Webinar topics:
- the dynamics of a changing population and the impact this has on education and advising,
- the development of cultural identity and worldview as important concepts for interaction,
- challenges and opportunities for interaction and effectiveness while working with diverse student populations, and
- concepts and strategies for culturally competent advising.

Webinar objectives:
Participants will learn:
- the results of student self-authorship and ownership of their own education.
- cultural considerations for intervention with diverse students.
- the four components of culturally competent advising.
- theories of ethnic identity development and degrees of acculturation for students.
- intercultural awareness and perceptions of self.
- consideration of the individual within a cultural context.
- how to treat students equally by treating them differently.

Self-Authorship

“As students develop self-authorship, they move from feeling unsatisfied and in need of self-definition, to constructing internal foundations which are internally defined perspectives to guide action and knowledge construction.” (Baxter Magolda, M. B. & King, P. M. 2004. Learning partnerships: Theory and models of practice to educate for self-authorship. Sterling, VA: Stylus.)

Successful self-authorship allows students to develop a balance between self-enhancement and accurate self-evaluation.

Academic Advisors set the Framework for Student Experiences

“The greatest distance between people is not space, the greatest distance between people is culture.” (Highwater, J. 1994. The Language of Vision: Myth and Metaphor. New York: Grove Press.)

Advisors must
- promote equality of opportunity over equality of results.
- address both the academic and the personal.
- make students feel comfortable on our campus and actively engage them outside the classroom.
• recognize that diverse students may be different in terms of the support they need, objectives they set, the way in which they view our campuses, and the approach we need to take to building relationships with them.

• fully understand that it “is not the figment of the pigment but the enigma of the stigma.”

Racial Inequality Theories

1. **Bias theory** asserts that inequality is caused by individual prejudice and discrimination.
3. **Structural discrimination** (aka “institutional racism”) places the blame on external institutional structure that serve as barriers for equality of opportunity.

Ways to combat all these forms of inequality:

• Increase diversity awareness training and utilize the Consultant Bureau through NACADA.

• Identify institutional barriers or curriculum elements that hinder the success or acceptance of diverse students.

• Have a mission statement that demonstrates your advising procedures and commitment to diversity.

• Have programs on your campus that place diverse students at the center of your institution.

Component Parts of Ethnic Identity

• **Hybridity** - the coming together of numerous characteristics
• **Heterogeneous** - diverse in character
• **Multiple** - wearing different hats

Amalgamation Theories

1. **The Melting Pot** - generally defined as the blending of various cultures to produce a combination of the best of each culture and result in a new culture found nowhere else.

2. **Cultural Pluralism** - people keep their cultural identify yet still are fully accepted in society

Concepts:

• Assimilation
• Pluralism
• Integration

Cultural Adaptation Chart - See additional handout
Cultural Competency

Cultural competency is the ability to both know about other cultures and effectively engage with diverse students.

Four Components:
1. **Awareness** - of others and ourselves
2. **Knowledge** - of difference, cultural competency, theories of integration, ethnic identity, and relationship building
3. **Skills** - to adjust and apply what we have learned
4. **Respect** - for those we serve

Equality is a matter of the subject rather than the object.

Suggestions for Culturally Responsive Interactions

- Consider cultural factors in interactions with students and parents.
- Examine and evaluate your own “cultural baggage.”
- Consider the level of cultural identity development and degree of acculturation of students.
- Avoid stereotypes and adopting a monolithic perspective. Consider the individual within the cultural context.
- Establish a good rapport with culturally diverse students and adopt an interpersonal orientation.
- Consider differences in help-seeking attitudes and behaviors that may be culturally based.
- Be willing to learn from culturally diverse students.
- Be advocates for culturally diverse students in helping them deal with the “system”.
- Become more visible to diverse populations by attending campus events that celebrate and explore issues of inclusiveness and diversity.

Incorporating Cultural Competency into One-on-One Interactions

- Being selective and genuine is the real key.
- Recognize that developing cultural competency is a lifelong process that requires time, effort, patience, and experience.
- Identify where students are in terms of ethnic and cultural identity.
- Be sensitive to situations in which students goals are different than of their family or community.
- Know the resources and offices on campus that can benefit diverse populations and establish relationships with those offices.

Recommended Resource:

NACADA Foundations of Academic Advising CD 3: Understanding Cultural Identity and Worldview Development (http://www.nacada.ksu.edu/Videos/index.htm#cultural)
Non-awareness of difference refers to individuals that have no or limited experience with diversity. It is not that they do not recognize difference but they place no value on difference and approach each student as an individual regardless of race, ethnicity, religion, class, sexual orientation, and so forth.

Awareness of difference indicates that you not only recognize difference but realize that it actually holds some value to the individual and your relationship with them. However, you may lack the training, expertise, and ability to apply the knowledge you have.

Acceptance/acknowledgement of difference indicates that during this stage you have accepted that different does not mean deviant and your responsibility as an advisor to become more culturally competent.

Understanding cultural difference indicates you have taken the necessary steps to increase your cultural knowledge through diversity training, workshops, discussions with others, and self education to better understand and relate to the diverse students you serve.

Cultural adaptation indicates you now have the ability to apply what you have learned and adapt your advising approach to the needs and communication styles of your diverse students.

Intercultural skillfulness indicates you have expanded your comfort zone and have become a culturally competent advisor. You now have the tools, knowledge, and skills to relate to a wide range of students and feel comfortable in doing so. These skills have been gained but keep in mind that they need to be maintained and this is an on-going process in which we continue to learn and expand our knowledge.