



Inclusive Advising 101

Dr. Treya Allen

The A Center

Advise, Affirm, Attain

Land Acknowledgement

This presentation is taking place on the original homelands of the Tohono O'odham People who have stewarded this land since time immemorial .

The practice of acknowledging the land of this sovereign Nation brings to the forefront their enduring connection to this land regardless of historical and current colonization practices. We also acknowledge that this university and all of its inhabitants benefit from this land.

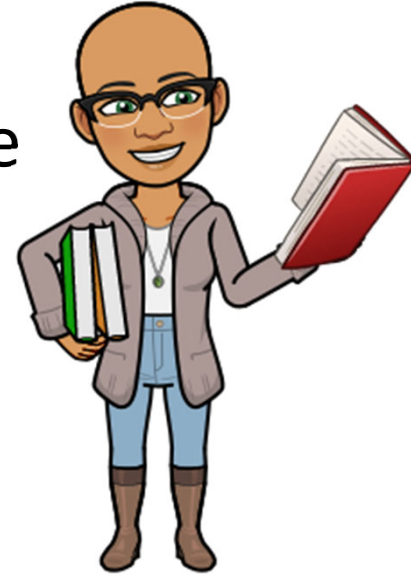
Contributions of The Black Diaspora

We recognize and acknowledge that the very foundation of the United States of America was built on the free and forced labor of Black people of the African diaspora and Black people indigenous to this land.

This foundation has generational and exponential effects that continue to negatively impact Black communities today and remain uncompensated. The historical and contemporary contributions of the Black diaspora continue to shape American culture and benefit all inhabitants of this land.

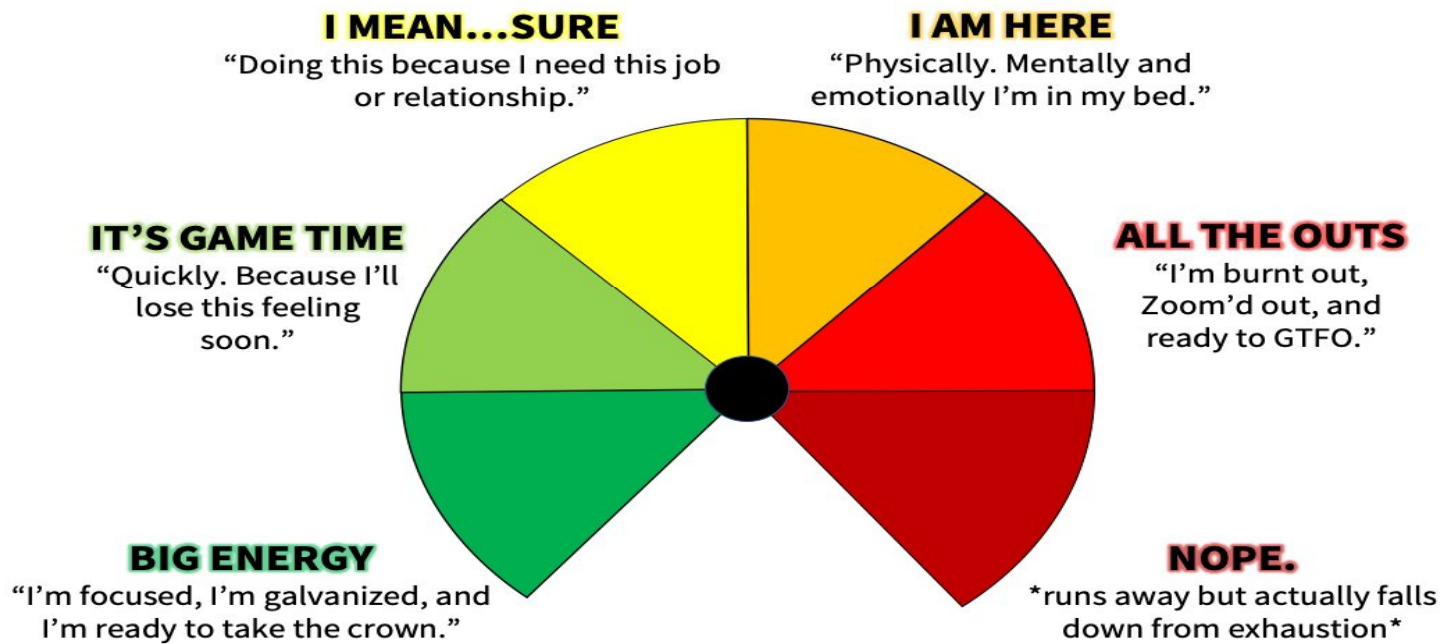
Learning Outcomes

- Understand the role of socialization
- Define Inclusive Advising
- Explore implementation strategies for inclusive advising



THE FATIGUE GAUGE

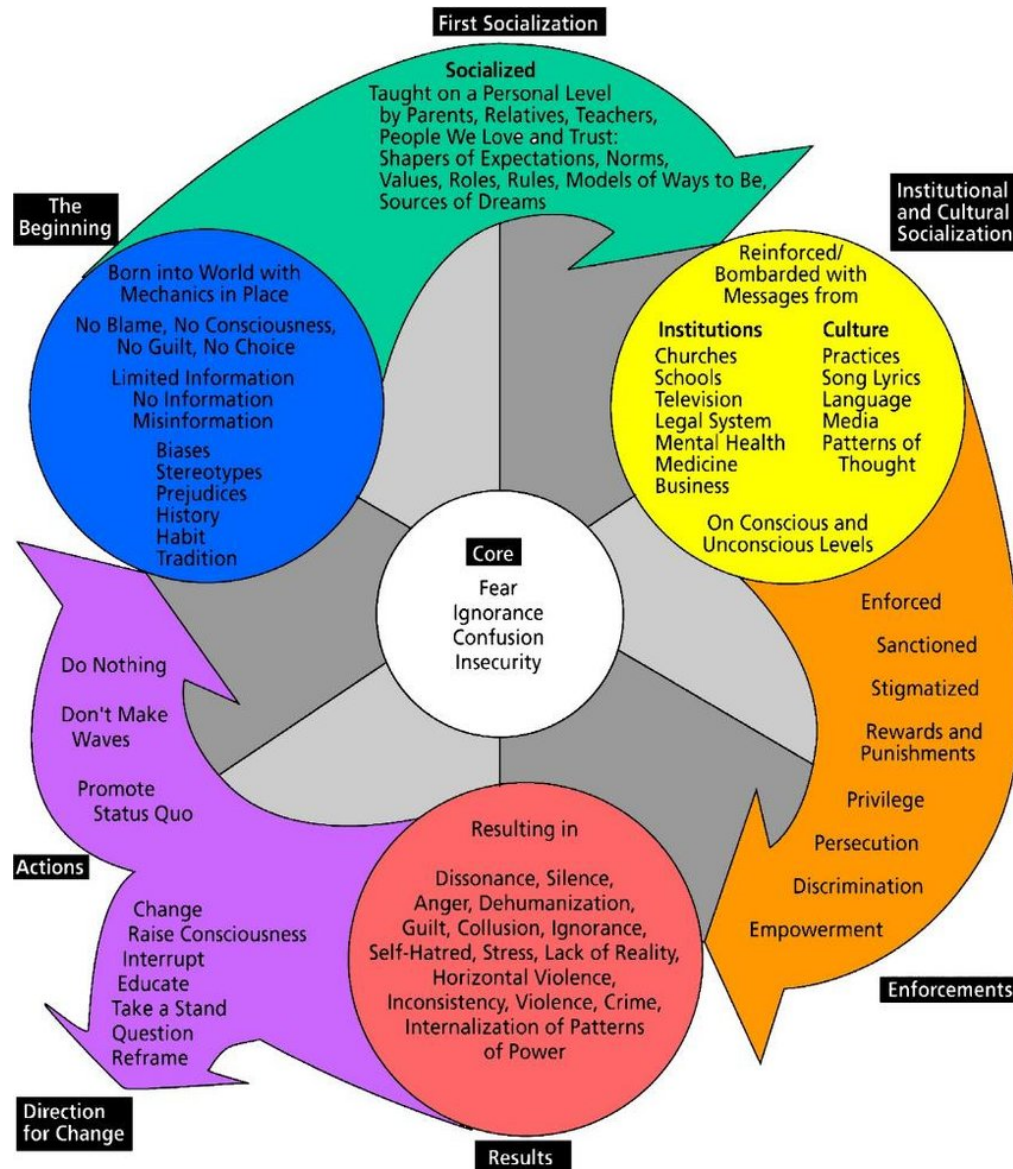
@itsAlexCL



An Introduction

“All members of society play a role in keeping a “dis-equal” system in place, whether the system works to their benefit or to their disadvantage. Through the socialization process, every member of society learns the attitudes, language, behaviors and skills that are necessary to function effectively in the existing society. This socialization prepares individuals to play roles of dominant or subordinate in systems of oppression (Love, 2000)”

Cycle of Socialization

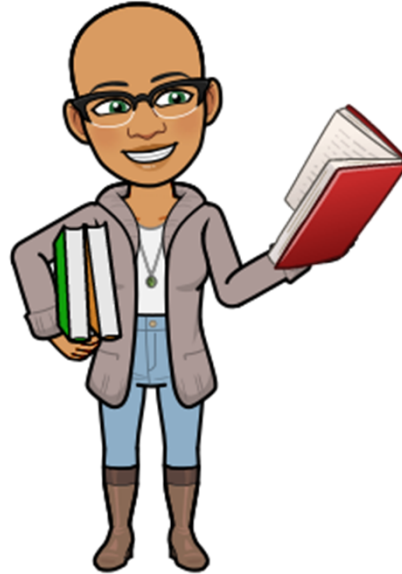


(Harro, 1998)

Please define the ideal college student.

Characteristics of the Ideal College Student

- Is prepared for the rigor of H.E.
- **Proactive help-seeking** behavior
- **Takes ownership** of their learning
- **Graduates** in 4 years
- Is successful
- Has a **Growth Mindset**



“In this search for the college-ready student, we put the burden of readiness and preparation on the student, when in reality, preparing today's students for the rigors of college should be a shared responsibility. Just imagine if we focused on the other side of that coin, and instead of seeking the ideal student, we became the ideal college (McNair et al., 2016).”

TPS- Thinking Through Inclusion



What is inclusion?



Why does Inclusion matter?



How does this show up in our
everyday lives?

Inclusive Advising Defined

Inclusive Advising refers to the ways in which advisors, advising programs, advising practice, and student programming are designed to partner with students in learning and advising that is intentional, relevant, accessible, and equitable to all students regardless of the advisor or student's identity intersections or positionalities (Allen, 2020).

Learning Check In



? ? ?
THOUGHTS?
? ? ?

Inclusive Advising Framework (a beginning)



AWARENESS



ANALYZE



INTENTIONALITY IN
PRACTICE AND ACCESS



LEARNING COMMUNITY

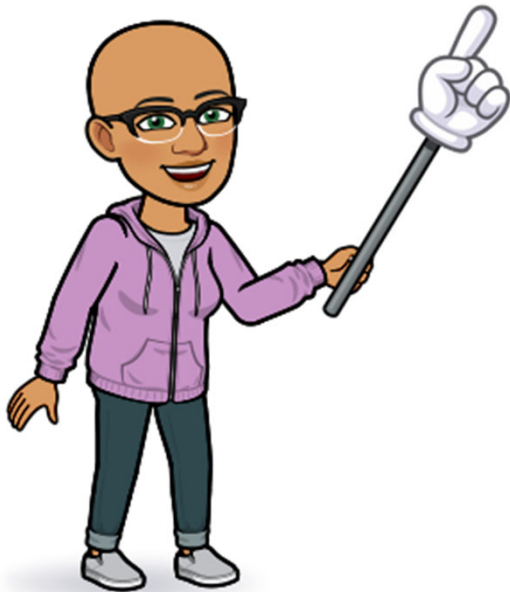


DISRUPT AND
INTERRUPT

The heart of Inclusive Advising is relationship building.

Beyond shared experiences, different backgrounds, cultural identities, systems, relationships are at the heart of Inclusive advising.

Framing Our Context



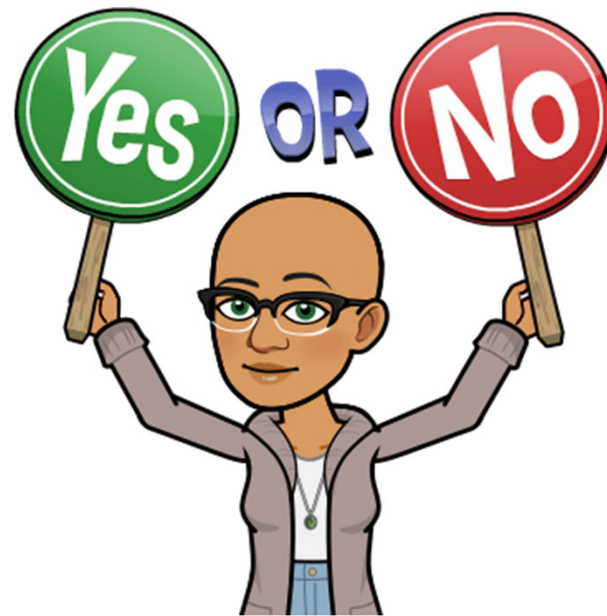
- COVID-19
 - Mental Health
 - Physical Distancing/ (lack of) Social Connectedness
 - Loss of loved ones, support networks, mourning rituals
 - Amplification of existing inequities
 - Erasing the borders between home/work/
- Racial Animus and Racial Battle Fatigue
- Collective and Political Trauma
- Economic and Financial consequences
- Elections, Policy, and Political Practice
- Climate and Environmental consequences
- The Digital Era of Higher Education

Are the Kids Alright?

- COVID and school
- Physical Isolation
- Loss of support networks
- Mental health challenges
- Fighting for our lives/ Justice
- Stopping Out and Dropping Out
- Insecurity/ Uncertainty



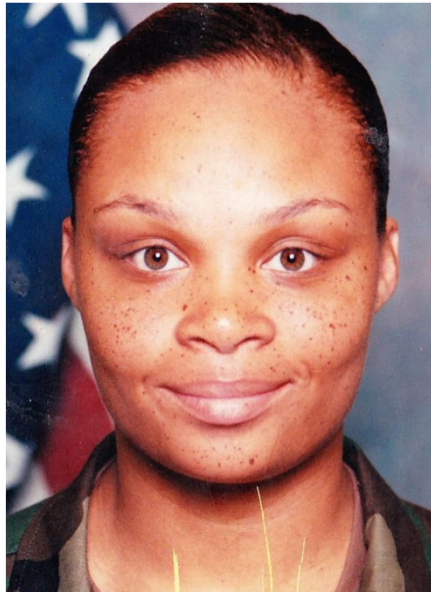
Is the whole student welcomed in the advising space?



Same Person, Different Students



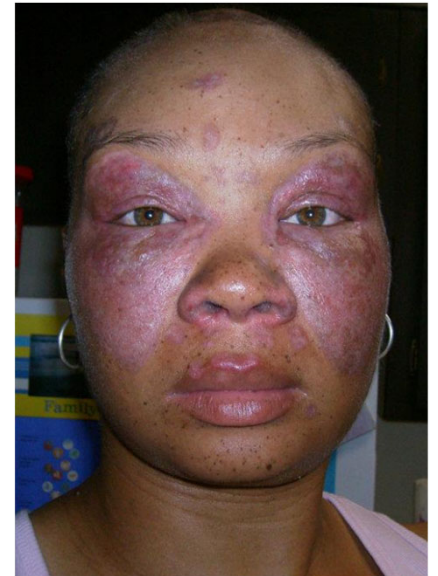
High School Senior



Active Military Personnel



Divorced Single Parent



Diagnosed with Lupus

Thinking Through Identity



1. Individually take time to complete your Personal and social Identity wheels.



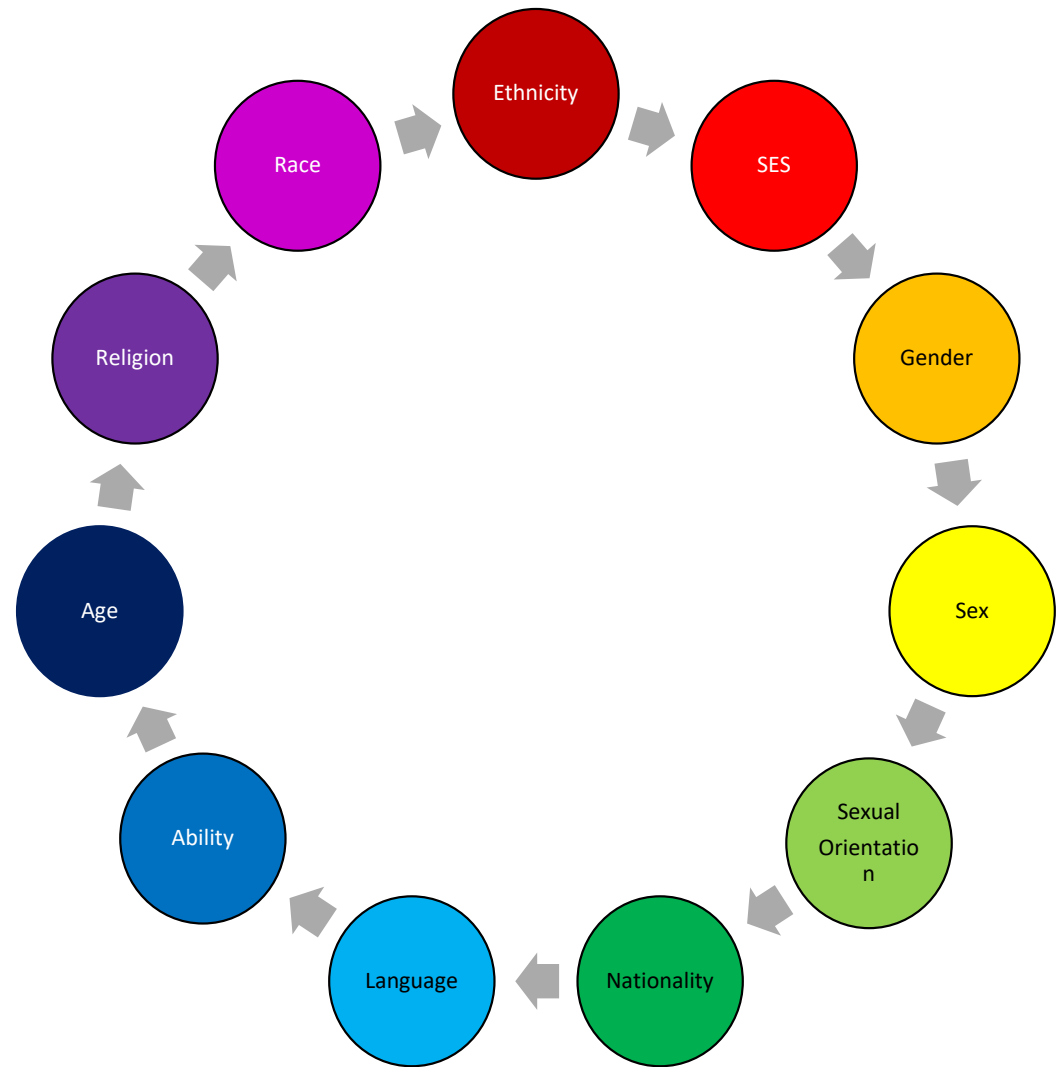
2. Discuss your identity wheels with your partner or neighbor.



3. What are differences/similarities that you noticed?

Key Points About Identity

- Salient vs. Passive
- Personal identity \neq Social identity
- Positionality/Roles
- Intersectional
- Ever Changing
- Determined by the individual



Inclusive Advising Framework (a beginning)



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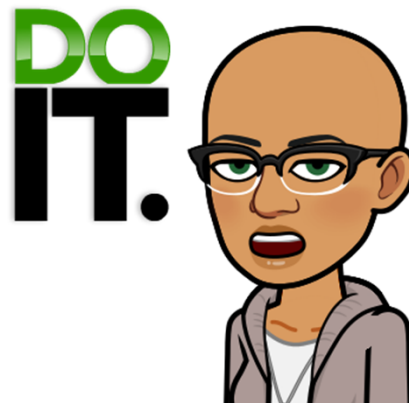
Practical Implementation

Awareness

- Interrogate your bias (seen and unseen)
- Platinum vs. Golden Rule
- Understanding my cultural self

Analyze

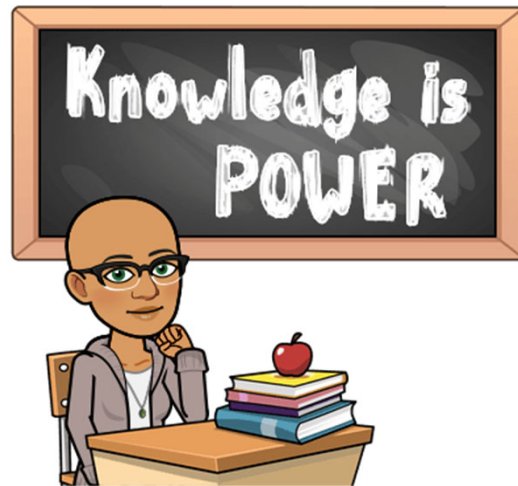
- Interrogate self and your environmental context.
- Using the lens of self, institutional, and social lens to analyze an interaction.



Practical Implementation Cont.

Intentionality

- Intentional engagement
- Is your practice accessible?
- Suspending self



Learning Community

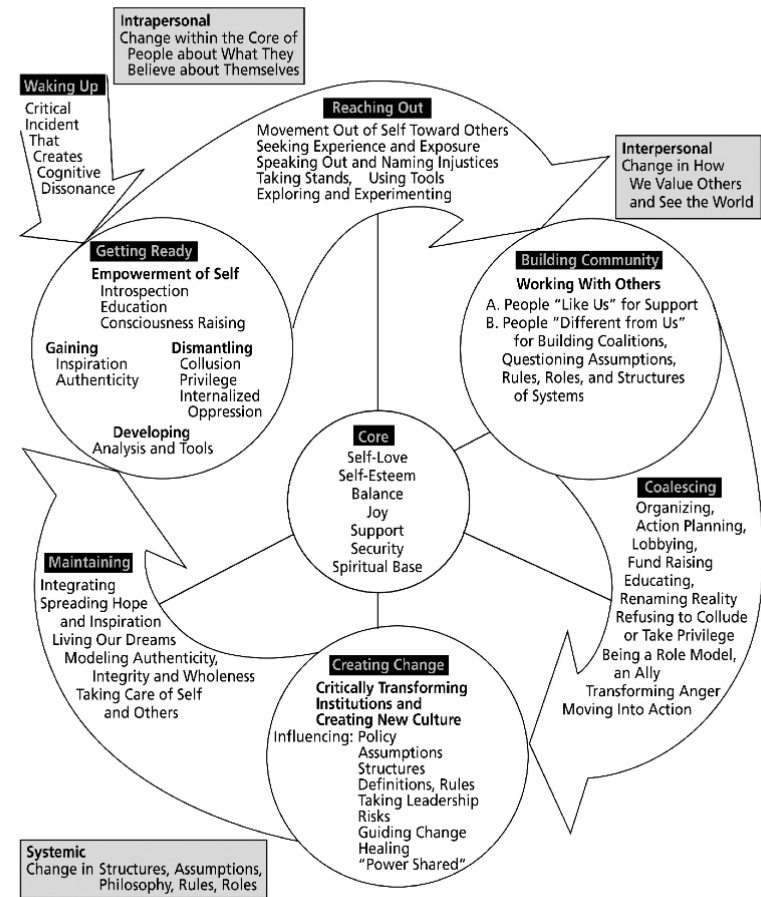
- Learner/Teacher, Teacher/Learner
- Are you partnering or lecturing?
- Do not assume sameness

Practical Implementation

Disrupting and Interrupting

- Continuous check, challenge, and correct self behaviors and thoughts.
- Continuous analysis
- Accountability
- Checking in on your progress

Cycle of Liberation



Source: Developed by Bobbie Harro

© Readings for Diversity and Social Justice, Routledge, 2000

Final Thoughts



THIS IS ONLY THE
BEGINNING



INVITATION TO THE
TABLE- LETS BUILD

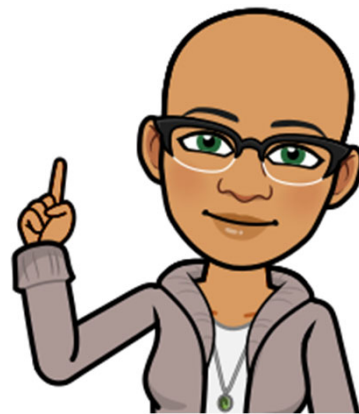


INCLUSIVE ADVISING
STARTS WITH SELF-
AWARENESS FIRST



BE GENTLE WITH
YOURSELF

Questions





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