

Academic Advising in an Era of Instant Gratification: The Pathway to Empowerment

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Overview

The rise of the digital age has brought transformation at both the individual and societal levels. With constantly changing forms of technology literally at our fingertips, we must continually learn new ways to access information and connect with one another. This 24/7 access to people and things all over the world with a simple click of a button has given rise to a culture of **instant gratification**. Expectations of rapid response have increased demands on education professionals, who are required to evolve with their students and “meet them where they are” whenever possible. Advising personnel daily face new challenges to meet student needs and often feel pressured to move at a pace that may feel too rapid to produce optimal outcomes.

How can advisors do their best for students in an era of *instAdvising*? How can advisors foster development of effective decision-making and problem-solving skills when there is so much emphasis on speed and efficiency? How can advisors juggle setting appropriate boundaries and managing student expectations in ways that are healthy for all, while still meeting the expectations of their institutions?

In this Webinar, three advisors who received outstanding accolades for their presentations on this topic at the 2017 NACADA Annual Conference team up to share their ideas and expertise. They will discuss ways that advisors and their students experience the phenomenon of instant gratification in their educational settings. They will share strategies to create advising relationships that facilitate learning and foster student empowerment. And they will consider tools that can utilize instant gratification to help students stay on track and feel more investment in the work advisors do with them. Participants will leave with a resource packet that they will be able to utilize with their colleagues and refer to when working with students on their own campuses.

[Academic Advising Core Competencies](#) that will be addressed in this presentation include:

- C4 – Understanding of academic advising approaches and strategies
- I5 – Knowledge of the characteristics, needs, and experiences of major and emerging student populations
- R2 – Ability to create rapport and build academic advising relationships
- R4 – Ability to plan and conduct successful advising interactions
- R6 – Ability to facilitate problem solving, decision-making, meaning-making, planning, and goal-setting

Face to Face
Caring
Relationships

Be Transparent

**instAdvising:
Flexibility**

Connect Passion to
Practice

Create
Opportunities for
Problem Solving

- Set up face to face meetings with your students, even if at times you don't find them to be necessary
- Start each meeting with an authentic- how are you?
- Help students create value based goals
- Include families
- Ask questions about their lives
- Take a genuine interest in their progress

- Tell students your goals of the meeting after asking about theirs so you know you are on the same page
- Let them know you're a person
- Teach with students- talk to them about some of the issues they may be having connected to instant gratification, self-sabotaging behavior, etc.
- Don't be all people or all platforms for students, encourage problem solving, and show them how you are solving it
- Connect them to someone in another office

instAdvising

- Use each meeting as an opportunity to expand the reach of leadership development
- Add value to your interactions with students
- Ask about what their "ideal" situation is, rather than the easiest solution
- Focus on leadership development within their field
- Ask them to tell you about their favorite course project or assignment

- Help students to find the answer, especially if it is at their fingertips
- Guide them, don't do it all yourself
- Find the underlying problem with the student before you try to find the solution
- Create opportunities for problem solving in any meeting
- Embrace phones as a learning tool

Activity for Appointments, Trainings, and Beyond

In order to run this activity have students number a piece of paper from 1-10 and give ten seconds for them to give an authentic answer to each question. Complete the activity with them, and share with them. This helps them to see the value in what they are doing right now to reach their long term goals. In regards to Instant Gratification it both helps to slow them down, and to relationship build with them. This activity can be used for any type of appointment you are having: coaching, general advising, leadership development, etc.

1. What is the most important thing you have to do right now?
2. What is the most important thing you have to do in the next 12 hours?
3. What is the most important thing you have to do in the next 24 hours?
4. What is the most important thing you have to do in the next week?
5. What is the most important thing you have to do in the next month?
6. What is the most important thing you have to do in the next six months?
7. What is the most important thing you have to do in the next year?
8. What is the most important thing you have to do in the next five years?
9. What is the most important thing you have to do in the next twenty years?
10. What is the most important thing you have to do in your life?

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The Pathway to Empowerment

HELP

What is the Situation?

NOW!

Why is there a sense of urgency?

BARRIER

What is in the way? What is stopping the student?

FIX IT!

What is the solution?

EMPOWERMENT

How do we create a teachable moment?

Authors: Stacy Ramsey & Samantha Patente



Case Studies

(Provided by Samantha Patente and Stacy Ramsey)

1. Georgia

DBA Student

GPA: 3.83 (in Master's Program)

The student requested a new advisor because, "I am entitled to timely responses within policy parameters." While this may seem like a reasonable request, the student's record documents multiple emails between the student and the advisor on 1/26/17, 1/27/17, 1/30/2017, 1/31/17, 2/1/17, 2/3/17, 2/6/17, 2/7/17, 2/16/17, 2/20/17, and 2/21/17. On 2/22/17, the student emailed multiple departments claiming that there had been no communication with their assigned Advisor in two weeks.

2. Jill

Recently Graduated in B.S. Criminal Justice Administration. Interested in a Graduate Degree.

GPA: 3.17 (in Bachelor's program)

Female/Self Employed

Student called into Student Services wanting information on degree programs we offer and if any of them would be helpful in obtaining a career in mediation. The Student Support Specialist discussed the different programs we offer and directed her where to find these option to review further on our main website. She then encouraged the student to follow up with their assigned Advisor to discuss these options in more detail to help make a decision. The student then became very upset and demanded to speak to an Advisor immediately, as they though the Student Support Specialist was an Advisor. It was then explained to the student that The Advisors were currently in a department meeting and would not be available until after 11 am. The Student demanded the Student Support Specialist place them on hold until the meeting was over (an hour away) or go down to the meeting and pull an Advisor out to speak with them. The Student Support Specialist, attempted to find an available Advisor to no avail, and the student disconnected the call.

3. Deidre

B.S. Information Technology

GPA 2.17

Student extends her courses every term. Student refuses to work within CSU policy and submit the official form for this request and instead contacts the professor without documentation of her circumstance to get approval for additional time in the course. This approval is then forwarded to the Academic Advising and Student Support Center. Student will then proceed to Call the department and use the Chat service multiple times in a day to inquire about the status of this request to see when the time will be applied. Student does not accept that we have up to 48 hours to answer emails, and wants the additional time in the course added as soon as the email is forwarded.

Case Studies

4. Beth

B.S. Business Administration/Finance

GPA: 2.34

When a University Faculty or Staff member attempts to contact the student, they are typically unavailable and do not respond to email. However, the student marks all of their email correspondence as urgent. For example, a faculty member and an Advisor attempted to reach the student on 12/06/16, but were both unsuccessful. The student was not heard from until 01/05/2017 when an email inquiry regarding a program change was sent and marked URGENT. The Advisor attempted to call the student on numerous occasions to have this discussion, to no avail. The student then contacted the Advisor via email again on 01/18/2017 wanting to enroll in a course. This correspondence was also marked as Urgent.

5. Marcus

B.S. Organizational Leadership

GPA : 4.0

Student will call Advisor at around 3pm and leave a message. Student will then continue to call repeatedly until the Advisor answers, instead of allowing the 24 hours Advisors are given to answer voicemails. This cycle of behavior occurs every time the student feels they need assistance, but is unwilling to let an available Advisor or Student Support specialist assist them.

6. Christopher

B.S. Homeland Security

GPA : 2.60

Student consistently calls and emails Advisor. Student will send an email about their situation, as well as call and Leave a Voicemail about the same situation. When student's email is answered fully, the student will call in and ask the advisor to answer the same questions for verification. If the student is unable to connect with assigned advisor and receives information from an alternate Advisor, they will still call back and have their assigned Advisor reiterate the exact same information.

7. Joseph

B.S. Occupational Safety Health

GPA 3.74

Student recently received an Academic Integrity Violation (AIV) for using a contract cheating site to complete a writing assignment. Once a professor submit an AIV, the Office of Student Conduct and Resolution complete an investigation to verify the information and then issue the formal violation. This typically take 3 business days from the time the professor notifies the office. The student in question

Case Studies

called and emailed their advisor multiple times every day until the formal violation was issued. Advisors do not have any access to the processing of AIV's so there is no way to check on the status, which was explained to the student. This did not deter the student from continued contact attempts with their assigned Advisor.

8. Lisa

B.S. Information Technology
GPA: 3.47

Student wants enrollments to be approved immediately so courses can begin and be finished within 4-5 weeks, despite being given 10 weeks to complete course work. Student will call to notify Advisor that the enrollment has been submitted, as well as, send an email within a 5 minute or less timeframe.

9. Silas

B.S. Fire Administration
GPA : 4.0

Student wants enrollment approved immediately to start courses quickly without breaks in enrollment periods. Student will call and leave a message. If this call is not returned within an hour, student will call back two to three times in the day and leave multiple voicemails urging the Advisor to push the enrollment through and return the call.

10. Frank

M.S. Public Health/Community Health
GPA: not established

During Initial Advising Session, student said, "I view my Advisor as a mother figure and need special attention from you." Each time the student calls assigned Advisor, if she does not answer, student will call the rotation number to have another staff member to find out if she is available. If she is not, the student will ask to speak to an alternate Advisor in order to have questions answered immediately. Student will also email the Advisor if she is unavailable, despite having question answered by an alternate Advisor.

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Advising and Instant Gratification

What is Instant Gratification?

The need to receive an immediate reward
(Cheng, Chiour, Shein, 2011)

How does this impact Academic Advising?

Sense of Urgency, as well as, an opportunity for teachable moments and student empowerment


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Instant Gratification

The need for Instant Gratification affects each of us in today's society. Some contributing factors:

- Fast Food Chains
- Streaming Video on Demand
- Social Media
- Online Shopping


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Instant Gratification

79%	76%	28%
26%	25%	21%

Over 50 million


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Recognizing Instant Gratification in Ourselves






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Good/Bad/Ugly

The Good	The Bad	The Ugly
<ul style="list-style-type: none"> <input type="checkbox"/> Advancements for education in digitization and gamification <input type="checkbox"/> Always known a world with 24/7 access to everything <input type="checkbox"/> Entrepreneurial Mindset <input type="checkbox"/> Peer to Peer help Self-confidence that they can change the world <input type="checkbox"/> Constant learners 	<ul style="list-style-type: none"> <input type="checkbox"/> Need to Know <input type="checkbox"/> Less likely to unplug <input type="checkbox"/> Attention Span decreases <input type="checkbox"/> All forms of communication are coming from one medium 	<ul style="list-style-type: none"> <input type="checkbox"/> Increased procrastination <input type="checkbox"/> Addiction to phones, games, and others <input type="checkbox"/> Educators competing with Instant Gratification <input type="checkbox"/> FOMO <input type="checkbox"/> Sense of entitlement / complacency


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Advising Implications

“As generation Z goes to college, it is necessary to understand how to create learning environments that maximize student’s ability to learn.”

Seemiller & Grace. (2016). Generation Z Goes To College, p. 173.



Advising Implications

- If you can’t beat ‘em, join ‘em – Meet them where they are
- Know how students are learning
- Share bite sized bits of information
- Give them what they need, no more, no less
- Don’t sweat the small stuff early on
- Realize that learning takes time, and in space



Advising Implications

- Students value personal communication
 - They still focus on having an authentic connection with others
 - They are motivated by not wanting to let others down and making a difference
- Leadership is a core need, something we find important



Advising Implications

- Relationship building has become more important than ever
- Students are looking for relationships that have a purpose, and they are actively seeking role models who can guide them
 - Parents
 - Teachers
 - Coaches
 - Peers
 - Fictional Characters
 - *Academic Advisors????*



Instant Gratification - How it Manifests

Can we meet before the break?



Advising Implications

Caring Relationships

Be Transparent

**instAdvising:
Flexibility**

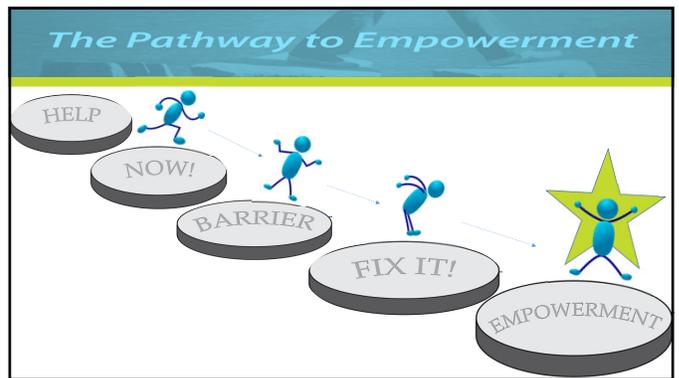
Connect Passion to Practice

Create Opportunities for Problem Solving



As Advisors, we can help students create their own...

The Pathway to Empowerment



The Pathway to Empowerment

HELP What is the Situation?

One of my first-year students, who is here-forth identified as "Beth", received an email announcing her candidacy and invitation to join our university's chapter of the National Society of Leadership and Success (NSLS).

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NOW! Why is there a sense of urgency?

Stacy I want to forward you an email the National Society of Leadership and Success sent me.

PLEASE EXPLAIN TO ME!!

Sent from my iPhone

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BARRIER What is in the way? What is stopping the student?

Behavior: Knee-jerk reaction. Didn't read the notification thoroughly or research.

Communication: Typing in All-Caps.

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FIX IT! What is the solution?

Quick Fix: Answer the question. Not required and Costs \$85 (one time fee).

(Providing this information would take the least time out of our day.)

The Pathway to Empowerment



How do we create a teachable moment?

Take the time to address the behavior of how the student is communicating via email.

Hi Beverly,

On my blackboard it show i have 91.50 on my grade and when i received Grade Report Information show 92.00. please explain to me.

From: Beth
Sent: Thursday
To: CSU Writing Center
Subject: Re: Writing Center Request

Instead of trying to give me a lesson on email etiquette, maybe you should read the professor's emails. she never says hello or hi, nothing "professional" about her emails. Quite honestly, i say what's on my mind and i am in no time ever confused about anything. If anything, the professor was confused. the grade was unjust and i said exactly how i feel. I'm paying for my tuition in cash, no financial aid or grants, so i want the grade that i deserve. I work hard on every unit so my grade should reflect it. Clearly, the grade did not reflect the work. I emailed you for help with the grade and you said you could do nothing. I wasn't expecting a lesson on email etiquette.

Good Morning, Stacy,

I hope this email finds you well.

I am writing you today concerning.....

Respectfully,

Beth

Activity

1. Now	6. Six months
2. 12 hours	7. Next year
3. 24 hours	8. 5 Years
4. Next week	9. 20 Years
5. Next month	10. Life

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Advising Implications

- Become leaders for our students, in addition to advisors
- If we wear the leader and mentor hat more often, they are more likely to respect us, and increase time they are spending with us
- Students are constantly communicating
 - They are our best referrals

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Questions



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