

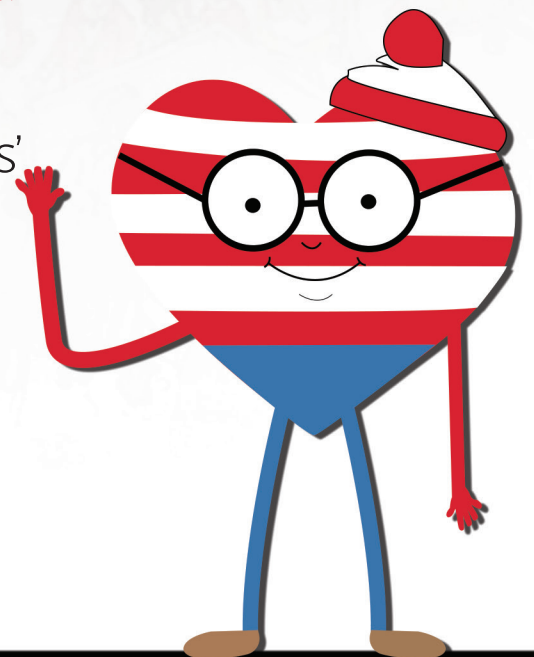


The *HeART* of Advising

A Student-Centered
Approach

2023 USC-System Advisors'
Educational Conference

*Sponsored by the Office of
the Provost-USC Columbia*



Schedule

9:05–9:15 a.m.

Welcome

Ballroom - Sara McConville, Coordinator for Advisor Training and Outreach, University Advising Center

9:20–10:20 a.m.

Keynote Address | Dr. Jenny Bloom

Ballroom - The HeART of Advising: A Student-Centered Approach

10:30–11:25 a.m.

Concurrent I

Room 203 - Focusing On Progress, Not Perfection

Room 205 - My Grades May Be Bad, but I Am Not: Decoupling Self-Worth from Academic Performance

Room 303 - Fostering Diversity, Equity and Inclusion in Academic Advising

Room 305 - Let's Talk about You...and Me: Engaging Students in Academic Advising

Room 315 - It's in the Details: Advising the Non-Traditional Student

Ballroom - Building Learners and Leaders Through Meaningful Connections

11:30–12:25 p.m.

Concurrent II

Room 203 - Focusing On Progress, Not Perfection

Room 205 - My Grades May Be Bad, but I Am Not: Decoupling Self-Worth from Academic Performance

Room 303 - Fostering Diversity, Equity and Inclusion in Academic Advising

Room 305 - Let's Talk about You...and Me: Engaging Students in Academic Advising

Room 315 - It's in the Details: Advising the Non-Traditional Student

Ballroom - Creating a Better Transfer Student Experience. Together

12:30–1:25 p.m.

Lunch & Networking

1:30–2:25 p.m.

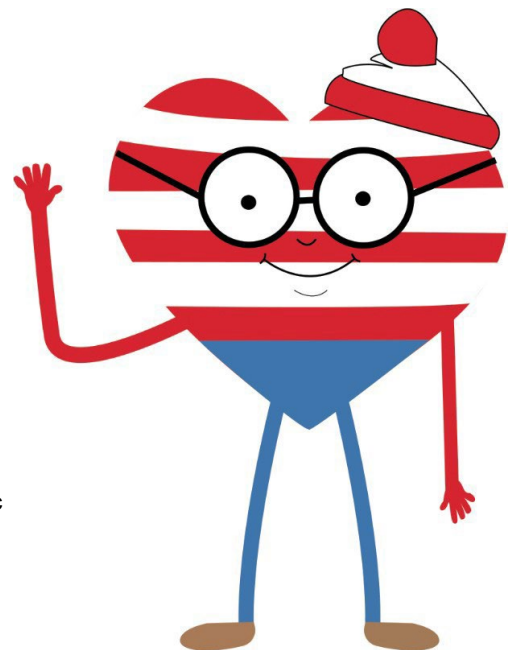
Plenary Address | Dr. Sandra Kelly

Ballroom - Happiness: Theory and Practice

2:30–3:00 p.m.

USC Awards, Raffle & Closing

Ballroom: Join us as we celebrate our 2023 USC Institutional Academic Advising Award Winners and conclude with the conference raffle.



Welcome

Welcome

to the tenth annual USC-System Advisors' Educational Conference! We are excited to welcome over 200 academic advisors and university colleagues from across all of USC's two- and four-year campuses. The theme this year is *"The HeART of Advising: A Student-Centered Approach."*

What one word do you hope your students would use to describe you as their Academic Advisor? Supportive? Informed? Authentic? Trustworthy? Most likely the word you chose hits right at the "Heart" of how the role of an advisor impacts student success. As Advisors, we spend substantial time immersed in the science of advising. While the theory behind our advising practices and the assessment and data that determines its success is important, there is something else that is just as imperative. The HeART.

Where is the Heart and Art of Advising? One place it can be found is within the student-centered approach to academic advising. The Keynote Speaker for our conference this year and founder of the Appreciative Advising Approach to advising Dr. Jenny Bloom, says, "High impact advisors realize that the positive outcomes of advising sessions are not just limited to students; in fact, the real joy of advising occurs when advisors understand how fulfilling it is to really impact other peoples' lives and how much they can learn from their advisees." During today's conference, we hope you will reflect on where the heart and art is in your advising practice and learn new strategies to incorporate them.



Sara McConville,
*Coordinator for Advisor Training and Outreach, University Advising Center
Columbia*

Keynote Address

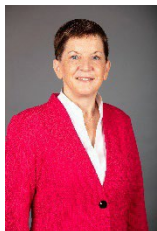
Ballroom

The HeART of Advising: A Student-Centered Approach

Join us for the opportunity,

to hear from Dr. Jenny Bloom, the Founder of Office of Appreciative Education as she answers questions like, How do we actually get to the HeART of advising? What does a fully student-centered approach look like? How can we protect our own HeARTs while also encouraging our students' HeARTs? Peter Drucker once said, "The important and difficult job is never to find the right answers. It is to find the right question." The focus of this keynote address will be on the power of questions as a tool for opening our hearts and minds to the possibilities inherent within us and our students. Join the quest for unlocking the HeART of advising through asking powerful questions.

Jenny Bloom is a Full Professor in the Department of Educational Leadership and Research Methodology at Florida Atlantic University (FAU). In addition, she is the Coordinator of the Higher Education Leadership Master's Degree Program and Founder of the Office of Appreciative Education (<https://www.fau.edu/oea/>) at FAU. She previously served as a Clinical Professor and Director of the M.Ed. program in the Higher Education & Student Affairs Program at the University of South Carolina. Prior to UofSC, she served as the Associate Dean for Student Affairs & the Medical Scholars Program at the University of Illinois College of Medicine at Urbana-Champaign. Dr. Bloom served as the 2007-08 President of the National Academic Advising Association (NACADA) and was named the recipient of NACADA's Virginia N. Gordon Award for Excellence in the Field of Advising in 2017. Dr. Bloom has co-authored six books and numerous articles and has presented her work at over 500 higher education institutions and conferences.



Dr. Jenny Bloom
Founder of the Office of Appreciative Education

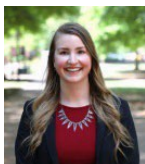
CONCURRENT

Session I and II

Room 203

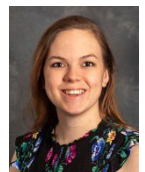
Focusing on Progress, Not Perfection

Do you find yourself struggling with wanting to become a “perfect” advisor? Do you consider yourself to be a “perfectionist” or “Type A”? An advisor and student relationship is like any relationship; two human beings bringing their personality traits and life experience to the table. Sometimes that can be tricky to navigate, especially as someone who wants things to operate in a linear, organized fashion. In this presentation we will be breaking down these labels and exploring what it means to be a perfectionist in an advising environment. We will provide you with meaningful tools and lessons in building reciprocal relationships with your students. These tools will encourage your students to take an active role in the advising experience and support you with managing expectations for your students, and yourself, along their academic journey.



Alexa Dean

Undergraduate Academic Advisor I, College of Arts and Sciences I Columbia



Sabrina McClure

Undergraduate Academic Advisor I, College of Information & Communications I Columbia

CONCURRENT

Session I and II

Room 205

My Grades May be Bad, but I Am Not: Decoupling Self-Worth from Academic Performance

Students can easily fall into the trap of binding their self-worth directly to the grades they earn and the things they decide to both do and not do on campus (i.e. participate in Greek Life, join a club, gain extracurricular experience, etc.) As academic advisors, we have a unique opportunity to help guide students in learning to develop healthy ideas of who they are and what their value is. We can achieve this by learning to identify signifiers that students may have an unhealthy relationship with their academic performance. This can be as obvious as statements such as, “I’m a failure,” or, “I’m a bad student,” to much more nuanced red flags with high achieving students, who’s good performance can easily mask these issues. In this presentation, I’d like to explore some of the ways advisors can provide students with the framework and tools to develop their sense of self in ways that are removed from academic performance. Far removed from “toxic positivity”, I propose an approach to student identity development that is unfailingly supportive and encouraging, but nonetheless promotes accountability and responsibility on the student’s end. By helping students break away from a linear interpretation of their successes and failures to a larger perspective of holistic growth, we can help them reduce the extreme burdens placed on them by both internal and external parties.



Cam Fowler

Undergraduate Academic Advisor I, Arnold School of Public Health | Columbia

CONCURRENT

Session I and II

Room 303

Fostering Diversity, Equity and Inclusion in Academic Advising

Diversity. Equity. Inclusion. Access. Belonging. Justice. DEIBJ...an alphabet soup of letters, each distinct, yet all leading to the same outcome: creating a welcoming and engaging environment for students of all identities. Come to this session to learn more about Academic Advising's new Diversity, Equity, and Inclusion Statement and how advisors can use the statement as a framework for developing more inclusive advising practices. As a result of attending this session, advisors will demonstrate an understanding of the Diversity, Equity, and Inclusion Statement and the four principles of inclusive growth mindset, practice, culture of belonging, and leadership. Additionally, advisors will be able to identify promising practices for cultivating inclusion in academic advising, envision inclusive strategies they can incorporate into their advising philosophy, and learn about campus and community resources to aid in professional growth and development. This session will utilize active learning to engage participants, including a mix of activities, small and large group discussions, and reflection. Attendees will leave the session with tangible takeaways for how they can foster inclusion into their advising practice.



Caleb Morris

Instructor & Advisor, Arnold School of Public Health | Columbia

CONCURRENT

Session I and II

Room 305

Let's Talk about You...and Me: Engaging Students in Academic Advising

How do we get our students engaged in the advising process? Most students see their academic advisor as the mysterious lifter of the advising hold or the gatekeeper to the almighty override. Your office decor, your seating arrangement, your first words to the student will determine if the student will be an active or passive participant in the meeting. To successfully apply the appreciative advising model, an advisor must buy into the concept of self-revelation. What you put on your walls, your desk, how you arrange the chairs, how you start the conversation will dictate if you'll be "advising" or just "schedule planning" with that student. Even the tone of the follow up note is important. Come share approaches you already use and be open to learning some new skills.



Art Farlowe

Senior Academic Advisor, College of Information & Communications | Columbia

CONCURRENT

Session I and II

Room 315

It's in the Details: Advising the Non-Traditional Student

In this ever-changing higher education landscape, we as advisors work to support a variety of student populations. On the system campus, the non-traditional student is a constantly changing population that has different needs and requires different modes of support compared to a traditional student. In this presentation, we will define who non-traditional students are, collaboratively identify the needs and challenges these students may face and discuss how proactive and appreciative advising approaches can help advisors best serve this population. These approaches can help set students up for success even before the semester starts and provide them with the support they need to persist. Throughout the presentation, participants will have the opportunity to reflect on how they can apply these approaches to their own advising practice.

The presenter is from the USC Lancaster campus, but the information discussed can be utilized by advisors from all USC campuses with many student populations.



Zoe Byrd,
Academic Advisor, Business and Arts I Lancaster

CONCURRENT Session I

Ballroom

Building Learners and Leaders through Meaningful Connections

In the Center for Integrative and Experiential Learning (CIEL), the art of advising is helping students make meaningful connections across their college experiences. As advisors, we cover a broad range of topics in a short amount of time with the goal of efficiently and effectively gleaning a picture of a student's learning within and beyond the classroom. More importantly, we help students develop their own ability to make connections between their experiences and learning and apply those connections to their future goals. In this session, we will provide an overview of the mission and initiatives of CIEL, as well as discuss the DEAL model for reflection, which CIEL uses to build students' skills for reflection and critical thinking. This interactive session will give advisors the opportunity to experience integrative learning for themselves and we will share strategies and examples of incorporating the DEAL model of reflection into the heart and art of advising.



Lauren Epps

Assistant Director, Center for Integrative and Experiential Learning | Columbia



Sarah Matthews

Advisor, Center for Integrative and Experiential Learning | Columbia



Gina Spence

Advisor, Center for Integrative and Experiential Learning | Columbia

CONCURRENT

Session II

Ballroom

Creating a Better Transfer Student Experience. Together.

This session will highlight the various transfer student advising initiatives and explore integrative and experiential learning experiences that our transfer student population at the University of South Carolina often neglect as an academic opportunity. Advisors will discuss challenges/barriers transfer students face at USC and what initiatives are offered to reduce those challenges. Advisors will be able to identify their transfer students who should apply for the Carolina Engage Grant to successfully complete their beyond the classroom experience that can directly help them achieve their personal, professional, and/or academic goals.



Amanda Shores

*Director of Transfer Advising & Retention Initiatives, University Advising Center I
Columbia*



Claire Robinson

*Assistant Dean, Undergraduate Advisement, University Advising Center I
Columbia*



Julie Boyken

*Outreach & Assessment Coordinator, Center for Integrative and Experiential
Learning I Columbia*

Plenary Address

Ballroom

Happiness: Theory and Practice

We are pleased to announce that Dr. Sandra Kelly will be our Plenary Speaker for the 10th Annual 2023 Advisors' Conference. Dr. Kelly has oversight of general education requirements, undergraduate academic initiatives within and beyond the classroom, educational outreach, and international learning. She leads the American Talent Initiative at the University of South Carolina, aimed at graduating more students from low-income backgrounds, and co-sponsors the university-wide initiative to increase engagement of students that typically do not engage at high levels such as students from under-represented groups and transfer students. Global Carolina (comprised of the Education Abroad Office, English Programs for Internationals, and International Student Services), Continuing Education and Conferences, the Center for Teaching Excellence, the Center for Integrative and Experiential Learning, the Office of On Your Time, the McNair Center Institute for Entrepreneurism and Free Enterprise, and the University Advising Center directly report to her. Dr. Kelly shares oversight with the Associate Vice President for Student Housing and Sustainability of seven Faculty Principals and their living-learning communities. Dr. Kelly has been the recipient of numerous awards for teaching, mentoring and research, including being awarded the Carolina Trustee Professorship for very strong contributions across research, teaching, and service domains.

Her research has examined the impact of alcohol exposure during development on the brain and behavior and how different drug treatments can alleviate the effects seen in Fetal Alcohol Spectrum Disorders. This research has been funded by federal agencies and foundations including over 20 years of funding from National Institutes of Health, March of Dimes, and National Science Foundation as principal investigator.

Dr. Kelly has taught a wide variety of courses ranging from large introductory psychology courses to small, advanced graduate seminars in neuroscience. Her extensive service to the university includes being Chair of the Faculty Senate, serving on the University Committee on Tenure and Promotion, and serving as an Associate Dean in the South Carolina Honors College.

This presentation will begin with a discussion of definitions of happiness with a focus on individual, developmental, and cultural differences in definitions and views of happiness. Both psychological and neuroscience research on happiness will be discussed with an emphasis on practical applications of the research findings to your life.



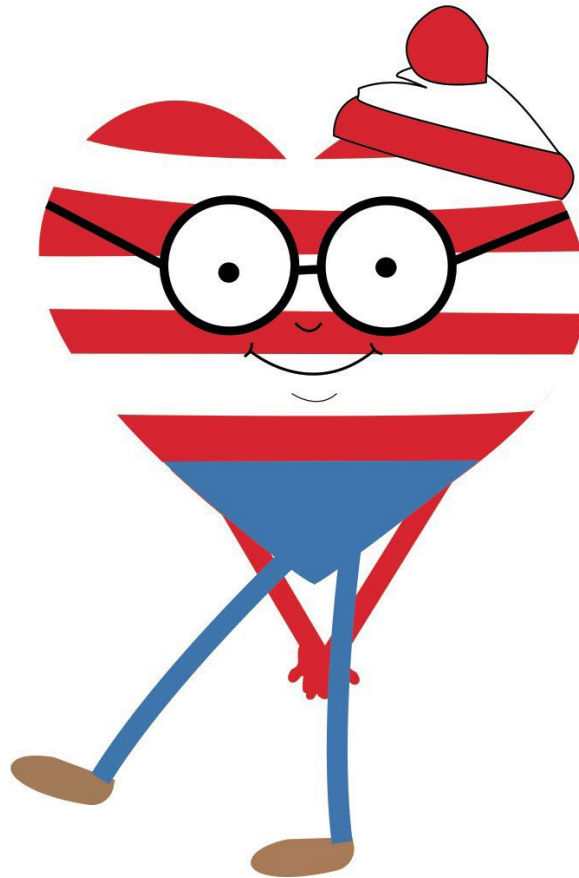
Dr. Sandra Kelly
*Vice Provost, Director of Global Carolina, Dean of Undergraduate Studies |
Columbia*

Thank you

We would like to thank you for attending our 2023 conference.

We want your feedback!

Please remember to complete the online survey to give us your feedback on the conference.



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University of South Carolina

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Can you find the 'heart of advising'?