Educational Session

2757 -- For Students by Students: The Impact of Student Leadership on Creating and Running Our Transfer Centers
Leadership and Strategic Planning, Diversity and Inclusion

How do you start a transfer center at your campus when you have minimal staff? Within this session, we will review how two different universities have created Transfer Centers within the last 4 years. We will share how we centered student voices and used transfer research to create high quality student-focused Transfer Centers. Participants will have the opportunity to assess how they can use student voices and leadership within transfer services on their campus.

Heather Domonoske, Transfer Center Coordinator
Cal Poly San Luis Obispo

Jaclyn Duer, Program Manager, Transfer Student Success
UC San Diego
For Students By Students: The Impact of Student Leadership on Creating and Running Our Transfer Centers

Dr. Jackie Duerr - UC San Diego
Heather Domonoske - Cal Poly San Luis Obispo
Learning Outcomes

- Apply critical questions to identify goals and objectives to create transfer student leadership opportunities within your Transfer Center or transfer services.

- Utilize transfer student experiences and transfer research as focal points in how you create your center.

- Identify innovative ways to build and maintain a Transfer Center with limited staff and financial resources.
Our Public Universities in California

**CAL POLY**
- Upside down/blended curriculum on the quarter system
- 800 to 1,000 incoming transfers (transfer as juniors) every year
- 11% transfer population (smallest % in the CSU and UC system)

**UC San Diego**
- College model similar to Hogwarts
- 1 in 3 incoming undergrads are transfer students
- That means we have about 7,900 transfer students!
Unpacking “For Students By Students”

Students can play various roles in your Transfer Center, and support its growth!

The key:

- Listen.
- Check our own assumptions.
- Acknowledge we don’t have to have all the answers or solutions.
- Acknowledge the power we bring to a conversation.
- Allow students to share their story.
- Be open to innovation.
What “For Students By Students” is NOT

- Free labor
- One or a few students “speaking for” all transfers
“For Students By Students:” How students built our transfer centers

- Created out of student demands
- Intentionally choose research, theories, and questions to ask current transfer centers
- Transfer Student Advisory Council
- Uplift student ideas and passions
- Hosted listening campaigns via survey and focus groups
- Input prioritized services and programs for “startup” staff
- Provided free reign to inaugural student staff to try new things
Small Group Discussion

- How do you see your University centering student voice and/or leadership in how decisions are made and things are implemented?

- When does this get hard? How do you navigate that?
Running Transfer Centers

- 4 to 6 student assistants, 2 Graduate Assistants
- Previously had 3 transfer academic coaches but that has shifted to another area on campus
- Partnerships with other offices on campus
- Student staff ownership and autonomy within center and over programing

- 10 peer coaches, 3 student assistants
- Peer coaches meet 1:1 with students
- Most programs are student-lead from brainstorming to facilitation
- Our recent growth brings more opportunity
How we support our students in doing the great work

- Weekly staff meetings
- Biweekly 1:1s
- Teams
- Intentional onboarding
- Bring campus partners into staff meetings and trainings

Scheduling weekly 1:1’s

Creating clear weekly tasks to complete towards their goals

Providing “institutional knowledge.”
### IMPORTANT

<table>
<thead>
<tr>
<th>Task</th>
<th>Check when completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please review the Emergency Action Plan (EAP) to be prepared in case of any emergencies</td>
<td>✔️</td>
</tr>
<tr>
<td>Learn how students can reserve our conference/study rooms!</td>
<td>✔️</td>
</tr>
<tr>
<td>Complete your PCH Moving Checklist Worksheet</td>
<td>✔️</td>
</tr>
<tr>
<td>Accept the calendar invite your received from either Alo, Tessa, Jackie, or Sam for your weekly 1:1 meeting time.</td>
<td>✔️</td>
</tr>
</tbody>
</table>

- VC: ✔️
- NC: ✔️
- UK: ✔️
- NK: □
- IN: □

Add 1000 more rows at bottom.
# Fall '22 Quarter 1:1s

## Austyn Student Staff Quarterly Work Plan

### Fall Quarter 2022

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics Discussed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Transfer Talks – coloring pages and snacks tbd</td>
</tr>
<tr>
<td>Week 2</td>
<td>Overview of event report, talk about Envyw, talk about printer computer</td>
</tr>
<tr>
<td>Week 3</td>
<td>Envyw not connected?, review trends document,</td>
</tr>
<tr>
<td>Week 4</td>
<td>How did you outreach for NTSW?</td>
</tr>
<tr>
<td>Week 5</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Working on housing research</td>
</tr>
<tr>
<td>Week 7</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>Working on therapy dogs,</td>
</tr>
</tbody>
</table>
Navigating Student Turnover

- Avoiding pro-staff burnout
- Providing mentorship opportunities between current student staff and future students staff
- Striving for growth and continued improvement with turnover

How do you all navigate student turn over?
Student Leadership Beyond Student Staff Roles

- Advisory Council
- Engaging student government
- Partnerships with other campus offices who have student leadership opportunities
Small Group Discussion

- What is resonating with you?
- What are 3 things you want to take away from this session?
- How can your group help you think through any challenges or struggles you are feeling related to this topic?
Questions?

Heather Domonoske
hdomonos@calpoly.edu

Dr. Jackie Duerr
jduerr@ucsd.edu
PLEASE COMPLETE A SESSION EVALUATION
(via the conference app)

This session's id# is: 2757