

## 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.