What I Learned as a Student ... Applied to Advising
Who We Are
Liberal Arts Advising Community

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Grad: History (colonialism & imperialism)

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Undergrad: Science, Technology, & Culture
Graduate: Educational Psychology

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Undergrad: Social Science Education
Graduate: Geography & Social Science Ed.
Why This Conversation?

- Theory is a lens we can use to understand and examine the world around us
- All backgrounds and academic experiences are valid in education
- Theory should never be used to make folks feel small
- Theory is attention and intention
- Theory is all around us
power/knowledge

power is based upon knowledge we have and how we make use of our knowledge.
power/knowledge

Who gets to exercise power? Whose knowledge is recognized?

“Theory, then, is a set of knowledges. Some of these knowledges have been kept from us... because we are not allowed to enter discourse, because we are often disqualified and excluded from it, because what passes for theory these days is forbidden territory for us.”

(Anzaldúa, 1990, p. xxv)
Ishmael Beah
Conference Moment

- How do I recognize knowledge students bring with them to college?

- How do I learn about students’ strengths and cultural capital?

  Examples from Tara Yosso, “Whose Culture Has Capital? A critical race theory discussion of cultural wealth model”
  - Aspirational—make room for big ideas and big dreams
  - Linguistic—recognize strengths bilingual students bring to learning and building relationships
  - Familial—ask about who is rooting for them/cheering them on
  - Social—highlight the strengths of community connections and networks
  - Resistant—recognize strengths that come from overcoming academic and social obstacles
Strategies

- Always ask: “why college?”, making room for the aspirational
- Assume each student may have previously gained language experiences
- Ask about an achievement they’re proud of and connect this to the present
- Ask about a skill or super strength and how this might show up as a student
- Ask about what kind of environment would help the university feel like home
- Build confidence they are not new to learning, just new to this environment

*Every student comes to college with prior-gained knowledge, with voice, and with value*
All maps lie

Applying a critical eye to all documents that are created by an individual/group claiming (explicitly or implicitly) to be the end-all authority on the topic.
The Hobo-Dyer Equal Area Projection

This new map belongs to the family of Cylindrical Equal Area projections in which the latitude and longitude lines form a rectangular grid. Other projections in this family include the Lambert, Gall, Behrmann, Edwards, and Peters projections. In the present case the "cylinder" is assumed to wrap round the globe and cut through it at 37½° north and south. In order to preserve the equal area property the shapes of the landmasses become progressively flattened towards the poles, but shapes between 45° north and south are well preserved.
One size does NOT fit all

Program maps used to chart out a 4-year degree:

- Require a lot of thought and concern to produce--Department input is good, but has limitations
- Are merely ‘suggestions’--They are more marketing to parents than they are advising documents
- Leave off all of the fun possibilities--Following step-by-step can limit your potential
- Look a LOT different based on your perspective--The USA is not purple in ‘real-life’
Gender Performativity
“If gender attributes and acts, the various ways in which a body shows or produces its cultural signification, are performative, then there is no preexisting identity by which an act or attribute might be measured; there would be no true or false, real or distorted acts of gender, and the postulation of a true gender identity would be revealed as a regulatory fiction. That gender reality is created through sustained social performances means that the very notions of an essential sex and a true or abiding masculinity or femininity are also constituted as part of the strategy that conceals gender's performative character and the performative possibilities for proliferating gender configurations outside the restricting frames of masculinist domination and compulsory heterosexuality.”

-Judith Butler, Gender Trouble (1990)
How might our performance impact students?

- Consider the language we use when talking about students, whether or not they are around.
- Our performance includes the layout of our offices and virtual environment.
- What does it mean to perform our role as advisors?
- What other performances do we carry out in our professional practice?
bell hooks' engaged pedagogy, explicated in Teaching to Transgress: Education as the Practice of Freedom, goes beyond developing students to achieve a prescribed level of literacy, the development of professional skills and/or conformity to the status quo, to nurture a reflective and critical stance to social realities. The pedagogy calls for a re-conceptualization of the knowledge base, linking theory to practice, student empowerment, multiculturalism, and incorporation of passion, to make learning more engaging and meaningful.
What does that mean?

Engaged pedagogy establishes a mutual relationship between teacher and students that nurtures the growth of both parties, creating an atmosphere of trust and commitment that is always present when genuine learning happens.
What does that mean?

We can’t treat skills learned for a job, mastery of a subject area, or successful completion of a degree program as “the goal”.

We need to bring our “whole self” into our advising practice.

We must engage students as lifelong learners, challenge them to think critically, and encourage them to incorporate multiculturalism, anti-racism, and personal drive/passion into their career preparation.
REFLECTION

What is something you learned as a student, now applied to your advising?

What is the lens through which you view your work?
“I tell my students, 'When you get these jobs that you have been so brilliantly trained for, just remember that your real job is that if you are free, you need to free somebody else. If you have some power, then your job is to empower somebody else. This is not just a grab-bag candy game.”

—Toni Morrison
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References


**LIBERAL ARTS TUESDAY TALKS**

**November 2nd, 3-4PM CST** – Tell me what to take! - Reframing Liberal Arts to Generation Z  
*Jessica Farquhar, Becky Robertson, Jay Fuller / Northeastern State University*

**December 7th, 3-4PM CST** — Supporting Students in Distress: Effective Advising Strategies for Working with College Students  
*Anay Martinez & Anthea Yuguwa / UC Berkeley*

**January 18th, 3-4PM CST** — Finding Beauty in the Journey: Articulating the Value of the Arts Degree  
*Erica Kalinowski / The College of New Jersey & Robert Bullard / Rowan University*

**February 8th, 3-4PM CST** — The Major Declaration Mindset: Using Planned Happenstance Theory to Re-frame Conversations  
*Lisa Hutton / University of Utah*

**April 5th, 2-3PM CST** — What will you do with that major? Empowering exploratory students to champion their choices  
*Kate Shellaway / West Chester University*

**May 3rd, 3-4PM CST** — It's Okay to Not Be Okay: The Impact of Toxic Positivity  
*Susie Saucedo & Erika Olvera / University of Texas San Antonio*

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**2021-2022 Tuesday Talks**

*save the date!*
Interested in engaging in more Liberal Arts conversations?

- Join our listserv to receive monthly emails/updates
  - email the following text to listserv@listserv.ksu.edu:
    SUB LIBERAL ARTS FirstName LastName

- Complete our involvement survey!

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In Closing