



CERTIFIED APPRECIATIVE ADVISER APPLICATION PACKET



OFFICE OF APPRECIATIVE
EDUCATION

College of Education
Florida Atlantic University

CERTIFIED APPRECIATIVE ADVISER

APPLICATION DIRECTIONS

Candidates to become a Certified Appreciative Adviser must submit a completed application packet to the Office of Appreciative Education at oe@fau.edu with all of the following materials:

1. Completed Applicant Information Sheet (see p. 3 for details)
2. 2-3 page (double-spaced with 1" margins) Personal Appreciative Advising Theory Statement. See p. 4 for additional instructions.
3. A letter of recommendation (typically one-page) from your supervisor detailing your approach to student success using the Appreciative Advising framework (see p. 5 for details).
4. From your observed advising session, three completed 3-page Appreciative Advising Skills Rubrics. —Each section of the rubric should include comments in clear typing or handwriting that provide specific examples or rationale for the rankings issued. The following should each have a complete 3-page rubric:
 - ◆ Self-Evaluation
 - ◆ Colleague or Student Evaluation
 - ◆ Supervisor Evaluation
5. Successful completion of the Appreciative Advising Online Course -OR- Appreciative Advising Institute. (Please include a copy of your completion certificate).
6. A current Resume/Curriculum Vitae
7. \$275 Payment

Please contact the Office of Appreciative Education at oe@fau.edu with any questions.

APPLICANT INFORMATION SHEET

Name:

Date:

Work Phone #:

Cell Phone #:

Primary E-mail:

Alternate E-mail:

EMPLOYMENT INFORMATION

Position Title:

Employer:

Dates of Employment:

PERSONAL APPRECIATIVE ADVISING THEORY STATEMENT

Your Personal Appreciative Advising Statement should be approximately 2-3 pages long (double-spaced with 1" margins). Please answer the following questions in your statement:

1. How do you specifically and intentionally incorporate the phases of Appreciative Advising into your work? Please provide specific examples as evidence.
2. How does Appreciative Advising help you encourage student success?
3. Discuss a specific interaction with a student or staff member where your knowledge of Appreciative Advising benefitted the interaction.

Please attach your Personal Appreciative Advising Theory Statement and include your name at the top of the statement.

SUPERVISOR RECOMMENDATION LETTER

Please ask your supervisor to submit a 1-2 page letter of recommendation on institutional letterhead. The letter of recommendation should include:

1. Verification of at least 1 year of successful professional experience in Academic Advising or other similar area. In some cases, relevant graduate assistantship positions may count in lieu of 1 year professional experience.
2. Evidence of candidate's positive contributions to the profession.
3. Evidence of candidate's positive student impact through the Appreciative Advising lens.
4. Evidence of candidate's use of Appreciative Advising behaviors and skills in their day-to-day professional role.

Please note that the supervisor will also need to submit a Completed Appreciative Advising Skills Rubric (see pages 6-9).

Supervisor Name:

Phone Number:

Institution:

E-mail:

Title:

Length of Relationship:

APPRECIATIVE ADVISING SKILLS RUBRICS

(THREE NEED TO BE COMPLETED)

Each candidate for certification must include **THREE** completed rubrics (each rubric is 3 pages long):

1. SELF-ASSESSMENT

A. Please mark your self-assessed score and complete all comment boxes where you elaborate on your rating by sharing specifics about each category in the rubric.

B. This self-evaluation will consist of an individual student advising session OR the collective body of work based off consistent interactions with students.

2. SUPERVISOR ASSESSMENT

Supervisor Name:

3. COLLEAGUE OR STUDENT ASSESSMENT

Name of Student or Colleague:

E-mail:

Position:

Institution:

Length of relationship with candidate:

For the Supervisor and Colleague/Student Rubrics, please ask them to complete the rubric after observing (or in the case of a student participating) you advising a student. Please encourage them to rate you on each item and to provide substantive comments about your performance in each of the areas.

APPRECIATIVE ADVISING SKILLS RUBRIC (P. 1 OF 3)

Mark One: Rubric #1 (Self-Evaluation): _____ Rubric #2: Supervisor : _____ Rubric #3: Peer/Student : _____

Evaluator Name: _____ Person Seeking Certification: _____

Scale: Strongly Disagree *Disagree* *Neutral* *Agree* *Strongly Agree*
1 **2** **3** **4** **5**

APPRECIATIVE MINDSET

Treats student as if he/she is full of potential	1	2	3	4	5
Actively seeks out the best in each student	1	2	3	4	5
Reframes through a positive lens	1	2	3	4	5
Truly enjoys working with students	1	2	3	4	5
Believes learning between students and advisers is reciprocal	1	2	3	4	5

Comments:

VERBAL IMMEDIACY BEHAVIORS

Correctly calls the student by name early and often	1	2	3	4	5
Uses inclusive pronouns (i.e. we, us)	1	2	3	4	5
Gives feedback to student	1	2	3	4	5
Explains meaning of acronyms	1	2	3	4	5
Tone of voice conveys that the adviser is truly engaged	1	2	3	4	5
Speaks at a comfortable pace	1	2	3	4	5
Appropriately paraphrases and summarizes student comments	1	2	3	4	5
Identifies specific examples of the student's strengths and/or accomplishments	1	2	3	4	5

Comments:

NON-VERBAL IMMEDIACY BEHAVIORS

Authentic Smile	1	2	3	4	5
Appropriate eye contact	1	2	3	4	5
Conveys enthusiasm throughout the meeting	1	2	3	4	5
Appropriate, open, and welcoming gestures	1	2	3	4	5
Relaxed, yet appropriate, body posture	1	2	3	4	5
Squarely faces student	1	2	3	4	5
Mirrors student's non-verbal behavior as appropriate	1	2	3	4	5

Comments:

APPRECIATIVE ADVISING SKILLS RUBRIC (P. 2 OF 3)

Mark One: Rubric #1 (Self-Evaluation): _____ Rubric #2: Supervisor : _____ Rubric #3: Peer/Student : _____

Evaluator Name: _____ Person Seeking Certification: _____

Scale: Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

DISARM

Has perused the student's file prior to the appointment	1	2	3	4	5
Meets the student in the waiting area or at the door (as appropriate)	1	2	3	4	5
Warmly greets the student	1	2	3	4	5
Clarifies how to pronounce the student's name (as appropriate)	1	2	3	4	5
Clarifies how the adviser prefers the student address the adviser (e.g. by first name)	1	2	3	4	5
Engages in appropriate small talk with the student	1	2	3	4	5
Explains that any notes the adviser takes will be copied for and given to the student at the end of the appointment	1	2	3	4	5

Comments:

DISCOVER

Asks positive, open-ended questions designed to elicit student's stories	1	2	3	4	5
Asks appropriate follow-up questions in response to student's stories	1	2	3	4	5
Gives student adequate time to respond to questions	1	2	3	4	5
Summarizes/paraphrases student's main points	1	2	3	4	5
Positively reinforces student when the student takes responsibility for past actions/ mistakes (as appropriate)	1	2	3	4	5

Comments:

DREAM

Asks good open-ended questions about the student's hopes and dreams for the future	1	2	3	4	5
Appropriately reacts to student's dreams	1	2	3	4	5
Makes connections between student's answers to Discover questions and the answers to Dream questions	1	2	3	4	5

Comments:

APPRECIATIVE ADVISING SKILLS RUBRIC (P. 3 OF 3)

Mark One: Rubric #1 (Self-Evaluation): _____ Rubric #2: Supervisor : _____ Rubric #3: Peer/Student : _____

Evaluator Name: _____ Person Seeking Certification: _____

<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
1	2	3	4	5

DESIGN

Partners with student to co-develop plan for accomplishing student's goals	1	2	3	4	5	Comments:
Encourages and positively reinforces student engagement in brainstorming options	1	2	3	4	5	
Encourages student to create manageable goals to achieve larger plan	1	2	3	4	5	
Monitors student's non-verbal behaviors to make sure student has confidence in ability to achieve the plan	1	2	3	4	5	
Clarifies who is responsible for which pieces of the plan.	1	2	3	4	5	
Writes down goals and action steps	1	2	3	4	5	
Provides appropriate campus & community resources	1	2	3	4	5	

DELIVER

Brainstorms with the student how to meet potential challenges that may occur in pursuit of the plan	1	2	3	4	5	Comments:
Encourages student about the student's ability to carry out the co-created plan	1	2	3	4	5	
Encourages student to return if the student runs into roadblocks or decides to change majors	1	2	3	4	5	
Reviews what has been accomplished during the appointment	1	2	3	4	5	
Makes a copy of the notes to give to the student	1	2	3	4	5	
Thanks student for coming in and encourages the student to keep the adviser notified of progress	1	2	3	4	5	

DON'T SETTLE

Turns mistakes into a "win-learn" process	1	2	3	4	5	Comments:
Appropriately challenges the student to raise (or lower) own expectations, as appropriate	1	2	3	4	5	
If student has not followed through, adviser helps student refocus on designing a new plan and regain positive momentum	1	2	3	4	5	

APPRECIATIVE ADVISING SKILLS RUBRIC (P. 1 OF 3)

Mark One: Rubric #1 (Self-Evaluation): _____ Rubric #2: Supervisor : _____ Rubric #3: Peer/Student : _____

Evaluator Name: _____ Person Seeking Certification: _____

<i>Scale: Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
1	2	3	4	5

APPRECIATIVE MINDSET

Treats student as if he/she is full of potential	1	2	3	4	5	Comments:
Actively seeks out the best in each student	1	2	3	4	5	
Reframes through a positive lens	1	2	3	4	5	
Truly enjoys working with students	1	2	3	4	5	
Believes learning between students and advisers is reciprocal	1	2	3	4	5	

VERBAL IMMEDIACY BEHAVIORS

Correctly calls the student by name early and often	1	2	3	4	5	Comments:
Uses inclusive pronouns (i.e. we, us)	1	2	3	4	5	
Gives feedback to student	1	2	3	4	5	
Explains meaning of acronyms	1	2	3	4	5	
Tone of voice conveys that the adviser is truly engaged	1	2	3	4	5	
Speaks at a comfortable pace	1	2	3	4	5	
Appropriately paraphrases and summarizes student comments	1	2	3	4	5	
Identifies specific examples of the student's strengths and/or accomplishments	1	2	3	4	5	

NON-VERBAL IMMEDIACY BEHAVIORS

Authentic Smile	1	2	3	4	5	Comments:
Appropriate eye contact	1	2	3	4	5	
Conveys enthusiasm throughout the meeting	1	2	3	4	5	
Appropriate, open, and welcoming gestures	1	2	3	4	5	
Relaxed, yet appropriate, body posture	1	2	3	4	5	
Squarely faces student	1	2	3	4	5	
Mirrors student's non-verbal behavior as appropriate	1	2	3	4	5	

APPRECIATIVE ADVISING SKILLS RUBRIC (P. 2 OF 3)

Mark One: Rubric #1 (Self-Evaluation): _____ Rubric #2: Supervisor : _____ Rubric #3: Peer/Student : _____

Evaluator Name: _____ Person Seeking Certification: _____

Scale: Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

DISARM

Has perused the student's file prior to the appointment	1	2	3	4	5
Meets the student in the waiting area or at the door (as appropriate)	1	2	3	4	5
Warmly greets the student	1	2	3	4	5
Clarifies how to pronounce the student's name (as appropriate)	1	2	3	4	5
Clarifies how the adviser prefers the student address the adviser (e.g. by first name)	1	2	3	4	5
Engages in appropriate small talk with the student	1	2	3	4	5
Explains that any notes the adviser takes will be copied for and given to the student at the end of the appointment	1	2	3	4	5

Comments:

DISCOVER

Asks positive, open-ended questions designed to elicit student's stories	1	2	3	4	5
Asks appropriate follow-up questions in response to student's stories	1	2	3	4	5
Gives student adequate time to respond to questions	1	2	3	4	5
Summarizes/paraphrases student's main points	1	2	3	4	5
Positively reinforces student when the student takes responsibility for past actions/ mistakes (as appropriate)	1	2	3	4	5

Comments:

DREAM

Asks good open-ended questions about the student's hopes and dreams for the future	1	2	3	4	5
Appropriately reacts to student's dreams	1	2	3	4	5
Makes connections between student's answers to Discover questions and the answers to Dream questions	1	2	3	4	5

Comments:

APPRECIATIVE ADVISING SKILLS RUBRIC (P. 3 OF 3)

Mark One: Rubric #1 (Self-Evaluation): _____ Rubric #2: Supervisor : _____ Rubric #3: Peer/Student : _____

Evaluator Name: _____ Person Seeking Certification: _____

<i>Scale: Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
1	2	3	4	5

DESIGN

Partners with student to co-develop plan for accomplishing student's goals	1 2 3 4 5
Encourages and positively reinforces student engagement in brainstorming options	1 2 3 4 5
Encourages student to create manageable goals to achieve larger plan	1 2 3 4 5
Monitors student's non-verbal behaviors to make sure student has confidence in ability to achieve the plan	1 2 3 4 5
Clarifies who is responsible for which pieces of the plan.	1 2 3 4 5
Writes down goals and action steps	1 2 3 4 5
Provides appropriate campus & community resources	1 2 3 4 5

Comments:

DELIVER

Brainstorms with the student how to meet potential challenges that may occur in pursuit of the plan	1 2 3 4 5
Encourages student about the student's ability to carry out the co-created plan	1 2 3 4 5
Encourages student to return if the student runs into roadblocks or decides to change majors	1 2 3 4 5
Reviews what has been accomplished during the appointment	1 2 3 4 5
Makes a copy of the notes to give to the student	1 2 3 4 5
Thanks student for coming in and encourages the student to keep the adviser notified of progress	1 2 3 4 5

Comments:

DON'T SETTLE

Turns mistakes into a "win-learn" process	1 2 3 4 5
Appropriately challenges the student to raise (or lower) own expectations, as appropriate	1 2 3 4 5
If student has not followed through, adviser helps student refocus on designing a new plan and regain positive momentum	1 2 3 4 5

Comments:

APPRECIATIVE ADVISING SKILLS RUBRIC (P. 1 OF 3)

Mark One: Rubric #1 (Self-Evaluation): _____ Rubric #2: Supervisor : _____ Rubric #3: Peer/Student : _____

Evaluator Name: _____ Person Seeking Certification: _____

<i>Scale: Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
1	2	3	4	5

APPRECIATIVE MINDSET

Treats student as if he/she is full of potential	1	2	3	4	5	Comments:
Actively seeks out the best in each student	1	2	3	4	5	
Reframes through a positive lens	1	2	3	4	5	
Truly enjoys working with students	1	2	3	4	5	
Believes learning between students and advisers is reciprocal	1	2	3	4	5	

VERBAL IMMEDIACY BEHAVIORS

Correctly calls the student by name early and often	1	2	3	4	5	Comments:
Uses inclusive pronouns (i.e. we, us)	1	2	3	4	5	
Gives feedback to student	1	2	3	4	5	
Explains meaning of acronyms	1	2	3	4	5	
Tone of voice conveys that the adviser is truly engaged	1	2	3	4	5	
Speaks at a comfortable pace	1	2	3	4	5	
Appropriately paraphrases and summarizes student comments	1	2	3	4	5	
Identifies specific examples of the student's strengths and/or accomplishments	1	2	3	4	5	

NON-VERBAL IMMEDIACY BEHAVIORS

Authentic Smile	1	2	3	4	5	Comments:
Appropriate eye contact	1	2	3	4	5	
Conveys enthusiasm throughout the meeting	1	2	3	4	5	
Appropriate, open, and welcoming gestures	1	2	3	4	5	
Relaxed, yet appropriate, body posture	1	2	3	4	5	
Squarely faces student	1	2	3	4	5	
Mirrors student's non-verbal behavior as appropriate	1	2	3	4	5	

APPRECIATIVE ADVISING SKILLS RUBRIC (P. 2 OF 3)

Mark One: Rubric #1 (Self-Evaluation): _____ Rubric #2: Supervisor : _____ Rubric #3: Peer/Student : _____

Evaluator Name: _____ Person Seeking Certification: _____

Scale: Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

DISARM

Has perused the student's file prior to the appointment	1	2	3	4	5
Meets the student in the waiting area or at the door (as appropriate)	1	2	3	4	5
Warmly greets the student	1	2	3	4	5
Clarifies how to pronounce the student's name (as appropriate)	1	2	3	4	5
Clarifies how the adviser prefers the student address the adviser (e.g. by first name)	1	2	3	4	5
Engages in appropriate small talk with the student	1	2	3	4	5
Explains that any notes the adviser takes will be copied for and given to the student at the end of the appointment	1	2	3	4	5

Comments:

DISCOVER

Asks positive, open-ended questions designed to elicit student's stories	1	2	3	4	5
Asks appropriate follow-up questions in response to student's stories	1	2	3	4	5
Gives student adequate time to respond to questions	1	2	3	4	5
Summarizes/paraphrases student's main points	1	2	3	4	5
Positively reinforces student when the student takes responsibility for past actions/ mistakes (as appropriate)	1	2	3	4	5

Comments:

DREAM

Asks good open-ended questions about the student's hopes and dreams for the future	1	2	3	4	5
Appropriately reacts to student's dreams	1	2	3	4	5
Makes connections between student's answers to Discover questions and the answers to Dream questions	1	2	3	4	5

Comments:

APPRECIATIVE ADVISING SKILLS RUBRIC (P. 3 OF 3)

Mark One: Rubric #1 (Self-Evaluation): _____ Rubric #2: Supervisor : _____ Rubric #3: Peer/Student : _____

Evaluator Name: _____ Person Seeking Certification: _____

<i>Scale: Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
1	2	3	4	5

DESIGN

Partners with student to co-develop plan for accomplishing student's goals	1	2	3	4	5	Comments:
Encourages and positively reinforces student engagement in brainstorming options	1	2	3	4	5	
Encourages student to create manageable goals to achieve larger plan	1	2	3	4	5	
Monitors student's non-verbal behaviors to make sure student has confidence in ability to achieve the plan	1	2	3	4	5	
Clarifies who is responsible for which pieces of the plan.	1	2	3	4	5	
Writes down goals and action steps	1	2	3	4	5	
Provides appropriate campus & community resources	1	2	3	4	5	

DELIVER

Brainstorms with the student how to meet potential challenges that may occur in pursuit of the plan	1	2	3	4	5	Comments:
Encourages student about the student's ability to carry out the co-created plan	1	2	3	4	5	
Encourages student to return if the student runs into roadblocks or decides to change majors	1	2	3	4	5	
Reviews what has been accomplished during the appointment	1	2	3	4	5	
Makes a copy of the notes to give to the student	1	2	3	4	5	
Thanks student for coming in and encourages the student to keep the adviser notified of progress	1	2	3	4	5	

DON'T SETTLE

Turns mistakes into a "win-learn" process	1	2	3	4	5	Comments:
Appropriately challenges the student to raise (or lower) own expectations, as appropriate	1	2	3	4	5	
If student has not followed through, adviser helps student refocus on designing a new plan and regain positive momentum	1	2	3	4	5	

FINAL SUBMISSION CHECKLIST

Please verify that your application is complete by checking each box below before submitting the completed packet to the Office of Appreciative Education at oea@fau.edu:

- ┌ Applicant Information Sheet
- ┌ Letter of Recommendation from Supervisor
- ┌ Personal Appreciative Advising Theory Statement
- ┌ From your observed advising session, three completed 3-page Appreciative Advising Skills Rubrics from (p. 6-9):
 - 3-page Self-Assessment
 - 3-page Student/Peer/Colleague Assessment
 - 3-page Supervisor Assessment
- ┌ Copy of Completion Certificate (Appreciative Advising Online Course-
OR- Appreciative Advising Institute)

Resume or Curriculum Vitae

Final Submission Checklist

\$275 Dollar Payment - pay online at:
<https://www.fau.edu/education/centersandprograms/oea/certified-adviser/>

SIGNATURE

DATE: