**Strategy Checklist: Facilitating Professional Pathways = Transfer and Careers**

*The following “practices that make a difference” are the same as those listed on the “Practices that make a difference for transfer” document. You may find it helpful to refer to that document to see examples of how some faculty do the things listed on this checklist. Provide examples of the strategies you use to accomplish each of the items below, if you do.*

***Things individual faculty members can do:***

|  |  |  |
| --- | --- | --- |
| **Practices that make a difference:** | **I do this:** | **How I do this:**  |
| **Weekly** | **Monthly** | **Rarely** |
| Early, direct recruitment of majors  |  |  |  |  |
| Provide academic supports |  |  |  |  |
| Make geoscience relevant: give students reasons to pursue geoscience degrees and careers |  |  |  |  |
| Make geoscience seem possible |  |  |  |  |
| Provide academic experiences that prepare students for transfer |  |  |  |  |
| Provide opportunities for students to do what scientists do |  |  |  |  |
| Combat stereotype threat and solo status |  |  |  |  |
| Facilitate a sense of belonging; build a sense of community |  |  |  |  |
| Make geoscience attractive: build student awareness of career options |  |  |  |  |

***Things that are most effective at the department, program, or institutional level:***

|  |  |  |
| --- | --- | --- |
| **Factors that make a difference:** | **I/we do this:** | **How I/we do this:**  |
| **Weekly** | **Monthly** | **Rarely** |
| Provide supportive advising with a focus on students’ long term goals |  |  |  |  |
| Build connections and collaborations with nearby 4YCUs to promote and support transfer  |  |  |  |  |
| Track students, including students who transfer; including demographic information |  |  |  |  |
| Establish clear roadmaps to students’ end goals |  |  |  |  |
| Build connections with local/regional professional societies |  |  |  |  |
| Capitalize on existing programs and events at your institution |  |  |  |  |
| Embed advising, track progress, provide feedback, and support throughout a student’s educational journey |  |  |  |  |
| Incorporate intake processes that help students clarify goals for college and careers |  |  |  |  |