

Adviser Checklist

Availability

- ___ Schedule regular office hours.
- ___ Check voice mail and e-mail regularly.
- ___ Be available during registration times.
- ___ Be flexible! (Within reason, make time for students who stop by for immediate help.)
- ___ Let my advisees know when and where they can reach me.
- ___ Take initiative in reaching my advisees when it's time for them to register.

Information

- ___ Check the [online class schedule](#) to stay current with class availability.
- ___ Keep up-to-date bulletins (I may need copies of more than one bulletin year for efficiency in advising students under different bulletin years). **Bulletins are also available [online](#).**
- ___ Be informed about the latest career opportunities for students in my department.
- ___ Explain WWU requirements and policies to my advisees.
- ___ Keep my advisees updated with new information of interest to them in their programs.
- ___ Encourage my advisees to plan their courses for more than one quarter in advance.
- ___ Obtain general knowledge about other majors in order to properly advise students exploring several options.
- ___ Understand course requirements, particularly in [general studies](#) and my department.
- ___ Prepare well for each appointment with each advisee.
- ___ Alert my advisees to course prerequisites.
- ___ Explore alternate solutions to advisee problems.
- ___ Be aware of advisees' past academic records and accomplishments.
- ___ Provide resources for advisees who have poor grades, study habits, and test skills.
- ___ Discuss graduation requirements with my advisees when they are ready to submit their Senior Outlines.

Caring Adviser-Student Relationship

- ___ Explain to my advisees what I can do for them—and what I can't.
- ___ Treat my advisees with respect, regardless of age, race, sex, and religious preference.
- ___ Get to know my advisees beyond their academic identities.
- ___ Encourage my advisees.
- ___ Be the kind of person my advisees can respect.
- ___ When I believe my advisees set unreasonable goals, explore their goals with them.
- ___ Respect their right to make their own decisions.
- ___ Help my advisees sort through their frustrations and uncertainties related to school.
- ___ Focus on advisees' potential—not their limitations.
- ___ Explore the obstacles my advisees need to overcome.
- ___ Challenge my advisees to higher academic performance.
- ___ Help my advisees make the difficult transition from high school to college.
- ___ Remember what it is like to be an undergraduate student.
- ___ Work effectively with advisees whose value systems differ from mine.
- ___ Deal with problems creatively, not repetitively.