Amanda Propst Cuevas, M.A.
Director,
Frederik Meijer Office of Fellowships
Grand Valley State University
cuevasam@gvsu.edu
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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.”

Does Appreciative Advising work?

YES!

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 Success Contract Program**

- **% of Students Eligible to Return SP07**
  - AA Group: 90%
  - Non-AA Group: 33%

- **FA06 Mean GPA**
  - AA Group: 2.86
  - Non-AA Group: 1.29


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**USC - ACE Assessment**

**First Year Students on Academic Probation**

- Average GPA between F2010 and SP2011
  - Average F2010 Semester GPA: 1.32
  - Average Semester GPA with 1 ACE Coaching Appts.: 1.45
  - Average Semester GPA with 2 ACE Coaching Appts.: 1.91
  - Average Semester GPA with 3 ACE Coaching Appts.: 2.55

*GPA*
Rollins College Data

Advising and Academic Standing for Students on Probation

Term: Fall 2011

Number of Students

- Good Standing
- Trending Up: Suspensions Trending Down
- Appreciative Advising Pilots

Term: Spring 2010, Fall 2010, Spring 2011, Fall 2011

Rollins College Data

Appreciative Advising and GPA for Students on Probation

Spring 2010 to Fall 2011

Term GPA Trending Upward

Term GPA Trending Downward

Cum GPA Trending: Reestablishing

GPA Points Increased/Decreased

Spring 2010, n=46
Fall 2010, n=40
Spring 2011, n=55
Fall 2011, n=40

Average Term GPA Improvement
Average Overall GPA Improvement
Linear (Average Term GPA Improvement)
Linear (Average Overall GPA Improvement)
Rollins College Data

Impact on Retention Rates

- Fall 2009: 91.3%
- Fall 2010: 93%
- Fall 2011: 95%

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 Advising & Other Advising Approaches

• Prescriptive, Intrusive, Developmental, Holistic, Academically Centered, Strengths-Based

• Appreciative Advising:
  – offers a framework within which these other approaches can take place
  – arms advisors with tools to put theory into practice
  – is a reciprocal approach to advising where both student and advisor benefit and learn


Appreciative Inquiry Phases

• Discovery
• Dream
• Design
• Destiny
The Six Phases of Appreciative Advising

Appreciative Advising Phases

- **Disarm** – Recognizing the importance of first impressions and creating a safe, welcoming environment for students.

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

Appreciative Advising Phases

- **Dream** - Helping students formulate a vision of what they might become, and then assisting them in developing their life and career goals.

- **Design** – Helping students devise concrete, incremental, and achievable goals.

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**Appreciative Advising Phases**

- **Deliver** – 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 [or reset] the student’s internal bar of self-expectations

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DISARM

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


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

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


Nonverbal Immediacy Behaviors

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

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
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

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”

http://www.dictionary.com

Important Advisor Behaviors

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

Taking mental notes of the student’s:

- Strengths
- Skills
- Passions
- Accomplishments

Important Advisor Behaviors

- Advisor self-discloses personal stories as appropriate
- Advisor is comfortable with silence
- Advisor treats student as if he/she is full of potential
- Advisor is non-judgmental
- Advisor is mindful of diversity/multi-cultural issues
- Advisor is authentic


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


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


DESIGN

Help students devise concrete, incremental, and achievable goals

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

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

**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?

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**Important Advisor Behaviors**

**Making effective referrals**

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

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**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.


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**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

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).


Deliver Phase Questions

How and when will you keep me updated on your progress?

What will you do if you run into roadblocks?

What will you do if you think your goals may be changing?

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

DON’T SETTLE

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

Settling

“We don’t have great schools, principally because we have good schools. Few people attain great lives, in large part because it is just so easy to settle for a good life.”


What Can We Do?

• “Positive Restlessness” - George Kuh
• “Pocket of Greatness” – Jim Collins

Key Features

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


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?

The Six Phases of Appreciative Advising

Appreciative Education: 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
- Student Affairs

Want to learn more?

- [http://www.appreciativeadvising.net](http://www.appreciativeadvising.net)
- Join the Appreciative Advising Group on Facebook
- Attend an Appreciative Advising Institute
- Complete Appreciative Advising Certification
- Stay connected!

Questions?