Expanding Your Comfort Zone: Working With Diverse Students
"Counseling Educator" GOALS

- Improve Advisor Skills
- Foster Relationship
- Encourage Growth & Development
- Improve Retention Rate
- Enhance Integration
- Create Supportive Advisor Team
OBJECTIVES

- Definition of terms and concepts
- Summarize the changing demographics of the United States population
- Building partnerships with students
- Increase inter-cultural awareness and cultural competency
- Introduce guidelines for culturally responsive interactions
- Self reflection questions
RACIAL INEQUALITY THEORIES
STRUCTURAL AND SOCIAL AND
NOT BIOLOGICAL OR CULTURAL

Bias
Deficiency
Structural Discrimination
Racism v. Racialism
Incognizant Racism
Enlightened Racism
“It’s not the figment of the pigment. It’s the enigma of the stigma.”
Amalgamation Theories

Melting Pot (Israel Zangwill)
Cultural Pluralism (Horace Kallen)
Anglo Conformity
WHAT IS CULTURE?

“It’s the way things are done around here!”
MULTICULTURALISM

Integration

Assimilation

Acculturation

Pluralism
THE GREATEST DISTANCE BETWEEN PEOPLE IS NOT SPACE, THE GREATEST DISTANCE BETWEEN PEOPLE IS CULTURE

Jamake Highwater
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Whites</td>
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<td>5.08%</td>
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<tr>
<td>Blacks</td>
<td>11.98%</td>
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</tr>
<tr>
<td>Natives</td>
<td>35.44%</td>
<td>14.42%</td>
</tr>
<tr>
<td>Latino(a)s</td>
<td>53.02%</td>
<td>39.42%</td>
</tr>
<tr>
<td>Asians</td>
<td>96.13%</td>
<td>63.24%</td>
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## ASIAN AMERICAN/PACIFIC ISLAND ETHNIC CATEGORIES

<table>
<thead>
<tr>
<th>Asian American</th>
<th>Pacific Islander American</th>
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<tbody>
<tr>
<td>Bangladeshi</td>
<td>Carolinian</td>
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<tr>
<td>Bhutanese</td>
<td>Chamorro</td>
</tr>
<tr>
<td>Burmese</td>
<td>Chuukese</td>
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<tr>
<td>Cambodian</td>
<td>Fijian</td>
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<td>Chinese</td>
<td>Guamanian</td>
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<tr>
<td>Filipino</td>
<td>I-Kiribati</td>
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<tr>
<td>Hmong</td>
<td>Kosraean</td>
</tr>
<tr>
<td>Indian</td>
<td>Mariana Islander</td>
</tr>
<tr>
<td>Indo Chinese</td>
<td>Marshallesse</td>
</tr>
<tr>
<td>Iwo Jiman</td>
<td>Native Hawaiian</td>
</tr>
<tr>
<td>Japanese</td>
<td>Ni-Vanuatu</td>
</tr>
<tr>
<td>Korean</td>
<td>Palauan</td>
</tr>
<tr>
<td></td>
<td>Other Asian</td>
</tr>
<tr>
<td></td>
<td>Papua New Guinean</td>
</tr>
<tr>
<td></td>
<td>Pohnpeian</td>
</tr>
<tr>
<td></td>
<td>Saipanese</td>
</tr>
<tr>
<td></td>
<td>Samoan</td>
</tr>
<tr>
<td></td>
<td>Solomon Islander</td>
</tr>
<tr>
<td></td>
<td>Tahitian</td>
</tr>
<tr>
<td></td>
<td>Tokelauan</td>
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<tr>
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<td>Tongan</td>
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<tr>
<td></td>
<td>Yapese</td>
</tr>
<tr>
<td></td>
<td>Polynesian</td>
</tr>
<tr>
<td></td>
<td>Micronesian</td>
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<td></td>
<td>Melanesian</td>
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Data Source: U.S. Bureau of Census
<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>No Formal</th>
<th>High School</th>
<th>Some College</th>
<th>Bachelor’s Degree</th>
<th>PhD</th>
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<tbody>
<tr>
<td>Asian Indian</td>
<td>2.2</td>
<td>85.4</td>
<td>74.3</td>
<td>60.9</td>
<td>4.6</td>
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<tr>
<td>Chinese</td>
<td>5.3</td>
<td>77.6</td>
<td>63.6</td>
<td>46.6</td>
<td>4.9</td>
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<td>Filipino</td>
<td>1.3</td>
<td>87.4</td>
<td>71.2</td>
<td>41.7</td>
<td>0.6</td>
</tr>
<tr>
<td>Japanese</td>
<td>0.6</td>
<td>91.4</td>
<td>69.2</td>
<td>40.4</td>
<td>1.7</td>
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<tr>
<td>Korean</td>
<td>2.1</td>
<td>86.4</td>
<td>64.8</td>
<td>43.1</td>
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<tr>
<td>Cambodian</td>
<td>26.2</td>
<td>47.1</td>
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<td>Hmong</td>
<td>45.0</td>
<td>40.7</td>
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<td>7.4</td>
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<tr>
<td>Laotian</td>
<td>22.7</td>
<td>50.5</td>
<td>26.0</td>
<td>7.6</td>
<td>0.2</td>
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<td>Vietnamese</td>
<td>8.0</td>
<td>61.9</td>
<td>42.9</td>
<td>19.5</td>
<td>0.5</td>
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</table>
AAPI Enrollment in U.S. Higher Education by Institutional Type

National Center for Education Statistics, IPEDS, 2006
Percentage of AAPIs Below Poverty

- U.S. Average: 12.4%
- Total Asian Americans: 12.6%
- Total Pacific Islanders: 17.7%
- Other Pacific Islander: 10.5%
- Marshallese: 21.4%
- Samoan: 20.2%
- Tongan: 19.5%
- Native Hawaiian: 15.6%
- Guamanian: 13.7%
- Fijian: 15.6%
- Other Asian: 9.8%
- Filipino: 9.7%
- Other Pacific Islander: 6.3%
- Marshallese: 38.3%
- Samoan: 37.8%
- Laotian: 18.5%
- Vietnamese: 16.6%
- Pakastani: 16.5%
- Korean: 14.6%
- Thai: 14.4%
- Chinese: 13.5%
- Asian Indian: 9.8%
- Japanese: 9.7%
- Total Pacific Islanders: 17.7%
- Total Asian American: 12.4%
In 2005, Asian American freshmen were more likely than the national freshman population to come from families with household incomes of less than $40,000. Nearly 31 percent of Asian Americans came from such backgrounds, compared with the national average of 22.7 percent — presenting these students with an obstacle to success in higher education.
Percentage of Population Enrolled in College by Age, October 2008

Age Group

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Black</th>
<th>White</th>
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<tbody>
<tr>
<td>20-21</td>
<td>36.8</td>
<td>54.9</td>
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<tr>
<td>22-24</td>
<td>24.4</td>
<td>30.1</td>
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<tr>
<td>25-29</td>
<td>13.3</td>
<td>13.0</td>
</tr>
<tr>
<td>30-34</td>
<td>11.0</td>
<td>11.0</td>
</tr>
<tr>
<td>35-44</td>
<td>5.4</td>
<td>3.9</td>
</tr>
<tr>
<td>45-54</td>
<td>2.7</td>
<td>2.0</td>
</tr>
</tbody>
</table>

Legend:
- Red = Black
- Blue = White
Blacks Enrolled in College by Year
(October 2008)
AFRICAN AMERICANS

Percentage of All Adults Over the Age of 25 Who Have Obtained a Four-Year College Degree, 2005

Source: U.S. Census Bureau.
Chart © The Journal of Blacks in Higher Education.
HISPANIC/LATINO(A)S

Mean Combined Math and Verbal SAT Score by Ethnic Group, 2009

Source: The College Board
Chart © The Journal of Blacks in Higher Education
HISPANIC EDUCATION

- **58%**
  The percentage of Hispanics age 25 and older who had at least a high school education in 2004

- **12%**
  The percentage of the Hispanic population age 25 and older with a bachelor’s degree or higher in 2004

- **2.7 million**
  The number of Hispanics age 18 and older who had at least a bachelor’s degree in 2004

- **714,000**
  Number of Hispanics 25 years and older with advanced degrees in 2004 (e.g., master’s, professional, doctorate)

- **11%**
  Percentage of all college students in October 2004 who were Hispanic
They are the youngest Latino/a sub-group with a median age of 24.

In 2000, 26% lived below the poverty line.

They are the least educated Latino/a group with less than 11% of U.S. born having a bachelor’s degree.

Almost 44% of foreign born between the ages of 16-19 work full time.

In 2000, they represented 34.3 million people in the United States.
CENTRAL AMERICANS

- They largely immigrate from El Salvador, Guatemala, Honduras, and Nicaragua.
- Almost 71% are foreign born and 34% immigrated within the last ten years.
- In 2000, 22% lived below the poverty line.
- Almost 17% of foreign born have earned a degree.
- In 2000, they represented 2.3 million people in the United States.
SOUTH AMERICANS

- They largely immigrate from Peru, Ecuador, and Columbia
- Over 74% are foreign born with 33% arriving in the last 10 years
- Many immigrants were middle class and well educated in their home countries
- Over 35% of foreign born have a college degree
- In 2000, they represented 1.7 million people in the United States
There is a substantial enrollment gap between Latino(a)s and all other groups among 18-24 year olds—the traditional age group for college attendance and the cohort that reaps the greatest economic benefit from a college degree. Only 35 percent of Latino high school graduates in that age group are enrolled in college compared to 46 percent of whites.
LATINO(A) ENROLLMENT

- Latinos are far more likely to be enrolled in two-year colleges than any other group. About 40 percent of Latino(a) 18-24 year old college students attend two year institutions compared to about 25 percent of white and black students in that age group.

- Latino(a)s are more likely to be part-time students. Nearly 85 percent of white 18-24 year old college students are enrolled full-time compared to 75 percent of Latino(a) students in that age group.
NATIVE AMERICANS

- American Indian/Alaska Native student enrollment in colleges and universities more than doubled in the past 30 years, and the number of associate’s, bachelor’s, and master’s degrees conferred to Natives doubled over the past 25 years.

- Although the number of Natives attending college is growing, American Indian/Alaska Natives were less likely to earn a bachelor’s degree or higher than their non-Native peers.
From 1990 to 2000, the percentage of Native Americans 25 years and older who had completed high school increased from almost 66% to nearly 71%

This was a higher rate of high school completion than for Hispanics (57.0%), but lower than for the other racial groups.
27% of the total population attained a bachelor’s degree or higher in 2003 compared with only 11.5% of the Native American population in 2000.

Native Americans in 2000 had the next to lowest rate of college attendance based on the population, while Hispanics had the lowest.
Native Americans represented 1.3% of the total enrollment in two-year institutions and .8% in four-year institutions.

Native Americans comprised 1.2% of all Americans 20 to 24 years old.

Native Americans did not attain a share of degrees equal to their share of the population age 20 to 24 at any degree level in 2002.
NATIVE AMERICANS

- Of the 19,207 Native Americans degree recipients in 2002-03, 37.1% received associate degrees, 48.5% received bachelor’s degrees, 13.4% received master’s degrees and 1.0% received doctorates.

- For the total population, a total of 2,540,084 degrees were awarded – 24.9% associate, 53.1% bachelor’s, 20.2% master’s and 1.8% doctorates.
## STUDENTS OF COLOR

<table>
<thead>
<tr>
<th>Key characteristics</th>
<th>Advising techniques</th>
</tr>
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<tbody>
<tr>
<td>Low academic skills</td>
<td>Avoid stereotypical attitudes, expectations and images</td>
</tr>
<tr>
<td>Lack of role models on campus</td>
<td>Inform student of tutoring and supplemental instruction</td>
</tr>
<tr>
<td>Difficulty assimilating to campus</td>
<td>Assist in forming campus connections</td>
</tr>
<tr>
<td>Low self concept based on previous academic experiences</td>
<td>- student clubs, mentoring programs</td>
</tr>
<tr>
<td>Family pressures</td>
<td>Understand role of family</td>
</tr>
<tr>
<td>Financial concerns</td>
<td>Inform student of support systems</td>
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<tr>
<td>Unaware of support systems</td>
<td>Refer students to resources</td>
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# UNDER-PREPARED

<table>
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<th>Key characteristics</th>
<th>Advising techniques</th>
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<tbody>
<tr>
<td>Low academic preparedness</td>
<td>Strong academic support and supplemental instruction</td>
</tr>
<tr>
<td>Lack of study skills</td>
<td>Clarifying career and life-planning choices</td>
</tr>
<tr>
<td>Lack of family / friend support</td>
<td>Finding the match between goals and background</td>
</tr>
<tr>
<td>Under-prepared in one or more areas and competent in others</td>
<td>Mentoring programs</td>
</tr>
<tr>
<td>May have multiple issues</td>
<td>Learning communities</td>
</tr>
<tr>
<td>– learning disability</td>
<td></td>
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<tr>
<td>– language deficiency</td>
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## FIRST GENERATION STUDENTS

<table>
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<th>Key characteristics</th>
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<tr>
<td>Lack of role models in family</td>
<td>Understand purpose and goals</td>
</tr>
<tr>
<td>Lack of family &amp; friend support</td>
<td>Assist in forming campus connections</td>
</tr>
<tr>
<td>Learning to negotiate a campus system</td>
<td>Connect student with resources</td>
</tr>
<tr>
<td>Adapting to a more competitive academic setting</td>
<td>Encourage academic planning</td>
</tr>
<tr>
<td>Ability to relate to campus life</td>
<td>Be willing to act as an advocate</td>
</tr>
<tr>
<td>Feeling overwhelmed</td>
<td></td>
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</tbody>
</table>


<table>
<thead>
<tr>
<th>Key characteristics</th>
<th>Advising techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintaining self-esteem &amp; coping with being different</td>
<td>Self-assess biases and attitudes</td>
</tr>
<tr>
<td>Varying levels of being “out”</td>
<td>Understanding that sexuality is one part of a total identity</td>
</tr>
<tr>
<td>Facing intolerance harassment and violence</td>
<td>Establish inclusive rapport</td>
</tr>
<tr>
<td>Reluctance to seek assistance</td>
<td>Refer to counseling support</td>
</tr>
<tr>
<td>Living in loneliness until establishing connections</td>
<td>Need for referral to support groups</td>
</tr>
<tr>
<td>Greatest risk for suicide and other health issues</td>
<td>- student clubs</td>
</tr>
<tr>
<td>Lack of role models</td>
<td>Clarifying career and life-planning choices</td>
</tr>
<tr>
<td></td>
<td>Refer to campus mentors</td>
</tr>
</tbody>
</table>
PARTNERSHIP BUILDING

1. Visions and goals: mutually agreed upon
2. Understanding and appreciation for one another’s role in advising
3. Ongoing communication
4. Value, solicit, and learn from each other
5. Create and implement shared inclusive decision making
6. Utilize reciprocal learning
7. Respect, trust, and mutual understanding
8. Develop a belief that all contribute to the success of students
9. Share resources
10. Celebrate shared accomplishments
11. Consistently advocate for one another
12. Identify and collectively challenge organizational structures
Figure 7.2. Campus Collaboration.
Source: Adapted from Kramer, 1996.
Cultural Awareness: being sensitive to issues related to culture, race, gender, sexual orientation, social class, and socioeconomic factors

Cultural Competence: requires more than acquiring knowledge... It is leveraging a complex combination on knowledge, attitudes, and skills to engage and intervene appropriately and effectively across cultures
FOUR COMPONENTS OF CULTURAL COMPETENCE

AWARENESS

KNOWLEDGE

SKILLS

RESPECT
GUIDELINES FOR CULTURALLY RESPONSIVE INTERACTIONS

- Consider cultural factors in interventions with students. Remember differences are just that. They are not necessarily deficiencies. Meet students where they are!
- Examine and evaluate your own “cultural baggage.” Consider your possible cultural privilege when working with students from diverse cultural backgrounds
- Consider the level of cultural identity development and degree of acculturation of students
- Avoid stereotypes and adopting a monolithic perspective
- Consider the individual within a cultural context
GUIDELINES FOR CULTURALLY RESPONSIVE INTERACTIONS

- Be willing to learn from culturally diverse students. Invite them to tell their story.
- Be advocates for culturally diverse students in helping them deal with the “system.” If necessary, be a systemic change agent.
- Establish good rapport with culturally diverse students. Adopt an interpersonal orientation.
- Consider differences in help-seeking attitudes and behaviors.
INTER-CULTURAL AWARENESS

- Intercultural Skillfulness
- Cultural Adaptation
- Understanding Cultural Differences
- Acceptance/Acknowledgement Of Difference
- Awareness Of Differences
- Non-Aware Of Difference
Non-awareness: of difference refers to individuals that have no or limited experience with diversity. It is not that they do not recognize difference but they place no value on difference and approach each student as an individual regardless of race, ethnicity, religion, class, sexual orientation, and so forth.

Awareness of difference: indicates that you not only recognize difference but realize that it actually holds some value to the individual and your relationship with them. However, you may lack the training, expertise, and ability to apply the knowledge you have.

Acceptance/acknowledgement: of difference indicates that during this stage you have accepted that different does not mean deviant and your responsibility as an advisor to become more culturally competent.

Understanding cultural difference: indicates you have taken the necessary steps to increase your cultural knowledge through diversity training, workshops, discussions with others, and self education to better understand and relate to the diverse students you serve.

Cultural adaptation: indicates you now have the ability to apply what you have learned and adapt your advising approach to the needs and communication styles of your diverse students.

Intercultural skillfulness: indicates you have expanded your comfort zone and have become a culturally competent advisor. You now have the tools, knowledge, and skills to relate to a wide range of students and feel comfortable in doing so. These skills have been gained but keep in mind that they need to be maintained and this is an on-going process in which we continue to learn and expand our knowledge.
BARRIERS/CONCERNS

- Lack of college preparation and basic academic skills.
- Stereotypical attitudes, expectations, and images held by college personnel toward these students.
- Lack of role models on campus representing their individual groups.
- Limited coping skills.
- Lack of “fit” on some campuses resulting in isolation.
- Limited or ineffective multicultural training from campus personnel.
- Curriculum that does not reflect their experiences or include their histories.
- Lack of campus support systems to address their unique needs.
- Enrollment later in life as nontraditional students.
- Enrolled as part-time students.
- Families may have limited support or understanding of higher education.
“As students develop self-authorship, they move from feeling unsatisfied and in need of self-definition, to constructing internal foundations which are internally defined perspectives to guide action and knowledge construction”

~Baxter Magolda
RESPONSIBILITIES

- A commitment to the whole student
- Recognition and appreciation of individual differences
- A commitment to facilitate student development, success, and learning
- The ability to provide students access and opportunity
- Adequate ongoing multicultural advisor training
- Building a sense of community on campus for targeted groups
- Increased awareness of demographic trends in society
SELF REFLECTION

- What racial/ethnic cultural group(s) do I identify with? How does my identification with that group(s) affect and effect my self-positioning in the world?
- What assumptions do I make about other particular races/ethnicities on a regular basis? How many of these assumptions could be considered generalizations? Stereotypes?
- What might I need to learn about my students individual cultural backgrounds to ensure that I am relating and communicating effectively with them?
- How often do I expose myself to cultural gatherings and events that represent racial/ethnic cultures other than my own?
SELF REFLECTION

- How does my worldview help or hinder me in understanding my students perspectives?
- What other cultural groups do I identify with (i.e. gender, sexual orientation, regional, socioeconomic, language, religious, etc.)? How might those identifications affect my interactions with my students?
- How aware am I of customs and behaviors that have different meanings in different cultures? How might my awareness (or lack of awareness) of behavioral variety affect my interactions with my students?
QUESTIONS

COMMENTS

CONCERNS


