



# Culturally-Responsive Advising to Leverage Student Strengths and Increase Their Success



7<sup>TH</sup> ANNUAL  
**DIVERSITY ABROAD  
CONFERENCE**  
March 2-5, 2019 • Boston, MA  
Hosted by Emerson College

Resources:

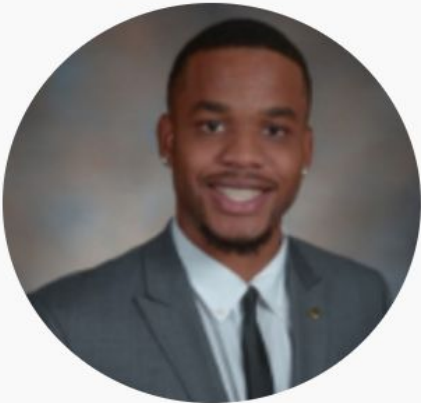
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# What Do Our Students Say?

From the Diversity Abroad website

## WHAT OUR ALUMNI SAY



*I wanted to do something legendary for my family. No one in my immediate family had been to Europe for an extended period of time before me. Thus, I wanted to provide the foundation for my family and my future family to achieve anything that their heart desires. I wanted to do something legendary for my family. No one in my immediate family had been to Europe for an extended period of time before me. Thus, I wanted to provide the foundation for my family and my future family to achieve anything that their heart desires.*

Larryn Zeigler  
GEO Study Abroad

# Agenda

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- Introduction
- Cultural Wealth and Responsivity
- Appreciative Advising
- Developing Culturally-Responsive Advising
- Final Review and Conclusion

# Who We Are

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# Cultural Wealth and Responsivity



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# Sharing our Perspectives

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What barriers do students from marginalized backgrounds face in studying abroad?



[www.menti.com/cea01bbf](https://www.menti.com/cea01bbf)



# Who's at Your Table?

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1. Introduce with
  - a. Name
  - b. Institution/Organization
  - c. A word in the cloud that intrigues you





# What Do Our Students Say?



As a young brown woman, **our families are accustomed to tradition**, and the women never leave the family's side. I help my parents a lot with my siblings, so we had to make other plans around that situation. They also worried for my safety. I had to remind them that they migrated from another country on their own and were able to build a life here --this study abroad experience was only for month and I was definitely coming home.

Personal skills and past experiences that helped me overcome barriers to study/succeed abroad largely had to do with **my work ethic and my family background**. My parents' work ethic has largely motivated me, it has reflected on to my life. Since I was not going to have sufficient funds, I applied to as many scholarships I could find and saved money from my job.

My grandparents and mother migrated to the United States to have the opportunity to survive, but with their sacrifices came the opportunity for me being able to live an American Dream. **That American Dream for now is exploring new places**, being exposed to new people and cultures, and coming back with the ambition to **create a better life for my family but also those around me.**



# Theoretical Foundations for Advising for Diversity, Inclusion, and Equity

## Community Cultural Wealth

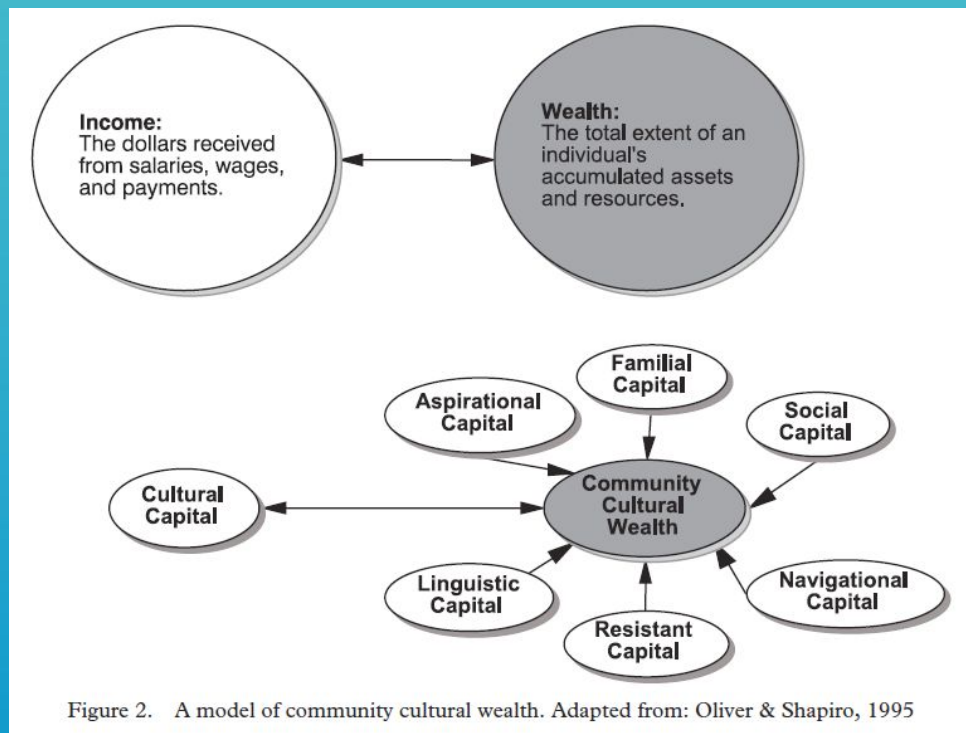


Figure 2. A model of community cultural wealth. Adapted from: Oliver & Shapiro, 1995

## Culturally-Responsive Pedagogy

- Fluid Understanding of Culture
- Explicit Engagement with Equity & Justice
- Culturally Sustaining
- Asks “what is right with these students”

# Theoretical Foundation

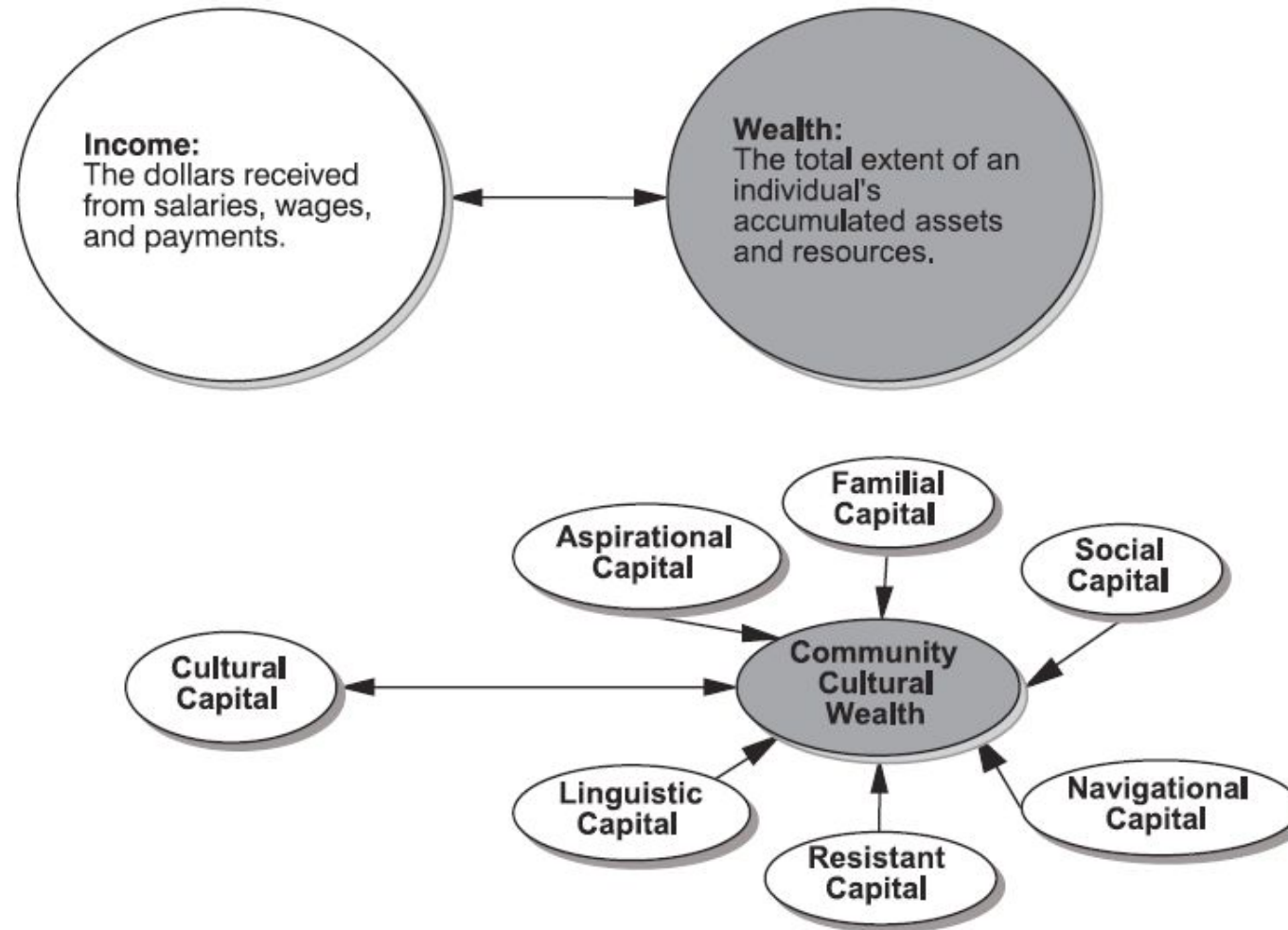


Figure 2. A model of community cultural wealth. Adapted from: Oliver & Shapiro, 1995

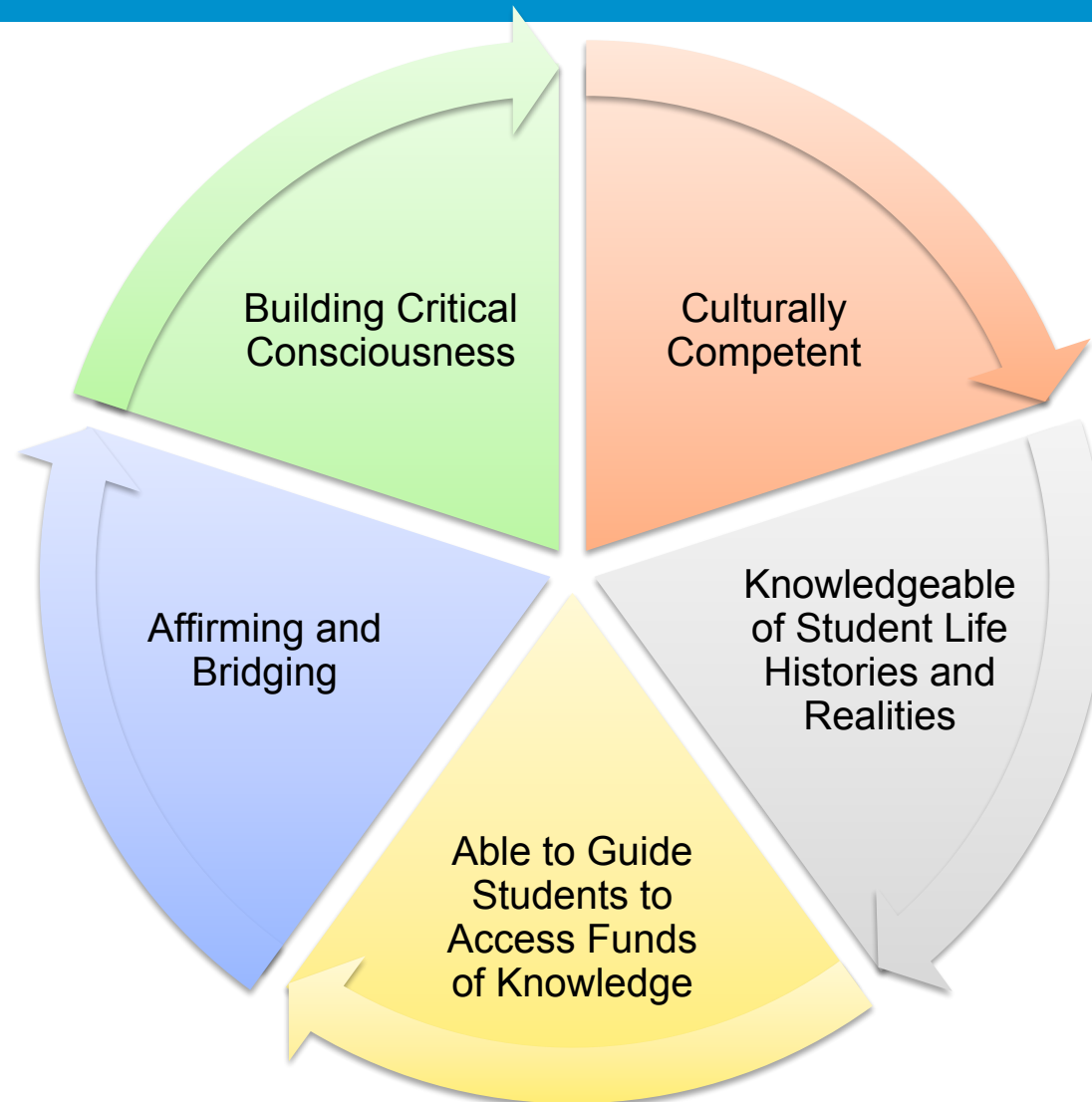
- Recognize innate talents of students
- Design & manage for students to harness & increase their strengths

*Yosso's (2005) Theory of Community Cultural Wealth*



# Culturally Responsive Educators Are...

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# Culturally Responsive Curriculum is...

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Challenging & Scaffolded



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graph TD; A[Challenging & Scaffolded] --> B[Strengths-Based]; B --> C[Respectful & Inclusive]; C --> D[Valuing of Diverse Perspectives]; D --> E[Cooperative and Collaborative];
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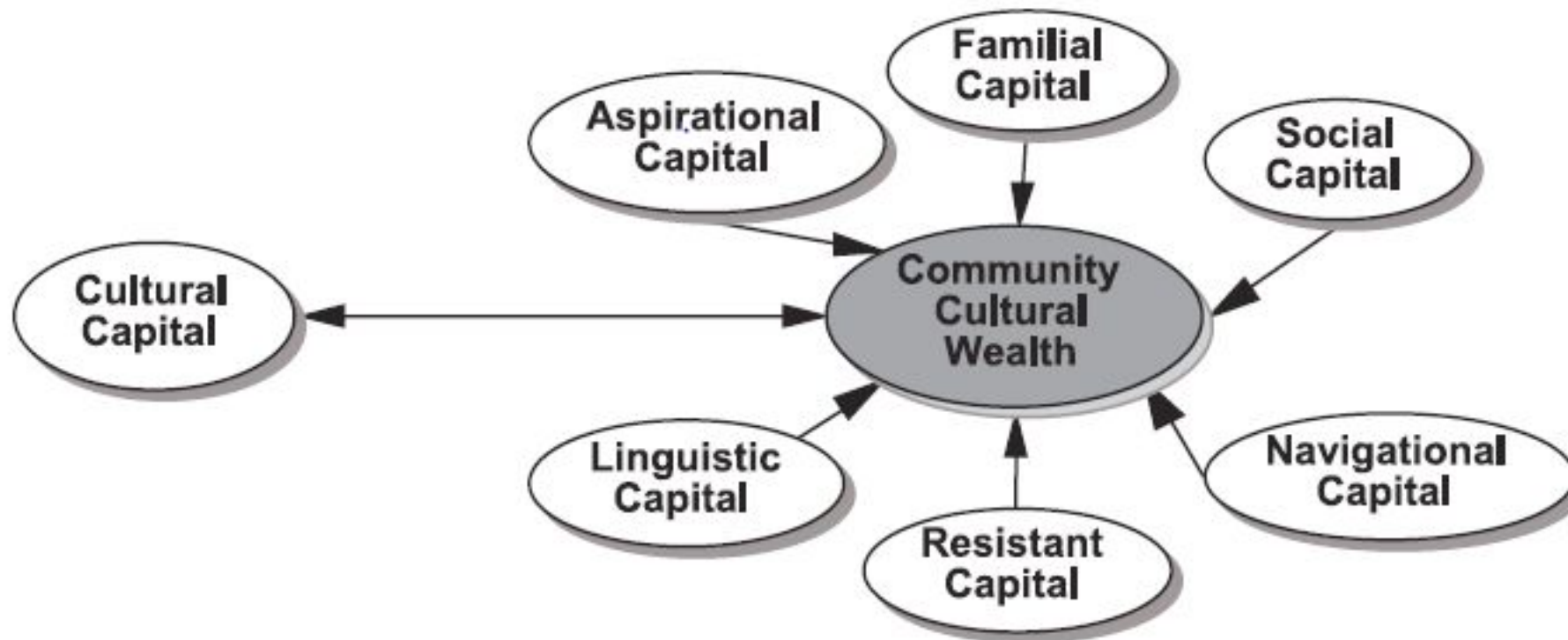
Strengths-Based

Respectful & Inclusive

Valuing of Diverse Perspectives

Cooperative and Collaborative

# Table Discussion/Matching Activity



# Table Activity Step 1 - On Your Own

- Read your table's brief student description
- Think about which aspect(s) of the CCW model the description may relate to.
- Jot down some thoughts about your description
- Things to consider:
  - **What strengths do the students possess?**
  - **How would you reframe it given Yosso's model?**
  - **Have you had conversations like this at your institutions? How does that help you reframe your approach?**



# Table Activity Step 2 - Table Discussion

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- At your table, discuss the notes you took:
  - ***What strengths do the students possess?***
  - ***How would you reframe it given Yosso's model?***
  - ***Have you had conversations like this at your institutions? How does that help you reframe your approach?***

# Table Activity Step 3-Share Out

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- One person at each table/ one person for each description briefly share the things you talked about at your table.
- It can be related to the discussion questions provided or other insights you had that relate to the model
  - ***What strengths do the students possess?***
  - ***How would you reframe it given Yosso's model?***
  - ***Have you had conversations like this at your institutions? How does that help you reframe your approach?***

# What do our students say?



# Appreciative Advising

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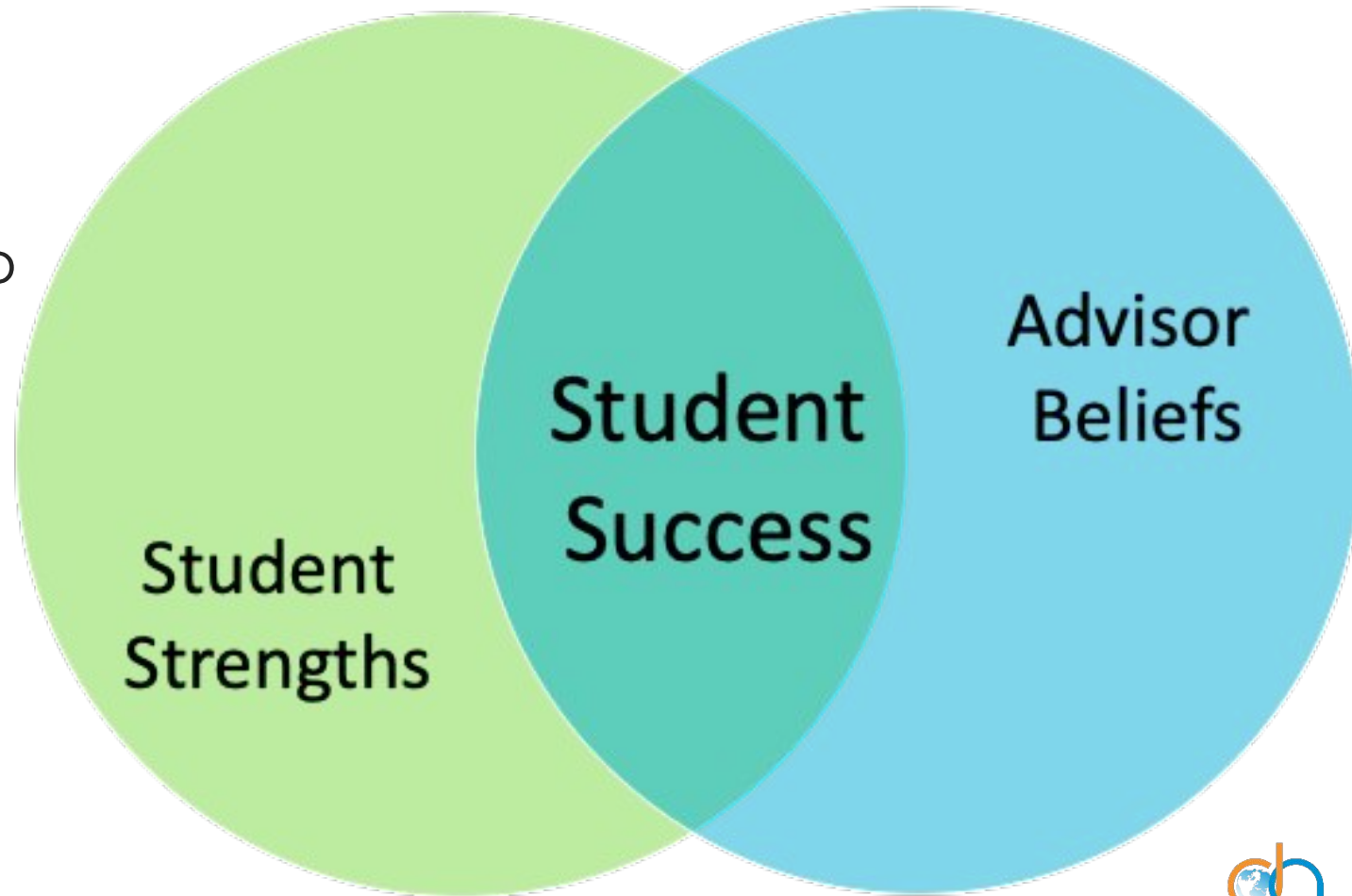




# Appreciative Advising

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“the intentional, collaborative practice of asking positive, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials”  
– Bloom et al. 2008.



# Appreciative Interview

The heart of AA is getting to know the student, their dreams, goals, and strengths, through positive, open-ended questions.

Multi-stage process:

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



# Disarm

## What do Advisors do?

- Make a positive first impression
- Build rapport
- Create a welcoming space conducive to sharing

## A successful practice

- Space and Environment
- Symbols and icons
- Self-disclosure



# Discover

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## What do Advisors do?

- Ask positive, open-ended questions
- Learn student's strengths, skills and abilities
- Identify and highlight strengths, skills and abilities potentially unaware to the student

## A successful practice

- What else is going on?
- Time Management



# Dream

## What do Advisors do?

- Find out student's goals
- Find out student's hopes and dreams for the future
- Bring in skills/abilities/strengths students possess and how they might use them to achieve their goals

## A successful practice

- Focus on broad goals
- What are the different paths?
- Avoid destination talk

# Design

## What do Advisors do?

- Co-create a plan for making their dreams a reality
- Assist student in setting short-term and long-term goals
- Discuss potential barriers, issues may encounter or any resources available to the student

## A Successful Practice

- Consider Learning Styles
- Be Flexible

# Deliver

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## What do Advisors do?

- Assist and support the student in carrying out their plan
- Act as a resource
- Act as a connector

## A successful practice

- Connecting students with different campus resources:
  - Staff
  - Faculty
  - Students

# Don't Settle

## What do Advisors do?

- Assist the student in reflecting on the execution of their plan
- Assist in altering or setting new goals based on reflection
- Encourage students to find ways to continue and improve their plan

## A successful practice

- What worked, what didn't?
- What now? What are your other options?

# Tips for Integrating AA into practice

- Review your current process: what is the student's experience from check in through the last appointment?
- Office environment, welcome, tone of voice, advising process
- Review your own assets
- What are my skills as an advisor? What motivates me to be in this field? Compare successful advising sessions – what did I like about them, what did I do?

Brainstorm narratives – sharing stories helps build rapport, invite personal connection, and model storytelling.

- What stories can I share about study abroad, academic success, goal-setting, etc?
- Focus on authenticity, asset-based stories, and sincerity
- Identify questions that feel natural to your process; build on these as you develop comfort
- Practice “the pause” – give students room to think and share
- Understand the role of culture in communication – how can you be culturally sensitive in this process?



# Developing Culturally-Responsive Advising

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# How Do We Adapt Appreciative Advising?

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## **Part I:** Culturally-Responsive Appreciative Advising

### **Appreciative Advising**

Using appreciative inquiry to learn about our students and support them towards their goals

### **Culturally-Responsive Appreciative Advising**

Tailoring our appreciative inquiry towards the needs of our students to maximize their success

# How Do We Adapt Appreciative Advising?

## Part I: Individual Exploration

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### Disarm

Make a positive first impression with the student, build rapport, and create a safe, welcoming space.



### Discover

Ask positive open-ended questions that help advisers learn about students' strengths, skills, and abilities.

# How Do We Adapt Appreciative Advising?

## Part 2: Group Exploration

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### Dream

Inquire about students' hopes and dreams for their futures.



### Design

Co-create a plan for making their dreams a reality.



### Deliver

The student delivers on the plan created during the Design phase and the adviser is available to encourage and support students.



### Don't Settle

Advisers and students alike need to set their own internal bars of expectations high.

# Report Out - Highlights

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- Might never get to second page of knowing of students -- but doesn't mean we can't modify our practices
- Things might not change a lot from step 1 to step 2
- Identify the goals of student/school/faculty member
- Ask students about things that are important to them (ask about her daughter!)
- Build rapport
- Offer resources, ask student about resources they might have taken advantage of or could take advantage of



# What Do Our Students Say?



# Thank You for Participating!

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## Resources



<https://bit.ly/2BNpAID>

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