



PRESENTATION HANDOUT

Do It for the Culture!

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Outcomes

Learning Outcome 1: To identify culturally responsive advising.

Learning Outcome 2: Understand implicit bias and its impact on effective engagement, while increasing awareness on how to foster a just, equitable, and culturally inclusive environment; and engage in critical self-reflection that shifts thinking, changes behaviors and dismantles structural inequities in practice.



Icebreaker



What comes to mind when you hear the
word “Culture”?



What Comes to Mind When you Hear
“Culturally Responsive Advising?”

What is Culturally Responsive Advising ?

Asset-based (non-deficit, non-deficient) approach to advising that aims to develop a closer fit between an advisee's culture and their advisor's style of advising.

It uses cultural characteristics, experiences, and perspectives of racially, ethnically, linguistically, and socioeconomically diverse students as **conduits for advising and engaging them more effectively** (Gay, 2000).

An advisor with an asset mindset recognizes the resources/knowledge advisees already possess and they build upon said resources/knowledge to affirm and empower advisees to be successful.

What are Culturally Relevant Practices ?

- Being culturally responsive is a **critical and necessary** feature of our interactions with one another.
- Culturally responsive advising (teaching) is an approach that **“empowers students intellectually, socially, emotionally, and politically** by using cultural referents to impart knowledge, skills, and attitudes” (Ladson-Billings, 2014).
- Getting to know your students **(transformational vs transactional)**
- Being aware of your own personal biases. **(Understanding your own cultural/racial identity)**
- Respecting and reinforcing your student’s culture. **(Avoid imposing your own values)**

Six Major Tenets of CRA

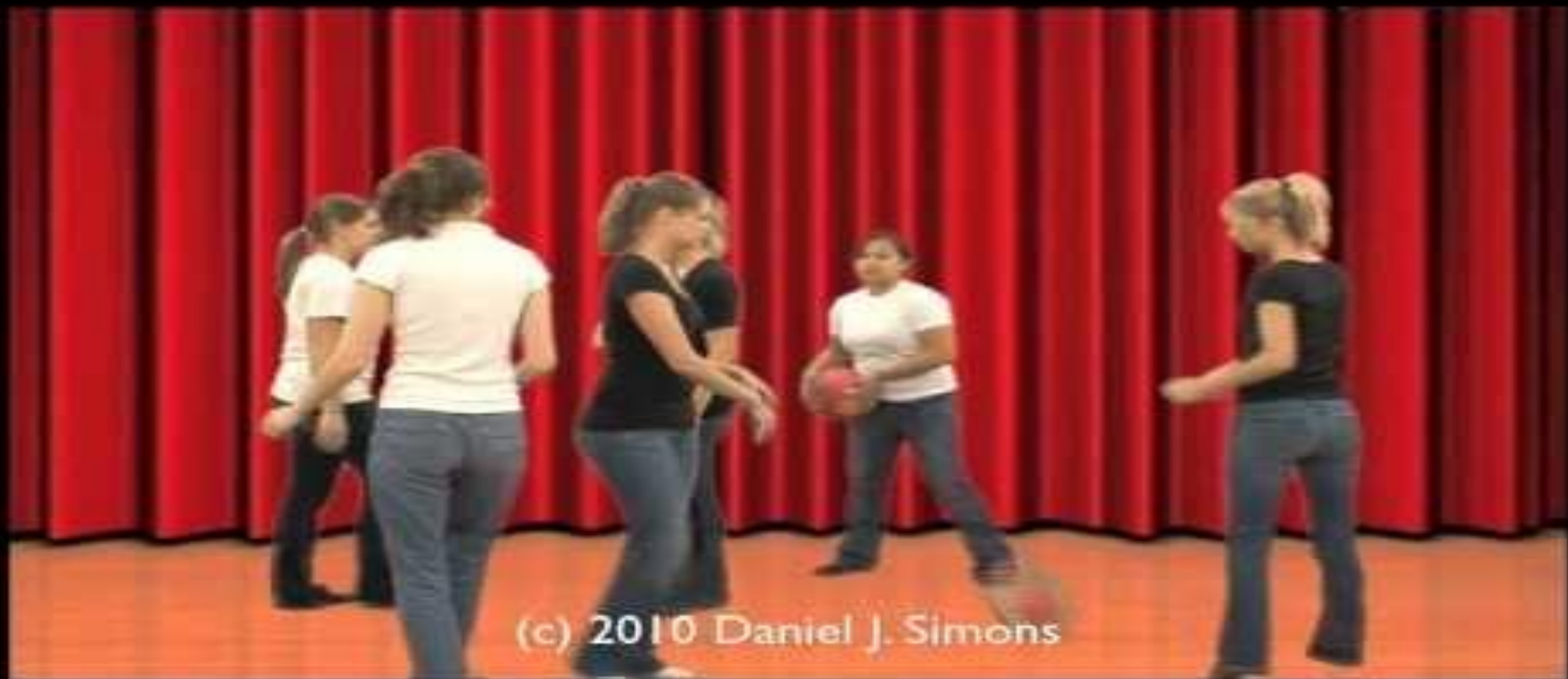
- Relational = Humanizing
- Engagement = Being Present
- Communication = Being Honest and Authentic
- Collaborative = Building Social Capital and Partnerships
- Reflective = Inquiry Based
- Holistic = Mind and Spirit

CRA Framework

The framework is centered around creating a **student-centered** environment and experiences that **affirm** cultural identities, **foster** positive relationships/outcomes, and **develops** students' abilities to connect with others.



What Comes to Mind When you Hear
“Implicit Bias ?”



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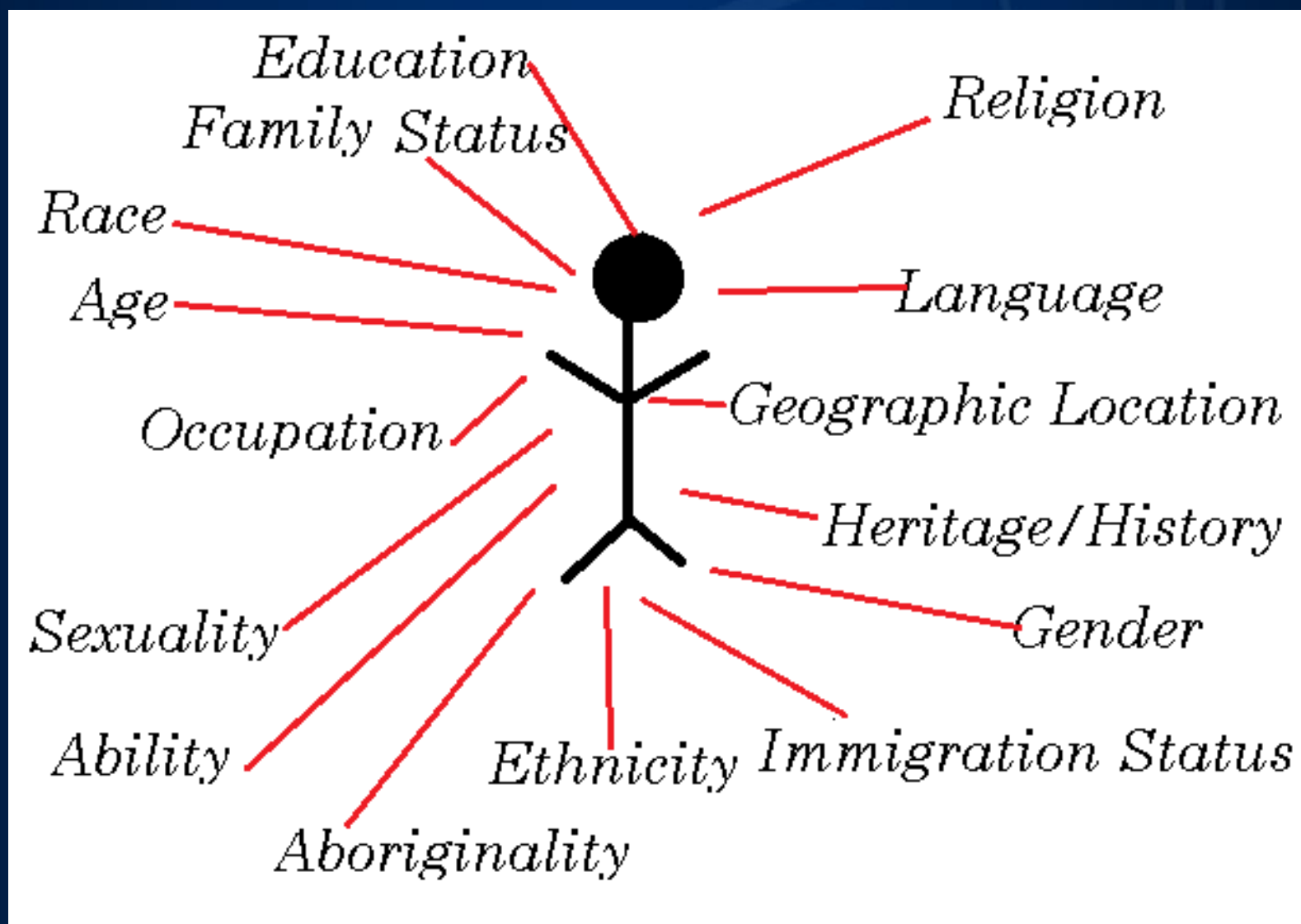
What is Implicit Bias?



The term “implicit bias” is prejudice that is present but not consciously held or recognized.

Intersectionality

Intersectionality identifies **multiple factors of advantage and disadvantage**. Examples of these factors include gender, caste, sex, race, class, sexuality, religion, disability, physical appearance, and height. These intersecting and overlapping social identities may be both empowering and oppressing.



Intersectionality



Barriers

A Closer Look at Advisor-Advisee Gaps

Common Gaps Between Advisors and Advisees

Understanding Intersectionality

<i>Racial Gap</i>	<p>Mismatch in the race of the advisor and the race of the advisee.</p> <p><i>Example: "I don't know what it is like to be a person of color."</i></p>
<i>Cultural Gap</i>	<p>Mismatch between the SES of the advisor and the SES of the advisee.</p> <p><i>Example: "I don't know what it like to grow up using food stamps."</i></p>
<i>Communication Gap</i>	<p>Mismatch in what the sender (advisor/advisee) wants to convey and what the receiver understands (advisor/advisees).</p> <p><i>Example: "My advisor/advisee is unresponsive."</i></p>
<i>Digital Gap</i>	<p>Mismatch in the access/use of technology (Blackboard).</p> <p><i>Example: "I don't know how to use Blackboard."</i></p>
<i>Generational Gap</i>	<p>Mismatch in values/beliefs/opinions of one generation (advisor/advisee) from another generation (advisor/advisee).</p> <p><i>Example: "You're too young, you don't know anything about that."</i></p>

Best Practices

- Asking the question, “What made you smile today?”
 - Allowed us to humanize our students and get to know them (building a relationship). **Transactional vs Transformational**
- Listening to understand, Not to reply.
- Asking the question, “What makes you feel valued?”
 - Using affective statements to express emotions
 - Affective statements, referred to as “I” statements tell the listener, how the we feel and why it makes us feel that way. They are an effective way to teach students (and ourselves) how to express emotions appropriately.
 - When used with fidelity, they can effectively reinforce positive actions and explain feelings without assigning blame or shame.

True Self Reflections from Career and Academic Advisors

“I have always felt that I pay attention to the nonverbal clues from folks but the best practice that I have tried to implement the most is to **pause before each appointment or walk-in**. This allows me to pay as much attention to what the student is not saying as to what they are sharing during an appointment.”

“The concept of bi-directional advising. I always like to learn from others’ experiences, but these days I try to implement this in my mind for each student and am building this as a solid habit. This means I now actively look for **the “something” I can learn from every student.**”

“Again, she covered quite a lot and challenged us (me) to work on many things. Remembering to do these things is taking time, but it is worth the work to help me become a more effective advisor. Critical self-reflection especially (for me) **will take time** to build upon as I cover more ground with this mindset for other aspects of advising”



Questions

References

- Gloria Ladson-Billings (2014) Culturally Relevant Pedagogy 2.0: a.k.a. the Remix. Harvard Educational Review: April 2014, Vol. 84, No. 1, pp. 74-84.
- Gay, G. (2018). Culturally responsive teaching: Theory, research and practice (3rd ed.). New York, NY: Teachers College Press. <https://eric.ed.gov/?id=ED581130>.
- Butler, B.R. (2021, October 15). Culturally responsive advising practices (presentation series). Salisbury, NC, United States.