

**Discover, dream, design and
deliver (your destiny)!**
Appreciative Advising and the Student Experience.

Introductions



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Equity and Engagement

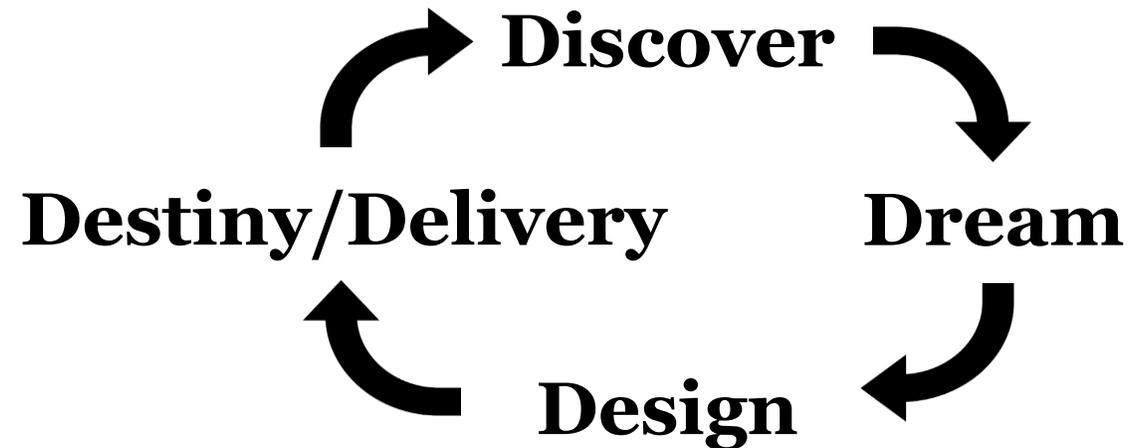
Faculty of Humanities and Social Sciences

How did this 'Eureka' moment come about?

- Responsibility to focus on pro-active engagement with students
- Calendar of engagement events and initiatives
- Reaching the equity groups identified at Victoria, including Māori, Pasifika, students with disabilities, LGBTQ and students from low SES backgrounds
- Reaching students early

The Appreciative Advising Framework

- Research literature:
 - Tinto (1993 & 2016) - student retention through academic/social integration
 - Cooperrider (1986) - the appreciative inquiry model
 - Bloom et al. (2008) - adapting appreciative inquiry for use in academic advising
 - Chu (2009) - developing Pasifika leaders in tertiary education through appreciative inquiry.



The Institutional Context

- Tertiary Education Commission's priorities for the sector
- Victoria University of Wellington's Strategic Plan:

Primary and Enabling Strategies	
PS3	Provide a holistic learning, teaching and student experience that is second to none.
PS4	Secure the intellectual potential put at risk through experience of disadvantage.
ES3	Optimise the University's organisation, processes, facilities and use of resources.
ES5	Communicate the quality, values and distinctiveness that define Victoria.

- Learning & Teaching Strategy 2017-2021 and Student Experience Strategy 2017
- BA Review 2017
- Systems changes
- Student Experience Improvement Survey (2011-2016):
 - Transition, connection, planning

Why the Student and Academic Services Team?

- Principles for course advising and the key role of the Student and Academic Services office:
 - Importance of meaningful conversation
 - Positive inquiry creates change
 - Creating vision motivates action
 - Positive interactions create positive momentum
 - Transformative ability of positive personal narrative
 - Awareness of assumptions assists in developing good connections.

Pilot Project in 2016 and Key Learnings

- Student Advisers attended a training workshop including questioning skills practice
- Two invitations sent to pilot group participants ($n = 336$):
 - Trimester 1 (April) and Trimester 2 (August)
 - Also tracked self-initiated engagement from control group
 - One-on-one appointments and by email.
- Key learnings:
 - Increased engagement and connection with students
 - Qualitative feedback from students was positive
 - Impact on retention less clear at this stage
 - Potential issues: staff turnover and training, new data management systems.

2017 and the Wider Transformation

- Invitations sent to **all** first year students and **all** Māori and Pasifika students in 2017 ($n = 2404$)
- Development and implementation of AA workshop format (targeted cohorts)
- Staff training/reflection on approach
- Early impacts:
 - Positive feedback from students, staff and wider sector
 - Incorporation of Appreciative Advising approach into standard practice with all students
 - Workload implications!
- Long-term impact:
 - Yet to be assessed, but holistic approach is effective, preventative and transformational compared with transactional or ‘band aid’ approach.

The Journey Ahead: Finding a pathway forward



Workshop model for Appreciative Advising

- Developed as culturally relevant for Māori and Pasifika students:
 - Talanoa
 - Whanaungatanga
 - Veikauwaitaki
 - Fetokoniaki
 - Wontok.
- Each section of the workshop moves through one of the four steps:
 - Introduce the step, including example questions
 - Open up for discussion
 - Reflect on some common understandings
 - Discuss available support services.

Using Appreciative Advising: An example

Discover

What motivates you to be here at university?

What do you want to get out of your studies?

Capital thinking. Globally minded.

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First year students

- Identify motivations and goals

Discover

What do you **enjoy most about your studies?**

What kind of factors would **influence your decision about a particular **career pathway**?**

Capital thinking. Globally minded.

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Second and third year students

- Review study experiences thus far
- Discuss career pathways and related factors

Discover

What motivates you to advance excellence within your current role in the TEM sector?

What kind of factors would influence your decision about a revolutionary idea that aims to enhance service delivery in TEM?

Reflecting on what we've discovered

What motivates you?
Our shared values



Wontok / Family



Veikauwaitaki / Connectedness



Fetokoniaki / Support



Whanaungatanga / Togetherness



Finafinau / Perseverance



Fakatautonu / Reciprocity

Capital thinking. Globally minded.

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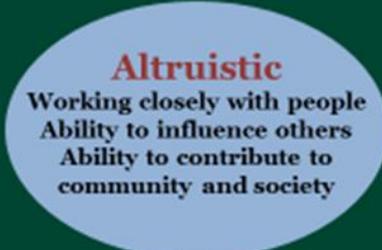
What motivates you?
Career pathway factors



Extrinsic
Salary
Opportunity for promotion
Flexibility of work hours
Working conditions
Job security



Intrinsic
Challenging work
Responsibility level
Enjoyable/interesting work
Opportunity for creativity and originality



Altruistic
Working closely with people
Ability to influence others
Ability to contribute to community and society

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- Examples of key values and career pathway factors to spark discussion

Dream

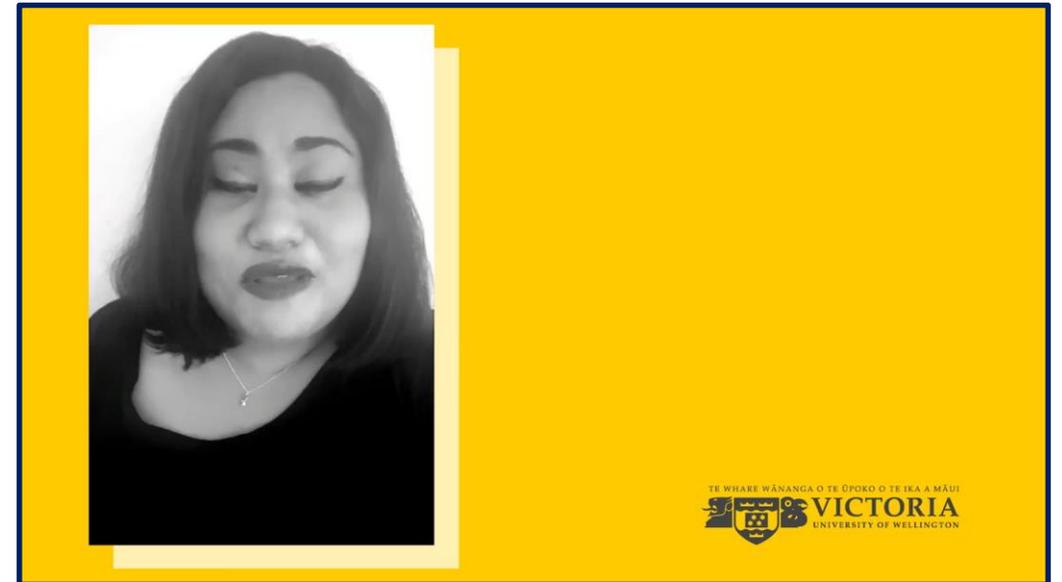
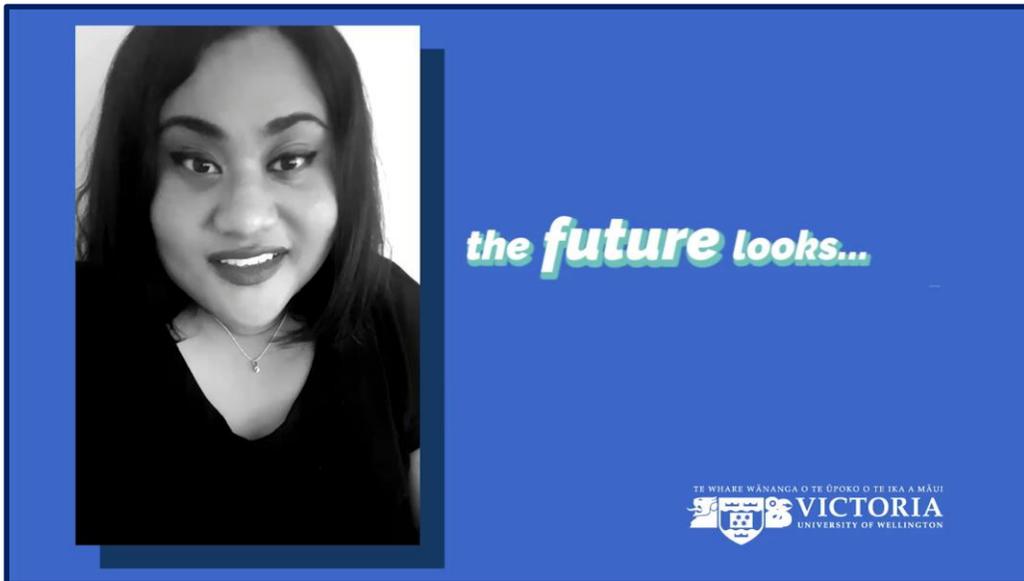
What could service delivery within your organisation look like in the next 5 years?

How could you envisage incorporating culturally relevant service approaches into your organisation?

Reflecting on what we've dreamed

Student perspectives:

- What does the future look like for you?



- What challenges might you face and how will you overcome them?

Design

What steps would you need to take to implement a different approach to service delivery?

How might you incorporate Appreciative Advising into your own services?

Reflecting on what we've designed

Get connected

Leadership, Social Responsibility and Employment Skills

- The Bubble
- Disability Services
- Te Pūtahi Atawhai
- Faculty events
- Mentoring opportunities (e.g. Alumni as Mentors)
- Student clubs
- Leadership programmes

“It excites me knowing that we all have a personal journey to embark on, yet we still are so interdependent on the people who surround us.”

Samantha Odell



Capital thinking. Globally minded.



What is the role of academic advising?

- Designing a degree vs designing a future

Destiny

What will you need to do, and who will be there to support you to turn your revolutionary idea into reality (e.g. a change to your service delivery)?

Reflecting on our destiny

- Wrap up the workshop and promote student services
- Invite attendees to one-on-one AA sessions
- Enhance their own self-determination and drive to succeed

Kua takoto te mānuka
Who will bring your dream into reality?

**Ka tangi te Tītī,
ka tangi te Kākā,
ka tangi hoki ahau.**
Tīhei mauri ora!

Capital thinking. Globally minded.





Discover yourself

Dream the future

Design a path

Destiny awaits you!

