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Black Card Revoked: Rethinking Identity-based Advising Support Resources

Session Overview

- Personal Narratives- Setting the Context and the Rationale

- Defining Advising from a Multiculturally Competent Lens

- Survey Results/Linking to Theory

- Facilitated Discussion- Analyzing your Institution & Next Steps

Presenter Narratives

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Setting the Context

- **Dismissing the "One Size Fits All" structure**
  - Support for students of color, particularly black students is not monolithic- lived experience informs student support & student experience
  - Recognizing the nuances/expansiveness within Blackness

- **Pushing the boundaries of identity-based advising & support**
  - Going beyond structural diversity hiring
  - Recognize gaps in multicultural competence among all staff

Defining Advising from a Multiculturally Competent Lens

- Racial Identity Student Development Theory
  - **Atkinson, Morten, and Sue's** (1993) Racial and Cultural Identity Development
  - **Cross and Fhagen-Smith's** (1998) Model of Black Identity Development

- Cross-Cultural Psychology Theory
  - **Yasui et al.** (2014) - culture impacts clinician/client relationships
  - **Berger and Zane's** (2014) - clinician investment in cultural knowledge mediates cross-cultural understanding

Atkinson, Morten, and Sue's Racial and Cultural Identity Development: Five Stage Model

Conformity	Dissonance	Resistance & Immersion	Introspection	Synergistic Articulation & Awareness
Identifies with white culture Learns and assumes stereotypes No desire to learn about or identify with their own racial/ethnic heritage	An experience prompts them to question white (dominant) culture Begins to take interest in one's own racial or ethnic group	Individual begins to withdraw from white culture to delve into own racial or ethnic exploration Begins the effort to define a new racially salient identity	Seeks to integrate the redefined identity into the dominant culture without compromising aspects of racial identity Example: Wearing natural hair in a "professional" a setting.	Individual is able to identify as he or she wishes Appreciates other cultures including the dominant one Balance in all aspects of identity and heritage

Cross and Fhagen-Smith's Model of Black Identity Development - Sector Three

- **Sector Three Adolescence**
  - Begin to develop a black self-concept, authenticating one's own beliefs is key to an achieved identity

  - Individuals may confirm or redefine their salience in this sector

  - Adolescence is a turbulent time, as is, developing a self-concept may be affected by an individual's peer group, community, and/or school environment. i.e. Are you Black enough?

- **Sector Four Early Adulthood**
  - <u>Low/High Race Salience</u> and Internalized Racism reemerge in this stage

  - <u>Low Race Salience</u> is characterized by the construction of diverse identities and see race unimportant

  - <u>High Race Salience</u> is characterized by the establishment of a group of peers with the same values as black culture

  - **<u>Internalized Racism</u>** perceive black culture in the same light as sector two, however there are moves to modify and solidify a healthy self-concept

Implications on the International Experience

- **Cognitive Implications**
    - Understanding of themselves (national identity, racial identity, etc.) in an international context given the current political shifts

- **Academic Implications**
    - Performance in class - synthesizing coursework while in an international context

- **Social Implications**
    - Navigating peer group dynamics as the "other" in another country
    - Affects how the participants make meaning of the international experience

Culturally Competent Advising in an International Context

- **Foundational Principles**
  - Identity is **made up of a myriad of aspects** and

  - While there is much that can be learned from generalizations about cultures, **care must be taken to avoid applying stereotypes or over-simplification** of these ideas

  - Lived experience is powerful in shaping the way learners make meaning and the most effective way to advise students

Cross-Cultural Psychology Theory

- Yasui et al. (2014) found clinicians that discuss the most culturally relevant facets with their clients prior to therapy, clients exhibited better outcomes.
    - Similar to advisor/student relationship
        - Ask/do not assume black identity is the most important
- Berger and Zane's (2014) found that clinicians exposure to various cultures outside of the classroom informs their ability to effectively work with multicultural patients
    - Advisors need to show support to student outside of the office, make time to get to know them beyond a transactional relationship

Survey Details/Linking to Theory

Black Card Revoked: Survey Details

- 32 questions, all of which addressed the advising wants and needs of Black students during the **Prospective, Applicant, and Pre-Departure** phases

- Mixed Methods - Qualitative and Quantitative questions

- 222 Response, 86% of respondents studied abroad

- Results **are not correlational or causational**, but rather indicators of factors that impact Black students abroad

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Students were asked:

"What challenges did you face when preparing to study abroad?"

- 37% of students who responses addressed wanting more financial support.

What challenges did you face when preparing to study abroad?
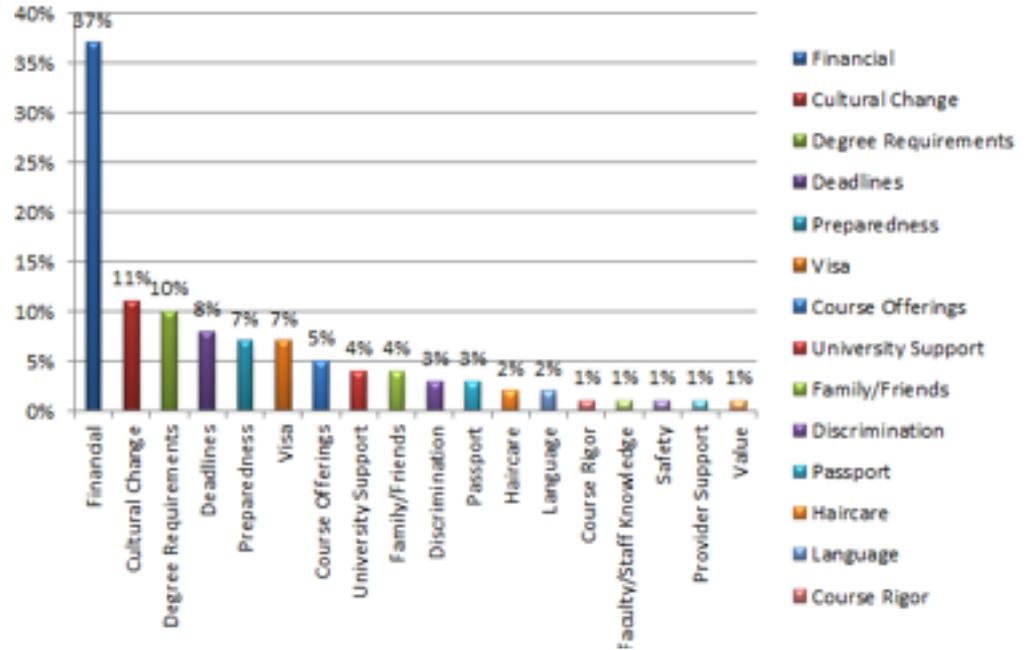
But what are students actually seeking?

- "Deciding if the financial commitment would be worth it"

- "Understanding how to budget for studying abroad was very difficult (food expenses, miscellaneous expenses, transportation etc.)"

- "Initial costs (plane tickets, visas, passport, vaccinations)"

- "understanding what would be a reasonable price for items"

- "Paying for the trip and related fees such as visa and passport applications!"

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Impact of Race & Ethnicity
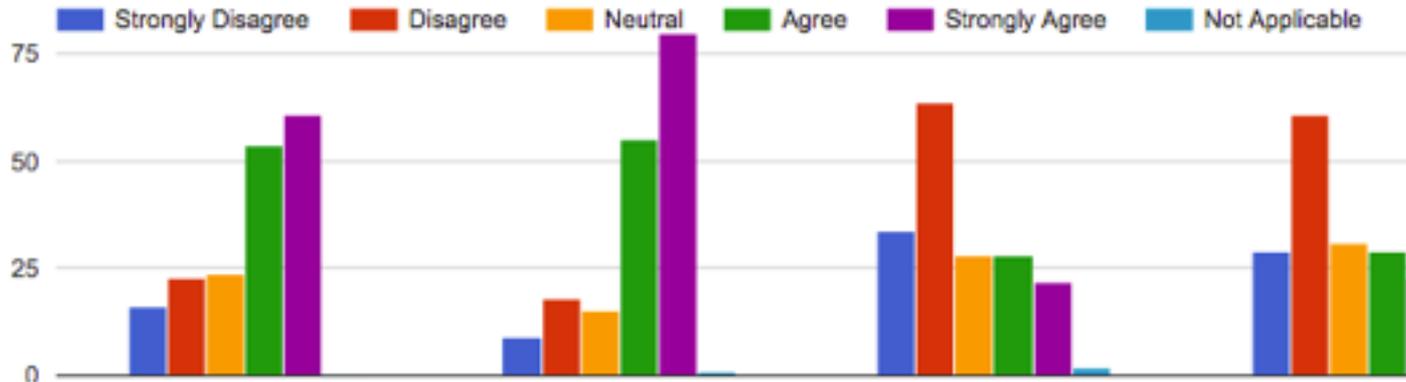
**Q1-** Race/ethnicity difference amongst the students in my study abroad program impacted my experience.
Q2- The racial/ethnic makeup of the host country I studied in impacted my experience while abroad.
Q3- The race/ethnicity of the advising staff at <u>my home institution</u> impacted my willingness to ask questions and seek resources.
Q4- The race/ethnicity of the advising staff at <u>my chosen study abroad program</u> impacted my willingness to ask questions and seek resources.

Resources on Being Black Abroad

What additional resources about being Black abroad would you have found helpful?
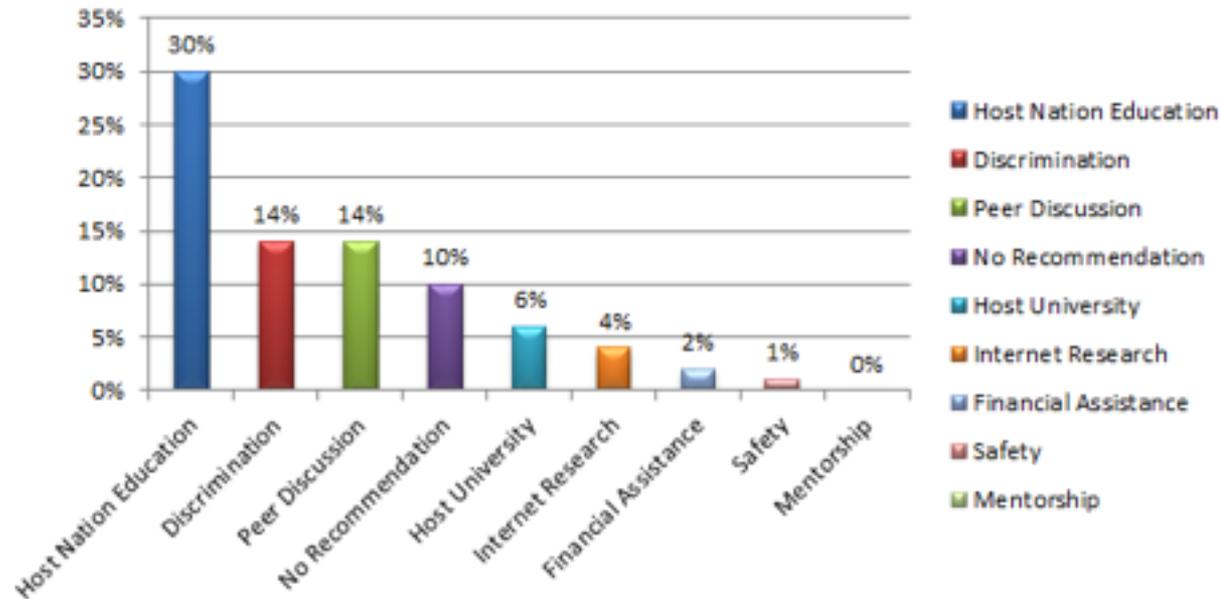
What students are saying- The Impact of Location

"I went to South Africa, so I was in the majority. My white peers were in the minority, so they experienced a lot more culture shocks and feelings of being foreign than I did."

"Being black in a African country. I had many interesting experiences that a non black student wouldn't have."

"The same stereotypes I face in America, exist abroad. Black travelers can't evade them, especially in Europe. I expected this from the natives but thankfully it wasn't a huge issue. My biggest challenge was feeling like a minority amongst the other students in my program. There were 5 black students amongst the 100+ in the study abroad program at my host university. There was a clear division between the blacks and other races. We would talk in class and then go our separate ways."

What students are saying - Managing Identity

"I think my biggest realization is that these **identities are constructed and performed differently in different societies.** To enter a new culture, and to have to figure out one day at a time what it means to be me all over again, in sense, was an incredible experience. **I was constantly thinking about how every thing I did was being perceived by those around me**, and trying to make sure I was projecting in the ways I wanted them to see me.

"Overall, the diversity of the student body at my study-abroad school felt so different from that at my home institution. **It felt less nominal or tokenish**. I also feel the study-abroad experience just gave me an opportunity to be by and with myself in a way that being at my home institution did not; in that way, **I was able to come to grips with many parts of my identity** (including race, but also sexuality and religious affiliation) even though they weren't explicit factors in my decision to study abroad."

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Summary of Data

- A key factor is supporting black/African American students abroad is centered around multicultural competency
  - Although competency is most important, students indicated a desire to connect with Black people with similar study abroad experience/knowledge
- While students indicate financial support as another key determinant in study abroad, we recommend exploring a more holistic approach to financial support for students of color (e.g. budgeting sessions, etc.)
- As students manage identity performance abroad, it is imperative that we use a multicultural framework to assist in their journey of making meaning out of the experience.
- Student belonging was not only tied to host nation education and peer group race/ethnicity, but also ethnic makeup of the host nation (e.g. Ghana v.s Denmark)

Facilitated Discussion

What are your reactions to the data? Are there aspects of the Black student experience that you are knowledgeable of that are not reflected in the survey results? Was there anything that was surprising and/or new information?
(5 - 7 minutes)

Evaluating Your Institution

Considering the context of your institution, what gaps can you identify in your ability to advise and support Black/African American students from a more multiculturally competent framework? (i.e Prospective, Applicant, and Pre-Departure phases?)
(15 minutes)

Questions?

THANK YOU!