

**Every Student. Every Voice. One University.**

**Fostering Diversity, Equity and Inclusion in Advising**

**USC-System | 2020 Advisors' Educational Conference**



# SCHEDULE

## ➤ MORNING

<b>8:00–9:00 AM</b>	Registration & Continental Breakfast	<b>Lobby/Ballroom</b>	
<b>9:05–9:15 AM</b>	Welcome   Sara McConville	<b>Ballroom</b>	Page 2
<b>9:20–10:20 AM</b>	Keynote   Dr. John H. Dozier	<b>Ballroom</b>	Page 3
<b>10:30–11:25 AM</b>	Concurrent One   Guests may choose one of the following to attend		
	The Council of Academic Diversity Officers: A National Movement	<b>Room 203</b>	Page 4
	Supporting LGBTQ+ Students	<b>Room 205</b>	Page 4
	Generational Differences in the Workplace	<b>Room 303</b>	Page 4
	Student's Call for Equitable Advising	<b>Room 305</b>	Page 6
	Understanding How Social and Cultural Capital Impact Student Success	<b>Room 304</b>	Page 6
<b>11:30 AM–12:25 PM</b>	Concurrent Two   Guests may choose one of the following to attend		
	Financial Aid and Diversity—Where Do We Stand?	<b>Room 305</b>	Page 8
	Building a Transfer Friendly Campus through Intentional Advisement	<b>Room 203</b>	Page 8
	Advising the First-Generation College Student: It Matters!	<b>Room 205</b>	Page 8
	A Special Population: Undeclared vs. Undecided: Overcoming the Data Gap	<b>Room 303</b>	Page 10
	Utilizing Data to Assess Diverse Student Needs	<b>Room 304</b>	Page 10

## ➤ AFTERNOON

<b>12:30–1:25 PM</b>	Lunch & Networking	<b>Ballroom</b>	Page 12
<b>1:30–2:25 PM</b>	Concurrent Three   Guests may choose one of the following to attend		
	Combating Impostor Syndrome While Working with Gen Z Women	<b>Room 203</b>	Page 14
	Demographic and Enrollment Trends that Impact our Student Body	<b>Room 305</b>	Page 14
	Diversity and Social Advocacy in GLD: What It Is and Why It Matters	<b>Room 205</b>	Page 14
	Utilizing Difference Instead of Tiptoeing Around It	<b>Room 303</b>	Page 16
	Triple A: Allyship and Advocacy in Advising. We've Got You Covered	<b>Room 304</b>	Page 16
<b>2:30–3:00 PM</b>	Closing Session & Raffle	<b>Ballroom</b>	Page 22



## ➤ DR. JOHN H. DOZIER

**Chief Diversity Officer & Senior Associate Provost for Inclusion**

*Office of Diversity and Inclusion, COLUMBIA*

Dr. John H. Dozier serves the University of South Carolina as its inaugural chief diversity officer and senior associate provost for inclusion. He is responsible for leading strategic diversity and inclusion efforts that are focused on creating learning, living and working environments that embody the university's values. He has the additional responsibility of leading university efforts in community engagement—connecting and engaging faculty research, scholarship and student learning interests with communities and community organizations throughout South Carolina.

Prior to the University of South Carolina, he spent 10 years with the City Colleges of Chicago serving as vice president of academic and student affairs for Kennedy-King and Wilbur Wright Colleges, chief information officer for the 120,000-student college district, and ultimately as president of Kennedy-King College.

Since returning home to Columbia eight years ago, he has made such a mark on the local landscape that Columbia Business Monthly recognized him as one of Columbia's 50 Most Influential People in 2013. In 2015, South Carolina State University recognized him as a distinguished alumnus. In 2016, he received the Richard A. Rempel Faculty Award from the University of South Carolina. John serves his community through volunteerism and board service to include serving on the board of trustees for Central Carolina Community Foundation, as immediate past chairman of the board of trustees for EdVenture Children's Museum, and former member of the board of trustees for Historic Columbia. He and his wife, Victoria, own Columbia's first and only world language-learning center, The Language Buzz, where they provide Spanish, French, Mandarin instruction and cultural experiences. Additionally, The Language Buzz hosts Columbia's only family-friendly and culturally appropriate Cinco de Mayo Street Festival.

John is a graduate of South Carolina State University with a Bachelor of Science degree in Marketing. He also holds Master of Business Administration and Doctor of Education degrees from DePaul University (Chicago, Illinois).



## ➤ THE COUNCIL OF ACADEMIC DIVERSITY OFFICERS: A NATIONAL MOVEMENT

**ROOM 203**

**Dr. Shirley Staples Carter** | Associate Dean for Diversity Equity and Inclusion | College of Information and Communications, COLUMBIA  
**Dr. Coretta Jenerette** | Professor & Associate Dean for Diversity, Equity, & Inclusivity | College of Nursing, COLUMBIA

### ABSTRACT

The Council of Academic Diversity Officers (CADO) at USC-Columbia is comprised of diversity officers from each college/school who report to the Dean of their college. Council members also work closely with the university's Chief Diversity Officer. Diversity Officers develop and implement unit-level strategic plans for diversity and inclusion focusing on composition, achievement, engagement and inclusion as the attributes of their inclusion efforts. In this session, attendees will hear from two Associate Deans who serve on the Council and learn how the Council supports and advances the university's equity, inclusion and diversity efforts.

## ➤ SUPPORTING LGBTQ+ STUDENTS

**ROOM 205**

**Caroline Wallace** | Assistant Director of Multicultural Student Affairs | Department of Student Life, COLUMBIA

### ABSTRACT

Do you want to improve how you support LGBTQ+ students in your advising sessions? During this student-centered presentation, we will work through different scenarios related to LGBTQ+ student needs. By the end of this session, you will engage with practical approaches for creating and maintaining an inclusive environment for LGBTQ+ students. Please note, this presentation assumes participants have a working foundational knowledge of the LGBTQ+ community.

## ➤ GENERATIONAL DIFFERENCES IN THE WORKPLACE

**ROOM 303**

**Kim Pruitt** | Assistant Director for Organizational Development | Division of Human Resources, COLUMBIA

### ABSTRACT

Participants will learn about the various generational differences in the workplace and how to more effectively manage across generational preferences. This presentation will address the key differences in work philosophy, work habits, and social interactions among generations, but will highlight the similarities as well. Particular emphasis will be placed on developing understanding of the values of each generation and how they can not only effectively coexist, but thrive together in organizations. A variety of media will be used to illustrate key points and provoke discussion among participants.



**STUDENT'S CALL FOR EQUITABLE ADVISING****ROOM 305**

**Claire Windsor** | *Global Studies and Geography Major with Environmental Studies and Spanish Minor | Senator for Academics Committee of Student Government, COLUMBIA*

**Sarah Noonan** | *Biological Sciences Major with Spanish and Chemistry Minor | Secretary of Academics Committee of Student Government, COLUMBIA*

## ABSTRACT

Academic advising is an integral and shared student experience across campus. However, advising has been experienced in inequitable ways depending on the student's college or school. Student Government's Academics Committee, in both senate and cabinet, has prioritized addressing the challenges and solutions for improving student's academic advising experiences. After a series of meetings in the University Advising Center and our campus wide outreach efforts, the academics committee has noted the challenges and solutions to fulfill our goals.

**WHO ARE OUR STUDENTS?****ROOM 304****UNDERSTANDING HOW SOCIAL AND CULTURAL CAPITAL IMPACT STUDENT SUCCESS**

**Valeria Bates** | *Academic Advisor | College of Hospitality, Retail and Sport Management, COLUMBIA*

**Kate Blanton** | *Academic Advisor | College of Hospitality, Retail and Sport Management, COLUMBIA*

## ABSTRACT

Social and cultural capital refers to a collection of elements such as skills, material belongings, credentials, economic resources, access, mannerisms, and opportunities that an individual acquires through being a part of a particular social class. Each student at USC enters and navigates their collegiate experience based on their acquired social and cultural capital. As advisors, we must understand how social and cultural capital can impact our students' understanding of University systems, access to resources, self-efficacy towards academic achievement, and overall sense of belonging. This presentation provides advisors with an understanding of how social and cultural capital impacts student success and highlights best practices for maximizing students' academic and personal success.





## ➤ FINANCIAL AID AND DIVERSITY—WHERE DO WE STAND?

**ROOM 305**

**Joey Derrick** | *Director | Office of Student Financial Aid and Scholarships, COLUMBIA*

### ABSTRACT

Diversity and accessibility/affordability in higher education are two concepts often discussed together. However, it's also important to view them as unique issues, presenting unique opportunities and challenges. During this session we will discuss the state of financial aid at the national, state, and University level, with an emphasis on diversity and accessibility/affordability as separate, yet equally important, concepts in achieving a college education. Relevant data and best practices will be shared throughout the presentation.

## ➤ BUILDING A TRANSFER FRIENDLY CAMPUS THROUGH INTENTIONAL ADVISEMENT

**ROOM 203**

**Amanda Lucas** | *Assistant Director of Transfer Advising & Retention Initiatives | University Advising Center, COLUMBIA*

### ABSTRACT

University of South Carolina Columbia transfer students who entered the Fall 2016 semester had previously attended 268 different colleges prior to enrolling. The diversity of these students' pathways suggests the need for greater focus on and understanding the variety of transfer students' experiences.

According to Fall 2017 IPEDS data, almost 17,000 students were enrolled in a South Carolina postsecondary institution as a transfer student. Over 6,000 transfer students were enrolled at a public two-year institution and over 7,500 were enrolled at a public four-year institution. Building a transfer friendly campus through intentional advisement is vital to help mitigate additional challenges for transfer students and provide support when needed.

Transfer students often encounter additional challenges in understanding curriculum, transfer credits and degree planning. Transfer students are often academically unprepared and experience transfer shock while navigating a new institutional culture.

This session will examine how advisor intervention can impact transfer student transition and retention. Additionally, the session will explore how advisor intervention can impact the USC system transfers and other transitional programming as these students may exhibit various transfer patterns.

## ➤ ADVISING THE FIRST-GENERATION COLLEGE STUDENT: IT MATTERS!

**ROOM 205**

**Althea Counts** | *Director | TRIO Programs, COLUMBIA*  
**Selena Blair** | *Director | TRIO Student Support Services, UPSTATE*

### ABSTRACT

With the increasing number of first-generation students on our campuses, it is imperative that advisors are intentional about removing barriers and creating an atmosphere that promotes student success, inclusion and degree completion.

Come prepared to get more out of your academic advising sessions with first generation students by gaining a deeper understanding of their unique C's: characteristics, conversations, and challenges.

After thought provoking discussion, attendees will leave equipped with increased knowledge and a stronger commitment to providing valuable and necessary services leading to increased retention and graduation rates. The responsibility of advising first generation students shouldn't be taken lightly, because IT MATTERS!!



**➤ A SPECIAL POPULATION: UNDECLARED VS. UNDECIDED: OVERCOMING THE DATA GAP****ROOM 303****Travis Gardner** | *Academic Advisor for Undeclared Students | University Advising Center, COLUMBIA*

## ABSTRACT

The predominant literature of the 80's and 90's characterized undecided students as a population at higher risk of attrition than their declared counterparts. This sentiment has largely persisted through recent decades, as minimal amounts of new data were generated. Fortunately, research efforts have been renewed within recent years.

New data is finally being generated and the results are somewhat surprising. Data from the most recent studies suggest that undecided students, rather than being more prone to attrition, actually benefit from waiting to declare a major. The research further suggests that many, if not most, declared students are undecided to some extent and benefit from being open to changing their major. Counterintuitively, students entering their first semester with a declared major and an unwillingness to consider change were shown to be at the highest risk of attrition.

In this extended version of the 2019 USC-System Advisor's Conference presentation, *Overcoming the Data Gap*, we will discuss these findings and their implications regarding our goal of fostering a culture that values diversity, equity, and inclusion.

**➤ UTILIZING DATA TO ASSESS DIVERSE STUDENT NEEDS****ROOM 304****Meghan Lipinoga** | *Data Services Coordinator | On Your Time Initiatives, COLUMBIA***Helen Le** | *Academic Services Coordinator | On Your Time Initiatives, COLUMBIA*

## ABSTRACT

The Office of On Your Time Initiatives (OYT) utilizes data to grow and develop innovative programming that fosters diversity, equity, and inclusion, such as Winter Session, Summer Semester, Jump Start Summer Transfer Program, and Accelerated Study Plans. These programs support students with very diverse needs as they attempt to catch up on their coursework, graduate on time, or even graduate early.

OYT focuses on predictive data to forecast student needs and prescribe solutions to campus partners, such as the University Advising Center. By partnering with campus advisors, we are better able to serve our students with specific and diverse degree program needs.

Our interactive presentation covers recommendations for collecting and sharing predictive data to inform decision-making. Participants will have opportunities to brainstorm new ways that data can enhance their roles as advisors. Attendees should leave this presentation knowing how OYT programs can help serve their advisees along with new ideas on how they can use data to help support students with diverse needs.



# LUNCH & NETWORKING

12:30–1:25 p.m.

## ➤ ENJOY COMPLIMENTARY LUNCH

**BALLROOM**

Attendees can enjoy lunch located in the Russell House Ballroom.

**Concurrent Three starts at 1:30 p.m.**

## ➤ SPOT THE DIFFERENCE

Spot 10 differences between the two images below. Answers on page 22.



## POWERFUL FEMALE MENTORSHIP: COMBATING IMPOSTOR SYNDROME WHILE WORKING WITH GEN Z WOMEN

ROOM 203

**Alexandra Weaver** | *Academic Coach and Undergraduate Studies Advisor | University Advising Center, COLUMBIA*  
**Paige McKeown** | *Coordinator of First-Year Advising and Academic Intervention | University Advising Center, COLUMBIA*

### ABSTRACT

In this presentation, we will examine the ways in which female advisors and those who support them can work to create impactful mentoring relationships, even if over a short time, with the young women they advise. We will discuss the phenomenon of “Imposter Syndrome,” especially its effects on Gen Z women.

We will look at ways in which female students can be supported through the unique challenges they encounter in a variety of settings. We will explore what it means to have a powerful mentoring relationship, the research that supports the value of female mentor/mentee relationships, and how effective mentorship is a method for combating Imposter Syndrome. Participants will leave with specific tools and strategies to implement in their advising and mentoring relationships with female students.

## SHAPING THE FUTURE OF THE UNIVERSITY OF SOUTH CAROLINA: DEMOGRAPHIC AND ENROLLMENT TRENDS THAT IMPACT OUR STUDENT BODY

ROOM 305

**Dr. Elizabeth Orehovec** | *Senior Associate Director | Office of Undergraduate Admissions, COLUMBIA*  
**Michael Wade** | *Associate Director for Diversity, Inclusion & Access | Office of Undergraduate Admissions, COLUMBIA*

### ABSTRACT

The Office of Undergraduate Admissions is committed to recruiting and enrolling a diverse student body. In this session, we will discuss current and future demographic trends that impact institutional enrollment. Additionally, we will share current successes and challenges in student recruitment, and lead a discussion in how we can work together to foster diversity, equity and inclusion in the college enrollment process.

## DIVERSITY AND SOCIAL ADVOCACY IN GLD: WHAT IT IS AND WHY IT MATTERS

ROOM 205

**Lauren Epps** | *Assistant Director | Center for Integrative and Experiential Learning, COLUMBIA*

### ABSTRACT

Graduation with Leadership Distinction (GLD) was established in 2013 for Columbia and Palmetto College campuses with five unique pathways for students to choose. The Diversity and Social Advocacy pathway is the newest of the five, established in 2016 as a result of student government efforts to emphasize diversity and social justice at USC. Today, as we grow closer to reaching our 5,000th GLD application, it is important that all advisors understand and feel confident in supporting students pursuing GLD.

Join the Center for Integrative and Experiential Learning (formerly USC Connect) as we take a deep dive into the Diversity and Social Advocacy pathway. In this session, advisors will learn the importance of including a pathway focused on diversity and social justice, the specific requirements for this pathway, examples of student work, and how to refer students to GLD (in any pathway). Our goal is to empower advisors to support students both in GLD and their broader campus and community engagements.





## ➤ BECOMING ACQUAINTED WITH THE ELEPHANT IN THE ROOM: UTILIZING DIFFERENCE INSTEAD OF TIPTOEING AROUND IT

ROOM 303

**Brittney Scurry** | *Assistant Director for Multicultural Programs | Office of Multicultural Programs, UPSTATE*

### ABSTRACT

Effective intercultural communication is not only a best practice but it is an institutional necessity. Studies have shown that people avoid conversations around differences to avoid sounding racist, sexist, ageist, etc. However, studies have also shown that avoiding those conversations is a double-edged sword; not only does it stifle communication but avoidant communicators are more likely to be perceived as embodying the “-Ist” title they were trying to evade.

This session will equip attendees with the tools and insight to utilize differences (rather than tolerate or navigate around difference) in order to effectively communicate and facilitate a truly collaborative advising process.

## ➤ TRIPLE A: ALLYSHIP AND ADVOCACY IN ADVISING, WE’VE GOT YOU COVERED

ROOM 304

**Anuja Parikh** | *Study Abroad Advisor | Study Abroad Office, COLUMBIA*  
**Karra McCray** | *Assistant Faculty Principal | International House at Maxcy College, COLUMBIA*  
**Payge Jennings** | *National Fellowships Coordinator | National Fellowships and Scholar Program, COLUMBIA*

### ABSTRACT

Studying at a predominately white institution, USC students of color often see a lack of representation amongst the faculty and staff that they interact with. Due to this disparity between the number of staff of color versus white staff, it becomes increasingly important for majority identities to commit themselves to acting as an ally to students of color.

Often times the word “ally” is used lightly by those who seek to self-identify as being anti-racist in their everyday lives. Being an ally requires actionable change that is in line with outspoken support and advocacy for marginalized populations. In this session, we aim to explore the real meaning behind supporting students of color as an ally and building allyship.

As Advisors, we have the unique opportunity to get to know our students on a deep level, listen to their doubts, and provide them with growth opportunities. Part of advocating for our advisees requires us as advisors to be connected across campus with resources and people that can continue to support our students in helping them achieve their goals and conquer any real or perceived challenges to said goals.

We will take an interactive, scenario-based approach to helping attendees identify and expand their knowledge base of relevant campus resources, as well as develop productive responses to advising situations. Building a network of staff across campus who are committed to inclusive advising plays an instrumental role in amplifying underrepresented voices.







# THANK YOU

➤ **WE WOULD LIKE TO THANK YOU FOR ATTENDING OUR 2020 CONFERENCE.**

➤ **ADVISORS' EDUCATIONAL CONFERENCE  
PLANNING COMMITTEE MEMBERS**

**CLAIRE ROBINSON**

*Assistant Dean, Undergraduate Advisement & Director, University Advising Center  
COLUMBIA*

**SARAH JUSIEWICZ**

*Advising Coordinator, College of Engineering & Computing  
COLUMBIA*

**SHENEIKA LOFTON**

*Coordinator of Academic Coaching & Counseling, Center for Student Achievement  
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**SARA MCCONVILLE**

*Coordinator for Advisor Training & Outreach, University Advising Center  
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**SARAH JERALD**

*Administrative Coordinator, University Advising Center  
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**COURTNEY B. CATLEDGE**

*Director, BSN Collaborative Program  
LANCASTER*

**DAWN HILLER**

*Director of Students, College of Arts & Sciences  
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**LOREN KNAPP**

*Associate Dean, Academic Affairs & Advising, College of Arts & Sciences  
COLUMBIA*

**SUSANNAH WALDROP**

*Director, Student Success Center  
UPSTATE*

**ALEXIS CUNLIFFE**

*Exploratory Advisor, University Advising Center  
COLUMBIA*

**We want your feedback!**

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

You can access the survey [sc.edu/advising](https://sc.edu/advising)

Click on "Advisor Toolbox"

**Spot the Difference Answers**

**THIS IMAGE HAS BEEN  
HIDDEN UNTIL THE  
CONFERENCE**



