

Q&A Responses: Fall 2026 Transfer Leadership Forum

Session Held September 30, 2026

Is the faculty engagement/review limited to the programs you identified in the last slide for the years noted?

The current review cycle is limited to the disciplines and pathways previously shared with Chief Academic Officers (CAOs). However, additional pathways are planned for Spring 2027, including Biology and Physical Education. We also anticipate using the Spring 2027 cycle to support the development of new pathways.

At present, we have received requests and faculty expressions of interest in several additional areas, including the following:

Cybersecurity

Accounting

Human Services

Business subdisciplines and specialized business pathways

While we must fully consider these, it is likely that at least 1-2 new paths will be undertaken beginning in Spring 2027.

A phased/cohort approach is intentional and designed to maintain manageable cohorts throughout the review and development process. This ensures that faculty participants and reviewers have sufficient time and capacity to engage in thoughtful, high-quality work.

In addition, because pathway changes may require campuses to review and potentially adjust academic programs and majors, we are committed to implementing changes in a measured, balanced manner that allows institutions adequate time for planning and alignment.

What is this data based on - BI enrollment census? (For the Dashboards)

The data primarily relies on SIRIS data and official data provided through Institutional Research processes. However, additional data sources were utilized to inform certain dashboards. These sources include STEP, the University-Wide Catalog, and the National Student Clearinghouse.

Because the effectiveness of stable transfer paths necessitates the sharing of a subset of requirements across a great many programs and institutions, revisions to (updating of) those pathways may potentially have significant downstream impact on local curricula. How will this consideration be integrated into the review process?

We intentionally review a limited number of pathways during each cycle to ensure campuses have adequate time to assess potential impacts and make any necessary adjustments. This phased approach also allows faculty review groups and campus stakeholders to engage meaningfully in the process without creating an undue implementation burden.

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When determining which pathways to review, we consider feedback from faculty committees and seek to maintain a balanced portfolio of projects. While the scope of any pathway revisions is ultimately determined by the disciplinary faculty groups conducting the review, we aim to avoid concentrating multiple high-impact or highly complex pathway revisions within the same cycle. Instead, pathway selections are balanced to support both thoughtful review and manageable implementation.

In cases where faculty review groups identify a need for substantial pathway restructuring, additional time may be built into the process to support broader campus consultation, analysis of potential impacts, and institutional planning.

It is also important to note that the pathway review process is being redesigned to improve clarity, transparency, and manageability for both faculty reviewers and campus practitioners. As the process evolves, we expect to make refinements based on feedback from participating campuses, faculty groups, and program reviewers to ensure that pathway development and revision remain both effective and sustainable.

Can you provide more information about the incoming expectations for Transfer Path course learning outcomes? For example, how will they be formulated?

and

... when you were talking about course equivalencies and student learning outcomes - can you expand on what is planned to be offered? will SUNY be offering guidance to campuses on guidelines around how much of a "match" a course must have to be awarded as transfer credit.

At this stage, it would be premature to establish specific expectations or requirements. A primary goal of the initial phases of the project will be to engage faculty and institutional stakeholders in defining both the purpose and the appropriate structure of any future standard.

Across higher education, a variety of approaches have been adopted, including legislative mandates, statewide regulatory frameworks, and standards developed through academic policy. Each model offers valuable insights, and careful consideration of their strengths, limitations, and applicability to SUNY will be an important part of the review process.

Several key implementation questions also need added examination. These include how campuses might assess and document learning outcomes, how alignment would be determined when questions arise, and what processes would be needed to support consistent and transparent decision-making across institutions.

Data and reporting considerations will be equally important. For example, stakeholders will need to consider whether expectations should be established for reporting course-level learning outcomes through SUNY systems and how such

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information might be made consistently available through institutional catalogs and other academic records.

Because these questions have significant academic, operational, and policy implications, broad consultation with faculty, campuses, and other stakeholders will be essential. The assessment phase is therefore expected to be a longer-term effort focused on building a shared understanding of the opportunities, challenges, and practical considerations associated with a correspondence standard.

Is training and access to dashboards currently provided to department chairs and program coordinators? If not, what is the plan for involving chairs in process improvements based on patterns they gain a perspective on via data-sharing/dashboard access? Among other kinds of improvements, they could contribute ideas toward....

Yes. Department chairs, program coordinators, and other campus stakeholders are welcome to participate in all dashboard training sessions.

The training offerings are expected to be broadly focused and designed for a wide range of users. Sessions will cover both how to access and navigate the available data and dashboards, as well as how to interpret the information and use it effectively to support campus decision-making. We anticipate that the content will be accessible and relevant to department chairs, program coordinators, faculty leaders, and academic administrators alike.

We also recognize that department chairs and program coordinators may have unique interests and use cases, particularly given their roles in curriculum oversight, program planning and assessment. As implementation progresses, we will take this need into consideration and explore opportunities for dedicated sessions or targeted training resources focused on the interests and responsibilities of these groups.

Feedback from participants will shape future training and support efforts. Chairs' perspectives ensure dashboard tools and resources support decision-making at both program and institutional levels. Faculty and department chairs should be encouraged to attend sessions offered, since they will be broadly applicable.

Is there a plan to resend the call for faculty reviewers?

A recent request was sent to Chief Academic Officers (CAOs) asking them to help facilitate the identification and recruitment of faculty reviewers for the current group of pathways under review. We extended our timeline to allow for more involvement.

Looking ahead, we anticipate issuing similar calls on a regular basis, likely twice annually, as additional pathways enter the review process. This approach will help ensure that faculty from across the system have ongoing opportunities to participate and that review groups reflect a broad range of disciplinary expertise and institutional perspectives.

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...when will an automated reverse transfer platform/tool be available?

Work on the reverse transfer initiative will begin immediately, and we expect to introduce immediate improvements even while our broader solution is being implemented. Our goal is to have the core redevelopment and functionality we originally envisioned in place by Fall 2027, supported by enhanced reporting and improved processes for campuses.

At the same time, we see reverse transfer as one component of a broader modernization effort. Beyond the initial redevelopment, we plan to continue expanding and integrating these capabilities with other transfer and student-service tools that would benefit from modernization. Future enhancements may include more comprehensive transcript exchange and evaluation services, improved student and campus portals, and other integrated solutions designed to streamline transfer and degree-completion processes.

In short, we expect to achieve the primary reverse transfer objectives by Fall 2027, while continuing development beyond that point to create a more connected and modern transfer ecosystem.