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Advising at DKU

Why am I Advising?

As a faculty member, you have a lot going on. Between teaching, research, and writing, it can be easy to feel bogged down during busy times, and it is at those times where it can be easy to think to yourself, *“Why am I the one who must advise these students? Isn’t there someone who knows their majors better than I do?”* It’s easy to get frustrated if you’re not seeing the value you’re adding, especially if you’re working with a student following a major you are not associated with. For what it’s worth, many advisors in higher education are not going to be faculty in a student’s major so this is not an uncommon feeling to face.

As you approach your advising role, please know that memorizing every detail of a student’s major is not required to be a great faculty advisor. What an advisor can do is help students learn how to read their degree in the system (which the Advising Office can support any of you with if you need it), help them understand how their college education can be more than just taking classes, or encourage them by sharing your own story (if/when you’re comfortable doing so). Helping students pick their classes is just one of the many functions advisors may do, and it’s not even the most important one. When students come to you for course registration, you get the chance to ask them why they made the choices they did, ask if their anticipated class load feels balanced or overwhelming, or ask what they hope to get out of their next semester.

Most importantly, though, when they ask you that weird or super specific question that you have no idea how to answer (which they will), it helps them to hear you say, *“That’s a great question that I don’t know the answer to, but I think XYZ office/person will. Here’s how to reach out to them.”* They need to know you don’t have to be perfect or have every answer to be an excellent resource for them; ultimately, that is the real value you provide. Of all the confusing offices and personnel at the university, you get to be the one person they know they can come to no matter what. **You are valuable to your advisees because you help connect them to their university.**

Remember, you are not working with your students alone. We have Major Coordinators among the faculty for nuanced major-related questions for you and the students to utilize. Your Division Chairs are another great resource, as are offices such as the Writing & Language Studio or Office of Global Education. The Office of Undergraduate Advising, which provided the manual you’re reading now,

exists specifically to help you as an advisor and support your students on their way to graduation. If you don't know which office to direct a question to, start with us, and we'll help you figure everything out. You should find that over time you'll learn the answers to most questions students ask; as you do, you'll need to refer them out less frequently, but until you reach that stage, always feel free to reach out for support. This office is meant to field the most challenging questions or get you to the best people who can so reach out whenever necessary. To assist along the way, be sure to peruse our [Advisor Resources page](#), this should provide the resources needed to answer the most basic questions, and our contact information is on the bottom for anything more advanced.

Your work as a faculty member can be stressful, but your role as an advisor does not have to be. Your students are embarking on an exciting time in their lives, and you get to be there as they go through it. Focus on connecting with them; the technical skills will come with time. The rest of this manual will focus on some of the more technical things to learn; save it for reference later with the understanding that no one expects you to memorize everything early on. When additional questions arise or if you feel another support resource would be more helpful, feel free to reach out; we look forward to supporting you and your students.

~Office of Undergraduate Advising

Academic Requirements

DKU has an academic structure unlike any other Chinese or American university system. These unique attributes will impact your advising with students. Some of these important attributes are:

- ❖ DKU is a dual degree granting institution. Students graduate with both a DKU and Duke degree. Therefore, there are specific graduation requirements students need to complete as part of their degree.
- ❖ Students are admitted as undeclared and will declare their major during their fourth semester.
- ❖ Almost all DKU courses are 7-week (7W) sessions which are split between two terms, Fall and Spring, and are numbered as session 1 and session 2. Spring sessions are unofficially referred to as session 3 and session 4. See visual below:

Fall Term		Spring Term	
7W1	7W2	7W3	7W4

- ❖ Our curriculum emphasizes an interdisciplinary (broad) and disciplinary (focused) approach across the three thematic divisions: natural and applied sciences, social sciences, and arts and humanities. Part 3 of the bulletin goes into more depth about the our unique curriculum structure. It will take time for students to grasp each component of their degree requirements.
 - This approach can benefit students who are unsure of what major they want but know the general area of study. The interdisciplinary courses will be roughly the same for each division. For example, a student who is interested in Natural and Applied Sciences will need some of the same divisional foundational core courses, no matter which major they select.

Who are the students?

DKU students are only admitted as freshmen students as DKU does not accept transfer students. They have a faculty advisor assigned to them prior to new student orientation. We aim to balance the advisor matches based on faculty caseload and student interests. DKU undergraduate students can't declare their major until their 4th semester therefore it's possible that a student will be matched with an advisor who doesn't share the exact same major and concentration area.

Who are the advisors?

Faculty will serve as the primary academic advisors for our DKU undergraduate students. It is not guaranteed that all assigned advisees will have the same major as their faculty advisor focus area and *that's okay*. First-year advisors will start with approximately 3-4 assigned first-year students, second-year advisors will have approximately 8-9 assigned students, third-year advisors will have approximately 10-13 assigned students, and fourth-year advisors will have roughly 16 assigned students.

Faculty can effectively advise students within or outside of their functional area. Concerns related to general topics such as Credit/No Credit, Common Core (CC) courses, or course order for an academic plan can be discussion topics for any major. More detailed questions about the major curriculum, for example, can be first directed to the major coordinator.

Faculty Advisor Role

There are a number of responsibilities you will have as an advisor, no matter how many students are in your caseload (the max is 16 for experienced advisors). Advisors are expected to:

- ❖ **Research, understand, and communicate University policies and procedures to students.**
 - We don't expect you to memorize every policy in the bulletin or contact information for each major coordinator. Our goal is for this advising guide, our advising website, and the advising sakai site to assist advisors.
- ❖ **Refer students to appropriate campus resources based on their needs, interests, or concerns.**
 - Similarly, we don't expect advisors to memorize all campus departments, contact information, and hours of operation. We do expect advisors to learn about campus resources. We will list some of the key resources in this guide, on the advising Sakai site, and on our Resources webpage.
 - Within this, *normalize seeking help*. Many DKU students are high achievers and may resist seeking or accepting assistance.
- ❖ **Provide opportunities for face to face appointments during working hours each semester.**
 - This can include in person, phone, email, or Zoom appointments. This does not include social media platforms like WeChat, and conducting advising over social media is discouraged. A simple statement such as "I don't conduct official university business on social media. Please email me so we can further discuss your question/concern." is sufficient.
- ❖ **Provide a safe and supportive environment for students to discuss their questions, concerns, and/or process their thoughts.**
- ❖ **Have boundaries and defer to the Office of Advising when necessary.**
 - This also applies to student concerns outside the scope of academic advising. For example, you should not give medical, psychology, or legal advice.
- ❖ **Encourage and teach students how to interact with professional personnel in an appropriate manner.**
 - This could include email etiquette, communicating with someone early if they can't attend a scheduled appointment, or how to effectively ask for a letter or recommendation. You might be their first "real" professional relationship after high school.

❖ **Review, approve, or deny student forms.**

- Students should talk with their advisors before submitting a form for approval. For example, if a student wants to change a course grade type from letter grade to CR/NC, then they should talk with their advisor first to confirm that the student understands how their decision will impact them.

❖ **Assist students with their major exploration and declaration.**

❖ **Work collaboratively with students, not make decisions for them.**

- Advisors can provide relevant information, suggest ways they can obtain the additional information needed to make good decisions, and help them think through the pros and cons of different options they are considering. This can be difficult because students sometimes want to be told what they should do and what courses they should take. The goal is to help them learn to think and research for themselves, not just obey everything we might say.

Advisors are a great resource for students and plan an important role in student development and independence. However, we want you to be mindful of a few things that advisors are **not** expected to be and do:

❖ **Do everything for your student advisees.**

- College is a chance for them to develop their professional and interpersonal skills. You have a great opportunity to work with students and teach them how to resolve some of their concerns.
- In this same regard, you are not responsible for handling *every* advising inquiry that your students have. Please defer to the Office of Advising when you have complex student advising questions or concerns.

❖ **Have an *in loco parentis*/in place of parents approach to advising.**

- You, as an individual, are not legally responsible to take on the functions and responsibilities of the students' parents. You can be friendly towards your advisees, but you are not expected to be their friend.

❖ **Share confidential discussions with others.**

- This applies in general but not if the student wants to talk about something that could involve harm to themselves or another. If a student wants to disclose sensitive information, you need to inform them that depending on the nature of what they say that you, as their advisor, may need to file a report. There are different kinds of reports to file depending on the situation. If you're unsure which would be best, reach out to the Office of Undergraduate Advising or to the Director specifically. The director of the office is part of the committee charged

with handling extreme situations (suicidal ideation, domestic abuse, etc.) and can help you with the situation regardless of what it may be.

Advising Values



Seven Animating Principles of DKU Curriculum and Academic Advising

The goals of the DKU curriculum are embedded in seven animating principles. Advising connects with each in the following ways:

❖ **Rooted Globalism:**

- Academic Advising cultivates academic citizens who are knowledgeable about how their curricular and career interests influence their local, national, and international communities.

❖ **Collaborative Problem Solving:**

- Academic Advising is a collaborative experience between Advisor and Advisee that teaches problem solving skills to successfully navigate college and life circumstances.

❖ **Research and Practice:**

- Academic advising leverages curricular teachings with practical experience to assist with critical thinking and career readiness.

❖ **Lucid Communication:**

- Academic Advising promotes effective discourse between Advisee and Advisor that nurtures good decision-making practices.

❖ **Independence and Creativity:**

- Academic Advising is an environment where Advisees are responsible for charting their academic, social, and career pathways through inquiry, reflection, personal choice and consultation with Advisors.

❖ **Wise Leadership:**

- Academic Advising teaches ethical principles that promote holistic student development, authentic academic workmanship, innovative thinking, and research.

❖ **A Purposeful Life:**

- Academic Advising teaches and encourages Advisees to grow, discover, and enhance academic grit to persevere through academic and life challenges.

Advice for the Advisor

Email Advice

Utilize the “schedule send” feature in your inbox to send your generic, mass email information to your students. BCC yourself so that you know when the email is sent. You can also use schedule send for follow up emails to students. For example, if you need to follow up with a student a week after a meeting, schedule send (and BCC yourself) the email so you don’t have to worry about it later.

- ❖ [Schedule send in Gmail link.](#)
- ❖ [Send later](#) OR [Delay Delivery](#) in Outlook links.

“Snooze” conversations you want to revisit. This feature will bring the email back to the top of your inbox.

- ❖ [Snooze in Outlook or Gmail link.](#)

Save word documents of your generic emails. That way you can copy and paste as needed.

Advising appointments

Have a bookmark folder in your internet browser for important DKU advising website links or a word document that has commonly used advising links. Bookmarking the [Faculty and Staff Resources](#) page is a good first start! When it’s time for your advising appointments, either open the bookmark folder so you can easily access links to resources as needed during the appointment. Another great idea is to “open all” bookmarks for advising appointments in a new window. This feature can sometimes be accessed by right-clicking the bookmarked folder. A few commonly used websites for academic advising appointments include:

- ❖ DKUHub
- ❖ Course Planning Guide
- ❖ Bulletin

Signs That You May Have Over Extended Yourself:

1. Feeling stressed out or overwhelmed by the situation
2. Feeling angry at the student
3. Feeling afraid
4. Having thoughts of "adopting" or otherwise rescuing the student
5. Reliving similar experiences of your own

Office of Undergraduate Advising

The Office of Undergraduate (UG) Advising is made up of two components: Academic Advising and the Academic Resource Center (ARC). Our academic advising team is here to support students and faculty advisors. We can assist with more complex advising inquiries, carry advising caseloads, connect students with DKU resources, and more! The ARC focuses on academic support services such as tutoring, academic coaching, learning skill, peer mentors, First Friday faculty talks, and workshops. The professional academic advisors within our office may also carry a caseload.

Advisor tip: Examples of situations when you defer to us include, but aren't limited to students interested in transferring, instances when a passed course isn't appearing in the correct section on DKUHub Academic Requirements, and parent or guardian inquires about their student's academic progression.

Contact Us!

Office of Undergraduate Advising
Office: Conference Center 2114
Email: advising@dukekunshan.edu.cn
Phone: +86 512 3665 7031

Academic Advising Website:

<https://www.dukekunshan.edu.cn/academics-advising/>

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Academic Advising Resources

Please see below for a list of important resources to support you as an advisor. We recommend bookmarking the links provided for easier access. Some resources will have additional links.

Advisor Manual

This manual is a great resource to use in tandem with the sakai site and our advising website.

DKU Bulletin

The Bulletin is the primary resource for students, faculty, and staff as well as the document that academic policies are recorded in. Part 6 (Academic Procedures and Information) of the Bulletin is an especially important resource for advisors. It includes information related to transfer credit, registration, underloads/overloads, repeating courses, and more. Part 7 (Academic Advising and Support) is also useful to bookmark. The Bulletin is updated before the beginning of each academic year. It will also list if there are changes to graduation or academic requirements based on projected graduation year for the students. For example, the [2021-2022 bulletin](#) lists in the table of contents that there are different Credit/ No Credit grading requirements for students Class of 2022-2024 and Class of 2025 and Beyond.

UG Advising Sakai Site

See the *Resources* folder for important links, major exploration information, workshop records, fellowship information, and more. See *Resources > Advisor Resources* for information specific to advisors. Students do not have access to this folder. Please let the Office of Undergraduate Advising know if you don't have access to the Sakai Site. [UG Advising Sakai site link](#).

Advising Tools and DKUHub Training Videos

Located on the UG Advising Sakai Site: *UG Advising Resources > Advisor Resources > Faculty Advisor Professional Development*. [Advising tools and training videos link](#).

Office of Undergraduate Advising Website

Our website is a great resource for the entire DKU community. Students can schedule an appointment with ARC staff for academic coaching, view upcoming events, and hyperlinks to other campus resources. Our website also hosts [Pre-Health Resources](#) and [Pre-Law Resources](#) available to the DKU community on Box. [Office of Undergraduate Advising website link](#).

Advising FAQ Google Document

This is a live document that the Office of Undergraduate Advising regularly updates. We include answers to common questions gathered from the DKU Advising community. This document can be found on our website under the *FAQ* tab. [Advising FAQ link](#).

Resources for Faculty and Staff

This webpage has links with important resources such as CARE Team Reports, the DKU Bulletin, the Advising FAQ page, Student Forms, DKU Definitions, and the Course Planning Sheet. Each resource has an embedded hyperlink and a brief description on the purpose of the resource. [Resources for Faculty and Staff link](#).

Professional Development

Advising brown-bag lunches and workshops will be organized throughout the semester as on-going professional development for advisors. The Office of Undergraduate Advising will send more information throughout the year via email.

Books and Resources

The Office of Undergraduate Advising has a library of physical and digital resources. Please contact us if you are interested in borrowing an item.

NACADA: The Global Community for Academic Advising

NACADA is an association of professional advisors, counselors, faculty, administrators, and students working to enhance the educational development of students. NACADA provides a forum for discussion, debate, and the exchange of ideas pertaining to academic advising through numerous activities and publications. NACADA publishes a biannual refereed journal that promotes scholarly discourse about the research, theory, and practice of academic advising in higher education. You find the NACADA Journal at nacada.ksu.edu/Resources/Journal.aspx. It also has a Clearinghouse (nacada.ksu.edu/Resources/Clearinghouse.aspx) while hosts a wealth of articles and resource pages organized by topic related to academic advising.

UG Studies: DKU Majors List

This link has an interactive guide for major and degree requirements. One benefit of viewing the major requirements on this webpage is that the course descriptions are viewable under each major and track. [DKU majors link](#).

Office of Global Education

The Office of Global Education (OGE) works closely with advisors and the registrar's office. Students have the opportunity to study away at Duke University and other international universities. Studying away will impact a student's 4-year graduation plan, especially if they plan to submit transfer credit equivalency requests for courses not already approved for transfer. [Office of Global Education website link](#).

The OGE Sakai site has resources for both advisors and students. Time sensitive resources are updated for each relevant semester. Student resources are separated by student level and semester for easy access. When in doubt, contact OGE directly for assistance. [DKU Global Education Sakai site link](#).

WeChat

We have a WeChat group for quick questions and updates. Please contact The Office of UG Advising if you wish to be added to the WeChat group.

Registrar's Office

Important links on the Registrar's website include the current and previous year bulletins, the Academic Calendar, Student Records and Resources, and more. [Registrar's Office link](#).

Office of Undergraduate Studies

The Office of Undergraduate (UG) Studies oversees the undergraduate program at DKU. Housed within UG Studies is the Office of Undergraduate Advising, the Office of Global Education, the Office of Global Education, the Office of Assessment, and the Signature Work Office. [Office of Undergraduate Studies Link](#).

Office of Student Affairs

Advising encompasses more than just helping students develop a schedule for their classes. For example, all DKU undergraduate students are required to live on campus while taking in-person classes. Living on campus can have tremendous

impacts on students' feeling of connection to the university and academic performance. DKU also has a sizable international student population. Knowing where to find some of the international student resources can be useful for supporting your advisees. The [Student Affairs website](#) contains links for the following services:

Athletics	Campus Engagement	Campus Health Services
Chinese Student Services	International Student Services	Case Management Office
CAPS	Residence Life	

Campus Resources

We don't expect advisors to have answers to every question a student may ask. Please defer to your fellow DKU staff and faculty for support when a student comes to you with a concern that is outside of your scope as their academic advisor.

The best way to do that is to ask them to assess what resources they are using and why that resource is or is not working for them. Recommend DKU resources as appropriate and a quick explanation of how the resource(s) can benefit them. Provide a warm hand off, if possible, to another staff or faculty member if the student's needs are better served by another office or staff member.

For example, referrals to CAPS, Student Involvement, RAs in the Residence Halls, and/or Campus Clubs and Organizations could be great resources for a student who feels lonely or homesick. Below are several campus resources and their referral methods.

Campus Health Services

Open Monday-Friday 9 am - 5pm for regular services, the Campus Health Services is a great resource to bookmark. The website lists their contact information, 24/7 emergency contact information, list of services and more.

Website: <https://www.dukekunshan.edu.cn/clinic/>

Academic Accommodations

Some students require a slightly different learning environment to perform at their best. Please refer students who may need accommodations for mental health or physical health issues, academic accommodations, or even housing accommodations to contact the Student Accessibility Service Office (SASO) for further guidance: SASO@dukekunshan.edu.cn.

Academic accommodations can help students and prevent unnecessary struggling with their courses. However, even if a student may qualify for academic accommodations, they are not required to use them. Students are also not required to disclose any previous accommodations they may have received before attending DKU.

Counseling and Psychological Services (CAPS)

Open Monday-Friday 9 am - 12 pm and 1 pm - 5:30 pm for both in-person and virtual services. Their website provides a variety of resources such as support during the pandemic, self-help resources, hybrid student support, and community engagement topics. [CAPS website link](#).

If you identify a student experiencing a mental health crisis:

- ❖ If it is immediate danger:
 - Dial 120, or (0512)3665-7110 to get DKU staff involved, even for after-hours.
- ❖ If it is not immediate risk:
 - You can walk the student over to CAPS at office CC2083 during work time (Mon-Fri, 9am-12pm, 1pm-5:30pm).
 - Faculty can also call CAPS at (0512)3665-7829, but the counselors may not be reachable if they are in counseling sessions.
- ❖ Submit a CARE Team report

Advisor tip: CAPS and the Office of Case Management (OCM) provided a workshop in AY 2021-2022 titled “Recognize, Respond and Refer” to train faculty to identify students who need help. You can contact CAPS, OCM, or Student Affairs if you need a copy of the presentation.

Useful webpages from CAPS website to support you as an advisor:

<https://www.dukekunshan.edu.cn/campus-life/caps/faculty-staff/>
<https://www.dukekunshan.edu.cn/campus-life/caps/helping-a-student-in-distress/>
<https://www.dukekunshan.edu.cn/campus-life/caps/making-a-referral-to-caps/>

<https://www.dukekunshan.edu.cn/campus-life/caps/hybrid-students/>
<https://www.dukekunshan.edu.cn/campus-life/caps/on-campus-university-resources/>

Emergency Services

Please see below for emergency contact information if a student is experiencing a crisis. We don't expect advisors to provide emergency advice to the student. For example, if a student is experiencing a medical issue it is best to refer the student to the appropriate medical resources (*such as the 24/7 medical emergency support contact*) instead of providing medical advice.

This is also a situation where details of a conversation with a student cannot be kept confidential. If at all possible, please let the student know that you may have to file a report (depending on the nature of what is shared) before they attempt to disclose sensitive information. It can be awkward and uncomfortable to tell a student this disclaimer, but it is necessary.

Immediate Medical Services

120 (local ambulance services) if someone needs immediate medical attention. Alternatively, advisors can dialing the Campus Emergency Hotline (36657110) to get DKU staff involved and they can also help triage and refer appropriately.

CARE Report

[CARE report link](#).

This resource is best used for students who are in danger, who have shown signs of distress, or who have stopped communicating. Submitting a report is not meant to get the student into trouble, the goal is to provide them with resources and support. Some examples of what would require a CARE report are when you run across examples of:

- ❖ Discrimination and/or Harrassment
- ❖ Physical Abuse
- ❖ Severe Mental Health Issues
- ❖ Suicidal or Homicidal Ideation/Speech
- ❖ Other Non-Academic Policy Violations

It's okay to both create a CARE report and contact additional emergency services, such as emailing dku-studentaffairs@dukekunshan.edu.cn for support. Depending on the severity of the situation, you can submit the CARE report during or after your conversation with the student.

Faculty Student Care Advisor

Please feel free to contact one of the trained Faculty Student Care Advisors for additional support. These are faculty who have been trained by Student Affairs to assist other faculty members in supporting students through a variety of difficult situations ranging from loss of a loved one, to academic struggles, to challenges with mental health. You can find the current list of Faculty Student Care Advisors below:

Name (Gender) Title	Dept
Stephanie Anderson (F) Asst' Prof	A&H
Peter Wergin (M) Sen Lec	A&H; LCC
Elisabeth Ursell (F) Lecturer	N&AS; LCC
Amanda Bradford (F) Lecturer	LCC
Eric Eberly (M) Sen Lec	SS; LCC
Junyi Li (F) Lecturer	LCC
Quinlan Bowman (M) Lecturer	SS
Luyao Zhang (F) Asst Prof	SS
Feng Tian (M) Prof	N&AS
Sophia Zhou (F) Lecturer	A&H; LCC
Brandon Castrejon (M) Lecturer	LCC
Lin Jiu (M) Lecturer	N&AS
Ivan Mura (M) Asst Prof	Graduate Programs
Renee Richer (F) Associate prof	N&AS
Lijing Yan (F) Professor	Graduate Programs

Language and Culture Center

Primary Contact: Don Snow (don.snow@dukekunshan.edu.cn)

The Language and Culture Center (LCC) is the DKU academic division responsible for offering language courses, especially courses in English for Academic Purposes and Chinese as a Second Language. The LCC also offers advanced courses in

written and oral communication skills, and independent study courses for learning additional languages. [LCC website link](#).

Per their website: “Through the [Writing and Language Studio](#), the LCC also provides individualized coaching for Duke Kunshan students, staff and faculty, in Writing, Chinese Language, English Language, and independent language studies. The LCC sponsors a variety of language and culture learning activities for the Duke Kunshan University community, and supports groups such as the Kun Opera Club.”

Career Services

The Career Services Office at Duke Kunshan University is committed to assisting graduate and undergraduate students as well as alumni with discovering and refining their career pathways and ultimately realizing their future career goals. Career [Services website link](#).

The Career Services Office offers a wide range of resources and services, including online and offline resources & tools for career development, one-on-one career coaching, workshops series, career events, and specialized career programs etc. The office also actively connects with different employers and alumni, aiming at providing more resources and opportunities to students.

COVID Related Resources

The ongoing pandemic has required some changes to university life on campus which would not otherwise be required. Links for resources such as campus access forms and lists of testing centers near campus can be found at [this link](#).

Advising Technical Skills

Advising Approaches

Below are several advising approaches listed in *Academic Advising and the First College Year*, an advising book we have available in our office for advisors to read. These approaches can be adapted for any student, not just first year students.

Developmental Advising – Assess the students’ developmental stages, their goals, and develop a plan to reach those goals; students at different stages should have different plans.

Proactive Advising– Intentional and well-timed engagement; the advisor reaches

out first instead of waiting for the students to contact the advisor. Proactive advising also involves closer monitoring of student progress to ensure students are completing assigned tasks.

Strength-Based Advising – Identifying and affirming strengths, identify skills from past experiences that students can use for current obstacles. This method draws on previous successes/strengths the student has and applying those strengths in different contexts.

Appreciative Advising – A combination of developmental advising and positive psychology; great for students who are uncertain or apprehensive about approaching new challenges. Students are encouraged to share their dreams for the future, connect those dreams to their strengths, and design a plan around those strengths to achieve their goals. Advisors assist with the action plan creation and provide support.

Advising as Teaching – Learner-Centered; focus on learning as a process that results from students' experiences. Students are engaged as active participants in their advising and advisors help students make connections between the curriculum and educational experiences.

Student Information System (SIS) / DKUHub

SIS is the electronic system for viewing your advisees' academic records and entering your advising notes. SIS and DKUHub are names used interchangeably for the same website but the portal will be referred to as DKUHub for the remainder of this guide. During advising meetings, you can use DKUHub to help advisees explore courses and to review their academic record and progress towards completing the DKU degree requirements.

DKUhub/SIS link: <https://dkuhub.dku.edu.cn/>

DKUHub [How-To videos on the Advising Sakai site link](#).

If you have any questions about the advising-related functions in DKUHub, you can contact Advising at advising@dukekunshan.edu.cn.

If you have any questions about other functionality areas in DKUHub, please contact Lingling Wang in the Registrar's Office at dku-registrar@dukekunshan.edu.cn or +86 512 3665 7021.

If you encounter the following error upon login, you will need to clear your browser cache, reopen the browser, and try to log in again. We've also had success with

closing the current tab, open a new tab, and logging in again. Those accessing DKUHub off campus need to connect to the DKU VPN first, then try logging into the system.

Error 500--Internal Server Error

From RFC 2068 Hypertext Transfer Protocol -- HTTP/1.1:

10.5.1 500 Internal Server Error

The server encountered an unexpected condition which prevented it from fulfilling the request.

This is a common error. Close your tab and try again.

Do not use the browser back button to view the previous page after you log into DKUHub. Doing so will log you out or refresh the page further back. Use the system dialogue boxes or hyperlinks ("Return to..." in yellow text) to view previous pages.

Advisor Center

On logging into the system you will see an **Advisor Center** tile. For faculty members, you will also see a Faculty Center title (if either are missing please contact the Registrar's Office). After using DKUHub, it is best practice to log out of the system so others will not be able to access information they should not have access to.

The **My Advisees** page is your starting page in the Advisor Center. As seen in the screenshot below, from this page you can view all your advisees, remove their advisor holds, check their classes/final grades, see their shopping cart, access reports, enter notes, and view other relevant information. Below is a summary of the information available in each column.

Advisor Center Search

My Advisees | Student Center | General Info | Transfer Credit | Academics

My Advisees

Select display option
☒ Link to Photos ☐ Include photos in list

Empl ID

	Notify	Name	ID	View Student Details	Advising Notes
1	☐	Nanquette, Pierre	10100	View Student Details	Advising Notes
2	☐	Zhou, Jason	10100	View Student Details	Advising Notes

[Notify Selected Advisees](#)
[Notify All Advisees](#)
[My Advising Notes](#)

[View data for other students](#)

View Student Details

The DKUHub interface that advisors use looks slightly different from the interface students use. If advisees have technical questions related to DKUHub, they should be directed to the Registrar's Office.

Student Details Page

Common questions you might get from your students are *"When can I enroll in classes?"* or *"How can I view my enrolled class schedule?"* Students can find these answers on their DKUHub page.

Other Academic...Pull-down Menu

This gives you access to view more academic related sections of DKUHub.

Academics

My Class Schedule
Shopping Cart
My Planner

other academic... 

You are not enrolled in classes.

Personal Information

Demographic Data
Emergency Contact

Contact Information

Home Address
Mobile Phone

Mailing Address
DKU Email

Holds
No Holds.

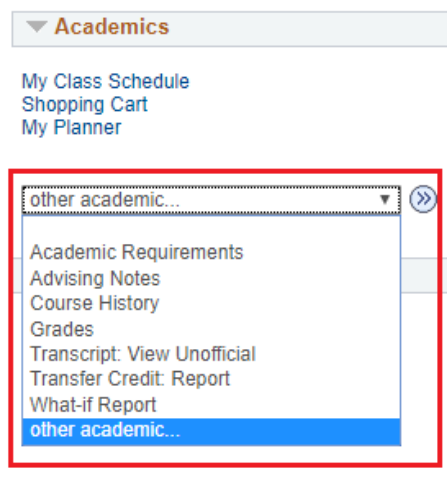
To Do List
No To Do's.

Milestones
No Milestones

Enrollment Dates
Open Enrollment Dates

Advisor
Program Advisor
Tianjun Shen

Details ►



Academic Requirements

Students and advisors can use the Academic Requirements Reports to track students' degree progress. Students and advisors see the same report. This is the primary page that shows which courses the student needs for their degree and should be used for any advising meeting where course selection is discussed after the student has declared their major.

What-if Report

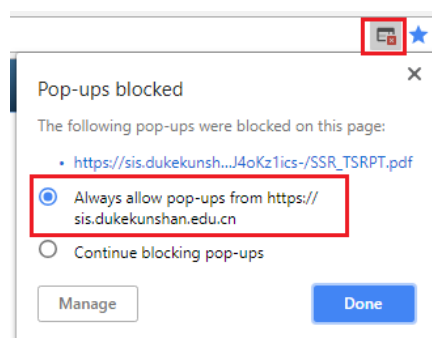
Students and advisors can use the What-if Report to see how many courses they have completed for each major that they may want to explore. Students and advisors see the same report. This is a very useful tool for first-year and second year students as it provides the same information which can be found on the Academic Requirements page before a student gains access to it.

Course History

This is the quickest way to access all the courses the student has completed and is currently enrolled in. Entrance credits from AP, IPC, and transfer credit will show up. This is a great tool to use if you want to manually count how many credits your advisee used for the 16-credit CR/NC limit. To do so, sort the data by the grade type.

Transcript: View Unofficial

You'll need to disable your pop-up blocker to allow the transcript to appear (see instructions below). Enrolled classes do not show up on the transcript until after the add/drop deadline when students cannot freely change their schedule. The students will have "Transcript: Request Official" in their pull-down menu where they can follow the process to request an official transcript from the Registrar's Office.



Advising Notes

Click on this to enter an advising note on the student's record – **this is an essential responsibility for advisors**. In addition to your own comments, you may see comments from other members of the advising network who have met with the student. We will discuss advising notes later in the manual.

View data for other students

While it is rare that you would actually need to do this you can access other students' academic records, even if they are not your advisees. This should be limited to only cases where you have an academic “need to know” for viewing the information, such as evaluating the student as a signature work mentee.

We suggest that you search by using their Campus ID (their DKU ID found on the front of their DKU Campus Card, which should be a 4-digit number) or by their last name and first name.

▼ Search Criteria

ID:	begins with ▼	Empl ID	🔍
Campus ID:	begins with ▼	DKU ID on Campus Card	
National ID:	begins with ▼		
Last Name:	begins with ▼		
First Name:	begins with ▼		

☐ Case Sensitive

Enrollment Tip for Students in DKUHub

We recommend students to use the **Validate** function to confirm if the classes they want to add don't conflict, that they met the prerequisites, ect. This feature is only available on the student view of DKUHub. This feature is available using the following pathway in DKUHub: **Enroll > Plan**.

Building a Schedule

Advisor role with building a schedule:

Students are responsible for building their own schedules. Your role as the advisor is to provide advice and feedback on course selections and review their Academic Requirements progress on DKUHub. Students studying away will need to confirm that the classes they want to take are approved for the intended requirements.

There are times when students will choose to disregard your advice and take whatever they like. Your goal is to help them learn how to effectively track their progress in their degree. The registration system will let them enroll in whichever courses they wish to (pending they met any prerequisite requirements). Given this, it is very important to mark down your recommendations in the notes so that students cannot claim they are delayed in graduation due to poor advising.

Useful course planning resources:

[Course planing requirements link](#) is useful for checking past and projected course offerings. The bulletin has detailed information regarding policies like CR/NC, overloads, underloads, ect. [Major requirements link](#) and [4-year plan document PDF](#) or [word document](#) and also useful for building a schedule. The [Advising FAQ document](#) is also great to refer to for miscellaneous questions.

- ❖ Regular enrollment per semester is 16-20 credits. Less than 16 credits is an underload and more than 20 credits is an overload. Regular enrollment can be achieved with 8-10 credits enrolled per session. First-year students in their first seven-week session can enroll in a *maximum* of 8 credits.
- ❖ Recommend students to double-check the course planning document. Not all classes are offered every semester.
- ❖ Encourage a balanced schedule.
 - Some students are eager to take as many major courses as possible and might put off their general education courses.

Advising Notes

The advising notes you record are the historical record of a student's academic advising experience at DKU and are an essential responsibility for all advisors. Notes may also be recorded by other members of a student's advising network, i.e., the

undergraduate advising office staff and their faculty mentor once they declare their major.

Advisors should enter notes appropriate for an academic record after every advising meeting or after phone and email interactions with your advisee during which information relevant to their academic progress is exchanged. This should be done as soon as possible after the meeting/exchange so that you don't forget any important details. If you exchange emails with a student and want to record this in a note, it is fine to copy/cut and paste the email into notes; simply omit unnecessary text and, as discussed below, any inappropriate personal information. Not every interaction needs to be recorded but any which contain information which would impact them in a meaningful way (student failing a class, deciding to study abroad, etc).

Advising notes do not have to be lengthy to be effective. Something as simple as "*Student came in with new interest in X major, recommended they swap <Class 1> with <Class 2>*" or "*Fall registration meeting, expect them to take EAP, MATH 105, BIOL 110, required core class, & a remaining distribution req.*" is short and effective at capturing what came from the meeting. The goal is to capture main points, not write out a lengthy narrative. As mentioned earlier, accurately capturing what you recommend to them can prevent issues of blame from coming up later on if they decide to do other things. It is especially important to make a note if the student gives you the impression that they do not plan on following degree requirements or will seek to push against academic policies in some way.

Personal or sensitive information (e.g., sexual misconduct, harassment, mental health) about a student should not be included in comments or otherwise communicated except to a school official with a legitimate educational interest. If troubling information comes out of an advising meeting please file a [CARE report](#).

Advisor Form Requests

Credit/No Credit

Students are allowed to change the grade type for many classes from letter grade A-F to Credit/No Credit. This is also known as Pass/No Pass or Satisfactory/Unsatisfactory at other universities. Advisors will approve or reject the student's request, the request will then be sent to the Office of UG Advising, and then the request will be sent to the Registrar's Office. Advisors should check for the following when they receive a CR/NC request from their student:

- ❖ Is the request within the deadline to change their grade type?

- ❖ Can the student pass the class with a C- or better?
 - D letter grades count as a low pass if the student has letter grading selected while a final grade of a D/F when CR/NC grading is selected equals NC.
- ❖ Is the student within their 16-credit limit for CR/NC grading?
 - You can check the bulletin or Advising FAQ page for more information regarding CR/NC policies;
 - We recommend checking students' **Course History in DKUHub** and **sorting by grade type**. This will sort the grades in alphabetical order. Exclude courses only offered as CR/NC grading from your count to confirm if the student is within the 16-credit limit. Many physical education 0.5 credit, military 1-2 credit, and choir 2 credit courses are only offered as CR/NC.
 - **Advisor tip:** Double check any 4-credit then 2-credit courses with CR/NC as a final grade. Click the hyperlink for the class title to check the original grading pattern assigned to the class.

Advisor Change Request

Students may want to (or have to) change their advisor. Please assess if you have capacity to take on another advisee before agreeing to be a student's new advisor.

We recommend:

- ❖ Meet the student if you've never taught a class with them or interacted with the student
- ❖ If a student is changing because they want to ask why do they want you to be their new advisor

Students Facing Academic Difficulties - Academic Alerts, Warning, Probation, and Suspension

Sometimes students can face academic challenges due to internal or external factors. DKU has several ways to indicate when a student's academics are at risk of or have fallen below average. Academic alerts and Academic Warning are both internal to DKU, will not show on students' official transcripts, and will not impact a student's ability to study away. Students on academic probation or suspension will have their status noted on their official transcript. The current Bulletin lists the requirements for student placement into any of these academic standings.

Academic warning, probation, and suspension are officially confirmed at the end of each term. Notice of a student's academic standing are sent to the student, their advisor, and several other parties:

- ❖ Director of Academic Advising, Marco Valadez, M.S.Ed
- ❖ Registrar, Lingling Wang, Ed.D.
- ❖ Dean of Undergraduate Studies, Marcia France, Ph.D.

Academic Alerts

The goal of the [Academic Alert](#) process is for faculty and staff to have a channel to express concerns for any student, **especially first-year students**, who are at **risk** of earning a grade of C- or below in their course(s). The Office of Undergraduate Advising monitors these students and will coordinate a response with appropriate parties to provide academic support and other intervention measures for these students while there is still time to help them improve. Alerts can be submitted at any time during the term, but earlier in the session will be the most beneficial to the student.

Academic alerts are collected through a qualtrics survey linked above. You can also find the link on the Office of Undergraduate Advising website under [Resources for Faculty and Staff](#). We will also solicit academic alerts from faculty starting the second and third weeks of each session.

If you have a student who has stopped communicating (and possibly have stopped attending class), then we recommend submitting a [CARE report](#). The Care report hyperlink can also be found on the Office of Undergraduate Advising website under [Resources for Faculty and Staff](#).

Academic Warning

Students can be tentatively placed on academic warning pending 7W1 (Fall session 1) or 7W3 (Spring session 3) grades. However, official warning status emails won't be sent until after Fall or Spring terms end. Academic warning is visible on students' unofficial transcript but not their official transcript. Warning standing alone will not impact a student's ability to study away, qualify for on campus employment, or other campus activities. Students on warning standing are required to meet with an academic advisor or coach in the Office of UG Advising before the add/drop deadline for the subsequent term. For example, students on academic warning at end of Fall term must meet with an advisor or coach before 7W3 (in Spring term, first session) add/drop.

Students receiving this warning are encouraged to meet with their academic advisor. The Office of UG Advising meets with students in a warning status to help prevent students from being placed on academic probation. Our goal is to assess the students' academic situation and refer them to the necessary campus resources, but we are not a replacement for you. If you see someone struggling and know of academic resources which could help them be sure to refer them to those.

Academic Probation

Academic Probation is one of the more serious standings a student can find themselves in. Advisors are recommended to check in with students on academic probation to confirm that they are utilizing campus resources, these students will also be required to meet with the Director of Undergraduate Advising before the next term begins. Students must clear their probation status during the semester of probation or they will be at risk for academic suspension. Please note that students are not eligible to study away during their probation term.

Students are expected to communicate their academic standing and discuss any difficulties they may have faced to their parents or guardians. Academic advisors are not expected nor allowed to communicate academic standing and/or academic difficulties the student is experiencing to their family members. If you receive such a request please refer the family to the Office of Academic Advising

At the beginning of a probation semester a meeting with the Director of Undergraduate Advising is required to: 1) discuss the challenges students experienced that led to the academic probation standing and 2) go over the importance of getting past probation and the risk of suspension if they do not take the semester seriously. At this meeting they may discuss learning strategies to improve their academic performance and the requirement that students meet with an academic coach in the office of Undergraduate Advising during their probation term. We recommend following up with your student(s) on probation to ensure they are following the terms required for their probation semester. We also recommend using Proactive Advising strategies due to the serious nature of academic probation.

Suspension

Students who aren't able to clear their probation status after one term will be subject to academic suspension. Such students may reapply for reinstatement after a minimum absence of one year. Similar to academic probation, students are encouraged to communicate their academic progress and struggles with their parents and/or guardians. The suspension letter students receive will list recommendations for constructive time engagements while they are away from DKU.

Advisors are not expected to communicate with advisees who are on suspension but if you would like to you are free to do so.

Student experiences based on class year

Not all students will follow a linear pathway to graduation. Below are some highlights that students could experience in their four years at DKU. Each student will be in a slightly different stage than their peers' when it comes to college readiness, perseverance, and identity development.

First-Year Students

- ❖ Major theme: transition to college
- ❖ Introduction to a liberal arts experience and academic readiness
- ❖ Learning about campus resources
 - *Advisor tip:* Try to limit the use of university acronyms when communicating with first-year students, or explain them when you do.
- ❖ Major and career exploration
- ❖ Knowledge of self
 - Understanding of self, academic readiness, identify exploration

Second-Year Students

- ❖ Major theme: major declaration in Spring term
- ❖ Utilizing campus resources
- ❖ Undergraduate Research and Signature Work
- ❖ Leadership development
 - e.g., peer coaches, residential academic peer coaches, or tutors
- ❖ Career Development
 - Ideally, students will begin doing research on graduate programs, meet with a pre-professional advisor, and check if the prerequisites they need for graduate school will be met with their major and elective courses.

Third-Year Students

- ❖ Major theme: Study away experience
- ❖ Undergraduate Research/Signature Work
- ❖ Study Away/Duke Experience Preparation
- ❖ Career Development
 - Thinking of faculty for letters of recommendation, building a general resume, getting experience in their career field of interest(s)

Fourth-Year Students

- ❖ Major theme: graduation and post-graduate life
- ❖ Undergraduate Research Symposium (Signature Work Presentations)
- ❖ Career Development and Professionalism
 - Refining their resume and CVs, preparing for graduate school applications, and more based on their needs
- ❖ Ability to convey their contribution(s) to world and society

Advising Different Student Populations

Below are several student populations you will encounter when advising students. People are multifaceted and can have several experiences simultaneously. It's best to approach each student as a unique individual and allow them to tell their story. Similarly, each faculty and staff member has had their own unique journey that makes them important to the DKU community. The information in this section will serve as a starting place for working with the different student populations at DKU.

Regardless of how similar or different your students are from you, it's possible to build meaningful relationships with them. Remember to have patience with them and yourselves as their advisor. Advising is a professional relationship so you are not required to be their best friend. Some students/advisors may want to connect more and students may prefer to have a more distant advisor/advisee relationship. Always be mindful of faculty guidelines regarding student-faculty interactions.

There are several recommendations which are universal regardless of the type of students you work with:

- ❖ Do your best to learn how to pronounce their names or nicknames and be sure to remember their gender pronouns and/or identity identifiers.
- ❖ Use probing questions, especially with first-year students, when you want to know if they understood something:
 - "What questions do you have for me?" instead of "Do you have any questions?"
- ❖ Be curious about who they are and what's important to them.
 - For example, if you have a student who insists on an overload each semester because they want to try graduating a year early, then ask them to help you understand why graduating early is important to them.
- ❖ Encourage them to maintain early and open communication with you and their other faculty.

First-year students

Advising first-year students can be a daunting task. There are many small tasks for students and advisors to be mindful of on top of balancing a new living and learning environment. For many students, attending DKU might be their first time living away from home, first time sharing a living space, or first time in mainland China. Another massive change for students will be the 7-week sessions. This allows for shorter, more intensive time to focus on a couple classes but the fast pace can be difficult to adapt to for some.

Having patience with your first-year advisees will be important. They aren't aware of what they don't know! They may ask you the same question several times. Common first year challenges include, but aren't limited to (Fox & Martin, 2017):

<i>Homesickness</i>	<i>Rigid beliefs systems</i>	<i>Imposter syndrome</i>
<i>Feeling isolated</i>	<i>Social/cultural adjustments, language barriers</i>	<i>Self-management skills; Waiting until the last minute</i>

Orientation

Some students may want to take a placement exam for math or language so they can start at a higher level (language) or determine their placement in either Math 101 or 105. Others may have pre-matriculation credit from another university or AP/IB credit and might inquire about “testing” into a higher level major course. Test credit will transfer in as elective credits. For example, passing the AP Psychology exam with a 5 means that the student can get General Psychology elective credit, not transfer credit for PSYCH 101 at DKU. Exceptions for elective transfer credit to be used for major credit is determined on a case-by-case basis.

- ❖ **Advisor tip:** If you have a student who wants to skip an introductory class with test credit, ask them why they want to skip the class, especially if the course is in their major of interest. “Retaking” the class is great way to experience a new environment with a subject they feel comfortable in. It is also an excellent way to hopefully start with a high GPA, assuming they pass the class with an A or B letter grade. “Retaking” a class in a 7-week session can be beneficial, especially if they had an entire academic year to take the AP course in high school.

During orientation advising emphasize that their first semester is to set a positive tone for the year and their time at DKU, course choices for their first term should be

things they are excited about as opposed to courses they just wish to “get out of the way.”. Almost all DKU classes will be 7-week session courses. If a student took Calculus in high school in a semester system, remind them that they would have half the time to learn the same amount of material.

First Term at DKU

The first semester can set the tone for a smooth transition into college!
Recommendations for advisors to check and be aware of include:

- ❖ Student enrollment is full time, except in cases of approved underloads or overloads
- ❖ That students have a balanced schedule with a variety of classes.
- ❖ Language placement results.
 - Encourage your students to monitor the class difficulty level during the Add/Drop period.
- ❖ Students need to make sure that official copies of previously earned college credits, AP credit, IB credit, or any other type of pre-matriculation credit is sent to the DKU Registrar’s Office before the end of their first term.
- ❖ Students and advisors need to be mindful of [important dates](#) such as add/drop deadline, deadline for withdrawing, deadline for CR/NC requests.
 - The CR/NC requests will be sent to you as their advisor.
 - Students should be careful about assessing the courses they are in the first week of class. They need to be mindful of the drop deadline for each session so they don’t stay enrolled in classes they don’t want to take.
- ❖ Transition to college life, expectations, self-management, ect and any general concerns they may have may come up unexpectedly.

Students with Disabilities

Students with physical or learning disabilities may need a variety of [academic accommodations](#) for the courses and advising to successfully complete their degree. Some learning disabilities can impact students’ development of their metacognition (organizational skills, goal setting, time management, ect) and self regulation skills (managing their emotions, stress levels, and sleep patterns). These can include ADHD, hyperactivity, inattentiveness, and dyslexia. It isn’t uncommon for students with some learning disabilities to be an average of 3-5 years behind their peers in maturing their metacognition and self-regulation skills. This can cause additional struggles for students to sustain focused attention, balance their responsibilities, regulate their emotions, and avoid risky situations.

We recommend working closely with students to create an academic plan that is supportive of their academic strengths while being mindful of their accommodations.

International Students

International students make up roughly 30-40% of our DKU undergraduate student population. They come from a variety of countries and bring with them a diverse array of experiences. Below are a few considerations:

- ❖ Students come from different socioeconomic backgrounds. For some, attending DKU (in-person courses) will be their first time in China or even another country. Other students may have grown up with international travel as a routine experience in their family. This also means that two students from the same country can have vastly different lived experiences!
- ❖ Encourage them to cultivate their community early and to connect with campus resources, especially international student resources.
- ❖ Some cultural references, slang, jokes, ect may not translate well with your students (or your colleagues!). Be sure to clarify if you're trying to explain something in a way that your advisee does not understand.

Mainland Chinese & HMT Students

Chinese mainland students need to meet additional degree requirements. Students from Hong Kong, Macau and Taiwan (HMT) must meet the same requirements with the exception that they can substitute up to 4 credits from designated Chinese culture courses in place of the military training. Both student groups must complete additional credits towards their degree. *More information regarding these requirements can be found in the Bulletin.*

Most Chinese students are very studious and have a high level of dedication and commitment to their education. Most attended Chinese high schools with a primarily Chinese curriculum, so learning concepts in English can be a challenge for them initially. Oftentimes, Chinese students have to work with high expectations from their parents about their academics and also their choice of majors. The parents of most Chinese students will find it hard to relate to the experiences students are having at DKU, as it will be vastly different from their own. It is important to coach the students on how to talk to their parents about their experience and articulate their decision-making process to their parents.

First Generation Students

First Generation (also referred to as First Gen) college students are usually defined as students whose parents or guardians did not graduate from college. First Gen students are just as capable of success but benefit from a strong support system. As an advisor, this support system includes you! Emphasizing that you are here to work with them to accomplish their academic goals is a great idea. Below are some ideas for engaging with First Gen students:

- ❖ Proactive advising:
 - It's best not to assume that students know how to navigate the university system. Proactive advising involves the advisor initiating contact to the students instead of waiting for the students to contact the advisor for assistance.
 - **Advisor tip:** You can send out mass emails to all of your students for general reminders (example: withdrawal deadline, registration dates, or tutoring reminders when students usually have midterms). This is a great way to not single out a student.
- ❖ Encourage student engagement in and outside of the classroom:
 - Some students might avoid their professor's office hours because they don't know what to say. Two good starting points for students are:
 - Ask the professor to review a concept from that week's lecture or homework.
 - Ask the professor about themselves and their journey to DKU. This can be a great way to connect with faculty in academic areas that the student is also interested in.
 - Students may also avoid talking to other departments because they don't want to "bother" the faculty and/or staff members. Remind them that they are not a bother and that these offices exist to support them.
- ❖ Reinforce belonging:
 - Effective academic advising should reinforce for students that they "BELONG" here. Our students should feel fully woven into the fabric of the DKU community.

LGBTQ Students

Perhaps the first thing to understand when working with LGBTQ+ students is that there is a difference between sexual orientation and gender identity. Sexual orientation is about physical and romantic attraction and emotional attachment to others while gender identity is about the extent to which one identifies with or resists the traditional gender role that is culturally associated with one's assigned sex. Gender expression is then how you chose to express your gender identity through

clothing, hairstyle, behavior, etc. Knowing the differences in these identities is vital to understanding LGBTQ+ students.

Another major concept to grasp is that these identities are no longer considered to be binary identities. It's not just gay and straight. It's also queer, pansexual, and asexual, among others. It's not just feminine and masculine. It's genderqueer, gender non-conforming, transgender, and more. Many of our students want no labels at all, others are very committed to a particular label for specific reasons, and many embrace multiple labels.

How much LGBTQ+ students accept their identities upon arriving on campus varies as well. Some have been out for several years in all phases of their life, and some are only out to friends. Others may be only out to members of their families, and some have been denying their identities for years. While we may have some LGBTQ+ students who will be out on our campus, it is safe to say that there are even more LGBTQ+ students on campus who are not open about their identity. The level of "outness" of an LGBTQ+ student will likely profoundly influence how they experience themselves and DKU. If a student comes out to you ask them which pronouns they prefer or if there is anything they would like you to know when you interact with them. In most cases a change in approach will not be needed but it will mean a lot to your advisee if you ask.

Students on Leave of Absence (LOA)

Students on approved leave of absences (LOA) could be away from DKU for a minimum of one term. We encourage you to contact your student(s) on LOA before registration begins for their return term, if possible. They'll need an updated academic plan to show their progression towards degree as some classes are only offered one term a year. We recommend working together with your student(s) to update their academic plan based on their return term. It might be best for students returning from LOA to start with max 18 credits in their return term, especially if they were away for 2+ terms.

Parents & Family

Advisors are meant to work with students, not parents. It is the responsibility of students to keep parents and guardians informed of their academic standing and progress as well as any difficulties which may affect their performance. The University's registrar does not release end of term or midterm grade information to parents and guardians without students' written permission. Parents and guardians may also be alerted by university administration to emergency and extraordinary situations that may impinge upon a student's well-being.

If a student's parent or guardian reaches out to you or is insistent on you sharing information with them about their student please refer them to the Office of Academic Advising. Do not share a student's information with anyone who is not a member of the DKU community.

This manual is adapted from Duke University Trinity College Advisor's Manual.