

# LTC Hayden Clement, M.Ed. | CSI Director & Student Success Advisor

## *About*

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Hayden Clement is an alum of The Citadel's Graduate College, where he earned his Master of Arts in Teaching Secondary Education English. Hayden grew up in the Charleston area and has long known about The Citadel and its integrity and reputation as an institution of higher education. Hayden has worked in the education sector for more than a decade, with his first job in higher education being a peer advisor for students seeking to study abroad. Hayden's global education culminated in a year in Daegu, South Korea, in 2017, during which he taught English as a foreign language to middle school students. In 2018, he returned to the U.S. to complete his master's degree and began work at the College of Charleston as an academic advisor to first-year and transfer students. Hayden began working at The Citadel in June 2025 as the Director of the Citadel Success Institute, a summer program providing admitted students the opportunity to jump-start their matriculation into their first year of college and The Citadel's unique culture. During the academic year, Hayden works as a student success advisor, which is a holistic advising position focusing on student growth and success. Outside of work, Hayden enjoys creative building hobbies, puzzles, and exploring the numerous Charleston parks.

## *Advising Philosophy*

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"Academic advising is a process of teaching and learning provided to students. Although advisors aim to support the general student body, their most meaningful work involves assisting individual students with their unique experiences and concerns related to navigating college. As an advisor, I set learning goals for myself and my students. I am responsible not only for giving advisees attention but also for helping them develop the skills needed to become independent learners. My role is to help students become active and healthy members of their communities both on and off campus, to encourage reflection on and understanding of their roles as students, and to prepare them for their responsibilities in an educated and global society.

During meetings with students, advisors should discuss students' goals—whether personal, academic, short-term, or long-term—and their strategies for achieving these goals. An advisor should be familiar with all campus resources and serve as a referral source to help students with their strategies. Part of the advisor's role is to help students discover and develop academic or professional interests that align with their long-term ambitions. The career goals students set during higher education are often influenced by the guidance their academic advisors provide. For first-year and undecided students, the advisor's role is especially important in helping them develop self-awareness and independence, as well as in finding their place within the learning community. Students who receive proper guidance should feel welcomed and motivated to participate in their campus community and extracurricular activities.

Advisors should communicate in a dependable, timely, respectful, and honest manner, with sincere responses that give students a sense of security and trust in the relationship. Trust and understanding between the advisor and student are essential so that students can share concerns openly and receive guidance in setting realistic goals and objectives. The more trust there is, the more motivated students are to act on the guidance provided. I use a holistic advising model to support the student's development as an independent learner and community member. My developmental advising approach aims to help students become self-advocates and independent learners. I also employ intrusive advising techniques by monitoring student performance and success in meeting personal and academic goals. At-risk students need to know firsthand that someone is available and paying attention to their educational journey. Prescriptive techniques may be necessary to help students stay on track with course progression, but ultimately, I want my students to leave my office feeling confident that we have developed tools and strategies together that they can use on their own."