The Longer Advising Appointment Project
Diana F. Dingman, MBA and Wojciech Bettkiewicz, PhD, Indiana University - Bloomington
October 7, 2021

Challenge
How do advisors conduct developmental advising in 30 minutes?

Goals
Encourage students to come in early for longer, more substantive conversations about interests, goals, longer-term plans, and co-curricular opportunities to consider.
Frame student’s understanding of advising from the beginning as different than a transactional relationship (not prescriptive advising).
Engage students in the advising process as deeper developmental process.
Determine if longer appointments have positive impacts on student behaviors and outcomes.

Advising Models

Developmental Advising: “the student cannot be merely a passive receptacle for knowledge, but must share equal responsibility with the teacher for the quality of the learning content, process, and development” (‘Developmental advising definitions,’ 2014).

Intrusive Advising: Contacting students early to increase academic success; creating feeling of mutual responsibility for development “(Developmental advising definitions,” 2014).

Advising as Teaching and Learning - Student Populations

- Early Warning Students
- Sophomore cutoff students
- Exploratory Competitors
- Early Grad & O’Brien
- Retention

Extended appointment time.
Outreach: postcard, email, group announcement
Targeted strategy to student populations with specific timing phases according to advisor’s preference to spread appointment demands.
Workshop Advising Approach for competitive programs:
2-hour Group Advising Workshop
Individualized preparation
In-depth conversations with writing exercise

Implementation

Institutions and Students View Time Differently

“institutionalization is sustained by the temporalities of the university system itself. These include class meeting times, length of academic terms, expected time to graduation, and all the other small units and cycles that determine the daily operations of teaching and learning” (Hayot, 2011, p. 750).

2017-18 2018-19 2019-20 2020-21

• Accommodates higher numbers at busy times.
• “Traditional” approach.
• No appointment needed.
• Freeform advising block of 1 hour.

45-45 Minute Appointment
- Focuses on a narrower student demographic.
- Creates space for student collaboration.
- For more developmental advising style, coursework.
- Majors, careers and cycles that determine the daily operations of teaching and learning.
- Advanced preparation required.

On advisors

Increased workplace satisfaction.
Greater likelihood of advising topics beyond transactional.
Helped implement best practices, e.g., coaching.
Better interpersonal connections.
I have been so happy with the liberating and amazing longer appointments.”

On student behavior

Sense that you’ve taken time to listen and care.
Emphasis on advising being a serious, complicated task for which they must engage in a thoughtful way.
Extra care to specific student populations.
Guided by NSSE 2019 Annual Results showing that the quality of advising is more important than number of advising visits (NSSE, 2021).

“Notably...the focus on a longer advising appointment enhanced the critical relationship dimension of advising quality” (NSSE, 2021).

Impact

Drawbacks

Adjusted to 30-minute appointments quickly to manage caseload.
Offered 15-minute express appts & pop-up advising to catch up.
No shows caused lost appointment time but could flex admin time.

Summary

Resulted in a 1-hour collaborative discussion with advising unit.
Empowered advisors to be thoughtful in determining value for students and for advisors.
More autonomy over advising approach.
Targeted appointments towards specific student populations.
Opportunity to increase student and advisor retention.
Evaluated how we approach work.
Recognized need to work differently, e.g., Flipped Advising.
Need for reasonable caseload management.

References

Impact

On advisors

Increased workplace satisfaction.
Greater likelihood of advising topics beyond transactional.
Helped implement best practices, e.g., coaching.
Better interpersonal connections.
I have been so happy with the liberating and amazing longer appointments.”

On student behavior

Sense that you’ve taken time to listen and care.
Emphasis on advising being a serious, complicated task for which they must engage in a thoughtful way.
Extra care to specific student populations.
Guided by NSSE 2019 Annual Results showing that the quality of advising is more important than number of advising visits (NSSE, 2021).

“Notably...the focus on a longer advising appointment enhanced the critical relationship dimension of advising quality” (NSSE, 2021).

Drawbacks

Adjusted to 30-minute appointments quickly to manage caseload.
Offered 15-minute express appts & pop-up advising to catch up.
No shows caused lost appointment time but could flex admin time.

Summary

Resulted in a 1-hour collaborative discussion with advising unit.
Empowered advisors to be thoughtful in determining value for students and for advisors.
More autonomy over advising approach.
Targeted appointments towards specific student populations.
Opportunity to increase student and advisor retention.
Evaluated how we approach work.
Recognized need to work differently, e.g., Flipped Advising.
Need for reasonable caseload management.

References

Impacts

Drawbacks

Adjusted to 30-minute appointments quickly to manage caseload.
Offered 15-minute express appts & pop-up advising to catch up.
No shows caused lost appointment time but could flex admin time.

Summary

Resulted in a 1-hour collaborative discussion with advising unit.
Empowered advisors to be thoughtful in determining value for students and for advisors.
More autonomy over advising approach.
Targeted appointments towards specific student populations.
Opportunity to increase student and advisor retention.
Evaluated how we approach work.
Recognized need to work differently, e.g., Flipped Advising.
Need for reasonable caseload management.

References

Varied Appointment Lengths Can Narrow the Gap

On advisors

Increased workplace satisfaction.
Greater likelihood of advising topics beyond transactional.
Helped implement best practices, e.g., coaching.
Better interpersonal connections.
I have been so happy with the liberating and amazing longer appointments.”

On student behavior

Sense that you’ve taken time to listen and care.
Emphasis on advising being a serious, complicated task for which they must engage in a thoughtful way.
Extra care to specific student populations.
Guided by NSSE 2019 Annual Results showing that the quality of advising is more important than number of advising visits (NSSE, 2021).

“Notably...the focus on a longer advising appointment enhanced the critical relationship dimension of advising quality” (NSSE, 2021).

Drawbacks

Adjusted to 30-minute appointments quickly to manage caseload.
Offered 15-minute express appts & pop-up advising to catch up.
No shows caused lost appointment time but could flex admin time.

Summary

Resulted in a 1-hour collaborative discussion with advising unit.
Empowered advisors to be thoughtful in determining value for students and for advisors.
More autonomy over advising approach.
Targeted appointments towards specific student populations.
Opportunity to increase student and advisor retention.
Evaluated how we approach work.
Recognized need to work differently, e.g., Flipped Advising.
Need for reasonable caseload management.

References

Impact

On on advisors

Increased workplace satisfaction.
Greater likelihood of advising topics beyond transactional.
Helped implement best practices, e.g., coaching.
Better interpersonal connections.
I have been so happy with the liberating and amazing longer appointments.”

On student behavior

Sense that you’ve taken time to listen and care.
Emphasis on advising being a serious, complicated task for which they must engage in a thoughtful way.
Extra care to specific student populations.
Guided by NSSE 2019 Annual Results showing that the quality of advising is more important than number of advising visits (NSSE, 2021).

“Notably...the focus on a longer advising appointment enhanced the critical relationship dimension of advising quality” (NSSE, 2021).

Drawbacks

Adjusted to 30-minute appointments quickly to manage caseload.
Offered 15-minute express appts & pop-up advising to catch up.
No shows caused lost appointment time but could flex admin time.

Summary

Resulted in a 1-hour collaborative discussion with advising unit.
Empowered advisors to be thoughtful in determining value for students and for advisors.
More autonomy over advising approach.
Targeted appointments towards specific student populations.
Opportunity to increase student and advisor retention.
Evaluated how we approach work.
Recognized need to work differently, e.g., Flipped Advising.
Need for reasonable caseload management.

References

Impact

On on advisors

Increased workplace satisfaction.
Greater likelihood of advising topics beyond transactional.
Helped implement best practices, e.g., coaching.
Better interpersonal connections.
I have been so happy with the liberating and amazing longer appointments.”

On student behavior

Sense that you’ve taken time to listen and care.
Emphasis on advising being a serious, complicated task for which they must engage in a thoughtful way.
Extra care to specific student populations.
Guided by NSSE 2019 Annual Results showing that the quality of advising is more important than number of advising visits (NSSE, 2021).

“Notably...the focus on a longer advising appointment enhanced the critical relationship dimension of advising quality” (NSSE, 2021).

Drawbacks

Adjusted to 30-minute appointments quickly to manage caseload.
Offered 15-minute express appts & pop-up advising to catch up.
No shows caused lost appointment time but could flex admin time.

Summary

Resulted in a 1-hour collaborative discussion with advising unit.
Empowered advisors to be thoughtful in determining value for students and for advisors.
More autonomy over advising approach.
Targeted appointments towards specific student populations.
Opportunity to increase student and advisor retention.
Evaluated how we approach work.
Recognized need to work differently, e.g., Flipped Advising.
Need for reasonable caseload management.

References