Engaging Faculty in the Transfer Process: 6 Steps for Success

1. **Start with data discovery**
    a. How do your transfer students fare in comparison to natives?
        i. NISTS resource on where to start: https://www.nists.org/gathering-transfer-data
    b. Get a sense of why faculty are resistant to approving transfer credit and then create counter arguments to every point, use data in all instances to back up your case.
    c. Investigate credit loss – i.e. review data on how many transfer students attempt to transfer courses and it either is not accepted or not degree applicable.
    d. Survey and interview actual transfer students – gather stories, quotes, conduct focus groups, etc.
    e. Survey and interview top community college advisors – what is their experience? Has this been an issue for them? Do they advise students against attending your institution because transferring credit is overly painful? Gather stories, quotes, etc.
2. **Find and nurture faculty champion(s)**
    a. Identify a faculty "champion" who can serve as your internal compass, helping you navigate and understand the faculty perspective.
    b. A faculty champion can help inform your approach and serve as an ally. This individual(s) should be well-respected and have credibility (i.e. peers listen when they speak).
3. **Build the case**
    a. Understand the "what's in it for me" perspective for faculty (e.g. time saved, filling upper division courses in their program leading to improved program/course health).
        i. EAB Whitepaper on the topic (budget angle): https://eab.com/research/academic-affairs/whitepaper/enfranchising-faculty-in-the-new-budget-reality/
    b. Clearly connect growth in transfer student enrollment and transfer student success as an institutional imperative and priority. Connect back to mission, strategic plan, SEM plan, etc.
    c. Identify any state policies and mandates where transfer is a defined priority.
4. **Create new process and socialize with faculty champions for feedback**
    a. Make new process as easy as possible for faculty.
    b. Take small steps. Perhaps begin with giving the Registrar's Office (or the team that supports credit evaluation) the ability to review common, lower division incoming courses first.
    c. Start with a pilot and use as your successful "case study".
    d. Centralize the process, provide singular points of contact.
    e. Give faculty the opportunity to review (and approve) articulation decisions made by centralized team, as appropriate.
    f. Get academic leadership and Dean's Council support for proposal.
5. **Internal roll out plan**
    a. Devise comprehensive roll out plan based on all factors above.
    b. Go "on the road" – facilitating meeting and training days.
6. **Create evaluation plan**
    a. Gather feedback, refine, and continuously improve.

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OTHER RESOURCES

NISTS, CCRC, and NSC have good publicly available resources. See the latest on their websites:

- CCRC: https://ccrc.tc.columbia.edu/research-project/tackling-transfer.html
    - Transfer Playbook: https://ccrc.tc.columbia.edu/media/k2/attachments/transfer-playbook-essential-practices.pdf
- NSC: https://nscresearchcenter.org/category/transfers/
- NISTS: https://www.nists.org/

A few presentations on the topic from NISTS conference:

- Appalachian State presentation on the topic. Read more here and watch this video.
- SUNY Cortland Working with faculty presentation. Read more here and listen to this audio.

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