



GLOBAL INCLUSION 2022

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Culturally Responsive Advising for International Graduate Students

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Agenda

Background of Advising

Case Studies Review & Debrief

Strategies for Successful Culturally Responsive Advising



Background of Advising

- Three principle models of advising
 - Prescriptive
 - Intrusive/ Proactive
 - Developmental
- Approaches to Advising
 - Appreciative Advising
 - Strengths based advising
 - Advising as Coaching



Case 1

Three female international students come for advising although the meeting is scheduled only for, Luna, one of the three students.

During the meeting Luna's friends contribute to the conversation sharing that they are following different protocols than what the advisor is suggesting to Luna.

Luna insists on making changes to reflect her friends' experiences, who are enrolled in different programs.



Case 1 – Debrief

What is the issue(s) presented in this scenario?

What action/approach of advising would you take in the moment to respond to this scenario? Why?

Have you or your colleagues experienced a similar situation? Please share



Case 2

An LatinX International student is in their first year at a Predominantly White Institution in the Midwest and is awarded a Teaching Assistant.

They are taking 3 graduate level classes and will teach 2 introductory classes. 3 weeks after the semester you meet with the student.

The student comes to the advising meeting very anxious. They share that

- They feel overwhelmed about having to take and teach classes in English.
- They are over-conscious of their accent.
- They are having difficulty understanding the American grading system.
- They are intimidated by the class composition .
- They are considering to transfer to a Hispanic Serving Institution.



Case 2 – Debrief

What is the issue(s) presented in this scenario?

What action/approach of advising would you take in the moment to respond to this scenario? Why?

Have you or your colleagues experienced a similar situation? Please share



Case 3

An International Female student with three kids walks into your office for advising support . The kids are young and are being playful in your office space and making noise.

This is the first week of the semester and Patricia is one of the late arrivals.

She mentions that they reached campus last night and you are the first official point of contact they have made upon arrival at your institution.



Case 3 – Debrief

What is the issue(s) presented in this scenario?

What action/approach of advising would you take in the moment to respond to this scenario? Why?

Have you or your colleagues experienced a similar situation? Please share



Culturally Responsive Advising

- Recognizing the identity difference
 - *Understanding your race /culture identity versus your students.*
- Bias conscious
 - *To be aware of your implicit and explicit biases.*
- Move away from the deficit ideology
 - *Implementing steps and strategies to value non-western perspectives*
- Move away from Linguistic supremacy
 - *recognize and value dialects, vernacular English, and world accents*
- Validate
 - *Acknowledge their academic/nonacademic concerns.*
- Empathy-human centered approach
 - *Center the interaction on the student .*



Exercise: A fingers' exercise by Natalie Goldberg

1st Prompt (2–3 minutes)

- Who are our students/faculty/colleagues?
- Who do you teach/advise/work with?
- What do you know about your students?
- Who are they?
- How are they changing?
- What do they want from their education?
- What barriers do they face?

2nd Prompt (4–5 minutes)

- What work do you value from your students?
- What will you contribute (as the advisor/ teacher/ educator)?
- What does success look like in your class/institution/department?
- How (as the teacher/advisor/administrator) will you know when you've seen it?
- How will you show care for your students?
- How will you show care for yourself?



Takeaways/Pointers

- Welcoming the students into your space
 - *Create a safe space for students to share their struggles. Those struggling the most are the ones least likely to ask for help*
- Practice cultural competence and cultural humility
 - *Create positive relationships and inclusive experiences with your students.*
- Be proactive
 - *Anticipate students' needs and struggles instead of accommodating them.*
- Encourage
 - *Continued improvement*
 - *High achievements*
 - *Self-authorship*



References

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