Academic Advising Network Luncheon
Monday, March 6, 2017
Guest Speaker: Dr. Kathleen Shea Smith

Background on Dr. Smith:
- Dr. Kathleen Shea Smith served as a keynote speaker at NACADA’s 40th Annual Conference
- Currently serves as the Associate Provost for Academic Advising at the University of Oklahoma

Presentation Notes:

“Education is not the filling of a pail, but not the lighting of a fire.” - William Butler Yates

Motivation: reason or reasons for acting or behaving in a particular way

Three Factors of Motivation:
1. Autonomy: desire to be self directed
2. Mastery: Learn and Improve craft
3. Purpose: Serve as something meaningful beyond ourselves

“Soul-Money”: when you’ve made a difference in someone’s life
- If we don’t share our soul money, advisors are not getting the recognition they deserve
Think of how important it is to use positive language in advising:
- “What Makes you happy?”
- “Would you rather ___ or ___?”
- Give students permission to say money is not the most important

“What Each person on this planet has a thumbprint like make-up of what makes him or her happy.” - Adrian Giskuek and Chester Elton (2014)

College Graduates Demonstrate Higher:
- Employment Rates
- Earnings
- Job Satisfaction
- Levels of Civil Engagement
- Levels of Parental Involvement
- Levels of Healthy Living

A college degree is a $1,000,000 investment over a lifetime.

The likelihood of a child graduating college is 40% higher if their parent has a degree.

As an advisor, it is our role to create a **Career vs. Job** mentality.

Modern Myths of 2 year and 4 year programs:
- Only ⅓ of students at flagship institutions are starting and graduating in four years
- Only 19% are graduating from non-flagship universities in 4 years
- Only 5% of students attending 2-year programs are receiving associate’s degrees in 2 years

We have to address cultural issues related to retention:
- Retention Rate of Hispanic Students: 50%
- Retention Rate of African American Students: 39%
- Retention Rate of Native American Students: 39%

“Vulnerable Students” is a more positive term for “At-Risk Students”

“In a world full of shame and regret, do something you will be proud of.”
- No one comes to college looking to fail
Crisis of Lost Potential: Students who don't meet their dreams

- Are we (institutions of higher learning) here for vocational training or to educate students?
- There is a huge disconnect between what students want to be and how to get there
  - How do we bridge that gap?

A survey from the ACT on why students leave found:

- Every option was related to student fault
  - Should we be questioning our practices?
  - Is there anything we can do?
  - Could we be at fault for student retention?

Examples at the University of Mississippi:

- Why is the drop deadline BEFORE midterms are released
  - We have to look at our practices and see if we are serving our students in the best possible manner
  - Universities HAVE TO start taking some responsibility

The College Student & His Problems

- Written over 100 years ago, but problems in the text include:
  - Course of Study
  - Finances
  - Study Habits
  - Time Management
  - Self-Care
  - Poor Life Choices
  - … sound familiar???

“A mentor is one of the most valuable tools available to retain and engage students.”

Barriers to Competition:

- False assumption of major completion
- Academic Mismatch
- Weak transfer policies
- Independent Cancellations
- Aggressive Financial Tactics
- Unmanageable Advising Ratios
- Complete Withdrawals
“It’s time to redefine Interactions”
   ● Information to Interaction
   ● Instruction to Collaboration
   ● Etc.

Coaching: not about giving information, but about asking questions
Coaching vs. Advising:
   ● Coach only talks 20% of time, Student 80%
   ● Dealing with deeper issues by listening and asking questions

Undecided Majors:
   ● Rererts
   ● Vision Boards
   ● Creative Ideas that take the pressure out of selecting a major

Call to Action:
How can YOU get motivated and keep the fire going?

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