

During the past 30 years, Dr. George Steele has presented at the NACADA Annual Conference on topics that address working with undecided students, advising theory, and use of technology in advising. He has also written over two-dozen publications addressing these topics. He has been recognized for his work by NACADA in various ways, including the Service to NACADA Award and The Virginia N. Gordon Award. In addition, he has served in a variety of NACADA leadership roles.

Professionally, George served as the Executive Director of the Ohio Learning Network, an organization that assisted Ohio's higher educational institutions assess, adopt, and deploy technology for online learning and student services. OLN was a division within the Ohio Board of Regents. Prior to that he directed the advising program at The Ohio State University for undecided and major-changing undergraduate students. In the mid 90's he led a team that placed the advising materials, exploration course content, and other advising services online. The adopted approach was grounded on an integrated self-assessment, academic and career exploration, and decision-making model developed by Dr. Virginia N. Gordon. The program and its effectiveness received numerous national awards.

Currently, George is a consultant working with NACADA and colleges and universities on topics related to his interests and designing e-Tutorials and teaching online for NACADA. He is the primary developer of the content for the e-Tutorial program. He is also fortunate to be working with colleagues globally in developing and promoting a student-centered approach to advising, using learning technologies, called Flipped Advising.

Flipped Advising uses curricular and instructional development models and techniques to create a blended learning experiences for students. It is based on the NACADA Concept of Advising. In a [2016 article](#), George described Flipped Advising as such.

"The flipped advising process has students complete assigned exercises prior to the advising session. These exercises use rich multimedia resources created by the advisor or the advising team that can be organized in the LMS to align with designated learning outcomes. The critical advantage of this approach is to have students' complete modules prior to meeting with an advisor, so time in the advising session can be focused on higher order cognitive and affective domain questions derived from the work the student has completed prior to the session."

In a recent article in *Academic Advising Today*, titled, "[Creating a Flipped Advising Approach: A Model and Five Videos](#)," George highlighted the urgency of adopting and integrating this advising approach into our practice.

“During the spring of 2020, most academic advisors' traditional ways of interacting with their students were dramatically changed with the beginning of the COVID-19 pandemic. Widespread adoption of the use of video conferencing technologies followed. The approval of this means of interaction was based both on the availability of the technology and the desire to replicate traditional synchronous one-on-one advising sessions. The success of this model was due to its familiarity with past practices and the dedication of advisors who worked long hours to make it succeed. Attempts to perpetuate this model for the duration of this pandemic and even afterward would be a mistake. Any model of delivering academic advising that relies on professionals sustaining, over an extended period over one hundred percent effort is designed to fail.”

For the 8th Annual Advisors' Conference Keynote Address, Dr. Steele will describe in greater detail the theory and professional standards behind Flipped Advising, provide examples of it in practice, and respond to questions from the University of South Carolina community.