Overview

All students face challenges when they begin higher education. A considerable body of research explores the added challenges that first-generation students encounter, including developing a sense of belonging. But what about first-generation students who have the added challenge of being first-generation in a new culture as well? This webinar’s Presenters refer to these students as double-dose first-gen students, and as members of this population themselves, they have experienced first-hand many of the challenges and obstacles they will discuss. In this NACADA First Generation College Student Advising Community-sponsored event, the Presenters will begin with a brief explanation of the concept of double-dose first-gen students, and then explore the cultural challenges that arise as these students navigate higher education. They will frame this exploration through Geert Hofstede’s Cultural Dimensions Theory, taking a closer look at some specific differences between the U.S. national culture and other national cultures (such as Pakistan, China, Kenya, Mexico, Philippines, and India) that are often the place of origin of double-dose first-gen American students. They will then review select advising approaches through this cultural lens to determine the pros and cons of each approach as it relates to the double-dose first-gen population, considering ways to overcome the potential downfalls to ensure that advisors and students are able to work collaboratively to better ensure students’ sense of belonging, engagement, and success in higher education.

Academic Advising Core Competencies that will be addressed in this presentation include:

C3 – Understanding of theory relevant to academic advising
C4 – Understanding of academic advising approaches and strategies
C6 – Understanding of how equitable and inclusive environments are created and maintained
I5 – Knowledge of the characteristics, needs, and experiences of major and emerging student populations
R2 – Ability to create rapport and build academic advising relationships
R3 – Ability to communicate in an inclusive and respectful manner

Pre-Webinar Activity

During the live version of this presentation, the facilitators lead participants through an identity activity. You are invited to complete the activity on your own if you would like. Please try to complete only one step at a time as you progress through the activity.

1. Write 7 words or word-phrases that you believe best describe or define you
2. Cross out the four that are the least important to you
3. Cross out two more words that are the least important to you.
4. Reflection: What was the process for selecting the seven words to begin? What was your thought process as you began crossing 6 of them out? What is the significance of the one word you have remaining? Do you think your friends, family, colleagues, etc., would have chosen those words to identify you? Why or why not?
Post-Webinar Reflection/Discussion

- What role did/does your cultural identity play in your college student experience?
- What role does your cultural identity play in how you advise students today?
- How does an exploration of “double dose first gen” affect your role as an advisor?
- Do you think your colleagues, teachers, students, etc. would have chosen those words to describe or define you?

During this session, we used several country comparisons of national culture based on Geert Hofstede’s Cultural Dimensions Theory. Hofstede Insights offers this national culture country comparison tool for your own exploration: https://www.hofstede-insights.com/product/compare-countries/ Not all countries have been assessed in terms of the dimensions. Some countries have only been assess in terms of four out of six dimensions. It is important to remember that this tool focuses on national culture. Not all individuals align with the beliefs, attitudes, or behaviors of their national culture, especially those being raised across multiple cultures.

References and Recommended Resources


"I understand culture as a treasure that is a part of our collective memory, of our perception of ourselves." Lidija N., Macedonia

Cultural Dimensions Theory

“Culture is the collective programming of the mind which distinguishes the members of one group from another.” - Geert Hofstede

High vs low power distance
Equality vs inequality

Individualism vs collectivism
“I” vs “We”
Cultural Dimensions Theory

Masculinity vs femininity
Values

Uncertainty avoidance index
Degree of discomfort with uncertainty and ambiguity

Long vs Short Term Orientation
Preference to maintain time-honored traditions vs encouraging efforts in modern education as a way to prepare for the future
Cultural Dimensions Theory

Indulgence vs Restraint
Allowance for or restraint against relatively free gratification of basic and natural human drives related to enjoying life and fun.

Cultural Dimensions Comparison

<table>
<thead>
<tr>
<th>Country</th>
<th>Individualism vs Collectivism</th>
<th>Indulgence vs Restrained</th>
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<tr>
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<td>68</td>
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<tr>
<td>Pakistan</td>
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</tr>
</tbody>
</table>

ACTIVITY
Sione Tasini Lavaka
Mormon
Tongan
UNR Graduate Student
Amateur Food Critic
Male
Social Economic Status

Tonga

Pantheist
Vegan Foodie
Tattoo

Academic Advisor
Runner
English / Irish
Broken-brain
Strengths-Based Advising

• Method to engage students in the learning process and motivate them to fulfill their potential

• Instead of focusing on "risk factors," student and advisor focus on the student's strengths

1. Identify students’ talents
2. Affirm students’ talents and increase awareness of strengths
3. Envision the future
4. Plan specific steps for students to reach goals
5. Apply students’ strengths to challenges
Cultural View of Strengths-Based Advising

Strengths & Challenges
• Identifies students’ talents
• Planning specific steps for students

Appreciative Advising


Cultural View of Appreciative Advising - Strengths
• Truly student centered
• Explores possibilities
• Facilitates relationship development
• Supports student through growth mindset

Photo courtesy of B. Davis, TMCC Photographer.
Cultural View of Appreciative Advising - Challenges

• Discover may feel like prying
• Future vs present oriented
• Exploration of dreams may lead to stress between student and family
• Don’t settle – yet place may be predetermined

Sense of Belonging

Sione’s Educational Experience
Tara’s Educational Journey

Tara’s Educational Journey

Tara’s Educational Journey

DDFG from Start to Finish

- PD
- vs C
- M vs F
- UA
- vs S
- vs R

United States
Pakistan
Conclusion

• Double-dose first gen = first generation American and first generation college student
• Consider each student’s unique perspective on a sense of belonging
• Critically examine advising styles through a cultural lens
• Inquire about culture rather than assume

Post-Webinar Reflection

What role did/does your cultural identity play in your college student experience?
What role does your cultural identity play in how you advise students today?
How does an exploration of “double dose first gen” affect your role as an advisor?
Do you think your colleagues, teachers, students, etc. would have chosen those words to describe or define you?

Academic Advising for “Double Dose” First Generation Students

Presenters:
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Truckee Meadows Community College