An Introduction to Appreciative Advising: PreConference Workshop

Co-facilitated by: Amanda Propst Cuevas, Ph.D.

Materials adapted and used with permission from Dr. Jennifer L. Bloom, Co-Founder of Appreciative Advising
Welcome and Happy Monday!
Take a Moment to Breathe…
Format of Today’s PreConference Workshop

• Interactive

• 9 a.m. – Noon (with breaks) Intro to Appreciative Advising Theory-to-Practice Framework
• Noon – 1:30 p.m. Lunch
• 1:30 – 4 p.m. Deeper Dive

• Resources: QuikGuide/MiniWorkbook

What Are Your Positive Expectations for Today?
Reflecting on Advising

Take a moment to think about your most powerful student interaction, either as a student or professional. What made it so?
WHAT DO STUDENTS WANT FROM US?

• I MATTER.
• I BELONG.
• YOU SEE ME.
• YOU HEAR ME.
• YOU SUPPORT ME.
• YOU BELIEVE IN ME.
• YOU CARE ABOUT ME.
Love Students to Success: Why a “Culture of Caring” Will Save Higher Education

Dr. Russell Lowery-Hart
President,
Amarillo College

https://www.actx.edu/president/culture-of-caring
Who Students Can Talk To On Campus

Individuals and groups on campus that students feel most comfortable sharing perspective with about issues of importance:

- Other students/peers: 73%
- Professors: 32%
- Academic adviser: 31%
- Graduate/teaching assistants: 20%
- Wellness/mental health center: 18%
- Student resident assistant: 12%
- Alumni: 11%
- Student affairs department staff: 8%
- Resident hall director: 8%
- Campus officials: 6%
- Career center staff: 6%
- None of these: 13%

Source: Inside Higher Ed / College Pulse survey of 2,000 college students
WHAT YOU DO MATTERS
WHAT HELPS YOUR STUDENTS THRIVE?
“Envisioning student success as getting the most out of college.”

(Schreiner, 2014, p. 11)

“Academic, Psychological, & Social Well-Being & Engagement” (Schreiner, 2010; 2016)
Introducing a New Theory of Well-Being

PERMA

- Positive Emotions
- Engagement
- Positive Relationships
- Meaning
- Accomplishment

https://www.authentichappiness.sas.upenn.edu/learn
What Happens When Students Thrive?

- Academically Determined
- Engaged in Learning
- Maintain Positive Perspective
- Make a Difference as Diverse Citizens
- Socially Connected to Others in Positive Ways

What Helps Students Thrive?

• Talent awareness
• Healthy relationships
• Reframing negative events
• Involvement on campus
• Vital engagement in community
• Engaged learning

Pathways to Thriving

- Psychological Sense of Community
- Student-Faculty Interaction
- Campus Involvement
- Spirituality (Meaning & Purpose)
- Major Certainty & Degree Goal
- Institutional Integrity

OUTCOMES:
- Enhanced Sense of Belonging & Fit
- Increased Satisfaction
- Greater Academic Achievement
- Persistence to Degree
- Retention

# Strategies to Help Students Thrive

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<th>Emphasize</th>
<th>mental health &amp; well-being</th>
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<td>Encourage</td>
<td>students to get selectively involved in activities</td>
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<tr>
<td>Establish</td>
<td>a psychological sense of community</td>
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<tr>
<td>Engage in</td>
<td>Appreciative Advising</td>
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Registration or Relationship?

Terry O’Banion’s Definition of Advising

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

What is Appreciative Advising?

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

**Disarm** Make a positive first impression with the student, build rapport, and create a safe, welcoming space.

**Discover** Ask positive open-ended questions that help advisers learn about students' strengths, skills, and abilities.

**Dream** Inquire about students' hopes and dreams for their futures.
Design: Co-create a plan for making their dreams a reality.

Deliver: The student delivers on the plan created during the Design phase and the adviser is available to encourage and support students.

Don’t Settle: Advisers and students alike need to set their own internal bars of expectations high.
**Theoretical Underpinnings**

Appreciative Inquiry (AI) is the cooperative search for the best in people, their organizations, and the world around them... AI involves asking questions that strengthen a system's capacity to heighten positive potential.

<table>
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<tr>
<th>Validation Theory (Rendón, 1994)</th>
<th>Appreciative Inquiry (Cooperrider, 1990)</th>
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<tr>
<td>Social Constructivism</td>
<td>Scaffolding (Vygotsky, 1978)</td>
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<tr>
<td>among others</td>
<td>Rendón, 1994</td>
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App-pre'ci-ate, v.,
1. valuing; the act of recognizing the best in people and the world around us; affirming past and present strengths, successes and potential; to perceive things that give life (health, vitality, excellence) to living systems
2. to increase the value
Synonyms: valuing, prizing, esteeming and honoring

In-quire’ (kwir), v.,
1. the act of exploration and discovery.
2. To ask questions; to be open to seeing new potentials and possibilities.
Synonyms: discovery, search, and systematic exploration, study

https://appreciativeinquiry.champlain.edu/learn/appreciative-inquiry-introduction/
Appreciative Mindset Ingredients

- Care about and believe in the potential of each student
- Possess an attitude of gratefulness
- Continually hone your craft
- Remember your power
- Be insatiably curious about students’ stories
- Be culturally aware and responsive

What does being culturally aware and responsive mean?

- Acknowledge the legitimacy of the cultural heritages of different cultural groups
  - As legacies that affect students' dispositions, attitudes, and approaches to academic development
  - As assets that lead to student cultural-identity development
- Build bridges of meaningfulness between home and institutional experiences as well as between academic abstractions and lived sociocultural realities
- Use a wide variety of advising strategies that connected to different learning needs
- Facilitate students' ability to know and praise their own and others' cultural heritages
- Incorporate multicultural information, resources, and materials in advising sessions/program.
Does Appreciative Advising Work?: A Quick Glance at the Literature
Data provided by Bryant Hutson from the University of North Carolina Greensboro

Orientation Student Satisfaction

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<th>2017</th>
<th>2018</th>
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<td>98%</td>
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Benefits to Appreciative Advisors

A Sampling of Community Colleges Employing the Appreciative Advising Framework
Partial List of Institutions with Appreciative Advisers

- Utah State University
- Michigan Ross School of Business
- Rollins
- Florida Atlantic University
- Ohio University
- Universidad Tecmilenio
- PolyU
- The Hong Kong Polytechnic University
- Dalhousie University
THE SIX PHASES OF APPRECIATIVE ADVISING
A THEORY-TO-PRACTICE FRAMEWORK
Recognizing the importance of first impressions and creating a safe, welcoming environment for students.

Important Advisor Behaviors

What techniques do you employ to make your students feel comfortable (i.e., virtually, in-person)?

Kamilah Willis, Collin College
Disarm Key Features: Appreciative Mindset

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

WHO’S YOUR CODY?

Disarm Key Features: Communication

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<th>Pre-Appointment Considerations</th>
<th>Verbal Immediacy Behaviors</th>
<th>Non-Verbal Immediacy Behaviors</th>
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<tr>
<td>Webpage has picture and a blurb about you</td>
<td>Call the Student by Name; Use Inclusive Pronouns</td>
<td>Shake Hands</td>
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<td>Sit in the chair your students sit in</td>
<td>Let the Student Know How to Address You</td>
<td>Minimize (Electronic) Distractions</td>
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<td>Decorate your office in a personal way</td>
<td>Engage in Small Talk</td>
<td>Smile!</td>
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<td>Meet students at the door</td>
<td>Give Feedback; Use appropriate self-disclosure</td>
<td>Make Good Eye Contact, Nod Head, Lean Forward, &amp; Use Vocal Variety</td>
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Dear [Name of Student]:

How are you?

Thank you for e-mailing me! It is always a joy to hear from you.

“No means of communication, however, should be a barrier to building great relationships” (Redfern, 2008).

Personalized correspondences that refer to students by name, recognize their efforts and accomplishments, and achievement of educational milestones. These correspondences might include personal e-mail messages congratulating students for successfully completing their first year in college, attaining academic excellence, or regaining good academic standing after being on academic probation.

Ben Forche’s Best Practice Tips for the Digital Environment

- Technology does not replace advising
- Focus on methodology rather than the platform
- Find comfort in change: technology is always changing (Moore's Law)
- Meet students where they are at as it is easier to train advisors than force tech on students (i.e., offer multiple social media, video conferencing, etc.)
- Continually assess efforts
- Root everything in Appreciative Advising (i.e., messaging, website, advisor's physical background on video conference, etc.)

Chief Officer, Campus Student Success & Academic Engagement
Saint Leo University

BEST PRACTICES:
WHO IS YOUR JUDY?

• SPOTLIGHT: JUDY KERR
• Receptionist
• Meet ‘N’ Greet
• Stay in the Know
• Engage in Conversation
• Heart and Soul of the Office
Disarm Reflection Activity

Office Makeover

Time for a Break
Utilize generative, open-ended questions to draw out what students enjoy doing, their strengths, skills, passions, and accomplishments. Listen to each answer carefully before asking the next question.

Discover Key Features

Open-ended Questioning

Attentive behavior & active listening

Strength-based story reconstruction and counter-storytelling

To Listen

“Undivided attention means forgetting about yourself...and...acting as if you had no other purpose on earth than to care for this human being.”

- Parker Palmer, Ph.D., Influential Higher Education Leader & Author
Give Presence

“The gift of presence is a rare and beautiful gift. To come - unguarded, undistracted - and be fully present, fully engaged with whoever we are with at that moment.”

— John Eldredge
Which grade would you want to talk about?

It’s About Where We Begin the Conversation

Shift organizational culture from a deficit-based paradigm to focusing on individual and organizational assets and strengths by adopting an appreciative mindset.
Important Advisor Behaviors

• Conversation is Strengths Focused

• Help Student Focus from a Deficit Model to an Asset Model

• Make Reflective Notes of Areas of Concern or Growth to Reference in Future Conversations

“To identify (a person) as a potentially prominent performer”

http://www.dictionary.com
If someone is failing behind in life, you don't have to remind them.
Believe me, they already know.
If someone is unhealthy, they know.
  If someone is failing at work, they know.
  If someone is struggling in their relationships, with money, with self-image... they know.
It's what consumes their thoughts each day.
What you need to do for those who are struggling is not to reprimand, but encourage.
  Tell them what's good about their lives,
  show them the potential that you see. Love them where they are.
  When we can't see clearly for ourselves, we need others to speak greatness over us.
People don't need you to tell them what's wrong with their lives, they already know.
  They need you to reassure them that they can still make it right.

- Brianna Wiest -
  I TheMindsJournal
Important Advisor Behaviors

Ask generative, open-ended questions that draw out our students’ stories

- Strengths
- Skills
- Passions
- Accomplishments

Discover Activity

Please tell me about a time that you positively impacted someone else’s life.

Tell me a story that captures what you love the most about your job.
MYTH #1: I don’t have enough time to do Appreciative Advising.

MYTH #2: I have to get through all six phases during one advising appointment.

MYTH #3: Appreciative Advising is all unicorns and rainbows.
“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 L. Bloom
Discover Questions for Students

WHAT HAS INSPIRED YOU TO PURSUE THIS DEGREE?

SINCE COMING HERE, WHAT ARE YOU MOST PROUD OF ACCOMPLISHING SO FAR?

Help students formulate a vision of what they might become, and then assist them in developing their life and career goals.
“A dream is an inspiring picture of the future that energizes your mind, will, and emotions, empowering you to do everything you can to achieve it.”

Yosso’s Aspirational Capital

“Aspirational capital refers to the ability to maintain hopes and dreams for the future, even in the face of real and perceived barriers.”

(Gándara, 1995, p. 55; Yosso, 2005, p. 78)
Creating Powerful Images

Framework for Dreaming

Make Purposeful Connections between the Discover and Dream Phases

Dream Key Principles

When Dreams Won’t Come True

More than 1 Right Answer  Parallel Plans  Check Your ‘Tude

Dream Phase Important Advisor Behaviors

• Use silence and pauses to give students space to think or talk through their academic and professional goals.

• Active listening and clarification.

• Note what items need to be clarified or demystified in the next phase (i.e., path to transferring).
Dream Questions

When you were 8 years old, what did you say you wanted to be when you grew up? What about now?

If salary, education, and time were irrelevant, what is your ideal job?

Magazine Question

Follow your Dreams!

Go confidently in the direction of your dreams. Live the life you’ve imagined.
- Henry David Thoreau
# Dream Activity

**DARING DREAMS DELIVERED WORKSHEET***

1. **WRITE DOWN YOUR WILDEST AND CRAZIEST DREAMS FOR YOUR FUTURE:**

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2. **SELECT ONE OF THE DREAMS ABOVE AND WRITE IT SUCCINCTLY IN ONE SENTENCE:**

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3. **DREAM ADVICE:**

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Time for a Break
Help students co-create concrete, incremental, and achievable goals.
## Design Key Features & Important Advisor Behaviors

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<th>Key Features</th>
<th>Important Advisor Behaviors</th>
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<td>Teach Students to Make Decisions; Goals, Pathways, &amp; Agency (GPA; C.R. Snyder’s (2002) Hope Theory)</td>
<td>Use Appreciative techniques to help guide students learning and growth.</td>
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<td>Give Positive Feedback &amp; Encouragement</td>
<td>Empower the student to explore what strategies are needed to reach their goal.</td>
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<td>Be Aware of the Curse of Knowledge</td>
<td>Encourage dialogue and discovery.</td>
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<td>Make Effective Referrals</td>
<td>Co-create an individualized action plan.</td>
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Design Key Feature:
Teach Students How to Make Decisions

- Pros and Cons
- Flip a Coin
- Backward Planning
- SMART Goals

SMART GOALS

S - SPECIFIC
State exactly what you want to accomplish.

M - MEASURABLE
Use smaller, mini-goals to measure progress.

A - ACHIEVABLE
Make your goal reasonable.

R - REALISTIC
Set a goal that is relevant to your life.

T - TIMELY
Give yourself time, but set a deadline.

“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
Yard by yard life is hard, inch by inch life's a cinch.

Design Key Feature:
Be Aware of What You Know

Design Key Feature: Be Aware of Lingo

b tw - by the way
b rb - be right back
ttyl - talk to you later
LOL - laugh out loud

Design Key Feature:
Acknowledge Students’ Role & Power

STUDENTS are the CEOs of their own LIVES

Design Key Feature: Develop a Personal Board of Directors

- Who is on your Board of Directors?
- Who are your role models?
- Who do you trust for advice?
- See Personal Board of Directors worksheet under Activity Worksheets on Padlet

The Yellow Sticky Note Story
What can you do in the next week to move one step closer to one of your goals?

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

Are we pushing ourselves to create the best plan possible?

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.
Deliver Key Features

Motivate, Encourage, and Energize Students to be their Best

Engender Academic Hope

End the Conversation Well

Follow-up

Ways to Motivate and Positively Encourage Students:

• Help students make the choice personal
• Commit in a public way
• Use the right triggers
• Frame the task well – emphasize improvement
• Make the goals contagious by highlighting positive role models
• Engender GPA, Realistic Optimism, & Grit
Energizing Others 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).

BONUS: REFLECTIONS ON A SABBATH LUNCH
How can we help our students thrive and succeed, if we aren’t thriving and succeeding in the workplace?

-Jackie Stone
The biggest concern for any organization should be when their most passionate people become quiet.

I QUIT!

THE GREAT RESIGNATION

For the first time, the World Health Organization classifies workplace burnout as an occupational phenomenon.

The WHO says it is a syndrome resulting from chronic workplace stress that has not been successfully managed.

Burnout is not classified as a medical condition.

"People don’t leave jobs, They leave toxic work culture."

Dr Amina Aitsi-Selmi

Toxic environments make people sick, make projects fail, and make best employees quit.
A Conversation With Colleagues

Who/What helps you thrive as a professional?
WELL BEING: WHAT FILLS YOUR CUP?

“You can’t pour from an empty cup. We give to others out of our overflow.”

-Tyree Vance
“We have forgotten the Sabbath...While Sabbath can refer to a single day of the week, Sabbath can also be a far-reaching, revolutionary tool for cultivating those precious human qualities that grow only in time...When we consecrate a time to listen to the still, small, voices, we remember the root of inner wisdom that makes work fruitful. We remember from where we are most deeply nourished, and see more clearly the shape and texture of the people and things before us...Sabbath is a time for sacred rest; it may be a holy day...But Sabbath time may also be a Sabbath afternoon, a Sabbath hour, a Sabbath walk—indeed, anything that preserves a visceral experience of life-giving nourishment and rest...Sabbath is not only for ourselves; rested and refreshed, we more generously serve all those who need our care.”

*Sabbath: Finding Rest, Renewal, and Delight in Our Busy Lives*
Wayne Muller (1999), pp. 5-11
5 Inspiring Messages Every Student Needs to Hear
by: Kathleen Escarcha, EAB Staff Writer

• You Can Do This!
• You’re Not Alone
• You Belong
• It’s Okay to Fail
• We Love You

https://eab.com/daily-briefing/2019/01/24/5-inspiring-messages-every-student-needs-to-hear
Deliver Questions to Ask Students

• What will you do if you run into roadblocks?
• What will you do if you think your goals are changing?
• How and when will you keep me updated on your progress?
• How will you celebrate your milestones and achievements?

Don’t Settle

The advisor challenges the student to proactively raise the student’s internal bar of self-expectations.
Don’t Settle Key Features

- Support and Challenge
- Raising the Bar
- Virtuous Cycles
- Positive Restlessness (Kuh)
- Pockets of Greatness (Collins)

Don’t Settle Important Advisor Behaviors

• Challenge students to think a breath beyond their expectations.
• Encourage students to take risks.
• Offer narratives of success.
You have done great so far! What is one thing that you can do even better?

What would happen if I challenged you to become the best possible you? What would you need to do differently?

If you were going to raise your own internal bar of expectations, what would that look like?
What would happen if I challenged YOU to become the best Appreciative [insert role here] that you could possibly become?

What is one Appreciative action or strategy that you will try in the next week?

Courtesy of Jennifer Keup & the National Resource Center for First-Year Experience and Students in Transition: www.sc.edu/fye
THE SIX PHASES OF APPRECIATIVE ADVISING
A THEORY-TO-PRACTICE FRAMEWORK
“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 CITIZENS CAN CHANGE THE WORLD: INDEED IT’S THE ONLY THING THAT EVER HAS.
Taking a Deeper Dive:
Applying the Appreciative Framework
MIRROR, MIRROR
A COMPENDIUM OF QUESTIONS
Debrief

What are the qualities, benefits, & outcomes of asking Appreciative Questions?
Stoplight Activity
Eva wants to work in education but is unsure of the specific path she wants to take. She has decided to investigate further by talking to the alumni of the program to which you referred her.

Juan is unsure of what he wants to do, but he knows that he doesn’t want to work in his current area of study. To change direction, he has signaled that he plans to withdraw from the university.

Alex wants to study abroad. Although they have explored summer professional placement options that might work better for their course schedule, they instead have decided to spend an upcoming semester in an exchange program.
SELF-ASSESSMENT

How will I employ the Appreciative Advising Framework to help my students thrive this year?

How will I discover my students’ stories, strengths, and goals?

How will I work with my students to set goals and design a plan to deliver on them?

How will I help my students set a high bar of internal expectations and achieve more than they once thought possible?

How will I challenge and support each of my students, believing in them every step of the way, beginning with my first interaction with them?
DISCUSSION

• What aspects of the Appreciative Advising framework are you most comfortable using and why?

• What aspects of the model challenge you and why?

• What is your top takeaway from what you have learned today?
WHAT
YOU DO
MATTERS
THANK YOU FOR BEING A CHAMPION!

Every [student] deserves a champion—[an Appreciative Adviser] who will never give up on them, who understands the power of connection, and who insists that they become the best that they can possibly be.

- Adapted from Rita Pierson
“Educators, administrators, and staff must be willing to share responsibility for facilitating an environment where students of color can thrive” (Paredes-Collins & McIntosh, 2020, p. 88).

I have learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.

_Maya Angelou 1928-2014_

Reflecting on Advising

Think about the last time encounter with a student in which you “cared out loud.”

- What actions or behaviors communicated so?
- How did the student respond?
- Twenty years from now, what do you hope your students will remember about their interactions with you this year?

\[ I \text{ MATTER.} \]
\[ I \text{ BELONG.} \]
\[ YOU \text{ SEE ME.} \]
\[ YOU \text{ HEAR ME.} \]
\[ YOU \text{ SUPPORT ME.} \]
\[ YOU \text{ BELIEVE IN ME.} \]
\[ YOU \text{ CARE ABOUT ME.} \]
What will you commit to intentionally doing to help your students truly thrive this year?

I COMMIT to my Students’ THRIVING by:

TICKET OUT THE DOOR

AND

GALLERY WALK
Wrap-Up: Resources & Ways to Stay Connected
Bookmark our homepage to stay up to date on all things Appreciative Education

FAU.EDU/OAE
Appreciative Education in Action
Fall 2022 Free Webinar Series

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tr>
<td>Oct 6, 2022</td>
<td>Leveraging the Thriving and Appreciative Education Frameworks to Support Student and Workplace Well-Being &amp; Engagement</td>
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<tr>
<td>Oct 20, 2022</td>
<td>An Appreciative Advising Approach to working with TRIO Students</td>
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<tr>
<td>Nov 10, 2022</td>
<td>Appreciative Peer Mentorship: From Professional Development to Impacting the Student Experience</td>
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To view past webinars, please visit our website www.fau.edu/oae/webinars/
#CareOutLoud is a key feature of Appreciative Advising. As Appreciative Educators, we are committed to "caring out loud," that is, intentionally demonstrating to students and colleagues that they matter.
THE \textbf{LIVE!} VIRTUAL 2023 APPRECIATIVE ADVISING INSTITUTE

May 15-18, 2023  |  June 12-15, 2023  |  July 17-20, 2023
Registration Deadline: April 14  |  Registration Deadline: May 12  |  Registration Deadline: June 16

Schedule Overview

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<td><strong>WELCOME SESSION</strong></td>
<td><strong>Discover &amp; Dream Phase</strong></td>
<td><strong>Design, Deliver, &amp; Don’t Settle Phases</strong></td>
<td><strong>Appreciative Advising In Action &amp; Closing</strong></td>
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<td>Welcome &amp; Disarm Phase</td>
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<td><strong>CLOSED CEREMONY</strong></td>
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**Why should you consider attending the Institute?**

The \textbf{Live!} Virtual 2023 Appreciative Advising Institute is a synchronous, four-day highly participatory and interactive professional development experience. You will be assigned to a small group led by a skilled Appreciative Advising practitioner where you will learn practical skills and techniques for optimizing your interactions with students.

“I enjoyed interacting and learning from the group leader and my group participants. This was by far the best professional development I have attended. The takeaways will definitely make an impact in my work with students.” - June AAI 2021 Participant

**Institute**
$495 per person

**Bundle Package**
$695 per person

Receive an automatic 10% discount when registering 4 or more people

** Institute and Certified Appreciative Adviser Application

Questions? Visit fau.edu/oae or email oae@fau.edu
APPRECIATIVE ADVISING ONLINE COURSE

Hone your Advising Skills using the Appreciative Education Theory-to-Practice Framework

6-Weeks | Asynchronous Non-Credit Online Course

Appreciative Advising provides a practical theory-to-practice framework for advisors to optimize their interactions with students and colleagues in both individual and group settings. The six-phase Appreciative Advising model provides a scaffold for advisors to intentionally use active listening and generative questioning strategies to:

- **WEEK 1**: DISARM
  Build trust and rapport with students

- **WEEK 2**: DISCOVER
  Uncover students’ strengths and skills

- **WEEK 3**: DREAM
  Encourage and be inspired by students’ stories

- **WEEK 4**: DESIGN
  Co-construct action plans with students to

- **WEEK 5**: DELIVER
  Support students as they carry out their plans

- **WEEK 6**: DON’T SETTLE
  Challenge both themselves and their students to do and become even better

Participants will learn specific skills and techniques for immediate practical application of what they learn in the class.

**PRICING**

Registration: $495 per person

* Receive an automatic 10% discount when registering 4 or more people

**Questions?**

Contact the Office of Appreciative Education at oae@fau.edu

Please Visit fau.edu/oae for additional information

**2022-2023 ONLINE COURSE OFFERINGS**

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<th>FALL 2022</th>
<th>SPRING 2023</th>
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<td>Sept 7 – Oct 18</td>
<td>Jan 30 – Mar 13</td>
<td>May 8 – June 19</td>
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Become a Certified Appreciative Adviser through FAU’s Office of Appreciative Education

**Lifetime Professional Certification**

The Office of Appreciative Education offers a lifetime professional certification for academic advisers and other educators. Certified Appreciative Advisers are committed to a high standard of excellence and optimizing their students’ educational experiences.

**Benefits**

- Expand your knowledge and skills on Appreciative Advising
- Distinguish yourself in a competitive job market by enhancing your resume/CV with this advanced professional qualification
- Provide your students with the best possible advising experience
- Connect with a global network of like-minded colleagues

**Components**

- Completion of Advising Online Course or Institute
- 3 Peer Reviewed Appreciative Advising Skills Rubrics
- Letter of Recommendation
- Current Resume/Curriculum Vitae
- Personal Appreciative Advising Statement

**PRICING**

| Certification Application | $275 per person |

Discount available if bundled with the Appreciative Advising Institute or Appreciative Advising Online Course

**Questions?**

Visit fau.edu/oae or email oae@fau.edu
This course provides community members with the opportunity to learn specific skills, techniques, and practical applications for becoming an effective Administrator by using the Appreciative Education framework.

### APPRECIATIVE ADMINISTRATION ONLINE COURSE

Hone your Administration Skills using the Appreciative Education Theory-to-Practice Framework

#### 6-Weeks | Asynchronous Non-Credit Online Course

- **WEEK 1**: APPRECIATIVE EDUCATION OVERVIEW
  - Learn the principles of the Appreciative Education framework

- **WEEK 2**: APPRECIATIVE ONBOARDING
  - Develop a comprehensive onboarding program to welcome new team members

- **WEEK 3**: APPRECIATIVE STAFF MEETINGS
  - Lead effective and engaging meetings that inspire your team

- **WEEK 4**: APPRECIATIVE SUPERVISION
  - Empower employees to deliver on co-created performance goals

- **WEEK 5**: APPRECIATIVE ASSESSMENT
  - Powerfully communicate assessment results and outcomes

- **WEEK 6**: APPRECIATIVE STRATEGIC PLANNING
  - Design and deliver a strategic plan based on the unit’s strength

### 2022-2023 ONLINE COURSE OFFERINGS

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<th>SUMMER 2023</th>
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<td>Oct 3 – Nov 14</td>
<td>Feb 20 – Apr 3</td>
<td>May 30 – July 10</td>
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</table>

### PRICING

**Registration:**
- $495 per person

* Receive an automatic 10% discount when registering 4 or more people

### Questions?

Contact the Office of Appreciative Education at [oae@fau.edu](mailto:oae@fau.edu)

Please Visit [fau.edu/oae](http://fau.edu/oae) for additional information
Supporting Students on Academic Probation

Wednesdays | 1-5 p.m. (Eastern Time Zone)
Feb 15 – Mar 22, 2023
Registration Deadline: January 13, 2023

Appreciative Advising Academy Overview

The Appreciative Advising Academy is a synchronous, six-week highly participatory and interactive professional development experience where participants will gain a deeper knowledge of the Appreciative Advising Theory-to-Practice Framework through tangible application to working with specific student populations. For the first edition of the Appreciative Advising Academy, participants will emerge with specific strategies, resources, and techniques to support students on academic probation. Successful completion of the Appreciative Advising Institute, Appreciative Advising Online Course, or the Appreciative Administration Online Course is required to participate in the Appreciative Advising Academy.

Pricing

Registration:
$695 per person
*Receive an automatic 10% discount when registering 4 or more people

Questions?
Contact the Office of Appreciative Education at oae@fau.edu
Please Visit fau.edu/oae for additional information
APPRECIATIVE ADVISING ACADEMY

Develop Appreciative Strategies, Resources, and Techniques to Support Students

Supporting Students on Academic Probation

Deliverables

- **APPRECIATIVE OUTREACH PLAN & MESSAGES**
  - Key Deliverable 1

- **ACADEMIC RECOVERY PLAN**
  - Key Deliverable 2

- **PARALLEL PLAN WORKSHEET**
  - Key Deliverable 3

- **INDIVIDUALIZED APPRECIATIVE PROJECT**
  - Key Deliverable 4

- **ASSESSMENT PLAN**
  - Key Deliverable 5

**Eligible with the Completion of (1 of the following)**

- Appreciative Advising Institute
- Appreciative Advising Online Course
- Appreciative Administration Online Course

**Academy Dates**

Feb 15, 22
Mar 1, 8, 15, 22

Meets 1-5 p.m.
(Eastern Time Zone)

**Registration will be limited to the first 75 people**
What Questions Remain?

Contact Me:

Amanda Propst Cuevas, PhD
a.propst.cuevas@gmail.com
LinkedIn: Amanda Propst Cuevas
(cell) 217.597.3770
Disarm:

- How is [name] doing today?
- What is important to you that we talk about?
- What was the highlight of your weekend? Any fun trips/plans for the month?
- How are you feeling today?
- What did you find intimidating today?
- How can I help you?
- Can I get you something?
- Use fidget toys. Have social events (not related to academics)!
- ¿Cómo andamos?
- What is your preferred language?
- Validate images, provide snacks

Discover:

- What are your favorite hobbies?
- What are you binge-watching on Netflix (or Podcast) right now? Favorite Tik-Tok?
- What inspires you?
- Where do you see yourself in 10 years?
- What is your dream career?
- What student organizations are you interested in?
- Tell me your story; what makes you you?
- What is something interesting you took away from that class/event?
- What are your strengths? How did you discover your hobby?
- Ask “Would you rather” questions
- Who is part of your support system?
- What do you do for self-care?
- When was the last time you went home?
- Have you been to (local place)?
- Por que/Por quien estas hacienda esto (estudios, carrera, etc.)
Dream:

- Where do you see yourself at the end of the semester?
- If time, money, and/or education wasn’t an obstacle, what is your dream career?
- What kind of impact would you like to make?
- What makes you get out of bed?
- Would 5 year old you be good with where you are now?
- Imagine yourself 10 years from now, what does your life look like?
- What is on your bucket list? What have you checked-off?
- What is your dream destination? Who do you want to take with you?
- What does retirement look like for you?
- What would you like to be remembered for?
- Does talking about your major make you happy/smile?

Design:

- What challenges might get in the way of reaching your goal?
- What are some of the things you can do to overcome the challenges (planner, to-do list, etc.)?
- Have you considered joining a professional networking platform?
- Did you do a 4-year plan for your major?
- What are the first 3 steps to reaching your goals?
- What help/resources do you need to take those steps?
- What is your first step? What is your next or end goal?
- What is your timeline? (SMART goals)
- What is one small thing you can do today to be better tomorrow?
- Who can you go to when you need help?
Deliver:

- What other resources have you contacted to help you achieve your goal?
- How do you feel when you achieve that goal?
- What did you learn in the steps you have taken to achieve your goal?
- What was successful and if not, what goals changed?
- Did you follow-up with your connections (professors, LinkedIn, advisors, etc.)?
- Congratulations on landing your internships! What do you hope to gain?
- What challenges did you encounter and how did you overcome them?
- When you’ve had success in the past, how did you accomplish your goal?
- How can I help you?
- What motivates/keeps you going?
- Who keeps you accountable?

Don’t Settle:

- What else can you think of that can get you to your goal? What is one area you can improve?
- What’s next?
- What did you learn that you can apply to the next goal?
- What are other things you can do to get closer to your goal? What are you proud of accomplishing so far?
- What activities/career exploration will you do? (clubs, certifications, etc.)
- How can you take your skills to the next level?
- Have you asked the right people to get the right answers?
- Y ahora que sigue?
- How do you feel now? How can we keep that feeling going?