

Corban Megumi Sanchez

Advising Philosophy

As a university staff member, it is my duty and pleasure to provide a nurturing yet challenging environment for a student to grow personally and professionally during their college journey. I am dedicated to helping students find their place in our university community, develop skills that will enable them to become successful in their chosen professions, and become citizens who offer positive contributions to our global community. I strive to listen to what students say and don't say, and to help them find their voice within the university community and beyond. As future professionals, I believe in the ability of each student to be the change they wish to see in the world and I feel privileged to play a small role in helping students learn more about how they can make a positive difference in the lives of others through their career. In order to help students further develop as lifelong, independent learners who demonstrate sensitivity to and care for the needs of each other, have defined values, and follow ethical principles, I will:

- refer students to resources that will help them find what they need in order to be academically & professionally successful and personally healthy.
- help students identify their values, goals, and areas for growth through reflective conversations, personal assessments, and authentic discussions about their challenges.
- challenge students to be socially responsible by identifying ways to be involved in their community, by reflecting on the perspectives of others, and to strive for excellence.
- encourage students to rethink their assumptions and further explore their efforts to open their minds to the diversity of thoughts, feelings, and expressions in our world.

The theories, ideals, and tools that guide my philosophy:

- *Human Behavior Theory* - a person's behavior is a function of who that person is (physical, emotional, spiritual self), their environment (home, family, culture, university community), and time (past experiences, present situation, changes in life).
- *Astin's Theory of Involvement* - students will learn more and are more likely to succeed and matriculate through college and beyond if they are involved within the university (relationships with faculty/staff, student organizations, time on campus).
- *Eisenberg's Theory of Moral Development* - working to understand the decision making process in order to more fully live by the values that define us.
- *Platinum rule* - treat people the way they want to be treated.
- You must be the change you wish to see in the world. (Ghandi)
- Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world. (Paulo Freire)
- Home was the place where I was forced to conform to someone else's image of who and what I should be. School was the place where I could forget that self and, through ideas, reinvent myself. (Bell Hooks)
- The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education. (Martin Luther King, Jr.)
- [*Myers Briggs Personality Type Indicator*](#) - intentional, structured conversations based on student preferences and needs.
- [*Color Code*](#) - personality assessment with interactional guides.
- [*Difficult Conversations*](#) - book by Triad Consulting Group.

Personal Attributes:

- Action oriented – prefers to get things done quickly, efficiently, and effectively.
- Personally connected – thrives on developing personal relationships with others.
- Creative problem-solver – loves to work through ideas to find solutions.
- Enthusiastically engaged – finds fulfillment through idealistic & positive thinking.

Working with Corban

- *Be open* – I can only help you as much as you help me to understand who you are: your needs, values, areas for growth, etc. If you are so inclined, please share your MBTI and Color Code info (links above) with me.
- *Be honest* – A positive relationship requires open and honest communication between individuals. As simple as this sounds, it's one of the most difficult things to continually practice. I am here to help you regardless of whatever concerns you may express to me, so please feel free to be open and honest with me while maintaining professionalism and civility. I want to be helpful and help you have a successful, happy DePaul experience – please help me accomplish this goal 😊
- *Be responsible and active in your program* – The information you need to successfully progress through your program is all available to you online, in your advising sheet, and through advising emails. Please read advising emails, take notes, and add important dates to your calendar. Fulfilling program requirements are ultimately your responsibility and you will be the one to enjoy the fruit of your labor or manage the consequences of not being aware of program requirements.
- *Be specific* – I advise 300+ students and I won't always be able to remember your program and class schedule. I can respond more quickly to your inquiries if I don't have to look up your program, student ID#, or class schedule. Clearly explaining what you are seeking can also help cut down on time/going back and forth in emails so you can obtain the answers to your questions.
 - Vague question = Is there some kind of orientation I'm supposed to attend? (there are a number of different kinds of orientations so unless I know to what you may be referring, I'll have to respond to you with further questions)
 - Better question = Hi! I'm a School Counseling student who started the program Fall 10. I heard from another Counseling student that there is an orientation I'm supposed to attend, but I'm not sure what she was talking about. Would you be able to help? (Knowing the program, term you began the program, and what/where/who prompted the inquiry can help me better understand your question)

DePaul University's Statement on Academic Advising

Academic Advising at DePaul helps students achieve their educational, personal, and career goals by providing guidance and assistance in the decision-making process. Academic Advising is most effective when all participants anticipate their future needs, commit to the process, do their part, and then reflect on their results. Students should work closely with their advisors to plan workable educational goals, to understand the degree options and requirements, to understand the financial implications of their decisions, to assess their strengths and challenges as scholars, and to clarify realistic career objectives for themselves upon graduation.

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.

Advisors are responsible for helping students improve their decision making skills.

- Advisors guide students through this learning process during regular interactions at key points during their academic careers.
- Advisors will be available on a regular basis for consultation and encourage students to make and keep regular advising appointments.
- Advisors will monitor their advisees' academic progress.
- Advisors will encourage students to consult available material related to their program and career choice.
- Advisors will encourage students to reflect on the academic and financial consequences of their decisions about degree programs and course-taking plans.
- Advisors will assist students to set realistic career goals that extend beyond their time at DePaul.
- Advisors will encourage students to incorporate their basic values and beliefs into their decision making process.

The university is responsible for providing the infrastructure for students, faculty, and staff to support effective advising.

- The university will provide the information that students and their advisors need to make informed and timely decisions.
- The university will provide adequate resources of personnel, funding and facilities to support the advising process.
- The university will clearly communicate to advisors and students the policies and options regarding student financial aid.
- The university will regularly evaluate the policies and procedures surrounding advising to improve the advising process on an ongoing basis.
- The university will provide training to help both advisors and students work more effectively together.
- The university will acknowledge the important contribution advisors make by recognizing advising within the institutional reward system.