



Welcome to
NACADA Reads:
“A Conversation on Advising Asian American Students”

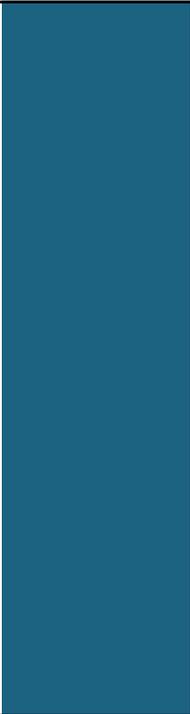
The conversation will begin at
 9am Hawai’i / 12pm Pacific / 1pm Mountain /
 2pm Central / 3pm Eastern / 4pm Atlantic

If you wish to verify audio connection while you wait, click on the
 “Audio Settings” button to test. The Presenters will arrive shortly
 before the broadcast begins for their system checks.

#nacadareads



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September 17, 2019

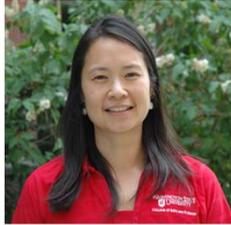
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PRESENTERS



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RELEVANT TOPICS/THEORIES

- Working with Asian American Families
- Model Minority Myth
- CECE Model
- Implicit Bias Theory
- Kodama, C. M., & Huynh, J. (2017). Academic and Career Development: Rethinking Advising for Asian American Students. *New Directions for Student Services*, 2017(160), 51–63. doi: 10.1002/ss.20243

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Working with Asian American Families

Challenges when working with Asian American Parents:

Family Expectations

- Academic
- Career Choices
- Positive vs negative influences

Parental Support

- Financial
- Cultural Capital

Additional Challenges

- Family Status/Makeup



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Working with Asian American Families

How can Advisors Overcome Challenges?

- Build Partnership with Families/Parents
 - Providing career-related resources
 - Learnhowtobecome.org
 - Careeronestop.org
- Programming and Resources for Families
 - Parent orientations
 - Parent FB group
 - Parent newsletter
 - Department/College website for parents



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Resonating Point - Partnering with parents

“Acknowledge family expectation as a legitimate influence. Rather than tell students to ignore their families, validate students’ desire to be responsive to them. Explore what those expectations mean and how they want to address them.” (p.60)



Theory - Model Minority Myth

The “Model Minority Myth” characterizes Asian Americans as a polite, law-abiding group who have achieved a higher level of success than the general population through a combination of innate talent and hard work.

This myth, or stereotype, is based on aggregate data and:

- is misleading and hides the substantial educational needs of many AAPI students.
- leads people to believe that AAPIs are held in high regard and are not discriminated against.
- silences the complexity of the students’ experiences (Teranishi, 2010)

Theory - Model Minority Myth

In reality, however, there exists:

- a wide range of social conditions and educational outcomes among AAPIs.
- a high college dropout rate among AAPI subgroups such as Hmong, Cambodian, and Laotian Americans. These populations hold bachelor's degrees at less than half the rate of the overall population (14%, 13%, and 12%).
- a large percentage (nearly half) of all AAPIs enrolled in community colleges (not elite private and public higher education institutions).
- a low priority accorded to AAPI educational equity and affirmative action programs.

(Museus, 2013)



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Resonating Point - Race, Racism & Identity

“Though Asian Americans are often left out of dialogue around U.S. racial dynamics, research suggests that race often plays a key role in many Asian American students’ academic and career decision making.” (p.57)



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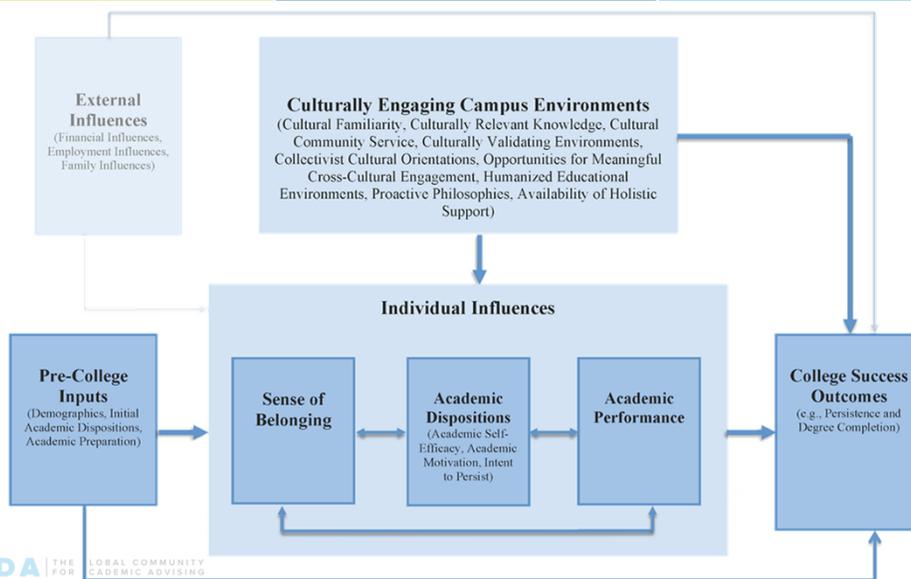
Resonating Point - Cultural Influences

“AA families typically place a high value on educational success and have high expectations of their children.” (p. 53)

- Issues
- Opposite may be true for some
- Experiences



Theory - Culturally Engaging Campus Environment



Implicit Bias Theory

Project Implicit (Harvard University)

“Project Implicit is a non-profit organization and international collaboration between researchers who are interested in implicit social cognition - thoughts and feelings outside of conscious awareness and control. The goal of the organization is to educate the public about hidden biases and to provide a ‘virtual laboratory’ for collecting data on the Internet.”

<https://implicit.harvard.edu/implicit/aboutus.html>

Take a test:

<https://implicit.harvard.edu/implicit/takeatest.html>



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Resonating Point - Lack of Asian American Role Models

“If you can’t see it, you can’t be it.”

“Perceive racial occupational barriers & internalize societal stereotypes”

Due to low numbers of Asian American, staff, faculty, advisors:
Students may “have limited relationships with faculty outside of class” and may be unable to build rapport as easily with non-Asian advisors

(p. 58-59).



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NACADA Membership

Total # of NACADA members =
14,793 (representing 1,976
institutions)

- 9,119 - White members
- 1,696 - Black members
- 1,182 - Latino/Hispanic members
- 527 - Asian members, 3.56%

ETHNICITY	FINAL	% mbrs	18 vs. 19
Amerindian/First Nations	101	0.68%	↓ 5.6%
Asian	527	3.56%	↑ 6.7%
Black (non-Hispanic)	1,696	11.46%	↑ 6.8%
Latino/Hispanic	1,182	7.99%	↑ 18.7%
Multi-ethnic	322	2.18%	↑ 12.2%
White (non-Hispanic)	9,119	61.64%	↑ 7.2%
Other	237	1.60%	↓ 2.1%
Prefer Not to Answer	915	6.19%	↑ 6.3%
Blank	694	4.69%	↑ 16.6%

RESOURCES

- Career resources links: <https://www.learnhowtobecome.org/>, <https://www.careeronestop.org/>
- Ewing-Cooper, A. & Merrifield, K. (2018, March). Advisors' perceptions, attitudes, and suggestions for working with parents. *Academic Advising Today*, 41(1). Retrieved from: <https://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Advisors-Perceptions-Attitudes-and-Suggestions-for-Working-with-Parents.aspx>
- Example of parent & family newsletter: <http://message.wsu.edu/parent-family-newsletter/> and parent website: <https://nsp.wsu.edu/for-parents/>
- "Cultural Capital" YouTube video: <https://www.youtube.com/watch?v=5DBEYiBkqp8> by Sociology Live! Nov. 16, 2015.
- Museus, S. D. (2014). The Culturally Engaging Campus Environments (CECE) Model: A new theory of success among racially diverse college student populations. In M. B. Paulsen (Ed.), *Higher Education: Handbook of Theory and Research* (no. 29, pp. 189-227). New York: Springer.
- Museus, S.D. (2013). Asian Americans and Pacific Islanders: A national portrait of growth, diversity, and inequality. In S.D. Museus, D.C. Maramba & R.T. Teranishi (Eds.), *The Misrepresented Minority*. (pp. 11-41). Sterling, VA: Stylus Publishing, LLC.
- Project Implicit (to take implicit bias tests): <https://implicit.harvard.edu/implicit/research/>
- Reang Sperry, Chanira, "Understanding the Impacts of Campus Racial Climate on Southeast Asian College Students' Experiences" (2019). Ed.D. Dissertations in Practice/Capstone Projects. 34. Retrieved from https://digitalcommons.tacoma.uw.edu/cgi/viewcontent.cgi?article=1035&context=edd_capstones
- Teranishi, R.T. (2010). *Asians in the ivory tower: Dilemmas of racial inequality in American higher education*. New York, NY: Teachers College Press.



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