
The purpose of these guidelines is to help students, faculty and staff better understand each other's roles and expectations for working with one another during a student's DePaul experience. These guidelines are designed to be used as a framework to guide, not dictate, the types of interactions students may have with faculty and staff advisors. These roles are not mutually exclusive and in fact may be interchangeable depending on the advisor(s) and student preferences.

Quick guide

Go to Faculty Advisors for:

- ✓ Career/field specific inquiries
- ✓ Research & being published
- ✓ Curriculum and grading
- ✓ Detailed & specific class inquiries
- ✓ Exceptions to program requirements

Go to Staff Advisors for:

- ✓ Degree progress & class scheduling
- ✓ Navigating university resources
- ✓ Policies & procedures info
- ✓ Making connections with others at the university
- ✓ Exceptions to policies & procedures

Go to either Faculty or Staff Advisors for:

- ✓ Concerns and problems
- ✓ Reference letters (give request several weeks in advance of the due date and be sure to work towards establishing a relationship first)
- ✓ Suggestions and advice

Please keep in mind that though your advisors are here to guide and help you as best they can, students bear ultimate responsibility for decisions and actions that determine their success at DePaul University.

- Students will make informed decisions and register for classes on time.
 - Students will obtain the necessary information for course selection and planning in their individualized programs.
 - Students will make and keep appointments with their advisors.
 - Students will communicate honestly and fully in these advising discussions.
 - Students will regularly reflect on the consequences, both academic and financial, of their decisions as they progress in their academic careers toward life choices.
-

Faculty Advisors: In general, assist at a more macro level

❖ **Prepare students for success in their chosen field and career, by:**

- + serving as intellectual and professional mentors to their students;
- + facilitating the process for more advanced students to engage in research;
- + enabling the growth and future scholarship of students in their chosen discipline(s) through regular, thorough and constructive feedback regarding their academic prowess;
- + coordinating professional development opportunities in the field where applicable;
- + informing students of the various professional organizations related to their discipline;
- + connecting students with other professionals, students and alumni in their discipline in order to further enhance student networks within their discipline;
- + providing constructive feedback to students regarding their conduct and how they are perceived, as it relates to their professional reputation;
- + guiding students through difficult situations and/or conversations related to their academic or professional careers.
- + communicating both praise for academic/professional achievements and concerns related to academic progress, personal and professional wellbeing.

❖ **Provide career guidance to their students, by:**

- + keeping students informed of the employment opportunities to which faculty are alerted;
- + helping students strategize how they may best spend their time at DePaul in a manner which will enable them to maximize future employment opportunities;
- + notifying students of alumni activities and career progression where applicable;
- + sharing information regarding possible career options with students.

❖ **Support student understanding of their program requirements and the program curriculum, by:**

- + clarifying the rationale, background and, where applicable, the research behind the content and prerequisites in place for courses;
 - + encouraging student inquiry and growth in enterprise;
 - + empowering students to take ownership of their education;
 - + directing students to online resources such as the Degree Progress Report (DPR), course catalog and student handbook.
-

Staff Advisors: In general, assist at a more micro level

❖ **Prepare students for success in their chosen field and career, by:**

- + engaging students in authentic discussions which will enable them to set realistic career goals that extend beyond their time at DePaul;
- + promoting student involvement with faculty research;
- + supporting opportunities for academic success and growth in scholarship where applicable;
- + educating students on how to increase and improve the skills they need.

❖ **Help students improve their decision making skills, by:**

- + discussing possible career, major and class options and the possible outcomes of those options;
- + encouraging students to incorporate their basic values and beliefs into their decision making process;
- + encouraging students to reflect on the academic and financial consequences of their decisions about degree programs and course-taking plans.

❖ **Guide students through their academic careers, by:**

- + meeting with students to discuss their degree progress;
- + referring students to resources based on their needs and interests;
- + informing students where they can find the policies and procedures they need in order to be successful in their program(s) and help them understand those policies and procedures;
- + motivating them to utilize the resources available to them through the university.

❖ **Instill an appreciation for and understanding of our Vincentian heritage, by:**

- + increasing student awareness for the needs of others;
- + promoting socially responsible behavior;
- + encouraging service learning experiences.