NEW STUDENT ADVISING CHECKLIST

Before the first meeting:
  □ Look at your new advisee’s ‘Student Information’ in IRIS:
    □ View their fall 2021 and spring 2022 class schedules in the ‘Courses’ tab.
    □ Click the ‘Documents’ tab to view their admissions information, Letter to the Adviser, and Academic Advising Questionnaire. Note if there are areas of concern and whether the student has a strong sense of intended major. Find a detail that can serve as a conversation starter: jobs, sports, hometown, etc.
    □ Click the ‘Exams/Placement’ tab to check for Advanced Placement (AP) or International Baccalaureate (IB) credit.

During the first meeting (at Orientation)
  □ Spend some time getting to know the student and telling them about yourself
  □ Discuss the role of the adviser and how you navigate that relationship
  □ Ask which placement exams they took during orientation - should be in IRIS (see above)
  □ Ask if your advisee has a major in mind (might be in IRIS) and to keep options open if undecided
  □ Explain how waitlists work
  □ Note that the Reed website is filled with information, like faculty profiles, office information, important deadlines, etc.
  □ Encourage taking PE and why it’s required. PE 101 = 1st quarter, fall semester, PE 102 = 2nd quarter, PE 201 = self directed, PE 301 = Community Engagement.
  □ How would you define a successful experience at Reed, i.e. what are your primary goals, how will you recognize and celebrate success, etc.?
  □ Schedule next meeting, confirm office hours

Four-week optional check-in (before the 6 week deadline to drop classes)
  □ Check on progress: “what has surprised you?” “what’s your favorite thing to do outside of class?”
  □ Ask about adjustment to campus, study habits, health, sleep, food, first HUM paper and paper conference, experience with the Honor Principle
  □ Direct them to resources: Academic Support, Health & Counseling, tutoring
  □ Describe Reed’s grading policy, 4 and 8 week comments, students can ask you to see their grades or request a transcript
  □ Discuss future planning: Study Abroad programs and timing
  □ Deadlines: dropping and withdrawing from a class, see academic calendar
  □ Confirm next meeting in advance of November registration

Eight-week meeting (around fall break)
  □ Review 8 week comments in IRIS
  □ If struggling in a class, student should talk to their instructor, meet with a tutor
If withdrawing from a class, be aware if the student is international, a veteran, in a year-long course, receiving financial aid. Refer them to relevant office staff.

Be sure they can navigate online tools: IRIS, Class Schedule, ATLAS.

Consider how your advisee’s areas of interest may be changing - what if you start in Biology and end up in Political Science? Check the “What if” feature in ATLAS.

Explore the course catalog and plot possible paths through the curriculum.

Discuss future planning: jobs, internships, visit Center for Life Beyond Reed

November meeting (for spring registration)

- Check on progress - “what are you most excited about, what are you most worried about?”
- Answer questions about course formats: conference, lab, lab-lecture, studio, year-long courses, cross-listed courses.
- Discuss the breadth and depth of the Reed curriculum, the accessibility of faculty, advisers, staff and services
- Encourage each student’s independence/responsibility to create their Reed experience
- Discuss the role of other students, the collaborative campus community at Reed
- Review sample schedules for different majors, available in Advising Handbook
- Remind them to mark their calendars with add, drop and withdrawal deadlines for spring
- Review spring course selections, PE 103 = spring semester 3rd quarter, PE 104 = 4th quarter, provide SOLAR PIN.
- Schedule a January/February meeting after spring classes begin