



Academic Advising and Social Justice: Privilege, Diversity, and Student Success

Web Event Handout

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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

Burton, S. (2011, December). Negotiating civil discourse in academic advising. *Academic Advising Today*, 34(4). Available at <http://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Negotiating-Civil-Discourse-in-Academic-Advising.aspx>

Puroway, D. (2012, March). Three approaches to everyday dilemmas. *Academic Advising Today*, 35(1). Available at <http://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Three-Approaches-to-Everyday-Dilemmas.aspx>

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

Brookfield, S.D. (1995). *Becoming a Critically Reflective Teacher*. San Francisco: Jossey Bass.

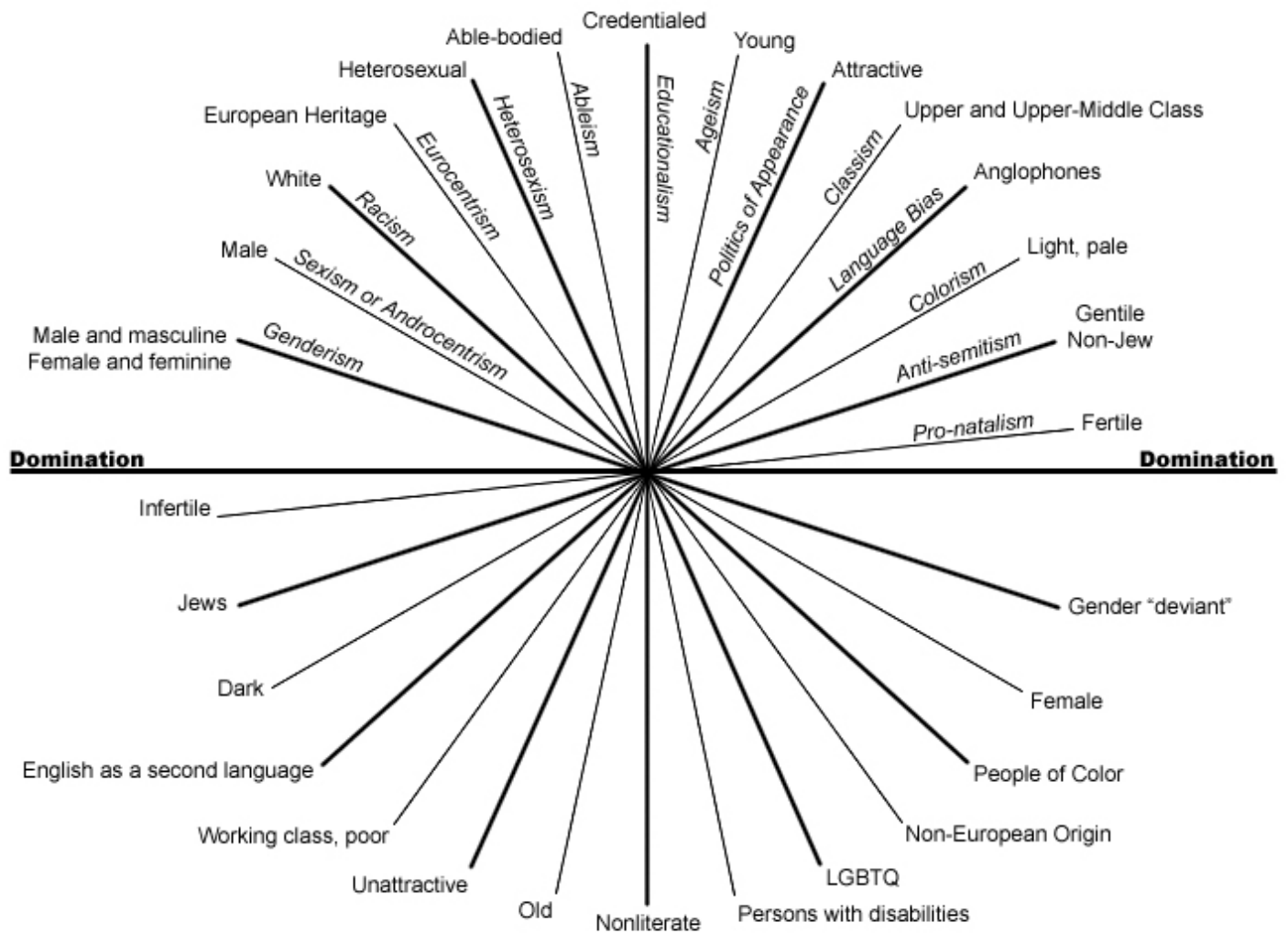
Resources Referenced during the Webinar

By Sarah Stevens:

Bennett, M. J. (2004). Becoming interculturally competent. In J.S. Wurzel (Ed.) *Toward multiculturalism: A reader in multicultural education*. Newton, MA: Intercultural Resource Corporation. (Originally published in The diversity symposium proceedings: An interim step toward a conceptual framework for the practice of diversity. Waltham, MA: Bentley College, 2002).

Intersecting Axes of Privilege, Domination, and Oppression

Adapted from Kathryn Pauly Morgan, "Describing the Emperor's New Clothes: Three Myths of Educational (In)Equality." *The Gender Question in Education: Theory, Pedagogy & Politics*, Ann Diller et al., Boulder, CO: Westview, 1996.



Intersectionality: A fun guide. (Bob the Triangle). <https://stavvers.wordpress.com/2013/04/24/this-is-the-bestest-briefing-on-intersectionality-ever-with-added-description/>

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 Reciprocity - relationship between an individual's behavior, their thought processes and their environment

Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191.

Green, D. (2006). Historically underserved students: What we know, what we still need to know. *New Directions for Community Colleges*, 2006(135), 21-28.

Higher Education Research Institute. (2007). *First in my family: A profile of first generation college students at four-year institutions since 1971*. Washington DC: Saenz.

Irving, M. A., & Hudley, C. (2005). Cultural mistrust, academic outcome expectations, and outcome values among African American adolescent men. *Urban Education*, 40(5), 476-496.

Lindholm, J. (2006). Deciding to forgo college: Non-college attendees' reflections on family, school, and self. *The Teachers College Record*, 108(4), 577-603.

Mehta, S. S., Newbold, J. J., & O'Rourke, M. A. (2011). Why do first-generation students fail. *College Student Journal*, 45(1), 20-35.

Pajares, F. (2001). Toward a positive psychology of academic motivation. *The Journal of Educational Research*, 95(1), 27-35.

Pascarella, E. T., Pierson, C. T., Wolniak, G. C., & Terenzini, P. T. (2004). First generation college students: Additional evidence on college experiences and outcomes. *Journal of Higher Education*, 3(75), 249-284.

Pike, G. R., & Kuh, G. D. (2005). First-and second-generation college students: A comparison of their engagement and intellectual development. *Journal of Higher Education*, 3(76), 276-300.

Ramos-Sánchez, L., & Nichols, L. (2007). Self-efficacy of first-generation and non first-generation college students: The relationship with academic performance and college adjustment. *Journal of College Counseling*, 10(1), 6-18.

Rendon, L. I. (1992). From the barrio to the academy: Revelations of a Mexican American "scholarship girl". *New Directions for Community Colleges*, 1992(80), 55-64.

Richardson, R. C., & Skinner, E. F. (1992). Helping first-generation minority students achieve degrees. *New Directions for Community Colleges*, 1992(80), 29-43.

Schunk, D. H., & Pajares, F. (2009). Self-efficacy theory. In Wentzel, K.R. & Wigfield, A. (Eds.), *Handbook of motivation at school*, (35-53). New York: Routledge.

Terenzini, P. T., Springer, L., Yaeger, P. M., Pascarella, E. T., & Nora, A. (1996). First generation college students: Characteristics, experiences, and cognitive development. *Research in Higher Education*, 37(1), 1-22.

By Drew Puroway:

Brookfield, S.D. (1995). *Becoming a critically reflective teacher*. San Francisco: Jossey Bass.

Freire, P. (1996). *Letters to Cristina*. New York: Routledge.

Freire, P. (2000). *Pedagogy of the oppressed*. New York: Routledge.

Freire, P. (2007). *Pedagogy of hope*. New York: Continuum.

Hemwall, M. K., & Trachte, K. C. (1999). Learning at the core: Toward a new understanding of academic advising. *NACADA Journal*, 19(1), 5–11. Reprinted (2009). *NACADA Journal*, 29(1), 113-118.

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? (ie. 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:

Eckel, P., Hill, B., & Green, M. (1998). On change; En route to transformation. Occasional paper No. 1. Washington D.C.: American Council on Education.

Habley, W. R. (1981). Academic advisement: Critical link in student retention. *NASPA Journal*, 28(4), 45–50.

Lewis, J. A., Arnold, M. S., House, R., & Toporek, R.L. (2002). ACA Advocacy Competencies. Advocacy Task Force, American Counseling Association.

Meana, J. (April 21, 1993). Just say no... to grapes. *The Lanthorn* (p.2). Grand Valley State University.

Meine, K. (1990). Winds of change (recorded by the Scorpions). On Crazy world.

Merton, R. (1968). Patterns of influence: Local and cosmopolitan influential. In *Social theory and social structure: Toward the codification of theory and research* (pp.441-472). New York: Free Press.

Sturm, S. (2006). The architecture of inclusion: Advancing workplace equity in higher education. *Harvard Journal of Law and Gender*, 29, 247-334.

Sturm, S. (2010). Activating systemic change toward full participation: The pivotal role of mission-driven institutional intermediaries. *Saint Louis Law Journal*, 54, 1117-1137.

NACADA Resources

Commissions and Interest Groups

- **Advising Students with Disabilities Commission** - <http://www.nacada.ksu.edu/Community/Commission-Interest-Groups/Advising-Specific-Populations-II/Advising-Students-with-Disabilities-Commission.aspx>
- **Commission for LGBTQA Advising and Advocacy** - <http://www.nacada.ksu.edu/Community/Commission-Interest-Groups/Advising-Specific-Populations-III/Commission-for-LGBTQA-Advising-and-Advocacy.aspx>
- **First-Generation College Student Advising Interest Group** - <http://www.nacada.ksu.edu/Community/Commission-Interest-Groups/Advising-Specific-Populations-II/First-Generation-College-Student-Advising-IG.aspx>
- **Multicultural Concerns Commission** - <http://www.nacada.ksu.edu/Community/Commission-Interest-Groups/Advising-Specific-Populations-III/Multicultural-Concerns-Commission.aspx>

Underprepared Students in the NACADA Clearinghouse for Academic Advising Resources - <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Underprepared-students-resource-links.aspx>

A Walk in My Shoes: First Generation College Students (DVD) - <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>

Cultivating the Potential in At-Risk Students (Pocket Guide) - <http://www.nacada.ksu.edu/Resources/Product-Details/ID/PG11.aspx>

Cultural Competence in Academic Advising: Skills for Working Effectively Across Cultures (Pocket Guide) - <http://www.nacada.ksu.edu/Resources/Product-Details/ID/PG16.aspx>

Arnsperger Selzer, R. & Ellis Rouse, J. (2013, September). Integrating social justice and academic advising. *Academic Advising Today*, 36(3). Retrieved from <http://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Integrating-Social-Justice-and-Academic-Advising.aspx>

Harding, B. (2012). Students of Color. Retrieved from the NACADA Clearinghouse of Academic Advising Resources Web site: <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advising-students-of-color.aspx>

Miller, M.A. & Murray, C. (2005). Advising academically underprepared students. Retrieved from NACADA Clearinghouse of Academic Advising Resources Web Site: <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Academically-underprepared-students.aspx>

Additional Recommended Resources

Professional Conferences / Trainings

- National Conference on Race and Ethnicity in American Higher Education - <https://www.ncore.ou.edu/>
- Social Justice Training Institute (SJTI) <http://www.sjti.org/>
- White Privilege Conference (WPC) <http://www.whiteprivilegeconference.com/>
- The Knapsack Institute <http://www.uccs.edu/~knapsack/>

Having Difficult Dialogues

- The Public Conversations Project in Boston. <http://www.publicconversations.org/>
- Fierce Conversation Conference. <http://www.fierceinc.com/conversations-training>.
- 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/>
- Anima Leadership – “Sitting in the Fire” – Group facilitation training I & II. <http://animaleadership.com/what-we-offer/our-services/Authentic-Facilitation.html#upcoming>. Julie Diamond.
- Conflict Facilitation – Using a New Universal Mediation Pattern, “Sitting in the Fire” author. <http://events.r20.constantcontact.com/register/event?oeidk=a07e8yudi4092b9dab0&llr=8wuonsdab>. Arny & Amy Mindell
- Intensive facilitation training – with Diane Musho Hamilton: <http://www.dianemushohamilton.com/Event.html>

Online Resources

Blogs

- Angry Asian Man: <http://blog.angryasianman.com/>
- Black Girl Dangerous: <http://www.blackgirldangerous.org/>
- Charles, C. (2014, August). Ten counterproductive behaviors of social justice educators. *The Student Affairs Feature*. Available at <http://studentaffairsfeature.com/ten-counterproductive-behaviors-of-social-justice-educators/>

Inclusive Teaching Strategies (University of Washington):
<http://depts.washington.edu/cidrweb/OLD/inclusive/strategies.html>

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

Podcast: On Being - Parker Palmer and Courtney Martin “The Inner Life of Rebellion”
<http://www.onbeing.org/program/parker-palmer-and-courtney-martin-the-inner-life-of-rebellion/7122>

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

Adams, M., Bell, L., and Griffin, P. (eds) (2007). *Teaching for diversity and social justice*. Routledge

Adams, M., Blumenfeld, W., Castaneda, C. et al (eds) (2013). *Readings for diversity and social justice*. Routledge

Brookfield, S. & Holst, J. (2011). *Radicalizing learning: Adult education for a just world*. San Francisco: Jossey Bass.

Dweck, C. (2007). *Mindset: The new psychology of success*. Ballantine Books.

Freire, P. (2005). *Education for critical consciousness*. New York: Continuum.

Freire, P. & Faundez, A. (1989). *Learning to question: A pedagogy of liberation*. New York: Continuum.

Georgetown University Center on Education and the U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students (BPS) Longitudinal Study, 2004-2009.

- Gibbons, M. M., & Borders, L. D. (2010). Prospective first-generation college students: A social-cognitive perspective. *The Career Development Quarterly*, 58(3), 194-208.
- Gladwell, M. (2013). *David and Goliath: Underdogs, misfits, and the art of battling giants*. New York: Hachette Book Group.
- Hagen, P. (1994). Academic advising as dialectic. *NACADA Journal* 14(2), 85-88.
- Landis, K. ed. (2008). *Start talking: A handbook for engaging difficult dialogues in higher education*. Anchorage: University of Alaska Anchorage and Alaska Pacific University.
- Lowenstein, M. (2011.) Academic advising at the university of utopia. *The Mentor*.
- Macias, L.V. (2013, November/December). Choosing success: A paradigm for empowering first-generation college students. *About Campus*, 18(5), 17-21.
- Majer, J. M. (2009). Self-efficacy and academic success among ethnically diverse first generation community college students. *Journal of Diversity in Higher Education*, 2(4), 243.
- Smith, B. (2013). *Mentoring at-risk students through the hidden curriculum of higher education*. New York: Lexington Books
- Steele, C. (2011). *Whistling Vivaldi: How stereotypes affect us and what we can do*. W. W. Norton & Company.
- Yosso, T.J. (2005, March). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race Ethnicity and Education*, 8(1). 69-91. Available at <https://drive.google.com/file/d/0B39QOsm78N4pcFUtQjhTX3NVZXM/edit>