



Advising a Diverse Student Body

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Diversity? Who are our students?

Matriculated Undergraduate Demographics Fall, 2018

Low-income students	19.02%
First-generation students	41.85%
International students	.35%

Gender

- ▶ Females 53.71%
- ▶ Males 46.29%

Race/Ethnicity (of students that reported)

Race/Ethnicity	%
American Indian/Alaskan Native	< 1. %
Asian	2.30%
Black or African-American	11.37%
Hispanic or Latinx	13.15%
Two or More	2.85%
Native Hawaiian or Pacific Islander	< 1. %
White	70.25%
Total Minority	29.75%

What is your role as an advisor?

- ▶ Make a list of the the tasks you feel make up your role as an advisor
 - ▶ Stand-up-Hands-up-Pair-up

Academic Advising

- ▶ Academic advising plays a key role in assisting students as they become aware of their own growth and helps them monitor progress in their development.

(Gordon, 2006)

Culturally Responsive Advising

- ▶ More than stereotypes
 - ▶ Define stereotypes
 - ▶ Discuss some obvious ones

Did you come up with. . .

- ▶ Time
- ▶ Personal space/boundaries
- ▶ Eye contact
- ▶ Age and status
- ▶ Role expectations
- ▶ Tone/volume/rate of speech

Multicultural Competence

Where to start?

- ▶ Understand your own biases
- ▶ Know how you communicate
- ▶ Identify your past experiences and how those guide your actions in this setting and role
- ▶ Seek out information from your students and through interactions with diverse groups

5 Phases to Reach your Advisees

- ▶ Disarm
- ▶ Discover
- ▶ Dream
- ▶ Design
- ▶ Deliver
- ▶ Don't Settle

Bloom, J. L. "The appreciative advising revolution." University of South Carolina

Disarm: Recognize the importance of first impressions/Creating a safe and welcoming space

- ▶ Greet students, use their name, welcome them in
- ▶ Non-verbal behaviors: gestures, smiling, vocal variety, relaxed body posture, removal of distractions, eye contact
- ▶ Verbal behaviors: use students' names, inclusive pronouns, ask for student feedback

Discover: Positive, open-ended questions draw out information from students

- ▶ Ask positive, open-ended questions and listen carefully to each answer before asking the next one
- ▶ Affirm/rephrase/summarize what the student says
- ▶ Types of questions and affirmations? Brainstorm with your peers

Dream Phase: Assist students in developing a vision for their future

- ▶ **Listen** with intent and with care
- ▶ Make connections
- ▶ Encourage **growth mindset** and the idea of possibilities

- ▶ Examples of questions you can use in this phase?

Design:

Students come up with concrete, actionable goals

- ▶ Explain any program specific information in easy to understand language (avoid acronyms)
- ▶ Give students options, go over pros/cons, "If this, then this. . ."
- ▶ Students make the decisions when there are options
- ▶ Outline referral options and contact for services such as counseling, financial aid, registrar
- ▶ Develop an action plan including a timeline
- ▶ "What is the first thing you can do to move you one step closer to your goal(s)? When can you do it? What resources might you need. . ."

Deliver: Students follow through, advisors believe in them and continue to support them

- ▶ Review what you have covered in the session---what are the student's responsibilities? What will you be following up on?
- ▶ Make sure students know you are available outside of the regular advising session and make sure they know you believe in them
- ▶ What will you do if you run into problems? How will you keep me informed of your progress? Do you have any questions for me? Is there anything else I should have asked you?

Don't Settle: Support the student and challenge them to go to the next level

- ▶ “You are really doing well, what is one thing or area that you could do even better in?”
- ▶ Other questions or comments you could make here?
- ▶ End with a smile and reinforce your availability for questions or help

Rules of the Game

- ▶ Its hard to play the game, let alone “win” if you don’t know the rules.
- ▶ What are the rules of your program?
- ▶ Are there indirect messages that you can make more direct?
- ▶ Are there expectations for behaviors that could be made more clear for students from different backgrounds or cultures?

References

- ▶ Bloom, J. L. *The appreciative advising revolution*. Retrieved from <https://www.wssu.edu/academics/general-education/files/documents/appreciative-advising.pdf>
- ▶ Gordon, V. N. (2006). *Career advising: An academic advisor's guide*. San Francisco, CA: Jossey-Bass.
- ▶ Holder, C. S. (2013) *Academic advising in a multicultural world*. Retrieved from: <https://dus.psu.edu/mentor/2013/09/academic-advising-multicultural-world/>