

2018 ONTransfer.ca Day

Monday February 26, 2018

Session 4

“Friends or Foes: Finding transfer credit allies in your institution.”

Thank you for choosing to attend the session – we hope that you found it as beneficial as we hoped. A summary of the notes from each table is included below. The responses and discussion notes are summarized below under each colour category. If you have any additional questions please do not hesitate to contact us at the information below:

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Cherry: What has been your most effective faculty engagement strategy to date and why?

- Director has a semi-annual meeting with all the Deans and gives a summary to provide understanding (Brock)
- Build strong relationships with Faculty members – a little goes a long way
- Ask Faculty members what *they* think should happen, what works for them, etc
- Make it easier for Faculty members by providing as many resources and making it as little work as possible
- Engage at the Decanal level – having Dean’s support will help with individual Faculty challenges
- Work with the Academic Advisors before contacting the Faculty/Deans (Durham)
- Include transfer credit priorities in institutional strategic goals and plans with hopes of prioritizing it (Lambton and Cambrian)
- Recognizing the difference in the perception of “retention” – between the admin measurements (bums in seats overall) vs faculty (bums in seats in my class) in regards to allocating transfer credits
- Communicating that as retention rates drop, transfer students from colleges can help build those numbers back up

Orange: In what area(s) of your institution have you found your greatest allies for pathway initiatives? How have you collaborated with another area of your institution to engage faculty?

- Have lots of conversations with campus partners to figure out who your allies are early on in the processes

- Connect with Faculty for recommendations on pathways because they likely have a network of colleagues at other institutions – their initial suggestion and involvement may make the project more successful
- Allies are found in the Program Advising Committees; reach the Coordinators at that level and then let the information/projects filter down to individual Faculty through them (Fleming)
- Centre for Teaching and Innovation (different institutions have different names for it) can be leveraged for help in engaging Faculty at your own institution

Lemon: How has your institution leveraged past transfer student success to encourage support from faculty?

- Use of data to illustrate successes of transfer students versus non-transfer students at your institution
- Laurier research from 2012 outlining success of college transfer students (being updated this year)
- The Faculty created a database for course exemptions so they bought into it – maybe having them create the system is an effective strategy (Mohawk)
- Have Faculty develop standards for PLAR (Mohawk + Algoma)
- Faculty involvement leads to buy-in
- Faculty working to facilitate transfer student success through research (data and interviews) → using this to develop activities that fit the needs of transfer students and as a result created the Mentorship Centre for College Transfer Students (Ottawa)
- Sylvie Lamoureux – Professor from Ottawa that is publishing on transfer students (note: I could not find this research online)

Lime: What is your most significant lesson learned, from either a successful or unsuccessful faculty engagement strategy?

- Speak the language the Faculty do – use data, numbers and hard evidence as much as possible; share any research results with them to continually encourage support
- Give Faculty the opportunity to provide their own feedback
- Arrange a Transfer Student/Transfer Credit working group
- Avoid confusion about changes in processes (communicate effectively)

Vanilla: What has been your greatest faculty engagement challenge and how did you overcome it?

- Experiencing resistance because of the workload our transfer credit assessment requests creates for Faculty
 - Find strategies to reduce this workload and streamline the process
 - Create a Transfer Credit template to make assessments more efficient and reduce the time they require; “cheat sheets” for processes

- Provide training/a reference guide for how to assess credits → this helps prevent inconsistencies in credit assessments
- Encourage learning outcome based assessments versus content specific assessments whenever possible
- Building and maintaining positive relationships is a consistent theme seen here
- Understand the schedules of the Faculty members and plan your requests accordingly
- Having one-on-one meetings with Faculty to build the relationship and let them be heard was an effective way to overcome resistance
- Accreditation at the receiving institution is often a barrier (Social Work, Business, Nursing, etc) – no conclusive strategies for overcoming this yet