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Your presence is a gift.

## APPRECIATIVE EDUCATION IN ACTION WEBINAR

*Sponsored by the Office of Appreciative Education and FAU's Appreciative Ambassadors Student Organization*

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# A Celebration of Recent Scholarship on Appreciative Education

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### Featuring

**Chris DeGeare, EdD** – Vice President of Instruction and CAO, Jefferson College

**Valerie J. Harper, EdD** - Law School Registrar, Duquesne University School of Law

**Roy Kaplan, PhD** – In Transition

**Jim Disrude, EdD** – Director of Student Success, McHenry County College

**Reginald Lewis, EdD** – Manager of Communications, Tarrant County College District

**Meagan Elsberry, Doctoral Candidate** - Assistant Dean of Students, Lynn University



*Advising for College  
Student Success:  
A Mixed-Methods  
Analysis of Practices  
and Perspectives*

Chris DeGeare, EdD

Vice President of Instruction and CAO,  
Jefferson College

Missouri Baptist  
UNIVERSITY



# Research Questions

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**RQ1:** Does appreciative advising improve college student completion?

**RQ2:** Does proactive advising improve college student completion?

**RQ3:** What common themes are found in the interactions between appreciative advisors and their advisees?

**RQ4:** What common themes are found in the interactions between proactive advisors and their advisees?



# Sample

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- Midwestern community college in rural setting
- Students participated in various advising programs
  - All students received prescriptive advising
  - Select students received appreciative advising
  - Select students received proactive advising
- Sampling window included new students enrolled in the fall semester of 2014
- Quantitative N=1,145 students
- Qualitative N=17 respondents (1.5% response rate)



# Key Findings

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- Appreciative advising – students were 3+ times more likely to complete in 100, 150, or 200 percent of time than to not graduate.
- Proactive advising – students were no more likely to graduate in 100 percent of time, but were 5+ times more likely to complete in 150 or 200 percent of time.
- Qualitative questions revealed key themes
  - Course selection and planning
  - Caring and support
  - Independence
  - Outcomes



# Recommendations for Practice

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- **Implications for Policy and Practice**
  - Expand effective academic advising
  - Offer differentiated advising
- **Recommendations for Future Research**
  - More participants to determine useful components of each advising model
  - What type of students benefit most from each component?



# Exploring Appreciative Advising as an Equity Approach for African American Students: A Grounded Theory Study of Academic Advisors at PWIs

Valerie J. Harper, EdD

Law School Registrar, Duquesne University School of Law



# Research Questions

**RQ1:** How does the academic advisor's knowledge and understanding of the appreciative advising framework relate to their knowledge and understanding of social and cultural differences that may influence the cultivation of authentic relationships with African American students at PWIs?

**RQ2:** In what ways, or to what extent, do academic advisors perceive the appreciative advising framework as a useful tool for supporting the academic, social, and cultural experiences of African American students at PWIs?

# Sample

- Participants consisted of 11 academic advisors who were also certified by the Appreciative Advising Institute.
- The participants included 7 males and 4 females of which were 6 white and 5 African Americans.
- They worked in higher ed with 3 to 15 or more years of advising in 4-year institutions with one exception in a 2-year community college.
- ***Academic Advisor:*** “An institutional representative who gives .....

# Key Findings

- 1. The appreciative advisors' knowledge and understanding of the appreciative advising framework invokes the following about social and cultural differences**
  - a) Judgement free zone and safe space
  - b) Acknowledge lived experiences specifically African American students
  - c) All students have potential and possibilities
  - d) Relationship building – must be authentic, intentional, and purposeful
  - e) Self-aware and self-reflective
  - f) Lifelong learners
  
- 2. Academic advisors perceive the appreciative advising framework as a useful tool for supporting the academic, social , and cultural experiences of African American students at PWIs in the following way**
  - a) Creating equity and social justice beginning with their office
  - b) Touchpoints – power of the office
  - c) Counteract barriers – empowerment, strength, engagement
  - d) Active listening
  - e) Creating programs focusing on retention and accountability

# Implications for Practice

## **Appreciative Advising Certification Training**

- Include Critical Race Theory
- Include The Cycle of Socialization
- Include Racial Microaggressions Theory

## **Implications for Future Practice**

- Understanding and knowing there are other reasons for African American students' attrition rate from PWIs
- Increase in accountability campus wide
- Meeting the needs of diverse students from their feeder schools



# How Does Attending The Appreciative Advising Institute Influence Academic Advisor Wellbeing?

Roy Kaplan, PhD

# Research Questions

**RQ1: What is the short-term influence of attending AAI on workplace wellbeing and overall wellbeing?**

**RQ2: What is the long-term influence of attending AAI on workplace wellbeing and overall wellbeing?**

**RQ3: What specific aspects of the AAI were found to be the most enjoyable and the best-suited for learning?**

# Sample

- Participants consisted of 123 academic advisors attending the 2018 AAI Institute.
- ***Academic Advisor***: “An institutional representative who gives insight and/or direction to a college student about academic, social, and/or personal matter. The nature of this direction might be to inform, suggest, counsel, discipline, coach, mentor, or even teach” (Kuhn, 2008, p. 3).

# Key Findings

- ◆ **RQ2 – What is the long-term influence of attending AAI on workplace wellbeing and overall wellbeing?**
- ◆ In summary, overall PERMA scores representing Positive Emotion-P ( $p = .02$ ) increased. **Workplace PERMA scores representing positive emotion-P ( $p = .02$ ), engagement-E ( $p = .01$ ), relationships-R ( $p = .04$ ), and meaning-M ( $p = .04$ ) all increased.**
- ◆ Overall P-Positive Emotion increased both short term ( $p = .01$ ) and one month post AAI ( $p = .02$ ) as did Workplace Meaning-M ( $p = .03$ ) and ( $p = .04$ ).
- ◆ **But Workplace Positive emotion-P ( $p = .02$ ), Engagement-E ( $p = .01$ ), Relationships-R ( $p = .04$ ), only increased one month post AAI.**



# Recommendations for Practice

- **Institutions looking to address overall and workplace wellbeing of their employees can do so by sending advisors to AAI**
- **Any type of office demographic should consider attending**
- **Future AAI's are all unique and evolve**

# Examining the Implementation of Appreciative Advising and Its Relationship to Community College Students' Intent to Persist



**Jim Disrude, EdD**  
Director of Student Success, McHenry County College

# Research Questions

**RQ1:** What are the perspectives of students who participate in the appreciative advising program?

**RQ2:** In what ways, if any, do students indicate appreciative advising has created opportunities to disclose barriers or motivations in their persistence?

**RQ3:** In what ways, if any, do students indicate appreciative advising has contributed to their intent to persist at their current institution?

**RQ4:** How do advisors who participate in the implementation of the appreciative advising model perceive the experience?



# Sample

## **SEMI-STRUCTURED INTERVIEWS WITH STUDENTS**

- 10 student participants, purposeful study.
- Participants had two advising appointments.

## **ONE FOCUS GROUP WITH ADVISORS**

- Collected shared and individual experiences from four academic advisors.
- A focus group may help to negotiate by dual role of researcher and supervisor.



# Key Findings

- Student expectations: Unsure and anticipating the worse
- Students react favorably to a relational approach
- Rapport reduces a perceived hierarchical gap
- Disarm, discover, and dream prompt more self-disclosing
- Co-constructed plan appreciated but unmemorable
- The AAM can positively impact intent to persist
- Advisors perceive the AAM as a viable model for student success
- A perceived lack of capacity to implement the AAM can spark concern



# Implications for Practice

- **Enhance pre-meeting communication**
- **Create and preserve time to disarm**
- **Create welcoming physical spaces**
- **Employ professional development for goal-setting**
- **Utilize a change model for implementation**
- **Implement student-advisor assignments**
- **Adopt a relational approach to aid student persistence**

# Appreciative Advising and How it Affects the Self-Efficacy and Persistence of African American Males at a Texas Community College: An Interpretative Phenomenological Analysis



Reginald E. Lewis, EdD  
Manager of Communications, Tarrant County College District



# Research Question

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**RQ:** How do African American males at a Texas community college make sense of their experiences with Appreciative Advising as it relates to their self-efficacy and persistence toward graduation?





# Sample

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## Participants

- Six men who identified as African American or Black
- Enrolled as full-time, degree-seeking student at the research site
- Met with professional academic advisor at least three times
- Ages 18 and older



# Key Findings

Super-Ordinate Themes	Sub Themes
1) Caring experiences with an advisor	1.1 Trust 1.2 Effective communication 1.3 Connectedness
2) Feeling empowered	2.1 Emotional Intelligence 2.2 Affirmation, Encouragement, & Advocacy
3) Developing confidence	3.1 Desiring Interdependence 3.2 Persistence
4) Obstacles and improving Black male community college persistence	4.1 Overcoming obstacles 4.2 Establishing a rapport



# Implications for Practice

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- Integrate Appreciative Advising Into Orientation Program
- Launch Summer Bridge Program
- Mandatory Advising Through Graduation
- Provide Professional Development: Appreciative Mindset



**Appreciative Administration: A Grounded Theory Of How The Appreciative Education Theory-To-Practice Framework Is Being Operationalized In Higher Education**

**Meagan Elsberry  
Educational Leadership & Research Methodology  
Higher Education**

# Research Questions

**RQ1:** How do higher education administrators use the Appreciative Education framework in their administrative practices?

**RQ2:** What do higher education administrators that use the Appreciative Education framework find to be:

- a. the benefits of using this framework?
- b. the challenges of using this framework?

# Sample

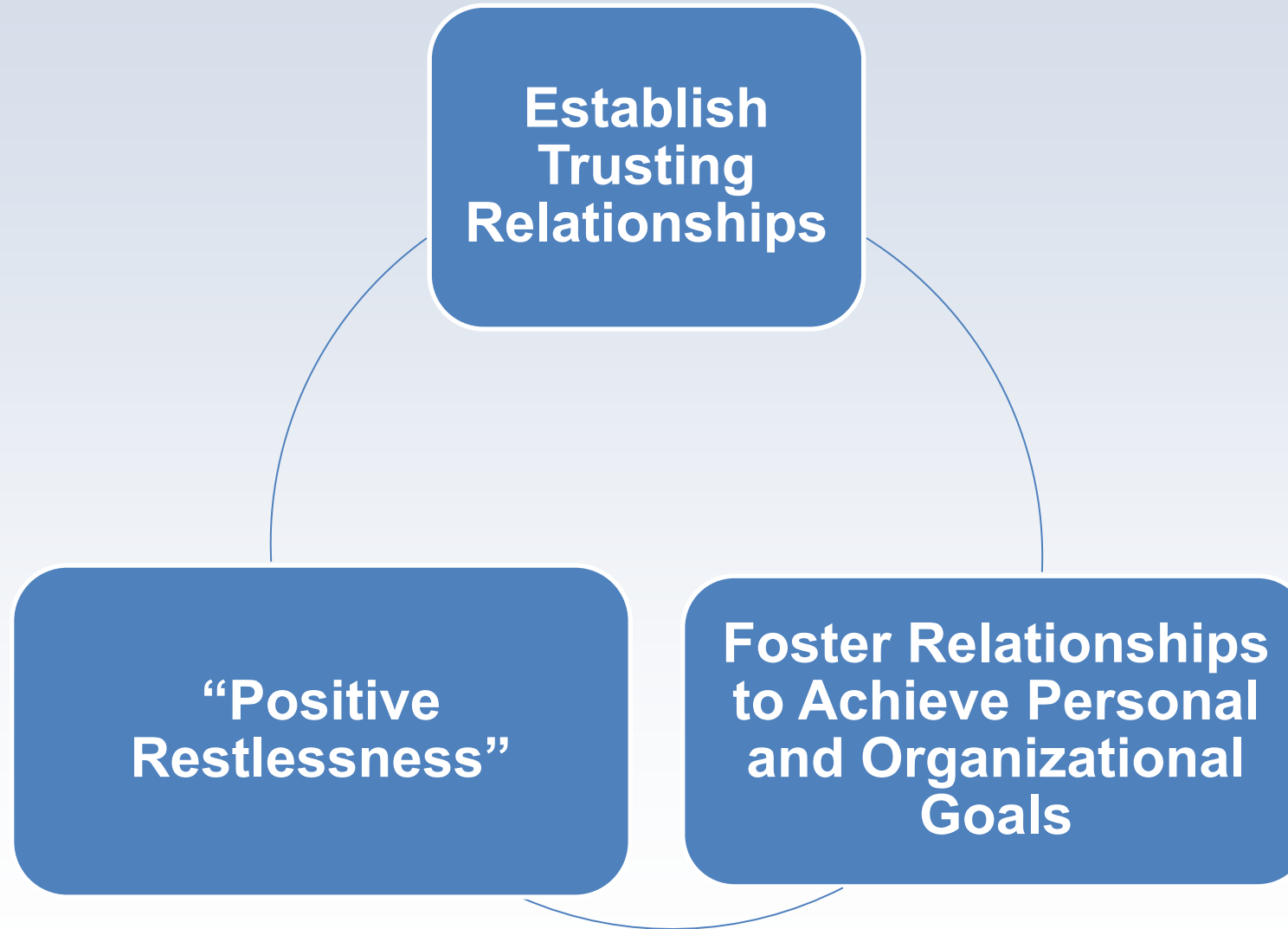
## Sampling Criteria

- Higher education administrators who have participated in at least one formal Appreciative Education training. Trainings could include the Appreciative Advising online course, Appreciative Advising Institute, being faculty for the Appreciative Advising Institute, the Appreciative Administration online course, and/or participated in the Unleashing Greatness Retreat.
- They have at least one full-time professional reporting to them.

## Sample Size

- 21 study participants
  - Semi-structured Zoom interviews
  - Subgroup participated in a virtual focus group to go over initial findings

# Preliminary Findings



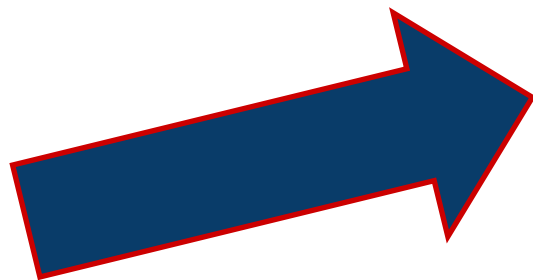
# Breakout Rooms

Breakout Room Name	Dissertation	Author
College Student Success	Advising for College Student Success: A Mixed-Methods Analysis of Practices and Perspectives	Chris DeGeare
Equity Approach with A.A.	Exploring Appreciative Advising as an Equity Approach for African American Students: A Grounded Theory Study of Academic Advisors at PWIs	Valerie Harper
AAI and Wellbeing	How does Attending the Appreciative Advising Institute Influence Academic Advisor Wellbeing?	Roy Kaplan
Students' Intent to Persist	Examining the Implementation of Appreciative Advising and its Relationship to Community College Students' Intent to Persist	Jim Disrude
A.A. and Students' Self-Efficacy	Appreciative Advising and How it Affects the Self-Efficacy and Persistence of African American Males at a Texas Community College: An Interpretative Phenomenological Analysis.	Reginald Lewis
Appreciative Administration	Appreciative Administration: A Grounded Theory of How the Appreciative Education Theory-to-Practice Framework is Being Operationalized in Higher Education	Meagan Elsberry



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## OFFICE OF APPRECIATIVE EDUCATION

*Appreciative Education is becoming THE theory-to-practice teamwork for leading innovative educational institutions across the world*

### OFFERINGS



What is the Difference between the Virtual Appreciative Advising Institute and the Appreciative Advising Online Course?



*Coming Soon!!*



Office of Appreciative Education  
FREE Fall 2021 Webinar Series

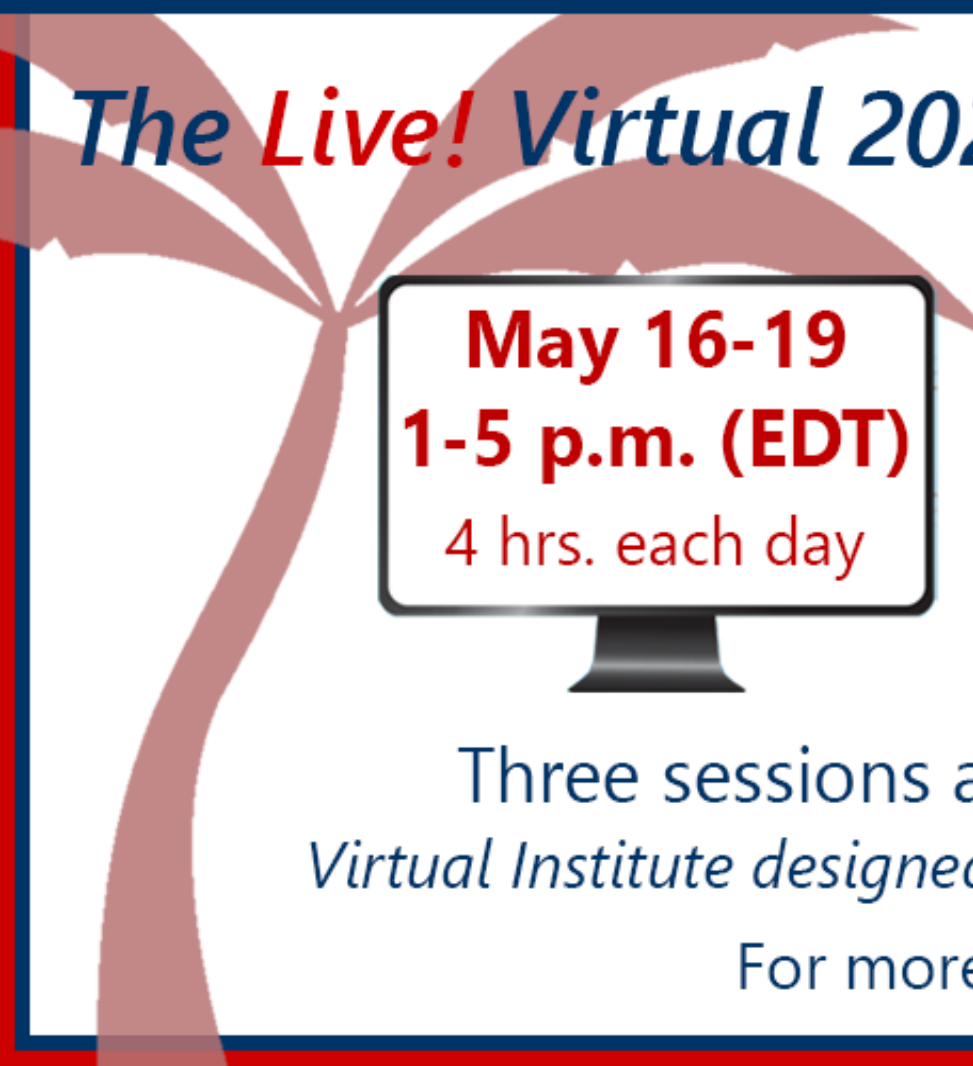
DATE ANNOUNCEMENTS COMING SOON!

- |                           |  |
|---------------------------|--|
| <del>Sept. 14, 2021</del> | <del>How to Stay Centered Amidst the Chaos</del>                             |
| <del>Oct. 19, 2021</del>  | <del>A Celebration of Recent Scholarship on<br/>Appreciative Education</del> |
| Nov. 4, 2021              | Appreciative Mentoring   |

To register and view past webinars, please visit our website  
[www.fau.edu/oe/webinars/](http://www.fau.edu/oe/webinars/)

To accommodate demand, we will be offering three (3)  
**Live!** Virtual Appreciative Advising Institutes!  
Registration is now live on our website at [fau.edu/oe](http://fau.edu/oe)

## The **Live!** Virtual 2022 Appreciative Advising Institute



**May 16-19**  
**1-5 p.m. (EDT)**  
4 hrs. each day

**June 20-23**  
**1-5 p.m. (EDT)**  
4 hrs. each day

**July 18-21**  
**1-5 p.m. (EDT)**  
4 hrs. each day

Three sessions available • Live virtual small groups  
*Virtual Institute designed to leave you renewed, refreshed, and inspired*

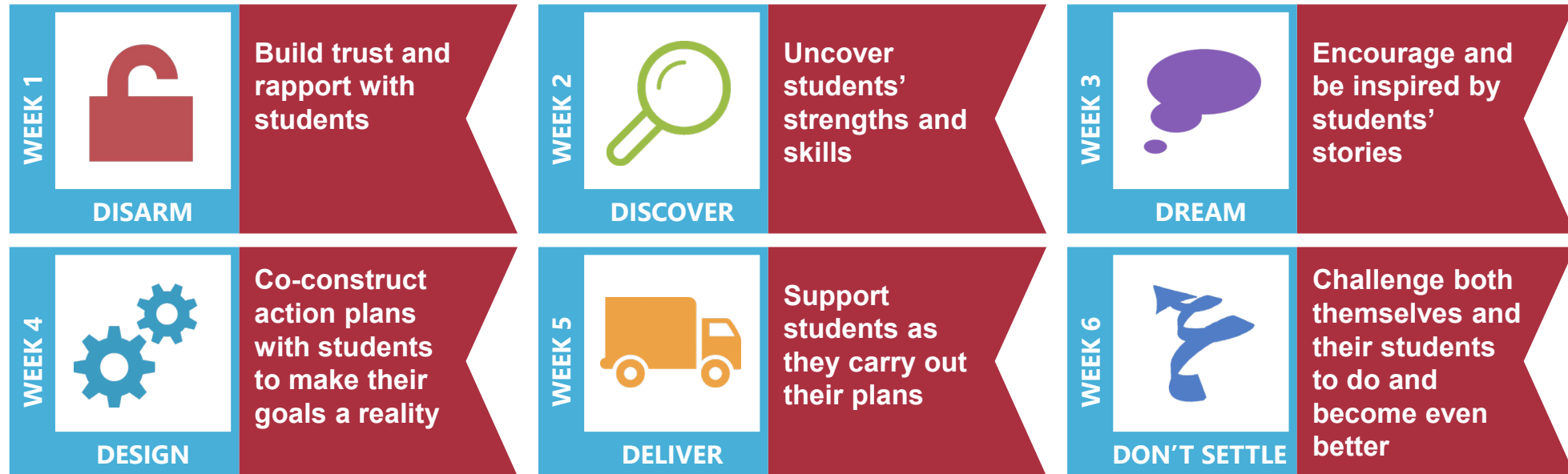
For more info, please visit [fau.edu/oe](http://fau.edu/oe)

# 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:



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

### 2022 ONLINE COURSE OFFERINGS

**SPRING 2022**  
Jan. 31 – Mar. 14

**SUMMER 2022**  
May 10 – June 21

**FALL 2022**  
Sep. 7 – Oct. 18

### PRICING

**Registration:**  
**\$495 per person**

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

### Questions?

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

Please Visit [fau.edu/oea](http://fau.edu/oea) for additional information

# APPRECIATIVE ADMINISTRATION ONLINE COURSE

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

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

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.



### 2022 ONLINE COURSE OFFERINGS

<b>SPRING 2022</b>	<b>SUMMER 2022</b>	<b>FALL 2022</b>
Feb. 21 – April 4	May 31 – July 11	Oct. 3 – Nov. 4

### PRICING

**Registration:**  
**\$495 per person**

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

### Questions?

Contact the Office of Appreciative Education at [oe@fau.edu](mailto:oe@fau.edu)  
Please Visit [fau.edu/oe](http://fau.edu/oe) for additional information



# 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/oe](http://fau.edu/oe) or  
email [oe@fau.edu](mailto:oe@fau.edu)

# CARE OUT LOUD

with FAU's Office of Appreciative Education

**#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.

