration and faculty to create a network of transfer champions that work together more effectively.

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## NISTS Conference 2024

The Transfer Initiative project, led by the Minnesota Private College Council, worked with 12 private colleges and universities and 17 public community colleges to develop transfer pathways in 6 majors. We found 4 key steps in our process to be highly effective learning experiences for faculty members at the community colleges and the universities. Using our Biology major as an example, these four steps enhanced the work and have led to stronger relationships across the higher education community in Minnesota. Results of this work can be found at [www.mnprivatecolleges.org/transfer](http://www.mnprivatecolleges.org/transfer)

- Introductions
- Overview of the Transfer Initiative project and its goals
  
- **Experience 1 – University meeting to introduce project, goals, process**
  - Brings out any bias against community college faculty, curriculum, students
  - Experienced faculty can address bias and cite strengths of transfer students
  - Peer pressure that “competing” universities are moving forward with work
  - Established safe network to process questions
  
- **Experience 2 – Lab visits at community colleges and universities**
  - Faculty share about their programs/ facilities/research/expertise
  - University faculty learn about the challenges transfer students face
  - Whole departments engage in conversation
  - Casual conversation begins the relationship development process
  
- **Experience 3 – University curriculum and course schedule review**
  - Puts faculty in the shoes of the transfer student
  - Department reviews to accept lower division courses as equivalencies
  - Determine if a junior transfer can finish in 2 years (2.5 for STEM majors due to labs)
  - Addresses sequencing of courses
  - Creates on ramps for students who do not complete pathways
  
- **Experience 4 – In-person faculty professional development gathering**
  - Shared completed pathways and sell sheets outlining university major highlights
  - Topic conversations led by faculty and
  - Transfer student panel
  - Developed collaboration ideas and plans
  - Energizing for faculty
  
- Wrap up and questions

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## Resources

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