

Practical Organizational Hygiene Implications/Questions

Organizational hygiene: *explore the metaphor: why hygiene resonates with us , what terms fall short and why*

If an institution wants to engage in partnerships to support transfer students, we offer practitioner implications via the following reflection questions to aid in improving organizational hygiene.

Reflection Questions to Aid Universities in their Organizational Hygiene

- What are your current policies related to transfer students?
 - How welcoming are these policies in terms of accepting vs. rejecting potential transfer credits?
 - How clear/understandable are these policies for transfer-intending students?
 - How accessible (readily available, in multiple formats, in multiple languages) are these policies for transfer-intending students?
 - How familiar are advisors (at your own institution, as well as transfer-sending or transfer-receiving institutions) with these policies?
 - To what extent do your policies support goals of different institutions (such as “reverse transfer” policies where students can earn associate’s degrees after transferring to bachelor’s degree institutions, thus aiding graduation targets of transfer-sending institutions)?
 - What are your financial policies related to transfer students? Do students from in-state community colleges get in-state tuition at the university? Does the university award scholarships to transfer students?
- What is your setting—what are the attitudes and beliefs about transfer students?
 - How might you influence those attitudes, potentially with data, especially to counter myths?
 - How might you challenge deficit beliefs?

- How visible are transfer student stories?
- Do instructors know if students in their classes have transferred or intend to transfer?
- To what extent does your institution compete with potential partner institutions for student enrollments?

Reflection Questions to Aid Community Colleges in their Organizational Hygiene

- Do you prepare students for transferring to a specific institution or anywhere?
- How do you integrate students' aspirations and their background knowledge in the pre-transfer process?
- What is your advising model, and how do your advisors learn about degree requirements and transfer policies at other institutions?
- To what extent do advisors follow up with students after transfer?

Reflection Questions to Aid Both Partnering Institutions in their Organizational Hygiene

- What are (or could be) the goals of partnering across institutions (e.g., better supporting transfer students, engaging in joint projects, submitting a grant together)?
- What are some of your current practices related to transfer students?
 - Can transfer-intending students meet with advisors from their intended transfer institutions?
 - Can advisors from the transfer-sending institutions follow up with students after transfer?
 - Do advisors have ongoing communication across institutions?
 - Do advisors/mentors receive any training specific to transferring?
 - Do you mentor students one-on-one or in groups?
- Who are your transfer champions?
 - Who brings passion and leadership to organizational hygiene efforts?
 - When an institution is considering a policy change, who (if anyone) asks how the change might affect transfer students?

- How receptive are administrators to the voices and requests of transfer champions?
- What are some of your data practices related to transfer students?
 - Do you disaggregate student success based on transfer status?
 - Do you have processes to share data across institutions, so both transfer-sending and transfer-receiving institutions can identify potential areas of improvement?
 - Do you compare your transfer student data to data from similar institutions?
- Who will you engage at your institution (e.g., advisors, administrators, instructors, students, staff) to join the partnership?
 - How do you plan to establish and maintain trust and positive relationships?
 - How do you plan to resolve conflicts?
 - How do you plan to address hierarchical power dynamics?
- What opportunities exist or could be created to develop faculty, staff, and administrator relationships across institutions?
 - How will you nurture foundational trust among people at different institutions?
 - How might institutional policies be established or revised to reflect the value of the work of building relationships across institutions?
 - What norms do you have or can you put in place to address the types of situations where there are good intentions but unintentional hurts/harms?
- What resources (financial, people-hours, institutional knowledge, etc.) will you bring to the partnership?
 - How might you share resources across partner institutions?
 - How might you establish an ecosystem of resource sharing?
 - Especially when resources are tight, how might you use time to your advantage, by spreading the work out over more time, and having clear milestones and expectations?

- What ongoing efforts will you engage in to continue to improve your organizational hygiene? Who will be responsible for this? Who else should be involved?