

Spring Forward

TRANSFORMING THE ADVISING LANDSCAPE

McKenna Conference Center
University of Notre Dame
March 5, 2024



ADVISING
NETWORK

W E L C O M E

Welcome to the 2024 Advising Network Conference!

The Notre Dame Advising Network is a community of colleagues who serve in diverse advising roles at the University of Notre Dame - as first-year academic advisors, college and school advisors, directors of undergraduate studies, counselors in Academic Services for Students Athletes, and directors of scholars programs. Advising colleagues meet regularly to exchange ideas and best practices for developing professionally as they guide students on their academic journeys.

The Advising Network is committed to promoting an inclusive and equitable culture that welcomes, engages, and rewards all who contribute to the field of advising, without regard to race, religion, gender, socioeconomic background, disability, age, national origin, sexual orientation, gender identity, or gender expression.

Spring is a time for fresh energy and new perspectives, so join us as we learn from peers, share experiences, and renew our commitment to supporting students in their academic journeys.

Thank you for participating.

--Advising Network Conference Planning Committee

Cecilia Lucero, Co-Chair
Sarah Priebe, Co-Chair
Elly Brenner
James Creech
David Griffith
Darlene Hampton
Kelly Harrington
Madeline Infantine
Carol Kraus

Itzxul Moreno
Lorrin Ostojic
Adrienne Skinner
Amanda Springstead
Deacon Mel Tardy
Julia Qian
Troy Vogel
Lindsay Wulf

Special Thanks to: Lisa Vervynckt, Experience ND; Andrew Whittington, Center for University Advising; and McKenna Conference Center

KEYNOTE SPEAKERS

Loving Learning, But Maybe Not Schoolishness

Dr. Susan D. Blum
University of Notre Dame

Prof. Susan D. Blum introduces the idea of “schoolishness,” contrasting the sometimes-painful and sometimes-failed learning that occurs in school with the learning that may happen more readily outside school. Centered around contrasts between “alienation” and “authenticity,” the talk includes Blum’s ethnographic research on students’ learning in and out of school, suggesting some less-schoolish practices that many educators are enacting, and ways students may be encouraged to embrace the adventure of learning.



Prof. Blum is a professor of anthropology at the University of Notre Dame. Her work has roamed around the fields of cultural, linguistic, and psychological anthropology, in the context of China but most recently in the quest to understand the nature of institutional education. She is the author of a trilogy about education: *Schoolishness: Alienated Education and the Quest for Authentic, Joyful Learning*, which will be published in May 2024; *I Love Learning; I Hate School": An Anthropology of College* (2016); and *My Word! Plagiarism and College Culture* (2009), all published by Cornell University Press, and is the editor of the collection *Ungrading: Why Rating Students Undermines Learning (and What to Do Instead)* (West Virginia University Press, 2020). She has taught at a range of institutions of higher education for thirty-five years, and at Notre Dame since 2000.

Photo credit: Myriam Nicodemus

K E Y N O T E S P E A K E R S

Learning-Centered Advising: The Role of Attention (and Distraction)

Prof. James Lang
University of Notre Dame



The model of advising-as-teaching offers a productive way to understand the important role that advisors play in a student's learning journey. Marc Lowenstein and others have emphasized that this model centers the learner just as excellent teaching does. But the arguments that have been made on behalf of this model have left out an essential feature of good teaching: the cultivation and support of attention. No learning happens without attention, whether in the classroom or in the advising space. In this session, we will consider how advisors can apply some attention-based

teaching strategies that inform good teaching practice as they work with their advisees.

James M. Lang is a Professor of Practice at the Kaneb Center for Teaching Excellence at the University of Notre Dame, and an Emeritus Professor of English at Assumption University in Worcester, MA. He is the author of six books, the most recent of which are *Distracted: Why Students Can't Focus and What You Can Do About It*, *Small Teaching: Everyday Lessons from the Science of Learning*, and *Cheating Lessons: Learning from Academic Dishonesty*. A sought-after speaker, he has given talks and workshops on teaching in higher education at more than two hundred colleges, universities, and schools in the U.S. and abroad, and consulted for the United Nations on the development of teaching materials in ethics and integrity for college faculty. He writes a regular column on teaching and learning for *The Chronicle of Higher Education*, and co-edits a book series on teaching and learning for the University of Oklahoma Press.

Photo credit: Barbara Johnston

SCHEDULE

Time Room Presentation

MORNING

8:00 - 8:45 215 Registration and Continental Breakfast

9:00 - 9:45 216 Keynote: Dr. Susan Blum, *Loving Learning, But Maybe Not Schoolishness*
(Breakfast continued.)

SESSION 1

10:00 - 10:45 B01 Annie Eaton, *Practical Language in Guiding Mental Health Among College Students*

205 James Keating, *Four Agreements Advising*

205 James Keating and Kayla Laureano, *Unlocking the World: The Keys to Guiding Students in Study Abroad at Notre Dame*

215 Peter Barnes, *I CAN Help Suicide Prevention (Part 1)*

206 Kasey Swanke, *Advising Students with Disabilities: Supporting Accessibility Rather Than Relying on Accommodations*

206 Colleen Geier, *There's More to Advising than Course Schedules: A Holistic Approach*

SESSION 2

11:00-11:45 B01 Julia Qian and Mike Seelinger, *A New Blueprint for Collaborative Advising Model*

205 Andrew Wendelborn, *What's Happening in the Mendoza College of Business*

215 Peter Barnes, *I CAN Help Suicide Prevention (Part 2)*

206 Aaron Burdin, *Advising as a Narrative: The Power of the Student Story*

216 Itzxl Moreno, *Walking With Our Students: A Model of Adaptive Academic Accompaniment*

SCHEDULE

Time *Room* *Presentation*

AFTERNOON

12:00-1:30 Smith
Ballroom Keynote: Dr. James Lang, *Learning-Centered Advising: The Role of Attention (and Distraction)*

Buffet Lunch

1:45-2:30 204 Free Time

B02 Drumming Activity, featuring Nicole Williams

SESSION 3

2:45-3:30 B01 Lorrin Ostojic, *Blueprints for Academic Remodels: A DIY Workshop for Advisors*

205 Juan Maldonado, *Calling Your Students "Friends": Academic Advising, Personal Mentoring, and Holistic Support*

215 David Griffith, *Telling About Learning: How Narrative Medicine Practices and Methods Can Enhance the Practice of Advising*

206 Gabby Bradshaw, *Restorative Justice Circle for Advisors*

SESSION 4

3:45-4:30 B01 Robyn Centilli, *Navigating Success for First-Generation and/or Low-Income Students*

205 Annie Eaton, *Transformative, Holistic Advising for Underresourced Students*

206 David Griffith, Deacon Mel Tardy, and Kate Broadbent, *What's In a Drop?: Data-Driven Insights into Why Students Drop and When We Should be Concerned*

216 Kelly Harrington and Undergraduate Student Panel, *Student Insights into Academic Advising*

215 Sarah Heiman, Molly Mueller, and Lindsay Wulf, *Work Smarter, Not Harder*

4:30-5:30 216 Reception

A B S T R A C T S

Practical Language in Guiding Mental Health among College Students

Annie Eaton, Center for Student Support and Care, Notre Dame

--Mental health has been a rising concern among college students, especially due to the Covid pandemic that led to many amplified challenges and barriers. Mental health is integral to student academic success. Collaborative support starting with the academic advisors to campus partners acts as a critical point when making sure there is help when needed. This session focuses on language from solutions focused and motivational interviewing to build a supportive and positive environment for students in exploring a different lens to foster rapport building, retention, and mental support, a sense of belonging as well as psychological safety.

Four Agreements Advising

James Keating, Notre Dame International, Notre Dame

--The Four Agreements Advising Philosophy transforms student guidance in simple terms. Learn practical strategies for fostering trust, empathy, and growth in advising relationships, empowering both advisors and their students.

Unlocking the World: The Keys to Guiding Students in Study Abroad at Notre Dame

Kayla Laureano and James Keating, Notre Dame International, Notre Dame

--Discover the truth about study abroad as we dispel myths, guide you on how to advise students to pick a location that aligns with their goals, and provide essential tips for maximizing their time abroad. Join us for an insightful presentation that empowers your students to make informed decisions and turn their global aspirations into reality.

I CAN Help: Suicide Prevention Training

Peter Barnes, University Counseling Center, Notre Dame

--In this two-part workshop, Dr. Peter Barnes will describe I CAN Help, a suicide prevention and mental health literacy training designed to help faculty, staff, and students identify students who are at risk, respond in a compassionate and helpful manner, and connect them with resources.

Advising Students with Disabilities: Supporting Accessibility Rather Than Relying on Accommodations

Kasey Swanke, Keough School of Global Affairs Dean's Office, Notre Dame

--Supporting students with disabilities should entail striving for accessibility for all rather than relying on individual accommodations that must be sought and granted. This session will offer attendees several practical approaches to proactively support all students and colleagues.

There's More to Advising than Course Schedules: A Holistic Approach

Colleen Geier, Deaf Studies-Sign Language Interpreting, Goshen College

--Advising is about more than academics. Every aspect of a student's life impacts the success of their college experience. With a holistic approach to advising, we can provide support for students that will foster their growth in all areas of their lives and that is measured beyond their GPA.

A B S T R A C T S

A New Blueprint for Collaborative Advising Model

Julia Qian and Mike Seelinger, College of Engineering, Notre Dame
--What are the implications of the Boyer's report regarding academic advising? How does collaborative advising work in reality? This session analyzes the dynamic relationship and collaboration between the professional academic advising team and the academic department faculty advisors in the College of Engineering.

What's Happening in the Mendoza College of Business

Andrew Wendelborn, Mendoza College of Business, Notre Dame
--This session will feature 1) an overview of the new Mendoza college core curriculum that was adopted two years ago, along with the many new minors that have been created, 2) a showcase of the widely successful one-credit "Maximizing Mendoza" course that was created with the intent to help first-year business students better discern their academic journey and career preparedness, and 3) an opportunity to discuss the current internal transfer process for sophomore- and junior-level admission to the Mendoza College of Business and to share feedback for improvement with Mendoza.

Advising as a Narrative. The Power of the Student Story

Aaron Burdin, College of Engineering Dean's Office, Notre Dame
--Stories capture our hearts and minds. It is the way we see the world and see ourselves. Advising is more than just giving students options on what courses to take. Advisors have the opportunity to enter the story of the student and join the journey wherever it may go.

Walking with Our Scholars: A Model of Adaptive Academic Accompaniment

Itzxul Moreno, Transformational Leaders Program, Notre Dame
--This conversation invites participants to consider the strategic weaving of academic and developmental themes in student meetings/conferences as a way of providing more intentional and interdisciplinary accompaniment in holistic education. In particular, we'll focus on how our Education and Outreach Specialists at the University of Notre Dame's Transformational Leaders Program integrate an Adaptive Academic Accompaniment model (AAA) as a way of proactively identifying, naming, and responding to the nuances of our scholars' educational journeys, especially given how differences in forms of academic, social, and financial capital have presented for FGLI students in our scholars program.

Blueprints for Academic Remodels: A DIY Workshop for Advisors

Lorin Ostojic, Academic Services for Student-Athletes, Notre Dame
--Calling all advisor-DIYers! This workshop will introduce an academic recovery plan template created by a Counselor in ND's Academic Services for Student-Athletes. Participants will use this model to draft a blueprint of their own based on an advisee encountering academic difficulty. Accountability vs. support is a key theme we'll explore.

A B S T R A C T S

Telling About Learning: How Narrative Medicine Practices and Methods Can Enhance the Practice of Advising

David Griffith, Center for University Advising, Notre Dame

--This workshop will be a hands-on, interactive introduction to the close reading and listening strategies used in the growing interdisciplinary field of Narrative Medicine, and how these strategies can assist academic advisors in building stronger, more empathetic relationships with their advisees, while also helping their advisees to re-imagine their own relationship to, and take ownership of, their education.

Restorative Justice Circle for Advisors

Gabby Bradshaw, Keough School of Global Affairs, Notre Dame

--This workshop is an invitation for those who are interested in participating in a Restorative Justice Community Building Circle in order to build deeper relationships with their colleagues, share stories related to their advising work, and walk away with fresh ideas on how to engage with a diverse student body. No prior experience is needed!

Navigating College Success for First Generation and/or Low-Income Students

Robyn Centilli, Center for University Advising, Notre Dame

--This presentation explores challenges faced by First Generation and/or Low-Income college students, covering academic, social, and resource aspects. It provides insights for advisors and campus partners to develop effective strategies, emphasizing the importance of understanding individual experiences and creating inclusive advising environments for a more supportive campus community.

Transformative, Holistic Advising for Underresourced Students

Annie Eaton, Center for Student Support and Care, Notre Dame

--Under-resourced students are one of the most diverse, vulnerable populations in the collegiate landscape and historically difficult to retain. Collaborative models of advising, supplemental support programs, and case management allows for a transformational and holistic model of accompaniment. This cooperative support builds community, boosts retention/academic performance, and fosters belonging.

What's In a Drop?: Data-Driven Insights into Why Students Drop and When We Should Be Concerned

David Griffith, Deacon Mel Tardy, and Kate Broadbent

Center for University Advising, Notre Dame

--Using course drop survey data from the last several years, first-year academic advisers in the College of Arts and Letters will reflect on changing student attitudes about course discontinuance, when it is appropriate to suggest that a student remain in a course, and how to have such conversations.

A B S T R A C T S

Student Insights on Academic Advising

Kelly Harrington, Center for University Advising, Notre Dame

--This panel of students will share their experiences of advising; discuss perspectives on the advisor-advisee relationship; and offer suggestions for what works best in advising for them. Featuring undergraduates Mia McLoughlin (Junior, Accounting), Christina Ayón (First-Year, Political Science), Avery White (Sophomore, International Economics/Chinese), Jack Nelson (Sophomore, Neuroscience and Behavior), and Billy Micard (Senior, Finance and Real Estate).

Work Smarter, Not Harder

Sarah Heiman and Lindsay Wulf, Center for University Advising; and Molly Mueller, Academic Services for Student Athletes, Notre Dame

--Metacognition in the area of learning and study skills is key for students to gain awareness and understanding of how they best learn and study, and therefore be more successful in the classroom. We will be providing tangible strategies, resources, and activities to use with students to help them study smarter, not harder.

Please make sure to fill out our survey!



N D M O B I L E A P P

The ND Mobile app provides real-time access to maps, directories, calendars, and events. It is available via the iOS App Store, Google Play, and through any web browser at <http://m.nd.edu>.

Installing the Mobile App

- Open the iTunes / Google Play store
- Tap in the search box and type "Notre Dame mobile"
- Select the ND Mobile app published by the University of Notre Dame du Lac
- Click the "Install" button; you may be asked to enter your App Store or Googl Play account password.

Or use this QR Code from your phone:



