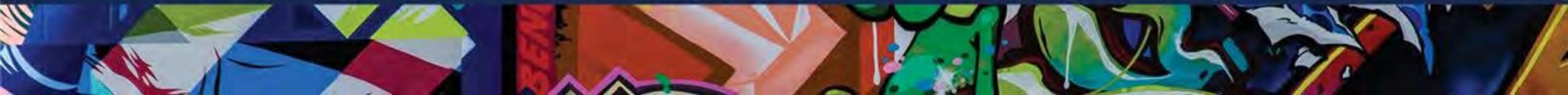


Holistic, Developmental Advising: An Interactive Workshop

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STUDY ABROAD 2019 | OPENING DOORS TO INCREASE DIVERSITY IN STUDY ABROAD



Agenda

- Welcome
- Introductions
- VIH Program for Women in Global Leadership
- Videos
- Advising Approaches
- Case Studies
- Discussion / Questions?



INTRODUCTIONS

Arcadia University



- Arcadia University is a private, suburban, Liberal Arts, comprehensive institution that has approximately 2300 undergraduate & 1400 graduate students.
- Located in Glenside, PA
- About 75% undergraduate students study abroad

Chatham University



- Located in Pittsburgh, PA, Chatham University is a fully coed private institution with an enrollment of over 2,200 students and over 60 undergraduate and graduate programs
- Areas of excellence: sustainability; health & wellness; business & communications; and the arts & sciences.
- About 40% of undergraduate students study abroad.

Duquesne University



Duquesne was founded by the Spiritans in 1878 as a Catholic college for Pittsburgh's poor immigrants.

Today, with a population of nearly 9,500, Duquesne is home to nine schools, 80 undergraduate programs and 90 master, doctorate and professional schools. Areas of study including Liberal Arts, Business, Pharmacy, Health Sciences, Music, Science and Nursing.

About 20% of students study abroad.

University of Pittsburgh at Johnstown



- A regional campus of University of Pittsburgh.
- Student enrollment: 3,000 (approximately)
- The most popular majors are Engineering and Nursing.
- Most students live on campus.
- The majority of students are from local areas. There are not many students from minority groups.
- Pitt Johnstown offers at least three study abroad programs each year: Pitt in Paris, Amsterdam, and New Zealand



VIH PROGRAM



Application and Eligibility

The VIH Program affords to three first-time women travelers from each of the VIH institutions the opportunity to participate in a series of leadership and intercultural development retreats held at the University of Pittsburgh.

It also provides each young woman with a scholarship of at least \$5,000 to fund an accredited international experience.

VIH awardees use the knowledge gained from these experiences to work in a team and develop a Community Engagement Experience (CEE).

Participating Institutions

Arcadia University

Carlow University

Chatham University

Duquene University

Lincoln University

University of Pittsburgh at
Bradford

University of Pittsburgh at
Greensburg

University of Pittsburgh at
Johnstown

University of Pittsburgh at
Oakland (Main Campus)

Robert Morris University

Temple University

Thiel University

Washington & Jefferson
University

Waynesburg University

Application, Experiences, and Initiatives



Components

- Retreats (Fall/Spring)
- Experience Report
- CEE (Community Engagement Experience)
- Graduation
- 10th Anniversary event





VIDEOS





ADVISING APPROACHES

Advising Approaches:



PRESCRIPTIVE

-based on advisor as authority figure whose primary responsibility is to dispense information about classes and schedules and prescribe solutions for problems the student encounters.

Winston & Sandor, 1984

DEVELOPMENTAL

“.....a rational process in which both the student and advisor should share responsibility for both the nature of the advising relationship and the quality of the experience; a process in which the advising relationship is vital.”

Crookston, 1972

APPRECIATIVE:

...the intentional collaborative practice of asking positive, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials.”

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



CASE STUDIES

Case Study #1

It is the day of our annual study abroad fair and Suzy, a Liberal Arts Freshman studying Psychology and Spanish, walks up and asks to sign up for program in Italy for the Spring. The Italy Program is the university's campus abroad and one of the most popular locations for students to study, regardless of their major. This is the first time you have met this student and when you ask why she has chosen this program her response is because that is where her roommate is going. Suzy is Hispanic American and has never been to Europe before. Her family has expressed concern with her being so far from home in a country she does not know the language. How would you advise this student using the Prescriptive Approach?

Case Study #2

It is your third meeting with Katie who is torn between studying in China on a faculty-led program through the university's business school over the summer for 3 weeks taking 6 credits of Business requirements or spending a semester in China studying with an exchange partner focused on International Business and Chinese Culture. Katie is an International Business major and is looking to add an Asian Studies minor. Katie openly identifies as a part of the LGBTQ++ community. She is getting pressure from her advisors to apply for the summer program through her school but financially the semester is more affordable and supports both her major and minor. How would you guide Katie as she decides between these programs using the Developmental Approach?

Case Study #3

It is two weeks before the deadline for summer study abroad scholarships and Ned comes to the International Office in a panic. He realized that he must complete 6 elective credits over the summer to graduate on time and that this will be his last opportunity to study abroad due to semester research responsibilities on campus during senior year. Fortunately there are a variety of summer programs that he could select from but costs are concern. Ned has never been abroad before and does not want to miss out on the opportunity. He needs guidance on affordable study abroad options as well as scholarships. He is Pell Eligible and has a 4.0 GPA and is a Nursing major. How would you use the Appreciative Approach to advise this student?

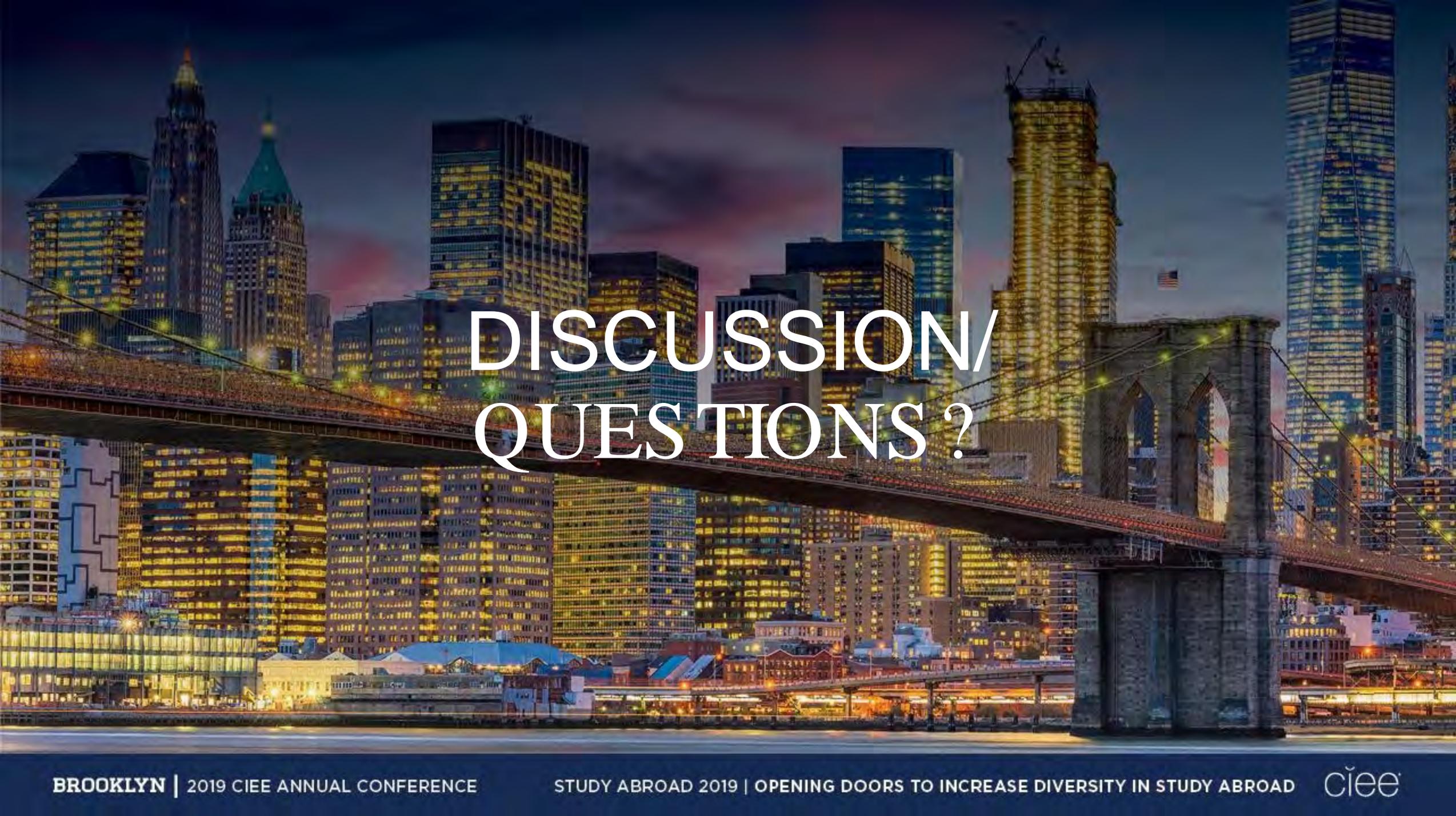
Case Study #4

Becky is a sophomore and is the first person in her family to attend college. Her family lives in a rural Pennsylvania town. Despite being diagnosed with bipolar disorder, Becky would like to work as an editor for Vogue Magazine one day. Becky's professor approached her about applying for a Fulbright Summer Program in England. She agreed to try. After several weeks of meeting and working together with her professor in drafting her proposal, Becky was shortlisted, but not awarded a Fulbright Scholarship. Later, she reframed her goal and decided that she wanted to study travel writing in Paris, France. After not being selected for the Fulbright and feeling overwhelmed by the unfamiliar she turns to her advisor for help. Which approach would work best?

Further thoughts

Gender fluidity in scholarships that are narrowly defined.

No one approach fits all in advising.

A nighttime photograph of the New York City skyline, featuring the Manhattan Bridge in the foreground and numerous illuminated skyscrapers in the background. The text "DISCUSSION/ QUESTIONS?" is overlaid in the center in a white, serif font.

DISCUSSION/ QUESTIONS?

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THANK YOU

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