

A photograph of the Chicago Theatre marquee, a large, ornate, and brightly lit sign that reads 'CHICAGO' vertically. The marquee is part of a historic building with classical architectural details. A modern glass skyscraper is visible in the background. The image is partially obscured by a light blue vertical bar on the right side of the slide.

Moving Away from Deficit Approaches:

Creating Authentic Cultures of Belonging Using
Empowering Language and Empowering
Advising

Ubuntu Opening

In brief, ubuntu is an African concept that refers to humaneness between people within a community (Nyaumwe & Mkabela, 2007). It is summarised in the is Zulu phrase, 'umuntu ngumuntu ngabantu', which translates as 'a person is a person through other people'.

Call and Response: When I speak, you call back, 'I am,' you say 'because we are!'

“When our stories intertwine and memories are shared...”

Collective: "I am because we are!"

"When paths converge and hearts understand one another..."

Collective: "I am because we are!"

"In shared moments, in understanding and empathy..."

Collective: "I am because we are!"

"Our bonds, our unity, our shared journey..."

Collective: "I am because we are!"

"As we connect together, finding shared meaning, always remember..."

Collective: "I am because we are!"



Introductions



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(she/her)

Compear Global
Education Network LLC



Kory M. Saunders
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Learning Outcomes

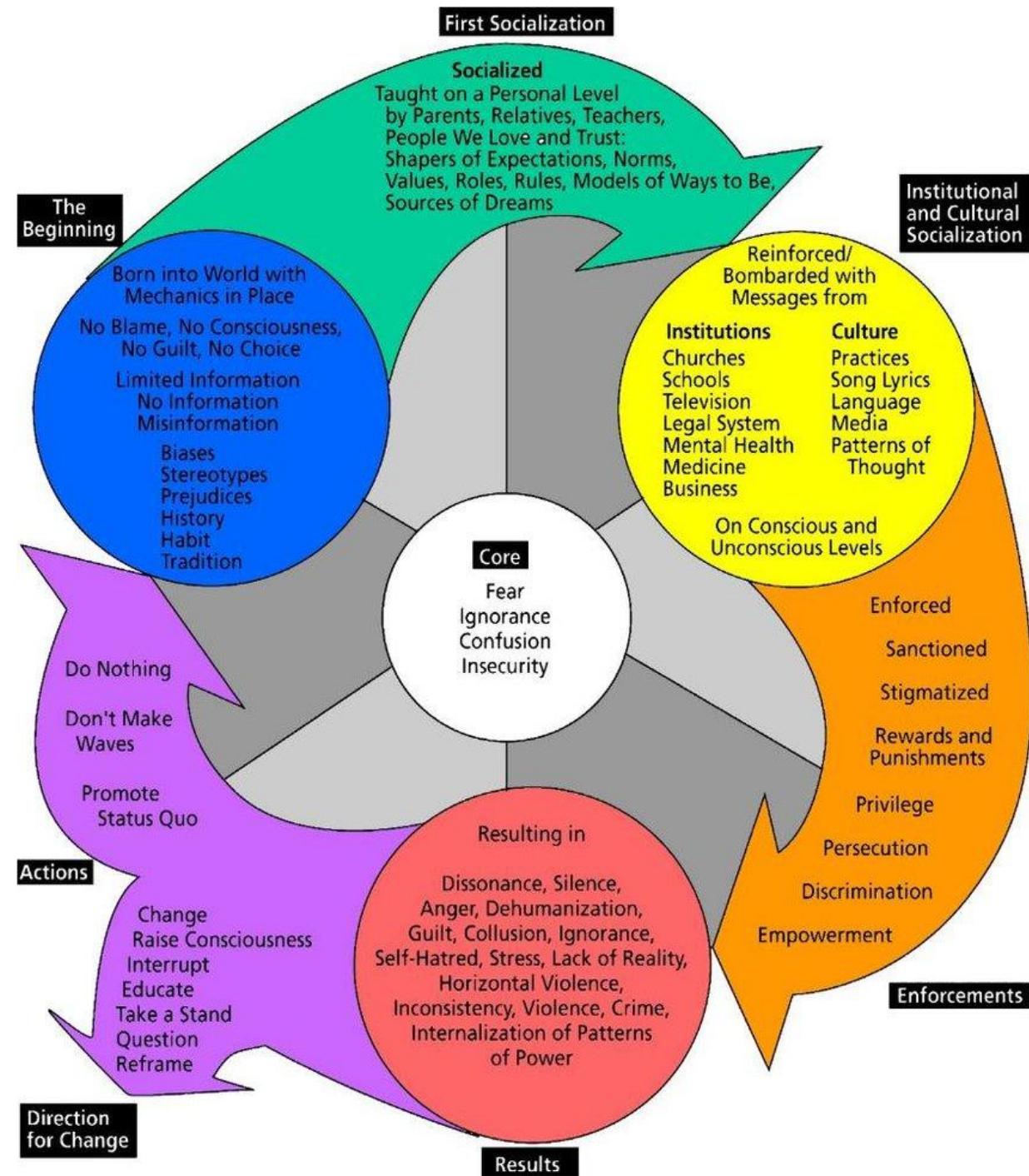
- Collectively define our positionality and how it can shape or hinder authentic cultures of belonging.
- Build critical consciousness on how to identify deficit versus equity mindsets to intentionally foster asset based appreciative advising.
- Use the framework of collectivist and individualistic cultures to identify to deficit and equity minded approaches, and avoid equity detours and explore how to flip that into appreciative advising

Define and Contextualize

Unless we engage thoughtfully in how we've been socialized around deficit-based thinking, we will never be able to engage intentionally with arriving at asset-based thinking



Bobbie Harro



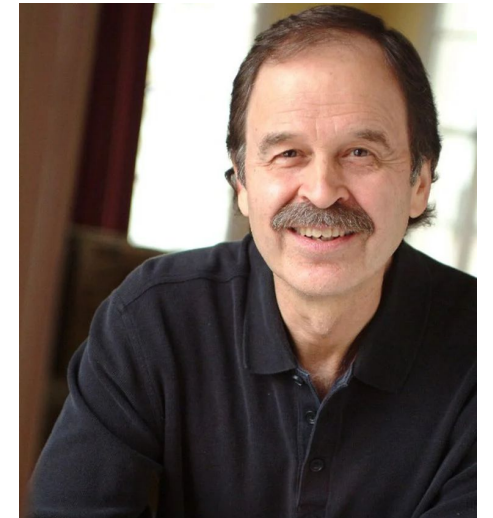
Storytime



Social Construction of Difference

“...Once human beings give something a name - whether it be skin color or disability - that thing acquires a significance it otherwise would not have. More important, the name quickly takes on a life of its own as we forget the social process that created it and start treating it as "real" in and of itself.”

- Allan G. Johnson



Use Theories of Socialization to help frame the Power and Privilege

Menti here

- I can make mistakes in conversation and not feel the need to apologize
- I have never been discriminated against because of the color of my skin.
- I have never been asked, “where are you really from?”
- I’ve never skipped a meal to save money.
- I can excel in challenging situations without other people being surprised by my success.
- People do not make assumptions about my intelligence based on my language ability.
- I can easily access bathrooms that are associated with my gender identity

THE QUICK DECISION: Site Visit to Togo

Insert QR Here

THE QUICK DECISION: Site Visit to Togo

1. Assemble a team of 5 members for a site visit to Togo.
2. All candidates have satisfied the necessary qualifications to participate in the site visit.
3. You have 5 minutes to select your team.
4. **Note:** *This visit is high-risk but offers high rewards. Its outcome will decide the future of the program.*

**Sara**

- 2 years
- Administrator in German Dept.
- Volunteers at Animal Shelter
- In a Christian Sorority

**Tyree**

- 2 months
- Football Coach
- Very Introverted
- Speaks 5 languages

**Keiko**

- 13 years
- Head of Japan Center
- Creates harmony
- Avid Baker

**Shera**

- 10 years
- Director of Univ. Communications
- Yale Graduate
- Quite Assertive

**Francois**

- 8 years
- Chair of the Art Department
- Openly Gay
- Communicates well

**Star**

- 22 years
- Director of the Wellness
- Very Extroverted
- Autistic with sensory sensitivities
-

**Shaniqua**

- 5 years
- Campus Pastor
- Works remotely
- Meets deadlines

**TJ**

- 15 years
- Professor of Gender Studies
- Uses they/them Pronouns
- Strong analytical skills

**Celia Ann**

- 3 years
- Chair of Black Staff Union
- Pending HR Case
- Responds well to feedback

MENTI

Who did you pick first and why?

Reflection

Who did you pick first and why?

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Menti

Who did do you reject first and why?

Reflection

Who did do you reject first and why?

TWELVE TYPES OF BIASES THAT IMPACT YOUR WORK DAY!



PROTOTYPE BIAS

When we have preconceived notion of who will be right for a particular role based on stereotypes. For example men are better at engineering roles and women at customer service roles.



STEREOTYPING

An over-generalisation and fixed belief about a particular group of people. We expect people to behave in a certain manner.



BANDWAGON EFFECT

A phenomenon in which people will do something only because other people are doing it, regardless of their own beliefs. This is also called herd mentality.



BEAUTY BIAS

Judging people based on physical attractiveness. Has a very big impact on hiring decisions.



RECENCY BIAS

The tendency to weigh the latest data more heavily than older data. Occurs commonly during performance appraisals and reviews.



IMPLICIT BIAS

The tendency to form conclusions based on past messages received. Can influence decisions regarding role allocations.



AFFINITY BIAS

The tendency to like people who are similar to us, leading to a more positive evaluation of them. Influences hiring decisions.



CONFIRMATION BIAS

We tend to listen only to information that confirms our preconception. Impacts interpersonal skills.



HORN EFFECT

The tendency of perceiving someone negatively after learning something unfavourable about them. Influences hiring and promotion decisions.



HALO EFFECT

The tendency to put someone on a pedestal or think more highly of them after learning something impressive about them. Influences hiring and promotion decisions.



ANCHORING BIAS

The tendency where a specific piece of information is relied upon to make a decision. For example- considering only articulation skills as part of communication and ignoring listening skills



VALUE ATTRIBUTION

The tendency to assign higher value to certain qualities or traits. For example to favour extroversion over introversion.

content created by Re-link Consulting

Personal Lens

***“We see the worlds as
we are, not as it is.”***

–Anais Nin

Individual v.s. the Collective (Menti Scale)

- Our decisions should benefit the larger group rather than just ourselves. (Collectivist)
- Personal achievement reflects one's worth. (Individualist)
- It takes a village to raise a child. (Collectivist)
- Family and community are our sources of strength. (Collectivist)
- Every person is the architect of their own fortune. (Individualist)
- One's personal beliefs and values should guide their actions. (Individualist)

Agree or Disagree

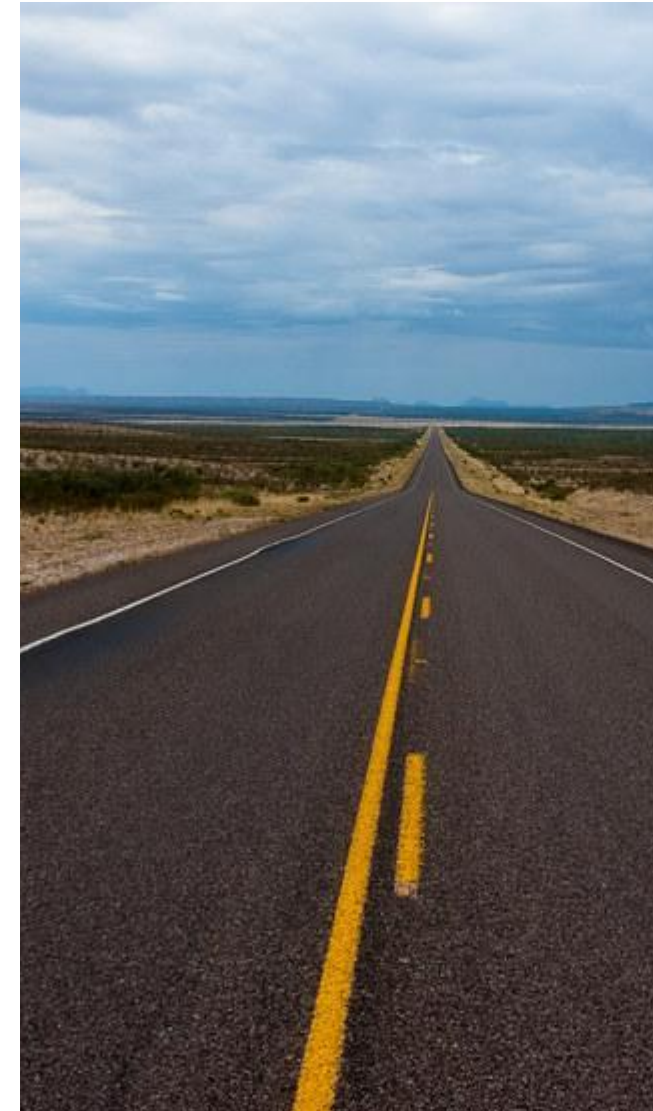
Cultures: Individual v.s. the Collective

Individualist Cultures:

- **United States:** Values personal success, freedom, and self-expression.
- **Canada:** Values individual rights and personal achievements.
- **United Kingdom:** Emphasizes personal goals and self-reliance.
- **Australia:** Values personal success, independence, and individual rights.

Collectivist Cultures:

- **China:** Values family, community harmony, and societal cohesion.
- **South Africa (Ubuntu):** Emphasizes community, sharing, and care, summarized as "I am because we are."
- **India:** Prioritizes family values, community harmony, and social hierarchy.
- **Latin American Countries** (e.g., Mexico, Colombia): Prioritize family, community, and collective well-being.



Personal Lens



**“WE DO NOT SEE THE
WORLD AS IT IS, WE
SEE IT AS WE ARE”**

- Cultural Background
- Personal Experiences
- Education
- Social Interactions
- Media and Information Consumption
- Personal Beliefs and Values
- Biases and Prejudices
- Economic Status
- Physical and Mental Health
- Age and Life Stage
- Geographical Location
- Critical Thinking and Reflection

Peer Discussion

- How has your personal lens impacted how you show up in spaces you occupy?
- When advising historically minoritized students how has your personal lens helped and/or hindered establishing a sense of belonging?
- When considering strategic decisions that impact staff, faculty, students, when has your personal lens been good and helpful? Conversely, when has it been hard and hurt for establishing a culture of belonging?

Understanding Deficit Mindsets

Table 8.1. Diversity, Deficit, and Equity Cognitive Frames Compared on Four Dimensions

	<i>Diversity Cognitive Frame</i>	<i>Deficit Cognitive Frame</i>	<i>Equity Cognitive Frame</i>
Orientation	Focus on the representation of differences (for example, gender, race, ethnicity, sexual orientation, religion, and so on) in the student body	Focus on stereotypical characteristics associated with the culture of disadvantage and poverty	Focus on institutional practices and the production of unequal educational outcomes for minority group students
Discourse	Celebrating diversity, crossracial relationships, and color-blindness, enhancing access, cognitive and social benefits of having a diverse student body	Lack of preparation, motivation, study skills, blaming students and/or their backgrounds	Institutional responsibility for student outcomes, the manifestation of institutionalized racism, color-conscious, awareness of racialized practices and their differential consequences, awareness of white privilege
Strategies	Workshops, sensitivity training, exposing whites to the “other,” diversifying the curriculum, and inter-cultural centers	Remedial educational programs, special programs, all of which focus on the student	Changing institutions, developing institutional accountability of equitable educational outcomes, changing individuals’ cognitive frames



Estela Mara Bensimon

How Does This Deficit Approaches Impact Advising Students?

- **Narrow Perspectives:** Focusing on challenges over growth opportunities.
- **Discouragement:** Emphasizing difficulties over resilience and solutions.
- **Biased Advice:** Favoring certain destinations, limiting diverse experiences.
- **Overlooking Assets:** Missing student strengths and unique views.
- **Inadequate Preparation:** Emphasizing deficits over comprehensive readiness.
- **Barrier to Inclusivity:** Limiting access for diverse students.
- **Impact on Self-Efficacy:** Diminishing students' belief in their capabilities.



Moving to an Equity Mindsets

Strategy	Approach
Adopt a Growth Mindset	Encourage embracing challenges and viewing failures as opportunities for growth and learning.
Appreciative Inquiry	Focus on identifying what works well, envisioning improved futures, and leveraging strengths.
Asset-Based Thinking	Promote a focus on individual and community strengths rather than deficiencies.
Educate About Biases	Provide education and training on biases and how deficit thinking contributes to them.
Mindfulness and Reflection	Promote self-awareness through mindfulness and reflection to recognize and challenge deficit thinking.

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Peer Discussion

Using the lens of collectivist and individualistic cultures, how can we identify and address challenges in using equity-minded approaches, and how does appreciative advising help in promoting genuine inclusivity?



Closing

“It is our duty to fight for our freedom.

It is our duty to win.

We must love each other and support each other.

We have nothing to lose but our chains.”

- Assata Shakur

