The Implementation of a Holistic Faculty Training Program to Impact Student Success

Deborah Gray, Associate Director, Undergraduate Programs
Jamie (Reynolds) Heck, Associate Director, Graduate Programs
Julie McCullough, Senior Academic Advisor
Introduction

• Our Dream
• Steps to Developing a Program/Our Journey
• Our Program
• How to Make Your Dream a Reality
Our Dream

- Purpose of looking for the grant
  - Finding the gaps in our everyday job responsibilities
- Review of our strategic plan
  - College of Nursing Strategic Map
  - UC Advising Strategic Plan
- Identified a pilot/target group:
  - Undergraduate Research Scholars (URS)
  - UC CoN Faculty, Professional Advisors, and Staff
- Finding the tools/resources
  - Appreciative Advising Workshop
Identify the Problem or Need

- Develop a needs statement
- Why is the issue important?
- Foundation of research and grant funding proposal

Our Needs Statement

- A faculty training program focused on the appreciative advising model will better prepare our faculty to serve as mentors and advisors to not only our undergraduate research scholars, but to the larger College of Nursing student population. In addition, we hope this training will foster more robust advising relationships, which will enhance the level of engagement between faculty and students and positively impact the students’ overall satisfaction.
Conduct Needs Assessment

- Obtain pulse of stakeholders related to topic of research efforts
- Stakeholders are given a voice
- Create an environment of inclusion
- Confirm direction of project and focus of research is on target

Our Needs Assessment

- Short nature of our timeline did not allow for true needs assessment
- Used yearly CoN Student Satisfaction Surveys instead
Development of a Program
Step 3

Generate Buy-In Among Stakeholders

• Included stakeholders throughout the entirety of project (beginning, middle, and end)
• Support from top down

Our Stakeholders

• Obtained support from key advocates in each group of stakeholders
• Clearly articulated purpose of faculty training program
• Letters of Support from:
  • Dean
  • Executive Director of Graduate Programs
  • Director of PhD Program/URS
  • Director of Nurse Educator Program
  • PhD/URS Faculty
  • 3 BSN/URS graduates
Find Funding Source

- Perceived Barriers
- Steps for Finding Funding Sources
  a) Identify the problem
  b) Create a framework for your project
  c) Search for funding sources
  d) Determine if funding source is good fit for your project

“The one thing we can guarantee is this—if you don’t apply for a grant, you will definitely not be awarded it” (Gitlin and Lyons, 2014, p. xi).

Our Funding Source

- 2017 UC Provost Exemplary Department Award
  - [http://www.uc.edu/provost/awards.html](http://www.uc.edu/provost/awards.html)
  - Major components
    - Workshop
    - Funding for students to attend conferences & present with their faculty advisor
What is Appreciative Advising?

• A student centered approach
• “Intentional, collaborative practice of asking positive, open-ended questions that help students optimize their educational experience and achieve their dreams, goals, and potentials”
• 6 Steps
  • Disarm
  • Discover
  • Dream
  • Design
  • Deliver
  • Don’t Settle
Appreciative advising framework is not a one-size fit all assessment system. Instead, it offers a process-oriented assessment framework that can be adapted when making institution and program specific assessment plans and decisions. (He, Hutson, 2016)

A 2008 “Does Appreciative Advising Work?” study received overwhelmingly positive results from the student survey, and positive anecdotal comments from the participating students. (Truschel, 2008)

“Appreciative advising has the added benefit of forming an advisor-student relationship that transcends academics and creates a bond, which may last well beyond the student’s nursing education experience.” (Read, Hicks & Christenbery, 2016)
Structure of Workshop

• 3-hour Appreciative Advising Workshop; Led by Dr. Jennifer L. Bloom
• UC Provost Award covered her airfare, hotel, and workshop fees
• Gift basket in her hotel room of “Cincinnati goodies”
• Breakfast provided for all attendees
• Each attendee received a handmade “Queen City” mug, plus *The Appreciative Advising Revolution* book by Bloom, Hutson, and He.
• Invited: All full-time CoN faculty, CoN staff with direct student contact, Nurse Educator student, partners/friends across campus
• Attendees completed anonymous pre- and post-workshop surveys
Nurse Educator Student

• Partnered with Director of CoN’s Nurse Educator Certificate program for support when writing proposal
• Nurse Educator student attended Appreciative Advising Workshop
• Met with URS staff in August
• Designed questions and led URS student & faculty focus groups in September
• Coordinates URS group, meetings, faculty matchups
• Meets with URS students individually twice per semester & will journal about those meetings
• Will ensure each faculty member is journaling about their faculty advising experience
Our Project – Data Collection

**URS Student & Faculty Journaling**

- SurveyGizmo used for collecting responses
- Designed to see how student views the faculty advising relationship & how things are going; and how the faculty views the advising relationship & how they think things are going
- Faculty instructed to use Appreciative Advising techniques in their meetings
- Hopeful the responses will be positive, and will give us reason to expand faculty advising into entire BSN population
- Also hopeful the student responses will be positive about research, and that they’ll continue to be interested in pursuing a PhD
Workshop Feedback

• “What is your definition of student advising?”
  • Pre-Test: Guide to graduation/completion of program
  • Post-Test: Helping students achieve goals/dreams

• “What do you hope to learn from today’s workshop?”
  • Pre-Test: Tips to effectively mentor/guide students, and provide student support

• “What did you learn at the workshop today?”
  • Post-Test: The importance of environment/surroundings and interactions with students
Workshop Assessment

Workshop Feedback

• Post Test
  • All but 1 attendee rated themselves a 3 or higher in being “comfortable in handling difficult advising situations”
    • 18 changed in positive manner
  • All but 3 attendees rated themselves a 4 or higher in being “comfortable connecting with students as an advisor”
    • 14 changed in positive manner
  • 32 attendees changed in positive manner for “I understand the Appreciative Advising model.”
• “I am very new to my role—this workshop helped shape my attitude.”

• “I love the foundational premise of Appreciative Advising that focuses on the positive, and applying students’ own skills and assets to address challenges.”

• I will follow “the advice of being present and listening better, and creating a welcoming, comforting environment” for students.

• I like that Appreciative Advising “reinforces that advising isn’t robotic, and to ask open-ended questions.”

• “I like that it takes a different approach on advising. During my undergraduate and graduate studies I did not receive appreciative advising. I think it would have been a great addition to my college experience.”
Impact of Faculty Training

• In addition to workshop, Nurse Educator student also sent URS faculty a condensed Appreciative Advising overview
• Conducted URS faculty focus group in September
  • Early review of focus group transcript shows
    • Faculty want their assigned students to have meaningful experiences in URS & truly learn about nursing research process
    • Comments show progress from Appreciative Advising Workshop, but also just from hearing each other speak about advising students
    • “I think that maybe a faculty advisor in a program like this can offer what everyone’s been talking about—which is more of a mentoring relationship and actually giving opportunities… and helping them plan for future endeavors.”
Our Future Steps

Empower Faculty
- Workshop data showed that faculty members’ perceptions of their advising roles changed positively
- Nurse Educator student created short Appreciative Advising overview to share with all faculty
- Expand faculty-advising to all undergraduate students

Distance-Learning Populations
- Determine how Appreciative Advising model can be used
- More phone calls, less emails?
  - Be more aware of tone in emails

Shifting Cultural Expectations of Advising
- Additional focus groups with students and faculty advisors
- Student and faculty journals
How to Start Your Journey to Obtain Funding for Your Project

- Make connections
- Grant writing is a skill
- Get involved
- Gain knowledge
- Seek out mentorship

(Burrow-Sanchez, Martin, & Imel, 2014)
Daring Dreams Delivered Worksheet

• What is your next big project?
  • Do you have a need within your college, department, etc.?
• Select one BIG DREAM and bring others on board.
  • Who can this impact? Who may have an interested?
    • THINK OUTSIDE THE BOX
• Begin the process TODAY of making this dream a reality.

Dream Big
Discussion

Our experience

• Very fast-paced!
• Luckily had already been going to CoN Grant Writing Bootcamps

Anyone planning to apply for a grant, or wanting to develop a program?
Who is included in your support team?
What are you going to do within the next week to make your dream a reality?
Resources


