DURING THE PRESENTATION WE WILL BE ASKING INTERACTIVE POLL QUESTIONS. IF YOU WOULD LIKE TO PARTICIPATE IN THE POLLS, PLEASE SEND A TEXT TO 37607 WITH THE MESSAGE “JMPUTMANCSU” TO JOIN OUR POLL GROUP.
Building an Asset Based Toolkit to Advise First-Generation Students
Learning Objectives for Today:

- As a result of attending this presentation, participants will:
  - Be able to articulate components of intersectionality and Yosso’s Community Cultural Wealth Model
  - Incorporate an intersectional framework to individual work with students
  - Be able to apply models to shift practices to a more asset-based framework through case studies and programmatic examples
  - Leave with tools to critically evaluate their advising practices, programs and services through an asset-based framework
POLL EVERYWHERE ACTIVITY
What word or phrase would you use to describe first generation college students?
What word or phrase captures how your institution views first generation students?
Systems of Oppression

Model adapted from CSU Creating Inclusive Excellence Program, 2018
FRAMEWORKS TO SHIFT TO ASSET BASED APPROACHES
There is no such thing as a single-issue struggle because we do not live single-issue lives.

Audre Lorde

Intersectionality
Intersectionality (Collins, 2015)

- Term to describe overlapping or intersecting marginalized social identities and related systems of oppression, domination, or discrimination.
- What are the multiple marginalized identities of first generation students and the systems of oppression they face?

Identity Salience (Orbe, 2004)

- Saliency of first-gen status influenced by situational and environmental context
- Saliency varied based on intersections with other identities
- Does first-gen status lend itself to community building?
An Intersectional Approach:

- Using the FGS term as a proxy for social class or conflating it with another category of analysis not only diminishes the complicated nature of social inequality (Wildhagen, 2015), it also wipes away the multiple, intricately tied paths of other categories of analysis that operate across time and space, hindering the opportunity to effectively address students’ challenges.” (Nguyen & Nguyen, 2018, pp.164)
The six forms of cultural capital are:

- aspirational,
- linguistic,
- familial,
- social,
- navigational, and
- resistance.

Figure 2. A model of community cultural wealth. Adapted from: Oliver & Shapiro, 1995
CASE STUDIES
Case Study #1

- End of semester grades come in and one of your students, Amy, is now on academic probation. You prepare your outreach email to Amy and it reads something like this:

Hello Amy,

I am writing to check in and discuss your most current grades. After seeing your fall semester grades, it looks like you may have struggled in your courses and you are now on academic probation.

To help you get off probation and back onto good academic standing, our department offers a course to help students in this situation. **We require all students on probation to participate in this course.** During the course, you will have time to reflect on the semester and identify where you struggled. In addition to this, you will be able to develop better academic success skills and strategies that will be important for your entire educational journey.

Your success at this University is important to us and we are dedicated to helping you develop all the skills necessary. Please let me know what other help you might need to be successful in bringing your grades up.

Sincerely,

Your advisor
Case Study Discussion:

- After reading the case study, discuss the following questions:
  - What pieces of your case study are deficit responses?
  - Using the frameworks discussed, what can be done to shift from deficit to asset based responses?
  - How might this relate to your advising practices? How might you use these frameworks to help shift your approaches?
Language matters

Create clear pathways for access to resources

Contextualize failures and successes

Awareness, training, and development around identities, power, privilege and oppression
  • Role of Implicit Bias in Individual Interactions, what assumptions do you make about students?

Normalizing help-seeking behaviors

Frame support programs as community support resources

Recognize existing skills/assets and provide time for students to reflect on those

Role of psychosocial messaging
CLOSING AND TAKEAWAYS
REFERENCES


