

**Removing colonial elements from advising:  
Developing culturally responsive  
advising practices**

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# During our time together today, we will:

Identify colonial  
learning  
structures.

Recognize  
limitations of  
colonial practice.

Develop culturally  
responsive  
advising  
practices.



**We begin by  
honoring all our  
Indigenous  
ancestors who  
first resided in  
our communities  
before us.**

Given that not only K-State, but most of our American colleges and universities sit on Indigenous lands, the recognition that America's history begins and continues through Indigenous contexts is essential.



# Honoring Indigenous Ancestors

**Kansas State University is the first land-grant institution established under the 1862 Morrill Act. We acknowledge that the state of Kansas is historically home to many Native nations, including the Kaw, Osage, and Pawnee, among others.**

**Furthermore, Kansas is the current home to four federally recognized Native nations: The Prairie Band Potawatomie, the Kickapoo Tribe of Kansas, the Iowa Tribe of Kansas and Nebraska, and Sac and Fox Nation of Missouri in Kansas and Nebraska.**

<https://www.k-state.edu/indigenous-alliance/about.html>



## Pause now to pay tribute to the *Indigenous Peoples* in your own communities globally.

We acquire a cultural strength when we pay tribute to our Indigenous Peoples.

May this new awareness give each of us the strength to work toward **removing colonial learning structures**, especially within advising spaces, to make them open, safe, and engaging for all our students.



# Colonialism

The policy or practice of acquiring full or partial political control over another country (classic definition) (Simonson, 2015)

When these colonial practices are applied within learning and education, these oppressive actions are reframed as **educational colonialism**, which refers to the process of acquiring full or partial control over another [**community or neighborhood's educational system**], and then occupying it with non-local teachers, and exploiting it educationally.



# What might colonial practice look like on my campus?

- **Language** in official university documents such as policy statements.
- **Eurocentric knowledge** is valued over non-Western perspectives.
- Campus decision making structures that reproduce **racial and /or economic hierarchies** (e.g. which neighborhoods get the fastest Internet access).
- **Buildings** named for former slaveholders or for individuals who have been accused of sexual harassment.
- **Token efforts** and conditional commitments for the inclusion of non-Western perspectives & modes of knowledge production.



**What colonial practice do you observe on your campus or in your community?**

**Share your examples in the chat for a moment.**

**Please do not name your institution.**

**Thank you.**



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# Building Culturally Responsive Advising

Requires a solid learning foundation built on:

- **NACADA Core Values**
- **Academic Advising Core Competencies**
- **Concept of Academic Advising**

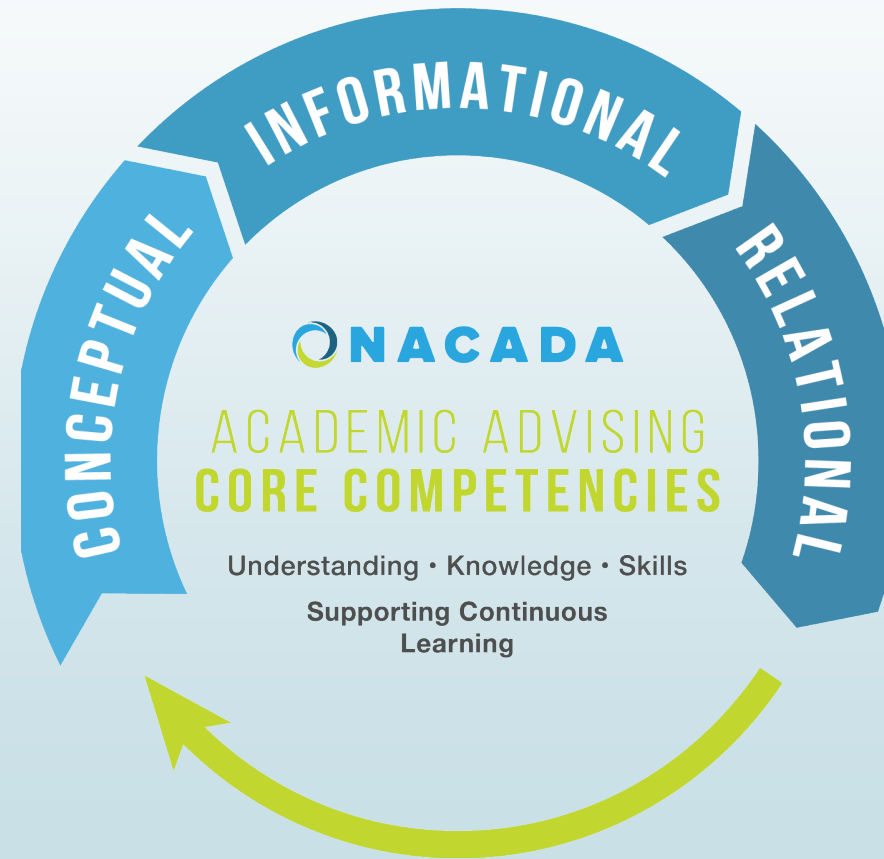
# NACADA Academic Advising Core Values

<https://nacada.ksu.edu/Resources/Pillars/CoreValues.aspx>

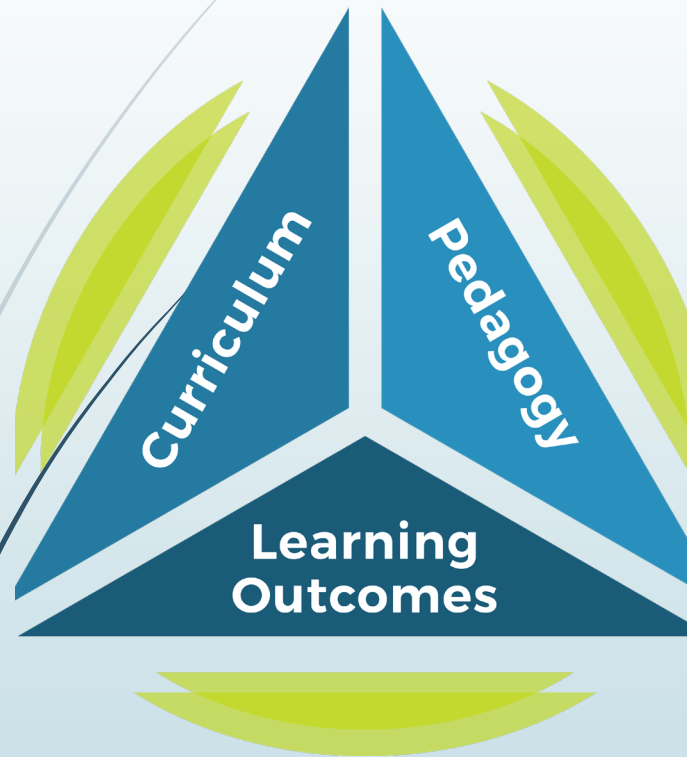


# NACADA Academic Advising Core Competencies Model

This model is to identify the broad range of understanding, knowledge, and skills that support academic advising, to guide professional development, and to promote the contributions of advising to student development, progress, and success. Core competencies include conceptual, informational and relational areas.



# Concept of Academic Advising



**NACADA: The Global Community for Academic Advising** is comprised of professional and faculty advisors, administrators, students, and others with a primary interest in the practice of academic advising. With diverse backgrounds, perspectives, and experiences, NACADA members advise in a variety of settings and work to promote quality academic advising within their institutions.

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# Culturally Responsive Advising Requires Positive Actions

- 1. Understand your own cultural/racial identity.**
- 2. Acknowledge & admit one's own biases.**
- 3. Be comfortable & open to discussing race topics.**
- 4. Understand the role of emotions in racial conversations.**
- 5. Validate and facilitate discussion of feelings.**

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## **Culturally Responsive Advising Requires Positive Actions**

- 6. Control the process and not content of race talk.**
- 7. Unmasks beliefs, attitudes & hidden meanings by making process observations. Intervene in the process & not in the content.**
- 8. Difficult advising interactions about race cannot end in silence. Do not ignore nor avoid the discussion.**
- 9. Recognize and value communication style differences.**



# Culturally Responsive Advising Requires Positive Actions

- 10. Forewarn, plan & prepare advisees/advisors for race talks.**
- 11. Validate, encourage & show appreciation to advisees who speak when it is unsafe to do so.**

Adapted from: D. W. Sue (2015). *Race Talk and the Conspiracy of Silence. Understanding and Facilitating Difficult Dialogues on Race.* John Wiley & Sons.





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# **Thank You!**

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