**Introduction to Academic Advising at the University of Missouri**

**Module 5: Inclusive Academic Advising**

1. **Introduction**
2. **Module Objectives**

**[slide] Guiding Questions**

Questions 1 –How do equity, inclusion and ethical principles apply to academic advising?

Question 2 –What are some potential blind spots and areas of unconscious bias that could impact your advising?

Question 3 –What are the characteristics of a culturally competent advisor that can positively impact student success?

Question 4 –How can advisors meet the needs of a diverse and ever-changing student population?

Question 5 –What are some examples of inclusive approaches that address the unique advising needs of diverse students?

Keep these in mind as you complete this module.

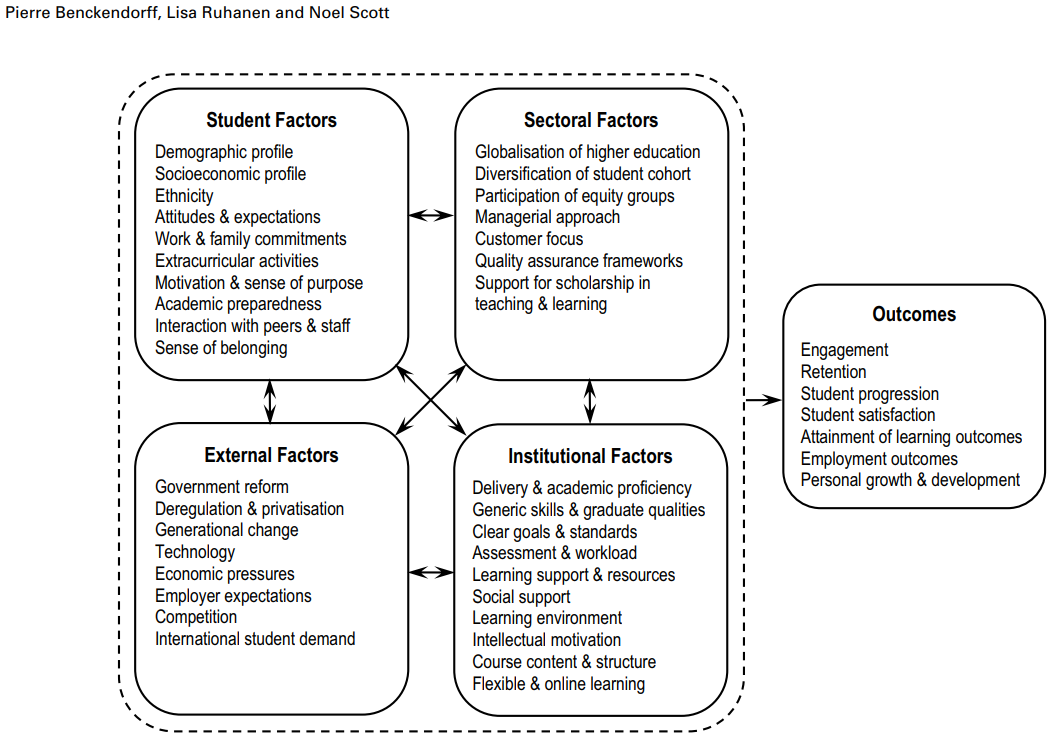
[slide] Learning Objectives

Module 5 addresses inclusive advising strategies. This module relates to the humanizing, counselor and collaborator roles. If you click the hotspots to the right you will also see the specific behavioral anchors targeted in this module.

1. **[slide] Student Experiences**

**A framework for understanding factors that influence the student experience**

Student experience is an important concept in higher education. Outcomes such as progression in a program, satisfaction, and attaining academic, personal and career goals are all influenced by student experiences which are more than just the sum of courses taken or services received. Student, institutional, external and sectoral factors all play a role in an individual student’s experience. The combination of these factors means that thinking about “student experience” as a single thing is not useful. It’s important to consider how these different factors interact for any given individual in order to create their unique college experience. We talked about some of the institutional We talked about some of the external and sectoral factors in previous modules. This module will focus on student factors such as ethnicity, sexual orientation, and nontraditional status as well as institutional factors influenced by academic advising such as setting and implementing clear advising program standards, providing learning and social support and resources, and creating a positive learning environment.



1. **[slide] CAS Standards Part 7: Diversity,**

You may remember from previous modules that CAS stands for the Council for Advancement of Standards in Higher Education.

This is a consortium of professional associations that set standards related to development, assessment, and improvement of student learning, programs, and services in higher education.

There are several parts to the CAS advising standards. Part 7 deals with Diversity, Equity, and Access. This section tells us that within the context of each institution's mission, institutional policies and applicable laws, Academic Advising Programs (AAP) must create and maintain educational and work environments that are **welcoming, accessible, inclusive, equitable, and free from harassment**.

Academic Advising Programs **must not discriminate on the basis of disability; age; race; cultural identity; ethnicity; nationality; family educational history; political affiliation; religious affiliation; sex; sexual orientation; gender identity and expression; marital, social, economic, or veteran status**; or any other basis included in institutional policies, codes and laws.

Learn more about the Diversity, Equity, and Access standards by clicking through the requirements to the right before moving on to the next slide.

AAP must

* advocate for sensitivity to **multicultural and social justice** concerns by the institution and its personnel
* ensure physical, program, and **resource access** for all constituents
* modify or **remove** policies, practices, systems, technologies, facilities, and structures that create **barriers** or produce inequities
* ensure that when facilities and structures cannot be modified, they do not impede **access to programs**, services and resources
* **establish goals** for diversity, equity, and access
* foster communication and **practices that enhance understanding** of identity, culture, self-expression, and heritage
* promote **respect for commonalities and differences** among people within their historical and cultural contexts
* address the characteristics and needs of diverse constituents when establishing and implementing **culturally relevant and inclusive programs**, services, policies, procedures, and practices
* provide personnel with diversity, equity, and access **training and hold personnel accountable** for applying the training to their work
* respond to the **needs of all constituents** served when establishing **hours of operation** and developing **methods of delivering** programs, services, and resources
* recognize the needs of **distance and online learning** students by directly providing or assisting them to gain access to **comparable services and resources**

1. **Bias**
2. **[Slide] Implicit Bias**

Implicit biases are automatic associations that we form over time and that operate outside of our conscious awareness. They reflect messages about our society that we have internalized rather than explicit intent to discriminate, however, we can still act on our biases in ways that harm others. These unconscious thoughts and feelings can influence our decisions and impact perceptions about the quality of a students’ work and contribute to racial differences in educational outcomes. We are more susceptible to acting on implicit biases at time of high stress and high ambiguity.

There are some things you can do to Reduce Unwanted Biases

* The first is awareness. You can better understand your own biases by participating in trainings offered at your institution and by taking the IAT (Implicit-Association Test), available at <https://implicit.harvard.edu/>
* Mindfulness and contact between groups can also reduce our unwanted biases. We will discuss ten ways you can be more mindful later in this module.
* Lastly, use implicit bias as a lens to help you examine causes of racial, gender, or other social disparities.

<http://kirwaninstitute.osu.edu/implicit-bias-training/>

1. **[Slide] Bias in Advising**

As McNutt points out, advisors often make referrals based on their own feeling rather than listening carefully to the student. The link below offers one tool to address your own implicit biases when working with students. If you recognize that you have made assumptions or acted on implicit biases, it is important to acknowledge this, apologize to the student and ask for their thoughts. Repairing the relationship right away is important. Incorporate reflection on your own thoughts and actions into your daily practice and take advantage of training opportunities offered on your campus.

1. **Activity**

|  |
| --- |
| Explore your own implicit associations through Project Implicit. Did anything surprise you?  Project Implicit <https://implicit.harvard.edu/implicit/> |

1. **Diverse Student Groups**
2. **Introduction**

Over the next several slides we will discuss some of the unique needs and inclusive advising strategies for different groups of students. It is important to remember that students may identify with more than one group and that although this information can help guide your practice, each person’s experiences are unique. Make sure you are asking questions and really listening.

1. **Nontraditional**

Studies show that nontraditional students now make up a majority of students in higher education. With this shift, it is important that we understand their needs of nontraditional students.

First, let’s talk about who is considered a nontraditional student. Nontraditional students are defined as anyone who is:

• 25 years or older

• Going to school part time and/or working full time

• They may be a veteran

• Or may have children

• Student who wait more than a year after high school to start college or

• Have a GED instead of high school diploma are considered non-traditional

• They may be the first person in their family to go to college

• They may be enrolled in a non-degree program or re-entered a college program

Fear can keep nontraditional students from returning to school. Studies have shown that well over half of nontraditional students drop out of college before earning their degrees. There can be a lot of obstacles for nontraditional students to overcome. Keep in mind that most nontraditional students have to balance job, family and school responsibilities. Child care, finances, health issues, and transportation can be significant hurdles to returning to school.

Because nontraditional students have been out of school for a while, they may struggle with classroom skills such as notetaking, test taking, reading textbooks, time management, and understanding instructor’s expectations.

Things that help include:

* Early interventions – nearly half of nontraditional students need some kind of remediation. Doing so early, helps alleviate anxiety and decreases chances of dropping out. Classes that teaching coping strategies and foundational skills can be helpful. Often nontraditional students will not ask for help but will take advantage of opportunities given.
* Flexibility is also helpful– features that provide students will more chances to balance their family, work and school responsibilities are attractive – for example, evening, weekend, online courses, and shorter programs. Childcare and transportation are also helpful.
* Instruction that draws upon previous experience and treats students as co-learners works well - for example, role playing, discussions, observations and hands-on application. It’s also helpful for non-traditional students to be told expectations clearly and early.
* Awareness of these challenges is important. As an advisor, you can play an important role in helping students over these hurdles on their way to success.

1. **Underrepresented**

[slide] When asked about their experiences in predominantly white institutions, students of color describe daily microaggressions, racial hostility, and poor relationships with white faculty and staff. They also experience blatant racism in the surrounding community. These encounters create isolation and distrust which has been described as racial battle fatigue. As a result, students experience physical and socioemotional health consequences.

Every student wants to succeed, but as an advisor, we can cause unintentional harm when we assume that we know what someone else needs. Some students withdraw for the very same reasons others stay. For example, some thrive on establishing meaningful relationships with faculty and staff, while others may find that overwhelming.

Many students of color come from communities that value collaboration, community, and family over the individual. In contrast, higher education in America places a premium on individual values and achievement. According to Strayhorn (2015), “[Th]ese students are at risk for failure, for dropping out, and may be unsuccessful in college, not due to academic underpreparedness, but rather due to cultural incongruity.”

Students need a strong sense of belonging in order to successfully navigate those moments when they feel isolated, experience marginalization, or find themselves in unfamiliar settings.

[slide] There are daily advising practices that can create a more inclusive and supportive environment for students of color at predominantly white institutions (PWI).

1. **The first is Affirmation** - students from underrepresented backgrounds appreciate interactions that encourage academic success and that value their experiences. Affirm the racialized experiences on campus by allowing students to share personal descriptions including their anger, disdain, hurt, or other emotions. Advisors should not question whether the person inflicting the distress was motivated by racism. Ignoring or minimizing students’ experiences can reinforce feelings of isolation and distrust. Advisors can also practice microaffirmation (a term coined by Rowe in 2008). Microaffirmations are small daily gestures that foster inclusion, listening, comfort, and support.
2. **The second daily advising practice is providing Support** focused on lessening the burden of students of color at PWIs. One way to do this is by offering advising in spaces occupied by culturally focused organizations rather than requiring students to always come to your office. By showing up to these spaces, advisors strengthen a students’ ability to handle isolation and deal with negative stereotypes.
3. **Advocacy** – advisors can advocate for students by actively speaking up for their rights and concerns. Advisors challenge notions that assume a deficit perspective of students from underrepresented groups. You can also become well-informed about your institution’s history and be sensitive to how that history impacts students of color.
4. **Cultural Navigation**~~-~~ Lastly, Advisors can become **cultural navigators** who see students as agents of their own destiny and help students to see how they can use the skills they already have in a new setting.

Follow the links on this page to learn more.

<https://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Tying-Recruitment-to-Retention-An-Advisors-Role-in-Working-with-Underrepresented-Populations.aspx>

<https://www.nacadajournal.org/doi/full/10.12930/NACADA-17-028>

<https://www.nacadajournal.org/doi/10.12930/NACADA-14-199>

1. **Low Income**

The affordability of higher education is a major concern for many students. More than 2/3 of all students are graduating with significant student loan debt. While in college, students with limited incomes face material hardships in order to pay their college costs. Some go without food, do not have housing, and postpone medical and dental care. In the gallery below, you can explore some of the strategies that students use to meet college expenses.

Students have many strategies to make ends meet, including (Broton & Goldrick-Rab, 2016):

• cutting back on social activities

• changing their food shopping or eating habits

• cutting out or back on driving

• borrowing money or using credit cards

• increasing the amount of time spent working

• postponing medical or dental care

• putting off paying bills

• reducing utility usage

• doing without a computer

• and not buying all required books or supplies

As you read the list, note how these strategies to make ends meet can be harmful to learning and make it hard for students to complete their programs. As an academic advisor, there are some things that you can do to help.

• First, **connect students to Campus Information** and Opportunities – make sure they are aware of any requirements to maintain financial aid or scholarships, help them learn about on-campus jobs, and housing and food resources.

• You can also raise awareness of **financial literacy** with students. There are numerous resources available. You can start with the linked article on College Affordability.

• Extra time spent working on a degree means more cost and more time out of the workforce. As an advisor, you can do things to help students maintain or **accelerate the time it takes them to complete a degree** – In addition to helping students find the right fit for a major, you can also

o make sure students know about graduation benchmarks

o are aware of opportunities for summer and intersession enrollment

o point out ways to maximize tuition value – for example if your institution offers flat rate tuition above a certain credit number

o and ensure credit has been counted for all of a student’s prior learning experiences such as CLEP

• Another way you can help is by **asking for data** to inform you work with individual students (such as holds or those not yet registered for an upcoming semester) and program data that can help you identify issues and make adjustments.

• And lastly, you can **be an advocate** -bring obstacles you have observed to decision-makers’ attention when you can

Please keep affordability issues in mind as you assist individual students and as you participate in program policy and process discussions.

<https://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/College-Affordability-The-Central-Role-for-Academic-Advisors.aspx>

<https://www.tandfonline.com/doi/pdf/10.1080/00091383.2016.1121081>

1. **First-Generation**

In addition to being the first person in their family to go to college, most first-generation students also have one or more of the other characteristics of non-traditional students that we discussed earlier including being older, attending part-time, working full-time, being married or having dependents. Studies have also shown that they may come from families with lower incomes and are less likely to have taken college prep or advanced placement courses. All of these factors can influence a student’s persistence.

So, what can advisors do to help?

Even first-generation students with good support, may not have access to individuals with experience negotiating an academic institution. They may especially need this guidance from an academic advisor.

* **Proactive Advising** has been found helpful. With this approach, you will reach out rather than wait for students to seek assistance. Many first-generation students will not initiate contact, but will participate when invited. Clear communication of requirements is important as it helps build students’ trust and confidence.
* Also, studies have shown that **more advising meetings** increase retention for first-year students, so prioritize them when you can.
* And lastly, remember the importance of belonging. Do what you can to help students **get connected** with academic and social opportunities.

<https://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Issues-Facing-First-Generation-College-Students.aspx>

<https://www.nacadajournal.org/doi/10.12930/NACADA-13-192>

<https://dus.psu.edu/mentor/2016/01/proactive-advising-first-generation-students/>

1. **Veterans**

Veterans are nontraditional students. Depending on how long it has been since they served, these students may be reintegrating back into civilian life AS they transition into higher education. Student veterans may be facing a number of challenges including differing academic preparation, dealing with relocation, financial difficulties, and they could be dealing with physical or psychological issues such as ptsd and brain injuries. In addition, college offers far less structure that the typical military experience which can take some time to adjust to. In addition, even when the age difference is not large, having had very different life experiences than most of the students around them, can feel isolating for some.

Academic advisors can help student veterans make connections in order to build a supportive network around themselves in areas of academics – such as study groups or study skills support, connecting with veteran or other support groups, and by making referrals to counseling if needed. Please take time to explore the resources available for your campus before moving on.

**Campus Resources**

MU Veterans Center <https://veterans.missouri.edu/>

UMKC Veteran and Military Resources <https://info.umkc.edu/saem/veteran-and-military-resources/>

UMSL Veterans Center <https://www.umsl.edu/veterans/>

MS&T Veterans Center <https://svrc.mst.edu/>

1. **Disability**

**[slide] Universal Design**

From a traditional perspective, disabilities are looked at as a functional issue. From this point of view, barriers result because there is something wrong with the individual. When we shift focus to use an interactional lens, we can see that barriers are the result of an interaction of the person with the environment. From this perspective, we can start to ask what kind of adjustments could be made to remove the barrier.

Universal design principles tell us that programs and environments should be designed so that all people can access them regardless of disability, age, or other characteristics. We might think about universal design as it applies to physical spaces (and this certainly is important), but you can also think about Universal Design when planning programs.

To apply universal design to academic advising, we must first recognize our own assumptions about disabilities. People with disabilities face discrimination regularly. It is our job to educate ourselves and face any biases or misconceptions we may have- there are many great resources on your campus to help you.

Keep in mind that many disabilities are not obvious unless a person tells you, so it is best to not make assumptions.

Be sure to treat students with respect and listen to the experiences of barriers they are facing. Be sure you understand the process of asking for an accommodation and know how to make a referral. Although you will not handle making accommodations for academics, please think about universal design as you are planning programs and implementing your own services. Be flexible and use creativity to solve problems.

Remember, students with disabilities face all of the same issues as other students, so make sure you are not only focusing on disability. As with all students, try to strike a balance between support and independence.

Please explore the Universal Design in Advising Checklist for a detailed list of suggestions.

<https://www.washington.edu/doit/sites/default/files/atoms/files/EA_Advising.pdf>

**[game] People-First Language**

Traditional ways of speaking and writing have centered disabilities and conditions, drawing attention to these things as being a core characteristic of the person. For example, “Betty IS autistic” Person first language is a way of speaking and writing that puts the person before their disability. For example, “Betty has autism.” So, autism in one piece of information about Betty, it is not who Betty is.

Please review the person first language guidelines, and then click the icon to the right to play a game that will test your knowledge. <https://www.silcolumbia.org/peoplefirst/>

1. **LGBTQ**

In addition to the transitions that most students face when starting college, LGBTQ students may have additional stressors. Students who have come out to family may face rejection and financial burden if they do not have their family’s support. Students may worry about and face rejection, ridicule and violence on campus. LGBTQ students have higher incidents of mental health issues likely due to these additional stressors. It is our job as advisors to educate ourselves on issues that LGBTQ students face and do what we can to create inclusive campus environments.

One step we can take it to consider the pronouns that we use. We have been taught to assume pronouns based on our own perceptions. But there are new non-binary ways of approaching pronouns that can help to create an inclusive space for all students. See the resource below for ways you can implement gender inclusive pronouns in your advising practice. For example, by putting your pronouns on your office nameplate and email signature.

Willow reminds us that in our work with students, it is important to recognize our own patterns of thinking and to examine the binaries that we take for granted. How do we label and categorize people? And how does this affect the way we view and interact with others? How can we break down our own binary thinking while helping students do the same?

Our advisees are likely working through core identity issues related to gender, race, and culture, while also working through their identity as a student and navigating campus culture. Some examples of binary thinking include:

I am either a 4.0 student or I am a failure.

I can either major in a subject I am passionate about or I can have a job that pays well.

I can either do what makes me happy or I can meet my family’s expectations.

These types of either/or statements limit the range of possibility for our students and ourselves. We can help our advisees identify binary thinking and encourage them to think outside of their self- and culturally-prescribed boxes. And reflecting on our own thinking will help us to catch own binary assumptions. Please explore the attached resources for more information.

Other Resources

Gender Pronouns <https://lgbtq.missouri.edu/resources/gender-pronouns/>

On Binaries, Belonging, and Bravery: Honoring the Legacy of Leslie Feinberg <https://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/On-Binaries-Belonging-and-Bravery-Honoring-the-Legacy-of-Leslie-Feinberg.aspx>

NACADA LGBTQ Resources <https://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Resources-for-Advising-LGBTQ-Students.aspx>

1. **International**

For many international students, not knowing where to find help can be very challenging. As an advisor, you can serve an important role in guiding students through their educational experience, but you should be aware that simply applying your usual strategies with international students may not be effective.

There are some strategies you can apply when working with international students to help you avoid repeating some of the negative experiences that some have reported (Guo, 2016)

1. At times, students may need to ask about American values, laws, or customs. First, **build trust**. Work at building an authentic atmosphere where students feel safe sharing information and asking questions.
2. **Listen** to international students’ stories without interruptions. This makes it clear that their experience is important.
3. Also, consider how you might need to **adjust your communication**. Many international students are unfamiliar with American higher education and so you may need to start by explaining what different terms mean before asking a student to make a choice. You can also make a list that the student can use after the meeting or encourage students to take notes.
4. You should also **interact with sensitivity**. It is very challenging to take coursework in a second language and some students feel self-conscious of mistakes or are hurt when others cannot understand them. Acknowledge their feelings and be reassuring.
5. Because **advising styles** may be very different than what students are accustomed to, and because international students are experiencing so much change at once, it CAN be helpful to start with very clear instructions and step-by-step guides at the beginning. This can help to increase students’ confidence in themselves and trust in you if they clearly understand what is expected.
6. Some students come from cultures where communication is initiated by the instructor. They may assume that “no news is good news” and get surprised when they find out they are not doing well in a class. So, make it clear that students are *encouraged to talk* with their instructors especially during office hours.

These are a few strategies. Please continue to educate yourself about the resources available on your campus.

Using Appreciative Advising with International Students <https://dus.psu.edu/mentor/old/articles/090909ep.htm>

Advising from the Heart: Six Strategies for Working with International Students <https://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Advising-from-the-Heart-Six-Strategies-for-Working-with-International-Students.aspx>

NACADA International Student Resources <https://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/International-student-resources.aspx>

1. **Probation**

Students who do not achieve a minimum gpa are put on a probationary or warning status. In addition to academic issues, there may also be nonacademic contributing factors including anxiety, social isolation, financial or other personal issues.

Students can feel depressed, ashamed, and unworthy when on probation leading some to feel like they cannot change academic habits.

Advisors can help students on probation by:

* Clearly communicating what is needed to return to good standing – even if students receive a letter, it is best to proactively contact them to prompt a conversation. Frequent meetings with an advisor have been shown effective in increasing a student’s gpa by helping students to identify adjustments they can make to their situation and connecting them to other resources.
* Academic skills courses may also be helpful, but students on probation may feel intimidated and not seek them out. So, make sure students are aware they exist.
* Students on probation may feel alone or like they do not belong on campus. Look for ways for students to connect. That can be with you, but also think about peer advisors, tutors, mentors and other opportunities.
* Lastly, educate yourself about the consequences of academic probation at your institution and about the approaches you can take to help students.

Probation Policy

Missouri S&T <https://advising.mst.edu/handbook/acadresinforules/index.html>

MU Probation Policy <https://advising.missouri.edu/policies/academic-probation/>

UMKC <https://catalog.umkc.edu/undergraduate-academic-regulations-information/academic-standing/academic-probation-ineligibility/>

UMSL <https://www.umsl.edu/services/sea/student-resources/academic-standing--academic-probation.pdf>

Other Resources

NACADA Probation Resources<https://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Students-on-probation-resources.aspx>

Holistic Approaches to Advising Students on Academic Probation <https://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Holistic-Approaches-to-Advising-Students-on-Academic-Probation.aspx>

1. **High Achieving**

It may be tempting to think that because students are high achieving that they must not face challenges like other students, but this is not the case. For example, some high achieving students are very focused on success and may be very concerned about achieving a perfect GPA. While motivation is good, some students may become overly cautious because they are afraid of failure or they may not ask for help in order to avoid the appearance of failure.

With so many interests and talents, these students are frequently involved in many activities. An advisor can help students make decisions about how to allocate their time. Advisors can help teach students how to gauge their pace and the control they have over their coursework and supplemental activities. Students can learn how to determine whether they are thriving in their activities or if they are too overcommitted to meaningfully participate in all of their activities. One thing to remember is that there is no right answer. Encouraging reflection and mindfulness can help students to find a pace that works for them.

Some questions that you can ask include:

* Who is setting your pace, you or someone else?
* What do you have to do? What do you want to do?
* Are you taking time to reflect on your experiences?
* Are you enjoying the things you are doing? If not, what steps can you take to fix that?
* Are you missing out on unexpected opportunities because of your plan?

See the attached articles for more tips to help you work with high achieving students.

Strategies for Addressing Pace with High-Achieving Students <https://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Strategies-for-Addressing-Pace-with-High-Achieving-Students.aspx>

Perceptions of Advisors Who Work with High-Achieving Students

<https://digitalcommons.unl.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1571&context=nchcjournal>

1. **Activities**

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| --- |
| 1. Review the food pantry resource for your campus. Identify at least one additional resource on your campus to assist students who are facing financial difficulty. |
|  |
| MU Tiger Food Pantry <https://tigerpantry.missouri.edu/> |
| Missouri S&T Commuter’s Commodities <https://sdi.mst.edu/commutercommodities/> |
| UMKC Kangaroo Pantry <https://info.umkc.edu/get-involved/food-pantry/> |
| UMSL Triton Pantry <https://www.umsl.edu/studentsocialservices/triton%20pantry/index.html> |
|  |
| 1. Educate yourself on how a student asks for and receives an accommodation on your campus. |
| Identify contact information. What is the process? |
|  |
| 1. Review resources available on your campus. Identify at least one service or program. |
| [MU LGBTQ Resource Center](https://lgbtq.missouri.edu/) <https://lgbtq.missouri.edu/> |
| [UMSL LGBTQ+ Resources](http://umsl.edu/lgbtq/) <http://umsl.edu/lgbtq/> |
| [Missouri S&T Diversity Initiatives](https://sdi.mst.edu/) <https://sdi.mst.edu/> |
| [UMKC LGBTQIA+ Programs](https://info.umkc.edu/get-involved/lgbtqia-programs/) <https://info.umkc.edu/get-involved/lgbtqia-programs/> |
|  |
| 1. Review resources available on your campus. Identify at least one service or program. |
| [MU International Center](https://international.missouri.edu/) <https://international.missouri.edu/> |
| [UMSL International Studies & Programs](https://www.umsl.edu/services/cis/) <https://www.umsl.edu/services/cis/> |
| [UMKC International Student Affairs Office](https://info.umkc.edu/ISAO/) <https://info.umkc.edu/ISAO/> |
| [Missouri S&T International Affairs](https://international.mst.edu/) <https://international.mst.edu/> |

1. **Meeting Needs**
2. **Culturally Competent Advising**

[video]In order to best help all students, advisors must develop cultural competence. Competence begins by being humble, approachable and having curiosity about the experiences of others. We must recognize that we ALL have racialized experiences and that these experiences impact our interactions with the world. As such, it is important to develop awareness of your own values, attitudes and beliefs and to reflect on your own identity, biases, and perceived stereotypes.

Culturally competent advisors infuse cultural content into their daily practice. advocate for inclusive programs and actively look for and address institutional barriers.

They empower students by both supporting them where they are and challenging them to go even further. Culturally competent advisors also recognize that making professional connections will help students to meet their academic and career goals.

Over the next few slides you will learn about ten ways you can practice mindfulness and inclusiveness as well as how you can use appreciative inquiry to see others full potential and strength-based advising to focus on developing your students’ talents rather than focusing on any deficits.

[slide] 10 Ways to Practice Mindfulness and Inclusiveness

Culturally competent advisors are humble and open to learning. Over the next two slides you will learn about ten ways that you can practice mindfulness and inclusiveness starting right now. Flip each card to read details about each suggestion.

1. Learn how to pronounce names correctly - Maybe ask if the name has particular meaning in the person’s language or if they were named for someone.
2. Remember, our names are part of our identity. They link us to our family and our history.
3. Use respectful and inclusive language and labels - Use respectful and inclusive language and labels.
4. Expand your circle - Join a council, committee, or organization that connects you with people from across campus.
5. Pay attention to religious holidays - Pay attention to the religious calendar and take note of when religious holidays are occurring and what those holidays are about. Check out this guide:

<https://diversity.missouri.edu/guide-to-religions/dates-practices-accomodations/>

1. Address accessibility issues when planning meetings and events - If you have questions, contact your disability office.

Missouri S&T <https://dss.mst.edu/>

MU <https://diversity.missouri.edu/offices-centers/accessibility-ada/>

UMKC <https://info.umkc.edu/disability-services>

UMSL <https://www.umsl.edu/technology/publications/stutechguide/disabilities.html>

1. Consider these etiquette tips when interacting with persons with disabilities - [www.dol.gov/odep/pubs/fact/effectiveinteraction.htm](http://www.dol.gov/odep/pubs/fact/effectiveinteraction.htm)
2. Understand your own and others’ work, communication, and conflict styles - Understand how your own work style, communication style, and conflict style differs from others whom you work with. Differing styles are neither right or wrong, just different.
3. Practice small, simple acts of empathy and kindness - Consider ways to recognize others’ accomplishments, needs, and difficulties; practice small, simple acts of empathy and kindness.
4. Pay close attention to body language - The way we use our body and our facial expressions sends powerful messages, sometimes unintentionally. We can also misinterpret other people’s body language, so it is important to pay attention and ask questions.
5. Check you biases and assumptions - Check your biases and assumptions. We all have biases which can affect how we behave toward others who may be different from ourselves, but by continuously checking and challenging the assumptions we make about others, we can act more inclusively.
6. **Appreciative Inquiry**

Appreciative Inquiry (AI) emphasizes improving organizational results by bringing out the best in people. Multiple research studies have shown that students respond to the expectations of their teachers. If we let our negative assumptions shape our questions and interactions with students, we encourage them to lower the bar for themselves. Question are one of the advisor’s most powerful tools. If advisors approach those questions from a place of positivity, they can enable students to see themselves in the same way.

There are four phases to appreciative inquiry. And when applied to academic advising, they look something like this:

* In the **Discovery** Phase, use positive open-ended questions to draw out what students enjoy, do best, and their passions. Listen carefully before responding.
* The next Phase is **Dreaming**. Help students formulate a vision of what they might become, to develop life and career goals.
* Next is the **Design** Phase. Help students develop a sense of what they will need to do to achieve the goals they set— Help them to make plans that are concrete, incremental, and achievable.
* Lastly is the **Destiny** Phase. Be there for your students if they stumble long the way, encourage them, help them update and refine their dreams as they go.

Believe in the goodness of each student and treat them the way you would want your own loved one to be treated.

1. **Strengths Based Advising**

[slide] **Deficit and Strengths-Based Advising Expectations Cycle**

Remediating deficits has been a common strategy for helping students to succeed, however some argue that although this approach can lead to a degree of improvement, it does not lead to excellence.

When expectations start low, addressing weaknesses can lead to short-term improvement, but the process is often demoralizing for the student since it is so focused on their shortcomings. This leads many students to actually avoid the services that might help them.

A strengths-based approach, on the other hand, starts with high expectations and a focus on talents. This helps students to feel understood which can lead to higher motivation and an increased sense of wellbeing.

These positive feelings mean students are more likely to become involved on campus and as we saw in previous modules, engagement is a very important component in student success.

[slide] **Focus on Talent**

Strength-based Advising draws on ideas from other disciplines. The idea that people already possess much of what they need to grow and succeed comes from social work. The idea that feedback and awareness of talents motivate excellence comes from business. And an emphasis on virtues and optimal human functioning comes from positive psychology.

Strengths bases advising assumes that When students are more aware of their strengths, they will be more motivated to set goals and achieve at a high level. It also assumes that building on past successes helps students to see they already possess what they need. Talents are natural aptitudes that are already within the person. College can increase the skills and knowledge to really develop one’s strengths.

Focusing on problems limits possibilities, focusing on Talent opens possibilities.

Advisors visualize students as already having what they need to success. The advising relationship is simply about drawing out and affirming strengths.

[slide] **Strength-Based Advising Steps**

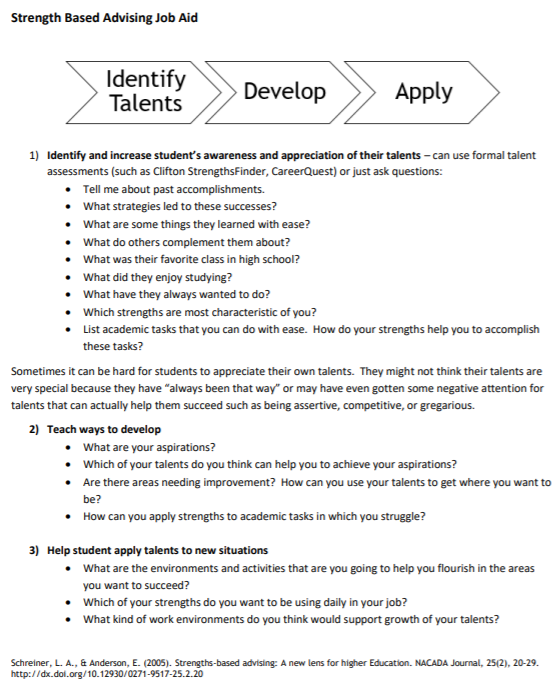
The first step in the strengths based advising approach, is to identify a student’s talents. Students may think their talents are not very special or may have even gotten negative attention for talents that can actually help them succeed such as being assertive, competitive, or gregarious.

So, part of your job is to help increase the student’s awareness and appreciation of their own talents. There are some formal assessments that you can use to help identify talents, but you can also just ask questions. Things like “Tell me about your past accomplishments” or “what are some things you learned with ease? “

Next, you can work with the student on developing their talents. Helping a student to identify areas needing improvement and figuring out how their talents can get them where they want to be.

Lastly, as an advisor, you can help students figure out how to apply their talents in new situations. This might include helping students work through career choices by figuring which of their strengths they would like to using on a daily basis and what kind of environments support growth of their talents.

You can find a Strengths Based Advising job aid with additional guiding questions in the resources section of this modules.



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