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Who am I?



- **White**
- **Cis-gender female**
- **Able bodied**
- **Educator, lifelong learner**
- **Married**
- **Pronouns: she, her, hers**
- **Preferred Name: Jenny**

EVERYTHING IS
FIGUREOUTABLE

<https://www.marieforleo.com/>



**We can do
hard
things!**

GLENNON DOYLE MELTON



“ Once we stop focusing on what’s happening “to” us and **focus instead on what we can do** within our current circumstances to succeed, **we will get the results we’re looking for.**

CY WAKEMAN

**“If you were great right now,
what would great look like?”
- Cy Wakeman**

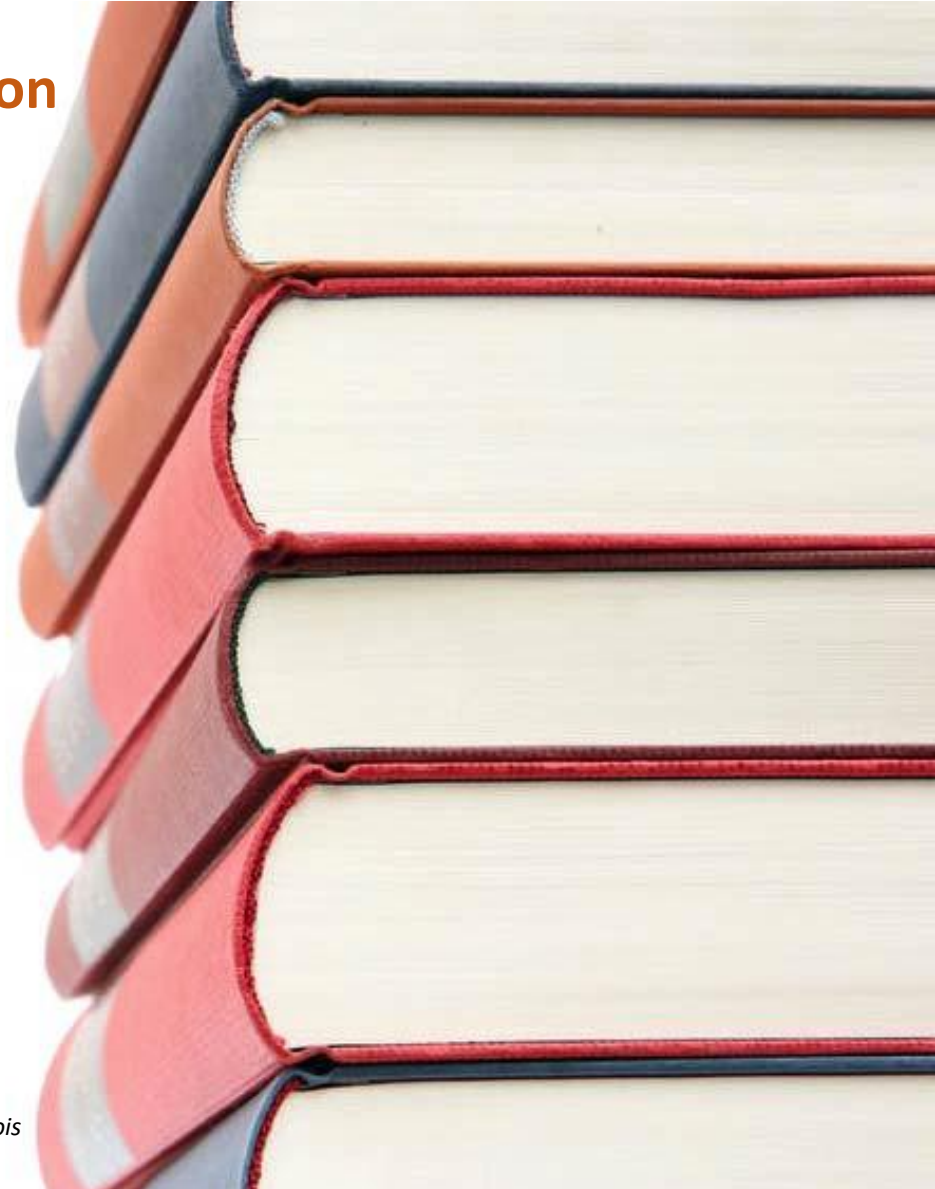
Wakeman, C. (2018). WorkHuman 2018 Keynote
No Ego: Ditch the Drama & Drive Big Results

<https://www.youtube.com/watch?v=JYS4x5z6ei>

The Privilege of Working in Higher Education

“Education is the most powerful means of increasing individual opportunity and creating more prosperous, fair, and 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

Reiter, A. F. (2005). Meet Joe White: New UI president talks about leadership, goals and responsibility.” *Illinois Alumni Magazine*, 17(5), 20–23.



Terry O'Banion's Definition of Advising

**Exploration
of life goals**

**Exploration
of
vocational
goals**

**Program
choice**

**Course
choice**

**Scheduling
courses**

O'Banion, T. (1994). An academic advising model. *NACADA Journal*, 14(2), 10–16. (Original work published 1972)

“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

The Joy of 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.”

Critical Appreciative Advising

The process by which we continually reflect on how our own **biases, assumptions** and **worldviews** affect how we perceive differences and power dynamics through the advising relationship.

Understands that the value of the advising relationship is found in and within **student stories** and **lived experiences**.

By being more **reflective of our own identities** as advisors, as well as those of our students, we are able to work with others in a more **intentional, thoughtful** and **impactful** way.

Source: Heather Doyle and Annie Kelly



Bloom, J. L., Hutson, B. L., He, Y., & Konkle, E. (2013, Fall). Appreciative education. In P.C. Mather and E. Hulme (Eds.), *Positive psychology and appreciative inquiry in higher education*, *New Directions for Student Services*, 143, 5-18.

Partial List of Institutions with Appreciative Advisers



Does Appreciative Advising Work?







THE UNIVERSITY *of* NORTH CAROLINA
GREENSBORO

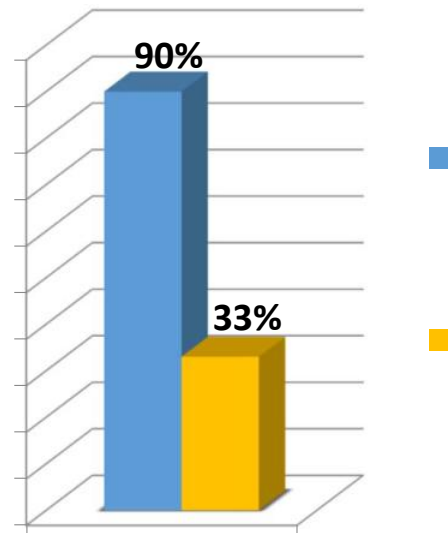
Dismissal Contracts Fall 2006

CAUTION
WATCH
YOUR STEP

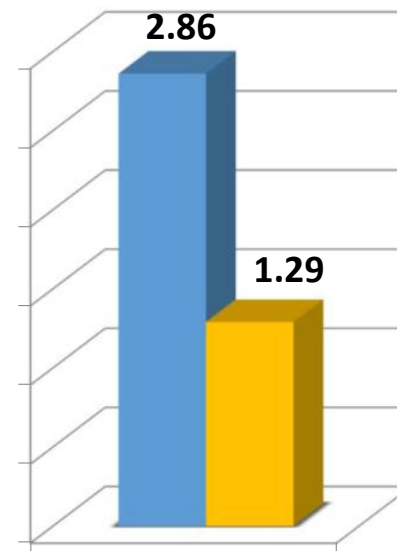
Source: Bryant Hutson



Dismissal Contracts Fall 2006



**% of Students
Eligible to
Return SP07**



FA06 Mean GPA

Bloom, J. L., Hutson, B. L., and He, Y. (2013). Appreciative advising. In J. K. Drake, P. Jordan, & M. A. Miller (Eds.), *Academic Advising Approaches: Strategies That Teach Students to Make the Most of College*. San Francisco, CA: Jossey-Bass and Manhattan, KS: National Academic Advising Association.



Benefits to Appreciative Advisors

Howell, N. (2010). *Appreciative advising from the academic advisor's viewpoint: A qualitative study* (Unpublished doctoral dissertation). University of Nebraska, Lincoln.

The Six Phases of Appreciative Advising

Bloom, J. L., Hutson, B. L., & He, Y. (2008). *The appreciative advising revolution*. Champaign, IL: Stipes Publishing.



DISARM



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

DISCOVER



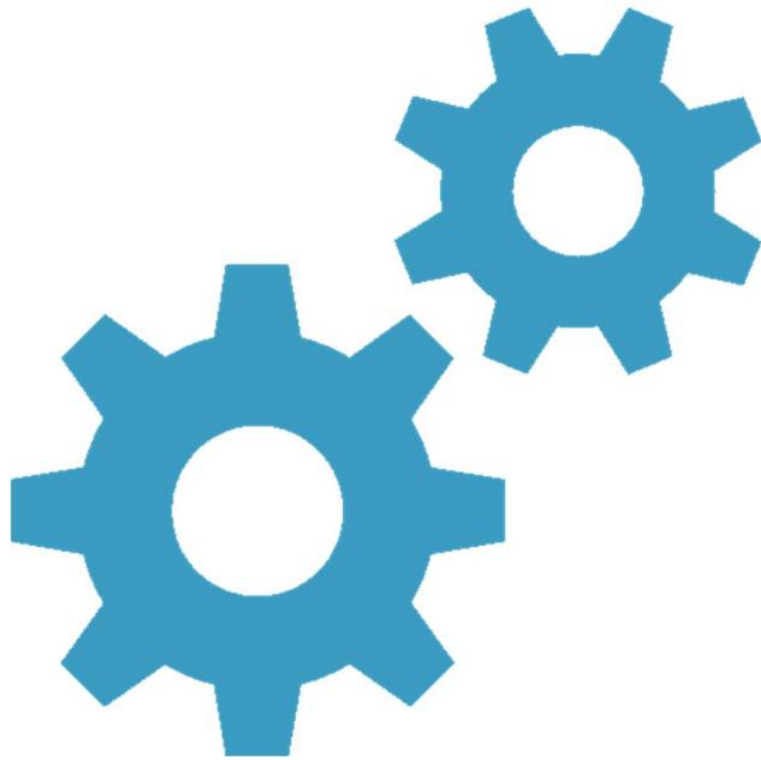
Utilize positive open-ended questions to draw out what they enjoy doing, their strengths, and their passions.

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
co-create
concrete,
incremental, and
achievable
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.

DON'T SETTLE



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

Appreciative Mindset



Bloom, J. L., Hutson, B. L., & He, Y. (2008). *The appreciative advising revolution*. Champaign, IL: Stines Publishing.

APPRECIATIVE MINDSET INGREDIENTS



Care about and
believe in the
potential of
each student

Possess an
attitude of
gratefulness

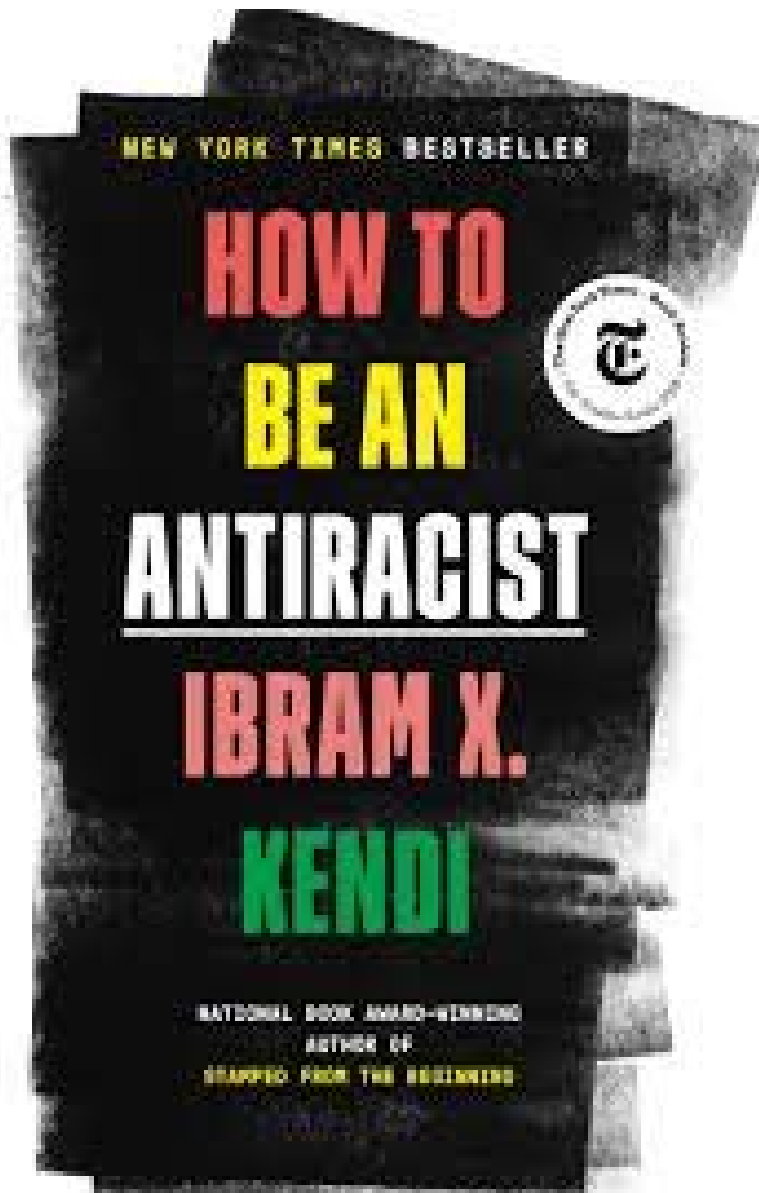
Continually
hone your craft

Remember
your power

Be insatiably
curious about
students'
stories

Be culturally
aware and
responsive

Bloom, J. L., Hutson, B. L., & He, Y. (2008). *The appreciative advising revolution*. Champaign, IL: Stipes Publishing.

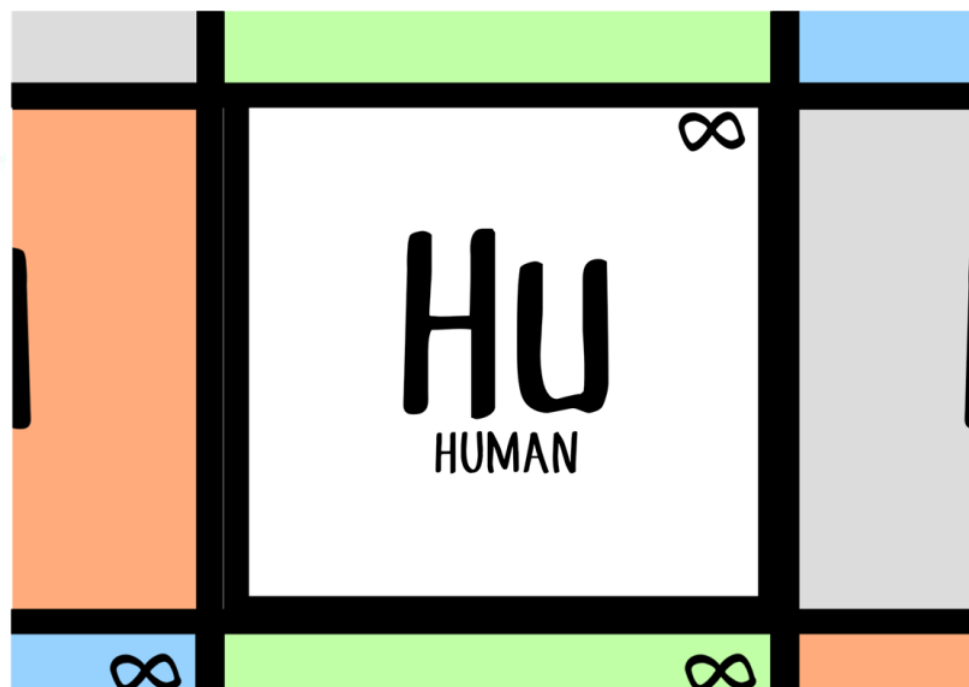


How to Be an Antiracist

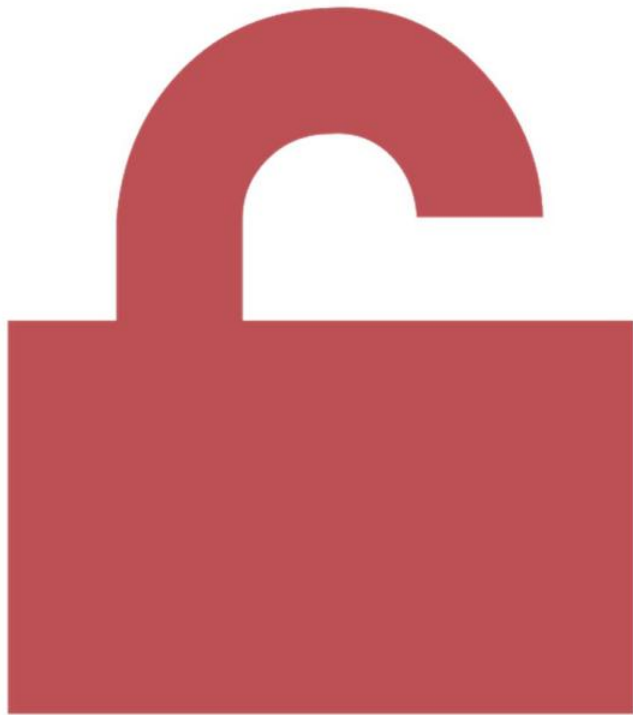
What's the problem with being "not racist"? It is a claim that signifies neutrality: "I am not a racist, but neither am I aggressively against racism." But there is no neutrality in the racism struggle. The opposite of "racist" isn't "not racist." It is "antiracist." What's the difference?

One endorses either the idea of a racial hierarchy as a racist, or racial equality as an antiracist. One either believes problems are rooted in groups of people, as a racist, or locates the roots of problems in power and policies, as an antiracist.

The 
Heart of
the Matter



DISARM



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

Important Pre-Appointment Considerations QUIZ

How do you prepare?

☐ Web Presence☐ Comfortable Seating☐ Personable Office☐ Waiting Area

Bloom, J. L., Hutson, B. L., & He, Y. (2008). *The appreciative advising revolution*. Champaign, IL: Stipes Publishing.

Where are
Your
Students?





Immediacy Behaviors

“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 Quotes 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



Daily
Disarms

Names are Important

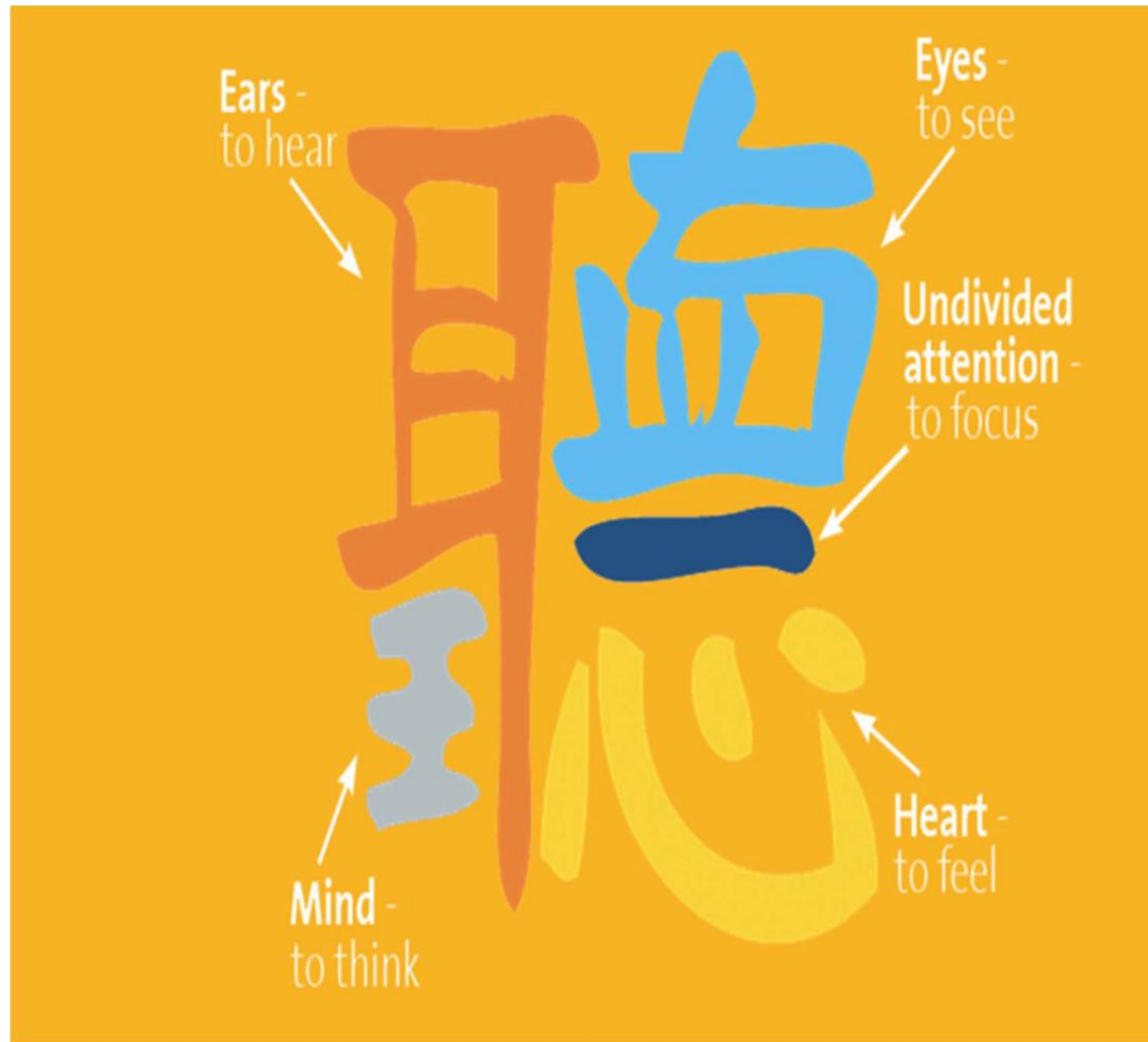


Direct Quotes from Rocca, K. A. Presentation at the "Student Motivations and Attitudes: The Role of the Affective Domain in Geoscience Learning" conference, Northfield, MN. February 12, 2007

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





How many times a
day does the average
person unlock their
phone per day?

80

Johnson, B. (2019, July 18). (Quit) touching your phone. Blog post.

How many times per
day does the average
person touch their
phone?

163.56


2,617

Johnson, B. (2019, July 18). (Quit) touching your phone. Blog post.

DISCOVER



Utilize positive open-ended questions to draw out what they enjoy doing, their strengths, and their passions.



"to see, get knowledge of,
learn of, find, or find out,
gain sight or knowledge
of (something previously
unseen or unknown)"

"To identify (a person)
as a potentially
prominent performer"

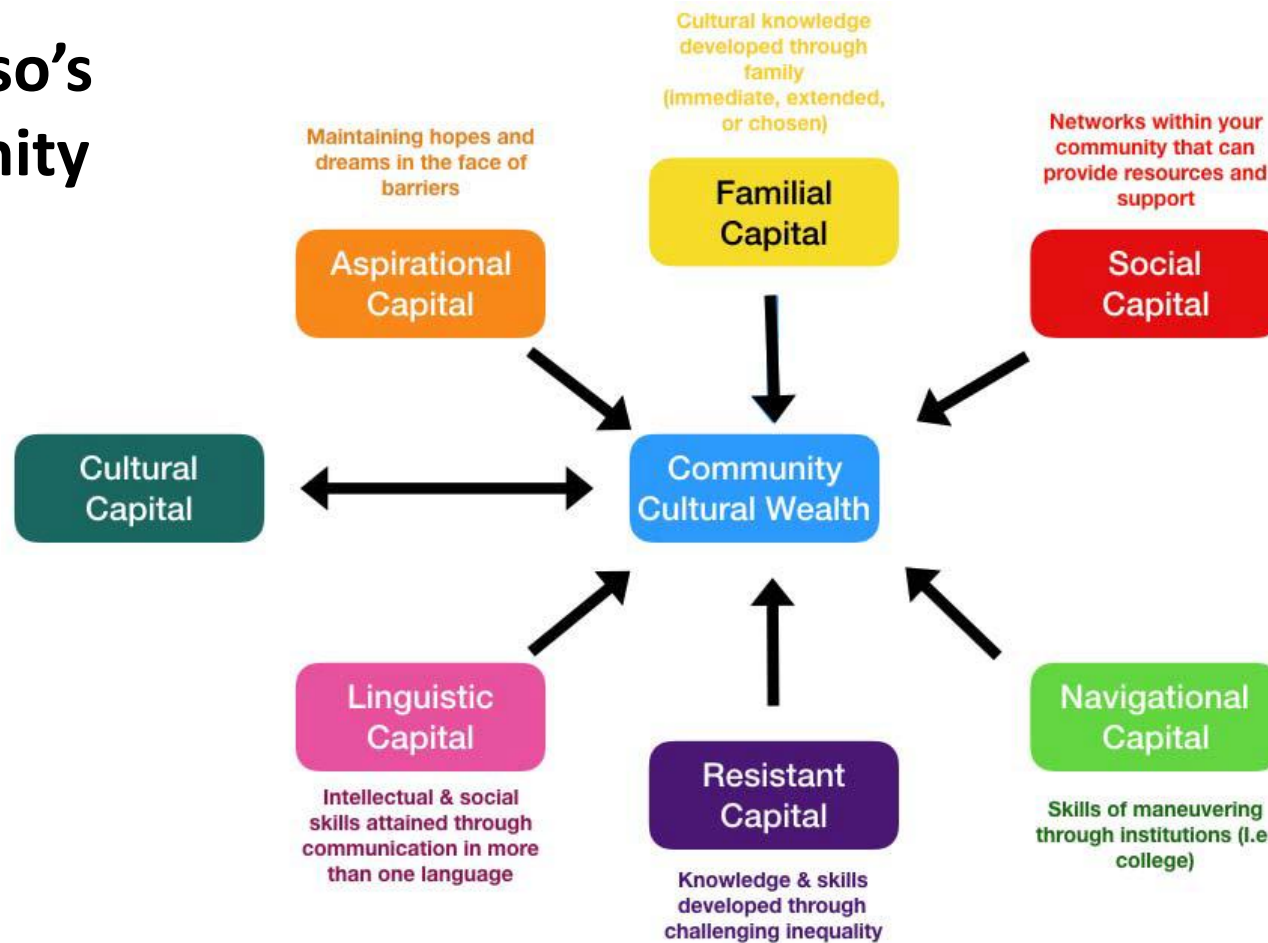
"to notice or
realize"

BE FEARLESSLY
BE AUTHENTIC

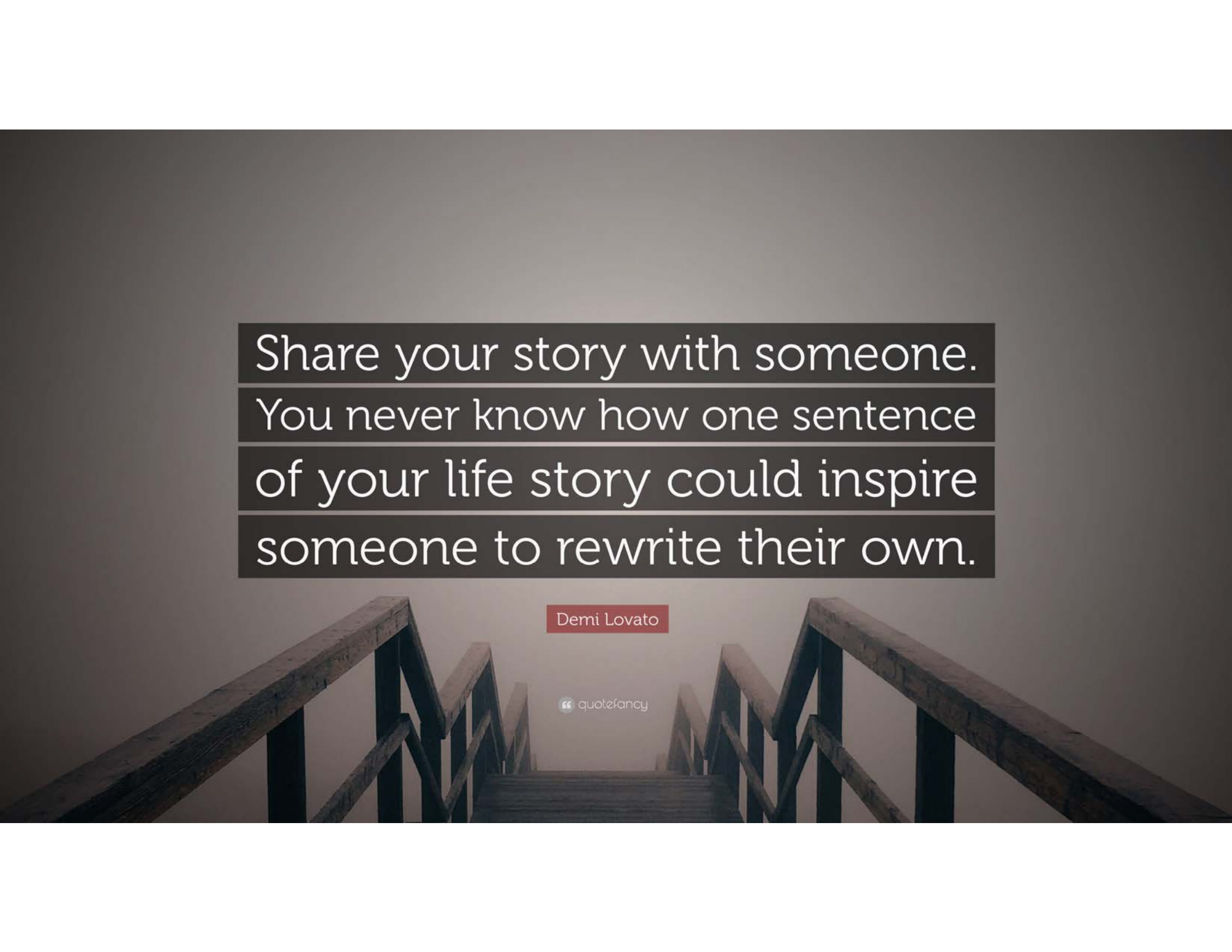
enjoy the silence

**CELEBRATE
DIVERSITY**

Tara Yosso's Community Cultural Wealth Model



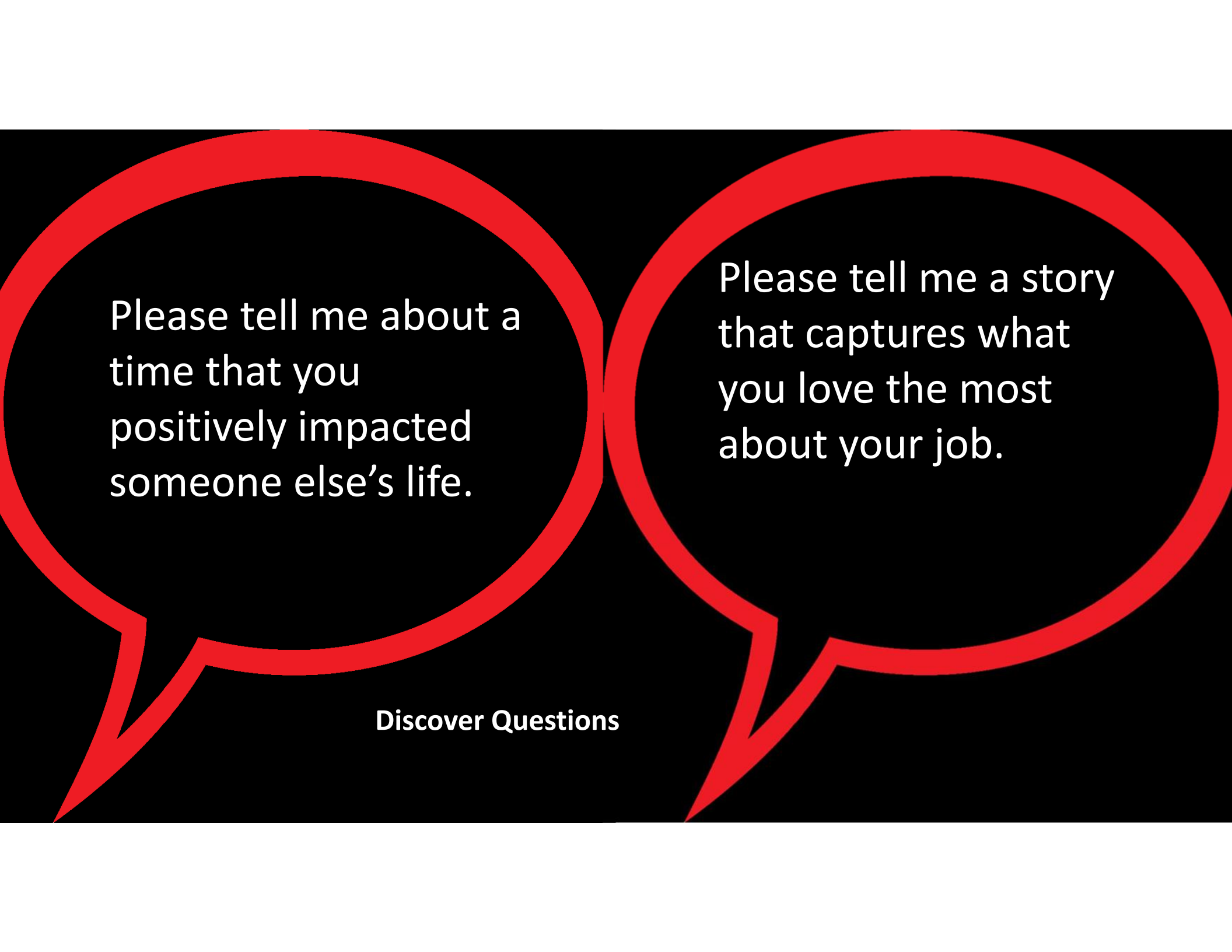
Yosso, T. J. (2005). Whose culture has capital? *Race, Ethnicity, and Education*, 8(1), 69-91.



Share your story with someone.
You never know how one sentence
of your life story could inspire
someone to rewrite their own.

Demi Lovato

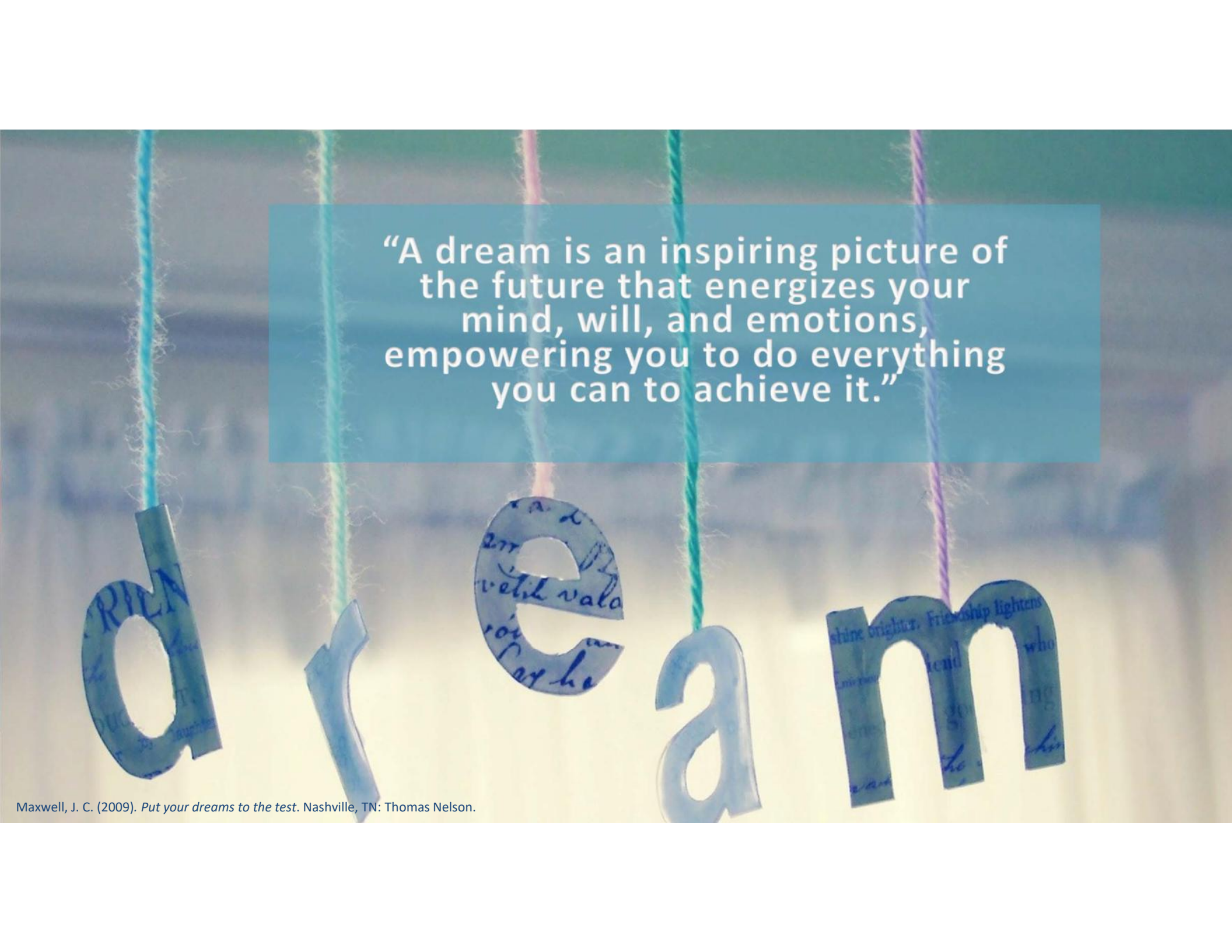
“ quote fancy

The image features two large, red-outlined speech bubbles on a solid black background. The bubbles are positioned side-by-side, with their tails pointing downwards and slightly outwards. The text inside the bubbles is white and centered.

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

Please tell me a story
that captures what
you love the most
about your job.

Discover Questions



“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.”

dream

Important Advisor Behaviors

 DREAM



Bloom, J. L., Hutson, B. L., & He, Y. (2008). The appreciative advising revolution. Champaign, IL: Stipes Publishing.

Yosso's Aspirational Capital

“Aspirational capital is the capacity to maintain hope for the future, even in the face of adversity.”

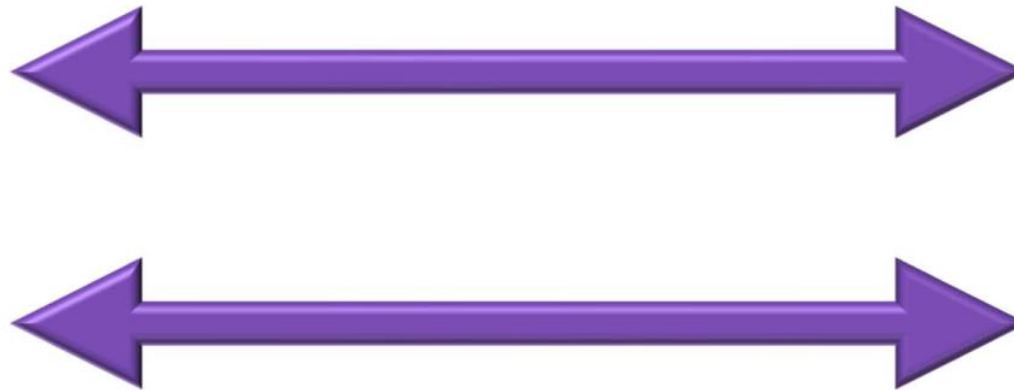
This form of cultural capital is held by students and others who have low educational outcomes but consistently **high aspirations** (Yosso, 1994; Solórzano, 1995). It is a **possibility** as they relate to the gap between parents' cultural capital and academic attainment.



and dreams for the future.

Gándara (1982, 1995) argues that students from the lowest socioeconomic status in the US, but maintain high aspirations (Gándara, 1992, 1995). He argues that a **culture of resistance** would break the links between parents' cultural capital and children's future (Gándara, 1995, p. 78).

Parallel Plans



Bloom, J. L., Hutson, B. L., & He, Y. (2008). *The appreciative advising revolution*. Champaign, IL: Stipes Publishing.

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

Bloom, J. L., Hutson, B. L., & He, Y. (2008). *The appreciative advising revolution*. Champaign, IL: Stipes Publishing.

Wall of Dreams

Be a 
DENTAL LIFE
SPECIALIST in
Dentistry

[illegible]

To be able to cut a triangle correctly

To be on
a stamp!
10¢

to go to
ULF...

See the world and plan weddings

To be
happy

To
Shingo
Squirrel.

TO MEET WITH
STROMBERG FROM
EMBLEM 3

Work
for
NPR

Marry Blake

MARRY JUSTIN BAEFER!

Be an astronaut

Went for
Rita

To Be a Mommy

I will marry
Brandon
Kephling

THE
PRINCETON
REVUE

Make
a lot of
money

Call The Princeton
Prep Group Review
best help
1-800-273-8439

I want to meet a
beautiful family.
inside and out and
be someone's
happy family.
BE HAPPY

To be the first
one on the
wall of dreams
😊

TAKE OVER the
world... *Published*

← or before
Batman

Go to Medical School

2. 1000 1000 1000 1000 1000
1000 1000 1000 1000 1000
1000 1000 1000 1000 1000
1000 1000 1000 1000 1000
1000 1000 1000 1000 1000

Gas married with one
old girl seen in his
last days

To meet the need of
my car, get the new book
"A Million Uses for a Car"

Be cubes

Play in
Chicago
Symphony
Orchestra


To be
a doctor of
Sports Medicine...
and to work on the
Miami Heat's Medical Staff!

To become
an English
Professor
😊

Become
Beyoncé

Kiss 4 of the
6 boys of one
+ Niall!

Be a doctor
Save lives

Be a mom 

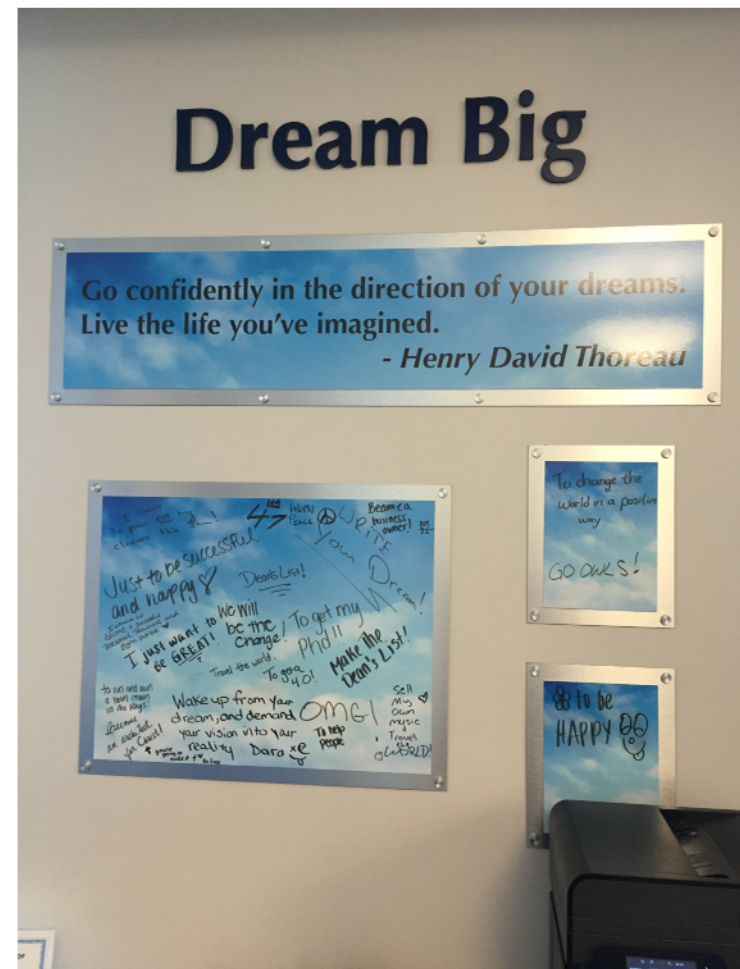
50 Surgeries for
FACS in other
Countries. Become
Fluent in French.

Source: *Journal of the American Medical Association*, 1964, 191: 1000-1001.

To marry my high school sweetheart if I can

Became a
speech

Let's be on target, shall we?



DESIGN



Help students
co-create
concrete,
incremental, and
achievable goals.

Mattering

“The creation of environments that clearly indicate to all students that they matter will urge them to greater involvement...Clearly, institutions that focus on mattering and greater student involvement will be more successful in creating campuses where students are motivated to learn, where their retention is high, and ultimately, where their institutional loyalty for the short- and long-term future is ensured.”

– Schlossberg, Lynch, & Chickering, 1989



PERSONAL BOARD OF DIRECTORS



Habley, W. R., & Bloom, J. L. (2007). Giving advice that makes a difference. In G. L. Kramer (Ed.), *Fostering student success in the campus community* (pp. 171-192). San Francisco: Jossey-Bass.

Set small goals along the way
and don't be overwhelmed
by the process.

Kara Goucher

quote fancy



Effective Referrals



01

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

02

Let's brainstorm on the resources you will need to accomplish your goals.

Design Questions

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.





**KEEP
CALM
AND
CONTACT
ME**



Encourage
one another and build each other up.

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).

Ending the Conversation



Deliver Phase Questions

What will you do when you run into road blocks?

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

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

DON'T SETTLE



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

iPad 4:33 PM 28%

setting on
setting out
settings
setting to
setting up
setting-up exercises
setting-up exercises
settle
settleabilities
settleability
settleable
settled
settled down
settled for
settled into

settle

set-l IPA

DON'T SETTLE

Definitions || Synonyms || Learners || Upgrades ||

—verb (used with object), set-tled, set-tling.



www.dictionay.com

1

RAISE THE BAR





 DON'T SETTLE

GOOD
IS THE ENEMY OF
GREAT
-JIM COLLINS

Collins, J. (2001). *Good to great: Why some companies make the leap and others don't*. New York: Harper Collins Publishers.



✈ DON'T SETTLE

“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.”

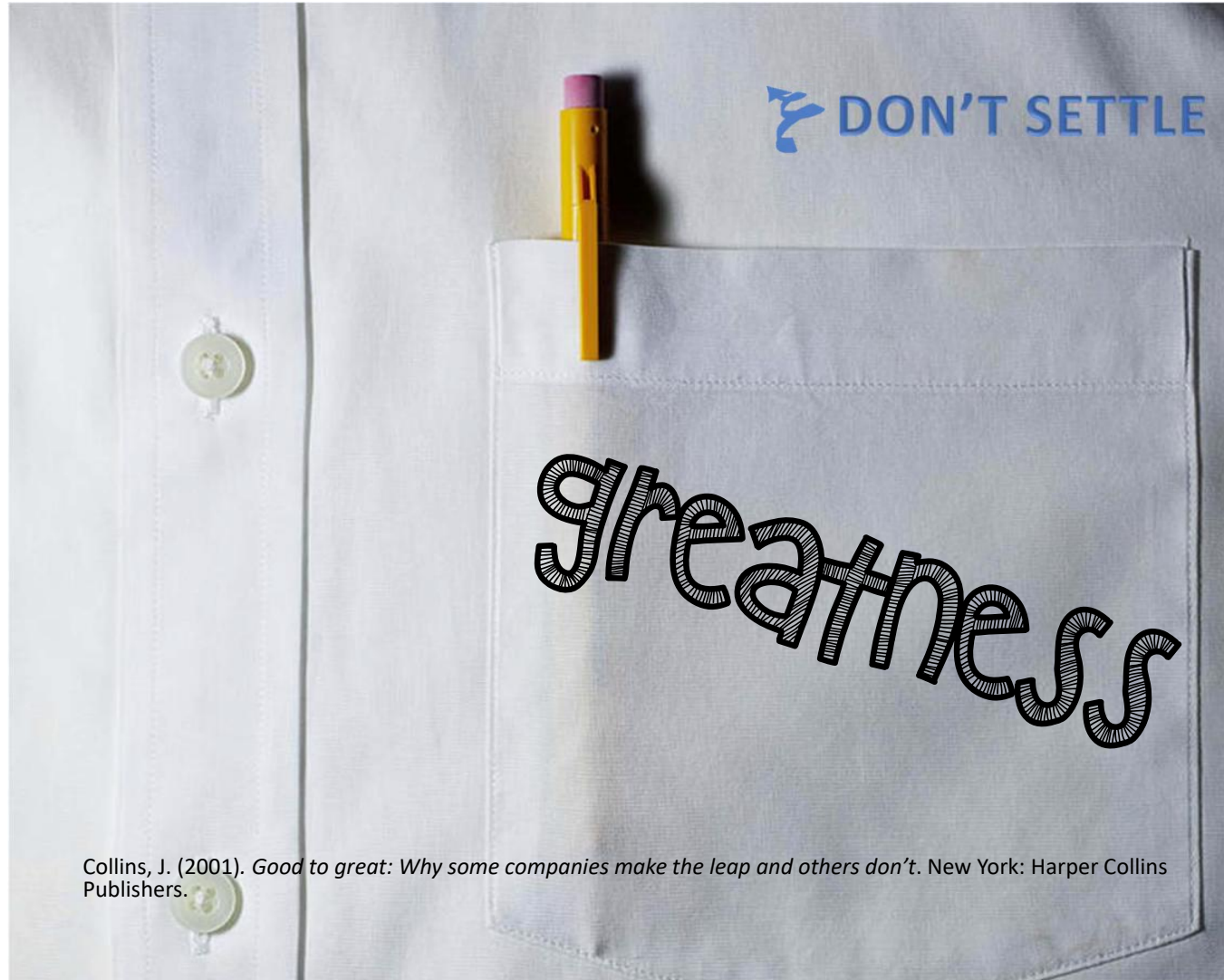
Collins, J. (2001). *Good to great: Why some companies make the leap and others don't*. New York: Harper Collins Publishers.

The background of the slide is a photograph of a sunset over the ocean. The sun is a bright, glowing orb on the horizon, casting a warm orange and yellow light across the sky and water. Several people are silhouetted against the bright light, standing on a wooden pier that extends into the sea. The overall mood is contemplative and hopeful.

 DON'T SETTLE

POSITIVE RESTLESSNESS

Kuh, G., Kinzie, J., Schuh, J. H., & Whitt, E. J. (Eds.). (2005). *Student success in college: Creating conditions that matter*. San Francisco: Jossey-Bass.



Collins, J. (2001). *Good to great: Why some companies make the leap and others don't*. New York: Harper Collins Publishers.





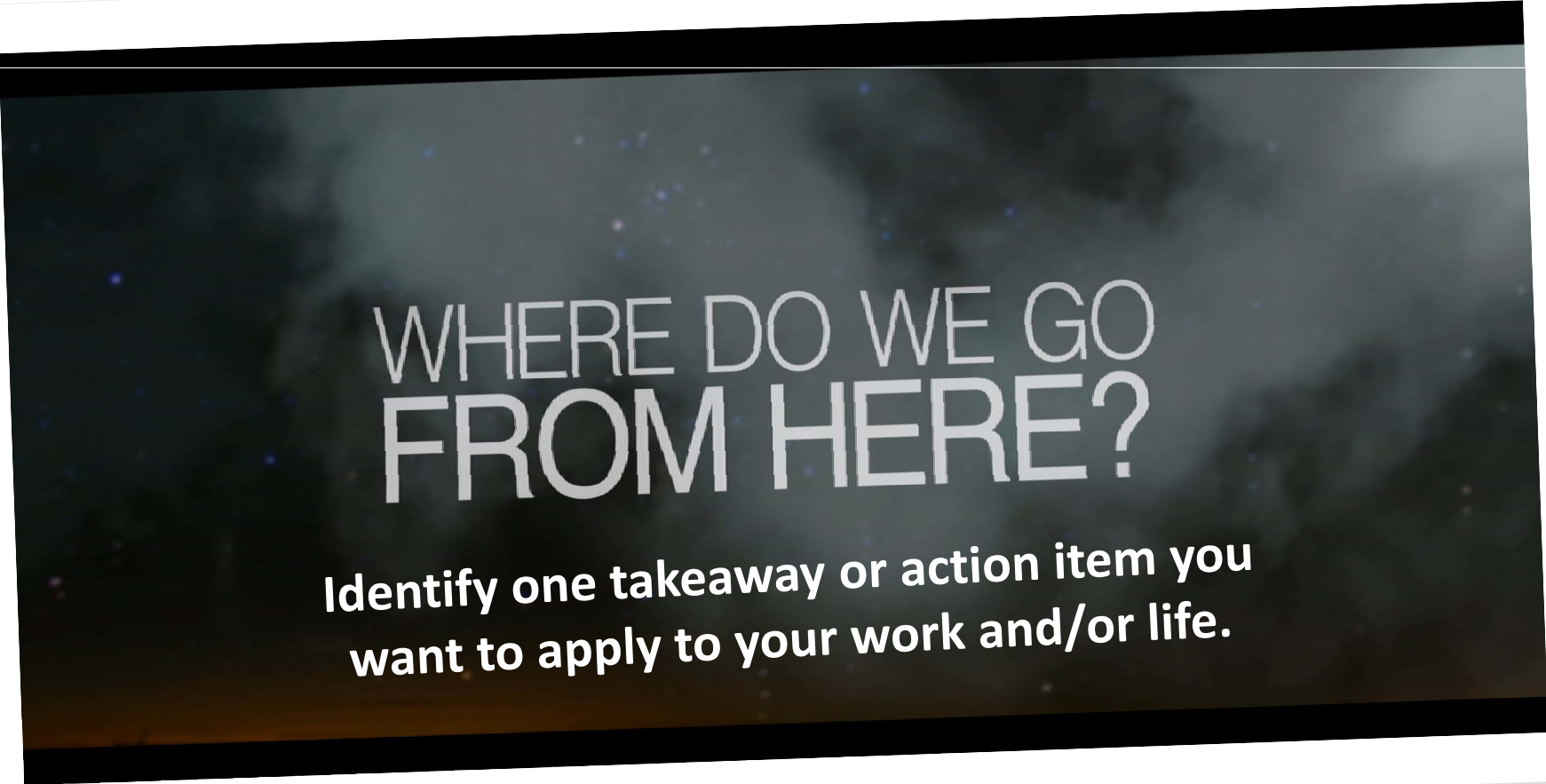
NANCY TWISS QUOTE

“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...

<http://chronicle.com/weekly/v48/i03/03a04201.htm>



NEVER DOUBT
THAT A SMALL GROUP
OF THOUGHTFUL COMMITTED CITIZENS
CAN CHANGE THE WORLD:
INDEED IT'S THE ONLY THING
THAT EVER HAS.



WHERE DO WE GO FROM HERE?

**Identify one takeaway or action item you
want to apply to your work and/or life.**



FAU.EDU/OAE

VISIT US AT OUR WEBSITE:

- **ACCESS** TO RESOURCES & RESEARCH REGARDING APPRECIATIVE ADVISING
- **INFORMATION** ABOUT UPCOMING WEBINARS, COURSES, & INSTITUTES
- **OPT-IN** TO OUR EMAIL LIST TO STAY CONNECTED



JOURNAL OF APPRECIATIVE EDUCATION

- **READ** APPRECIATIVE LITERARY SOURCES

- **SUBMIT** RESEARCH FOR PUBLICATION

- **LEARN** PRACTICAL INNOVATIVE PRACTICE IDEAS

LIBJOURNAL.UNCG.EDU/JAE

APPRECIATIVE ADVISING ONLINE COURSE

- In-depth exploration of the six phases of Appreciative Advising
- Learn specific skills & techniques for implementing Appreciative Advising
- 6 - week online course - Spring, Summer, & Fall

APPRECIATIVE ADMINISTRATION ONLINE COURSE

- Learn how to take an appreciative approach to leading your office
- Provides practical applications for becoming an effective Appreciative Administrator
- 6- week online course - Spring, Summer, & Fall

"Leaders should be evolving their skills sets to include appreciative skills to meet the demands of our changing times."

Tanya Thompson
Broward County Schools

"I returned to my office following the institute with a renewed and amplified sense of purpose."

AAI Participant

APPRECIATIVE ADVISING INSTITUTE

- Highly interactive four-day event held each Summer
- Intentionally designed to extend theory to practice
- Reflect on your goals & optimize your own life

CERTIFIED APPRECIATIVE ADVISER

- Participation in the Appreciative Advising Course or Institute fulfills the educational component of certification
- Provide your students with the best possible advising experience & raise your professional stature & expectations

"Beyond being equipped with a solid foundation for professional behavior and excellence in our discipline, becoming a certified Appreciative Advisor places one in an amazing company of like-minded professionals who are relentless in their pursuit to make a positive impact on student, self and institution."

Angel Nevin
Florida Atlantic University

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Office of Appreciative Education



Office of Appreciative Education



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EMAILING US AT
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thank
you