"The pursuit of full humanity cannot be carried out in isolation or individualism, but only in fellowship and solidarity"

Paulo Freire
Learning Outcomes:

At the end of the session participants will:

- Define privilege, power and institutional discrimination in higher education practices and how it impacts marginalized populations.
- Name some strategies for dismantling discrimination.
- Draft strategies and activities they can implement immediately to create a more equitable advising service.
Please share: Why are you an Academic Advisor?

We are all in it together!
Maria Sefchick-Del Paso

- Director of Academic Advising at Bellevue College
- M.Ed. From U.N.R. and M.A. Human Development form UIA
- Working in Higher Education since 1995
- Latina, moved from Mexico in 2001
- Mother of two Latino/ELL college graduates
Why should we care about social justice?

- According to NACADA (webinar 2015) “reconceptualizing advising around issues of social justice will foster change for equity in our institutions” and “can help us aid students in navigating campus systems”
- Educators need to understand the diverse needs of their students.
- It increases educational equity for all students.
- Education may be one of the only paths to a more just and equitable society.
- We already do, that is why we are in education!
Everything we do is guided by our world view “theory”. Knowledge of our theories can help guide our behavior.

- The theory I base my presentation on: Critical Social Justice
  - All people are individuals AND members of social groups.
  - Social groups are valued unequally in society.
  - Valued social groups have greater access to the resources of a society,
  - Social injustice is real, exists today, and results in unequal access to resources between groups of people.
- We must self-reflect on their own “positionality” and challenge social justice.

(Sensoy, 2012)
Definitions (Sensoy, 2012)

- Minoritized Group: Social group devalued in society
- Prejudice: Set of learned attitudes about a group of people we do not belong to.
- Discrimination: Behavior influenced by prejudice. Action based on privilege. It is the arbitrary denial of privileges and rewards of society to members of a group. There is individual and institutional discrimination.
- Racism: In USA and Canada it is White racial and cultural prejudice and discrimination supported by institutional power and authority, used for the advantage of Whites. Includes economical, social, political and institutional actions and beliefs that perpetuate an unequal distribution of privileges, resources and power.
- Resistance to speak about race:
  - 1. Taboo.
  - 2. Belief that USA is a just nation.
  - 3. Denial of one’s prejudice (I cannot be racist, I am a good person).
- Prejudice and Discrimination+ Power= Oppression
- Internalized oppression: Unintentionally accepting the message that you and your group are inferior.
Cultural Deficit Models promote institutional racism and are opposed to social justice

- Attributes students’ lack of educational success to characteristics often rooted in their cultures and communities.
- Research grounded in a deficit perspective blames the victims of institutional oppression for their own victimization by referring to negative stereotypes and assumptions.
- Overlooks the root causes of oppression
- Absolves institutions of their responsibility when they fail to educate ALL students.
- Stems from negative beliefs and assumptions regarding the ability, aspirations, and work ethic of systematically marginalized peoples.
- Disseminated through educational research and within teacher training programs
SOCIALIZATION

It is our systematic training into the norms of our culture.

We are all born into a particular time, place, and social context—Culture.

Success and personality does not depend on “family values”

Our identities show up when advising students.

Identities are socially constructed. Not developed in isolation.

Our identities develop and emerge from culture and are connected to all people.

Educators need to recognize themselves as members of various different sub-communities.

We can increase our self-understanding by considering our beliefs, values and actions from a fresh standpoint. (Noel, 2008).
We are all programmed by our culture.

Once we recognize what our programming teaches us, we have the capacity to control our choices.

Awareness + Knowledge = Choices
When we act mechanically and mindlessly we can be unintentional intolerant.

Research and experience tell us that we all have biases that we are often unaware of, or think little about. Yet, these biases guide our decision-making, behaviors and attributions on a daily basis. Could we be making "bad" decisions and engaging in exclusive behavior without knowing? The answer is, "Yes."
What is unintentional intolerance?

It is N.I.C.E. people reacting to stereotypes

- N  Not
- I  Inclined to
- C  Critically
- E  Examine
Instead of unintentional intolerance
Practice Mindful Inclusion

- Inclusion is about making people count.
- It is learning about our own script.
- It is learning about others.
- It is analyzing our internalized messages.
- It is becoming mindful.
- It is accepting life is change.
- It is changing when we are wrong.
Strategies for dismantling racism and promoting equity and social justice
Listen

- Let students share their story, who they are.
  - It is OK to ask them to share their story.
  - Start by asking what brings them in, not “what can I do for you”
  - Be able to talk with them before talking at them.
  - Self-disclose in small measure, do not use yourself to prove something “If I did it, so can you” is not a good message.
  - Get to the real issue, dig deeper.
Five Ways To Help Underprivileged Students Persist and Thrive

1. Recognize Your Own Privilege And Check Assumptions At The Door

2. First Things First – Assess And Address Students’ Needs Of Primacy And Immediacy

3. Teach Grit And Growth Mindset

4. Fire Them Up - Empower Students To Take Control Of Their Own Future

5. Don’t Be Afraid To Have A Heart
Borrowed from From NACADA Region 8 Conference 2015 Five Ways to Help Underprivileged Students Persist and Thrive by Sharon Ericsson, Angie Klimko, Matthew Hale, Washington State University
Convey high expectations

- Low expectations have direct and indirect impact on academic achievement (cultural mistrust and diminished outcome value)
- Use language that encourages and affirms.
- Reframe in a growth mindset mode.
- Highlight strengths.
- Ask them to describe a success, how did they feel and what did they do.

1. Do not ignore race
2. Seek out established community organizations
3. Remember that communities of color are not monolithic
4. Read!
More tips:

- Use gender neutral language “they” instead of he/she.
- Provide additional Resources
- Use the We instead of I
- Help students establish educational goals
- Provide options whenever saying no.
- Be An advocate and an ally.
- Watch for exclusive or deficit model language.
- Strive to become culturally sensitive “we are all incompetent”:
  - Travel
  - Learn about other cultures
  - Join clubs with people different than you
  - Take the implicit association test: [http://www.understandingprejudice.org/iat/](http://www.understandingprejudice.org/iat/)
Becoming Culturally Sensitive

It is a never-ending process.

NACADA’s Melo Dreasher (2014) describes 3 steps:

Self-Exploration: What are my values, beliefs, stereotypes, prejudices, etc?

Self-Awareness: How do my values, beliefs, stereotypes, prejudices, etc. impact the way I think, behave and function?

Awareness of Others: How does my way of thinking, behaving, and functioning differ from the way others think, behave and function?
Culturally Sensitive Advising tips:

Seek input from diverse students on campus on how advisors can better serve them.
- Read or learn about what it means to be a marginalized student on campus.
- Take courses that deal with race and diversity
- Participate in activities and/or meetings by diverse groups.
- Ask faculty experts in race, ethnicity, disabilities and GBLTQ issues to provide training.
- Be active in multicultural centers and advocacy offices/groups.
- It is not only the multicultural office responsibility.
- Become culturally sensitive.

From NACADA, 2007
When working with students of color:

- Keep in mind that differences are just that and not deficiencies.
- Meet students where they are and allow them to tell their own stories.
- Examine our own cultural baggage and consider our possible cultural privileges when working with students from diverse cultural backgrounds.
- Keep in mind each student's level of cultural identity development and their degree of acculturation.
- Learn from diverse students and utilize their experiences in advocating for changes in the “system.”

See more at: http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advising-students-of-color.aspx#sthash.70YfA6uo.dpuf
When working with students with different abilities:

- Make sure all your resources are accessible. Learn and apply Universal Design.
- Understand the student's goals as well as the student's disability, the barriers the institution may have inadvertently created and the resources the college provides that can be used to assist the student in pursuing his or her educational aspirations.
- Advisors who become familiar with the difficulties imposed by a particular disability can logically deduce the importance of some advising practices. For example, if the student is taking medication, are there certain times of the day when the student is less alert? This could have important implications when developing a class schedule. In a similar fashion, students experiencing clinical depression often have more difficulty in the morning.
- Information concerning the impact of various disabilities is particularly important in attempting to determine if the college poses structural, educational or bureaucratic barriers for a student. Depending upon the amount of time allowed to pass from one class to another, any student with a mobility issue might have difficulty with classes scheduled back to back in different buildings.
- Advisors should attempt to learn something about the teaching style of various instructors and enroll students with disabilities accordingly.
When working with students with different abilities (continued):

- Advisors need to know the procedures on their campus for such things as obtaining a course substitution if they hope to assist students who qualify.

- Finally, when working with a student who has a disability, an advisor would be wise to develop collaborative relationships with faculty, financial aid, counseling and other organizations within the college. This can be one of the most important tasks an advisor can undertake. There are two important allies an advisor should network with for assistance with such problems. The first is the individual designated by the college to enforce compliance with the Americans with Disabilities Act. The second ally is the person or persons at the college responsible for establishing eligibility for accommodations, determining the nature of the accommodations needed by a particular student and helping to insure that the student receives the accommodations for which they are eligible. While the titles for these two potential allies may vary from one campus to another, federal law requires that they exist and that they be readily identifiable on any campus.

- See more at: [http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advising-Students-with-Disabilities.aspx#sthash.0xeJ5gM5.dpuf](http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advising-Students-with-Disabilities.aspx#sthash.0xeJ5gM5.dpuf)
When working with LGBTQ students:

- **Be Aware of Your Language:** Take our own and other's multiple identities into account. This represents a shift away from a more static understanding of identity, allowing for movement, for increased self-awareness, for ongoing change based on social interactions. We can educate ourselves and our colleagues on the appropriate use of labels and expressions used to refer to LGBTQQ individuals.

- **Increase Visibility:** We can reduce isolation by using inclusive language and content in our offices and in our interactions with all students, e.g., ask if there is 'someone special' in their lives rather than assuming heterosexuality, i.e., boyfriend or girlfriend.

- **Promote Understanding:** We can support LGBTQQ students by making an effort to learn about LGBTQQ people, their history, issues and communities.

- **Ask questions:** Openly LGBTQQ people usually prefer that their heterosexual colleagues risk sounding uninformed or offensive by asking questions about sexual orientation or gender identity, rather than make incorrect assumptions.

- **Brainstorm solutions:** As with all students, we can help LGBTQQ students by helping them brainstorm solutions to academic, personal and career-related challenges they face rather than offering solutions.
When working with LGBTQ students (continued):

- **Facilitate and Support**: We are most effective when we support and facilitate - rather than overprotect - LGBTQ students in their struggles with prejudice and discrimination. It is a tough world; empower students to advocate for themselves.

- **Speak up**: It is critical that advisors challenge words, decisions and actions that target LGBTQ people, even at the risk of being misread as LGBTQ ourselves.

- **Equal treatment**: LGBTQ students do not want 'special' treatment or privileges. They want an equal opportunity to live as whole individuals.

- **Know your resources**: Find out what resources are available on your campus for LGBTQ students. Is there an LGBTQ center? If you have a multicultural center, does their definition of 'multicultural' include LGBTQ people? Where does a LGBTQ student go with a safety or health concern? What curricular offerings exist in the area, i.e., does your institution have an LGBTQ or Queer studies major or minor? Are Career Center staff aware of the unique employment concerns of LGBTQ students?

- **Get involved on campus**: If your situation allows, meet your students in social settings. Attend an LGBTQ event. Find out what activities are taking place and show up. Your involvement will help nurture affiliations that cultivate all aspects of our being. You might be surprised how much your efforts will be appreciated.

- See more at: [http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advising-Lesbian--Gay--Bisexual--and-Transgender-Students-In-Higher-Education.aspx#sthash.cR5v0XfD.dpuf](http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advising-Lesbian--Gay--Bisexual--and-Transgender-Students-In-Higher-Education.aspx#sthash.cR5v0XfD.dpuf)
Resources

- Fixed vs Growth mindset video: http://www.bing.com/videos/search?q=video+the+power+of+belief+growth+mindset&FORM=VIRE2#view=detail&mid=C92F0435D2EDA840B188C92F0435D2EDA840B188


- Fixed vs Growth mindset video: http://www.bing.com/videos/search?q=video+the+power+of+belief+growth+mindset&FORM=VIRE2#view=detail&mid=C92F0435D2EDA840B188C92F0435D2EDA840B188


- **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)
- Teaching Tolerance - [http://www.tolerance.org/](http://www.tolerance.org/)
Thank you for participating!

You are making a difference! You are real heroes!