The Privilege of Working in Higher Education

“Education is the most powerful means of increasing individual opportunity and creating more prosperous, fairer, and more just societies. So to have the privilege of participating in that mission is as much as anybody could hope for in life.”

-B. Joseph White, University of Illinois

What is Student Success?

“Others believe there are many ways to succeed. They believe it is not better to be Picasso than to be Rembrandt, to be Mozart rather than Beethoven... We each have something unique to offer. To develop it, to offer it clearly, fully, and powerfully—is to succeed. Beethoven did not fail to become another Mozart; he succeeded at becoming Beethoven. Seen this way, success comes from developing your uniqueness. It is rare but not scarce. Every one, potentially, can succeed” (Lipman, 1994, p. 29-30).

O’Banion’s Advising Definition

- Exploration of life goals
- Exploration of vocational goals
- Program choice
- Course choice
- Scheduling courses

Chickering’s Advising Definition

“The fundamental purpose of academic advising is to help students become effective agents for their own lifelong learning and personal development. Our relationships with students – the questions we raise, the perspectives we share, the resources we suggest, the short-term decisions and long-range plans we help them think through – all should aim to increase their capacity to take charge of their own existence.”


The Joy of Advising

“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.”

- Jennifer Bloom

Appreciative Advising Definition

“Appreciative Advising is the intentional collaborative practice of asking positive, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials.”


UNCG Programs Using Appreciative Advising

- First-Year Experience Program – University Studies Course
- Retention Program – Student Strategies for Success Course
- Success Contract Program – Students Returning from Suspension or Dismissal

**Retention Program**

- In a pre-post survey measuring learning objectives, 17 of the learning objectives experienced greater than 5% growth.
- Instructors were very highly rated, with approximately 85% of SAS 100 and 200 students reporting that they found their instructors to be professional, helpful, understanding, knowledgeable, and organized.
- Received both the Noel-Levitz Excellence in Retention Award and NACADA Outstanding Program Award in 2004.

![Retention Program Chart](image)

**UNCG Dismissal Contracts**

- Participants: In a Fall 2006 pilot, the AA approach was used with students who were readmitted to the university after academic dismissal.
- Procedure: Students were asked to voluntarily commit to several AA sessions over their first semester back.

![UNCG Dismissal Contracts Chart](image)

**UNCG Success Contract Program**

- 83% of students eligible to return SP07
- 12.9% mean GPA for AA Group
- 2.86 mean GPA for Non-AA Group

![UNCG Success Contract Program Chart](image)

**USC - Academic Centers for Excellence**

**What is ACE Academic Success Coaching?**

- **Academic Success Coaching**: a one-on-one interaction with a student focusing on strengths, goals, study skills, engagement, academic planning and performance.

- Using Appreciative Advising techniques, the Coach encourages students to self-assess, reflect, and create a plan, while working with the student to implement new strategies.

![USC - Academic Centers for Excellence Chart](image)

**USC - ACE Growth**

<table>
<thead>
<tr>
<th>Year</th>
<th>ACE Appointments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2005</td>
<td>9</td>
</tr>
<tr>
<td>Spring 2006</td>
<td>28</td>
</tr>
<tr>
<td>Summer 2006</td>
<td>71</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>87</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>206</td>
</tr>
<tr>
<td>Summer 2007</td>
<td>215</td>
</tr>
<tr>
<td>Fall 2007</td>
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</tr>
<tr>
<td>Spring 2008</td>
<td>219</td>
</tr>
<tr>
<td>Summer 2008</td>
<td>294</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>809</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>839</td>
</tr>
<tr>
<td>Summer 2009</td>
<td>1026</td>
</tr>
</tbody>
</table>

![USC - ACE Growth Chart](image)

**USC - ACE Assessment**

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>34</td>
<td>404</td>
</tr>
</tbody>
</table>

![USC - ACE Assessment Chart](image)
Applying the AA Framework to Other Fields

- Enhancing Individual Interactions
- Appreciative Teaching
- Appreciative Hiring, Training and Retaining
- Appreciative Professional Development
- Appreciative Assessment
- Appreciative Strategic Planning

Enhancing Individual Interactions

- Career Counseling
- Financial Aid Counseling
- Tutoring

Appreciative Instruction

- University 101
- University 201
- Senior Capstone
- Service Learning Courses

Hiring, Training, & Retaining

- Interviewing
- Advancing Your Career
- Training Employees
- Retaining Employees
Appreciative Professional Development

- Training Staff
- Training University 101 Instructors
- Training Retention Program Instructors

Appreciative Assessment

- Accreditation
- Evaluating staff
- Evaluating students
- Program Evaluations
- Program Effectiveness

Benefits of Appreciative Advising for Advisors

- Better able to utilize their strengths, skills and talents;
- Enabled advisors to be more effective advisors
- Enabled a stronger advisor/student relationship, resulting in greater job satisfaction
- Positively impacted relationships outside of the advisor/student relationship with co-workers, family, friends, and others.

Appreciative Inquiry Phases

- Discovery
- Dream
- Design
- Destiny

The Six Phases of Appreciative Advising

- Don't Settle
- Deliver
- Design
- Discover
- Disarm

The Six Phases of Appreciative Advising

- Don't Settle
- Deliver
- Design
- Discover
- Disarm
Appreciative Advising Phases

- **Disarm** – Recognizing the importance of first impressions, create a safe, welcoming environment for students.
- **Discover** - Utilize positive open-ended questions to draw out what they enjoy doing, their strengths, and their passions. Listen to each answer carefully before asking the next positive question.


Appreciative Advising Phases

- **Dream** - Help students formulate a vision of what they might become, and then assist them in developing their life and career goals.
- **Design** – Help students devise concrete, incremental, and achievable goals.


Appreciative Advising Phases

- **Deliver** – The students follow through on their plans. The advisor is there for them when they stumble, believing in them every step of the way and helping them continue to update and refine their dreams as they go.
- **Don’t Settle** – The advisor challenges the student to proactively raise the student’s internal bar of self-expectations.


**DISARM**

Recognizing the importance of first impressions, create a safe, welcoming environment for students.


Definition of Disarm

- “To overcome or allay the suspicion, hostility, or antagonism of.
- To win the confidence of.”

http://www.dictionary.com

Even Santa has to Disarm!!

**Which grade would you want to talk about?**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>A</td>
</tr>
<tr>
<td>History</td>
<td>A</td>
</tr>
<tr>
<td>Biology</td>
<td>B</td>
</tr>
<tr>
<td>Phys Ed</td>
<td>B+</td>
</tr>
<tr>
<td>Math</td>
<td>F</td>
</tr>
</tbody>
</table>


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**Disarm Phase Prerequisite**

- Believe in the goodness of each student who walks through your door. Treat them like you would want your son/daughter/best friend treated.

“The people who make a difference in your life are not the ones with the most credentials, the most money, or the most awards. They are the ones that care.”

- Author Unknown

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**Important Advisor Behaviors**

- Webpage has picture & a blurb about each advisor
- Sit in the chair your students sit in
- Decorating your office in a personal way
- Meeting students at the door


---

**What is Immediacy?**

- The perception of physical and psychological closeness between communicators (specifically, between students and their professors)

- Principle: “People are drawn toward persons and things they like; evaluate highly, and prefer; and they avoid or move away from things they dislike, evaluate negatively, or do not prefer.”

*Direct Quote from Rocca, K. A. Presentation at the “Student Motivations and Attitudes: The Role of the Affective Domain in Geoscience Learning” conference, Northfield, MN, February 12, 2007*

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**Nonverbal Immediacy Behaviors**

- Gestures
- Vocal Variety
- Smiling at students
- Relaxed body posture
- Removal of distractions
- Eye contact
- Professional casual dress

*Direct Quote from Rocca, K. A. Presentation at the “Student Motivations and Attitudes: The Role of the Affective Domain in Geoscience Learning” conference, Northfield, MN, February 12, 2007*

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**Verbal Immediacy Behaviors**

- Calling students by name
- Use of Inclusive pronouns
- Unrelated small talk
- Feedback to students
- Asking for student feedback
- Use of own first name

*Direct Quote from Rocca, K. A. Presentation at the “Student Motivations and Attitudes: The Role of the Affective Domain in Geoscience Learning” conference, Northfield, MN, February 12, 2007*
Disarm Exercise

**Disarming Virtually**

- Explore Alternative Web 2.0 Methodologies
  - Facebook
  - Twitter
  - Skype or Oovoo
  - Instant Messaging
  - Podcasts
  - Videocasts – U. of Louisville's STAMP

**DISCOVER**

Utilize positive open-ended questions to draw out what they enjoy doing, their strengths, and their passions. Listen to each answer carefully before asking the next positive question.

**Definition of Discover**

- "to see, get knowledge of, learn of, find, or find out; gain sight or knowledge of (something previously unseen or unknown)
- to notice or realize
- To identify (a person) as a potentially prominent performer"

**What's inside?**


**Important Advisor Behaviors**

Ask positive open questions that help us learn our students’ stories.

- Strengths
- Skills
- Passions
- Accomplishments

Taking mental notes of the student’s:

- Listening!
- Affirming/rephrasing/summarizing what student is saying:
  - “I’m impressed by.....”
  - Pointing out specific times the student took initiative (creator instead of victim language)

**Discover Exercise**

- Question Askers
- Question Answerers

**Discover Questions for Students**

Describe three life events that have made you into the person you are today.

Since coming to this institution, what is something you’ve accomplished that you are proud of?

Who are the most important role models in your life? Why? What qualities in them do you hope to emulate?

DREAM

Help students formulate a vision of what they might become, and then assist them in developing their life and career goals.

Help students formulate a vision of what they might become, and then assist them in developing their life and career goals.

Definition of Dream

- “An aspiration; goal; aim
- A condition or achievement that is longed for”

Great Dreamers

Important Advisor Behaviors

- Listen purposefully
- Make connections between information from the Discover phase and dreams being shared during this phase. Is there congruency between the two phases?
- Encourage students to be open to the possibilities and remind them that there is more than one right answer

Dream Questions

If salary, education, and time were irrelevant, what is your ideal job?
When you were 8 years old, what did you say you wanted to be when you grew up? What about now?

Magazine Question

Dream Exercise

Great Dreamers

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Dream Questions

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Magazine Question

Dream Exercise
**Definition of Design**

- “To prepare the preliminary sketch or the plans for (a work to be executed)”

http://www.dictionary.com

**Co-Creating a Plan**

“When people select their own goals, they are likely to have greater self-involvement in achieving them. If goals are prescribed by others, however, individuals do not necessarily accept them or feel obligated to meet them”

– Albert Bandura

Bandura, A. Self Efficacy: The Exercise of Control, p. 218

**Important Advisor Behaviors**

- Explain technical info in easy to understand language
- Avoid confusing acronyms
- “That’s a good question”

**Design Phase**

**Developing an Action Plan**

- Work together to set goals and specific sub-goals
- Establish a realistic timeline for accomplishment of goals
- Clarify who is responsible for what by what date
How to Make Decisions

- Share options
- Discuss pros and cons of each option
- Discuss ramifications of each option
- Do homework on each option
- “Trusting your gut” – an informed gut tends to make better choices.
- Coin flip idea.
- Student makes the decision

Important Advisor Behaviors

- Making effective referrals
  - Campus offices
  - Counseling Center
  - Alumni
  - People in the community
  - Other students
  - Courses
  - On-line resources

Personal Presidential Cabinet

The buck stops here

Personal Presidential Cabinet


Design Questions

What can you do in the next week to move one step closer to at least one of your goals?

Let’s brainstorm on the resources you will need to accomplish these goals and objectives.

How will you celebrate the accomplishments of these goals?


DELIVER

The students follow through on their plans. The advisor is there for them when they stumble, believing in them every step of the way and helping them continue to update and refine their dreams as they go.

Definition of Deliver

- "To produce or achieve what is desired or expected"

www.dictionary.com
**Important Advisor Behaviors**

- Review what you have accomplished in this session
- Review the student’s responsibilities and your responsibilities and the deadlines you have co-established
- Encourage the student to contact you with any problems or concerns
- Reiterate your confidence that the student can indeed accomplish the goals set forth

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**Energizing Students to Be Their Best**

“Simply put, a leader’s job is to energize others. Notice that I don’t say it’s part of their job; it is their job. There is no ‘time off’ when a leader isn’t responsible for energizing others. Every interaction a leader has is either going to positively energize those around them or negatively energize them” (p. 297).

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**Deliver Phase Questions**

<table>
<thead>
<tr>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>How and when will you keep me updated on your progress?</td>
</tr>
<tr>
<td>What will you do if you run into roadblocks?</td>
</tr>
<tr>
<td>What will you do if you think your goals may be changing?</td>
</tr>
</tbody>
</table>

---

**Ending the Conversation**

- “Do you have any questions for me?”
- “Is there anything else that I should have asked you?”
- “Thanks so much for coming in – I really enjoyed meeting with you. Please don’t hesitate to contact me if you have any questions.”
- Shake hands and escort them out of the office

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**DON’T SETTLE**

The advisor challenges the student to proactively raise the student’s internal bar of self-expectations

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**Definition of Settle**

- To discontinue moving and come to rest in one place
- To move downward; sink or descend gradually

http://www.dictionary.com
Raise the Bar!

Settling
“Good is the enemy of great.”

What Can We Do?
- “Positive Restlessness" - George Kuh
- “Pocket of Greatness” – Jim Collins

Don’t Settle Questions
You have done great so far, but what is one thing that you could do even better?
What would happen if I challenged you to become the best you that you could possibly become?
What would you need to do differently?

If you were going to raise your own internal bar of expectations, what would that mean?

Key Features
- Challenge and Support
- The Power of High Expectations
- Raising the Bar
- Virtuous Cycles


The Six Phases of Appreciative Advising

In Conclusion

“Most of us will not find answers to the causes of cancer, or solve the problems of homelessness, or defuse international conflicts, but we feel that through our advising, we may be able to make a small but pivotal contribution to our students’ ultimate work... It seems to me that our students represent an unequivocal reply to Margaret Mead, when she famously said: ‘Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it’s the only thing that ever has.’” Nancy Twiss

In Conclusion

“In conclusion, it appears that the act of appreciating an individual’s potential can have a profound impact on their development and well-being. By recognizing and valuing the strengths and abilities of others, we can create an environment that fosters growth, creativity, and success. It is our responsibility as educators to cultivate and nurture this kind of atmosphere, where students feel supported, encouraged, and empowered to pursue their goals.”

Questions?

Want to learn more?

http://www.appreciativeadvising.net

Are You on Facebook?
If so, please join the Appreciative Advising group. “Friend” me at facebook.com/jlbloom