Overview

Academic advisors and advising administrators must understand social identities in order to identify the challenges students face when interacting with various campus systems. However, advising professionals are often untrained in dealing with issues of privilege and diversity. In this Web Event, sponsored by the NACADA Diversity Committee and led by NACADA Technology in Advising Commission Chair Julie Larsen, our panelists will share information and strategies that can help advisors form stronger relationships with students, identify specific challenges and roadblocks facing students, and create individualized solutions to increase success and retention. In addition, they will discuss ideas for reconceptualizing advising around issues of social justice which can foster both the ability and the responsibility to be voices for change at our institutions.

Pre-Webcast Reading Suggestions


Post-Webcast Activity Suggestions

Advisor Critical Reflection (as discussed by Drew Puroway)
- Hunt for assumptions about power and hegemony
- Systematic reflection through journaling or notes
- Solicit the perspective of students in ways that allow a student to give honest reflections – more than satisfaction questions
- Observation of colleagues
- READ Theoretical Literature
Resources Referenced during the Webinar

By Sarah Stevens:


Intersecting Axes of Privilege, Domination, and Oppression

Adapted from Kathryn Pauly Morgan, "Describing the Emperor’s New Clothes: Three Myths of Educational (In)Equality.”

By Louis Macias:

First-generation students:
- Lower academic aspirations (Pike & Kuh, 2005)
- Less academically/socially prepared for college (Lindholm, 2006; Mehta et al., 2011)
- Greater difficulty adjusting to college (Ramos-Sanchez & Nichols, 2007)
- Less likely to persist and graduate (Terenzini et al., 1996)
- Disadvantaged in terms of social/cultural capital (Higher Education Research Institute, 2007)
- More likely to come from low socioeconomic backgrounds (Higher Education Research Institute, 2007)
- Often are academically outperformed by their continuing-generation peers (Pascarella et al., 2004)

Low expectations (external) have direct and indirect impact on academic achievement (Richardson & Skinner, 1992; Rendon, 1992; Pajares, 1996)

Low expectations (internal) also have direct and indirect impact on academic achievement in the form of cultural mistrust and diminished outcome value (Irving & Hudley, 2005)

Green (2006): “For many years the deficit model approach has compelled educators to focus on academic or cultural deficits that hinder underserved students’ adequate adaptation to the college environment. In turn, policies, programs, and educational services have been created to cure these so-called ills (p. 25).”

Self-efficacy (Bandura, 1977)
- Controlling for instructional influences, accounts for up to 25 percent of the variance in academic achievement (Schunk & Pajares, 2009)
- Triadic Reciprocality - relationship between an individual's behavior, their thought processes and their environment


**By Drew Puroway:**


**Dialogue with students about the meaning and purpose of higher education – Suggested Questions**

- What have you learned about how to work with others?
- Have your classes caused you to change how you see the world or actions that you take in the world? (i.e. Vegetarianism; activism; belief in god; atheism)
- Are you more curious now than when you began higher education?
- What are some problems you are seeing in the world?
- How would you define freedom? Do you think that higher education has made/is making you more free? In what ways is it making you less free?
- What does the “Common Good” mean to you?
- How do you want to live your life? How has college informed that?
- How do your current courses relate (or not relate) to what is really important in your life?

**By Shannon Burton:**


**NACADA Resources**

**Commissions and Interest Groups**


- **A Walk in My Shoes: First Generation College Students** (DVD) - [http://www.nacada.ksu.edu/Resources/Product-Details/ID/V05.aspx](http://www.nacada.ksu.edu/Resources/Product-Details/ID/V05.aspx)
- **Advising Special Populations** (book) - [http://www.nacada.ksu.edu/Resources/Product-Details/ID/B17.aspx](http://www.nacada.ksu.edu/Resources/Product-Details/ID/B17.aspx)
- **Cultivating the Potential in At-Risk Students** (Pocket Guide) - [http://www.nacada.ksu.edu/Resources/Product-Details/ID/PG11.aspx](http://www.nacada.ksu.edu/Resources/Product-Details/ID/PG11.aspx)


**Additional Recommended Resources**

**Professional Conferences / Trainings**

- National Conference on Race and Ethnicity in American Higher Education - [https://www.ncore.ou.edu/](https://www.ncore.ou.edu/)
- White Privilege Conference (WPC) [http://www.whiteprivilegeconference.com/](http://www.whiteprivilegeconference.com/)
- The Knapsack Institute [http://www.uccs.edu/~knapsack/](http://www.uccs.edu/~knapsack/)
Having Difficult Dialogues

- We offer a two-day Cultures Connecting Train the Trainer intensive, Facilitating Conversations on Race, for people in a variety of roles leading equity and social justice work: http://culturesconnecting.com/portfolio/train-the-trainer-helpful-tips-for-facilitating-conversations-on-race/

Online Resources

Blogs
- Angry Asian Man: http://blog.angryasianman.com/
- Black Girl Dangerous: http://www.blackgirldangerous.org/


National Association for Multicultural Education - http://www.nameorg.org/


Resources for Multicultural Teaching and Learning (University of Minnesota) http://www1.umn.edu/ohr/teachlearn/resources/multicultural/resources/index.html

Teaching Tolerance - http://www.tolerance.org/

The National Resource Center for Learning Communities (Evergreen State College) http://www.evergreen.edu/washingtoncenter/resources/equitydiversity.html

Other Related Readings


