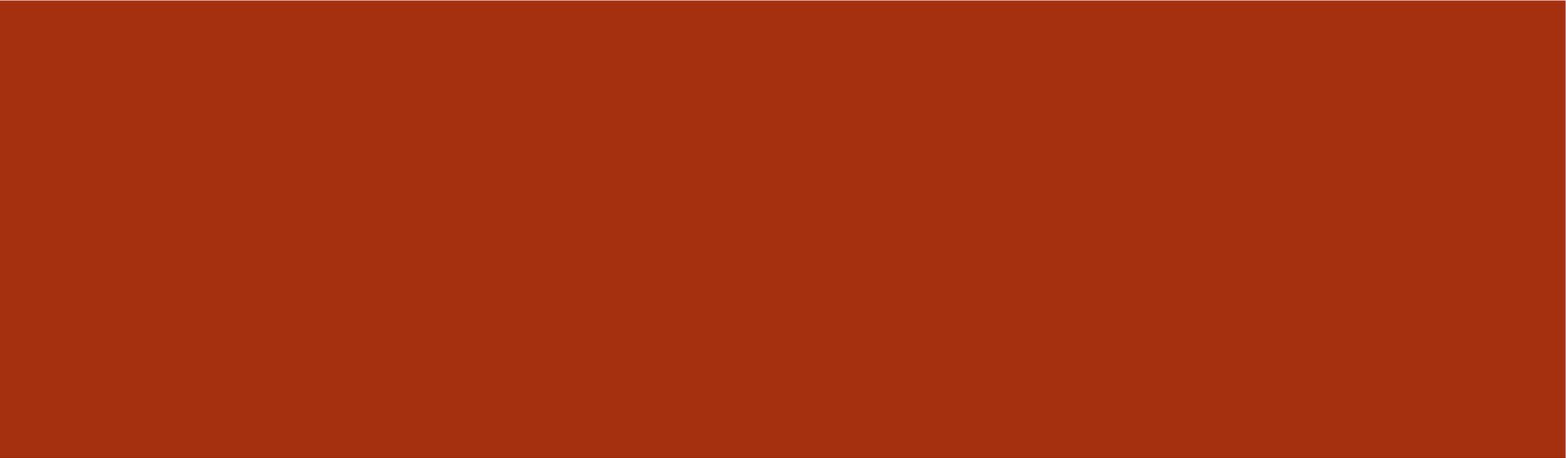




THE INTERSECTION OF APPRECIATIVE ADVISING AND INCLUSIVE EXCELLENCE

USING A PERSONALIZED, STRENGTH-BASED APPROACH TO EQUITABLY ADVISE AND FACILITATE
STUDENT SUCCESS ABROAD



DISCUSSION – PART I

- Beyond basic info (name, contact, etc) what are 3 questions that are most important to ask students during the early advising process?
- In what ways do these questions help you equitably advise?



WHAT IS INCLUSIVE EXCELLENCE?

CREATING ENGAGEMENT FROM DIVERSITY AND INCLUSION



INCLUSIVE EXCELLENCE

Inclusive Excellence: an institution's success is dependent on how well it values, engages and includes the rich diversity of students, staff, faculty, administrators, and alumni constituents.

Developed by the Association of American Colleges and Universities (AAC&U) in 2005, Inclusive Excellence proposes to shift diversity efforts *from a focus on numbers and representation, to a more comprehensive examination of the entire university system, including structures, policies, and processes.*

- Being quickly adopted by higher education institutions as a learning-oriented reimagining of diversity efforts
- About engaging diversity and building on it for all constituents (like an ecosystem), rather than ticking boxes.

TO START, SOME KEY TERMS

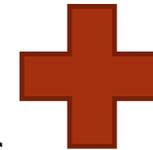
Diversity

Individual differences (e.g., personality, learning styles, and life experiences) **and group/social differences** (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations).



Inclusion

The **active, intentional, and ongoing engagement with diversity**—in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.



Equity

The creation of opportunities for historically underrepresented **populations to have equal access to and participate in** educational programs that are capable of closing the achievement gaps in student success and completion.

"Equity-mindedness": educational leaders, faculty, and staff demonstrate awareness of and proactive willingness to address their institution's equity and inequity issues (Bensimon 2007).

"Inclusive Excellence reframes how we think about diversity in study abroad. Many of our conversations and efforts focus on access, which is indeed important. We cannot, however, solely focus on participation rates and then expect (or hope?) underserved students will thrive in our existing systems. The IE framework insists that we are deliberate in our efforts to recognize, support, and engage the cultural capital and strengths of marginalized populations to improve the quality of learning and development for all students."

- Dr. Karyn Sweeney, *October 2015 Volume 2 Issue 1* edition of *The Forum Focus*

INCLUSIVE EXCELLENCE IN STUDY ABROAD

- As a High-Impact Practice (HIP), study abroad represents an opportunity to help students close the undergraduate achievement gap.
- Approaches Diversity from a learning angle— what happens to our programming (curricular and co-curricular) if we increase (compositional) diversity? How might our *systems* need to change to address that?
 - It's not just about enriching our learning communities, but engaging them.
- Interrogates *who* and *how* we serve our constituents. If we achieve diversity, are we achieving *equity*?
- Presents opportunity for intercultural engagement across and among constituencies
- Now part of Forum working group portfolio

WHAT IS APPRECIATIVE ADVISING?

“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.**”

(appreciativeadvising.net)

THEORETICAL FRAMEWORK

- **Advising process**
 - **Positive psychology** – time and energy focused on positive emotions, wellness, and human goodness
 - **Appreciative inquiry** – ask how to improve by building upon strengths rather than identifying weaknesses
- **Advising context**
 - **Reality therapy** – strategies for people to direct their own lives, make effective choices, and develop strength to handle stress and problems
- **Advising strategies**
 - **Self-worth theory** – Self-perception of ability, performance level, and degree of effort influence a student's sense of worth.
 - **Social constructivist theory** – new knowledge is constructed based on prior knowledge, learning is gained through personal experiences and social interactions.
 - **Zone of proximal development** – gap between person's actual development level and their potential level
 - **Scaffolding** – more support is provided at first, but structure is removed over time to encourage development and self-confidence

(Bloom, Hutson, & He, 2008)

APPRECIATIVE ADVISING PHASES

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.



APPRECIATIVE ADVISING PHASES

DISARM

- Meet the student at the door; smile; verbally welcome
- Make your advising space welcoming
- Focus on the student; engage in small talk
- Find common ground; share something personal
- Remember – students may be intimidated by you!

DISCOVER

- Give the student time to think and answer
- Listen carefully and make sure you understand
- Get to know the student as an **individual**; unique circumstances, understandings, responsibilities, and needs
- Encourage reflection on strengths and successes
- Understand their level of knowledge about international travel & study abroad processes

APPRECIATIVE ADVISING PHASES

DREAM

- Ask student to imagine ideal study abroad experience
- Ask them to explain how it connects to life goals
- Dreams can be on different levels
- Help relate their dreams to Discover phase – how do they align?
- Encourage students to imagine what is possible (without prescription)

DESIGN

- Help develop clear next steps and achievable goals
- Share information and resources
- Guide, don't prescribe
- Discuss available options – pros/cons and possible outcomes
- Help commit to next steps by establishing action timeline

APPRECIATIVE ADVISING PHASES

DELIVER

- Be transparent about process and facilitate student ownership
- Be supportive
- Help adjust Dreams and Design as they progress
- Schedule regular check-ins for accountability
- Frame situations positively; don't overemphasize deficits
- Draw on their strengths to propel them forward

DON'T SETTLE

- Challenge students to achieve full potential
- Challenge yourself to meet full potential
- Ask them how they can improve in progressing toward their goals (positive framing)
- Reflect on your own successes and areas for future improvement
 - What can you learn from students about your own identity, assumptions, strengths, and knowledge deficits?

APPRECIATIVE ADVISING MINDSET

- Care about students and believe in their potential
- Appreciate the opportunity to make an impact on students' lives
- Recognize that you can always improve as an advisor
- Understand the perceived power you hold and reflect on how to best use it
- Be genuinely interested in students and enjoy learning from them
- Be culturally aware and responsive in interactions with students
(Inclusive Excellence)

**POSITIVE
SUPPORTIVE
WELCOMING
STRENGTHS
POSSIBILITIES
COLLABORATION
INCLUSIVE**

**TRANSACTION
DEFICITS
HURDLES
PRESCRIPTION**

APPRECIATIVE ADVISING IN STUDY ABROAD

- Frame strengths in the context of study abroad, e.g. knowledge acquired, efforts to research and plan, open-mindedness
- Don't focus on students' gaps in knowledge of international travel/study and related processes
- Design or reconfigure advising processes to intentionally incorporate the 6 phases
- Not only for advising - use in pre-departure, on-site, and upon return
- Helps us uncover our own biases, barriers, and strengths and how we can facilitate equitable study abroad experiences for students

INCLUSIVE EXCELLENCE AND APPRECIATIVE ADVISING

- Appreciative Advising aims to make learning personal for each student– for *all* students
 - What does the student want/need?
 - Are we open to the idea that their goals might be different and ready to meet them where they are? (Sanford's Theory of Challenge and Support)
- Appreciative Advising requires personalized contact, students benefit positively from mentor relationships
- We are all educators
- Builds excitement to generate intrinsic motivation to convert to participation
- Focus on what has been accomplished, rather than what's left to do
- Appreciative Advising and Inclusive Excellence are paradigms built on strengths-based approaches
 - Help students refocus on their own strengths, particularly those who already see themselves from a deficit perspective

IUPUI & STUDY ABROAD

Indiana University-Purdue University Indianapolis

- ~30,000 students - 89% from Indiana
- 71% White, 10% African American, 4% Asian/Hawaiian/Pacific Islander, 5% Hispanic, 5% other
- Previous reputation for commuter and non-traditional students
- Campus focus on enhancing undergraduate student success
 - HIPs, TLCs, RISE Initiative
 - Division of Diversity, Equity & Inclusion

Study Abroad at IUPUI

- 538 students studied abroad in 2015-16 (Open Doors*)
- 443 in 2014-15
 - 67% female; 33% male
 - 69% undergraduate; 31% graduate
 - 76% white; 9% African American; 8% Hispanic/Latino; 4% Asian/Pacific Islander; 3% other
 - Western Europe most popular destination
 - 84% on IUPUI programs run by IUPUI faculty; 90% on programs shorter than 8 weeks
- 3 full-time staff, 2 part-time graduate assistants, 6 undergraduate Outreach Ambassadors

APPRECIATIVE ADVISING AT IUPUI

- Introduced at IUPUI circa 2006 – Cathy Buyarski – University College advising
- Still used formally throughout University College; also in Honors College, Liberal Arts, IUPUC, etc.
- Study Abroad implemented in January 2017 to improve advising for students and increase retention/participation
- Challenges: small office, limited time, walk-in advising format hard to structure
- Adjusted advising procedure to intentionally incorporate Appreciative Advising phases
- Added new form for structure and clarity of next steps and to front load follow-up work
- Revamped advising follow-up communication: individualized check-ins from student Outreach Ambassadors

STUDY ABROAD STUDENT ADVISING INSTRUCTIONS

AA stages
in red text

Section 1: If the student contacts you by telephone or comes to the office in person:

1. **DISARM** - *Make a positive first impression with the student, build rapport, and create a safe, welcoming space.*
 - Ask open-ended “small talk” questions – How is your semester going; what’s your favorite class? How was your weekend/break/summer? What activities/jobs are you involved in?
 - Share something personal about yourself related to the questions you asked the student.
2. If the student comes to the office in person, ask them to complete the [Study Abroad Advising Form](#) (first half). (If you talk to them on the phone, you can ask them the questions on the form and fill it out for them.)

New form to
collect info for
follow-up

Explain that the purpose of the form is so that the office can begin an electronic record in our system and to start creating an advising plan for them. You will use this after your advising session is finished to create an iAbroad account for the student and upload a copy of the advising plan to their profile (see Section 8).

Date: _____ Staff: _____

Study Abroad Advising Form

Name: _____ University ID: _____

E-Mail: _____

Which School(s) are you in? (circle all that apply)

Education	Engineering & Technology	Health & Rehab Sciences	Nursing	Honors College	Herron School of Art & Design
PETM	Informatics & Computing	Kelley School of Business	Liberal Arts	Philanthropy	Public Health
Science	Public Health	Social Work	SPEA	Graduate School	
UC/Other _____					

Major(s): _____

Minor(s): _____

Countries/Regions of Interest: _____

When are you thinking of studying abroad? (circle all that apply, ex. Spring Break 2018)

Fall 20__ Spring 20__ Academic or Calendar Year 20__ – 20__

Spring Break 20__ Summer 20__ Other _____

Would you like to receive our monthly newsletter? Yes No

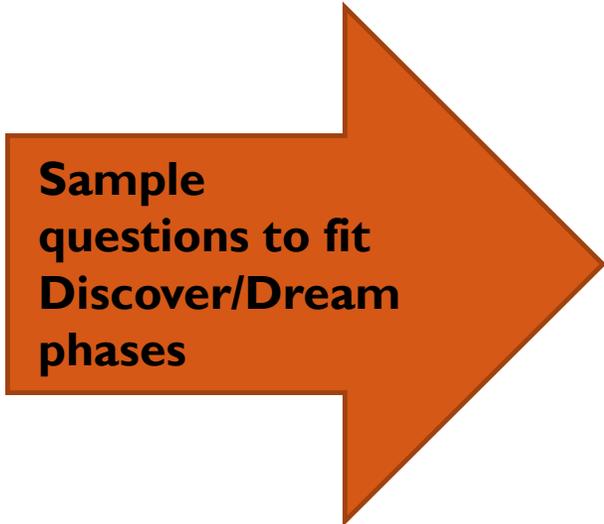
Section 3: During a student's appointment (scheduled or drop-in)

DISCOVER - Ask positive open-ended questions that help you learn about students' strengths, skills, abilities, and interests; also important is understanding the students' level of familiarity with global study/international travel and what they can achieve while abroad – don't make assumptions!

DREAM - Inquire about students' hopes and dreams for their futures (study abroad and beyond). Encourage them to think beyond the limits they see for themselves (while still being realistic about what is possible).

Ask about the following:

- The student's major(s) and minors(s)
- Year in school
- Academic, professional, and personal goals – What part of these goals excites you most? (This could help give a sense of good program matches.)
- If/Where/When/How/ the student has thought about studying abroad – Have you ever traveled abroad? If so, what did you like about it; what did it inspire you to do? If not, how much research have you done? (This gives a sense of familiarity level with international travel/study.)
- What the student would like to do while overseas. – Let the student answer; they might point directly to service, research, internship, or volunteer work; or they might hint indirectly without realizing those are options. If they don't have much to say, ask questions to understand their passions, e.g. Do you like helping people? Do you hope to get career experience while abroad? etc.
- The student's goals for his/her experience abroad - Why do you want to study abroad? What do you hope to gain from the experience?



Sample
questions to fit
Discover/Dream
phases



**Study Abroad Action Plan:
Help student list next steps
and give them a copy**

Section 7: Finishing up the appointment:

DESIGN – Co-create a plan for making their study abroad dreams a reality.

1. **Discuss a follow-up/next step plan with the student and help them fill out the Study Abroad Action Plan (bottom half of the [Study Abroad Advising Form](#)).**

Be clear about what steps you will do (e.g. sending them links to programs/information discussed, setting up a meeting with Asst. Director/Director, looking into questions and following up, etc.) and what steps they are responsible for completing themselves (e.g. researching different program options, reading information on scholarships, talking to academic advisor, following up when they have questions or concerns etc.). Include a timeline of when the steps should be completed.

2. **Make a copy of the Study Abroad Action Plan for the student to keep.**
3. **Encourage the student to attend any current events** (study abroad fair, grant & scholarship workshop, etc.), which they can find on our Events Calendar: <http://abroad.iupui.edu/about/calendar.html>
4. **Ask the student if they have any questions, and answer any questions the student has.**
5. **Make sure the student has any relevant information including contact details should they have any future inquiries. Invite the student to return to the office if they have other questions, concerns, etc.**

DELIVER/DON'T SETTLE – Make it clear that we are available to help and that the student is welcome to come back or contact us with questions, while also encouraging them to do their part of the action plan.

Study Abroad Action Plan

Steps for Student	Steps for Study Abroad Staff	Timeline



**Incorporate DISARM and
DELIVER phases**

Hi [STUDENT],

[Add a DISARMing introduction – in addition to stating who you are and your role with the office, build rapport with small-talk questions and share something personal about yourself.]

I see that you stopped by our office recently and indicated an interest in studying abroad. [Check the student's iAbroad profile first to see if they have a Study Abroad Action Plan uploaded there. If so, download it and attach it to the email, and ask if they have completed the steps they are responsible for or if they need help doing so. This helps with the DELIVER phase.]

If I can be of assistance in any way – to answer questions or help you locate a program, scholarships, or other funding – please don't hesitate to contact me! You can also contact the Study Abroad Office by phone at (317) 274-2081 or visit our website: abroad.iupui.edu

The monthly Study Abroad Newsletter can help you stay informed of study abroad opportunities for students and recent graduates. If you don't already receive the newsletter, you can sign up for it here: <https://list.iupui.edu/sympa/>. Search for "abroad" in the search box in the top left, then click on abroad-newsletter-l@list.iupui.edu. Click "Subscribe" on the left-hand side and enter your preferred email address. The newsletter will be emailed to you at the beginning of each month during the school year.

Also, you're always welcome visit us for walk-in advising from 9AM-5PM, Monday through Friday. There's no need to make an appointment, so feel free to stop in at your convenience.

Sincerely,

Appreciative Advising Phase Questions – adapted for Study Abroad

Disarm	Welcome to the Study Abroad Office. Have you been here before?	I'm glad you came to see me. I'm glad you're interested in study abroad!	What did you do over the summer/break?	How's your semester going? What's your favorite class? Are you involved in any activities?
Discover	What are you studying here at [university]? What are your goals for after you graduate?	Have you ever studied abroad? Have you ever traveled to another country? If so, where? What did you do there?	What research have you already done about study abroad?	What kind of study abroad experience are you considering?
Dream	Why do you want to study abroad?	How does study abroad connect to your goals for the future?	What did your previous experience abroad or research inspire you to do?	If money and time weren't factors, what would your ideal study abroad experience be?
Design	What information and resources would be helpful in planning and preparing for study abroad?	What are the pros and cons of the options we've discussed?	What is something you can do right away to help make study abroad a reality?	What additional steps you will need to take later? Let's make a timeline of these steps.
Deliver	Which step in your study abroad plan are you most looking forward to completing?	What will you do if you run into a hurdle and aren't sure how to proceed?	How have your study abroad plans been evolving?	Are you reevaluating your goals as your plans evolve?
Don't Settle	What have been your successes in this process? What challenges have you overcome?	What is one thing you can do better in the future to stay on track toward study abroad?	How can you continue to succeed in achieving your study abroad goals?	To achieve your goals, are you willing to do things you've never done before?

RESULTS AT IUPUI

- Spring 2017 – 40 students came in for full advising sessions by mid-term
 - 33% have applied or been accepted to upcoming programs
 - 10% were looking ahead to 2018 or 2019 or unsure
- Student feedback (informal) – positive and grateful
- Advisors report feeling more fulfilled by advising interactions
 - Making a stronger impact on students when getting to know them as individuals
 - Students benefit more and are connected to more resources; feel a relationship with our office
 - Advisors learned about their own information gaps relating to different students
- Advising takes longer but improves students' understanding of next steps and less follow-up is needed
- Able to identify and address hurdles earlier in process

RESULTS AT IUPUI

- Lessons learned
 - Most challenges result from need to retrain ourselves away from transactional approach; should improve with time
 - Walk-in format can interfere with flow of steps; have to learn to be flexible with phases
 - Time is a concern, but the redesigned process minimizes confusion and can save time from future interactions
 - Getting to know students as diverse individuals teaches us about our own diversities, preconceptions, strengths, and areas for improvement, helping us foster a more inclusive learning community
- Work in progress
 - Continue to monitor and adjust advising processes to embody Appreciative Advising and Inclusive Excellence
 - Seek out more ways to engage diverse students
 - Check for effect on future application/retention/participation numbers
 - Consider best ways to incorporate concepts in pre-departure and returnee processes

APPRECIATIVE ADVISING AND IFSA-BUTLER

- Adopted in 2016 as a mechanism for retention and increased equity among applicants
- A “systems approach” (since most data is based on full degree students) adapted specifically for study abroad
 - Has re-shaped our approach to just about everything: essay questions, “pre-arrival” procedures, onsite staff expectations
- IFSA staff through the study abroad lifecycle have been trained on Appreciative Advising using the 6 phases ethos
 - Field Directors: Disarm, Discover
 - Program Advisors: Dream, Design
 - Resident Directors: Deliver, Don’t Settle
 - Alumni Relations Team: Don’t Settle
- Learning plans: each student is required to submit before departure, creating chain of custody of study abroad objectives and accountability

IFSA-Butler Stages of Appreciative Advising

Stage	Good	Better	Best
Disarm Staff ownership: FDs	Attend study abroad fairs and answer student questions	Introduce yourself and provide a warm welcome to students	Engage students in personal conversations
Discover Staff ownership: FDs	Share information about specific IFSA programs in which the student has expressed interest	Ask questions about the student's past experiences and hopes for the future and suggest specific IFSA programs and opportunities	Make a personal connection with the student regarding their academic, personal and professional goals via asking positive, open-ended questions
Dream Staff ownership: PAs	Provide all logistical information and answer student questions	Listen purposefully to student and encourage them to consider specific opportunities	Encourage students to think about their ideal vision for their study abroad experience and encourage them to translate that into goals
Design Staff: PAs then RDs	Assist students in creating some academic, personal and professional goals	Assist student in using the goals they have created in formulating a learning plan	Assist students in creating goals, a learning plan and suggest some specific action items they can take to reach their goals
Deliver Staff: RDs	Be available for support whenever a student reaches out	Check in regularly with student to see if they have any questions or	Check in regularly and both challenge and support student in

IFSA-BUTLER LEARNING PLAN DEVELOPMENT

Dream-Design Advising Call

Goals / Strengths / Concerns

- What are your [academic/personal] goals?
 - How do you see your [courses/program of study] leading to achieving your goals?
- How can I help you reach your goals?

- What are your strengths?
- What are some strengths you would like to build upon now to help your future?
- What is your definition of success?

- What will you do if you encounter roadblocks?
 - Language barrier
 - Housing differences
 - Class availability
 - Financial concerns
- Do you have any concerns about studying abroad in X region?

Travel

- Have you ever traveled before?
 - **Yes:**
 - What was the most rewarding part of that experience?
 - What led you to choosing that location?
 - Did you experience any culture shock or barriers while there?
 - How will what you learned through this experience help prepare you for going abroad again?
 - **No:**
 - What made you decide to study abroad now?
 - When did you decide that you wanted to have a cross-cultural experience?

The Student Learning Plan

“IFSA-Butler Personal Learning Plan”

IFSA-Butler is committed to helping students achieve their goals. Below, please list one to three goals related to academics, personal or professional development. These can be as detailed or broad as you would like.

1. Academic Goals while abroad
 - a.
 - b.
 - c.
2. Personal goals while abroad
 - a.
 - b.
 - c.
3. Professional Development goals (abroad and when returning home)
 - a.
 - b.
 - c.

OPTIONAL: If you already know of specific things you plan to pursue or actions you plan to take to help you reach your goals, please list them below.

- 1.
- 2.

APPRECIATIVE ADVISING AND IFSA-BUTLER

- 585 students had one-on-one advising appointments for Spring 2017 application cycle; 693 so far for Fall 2017 (our goal is 50%)
 - NSSE 2014 finds that the number of meetings with an academic advisor was positively linked with perceptions of a supportive campus environment. This finding was remarkably consistent across racial/ethnic groups, indicating that all student groups benefit from the advising relationship
- Applicants at IFSA committed earlier and/or re-diverted to more appropriate program earlier
 - Program advisors are able to build more trust with students and sense of responsibility. Feel they are “truly advising”
 - Students who do drop give more personal reasons why
- Has helped Resident Directors prepare for more individualized student experiences
 - RD in Valparaiso realized 50% of his incoming participants expressed nervousness to speak Spanish regularly in their learning plans, so he readjusted his onsite orientation to engage language from Day 1.
- Field staff have renewed purpose and questions that provoke student engagement early on
- Plan to reunite alumni with their learning plans one year later.

APPRECIATIVE ADVISING AND IFSA-BUTLER

- Challenges and Lessons Learned:
 - Requires manpower..... Maybe? (it may actually just front-load the work, rather than fruitless advising for poor retention. Need more data)
 - There actually IS a lot of transactional work to be done.
 - Have created a “back pocket” scholarship pool for those we uncover as having high need but haven’t navigated the process of scholarship applications

DISCUSSION – PART II

- Return to your answers from Part I. Considering what you've learned about Appreciative Advising and Inclusive Excellence, would you change your answers? How?
 - Beyond basic info (name, contact, etc) what are 3 questions that are most important to ask students during the early advising process?
 - In what ways do these questions help you equitably advise?



QUESTIONS?

