Blending Career Development Practices with

Principles of Intergroup Dialogue: A Social Justice Pedagogy

by

June Delores Summers Hairston

A dissertation

submitted in partial fulfillment of the

requirements for the degree of

Doctor of Education

University of Washington

2015

Reading Committee:

Ed Taylor, Chair

Maresi Nerad

Michael S. Knapp

Program Authorized to Offer Degree

College of Education

University of Washington

ABSTRACT

Blending Career Development Practices with
Principles of Intergroup Dialogue: A Social Justice Pedagogy

June Delores Summers Hairston

Chair of Supervisory Committee
Ed Taylor, Professor
Educational Leadership & Policy Studies
Vice Provost and Dean, Undergraduate Academic Affairs

The purpose of this capstone project is two-fold: first to introduce a problem of advising

practice and then offer a recommended solution. The problem is captured in my general overall

question which ask, how (if at all) can Academic and Career (AC) Advisers, as institutional

agents engage students in an educational process which encourages career development practices

(CDP) in the context of social justice pedagogy, using principles from Intergroup Dialogue

(IGD)? I present a promising response by introducing the convergence of two streams of

practice: blending career development practices with principles from intergroup dialogue. A

focus on the rationale, purpose and significance of merging these two practices is presented in a

two-part response: one of which is a proposed course curriculum and training manual, which are

not a part of this document, but a companion will be available at a later time. (However, a

sample course syllabus and a summary of the manual content are provided in the appendix for

review). The second response, which this document presents is in the form of an inquiry and

literature analysis that informs the feasibility and usefulness of the proposed course curriculum

and manual. Through semi-structured qualitative interview inquiry, five Career Navigation

instructors were selected to participate in a forty-five minute interview. These person-to-person

interviews provided rich narrative data by looking at AC Advisers' knowledge, experiences, opinions, beliefs, feelings and attitudes in their roles as social justice and career development educators. I examined how AC Advisers constructed, interpreted and gave meaning to their experiences of working with students. The results of this inquiry emerged five themes used to inform the development of the proposed course curriculum and manual blending two streams of practices (CDP and IGD) together. The five themes are also used to determine the feasibility and usefulness of the proposed course curriculum and manual using pedagogical practices that contribute to career development and intergroup dialogue outcomes.

Table of Contents

List of Figures

ix

Acknowledgments

This capstone project is born out of my deep personal respect for and life-time commitment to helping college students discover their passion, purpose, and career aspirations in the context of a vastly changing, diverse and complex world.

A very special acknowledgement is extended to Roland Hairston, my dear husband of 47 years and best friend, critic, and encourager. His untiring support created an atmosphere conducive for creative thinking, writing, motivation, and belief in my success. Thank you for helping me get through the distractions regarding my health and for cooking the daily evening meals! Thank you to my children, extended family, church and community for their loyal support and inspirational nudges to move me towards completion of this degree. Much appreciation is extended to Biren (Ratnesh) Nagda for introducing me to Intergroup Dialogue (IGD). I immediately saw a parallel between my work in applying the four stages of career development practices and the four stages unfolding in IGD. The commonality of themes inspired me to integrate a social justice perspective using principles of intergroup dialogue in my work with students. The result of that inspiration is this capstone project developing a course curriculum manual to address a problem of practice in higher education, by "Blending Career Development Practices with Principles of Intergroup Dialogue."

I appreciate my Dissertation Team: Ed Taylor my adviser, Maresi Nerad, Tom Halverson, Ratnesh (Biren) Nagda and especially Mike Knapp for diligently working and supporting me during the writing phase. Much appreciation is extended to the entire team for their invaluable support, and constructive guidance in directing my passion and energy, while also supporting my inspiration. Thank you for your wisdom and eagle's eye insight. Live long

my friends. Be healthy and strong. Your impartation stirred my passion to submit this capstone as my contribution to the profession that I so enjoy, Academic Advising, Career Development and more recently Intergroup Dialogue.

Much appreciation is extended to my colleagues in the EOP Counseling Center, under the Office of Minority Affairs and Diversity and Undergraduate Academic Advising, Alejandro V. Espania, (former EOP Counseling Center Director) and Robin Neal, current Director, who not only supported and encouraged my work but critiqued my ideas and offered suggestions to enhance the model. I will always be grateful to my friend and colleague, Chanira Reang Sperry for her editing gift, and enthusiasm in reading my drafts with such a keen eye. You all are amazing family, friends and your diversity of perspectives and culture has added great value to my life.

Dedication

My work is dedicated to AC Advisers who serve as facilitators of an educational process that prepares students as they enter into a very diverse and complex world. Through intentional engagement in career development, with a social justice context, using Intergroup Dialogue (IGD) pedagogy, students may become world class leaders not limited in their professional pursuits or by social categories, but committed to manage and preserve the assurance of career preparation and equal opportunities for all citizens.

Chapter 1

Introduction: Response to a Problem of Equity and

Institutional Practice

This capstone project presents a two-fold response to a problem of advising practice at the University of Washington. First, it analyzes the problem, based in literature and the working experience of UW advisers; identifies a productive merger of two lines of thinking and teaching that have not yet been joined, the first rooted in career development practices and the second in practices that support intergroup dialogue; and undertakes a systematic inquiry into the feasibility and meaning of the solution, as academic advisers see it. Second, it references the development of a course curriculum and manual guiding the use of the curriculum, suitable for Adviser training and subsequent use in the coming years. Although the curriculum and training manual are not a part of this document, all references to it may be available in the appendix section, which provides a sample of a course syllabus for career intergroup dialogue and a summary of the manual content.

In this chapter, I present the focus on the problem, purpose and significance of merging these two practices, along with a description of how the idea for this merger originated. I then briefly review the core ideas underlying the curriculum, the design and how they provide the framework for what the course curriculum looks like. Finally, I offer a brief description of the inquiry components, along with questions used to further support the investigation. An overview of the approach, along with the limitations of the inquiry concludes this chapter.

The Equity Gap: A Problem for Institutional Practice,

Leadership Action, and Inquiry

College graduates today will transition into a very diverse and complex work world challenged by social inequities and career disparities. Some, specifically underrepresented students may experience discontinuities relative to their individual or collective group memberships (Adams, Bell, & Griffin, 2007). For example, in many of the competitive fields like science, technology, engineering, and math (STEM) women, disabled and minority students are disproportionally underrepresented. While not the only fields in which substantial disparities exist between the achievement of more and less advantaged social groups, the STEM fields provide a central and important instance of these disparities at work. The National Science and Technology Council and the Commission for the Advancement of Women and Minorities in Science, Engineering and Technology noted in The Morella Commission Report that America is inherently plagued with "social inequities characterized by ethnic, gender, and socioeconomic disparity" (Augustine, Thurow, & Bienenstock, 2000, p. 2). A more recent report that supports this concern funded by the National Academy of Science (2010) noted that America faces an increasing need to impact the growing gap created by the retirement of baby boomers in STEM careers (Carnevale, Smith, & Melton, p. 70). The demographic challenge with regards to science and engineering indicate that rapidly growing underserved populations of minorities, women, and disabled students are not being represented in the STEM careers. In an effort to draw from this largely untapped resource, the US Congress launched a study in 2007 called *America Competes* to attract a more diverse underrepresented population in the STEM workforce

2

(National Academy of Sciences, 2010). This matter of concern also captured the attention of the President of the United States and heralded a call to action.

The President of the United States, in his speech on September 16, 2010, called attention to educators, researchers, scholars, and educational administrators stating the following concerns:

> *"Our nation's success depends on strengthening America's role as the world's engine of discovery and innovation….And that leadership tomorrow depends on how we educate our students today – especially in science, technology, engineering and math. We know how important this is for our health. It is important for our security. It's important for our environment. And we know how important it is for our economy"* (Obama, 2010).

The growing reality of an equity gap existing in the STEM fields has garnered the attention of varied stakeholders interested in maintaining our nation's competitive edge in the STEMs. Our continued role as a global leader in the international community will largely depend upon how we invest our resources in supporting student interest, motivation, retention, research and success in the STEM fields (National Academy of Sciences, 2010). Scholars across the nation are called upon to move beyond the fashion of talk to action, in responding to the root problems apparent in gaps in achievement in math and science from K-12 and beyond. Securing the educational pipeline may have long-term effects that may be seen in higher education, as educators invest time and attention to this problem in an intentional and supportive way.

By encouraging and supporting success in quantitative foundational courses from the K-12 system, the residual impact may link directly to success in the STEM fields in higher education, and STEM careers beyond graduation. The United States recognizes that whereas "the rest of the world has invested in and grown their research and education capacities…we find

3

ourselves at a crossroad" (National Academy of Sciences, 2010, p.1) challenged by how to effectively make an impact for change.

How Higher Education Can Respond

Institutions of Higher Education (IHE) must not only initiate programs to address these disparities, but must also prepare students with the knowledge, awareness and skills to successfully navigate these career challenges. For this discourse, I have selected STEM careers as a milieu that foregrounds the social inequities evidenced in STEM career disparities, and challenge educators in preparing students, especially underrepresented and underserved students who may consider STEM as career options.

In response to this growing disparity, education plays a vital role in preparing students to deal with the complexities that promote exclusionary practices and social injustices (Zúñiga et al., 2005), as evidenced in career disparities within STEM careers. Stakeholders in current social justice efforts, as well as career development professionals, advisers, teachers, researchers, educators and institutions of higher education are challenged to cultivate the kind of learning that promotes social justice values and equip students engaged in the career development process to also gain the knowledge, awareness and skills to meet the these challenges within the work world today.

The basic problem confronting Academic and career advisers, who serve as institutional agents is how to prepare students through an educational process to value diversity and equity for living and working in a diverse world filled with social inequities, and how to offer a safe environment where students can address how societal inequities have influenced and impacted their career aspiration and decision-making choices. This concern is particularly challenging

4

when working with students in science, technology, engineering and math (STEM) programs, where minority, women and physically challenged students are underrepresented and underserved. Advisers often work with students one-on-one in the advising process to enhance students' career decision-making skills and choices (Gordon, 1992). AC Advisers often engage in conversations about how to encourage students' capacity to pursue STEM careers, for which they may have been historically underrepresented, however, limited time and space places restrictions upon how to serve students in a sustained process to address other social and societal inequities that may influence students' personal dissonance.

In addition, in terms of career delivery services, currently the University of Washington offers one-on-one academic and career advising, career counseling, career exploration and navigation courses, career fairs, and career internships, but none of these programs seek to connect students' academic, skills, personal and career aspirations and choices to social justice components that raise their consciousness for diversity, teaches how to bridge across differences and conflict, and increases students' capacity to become confident and competent change agents in the face of societal inequities, either on the job or within the democracy. Neither do these programs offer a safe space, where students can address their perceived societal inequities, which may have impeded or obstructed their career opportunities, aspirations and choices (Zúñiga, Nagda, Chesler, & Cytron-Walker, 2007)

A challenge facing students is although the advising curriculum includes many facets of advising and career delivery services, this effort may vary among advisers, and some students may not receive this support at all, especially if the academic adviser is not trained, competent and confident to engage in career advising. Not all academic advisers engage in career advising. Some may refer students to career referral services (Gordon, 1992). For example, at the

5

University of Washington, advisers may refer students to the UW Career Center for career advising services or enroll students in a career exploration/navigation course.

My Capstone Project as a Specific Response

Institutions of higher education face various challenges in trying to address this many-faceted problem of practice. A particular important area of challenge—and I will argue a ripe opportunity—lies in the instructional and support work that Academic and Career Advisers engage in. In that space, my project undertakes the following task: to create a course curriculum and manual that merges social justice outcomes with career development practices (see appendix for more information) and positions this effort as an educational process within higher education open to all students.   In doing so, each student has the opportunity to engage in the knowledge, skills and development to address these aforementioned concerns as it relates to their unique needs. I considered intergroup dialogue (IGD) as a social justice platform for working through the complexities of social inequities evidenced in career disparities, especially within STEM careers. In understanding intergroup dialogue, it is defined as an educational practice:

> that promotes student engagement across cultural and social divides, fostering learning about social diversity, cultivating an ethos of social responsibility" (Zúñiga et al., 2007, p. 1)…Participants engage in "face to face facilitated learning over an extended period of time to understand shared commonalities and differences, and to explore social inequalities and ways of working together toward greater equality and justice (Zúñiga et al., 2007, p. 2).

I addressed this challenge by asking a general overall question: *how (if at all) can Academic and Career Advisers, as institutional agents, engage students in an educational process which encourages career development practices in the context of social justice pedagogy using principles from Intergroup Dialogue (IGD)?* My response to that question derived from literature around academic and career advisers and their working experiences informs the development of a course curriculum and manual (see appendix for outline of sample syllabus and

6

manual content) for a cadre of academic and career AC Advisers trained in traditional career development practices, using a *cognitive information processing* (CIP) model. The CIP model developed by Peterson, Sampson, Reardon, and Lenz defines career development in terms of its focus on the contextual needs of diverse populations, not previously considered in career development theory. As one of the emerging theories, it focused on students' subjective experiences, from which meaning-making is established to inform career choice. (Niles & Harris-Bowlsbey, 2005).   AC Advisers trained in intergroup dialogue framework (IGD), uses non-traditional practices grounded in social justice pedagogy The development of this curriculum and ultimately its deployment (at a later time) were informed by an inquiry into the manual's feasibility and usefulness as a training guide for AC Advisers who serve as course facilitators. The results and a discussion of their meaning are presented in later chapters within this capstone.

Genesis of My Response to the Problem

My first exposure to Intergroup Dialogue (IGD) occurred at the University of Washington, Seattle campus. Academic advisers and program staff members from two separate pre-major undergraduate advising offices, (the Office of Minority Affairs and Diversity and the Office of Undergraduate Academic Advising) participated in a joint effort to prepare for the co-location of advising services in Mary Gates Hall. At the time, the Office of Minority Affairs was located off campus, serving approximately four thousand UW students from underrepresented backgrounds, 1st generation, and economically and educationally disadvantaged students. From the results of an Advising Self Study Evaluation of undergraduate advising services, external reviewers recommended the co-location of both offices to Mary Gates Hall for the purpose of

centralizing undergraduate pre-advising in a single location. At the time, Undergraduate Academic Advising was already residing in Mary Gates Hall.

Combined academic advisers and staff met on a weekly basis with the intent to build collegial relationships, by getting to know one another, sharing our advising philosophies and practices regarding student service deliveries as well as understanding and acknowledging our commonalities and respecting our differences.

The process for coming together took about a year and was grounded in applying principles of intergroup dialogue and foundations of dialogic communication. We engaged in participatory exercises that enlightened and raised our consciousness about social differences and oppression, examining concepts about privileges, power, and oppression. This process allowed us to explore and experience our individual and collective social identities, positions of privilege and oppression to leverage our work with students. Over the course of a year, we became more culturally responsive to one another, not just greeting one another, but extending hugs as we passed by exchanging words of thoughtfulness and kindness. We all recognized the transformation that took place in bringing us together. Historically, we were polarized by our lack of knowledge about who we were and how we served our students differently, and a lack of trust was born out of our ignorance.

As a result of the IGD experience, we examined our policies, programs, and services in an effort to be more socially inclusive and equitable; we found ourselves being more attentive to diversity and equity issues. We formed small groups to address shared problems and worked together on collaborative projects that ranged from naming the co-location office, to creating the office décor. Advisers from both Offices of Undergraduate Affairs and Minority Affairs & Diversity were further empowered by additional training in group leadership and facilitation,

8

which opened the door for me to receive training in IGD co-facilitation. Going through this experience was personally transformative, and has changed the way I do my work for the better. As an ally of social justice, I will look for ways to infuse this knowledge, awareness and skills in all capacities of my work, especially relevant to my work in career development and underrepresented students in STEM careers.

I recognized parallel themes and stages in intergroup dialogue and career development that allowed me to integrate them into one agenda. The similarities of each stage expanded my reach in thinking about how I might combine the two and present them as a blended course.

After meeting with a group of African American female engineers, graduates of UW, I was challenged, when they confessed, the university did not prepare them for what they experienced in the work-place. Several talked about leaving the field for other careers; while others struggled with the isolation, and lack of support experienced in their field. As a follow-up eye-opener, I attended a lecture by President Freeman Hrabowski, President of University of Maryland, (UMBC) held at the University of Washington. He addressed an audience of professional African American Engineers, graduates and undergraduate students, matriculating towards their science degree. In sharing about the success of the Meyeroff Program, which successfully supports students pursuing research in Science and Engineering, President Hrabowski struck a chord in me with his intense appeal to encourage women of color in the audience, and graduates in Engineering to stay in the field. He mentioned, too many women were opting out, because of their discomfort with the profession, the lack of acknowledgment of minority women in the field, the sense of feeling isolated and a host of other socially related connections that seemed to create a swinging back door. His appeal blended with the chorus of black graduated engineers, and left a resounding dissonance within me, forcing me to reflect and

9

ask, as an Adviser, what can I do to make a difference in this area? Adding to the problem, I attended a closed session with advisers and student services staff to discuss the challenges of doing our work with students and the need for on-going training. Several from the majority population acknowledged their need for diversity training as a priority for assisting a diverse student population.

These pathways converged on a problem, to which I felt compelled to respond. Through my capstone project, I offer a suggested two-fold solution, one that empowers AC advisers to better serve a diverse student population with an authentic interest in their success in and out of school. Through a proposed course blending career development practice with social justice pedagogy through IGD, AC Advisers may assist students in developing their consciousness and awareness, competence, and confidence to navigate a work-world plagued with social and systemic inequities as evidenced in career disparities particularly within high paying STEM careers. In addition, through a course curriculum manual AC Advisers may gain the knowledge, awareness, skills and competence to co-facilitate my proposed diversity initiative course.

After many years of pondering this idea of bringing two streams of thought together, it became the focus of my capstone study, creating an educational experience to address these issues that created a gap that required a response. Will this proposed diversity initiative and course curriculum accomplish my goal? I would hope so, but we really don't know until given the opportunity to implement the training first to the cadre of AC Advisers interested, and perfect the curriculum content and process to target specific career related concerns grounded in social inequities.

How Social Justice Principles and Career Development Processes

Converge in a Solution

Two converging components intersect in the development of my course curriculum and manual: first there is the social justice framework embedded in intergroup dialogue, which is a critical-dialogic approach, which I have used as the framework for working through issues around social inequities that may influence students' identity development and decision making process in a way that precludes them from STEM careers. Second is the career development process that presents strategies in helping students understand self and career awareness, decision-making approaches for career and life choices.

The social justice component is circuitously embedded in every aspect of life. Social justice as defined by Adams has a two-fold agenda; it is a goal and a process. First, it assures that all groups of society are "acknowledged with full and equal participation and have equitable access to the goods, services and resources to meet their needs" (Adams et al. 2007, p. 1). This definition is acknowledged as the goal of social justice. Second, there is the process of social justice, which states that social justice "should be democratic and participatory, inclusive and affirming of human agency and human capacities for working collaboratively to create change" (2007, p. 1). It is the sharing of power with, rather than the domination of power over that enacts the goals of social justice. Through social justice education students are encouraged to develop critical thinking skills for understanding the meaning of differences, differential power distribution, oppression and oppressive systems in society (2007).

I present the ramifications that a social justice component brings to the platform as it undergirds IGD. I believe the social justice component that undergirds IGD justifies the need for educators to embrace diversity and equity as educational outcomes for institutions of higher

11

education. In this respect, the proposed course curriculum and manual is a diversity related platform for students to dialogue about societal inequities that impact their career decision-making and choices influenced by restricted access and limited opportunities, and other perceived obstacles that may have impeded their progress.

Not only is it imperative for assuring access and career opportunities in competitive STEM careers for all students; it is also vital in preserving the democracy. Intergroup dialogue is one way of empowering students with the awareness, knowledge, and skills to address societal inequities, by raising student consciousness around diversity, teaching them to bridge across differences and conflict, and empowering students with the capacity to become allies of social justice (Zúñiga, et al., 2007). This social justice concern is embedded in STEM career disparities, e.g., students may consider influences from either home, family, school, or community that may or not have supported their desire to pursue STEM majors or careers. They may consider their lack of knowledge in preparing to attend college as a factor that influenced their career options, or a lack in role models attending college, or what role education plays in perpetuating career stratification throughout the educational pipeline. These are but only a few concerns that may be addressed through an IGD career focused platform. Intergroup dialogue serves as an excellent platform for students to address concerns around "ethnic privilege and domination" (Longres & Scalon, 2001, p. 449), especially students interested in STEM careers, who may feel impacted and inhibited by their perceived societal and systemic obstructions.

The work of Zúñiga et al., (2007), currently recognized as leaders in the social justice movement, introduced intergroup dialogues (IGD) as a creative way of teaching, learning and valuing social justice and diversity. Undergraduate students in the school of Social Work at the University of Washington have engaged this innovative curriculum since 1997. Although

12

intergroup dialogue is fairly new to the scene, career development and vocational practices have been around for over ninety years, with historical roots in social justice values. Frank Parsons, a leading pioneer in counseling and vocational guidance expressed his passion for social justice and change, in a time when exclusionary practices was the norm, by assuring that career related services were equitable and accessible to all citizens (Hartung & Bluestein, (2002). Merging the two practices is timely for addressing the complex challenges of the 21st century regarding access and opportunities for all people in a democracy. To date, research on intergroup dialogue (IGD) and career development practices have proceeded on separate tracks, with little attempt to connect the two. In the spirit of Parson, blending the two ideas recaptures the practice of social justice and career development as one agenda, especially in the context of a constantly changing and progressively diverse society.

Social Justice and Intergroup Dialogue

In an increasingly diverse society, the management of social justice, acknowledging diversity and equity may present a real challenge. The research literature links understanding across differences to diversity efforts. The Association of American Colleges & Universities (AAC&U) defines diversity as "Individual difference (e.g. personality, learning styles, and life experiences) and group/social differences (e.g. race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations" (Making, n.d.). Katz and Ryan defines diversity as relating to the relative distribution among members of a population usually defined by socially-constructed categories, e.g., gender, race, ethnicity, class, sexual orientation, ability, and religion (2005). Equity on the other hand is defined by AAC&U as, "the creation of opportunities for historically underrepresented populations to have equal access to and participate in educational programs that are capable of

13

closing the achievement gaps in student success and completion" (Making, n.d.). Adams et al. further added that equity relates to the ethical principles and applications of laws that govern distributive resources and opportunities within a diverse population (2007). With this in mind, there is substantial evidence that supports Allport's premise that to be successful in cultivating understanding across differences, as in intergroup dialogue, one must create certain conditions of "… equality in status, existence of common goals, and intimacy of interaction if it was to have positive effects" (Gurin, Nagda, & Lopez, 2004 p.18). As we prepare student leaders for a diverse 21st century, it will require that they have a consciousness and value for diversity and equity for all people, both locally and globally.

By applying critical thinking skills garnered through IGD, students may assess how their own career awareness, opportunities, decision-making and choices have been influenced by inequitable systems of socialization. More importantly, students may have the opportunity through a safe platform to work through their perceived unresolved issues concerning social obstructions, which may have impeded their career aspirations, access and goals. As these issues are grounded in social justice trepidations, students may benefit from understanding the framework of social justice, diversity and equity as they relate to career decision-making and choice. Social justice awareness and values are conceptions to be imparted into students to help them successfully choose careers options, and live and work in a diverse world.

As Institutions of higher education (IHEs) foster the concepts and values espoused to be integral to their identity, such as intellectual honesty, active learning, and citizen participation in a diverse democracy, these virtues are generally articulated in its mission statement. The pressure is on IHEs to cultivate a value for social justice as an educational outcome for students

14

in a diverse 21st century (Zúñiga et al., 2005; Mayhew & Ferndndez, 2007), where they must learn to appreciate diversity of people, perspectives, cultures, genders, and ethnicities.

The charge for social justice as a construct has been questioned by some scholars who interrogate it "as a useful concept" (Longres & Scalon, 2001, p. 448). While the concept of social justice has its controversy, scholars across disciplines have engaged social injustices, each defining social justice in relation to its "domain-specific activities" (Miller 2000, p.497). The common theme that underlies all definitions of social justice is the notion of disparity and unequal distribution of resources and power (Miller, 2000). As society becomes more diverse, the challenge becomes greater to prepare its citizenry to engage in promoting a consciousness for differences and respect for all people.

The French demographer, Jean-Claude Chenais, has said that America is at its most diverse time in its history as a nation, with its representation of all the "world's races, religions, and languages" (Banks, 2001, p.xxi). The rapid demographic changes signify a paradigm shift reflecting an enriched diverse population in the United States, where "we are fast becoming a multicultural, multiracial, and multilingual society" (Sue, 1991, p. 99). Having a diverse population can be empowering, in that it provides an alternative lens for understanding the world, and applying problem-solving skills that strengthen our diverse democracy (Banks, 2001).

On the other hand, in reality, major challenges emerge when a pluralistic nation fails to balance diversity and equity. When individuals in the collective society are not given the opportunity to freely participate, their voices are not represented, and they are reduced to a marginalized status, this process of alienation and exclusionary practices places a nation at-risk of reaching its full potential. By failing to utilize and engage all segments of its citizenry, this fuels internal conflict that threatens the unity of a democracy and informs much of the social

15

unrest within a nation (Banks, 2001; Sidanius, Levin, van Laar, & Sears, 2008). When highly competitive STEM careers do not represent diversity, and the pipeline reflects this deficiency, a concerted effort to close the gap becomes a national concern, as noted in the President's response earlier.

In education, failing to utilize and engage all students in society is foregrounded in the STEM dilemma. Scholars across disciplines have articulated concerns for the growing problem of women and underrepresented minorities lacking in the science, technology, engineering, math and medicine (STEM) fields. This concern is fueled by the changing demographics of our society that reveal Whites in the STEM fields are decreasing in numbers, while the underrepresented minority populations are rapidly growing. The number for such students receiving STEM and doctoral degrees are significantly low when paralleled to their numbers in the community (National Academy of Sciences, 2010). Underrepresented minorities are a growing untapped population who could potentially be a reservoir of resources in STEM careers, if given the opportunity to access IHEs through a level playing field; and AC advisers blending a career development process with a social justice component may encourage underrepresented students considering STEM fields as career options.

Career Development Processes: An Opportunity for Intervention

In career development, students engage in interventions to help them understand the process and means for choosing a major, selecting a career and hopefully attaining a better job after graduation. Career development process helps students crystallize and implement their career identities through self-awareness, career awareness and options, decision-making strategies, and developing and implementing career plans. Students seeking this process represent a wide spectrum of cultural and ethnic backgrounds. Some are older returning

16

students, students with disabilities, first generation students, or from low-income background, who bring their career needs, aspirations, apprehensions, and anxieties to the career development process (Niles & Harris-Bowlsbey, 2005).

Career development outcomes and competencies that students may develop are filtered through the cognitive information processing model, which is one of the cognitive theories within career development, developed by Peterson, Sampson, and Reardon (2005). Through the career development process, students may gain a greater understanding of how personal characteristics, interest, values, and skills influence career choice and decision-making. Students may increase their knowledge of how to use a variety of information resources to explore academic majors and career options, especially those interested in STEM career options. Students may have the opportunity to explore these options in relation to personal interest and characteristics. In taking advantage of the career development process, students have access to the university Career Center for resume writing, and practice interviewing skills. While these skills may be helpful, they do not get at the core knowledge and interpersonal skills that my proposed curriculum will address.

Career development interventions guide students through the meaning-making process, assessing factors that may influence decision-making and choice. Factors may include "family, cultural heritage, level of acculturation, economic, and environmental opportunities" (Niles & Harris-Bowlsbey, 2005, p. 107). A greater emphasis on contextual factors influencing career choice, decision-making, aspiration and motivation may focus on individual and collective identities as it relates to collectivist cultures, race and ethnicity; sexual orientation; sex, gender, and gender identity; ability, nationality; religion and spirituality; and socioeconomic class. These areas of concern impact career development, particularly when viewed by students as

17

obstruction to certain high paying STEM careers. Current career development theories omit some of these contextual factors. For example, family influence is highly impactful for "people of color, women, and those who identify with collectivist cultures" (Fouad, Cotter, & Fitzpatrick, 2010, p. 18).

While some career theorists ignore "the influence of discrimination in career development, other theories acknowledge the fact that there is not equal access to a full range of occupational opportunities" (Niles & Harris-Bowlsbey, 2005, p. 112). It is important to understand the interplay between the individual and environmental contextual factors; for through this dynamic interaction career development and career behavior unfolds, and may reveal how career decisions and pathways are established. Thus, placing greater attention to contextual factors in career theory enhances students' critical thinking about their career choice, decision making, application and implementation. It also enhances AC Adviser's sensitivity to understand how contextual factors may impede opportunities for some and not others. Hopefully, as institutional agents, AC Advisers' increased awareness and understanding may lead to greater institutional interventions for countering the negative effects of discrimination in career development.

Academic and Career Advising at the Point of Convergence

From this reality, Institutions of Higher Education recognize their role as a valuable means of making a difference in this situation by teaching students the value of diversity and social equity as they are considering career choice and decisions about their future. Institutional agents play an integral role in facilitating student learning in this regard.

18

Academic and Career (AC) advisers, as institutional agents who see themselves as career development and social justice educators, may be strategically situated in higher education to facilitate critical dialogue around career navigation challenges impacted by societal inequities, and address how societal inequities may influence students' career aspirations and choices. AC Advisers who understand the value of diversity related knowledge may encourage students to select diversity courses, and engage in co-curricular activities that expose students to a variety of diversity related issues, like understanding positionality, privilege versus oppression, experiencing different cultures, or creating opportunities for students to engage in diversity relation conversations, and critically assessing their own biases. These are but a few of the ways in which to introduce and engage students in diversity-related concerns and help prepare them for a work world.

As new entrants into the work world, college graduates are eager to find their niche. Some students may experience discontinuities relative to their individual or collective group memberships influenced by systems of social disparities and inequities embedded in societal structures (Adams et al., 2007). Here again is an opportunity for AC advisers with a social justice consciousness to engage students in critical dialogue through my proposed Career IGD linked curriculum to address "contentious issues especially those associated with career concerns relevant to social identity and social stratification" (Zúñiga, 2002, pg. 8) as exclusive measures that obstruct and impede career aspiration and choice. Applying a career IGD curriculum in response to the equity gap faced by women and underrepresented students may have an impact on the capacity of underrepresented minorities to pursue STEM careers.

AC advisers may successfully prepare these students to choose to pursue careers where they may be historically underrepresented. AC advisers may cultivate the kind of learning that

promotes diversity and social justice values through my proposed course curriculum. AC advisers may utilize the career IGD curriculum to equip students with skills to meet the challenges within a diverse work environment. These concerns reflect the possibility that inroads may be established for assisting students through some of the complexities of encountering or pursuing specific majors or choosing a career focus.

IHEs work through their institutional agents—particularly Academic and Career (AC) Advisers, who may engage students in an educational process, which encourages career development practices in the context of social justice pedagogy, using principles from Intergroup Dialogue to facilitate learning-centered strategies for cultivating a value for diversity and equity awareness, and infuse these values into the curriculum. AC advisers may need training to facilitate this possibility. AC advisers' training in career development and IGD competencies, their knowledge, social awareness and understanding of oneself first is of great importance. AC Advisers' respect for diversity and equity issues may encourage students to address diversity and social inequities in the context of a career IGD platform. AC advisers' training and contributions are invaluable as they apply their competencies to optimize student learning (Hurtado, Engberg, Ponjuan, & Landreman, 2002) a learning opportunity that has not always been available to everyone (Niles & Harris-Bowlsbey, 2005).

Current efforts to advise students and guide their career development can easily come up short. While career development practices present a discovery process for helping students gather, organize and analyze information about self-awareness, occupational awareness and career decision-making skills (2005), it does not address the cultural and social context that reflects ones' positionality in life, especially in relation to systemic structures and inequities that stratify society. In addition, it does not address the cultural and social context that may exclude

20

targeted populations from accessing high paying careers. Societal structures that create and sustain exclusionary practices have systemically neglected the underrepresented and underserved populations, especially in STEM careers. Neither does it address how individuals evaluate and give meaning to hierarchical social systems that may negatively impact students' decision-making efficacy regarding their career choice and professional lives.

Further, as currently practiced, AC advising may not provide a framework for helping students develop a value for diversity and bridge across differences to create a more inclusive and responsible democracy (2005; Adams et al., 2007; Hurtado et al., 2002).

Integrating principles of intergroup dialogue, grounded in diversity and social justice education, into career development practice may help students develop the capacity for "understanding of diversity and social group interaction, evaluating oppressive social patterns and institutions, and work more democratically with diverse others to create just and inclusive patterns and institutions and social structures" (Adams et al. 2007 p. xvii). My proposed linked course curriculum and manual draws from these perspectives to provide AC advisers with the conceptual and practical tools, exercises and resources to provide comprehensive career assistance, while also empowering students with the tools to "successfully live, work, and lead in a complex, diverse and stratified world" (Zúñiga, et al., 2007 p.1).

What a Blended Curriculum Looks Like

The integration of these two streams of practices are linked together with a career development curriculum grounded in traditional content-based pedagogy, while a non-traditional dialogic pedagogy is applied in the IGD curriculum. By identifying and strengthening the

21

connections between these two, a blended curriculum can emerge that will substantially enhance the university's response to the problem identified earlier.   This curriculum forms the core of a "Career IGD" course I have developed through this capstone project.

Career IGD Course Objectives

The overall goals of the course are two-fold: to engage students in career intervention strategies to provide knowledge about self, careers, and the world of work; and to create a setting in which students engage in open and constructive dialogue to learn and explore issues of intergroup relations, conflict, societal inequities that inform career challenges and disparities, and how to overcome these obstacles to achieve their career dreams and success. Students will gain an awareness of differences, learn the value and appreciation of diversity; understand power differentials that fuel inequities and conflict across differences, and be empowered with the tools to bridge across differences and conflict, while strengthening student capacities to becomes allies of social justice and change.   Students in need of declaring an academic major may also benefit from this useful career decision-making process.

Figure 1

How the Course Curriculum and Training Manual Fits

with Existing Coursework

Existing Career Development Course 2 Credits – Winter Quarter 2016 *Traditional Pedagogical Approach*	Proposed Blended Career IGD Course [1] 3 Credits – Winter 2016 *Non-Traditional Pedagogical Approach*
Stage 1: Who Am I?	
Stage 1: Assessing Career self-perception	**Stage 1:** Learning about self and others in a Socially Stratified World
Stage 2: Exploring Career Options through Commonalities & Differences	
Stage 2: Exploring Career Options and Resources	**Stage 2:** Exploring Commonalities & Differences
Stage 3: Internal and External Influences	
Stage 3: Career Decision-Making	**Stage 3:** Discussing Hot Topics
Creating an Action Plan	
Sage 4: Creating a Career Action Plan	**Stage 4:** Creating an Action Plan and Alliance Building

Co-Facilitator's Training Manual

The curriculum manual provides AC Advisers with the conceptual and theoretical frameworks, tools and resources to assist students in navigating the challenges of career decision-making, self-efficacy, aspiration and choices, while also cultivating the knowledge, skills and understanding about diversity, inclusion, equity and societal inequalities as evidenced in career disparities. It outlines the development and implementation of a course curriculum manual providing the organizational structure, facilitation strategies and methodologies including exercises and assignments; and expected outcomes for students.

---

[1] Footnote: Another option is being considered to combine this into a five credit course meeting two days: one day for 2 hours specifically focused on career development, and the second day for 3 hours with a focus on career IGD.

Framing the Curriculum Design

Career development practice, as taught in a traditional career development course uses the cognitive information processing as its framework, and intergroup dialogues grounded in social justice pedagogy uses non-traditional pedagogy and unfolds in four stages. The career development stages are:

Traditional Pedagogical Approach

Stage 1: Assessing career self-perception

Stage 2: Exploring the work world: Career and occupational awareness and options

Stage 3: Decision-making skills and goal setting

Stage 4: Creating a career action plan: job strategies

Students in the traditional career development course will be introduced to guest speakers who represent career professionals from a wide spectrum of careers, activities/projects. Two widely used career assessments, the Strong Interest Inventory and the Myers-Briggs Type Indicator will be used to gather current information about career interest, personality, and the work environments. By examining students' combined assessment results and integrating information from various other resources, students can decide what careers are a best fit for their unique personality and interest, drawing also from Parson's "trait and factory approach". In addition, students who are undecided on a major or career interest may explore major/career options that align with their skills, interest and values. Students in need of declaring an academic major may also benefit from this useful career decision-making process.

As students develop a career action plan reflecting their interest, goals, values and strategies, students will have the opportunity to incorporate the knowledge, skills and social

24

justice awareness gained from participating in a career intergroup dialogue course into their future education and career plans. This will be enabled by their exposure to career intergroup dialogue. Intergroup dialogue practice entails four parallel stages:

Non-Traditional Pedagogical Approach

Stage 1: Orientation to Intergroup Dialogue – Who am I?
                 Individual or collective group identity

Stage 2: Exploring Differences and Commonalities of Experiences

Stage 3: Exploring and Discussing Hot Topics

Stage 4: Action Planning and Alliance Building

In a multicultural society that is culturally diverse yet socially stratified, discussions about differences, career disparities, community, and conflict are important to facilitate understanding among different social and cultural groups. Students will explore how socialization practices have influenced their values, beliefs, attitudes and behaviors around career choice, and to critically assess their individual and group thinking to raise consciousness about systemic injustices that promote stratification and career disparities. Students have the opportunity to reconcile past, and current internal and external conflicts that may translate into perceived obstructions to career pursuits.

Through critical dialogic communication, students will explore issues of social identities, differences, and inequalities within the context of race/ethnicity and gender to build greater understanding, skills and values for living, learning and working in a diverse society (Schoem & Hurtado, 2004; Zúñiga et al., 2007).   Students will participate in semi-structured face-to-face meetings with students from diverse social identity groups. Students will dialogue around

relevant reading materials--testimonial narratives as well as historical, psychological, and sociological materials, some of which may impact their understanding about challenges for underrepresented populations in selecting high paying STEM careers. Students will explore individual and group experiences in various social and institutional contexts and learn the skills for taking action to create change and bridge across differences at the interpersonal, community and societal levels.

The Opportunity for Blending Curricula

The career development curriculum is presented as a separate lecture/discussion class, and the career IGD course is positioned as a linked course with career development issues and concerns embedded as topics in the career IGD curriculum. A definition of the two provides an understanding to what I perceive as their overlapping qualities and focus.

For example, stage one for both CIP and IGD provides an introduction and goals that address "Group Beginnings Forming and Building Relationships however, they overlaps on issues about identity. Whereas career development addresses, "Who Am I" in regards to interest, values, skills, and talents, career IGD links the social justice component to address "Who Am I" in relation to social constructs, e.g., positionality, family, community, peers, gender, disability, ability, sexual orientation, religion, and economic status. One might ask how positionality impacts one's career opportunities, especially as it relates to STEM careers, and what are the implications for being underrepresented via gender, race, and ethnicity, etc.?

Stage two for both overlap in their focus on exploration. While career development explores the work world in terms of occupational awareness and options, career IGD explores commonalities and differences and provides greater awareness of the various social group

26

memberships and the impact of inequities as it relates to career disparities. The social justice component may discuss the inequities and "systemic reasons why some groups have access to career information and resources and others lack in this capital. These racial group differences may fuel internal and external conflict in one's perception and experiences" (Zúñiga, et al., 2007, p. 27). Apply this to career disparities in group differences, by reflecting upon the cycles of socialization and examining what groups are in high paying careers, and what groups characterize low-paying careers. One may also reflect upon and compare statistics on what racial groups attend college and graduate, versus what racial groups do not attend, or attend and drop, or stop out. These concerns may be processed through societal stratification and other system influences that affect one and not the other.

Stage three overlaps on exploring "hot topics" in which the focus is on the reconciling differences, making connections, analyzing systems of privilege, power, and oppression,…examining roots causes" (2007, p.28). While career development addresses decision-making skills and goal setting, career IGD may discuss social inequities and systemic influences that may impact career decision-making and choice.

Stage 4 overlaps on the theme of Action Planning, with career development focusing on creating a career action plan integrating information from previous sessions, while career IGD focuses on "exploring more learning opportunities and creating an action plan to promote diversity and social justice in the work place and beyond" (2007, p.28). This blended model integrates overlapping themes from career development and intergroup dialogue to empower AC Advisers with the tools, skills and framework for assisting student this educational process. Students may transition from college into the workforce with confidence, articulation, respect

and a deep understanding as a result of the skills, knowledge and values gained from being in the proposed career IGD class.

McCalla-Wriggins (2009) draws upon V. Gordon's definition of career advising and states that it is a "dynamic, interactive process that helps students understand how their personal interests, abilities, and values might predict success in the academic and career fields they are considering and how to form their academic and career goals accordingly" (2009, p.12). Nagda Harding, Moise-Swanson, Balassone, Spearmon, & de Mello define intergroup dialogue as

> Face-to-face meetings of 12-18 students from different racial/ethnic groups. Intergroup dialogues are designed to offer a safe place where students from different groups can foster deeper understanding of diversity and justice issues through participation in experiential activities, individual and small group reflection and dialogues….The intergroup nature of dialogue emphasizes open communication on justice issues, such as social group membership, identity, and positionality vis-à-vis structural and societal power (1999, p.118).

In this context, although intergroup dialogue does not directly address career counseling or career decision-making per se, it does however facilitate critical reflection through the dialogic process, testimonials, and narratives about one's positionality in life, and how that might situate participants to consider career roles that support valuing diversity and social justice. On the other hand, IGD may serve as a forum to help students negotiate and critically assess their career decision-making, where the need to reconcile internal and external conflicts and differences exist resulting from past career pursuits caused by perceived societal disparities. IGD dialogues are so appropriate for working through career related conflicts informed by societal inequities. Since there are no fixed boundaries that limit a single focused topic, especially when many of the concerns intersect around, race, gender, and other various identities and ones' positionality informed by power, privilege, or subjugation (Schoem & Hurtado, 2004) blending these streams of thought may naturally occur (Zúñiga et al., 2007).

28

In addition, the dialogue process provides a natural communication forum where students learn how socialization practices have influenced their values, beliefs, attitudes, and behaviors around career choice, and to critically assess their individual and group thinking to raise consciousness about systemic injustices that promote stratification and career disparities.

To become effective facilitators for this blended course, AC advisers must acquire the knowledge, understanding and skills to apply student centered dialogic pedagogy grounded in a social justice framework into a career exploration course. This blended course curriculum may provide a communication forum where advisers may facilitate student learning on how socialization practices influence values, beliefs, attitudes, and behaviors on career choice; advisers may also create an environment where students may learn to critically assess their individual and group thinking to raise consciousness about systemic injustices that promote societal stratification and career disparities (more about facilitation skills in chapter 2). The manual that accompanies the proposed course curriculum provides a basis for advisers' training.

The Inquiry

Building this curriculum benefited from a systemic inquiry process, in which I explored the thinking and experiences of a selected group of Academic and Career Advisers. My proposed course curriculum and manual reflects a response to the problem of advising practice in how to better prepare students for entering a complex and diverse work world filled with social inequities as evidenced in career disparities, especially in the STEM careers. My theoretical frameworks draws from two streams of thought; career development practices grounded in career development theories and intergroup dialogues grounded in social science theories with a focus

29

on social justice, diversity and equity. My design presents a career development course which emphasizes practical traditional pedagogies, linked with an intergroup dialogue course which presents non-traditional pedagogies blended with career disparities issues and concerns. These two streams of practice intersect in their common themes prevalent throughout the four stages of practice, for both CIP and IGD. Since AC Advisers are considered as possible course co-facilitators, I wanted to understand how they interpreted and gave meaning to their roles as career and social justice educators.

I engaged in a "basic" qualitative semi-structured interview inquiry (Merriam, 2009) to garner information and insight from five AC Advisers who served as career navigation facilitators at the University of Washington. As described in more detail in a later chapter, I used a purposive (predetermined), criterion-based sample of five participants who volunteered to participate in this inquiry study. They all had some experience in advising, and intergroup dialogue or group dynamics, and agreed to participate in a forty-five minute semi-structured interview. Descriptive interviews informed the data collection technique for this study. AC Advisers provided rich narrative descriptions of their experiences in their multiple roles as institutional agents, supporting the institution, students, and being aware of their own needs as educators for social justice.

Questions for inquiry:

1) How can AC Advisers as co-facilitators provide students with an understanding of self- awareness, career awareness, and decision-making choices within the context of issues of diversity, differences, career disparities, and alliance building?

2) What educational benefits, if any would AC Advisers gain from utilizing and applying a curriculum manual designed to blend career exploration practices using principles of Intergroup Dialogue (IGD)?

3)   How can this model be used as a training module for advisers'
professional development?

By reflecting upon their discovery, insight and understanding of their multiple roles and

experiences, I gained much data for framing the course curriculum manual, and for considering

its usefulness and feasibility as a training manual for AC Advisers in co-facilitating my proposed

course. The results of my inquiry appear in a later chapter in this capstone write-up.

Chapter 2
Informing Literature and Framing Ideas

There are two formats in which I organized my literature review in this capstone project. First, I used a historical approach evidenced in Chapter 2 which provides a chronological review that explained and presented theoretical contributions from two separate streams of practice (career development theory and intergroup dialogue foundations), that converged to inform the proposed course curriculum and training manual (not a part of this document). Second, in Chapter 4, I used different bodies of literature to address several factors of concern regarding the institutional and advisers' role, and the various ways in which AC Advisers prepare and carry out their work. The literature in Chapters 4 corroborates with five emerging themes that were inductively derived from the narrative interview data of the five interviewees.

Chapter 2 continues with highlights of the supporting scholarship and an overview of the theoretical frameworks positioning the inquiry within three theories grounded in career development practices and integrated theories from social justice foundation, influenced by social engagement models as in intergroup contact theory and group development, social work foundations and empowerment approach to intergroup dialogue and inquiry. All of these theories are important in their own right, I will only highlight those relevant to my project. It discusses the application of core ideas from career development practices and intergroup dialogue theory to the course curriculum and manual, then concludes with a summary and implications from the literature review, relating ideas and theories to application.

Key Ideas of Career Development Theories

A brief overview provides insight on the leading models of career development. What the literature reveals is that cultural bias in career development theory and practice has impacted and limited career opportunities for many diverse populations in society today (Niles & Harris-Bowlsbey, 2005). A question about the social justice perspective of each model raises questions for critical reflection. I will address these reflections in my proposed career/IGD course curriculum. Understanding the influencing factors that have informed career development theories over the century provide a wide range of theoretical models. These different models explain career behavior, and each theory provides an understanding of a different aspects of the "significance of knowing oneself" (Chen, 2003 p. 203). For this reason, the field is viewed as divided, unfinished and deficient in comprehensivenss and consistency. There have been on going debates and conversations to converge and integrate career theories to make them more flexible and relevant (Patton & McMahon, 2006; Chen, 2003) today.

I first examined Frank Parson's "trait and factor approach" (Niles & Harris-Bowlsbey, 2005, p. 15), using rational, measureable processes, and other alternative models that contributed to a decision making process for understanding self (Hartung & Blustein, 2002; Niles & Harris-Bowlsbey, 2005). Parson's formative model of career decision making which addresses self-awareness knowledge, career and occupational awareness and options, and decision making processes has influenced all proceeding models of career decision making (2005). I then reviewed models considered stable and reliable, as in John Holland's career theory which defines personality types in relation to his hexagonal model: "realistic, investigative, artistic, social, enterprising and conventional (RIASEC)" (Hartung & Borges, 2005, p. 441; (Stitt-Gohdes, 1997, p. 18). Holland's approach for matching an individual to the work environment connects

personality to vocational interest. His theory is grounded in the assumptions that most personalities can be categorized into one or more of the six types mentioned above. The work environment can also be categorized in these same six types. The work environment of interest usually allows an individual to fully engage their skills, interest, talents, abilities and values. Personalities matching to the work environment are generally considered best fit (1997).

According to Holland, the matching process offers a two-fold benefit in that individuals seek careers or work environments that are compatible with their interest, values and personalities. On the other hand, work environments are designed to attract individuals with matching interest, values and personalities. Super's expands a broader view by addressing the many roles of self, applying how we manage those various roles subjectively and objectively in a social environment, through stages of development. Super added that what determines career choice is sometimes influenced by "bias, discrimination, tradition", etc. (Freeman, 1993, p. 257). For example, in viewing this approach through social justice lens one may understand the inner conflict of socialization and contextual influences on identity development. In examining assumptions from a multi-cultural and social justice perspective, a Native American represents the example of individuals whose vocational preferences and competencies may be directly related to social inequities informed by his contextual identities (e.g., individual, collective group membership, gender, ability or disability and economics). These contextual identities may be influenced by social learning, bias, discrimination and societal stratification. They may also be a consideration in why some may have difficulty changing their self-concept in relation to accessing certain careers—e.g., a Native American student who is an engineer has difficulty internalizing and owning his career identity due to socialization factors within his family and surrounding community, who knows very little about what he does. To work through his internal

34

and external conflict, a platform is proposed through the blended course that I suggest, that allows him to work through this social identity problem. Another example comes from a Hispanic female engineer student, who experiences dissonance, when it is assumed that her boyfriend is the engineer, rather than consider that she may possibly be the engineer.

Holland and Whitney referenced the research by Astin and Panos who studied a large sample to assess the impact of college characteristics on students' career choice and major selection. Their study captured both personal and environmental data relevant to career choice. "The results of their study were especially helpful in analyzing the influence of college environments as they relate to vocational decision-making" (Holland & Whitney, 1969, p. 232)

Family, educational pipe-line, and community factors also influence students' career decision-making choices. In a more recent report by Fouad et al. (2010), it was purported that a person's family of origin influences career choice in various ways, from "role modeling, and emotional support…and have stronger influences than peers, even in adolescence" (Fouad et al., 2010, p. 276). Family influence may vary across cultures, individuals, or groups, however, with this in mind, "current theories of career development do not specifically take family influence into account" (Fouad et al. (2010, p. 278). To address the gap, Fouad's study was designed to address the family influence factor, which is a concern in families with a collectivist identity. Understanding the role of family influence and parental style may lend insight to the values, lifestyles, and other individual aspects and experiences that may impact career options and preferences (Chen, 2003).

Following Super's model and the influences of family, education and community in career decision-making, I examined various other categories used to define career development theories, focusing on two approaches, positivist and objectivist and social constructivist theories

35

and their differences. I then explored social contextual factors, and discovered how these factors ushered the profession into a new phase of emerging theories, which addressed the needs of specific underrepresented populations, e.g., women, multicultural, disability perspectives, and concluding with the factors that influence the decision-making process for those representing collectivist identities, (families, groups, communities) and those representing institutional influences gained from the college environment (Niles & Harris-Bowlsbey, 2005).

These varied approaches do not individually address the entire range of considerations in the career development process, and for this reason, the conversation within the profession has been about convergence and integration of theories. When theory integration is perceived as a process for understanding self, or self-realization, this may encourage the integration of many perspectives, from utilizing measureable, rational career assessment instruments as in the objectivist approach to applying narratives and contextual approaches that give understanding through meaning-making of various roles the self may play (Chen, 2003). When various theories are applied, they may give greater support and reference to each other from their unique and varied lens.

Whereas the conversation for integration of theories may characterize the direction for the future, within the career development profession, academic and career advisers are also engaged in a similar dialogue, encouraging an integration of career and academic advising. As more freshmen enter college undecided on a major or career choice, academic advisers may feel the pressure to provide more intrusive career planning, especially for students pursuing careers where they may be underrepresented, or underserved like (STEM) careers. Through the support and assistance of an academic adviser, students may experience educational/academic planning as a process for selecting a major or career, however the support of a career adviser may assist in

36

creating a career-life plan to accomplish student's academic and career goals. Students pursuing STEM careers may often find themselves limited in awareness, or may miss opportunities for connecting and networking with others who may facilitate their progress; and may have trouble formulating identity/role within their field of choice.

Guiding students through this process may require the skills of both academic and career advisers. Selecting a major to link with a specific career or wide range of career options may be addressed by a career counselor, however, selecting the courses, internship opportunities, community services, or study abroad opportunities that support a particular career choice may be facilitated by an academic adviser. These two may seamlessly overlap and intertwine, especially in a school environment where training for both is provided. Blending conversations about academic and career interest, may not necessarily occur if advisers have only been trained in traditional advising approaches (Gordon, 1992; Chen, 2003). The challenges of expanding the scope of blending academic and career advising needs may be accomplished through a course curriculum, that may also address the social justice, diversity and equity needs alluded to earlier.

In reviewing the various career development combinations, or integrated advising models, none have considered the combination of blending a social justice perspective into the career development model blending principles of intergroup dialogue. The literature review of the problem, examining the historical perspectives on intergroup dialogue education and intervention follows a circuitous route the through group dynamics communication.

Key Ideas of Intergroup Dialogue Theories

To begin, it helps to be clear in understanding what is "Intergroup Dialogue" The following definition by Nagda defines intergroup dialogue as

37

"Face-to-face meetings of 12-18 students from different racial/ethnic groups to explore commonalities and differences in and between social identity groups. This dialogic process is a powerful communication experience that offers a safe place where students can work through stages of growth addressing personal and interpersonal conflict across differences, and a myriad of issues gaining understanding and insight regarding diversity and social justice issues. The expected outcomes for applying IGD principles is to cultivate "consciousness raising, relationship building across differences and conflicts, and strengthening individual and collective capacities to promote social justice" (Zúñiga, et al., 2007, p.60; Scheme & Hurtado, 2004, p.6).

The research substantially supports intergroup dialogue as an approach to enhance understanding across differences. Raising social consciousness through pedagogical practices, reflective activities and narratives are means of expression through which this unique communication forum called intergroup dialogue is presented. Influenced by dialogic communication trends of the past, it captures a four step process, common to group dynamics. However, group dynamics does not have a social justice foundation to its context. Through intergroup dialogue, educators across the country have discovered new ways of addressing social inequities and differences across gender, race, sexual orientation, nationalities, and other defined social group boundaries. Two such examples being implemented today are Study Circles and Sustained Dialogue" (Zúñiga, et al., 2007, p. 1).

The primary focus of Study Circles is its emphasis on community engagement. In these circles, participants address community issues, build community relationships, and then connects dialogue to action and change. Each voice contributes in this process of public dialogue. Groups thoughtfully consider how to resolve problems to impact change. Results can be impactful as participants gain new "understanding, establish new relationships, bridge across race, background, political ideology, income and geography" (Aicher Foundation, Paul, p. 38; Zúñiga et al., 2007).

38

In Sustained Dialogue diverse students benefit from the work in global conflict resolution and peace building. It is designed to create mutual respect, recognize conflicting issues, and development action plans that everyone can work with to resolve conflict or disagreements (Zúñiga et al., 2007). These two brief examples lend support the various ways in which intergroup dialogue pedagogy may be used to sustained dialogue, build community, bridge across differences, suspending judgment, apply critical reflection via sharing and listening to one another's experiences (Schoem & Hurtado, 2004).

Over the past several decades, students participating in a dialogic communication process inquire and explore through face-to-face dialogues fueled by socialization, stratification, and other power dynamics that have influenced and impacted their life's experiences. Members from two or more identity groups inquire, explore, share, and learn from one another, thereby building trust among group members and understanding of differences in ways that strengthen cross-cultures experiences in sharing and learning (2004).

Social justice concerns of educators and practitioners are the heart and center of intergroup dialogue. IGD provides a communications forum that moves through four stages, i.e.

Stage 1) Characterized by forming and building relationships;

Stage 2) Explores differences and commonalities;

Stage 3) Explores hot topics; and

Stage 4) Concludes with action planning and alliance building (Zúñiga et al., 2007, pp. 27-28).

Through these stages students learn how socialization practices have influenced their values, beliefs, attitudes and behaviors around career choice, and to critically assess their individual and group thinking to raise consciousness about systemic injustices that promote stratification and career disparities. Students have the opportunity to reconcile past and current internal and external conflicts that translate into obstructions to career pursuits. They may also

39

gain the necessary skills to become change agents, and to recognize oppressive systems as they emerge, offering alternative ways of being for themselves and others.   Various outcomes reveal the effectiveness of intergroup dialogue evidenced in students' expression of a greater understanding across differences, and strengthened confidence in intergroup collaborations, and taking action toward greater social justice.   This educational process is a benefit to the preservation of democracy (Schoem & Hurtado, 2004).

Intergroup dialogue is social justice embodied in a communication forum unique for cradling social change, while birthing social change agents. Strategies educators use to realize substantial change and improvements in social justice pedagogy in higher education for college students and specifically for career development practice are varied. The following are social justice pedagogies of engagement that may be applied in the proposed career intergroup dialogue:

1. Establish a balance between emotional and cognitive components; acknowledge and support personal and individual dimensions of experience, while initiating connections to and illuminating the systemic dimensions of social group interactions;

2. Pay explicit attention to social relations within the classroom;

3. Make conscious use of reflection and experience to encourage student-centered learning;

4. Reward changes in awareness, personal growth, and efforts to work toward change, understood as outcomes of the learning process (Adams, et. al., 2007 p.15).

Multicultural education theorist use pedagogical practices that integrate personal experiences with collaborative classroom interaction that engages the democratic process for change. A focus on social, sociocultural, and historical context, using community experiences may become a catalyst for change. Instructional activities may cover reflective observation using logs, journaling, sharing experiences, thoughts, reflections, personal testimonies, brainstorming,

40

and questions; or concrete experiences that may involve reading, role playing, writing poetry, or it may use experiences to test concepts learned in the classroom, e.g., like intergroup collaborative action projects in which small groups determine how they want to engage in the work of diversity as a class project, dyads, small group dialogues, discussions or any creative approach that brings to surface or enlightens wisdom, knowledge and understanding (Adams, et. al., 2007; Gay, 2003).

The following supporting scholarship and overview of the theoretical frameworks are presented positioning my inquiry within three theories grounded in career development practices and theories formed from a critical dialogic foundation, social justice, and social engagement foundations in intergroup dialogue and inquiry. I will extract from each what is relevant for my course and course curriculum manual.

Conceptual and Theoretical Framework

The theories that contribute to the creation of my career development framework are "cognitive information process theory" (CIP), developed by Peterson, Sampson, Reardon, and Lenz; social cognitive theory and social cognitive career theory developed by Lent, Brown and Hackett (Niles& Harris-Bowlsbey, 2005) and evolved from Bandura's focus on "issues of culture, gender, genetic endowment, social context and unexpected life events that may override career-related choices" (Chen, 2003 p.). It is based on the assumption that cognitive factors influence the decisions students make. Although this model does not address social justice issues, it does focus on a social context, which previous theories have not always considered. The theoretical framework for intergroup dialogue is grounded in social justice pedagogy, where structured and engaged learning experiences characterizes the experience. Students through this

41

engaged model are provided a platform for "dialogue, intentional reflection, perspective-taking, the application of knowledge, interactions with diverse peers, collaborative work with peers, and discussions about diversity" (Mayhew & Ferndandez, 2007, p. 62) with a specific focus on career disparity.

Theories Informing Applications of Career Development
 To This Project

  Cognitive Information Processing (CIP). The CIP is considered an emerging theory, developed by Peterson, Sampson, and Reardon (Niles & Harris-Bowlsbey, 2005), because of its recent development in career theory to address the various contextual needs of diverse populations in career development. As one of the emerging theories, it focuses on students' subjective experiences of career development. In other words, meaning-making is established from one's life experiences, which informs career choice. Emerging theories address two major trends in career development; one trend emphasizes the expansion of cognitive theories within the career domain, and the second focuses upon career interventions that best fits the student needs, rather than vice-versa. CIP has its roots in Parson's three-fold model (e.g., self-knowledge, occupational knowledge, and uniting the two together to inform career choice through rational cognitive decision-making and Holland's personality and Environment match. (Niles & Harris-Bowlsbey, 2005).

  CIP is grounded in four assumptions:

1) Career decision making involves the interaction between cognitive and affective processes;

2) The capacity for career problem solving depends upon the availability of cognitive operations and knowledge;

3) Career development is on-going and knowledge structures continually evolve and uses the pyramid information processing model as one approach to career intervention

42

4. Enhancing information processing skills is the goals of career counseling (2005, p.92). This four factor intervention which focuses on self-awareness, occupational awareness, decision-making strategies, and creating an action plan that identifies students' career choice provides the structure for the traditional career development course, to which career IGD is linked.

The CIP approach is characterized by several structural formats. Using its pyramid model of information process, the first phase addresses self-knowledge, where the focus is on interest, values and skills. The second phase focuses on occupational knowledge or awareness, speaks to understanding career and occupational specific knowledge and the educational or training components attached. The third involves decision-making skills, where students learn how one makes decisions, and the factors that influence decision-making. This third phase draws upon the CASVE, generic information-processing skills, which includes a five step cycle of decision-making that focuses on solving career problems and making career decisions. This five-step model presents communication linked with identifying gaps within the problem setting which are: analysis of the of the problem, synthesizing the data, creating alternative options, valuing and prioritizing options, then execution of a plan or strategy forming a means to an end. The last and fourth phase, identified as the executive processing domain, is where the individual is engaged in metacognitive skills like self-talk, self-awareness, and monitoring and control (e.g. positive self-talk affirms and negative self-talk aborts career aspiration) (Niles & Harris-Bowlsbey, 2005). The crucial goals of this model are helping students acquire the knowledge, decision-making skills, and developing the executive processing. Student may then learn how to utilize these skills before the problem becomes apparent. Students may also learn to identify and utilize information sources; utilize assessment for self-knowledge; apply the CASVE model to decision-making; diffuse irrational beliefs with positive self-talk; stay in control of their

thoughts, and understand and maintain what is a successful model. In this model students are viewed as the one in charge of their destiny (McLennan, 1999).

Social Cognitive Theory. Bandura's (Mayhew, & Fernandez, (2007) contribution to the advancement of social cognitive theory provides insight on the development of self-efficacy or building self-confidence through engagement in interpersonal interactions. He proposes that as participants increase their interactions across differences, growth is manifested in behavioral change. He provides strategies for fostering social justice competencies through balancing opportunities for repetition with challenge and support, as individuals engage in interactive exercises and role playing. The practice and rehearsal regiment not only sharpens skills, but improves self-efficacy, which increases maturity of one's choices (2007). The research of Sidanius et al., (2008) raises questions about the positive effects of intergroup interaction. They suggest that a closer examination of these positive effects may reveal that those who engage in these interactive exercises may be influenced by their personal biases that may prejudice positive outcomes.

Social Cognitive Career Theory (SCCT). The Social Cognitive Career Theory (Brown & Lent, 1996) is closely related to Krumboltz's learning theory and is derived from Bandura's Social Cognitive Theory (Niles & Harris-Bowlsbey, 2005). It addresses contextual issues of culture, gender, genetic endowment, social context and unexpected life events that may interact with and influence the effects of career-related choices. It focuses on the connection of "self-efficacy, outcome expectations and personal goals" (2005, p.87), that influence an individual's career choice. It proposes that career choice is influenced by the beliefs the individual develops and refines through four major sources:

a) Personal performance accomplishments,

b) Vicarious learning,

44

c) Social persuasion, and

d) Physiological states and reactions (2005, p.88)

How these aspects work together in the career development process is through a process in which an individual develops an expertise/ability for a particular endeavor and meets with success. This process reinforces one's self-efficacy or belief in one's future success in the use of this ability/expertise. As a result, one is likely to develop personal goals that involve continuing involvement in that activity/endeavor. Through an evolutionary process, from early childhood throughout adulthood, the focus is on successfully selecting career goals/choices. What is critical to the success of the process is the extent to which the individual considers the activity or endeavor to be affirming and that it offers valued compensation.

Although Social Cognitive Career Theory does not address social justice issues, the social context allows for the emergence of questions that capture a social justice focus. For example: What social structures may or may not influence individual perception of the probability of success? What are the barriers, and are they many or few? If the person perceives few barriers is the likelihood of success reinforced regarding career choice, but if the barriers are viewed as significant is there a weaker interest and choice actions?

Through a process of intervening learning experiences that further shape one's abilities and impacts self-efficacy and outcome beliefs, one's vocational interests, choices and performances are shaped and reshaped. The SCCT differs from the majority of existing career theories in its dynamic nature. Through its focus upon the role of the self-system and the individual's beliefs, the inherent influence of the social and economic contexts are addressed. In summary, individuals are attracted to activities and occupations that reveal their strengths. One's attitudes and values are connected to self-efficacy and outcome expectations. Gender, race and

ethnicity inform one's experiences which influences self-efficacy and outcome expectations

(Brown & Lent, 1996; Niles & Harris-Bowlsbey, 2005).

Theories Informing the Application of Intergroup Dialogue
(IGD Model) to this Project

For this inquiry, I applied the theoretical framework for intergroup dialogue that was used

for the multi-university research investigation involving nine universities. They either

participated in a gender, or race-ethnicity investigation. All nine universities (Arizona State

University, Occidental College, Syracuse University, University of California – San Diego,

University of Maryland, University of Massachusetts at Amherst, University of Michigan, Ann

Arbor, University of Texas – Austin, and the University of Washington-Seattle) through a

standardized critical-dialogic model of intergroup dialogue implemented a uniform curriculum

and research design with common experiments to examine the effects of intergroup dialogue

(Nagda, Gurin, Sorensen, Gurin-Sands, & Osuna, 2009). Four communication processes

informed the central framework as the catalyst for change. They are "appreciating differences,

engaging self, critical reflection, and alliance building" (Gurin, Nagda, & Zúñiga, 2013). These

communication processes occur among students as they interact in the dialogue setting. The

communication process is depicted as the interaction among participants that encourage change

within individuals in the IGD experience. There is a two-fold process; one that occurs among

group participants, and the psychological processes that are evidenced within individuals.

Together these two processes (the communication/social and psychological) influence the

outcomes of IGD in "intergroup relationships, understanding, and collaboration" (2013).

Guerin et al. (2013) noted that the critical-dialogic model that grounds IGD is supported

by Gordon All port's premise in his work "The Nature of Prejudice", which he noted "It is not

46

the mere fact of living together that is decisive. It is the forms of resulting communication that matter" (2013). When the social self is engaged in the communication process, it may shift embracing other identities, moving from a static to a dynamic process of social engagement. Through this process, learning takes place; learning from other's experiences, through their stories, images, ideas and words. Communication process is integral to how, and what happens between and in the process. It not only manage "content" or "objectives", but more importantly, it creates the frames for interaction with regards to content and objectives. In doing so, greater social truth may surface between and among group members, where they no longer see themselves as autonomous, but as social. As participants views are expanded, they may see themselves no longer defined by societal power relations, but may address their equality. The critical dialogue approach may encourage questions like what would it be like if our language, perceptions, explanations and social life used relational terms rather than individual terms. What would our relational orientation look like?

In understanding how the communication processes functions, Nagda explains as students from diverse groups engage in interactive activities and through the communication process, they learn to appreciate differences through intentional listening, personal sharing and inquiry. They understand how power and privilege impacts lives differently. The concept critical represents attention given to the power dynamics of different social groups. The concept dialogic emphasizes relationships, between the self and others. The concept "critical consciousness" has its roots in the work of Paulo Freire, in which he focuses on (Freire, 1993) the analysis of power and the action to promote greater social and economic justice. IGD is also influenced by critical race theory, drawing upon institutional structures that shape law, and how other contextual factors like race, gender and class function within the society. In the critical

47

dialogic model, critical reflection focuses on examining ones' own and other student's perspectives and experiences, and view them through the dynamics of power, privilege, and inequality. Alliance building engages students in working across identity group differences and conflict in collaborative ways to bring about positive action (Nagda, et al., 2009; Zúñiga et al., 2007).

Implications for Advising and Institutional Roles

Through the IGD/CDP curriculum, the intent is to equip AC advisers with the tools and resources to empower students. As co-facilitators they work as paired opposites, generally representing contextual factors within the group dialogue.

Facilitator's Role and Competencies:

Skills for fostering the learning of others involve:

Knowledge: principles and processes of intergroup dialogue, dialogic pedagogy

Knowledge of intergroup issues

Skills: encouraging and facilitating participation from all group members

Personal awareness: awareness of their obstacles to awareness, of their own communication style, and of the impact of their communication style on other people

Commitment and passion: commitment to bring about social change, commitment on a professional level in working with others, and ability to share feelings with others

Raising consciousness

Building relations across differences and conflicts

Strengthening individual and collective capacities to promote social justice

Help group members strategically analyze individual, intergroup, and group dynamics

Intervene when necessary to enhance group functioning

Design, plan, and facilitate weekly sessions – attend to content, learning, group process

Use curricula related to intergroup dialogues (recognizing how the learning and dialogue process is occurring

Assess the impact of the design on group members, make adjustments as necessary

Provide positive and constructive feedback as needed - directly and openly to one another, and to ask for feedback from group members.

The primary emphasis is to transform "critical incidents" into "teaching moments"

Facilitators must be knowledgeable about the nature of prejudice, discrimination, and institutionalized privilege and oppression.

Must be aware and sensitive to their own learning process (Schoem & Hurtado, 2004, pp. 126-127; Zúñiga, et al., 2007, p. 41-42; p. 106-107).

Adviser's Role

With these diverse ways of communicating to enhance understanding, what role do advisers play in this process? To meet the rapidly changing needs of a diverse population, academic/career advisers and career development professionals incorporated multicultural sensitivity training, which initially focused on race and ethnicity, but later "expanded to embrace all cultural dimensions such as gender, gender identity, sexual orientation, disability, spirituality, religion, age and social class" (Niles, & Harris-Bowlsbey, 2005 p. 117). Multicultural counseling/advising is defined as a helping process in which both parties acknowledge and give equal respect to the cultural awareness and backgrounds informing the counseling/advising experience. This involves acknowledging differences in language, social class, and culture between counselor/adviser and student. Failure to acknowledge this important valued dynamic may create potential hindrances in the intervention process and require attention to reconciliation, before continuing the process (Niles, & Harris-Bowlsbey, 2005).

More importantly, culture between helper and student competency on the part of career counselors requires a lifelong commitment to personal growth, self-reflection, and understanding of their roles, personal biases, and respecting of differences. The challenge facing career development professionals today is to remain relevant in the 21st century. They are called to

revisit and revise their mission and goals and to explicitly articulate the value for social justice as a foundational construct in the mission statement. In addition, they are called to examine ways to address the needs of marginalized groups using a systemic training framework. This framework allows for the application of sociopolitical systems for understanding how students are impacted and to consider their role as advocacy for addressing the problems that perpetuate injustice, inequity, and disadvantage (McMahon, 2008).

Students are the beneficiaries of these changing paradigms. For example, instead of offering a traditional trait-factor approach to career counseling, which involves the use of assessment instruments for self-information in working with "Sue Chin" (fictitious name), the Adviser may address how cultural and family values may influence career choice, especially for students coming from a collectivist cultural identity, where family values guide career choice. Advisers on the UW campus recently addressed similar issues to meet the competency needs of handling these problems more effectively. This topic, "The Influence of Family and Cultural Values on Students' Career Choice" was presented by a panel of advisers at the recent University of Washington's Advising Summit". Each panelist represented a different cultural/ethnic perspective on the topic that was not only informative, but raised many additional unanswered questions. As a result of the topic interest and enthusiasm generated, the Career Exploration Committee (for which I served as a member), agreed to continue this conversation throughout the year with the advising community to share best practices in working with students of diverse populations.

Multicultural educators created a movement, challenged the system in response to injustices in the curriculum, met resistance and later received significant support to sustain the drive. Advisers and Career Counselors shifted their focus to include social justice advocacy and

education to address the cultural and family values that may impede student academic and career development progress and persistence to degree. These examples are evidence of success in promoting social justice and change.

Advisers may continue the work of social justice by moving beyond the prescriptive and developmental models to expand their efforts to social justice advocacy and "learning-centered advising" (Lowenstein, 2005 p. 71). By understanding the reasoning behind requirements, taking agency for their success, utilizing the support networks, and engaging across differences, students are able to expand their understanding of the world.

Advisers working with students engaged in career development from a social justice perspective may address how social justice outcomes are positioned within higher education research and literature. Or they may gain insight around how we define and measure social justice outcomes. They may understand the overlap in terminology regarding substitutes for diversity-related outcomes or outcomes related to citizenship, leadership or civic engagement. Certainly AC Advisers may benefit from a curriculum that applies principles of IGD with career development practices to prepare students to enter the diverse work world with the knowledge, skills, and commitment to issues of social justice and change?

The application of core ideas from career development practices and intergroup dialogue theory to the course curriculum manual provides great opportunity for critical dialogues around some of the topics and questions raised from both fields of study. Nagda (Schoem & Hurtado, 2004) asserts that this dialogic process is a powerful communication experience that offers a safe place where students can work through stages of growth addressing personal and interpersonal conflict across differences, and a myriad of issues in gaining understanding and insight regarding

51

diversity and social justice issues.   Samples of topics and questions drawn from this discourse are:

How do AC Advisers empower students with the awareness, knowledge and skills to address societal inequities? What social inequities have influenced or impacted their career development and pursuits? We know from the literature that this question is packed with power dynamics of positionality, cultural capital, self-efficacy, economics, gender, race, etc. By providing the platform for addressing these concerns, students may understand concepts like stratification, discrimination, power, privilege; and as an outcome may raise student consciousness around diversity, teaching them to bridge across differences and conflict, and empowering students with the capacity to become allies of social justice, and gaining self-efficacy to pursue the career of their dreams.

Students may address societal influences from a contextual perspective (e.g. home, family, school, or community, etc.) that may not supported their desire to pursue STEM majors or careers. They may dialogue about their perceptions regarding factors influencing their situation, e.g., their lack of knowledge in preparing to attend college as a factor, limited knowledge and its impact on career options, or a lack in role models attending college, or what role education plays in perpetuating career stratification throughout the educational pipeline.

Students may address identity issues like self-efficacy, socialization, expectations, labeling, etc. Students may appreciate a platform that allows them to crystallize and implement their career identities through self-awareness, career awareness and options, decision-making strategies, and developing and implementing career plans, by working through perceived obstacles around race, gender, sex, ability, religion, etc.

Our work through real-life stories such as this one that illustrates the psychological and economic implications of self-efficacy, outcome expectation, and choice-barrier processes. Some mathematically talented women show low interest in math- and science-related occupations because their socialization experiences led them to acquire inaccurately low self-efficacy beliefs or unfavorable outcome expectations. Even mathematically capable women may not express interest in occupations requiring a moderate level of mathematics sophistication if they inaccurately discount their capabilities. Moreover, even those who accurately gauge their efficacy at math tasks, and who perceive positive outcomes associated with careers involving math tasks, may not elect to pursue such careers if they perceive significant barriers to entry, success, or advancement (Brown & Lent, 1996).

Institutional Role

IHE's, community and society, may consider the following questions when examining their role to support or resist progress. How are campuses modeling values of diversity and social justice in their administrative operations and policies? What moral and financial supports are provided to sustain and improve the work of social justice in advising, teaching, and in admitting a diverse class to enhance the intellectual conversations of inquiry, and to engage interaction amongst a diverse student population? All entities must work together to promote the value for inclusion, respect for differences, and educating a community for change. It is my hope and expectation that through my proposed diversity initiative course it will have an impact on campus climate as more students engage and interact across differences in meaningful ways. It is my desire to see more activity in curricular and co-curricular areas that blends diversity and equity concerns through IGD pedagogy, especially in career development activity across

53

campus; or in residence halls and across departments. Blending principles of intergroup dialogue with career development practices is my initial effort to impact change. The above mentioned areas may be opportunities for extending further study on the impact of integrating intergroup dialogue with other areas of practice. Our role as the institution of higher education is to make sure that we have prepared our students as graduates to live and work in a diverse and socially complex and stratified world, empowered with confidence and competence to enter as leaders and agents of change.

The expected outcomes for applying IGD principles are to cultivate "consciousness raising, relationship building across differences and conflicts, and strengthening individual and collective capacities to promote social justice" (Zúñiga, et al., 2007, p.60; Schoem & Hurtado, 2004). The expected outcomes for applying career development practices may provide a greater understanding of how personal characteristics, interest, values and skills influence career development; increase students' knowledge of how to use a variety of informational resources to explore academic majors and expand career options; and consider academic and career alternatives in relation to personal characteristics; and thus create a working career and academic plan that infuses social justice pedagogy. Students, AC advisers and the institution benefit from the blending and integrating career development practices with principles from intergroup dialogue, a social justice pedagogy.

I've selected the aforementioned theories to frame my product because they connect the work around career development practices with concerns addressing diversity and social justice efforts. The career IGD curriculum is designed to blend a content based career development curriculum with non-traditional dialogic pedagogies complementing a weekly career lecture class. This approach models several designs where dialogues were incorporated into various

54

curricular programs. One particular model referenced in the School of Social Work used a "Cultural Diversity and Justice" course incorporated with IGD pedagogy in a separate but complemented class (Schoem and Hurtado, 2007).

Chapter 2 Summary

This presentation has briefly summarized the historical practices of career development and intergroup dialogue, followed by an examination of the conceptual and theoretical frameworks undergirding this inquiry; and an implications of advising and institutional role in supporting a diversity initiative course, along with the recruitment training of academic and career advisers interested in co-facilitating the course via the course curriculum manual.

Lastly, it is my value that as we engage in the day-to-day experiences of creating a welcoming environment for students, introducing them to many complex and diverse perspectives and relationships, we empower leaders to understand the value of diversity, social justice, and change.   These are leaders who may take their place in a global and ever changing world.

Chapter 3

Design of the Inquiry to Inform Development of the Course

Curriculum and Training Manual

Chapter 3 explains the design and rationale for the methodology used to pursue an inquiry with Academic & Career Advisers meant to inform the development of the course and curriculum manual for which this capstone project lays the groundwork. I discuss the problem, purpose, and the questions that guided the inquiry and justify the qualitative interview design. This chapter also presents details regarding the setting and sample, describes the data collection and analysis procedures; then wraps it up with information about the validity, applicability, consistency and trustworthiness of the data collected and analyzed. I conclude this chapter with a discussion on the limitations and other ethical considerations that informed my study.

As noted in Chapter 1, the following question guided my qualitative inquiry: *how (if at all) can the University through its institutional agents (AC Advisers) engage students in an educational process which encourages career development in the context of intergroup dialogue principles grounded in social justice pedagogy?* Related to this general question, the following three sub-questions focused the inquiry:

1) How can AC Advisers as co-facilitators provide students with an understanding of self- awareness, career awareness, and decision-making choices within the context of issues of diversity, differences, career disparities, and alliance building?

2) What educational benefits, if any would AC Advisers gain from utilizing and applying a curriculum manual designed to blend career exploration practices using principles of Intergroup Dialogue (IGD)?

3) How can this model be used as a training module for advisers' professional development?

Inquiry Design

From these questions, I derived six interview questions for AC Advisers at the University of Washington to consider when reflecting upon their roles as career development and social justice educators, in the context of using the curriculum manual I propose. In providing a valuable learning-centered and transformative experience for students, AC Advisers may not only facilitate the university's value for diversity, but may also enhance campus climate for a diverse student population (Dessel, Rogge, & Garlington, 2006)

Grounded in these questions, I wanted to understand how AC Advisers interpreted their experiences, constructed and gave meaning to their perceived roles as career and social justice educators, and what that might look like in their institutional setting. I was also interested in their perceived roles as institutional agents supporting and facilitating diversity as the university's core value, and their personal need for self-assessment and professional development in facilitating this course. In addition, I wanted to understand these issues from their point of view. To capture this information, I utilized a qualitative, semi-structured interview inquiry to gather rich descriptive narrative data, which I used to inform the development of my curriculum manual.

I entered this process with the assumption that AC Advisers as potential co-facilitators offered a perspective that was valuable, meaningful and able to be explained through their stories. The respondents' realities are born out of their interactions and engagements with their social worlds (Kvale, 1996). It was important for me to explore and understand AC Advisers' perceived realities as they interacted and engaged with their institution and students. It was my challenge to present their experiences in a manner that gained their approval to an accurate interpretation and presentation of their realities. This approval process was accomplished

57

through a check and balance system that allowed participants to review and authenticate their responses.

Sample and Sample Selection

My sample was "nonrandom, purposeful, and small" (Merriam, 2009, p. 17). Generally, in a quantitative study, sampling is usually more random and larger in number in the sample and selection pool. Using a qualitative design afforded me the flexibility to gather more extensive data from a small, purposeful sample, and inductively build themes as bits and pieces emerged from the data. It also allowed me to combine and organize data into larger emerging thematic categories (Merriam, 2009; Gordon, 1992). There were no predetermined theories or hypotheses or structured agenda defining my data, though I checked the themes emerging from the data against existing literature to make sure the development work was grounded in scholarly thinking.

This is not the case in a quantitative study, which is generally designed to test hypothesis or theories. I also recognized that as the researcher, I was the "primary instrument" (Punch, 2006, p. 52) through which data was collected and analyzed. I used an "inductive process" to process the rich descriptive narrative data to form concepts, thematic categories and emerging theories (Merriam, 2009, p. 15). From this approach, garnered from the rich descriptive stories, I gained insight into understanding the experiences of AC Advisers and how they gave meaning to their respective academic and career advising roles. I also understood the value of their representation as institutional agents in fulfilling and supporting the institutional agenda and values (Merriam, 2009) in working with students. Their comments are included in a presentation of findings in Chapter 4.

Non-probabilistic sampling is often referred to as purposive or purposeful sampling, drawing upon the interest of the researcher to "discover, understand and gain insight", which directly reflects my agenda in working with the data (Merriam, 2009, p. 77). My sample does not represent the complete cadre of advisers from this research 1 institution; however, it is selected from a small group of advisers who had specialized experiences and competence in teaching or facilitating career exploration courses and some form of intergroup dynamics. With dual experience in career development and some form of group or intergroup dynamics, the sample selection provided rich narrative information from those in the field who would be most prepared to use the curriculum manual that I propose. The participants selected were the individuals doing the work, and who could contribute to the questions of concern from their extensive experiences. I wanted to assure that those selected could provide the greatest insights from which I could learn in developing a curriculum manual to address their needs.

My "criterion-based selection"(Merriam, 2009, p. 77) encompassed the following attributes: experience as career counselors or career exploration facilitators, and some experience in facilitating, leading or participating in group, intergroup dynamics, or intergroup dialogues in higher education at the university level or within the community. They had to have been engaged in this experience for at least a year. The average minimum experience of the sample was three to five years. This assured me of their understanding of the culture for both career development practices and interactive group or intergroup dynamics.

These unique requirements allowed me to draw from a total of ten academic and career advisers who taught and co-facilitated five sections of a Career Navigating class, spring of 2011 at the University of Washington, a large research 1 institution on the West coast. These ten individuals were sent emails by the Lead Instructor (who was not a part of the selected

population) explaining the inquiry and inviting them to participate in the inquiry. Of the ten invited, five responded and were selected to participate in the study. These five who responded (two White American males and three females; one African-American, one Asian American, and one White American) also shared common experiences in their academic advising, career development practices, and engagement with intergroup dialogue or group dynamics either as participants or facilitators. The five selected advisers were co-facilitators for the spring 2011 Career Navigation quiz sections, sponsored by the University of Washington Career Center. They represented a diverse pool of subjects from race, religious orientation and ethnicity. There wasn't much diversity in age. However, age was not a selection factor for this study, since they all fulfilled the criterion noted above.

Upon agreeing to volunteer, each participant was asked to sign a consent form outlining the conditions of the inquiry and their participation. Five subjects engaged in a forty-five minute interview, responding to six questions (see below). Four of the five interviews were held in a private office on campus, and the fifth interview was held at an off campus location, selected by the interviewee. The interviews were audio-recorded and transcribed immediately thereafter in text format, and stored on a secure password coded computer, in a locked room to be held for five years.

Data Collection

I used a common form of data collection in qualitative studies: I relied on "semi-structured interviews" (Merriam, 2009; Creswell, 2003). I conducted these interviews over a four month period covering summer and a portion of autumn quarter 2011. With their knowledge and experience in academic advising, intergroup dynamics combined with knowledge

and skills in Career Navigation, these five AC Advisers were prime candidates for the data I was interested in collecting from their interviews.

Of the three types of interview structures available for my consideration, "highly structure/standardized, semi-structured and unstructured/Informal", semi-structured interviews proved to be the most appropriate approach for my inquiry. I chose semi-structured interviews because it provided the balance I needed between the two other options: highly structured and unstructured formats. It also provided the flexibility I needed to include open-ended questions in the process. I wanted specific data from each respondent, so I could cross-reference and compare their responses. To that end, semi-structured interviews provided a common set of questions for all, combined with the flexibility I needed and which also allowed me to make changes and probe when the flow of conversation dictated such (Merriam, 2009).

This was not the case with highly structured/standard or unstructured/Informal interviews. Highly structured interviews, often called standardized interviews, are most often replicas of an oral form of the written survey. This structure does not allow access to AC Advisers' perspectives, or interpretative meaning of their world. Highly structured interviews are appropriate when gathering "common socio-demographic information like, age, income, years and places of employment, marital status, and level of education (Merriam, 2009, p. 90). On the other hand, unstructured interviews, often identified as informal, were not selected because of its use when the investigator is unfamiliar with the subject at hand. My twenty five years of experience in the subject matter afforded me the advantage of asking questions relevant to my concerns, without getting lost in the vast amount of diverse responses. By selecting semi-structured interviews, I was able to focus on what I wanted to accomplish in getting rich data, and still allow for probing as I saw the need. It also offered an alternative to observing

61

participants while in action within the setting. Through probing, participants had the opportunity to provide historical information; and it allowed me the opportunity to "take control of the line of questioning" (Creswell, 2003, p. 187).

Five interviews were my main source of collected data, which I crossed referenced across participants and triangulated with other data sources (discussed later), such as "peer examination, investigator's position and notes, and audit trail" (Merriam, 2009, p. 222). According to Creswell (2003), the information provided through interviews has some limitations.   For example, the information collected is considered "indirect" in that it was filtered through the lens of those being interviewed. Interviews were conducted in a designated place, rather than the natural field setting, which limited observational consideration. As a colleague interviewing peers, I may have possibly biased respondents' responses. The variation in articulation of styles, skills, and perceptions among participants may have also influenced their responses. However, respondents appeared to be very candid and fluid in talking about their experiences. Choosing semi-structured interviews with its pros and cons appeared to be the best selection for what I wanted to accomplish in strategizing my inquiry.

In reference to the interviews being conducted during current real time, this was the case because four of the five participants were actively employed or still engaged as academic and career advisers/facilitators during the time of the interview. Only one colleague, a doctoral student in Education was not currently employed at the time, but had co-facilitated an intergroup class for credit in winter 2011, and co-facilitated the quiz section of a career navigation class during spring quarter 2011. All participants co-facilitated a career navigation quiz section during the spring 2011 quarter; thereby making it possible to draw from the pool of candidates from which they were recruited. Since my interview questions were not retrospective in nature, their

responses are considered to be evidence of real time experiences. These were co-facilitators

working in the trenches, doing the work of academic and career advisers/facilitators utilizing the

knowledge and skills they possessed to do their jobs. To garner this knowledge, the following

six open-ended questions were presented to the participants:

1. *What role do AC Advisers play, (if at all) in facilitating career decision-making self-efficacy, while also cultivating a value for diversity and commitment to social justice issues?*

2. *What diversity-related knowledge do advisers consider important for today's college students to gain in order to prepare them for entering a diverse work world today?*

3. *What role do advisers play, (if at all) in preparing students with the knowledge, skills, and abilities for understanding and bridging across differences?*

4. *How, (if at all) do advisers support the university's commitment to diversity through their participation in a diversity-related curriculum as facilitators?*

5. *How, (if at all) are advisers currently engaging students in the opportunity to explore their own attitudes and sense of self, power and privilege in society's social dynamics?*

6. *How, (if at all) are advisers positioned in higher education to assess their own attitudes and biases toward diversity and social justice?*

Of the six questions presented, three asked about CA Advisers' perceived roles in

working with students around career and life-choices; in the context of diversity and equity; and

in student preparation for entrance into a diverse work-force. The remaining three questions

focused on how AC Advisers supported the institution's commitment to diversity; how to engage

students in exploring attitudes, identity, power and privilege; and how Advisers assess their own

attitudes and biases around diversity and equity.

While engaging these questions and probing through the data, I looked at how my

colleagues reflected on their experiences, beliefs, behaviors, values, and attitudes. I was able to

discover how AC advisers' made meaning of their role as educators. I developed an

63

understanding and gained insight relevant to career development issues, and diversity and equity concerns addressed when working with students. I also saw that given the opportunity for more specific training in social justice concerns, these five AC advisers could possibly become the first cohort of facilitators leading a future combined career IGD course at the University of Washington. The training provided through the proposed curriculum manual would become a by-product of this inquiry through semi-structured interviews.

The interview process also resulted in a positive interaction between the interviewer and respondent in all five settings. The interaction was governed by respect, in a nonjudgmental or threatening atmosphere. I must admit, I felt I had an advantage in the "interview and respondent" relationship, in that I've worked with all of these colleagues over the past three to five years. As respected colleagues who share many commonalities in supporting and teaching students, obtaining information from them in the interview process was very successful. Although we shared common student interests and concerns, interviewees were comfortable sharing perspectives different from mine.

Recording the interviews on an unobtrusive digital recorder made capturing the complete interviews with little noticeability. It appeared as a natural conversation. I didn't notice any drawbacks, or reluctance on the part of respondents to answering any of the questions at hand. I was very comfortable probing where needed, and the flow of response appeared relaxed.

Using reliable equipment also added to the ease of the interview process. I was able to capture a verbatim transcription of the interview, thus giving me a great database to mine the results. This was a tedious and time-consuming process. Each interview was assigned a pseudonym along with the sex, race, and date. They were identified as SEE, DAY, LEE, JAY and TEE. The interview process yielded rich narrative data for my exploration. Using the

64

techniques presented by Coffey and Atkinson (Coffey & Atkinson, 1996), I structured,

maneuvered, and condensed the data to manageable portions, which helped me determine and

keep only what was of utmost importance to answer my research questions. I used data

collection from all five colleagues who participated in the inquiry.

Data Analysis

Data collection and data analysis were an on-going interactive simultaneous process.

While analyzing the data, I relied upon what Miles & Huberman referenced as "inductive and

comparative strategy" (Merriam, 2009, p. 197) for examining how participants gave meaning to

their experiences. This was accomplished by moving back and forth through the data. In doing

so, I was able to gather bits and pieces of information, comparing, contrasting, and cross

referencing the data across participants. I also organized and synthesized the data looking for

patterns and emerging themes (Merriam, 2009, p. 197). In addition, I referenced the data with

information that I had read in the literature (Miles & Huberman, 1994) to assess how my results

were or were not in alignment with the literature.

Coding and Developing Themes

Initially, I was expansive in my search and open to as many possibilities that caught my

attention. As I combed the data looking for any information that I could use, I recognized

tentative emerging clustered patterns. I marked these reoccurring patterns at various locations to

identify potentially relevant ideas that seemed useful. Miles & Huberman (1994, p. 178) call this

process "open-coding" which is the initial phase of a three phase process. The next phase, called

"axial coding," involved grouping, reducing, and refining my codes into descriptive categories.

65

The third and last phase involved "selective coding, in which a category is established as core, and propositions or hypotheses are developed" (Merriam, 2009, p. 200). Codes established from this process helped me identify several possible thematic categories that supported and contrasted my expectations. While applying this data analysis strategy, I recognized the overlapping of data across participants. In doing so, I situated my data analysis within tentative categories, compared them within and between the ideas emerging, and then settled on five core thematic categories.

The emerging thematic categories that I selected supported the purpose of this inquiry. For example, in examining the role of the AC Advisers, across participants, all five respondents saw themselves in terms of multiple roles, e.g., as "mentors, coaches, teachers, and/or facilitators in the developmental process of helping students unfold the layers involved in decision-making around academic, career and life's choices". In addition, all respondents talked about students' need for "diversity awareness," in terms of defining what that meant, helping students recognize their personal biases, and developing or cultivating a commitment to diversity and equity issues. Raising students' consciousness and awareness of diversity appeared to be a natural concern in supporting and engaging students in the educational process of career development with a social justice focus. Hence, it suggested one of my five themes, "Enhancing Student Preparedness for Diversity-related Knowledge."

Other categories emerged, for example, concerning the possible educational benefits to AC Advisers of utilizing and applying a course and curriculum manual designed to blend CDP with IGD pedagogy. What I garnered from the data was that AC Advisers perceive themselves in multiple roles strategic to student development, and that the experience of pursuing the new course curriculum could help them blend their multiple roles in support of student learning and

66

transformation. In addition, as institutional agents, AC Advisers are essential in promoting and facilitating the university's value of diversity to students, and are hence in a position to help the institution embrace diversity as a core value.   Both of these became broad organizing themes that helped me pull together various ideas and insights offered by the AC Advisers in interviews.

My proposed curriculum manual provides AC Advisers the conceptual and theoretical framework, tools and resources in helping students identify issues around identity, equity, diversity, power, and privilege and how these constructs may inform career decision-making and career disparities. Students from diverse backgrounds may benefit from the plethora of information and experiences shared from interactive exercises embedded in the curriculum. Advisers engaged in this course curriculum may also benefit, in that they may have the opportunity to strengthen their roles as vital contributors and facilitators in the University's overall mission. The University may benefit by implementing its core value (diversity) into the lives of its students. The thematic categories that emerged from the data gave a clear understanding of the Advisers' task, functions, and needs to more effectively accomplish their role in relation to the University's diversity commitments.

My basic approach to analysis thus followed the "constant comparative method" (Merriam, 2009). Well-suited to an inductive, concept-building approach used in qualitative inquiry, the constant-comparative method is often used when not attempting to build substantive theory, as in my capstone project, but rather to develop "general" insights into the phenomenon being looked at. Applying the inductive and constant comparative method of data analysis is a very popular approach in qualitative inquiry, and it allows for plausible support without the need for establishing a "grounded theory." This is why I chose the inductive and constant-comparative method in analyzing my data. I was not trying to build or respond to a theory, but

gain an in-depth understanding of the issues and concerns of AC Advisers, identify the skills

they shared in common with co-facilitators and assess the training needed to enhance their

competencies to co-facilitate my proposed course.

Maximizing the Trustworthiness of the Inquiry Results

As an information-gathering "instrument," I am sensitive to assuring the integrity of the

data, making assertions that are valid, reliable, and applicable for the purpose intended. I am

proposing a useable curriculum manual for a future career IGD course and presenting the

training module for AC Advisers to effectively and confidently co-facilitate the class.   My

experience with the phenomenon and setting allowed me to pursue the investigation with

tenacity and passion. The rigor and working with the data over an extended time provided

insights and conclusions that I use to support or question the feasibility and usefulness of the

proposed curriculum design and manual.

Although I saw my passion, experience, and skills as assets in this project, this is not

always seen as an advantage. For example:

> In some sociological or anthropological textbooks, lack of familiarity with the
> phenomenon and setting, and a single-disciplinary grounding are considered assets and
> may lead to fertile decentering. But on the other hand being unfamiliar with the
> phenomena and setting could possibly lead to relatively naïve, easily misled, easily
> distracted fieldwork, along with the collection of far too much data (Miles & Huberman,
> 1994, p. 38).

Another concern I wondered about was what are the implications when colleagues are

selected through voluntary solicitation and interviewed by their peers? What can I learn from

them? How might I recognize when respondents answer questions in ways that support my

expectations? Or on the other hand, could it be a virtue? If respondents felt perfectly

comfortable with me, would this prompt them to provide more data rich substance? What I

68

experienced in the interview process was an open and natural conversational flow of information, which I considered to be descriptive rich data.

I think my positionality as a colleague required me to be sensitive to the potential dynamics that may have influenced their responses, although I hardly think so. Issues related to drawing valid or meaningful conclusions may surface because in this case the researcher and colleague were the same person. On the other hand, it may be an asset, in that the level of comfort and the familiarity may have contributed to a free flow of rich data collection. Either way, in both roles I worked to maintain a high level of integrity regarding the quality of the interview, data collection, security, credibility, and confidentiality of information.

In reference to creating the design for the course curriculum and manual, I'm also sensitive to the possibility of being biased, which could influence me to see only favorable expectations of what I hope to accomplish in the curriculum manual. I have engaged the feedback of colleagues who provided comments and gave honest assessments to buffer my views.

My intention to capture how AC Advisers as institutional agents do or can engage students in an educational process encouraging career development practices (CDP) in the context of social justice pedagogy is depicted in detail through the experiences, stories, values, beliefs, and perceptions of those five colleagues currently doing the work. I looked at the congruency between colleagues' response and information in the literature to support credibility of the data presented and that of the claims I made based on this data.

As in the "basic" qualitative inquiry tradition (Merriam, 2009), meaning is not about discovering, but about allowing participants to interpret, construct, and determine the significance and meaning in their experiences. While working through the data, I solicited

69

feedback from my colleagues and from colleagues whom I interviewed, making sure that I didn't misrepresent their perspectives.   Doing this helped me guard against my own biases.

Another factor in strengthening the validity of my findings is the amount of time I've had working consistently with the data. Moving back and forth, recognizing consistency in repetitious patterns of information reinforced my familiarity and comfort with the data, while looking for findings that supported and challenged my findings; and not be reluctant to alternative enlightenments.

To further strengthen my findings, I triangulated the data using multiple resources; cross referencing across participants, weaving in documentary information from my proposed curriculum. I submitted my work for peer examination, drawing upon my colleagues for input and relevancy. An audit trail from my methods section and notes outlines the process, by tracking my thoughts about how I understood participants' experiences. My observations served as reflective comments and drew upon the knowledge and experiences of my work as an academic and career adviser/counselor, working in this capacity for the past twenty-five years, and checking all of this against what I've read in the literature.

As I moved through this interwoven raw data, my findings were inductively derived by noting patterns, distinguishing and clumping similarities into categories, then refining and reducing the data into specific thematic categories. These categories seemed plausible in addressing my inquiries. They also became the strategies that shaped the framework for my curriculum manual. I used these themes to define the feasibility and usefulness of this module for training and professional development for AC Advisers co-facilitating the proposed career IGD course.

Moving back and forth through the data, I noted patterns, recognized themes to derive meaning from the data and referenced these themes to my three research questions to either support or question my inquiry. Five thematic categories, summarized at the beginning of Chapter 4, became the strategies for designing my curriculum manual and determining its feasibility and usefulness for co-facilitation training and professional development for the proposed career IGD blended course. These themes are not only addressed in terms of their plausibility of supporting my three questions, they are also explored in the context of several integrated theories, as noted in Chapter 2.

Finally, to further establish credibility of the data collected I engaged in "member checking" (Cho & Trent, 2006, p. 320). I applied this technique by meeting with each participant to share their comments and my interpretation of their responses to assure that I captured their information accurately, and make adjustments as necessary. I also shared this inquiry with colleagues who are familiar with my study, and could offer substantive feedback. Being accountable to my dissertation team, respecting the rigorous methods employed in working through the data, and appreciating the process of qualitative inquiry, I anticipated these strategies to advance the credibility of the assertion from the data collection. My intent was to accurately reflect, seek input, and provide a truthful account, assuring the integrity of the data through a variety of data sources, and verifying the construction and interpretation represented through AC Advisers' experiences. Working through these strategies not only guided the process for reassuring credibility, but also gave me personal satisfaction in presenting multiple forms of data, rather than relying upon one method of investigation.

Limitations of the Inquiry Design

71

I conclude this chapter with a discussion on the limitations and other ethical considerations that informed my inquiry, such as understanding the need to clearly address my biases, expectations, and my position in this effort. Being able to articulate my assumptions, experiences, worldview and theoretical orientation to those who read my proposal will provide clarity between my values and expectations informed and influenced by the inquiry. Certainly, the value of peer reviews whose examination of this publication is much valued and appreciated.

First, I acknowledge that by limiting the interviewing to a set of advisers who are the best positioned to carry out the new curriculum, I have not learned how other people in the university might view or relate to the course. While that sample selection was fully justified for the capstone purposes, it leaves some unanswered questions about how this course will fare with a wider range of advisers participating in it. Further inquiry could expand the base of information for the future: including the views of other advisers, less prepared or inclined to take on the curriculum; of institutional administrators, who are responsible for approving and funding a curriculum manual; and of students, either through interviews or a focus group to garner student perspectives on what perceived benefits they would possibly gain as participants in the proposed class. Using data from these three groups could offer further ways to triangulate and to draw from the complete spectrum of respondents deemed to benefit most from implementing the curriculum manual.

Chapter 4:

Findings of the Inquiry

Chapter 4 presents the findings of my inquiry, and shows how my interviews with AC Advisers shed specific light on the three questions for inquiry outlined in Chapter 3. What AC Advisers told me thus illuminates how (if at all) the University, through its institutional agents (AC Advisers), can engage students in an educational process which encourages career development in the context of intergroup dialogue principles grounded in social justice pedagogy. Cutting across these Advisers' responses are five main themes, which I used to shed light on my three questions for inquiry. I used the literature review for this section to substantiate my emerging five themes in relation to addressing my questions. What interviewees said was echoed by the literature giving support to ideas concerning the institutional and advisers' role, and multiple ways in which AC Advisers prepare and carry out their work. The five emerging themes were inductively derived from the narrative interview data of the five interviewee and relate to the three inquiry questions as follows:

- *Inquiry Question #1:* How can AC Advisers as co-facilitators provide students with an understanding of self- awareness, career awareness, and decision-making choices within the context of issues of diversity, equity, career disparities, and alliance building?

  Theme 1: Helping the Institution Embrace Diversity as a Core Value

  Theme 2: Enhancing Student Preparedness in Diversity-Related Knowledge

- *Inquiry Question #2:* What educational benefits, if any would AC Advisers gain from utilizing and applying a course curriculum and training manual designed to blend career exploration practices blending principles of Intergroup Dialogue (IGD)?

  Theme 3: Helping Advisers to Blend Multiple Roles to Impact Student Learning and Transformation

Inquiry Question #1: Enhancing the University's Commitment

To Diversity and Equity

This first inquiry question asks: *How can AC Advisers as co-facilitators provide students with an understanding of self-awareness, career awareness, and decision-making choices within the context of issues of diversity, equity, career disparities, and alliance building?* The following data explores AC Advisers' perception of their task as institutional agents and how they support and model the institution's value for diversity, inclusion, and equity. AC Advisers reveal how they interject social justice awareness in their interactions with students, and share how they challenge students to do the same.

Due to the rapidly changing demographics of America and the workplace, institutions of higher education are being challenged to prepare students to enter into a diverse workforce with the skills and tools to navigate an uneven terrain. This landscape is characterized by social and educational inequities that fuel exclusionary practices and policies that have particularly resulted in career disparities, especially within Science, Technology, Engineering, and Math (STEM). AC Advisers convey the importance of preparing students for entering into a diverse and complex work world with a consciousness and an awareness of diversity, inclusion and equity, along with the skills for alliance building; all of which are important for living in a diverse and complex democracy.

Two themes—"Helping the Institution Embrace Diversity as a Core Value" and "Enhancing Student Preparedness in Diversity-Related Knowledge" emerged from the data to address question one. Patterns in what interviewees said will be presented through interview excerpts, followed by parallels in the literature that align with these emerging themes. Then the implications of each theme for the course curriculum I am proposing, its possible contributions and benefits to the institutions of higher education, advisers, and students are explored.

Theme 1—Helping the Institution Embrace Diversity as a Core Value

This theme was in evidence whenever respondents shared views and opinions (both positive and negative) about how to support the university's value and commitment to diversity; and how they would project diversity into their role as co-facilitators to improve institutional capacity for student development in understanding self-awareness, career awareness, and decision-making choices within the context of issues of diversity, equity, career disparities, and alliance building (Worthington, 2012). In effect, the Advisers were indicating that they saw diversity as a central commitment and value of the University, and that they were in a position to enact this, on behalf of the university, in ways that would prepare students for diversity.

Patterns in what interviewees said. The data presents AC Adviser's support of the University's commitment to diversity and social justice in how they perceive and engage students. For example, respondents spoke about how to encourage greater awareness, understanding, and responsibility for diversity throughout the University's culture, through its administration, policy, faculty, staff, students, and curricular and co-curricular activities. They talked about the need for institutional support, and the value of helping students move beyond

75

the token, and encourage interest and connection around topics of diversity through curricular and co-curricular activities.

Representing the Institution's value for social justice/diversity, AC Advisers provide students with an understanding of self-awareness, career awareness, and decision-making choices in the context of diversity and social justice concerns. They talked about what is social justice and diversity and why these concepts are important today.

SEE talked about students from privileged positions in society need to expand their thinking and be more open-minded. She said:

> Couple of things…one they are coming from privilege backgrounds. And they're moving into more of a global network. So they need to be open minded, flexible in their decisions and their thought processes. As well as being able to take in information from different cultures, as well as give information about different cultures…it's a give and take and they need to share that and think of every relationship as a mentoring relationship. Nothing is black or white…it's going to be grey until you define it.

AC Advisers are in the position to help facilitate this awareness to students through various learning paradigms. SEE mentioned that when students approach every relationship in terms of a learning/mentoring experience, giving and receiving may take on a totally different meaning. The need for flexibility can sometimes be uncomfortable; however, AC Advisers may help students work through those critical moments of dissonance.

LEE perceived diversity as essential to a good college education. She perceives that it is the AC Advisers' role to introduce students to what the University has to offer and encourage student engagement in meaningful activities that provide a link between theory and application to the real world. She notes the importance of acknowledging every voice and providing a forum for sharing the contributions of scholarly work from underrepresented student populations. LEE put it this way:

76

I believe diversity should be an integral part of a student's college education. We live in a global community and having diversity in thought, knowledge and histories are so critical for our students to be prepared to work in communities to be leaders, to be social innovators and also to be engaged as citizens of the world. Therefore, the University of Washington does have many different departments and courses that value diversity, and students be introduced to that perspective is part of our role as AC Advisers to engage them in coursework that has significant meaning to themselves as well as to bridging the link between theory to community, to lives, to how the world is changing, and many students have faced many personal challenges, that is a live life experience that may find meaning when they are taking courses that resonate with their life as well as trying to make sense of the world at times that is confusing, and especially, with the students that we work with in the Office of Minority Affairs & Diversity. Our students come from first generation, low income and underrepresented backgrounds. Therefore, their voices and their life experiences also needs a place to be able to articulate and relate in scholarly work, as well as add to the scholarship work that may not yet exist; however, the student has the voice and the abilities if given the opportunity in their undergraduate education to do research that relates once again to diverse life experiences with scholarship and documentation of ideas and solutions that may help progress them and the workforce in becoming a viable entity of our global economy social justice missions that I believe communities and businesses have an interest in developing.

DAY recognized the globalized work world, and the need for students being cognizant of how the world is changing, (e.g., through technology, and ethnic/cultural demographic). Students with a diverse view of the world may learn to problem-solve from different lens and perspectives as a result of engagement with students from different ethnic/racial/gender backgrounds.

DAY recognized the value of diversity-related knowledge in a globalized world, as good acumen in business matters. DAY emphasized the value of applying different perspectives in problem solving. Students cultivated with a mindset around valuing diversity as a result of their experience are potentially preferred employees. DAY unfolded his ideas by saying:

…diversity-related knowledge…? It is important because we live in a globalized world, and the world is growing smaller, but it is also growing farther apart. So, inequalities are sort of getting worse, even as they are getting better, because things are getting a little clearer; in that we have all this technology, all these mediums now. I can google something as opposed to planning once in advance, so in that respect, diversity related knowledge – first of all is good business sense – right?   Think about it in terms of

building your personal portfolio – in terms of who you are, your personal portfolio. Like I understand that there are different ways to get at truth, there are different aspects of different truth, so just getting people to be able to understand things or get at things from different ways, just makes – if I'm hiring somebody, do I want a yes person, or do I want somebody who can look at things from multiple angles, and approach things in different ways. Somebody that can adapt to the situation; it's the high pressured things, the stressful things. You know I'm not concerned about having an employee that can do things, whenever things are well and good. It's when things can be chaotic I want someone who can respond in kind to those kinds of things. And to that end, you need somebody that can approach things with a mindset of diverse perspective.

JAY emphasized the value of perspective. She felt that it is important for students to have a depth of understanding of differences. Teaching students to assess meanings from different perspectives, alternatives, thought, and through diverse philosophies challenges their critical thinking skills. Advisers may facilitate student understanding by helping them examine normalcy from different lens, which may result in what's right, becoming wrong from diverse perspectives and values. JAY saw the value of encouraging students to reflect upon their biases, while AC Advisers model this practice. AC Advisers may encourage group projects with diverse groups of people in and outside of the classroom to enhance critical thinking and engagement around diversity.

> And I think the perspective is more in terms of … having a deeper understanding that not everybody's normal is everybody's normal. Like for me it happens in a culture anthropology class, and I had already moved from one country to another and so it's not like I had already gotten that idea just by living in another country. But that was like an exercise in thinking about categories and almost like alternative worlds and alternative philosophies. So that time it was a combination of some academic thinking around that and then having the experience of living somewhere completely different from where I grew up….What feels normal to me really it's not necessarily normal to the other person at all. And the way that I look at things and the way my mind would categorize things, possibly in terms of, like good and bad and positive and not positive. Well that really might just be quite entirely different than someone else….

JAY further acknowledged how students might gain a deeper understanding by reiterating the value of working together across differences. She added:

But that (deeper understanding) would come from either working together on a project or having a job with diverse group of people together or again there's all the outside the classroom learning.

TEE talked about the importance of moving students beyond the superficial, and also encouraging them to cultivate a value through engagement and reflection on their experiences. He suggested that as AC Advisers apply their own checks and balances about diversity, they are in a better position to move students to a more meaningful level of understanding.

… the first thing that comes to mind is to help students move beyond this token. For example, students might say, "I've taken a diversity class, therefore I have satisfied the requirement." It's got to move beyond that. So again, I think it comes back to cultivating this value in ourselves, so that we can better say, here is how diversity is alive and well, how it's not present in the workplace. Ask students to reflect upon the experiences that they do have so far with diversity, maybe ask them to think about it as it relates to the workplace.

While the Institution benefits by expanding its capacity for imparting social justice and diversity awareness through the work of its institutional agents, students also benefit.

Parallels in the literature. The main ideas apparent in the Advisers' comments echo what the broader literature suggests in terms of the importance of the institution in imparting a value for diversity and social justice to its students, and also more specifically how AC Advisers can and do address the University's value for diversity and social justice. As institutional agents, AC Advisers are "student centered and concerned about the student's total educational development" (Tuttle, 2000, p. 16); and also concerned about students getting an education that prepares them to live and work in a diverse and complex world. It is the institutions' responsibility to expose students to diversity and equity concerns through several learning paradigms (Mayhew & Ferndndez, 2007).

Further work concerning diversity on campus helps to pinpoint where and how AC Advisers can make a contribution. First, as more diverse students enter higher education, students may experience different levels of diversity/equity just by virtue of being a part of a

79

diverse student body. Gurin, Dey, Hurtado, and Gurin (2002) referenced Hurtado, Milem,

Clayton-Peterson & Allen (1999) in calling the different levels of diversity, which focus on

numerical representation, as *structural diversity* (Gurin, Dey, Hurtado, & Gurin, 2002, p. 3).

From strictly a numerical perspective, structural diversity ensures that students will encounter

others from different backgrounds, cultures and ethnicities in a diverse student population.

 However, structural diversity does not guarantee intergroup engagement or interaction.

For reduction of racial prejudice, students must experience meaningful acts of interaction and

engagement with diverse students (2002). In doing so, Gurin et al. identify this dimension as

informal interactional diversity (2002, p.3). This second type of diversity learning usually

occurs in informal interactions outside of the classroom, during co-curricular activities such as

informal group gathering, discussions, residence halls, campus events, and social gatherings.

The third type of diversity learning comes from *classroom diversity*, in which students'

experience of other cultures, ethnicities and perspectives may come from diverse peers sharing in

the classroom environment or through classroom reading materials. Structural and classroom

diversity are essential, but are not sufficient enough to gain the full extent of informal

interactional diversity (2002, pp. 3-5).

The benefits of diversity/social justice as an institutional value are varied. Overall, when

students are given opportunities to diversify their education by taking relevant courses, or

reflecting diversity in thought and engaging in co-curricular activities with individuals different

from themselves, they expand their view of the world, and lay a great foundation for working

and interacting in a diverse and complex work world (Gurin, et al., 2002).

Many AC Advisers recognize the importance and the benefits of engaging students in

developing a value for social justice and diversity as integral to preserving democracy. The

importance of diversity is informed by the reality that the demographics have significantly changed due to an increase in ethnic, racial and cultural diversity in the United States. "The management of diversity and the assurance of equal opportunity for all Americans across political, educational, and judicial sectors remain hotly debated issues in contemporary American society" (Sidanius et al., 2008, p. 3). The more diverse the populations arriving on campuses, the more they reflect an increase in the changing demographics across the nation. The benefits of diversity/equity as an institutional value finds evidence through its impact upon campus climate, university policies, student population, and curricular and co-curricular activities (Gurin, et al., 2002). Feedback from student and faculty assessments, impact on diverse communities where diverse student graduates have increased and connecting diversity experiences during college life may have pervasive educational, learning and democracy outcomes (2002, pp. 2-7).

"Learning outcomes for all students improve when the campus community provides opportunities for students to engage with people who are different from themselves" (Diaz & Kirmmse, 2013, p. 1). For example, in a study by MacPhee, Kreutzer and Fritz on "Infusing a Diversity Perspective into Human Development Courses" findings revealed significant outcomes supporting changes in students' attitudes towards diverse student groups. These shifts were particularly evident in attitudes toward the poor, which was a consistent theme across all targeted courses" (MacPhee, Kreutzer, & Fritz, 1994, p. 712). Engagement with differences has its civic benefits, especially in the work-force when diversity is highly valued by employers.

Corporate foundations have supported colleges and universities across the nation by funding diversity initiatives to enhance campus climate and curriculum development. The Ford Foundation implemented the Campus Diversity Initiative which challenged colleges and universities to "make diversity the central mission of the educational process" (Sciame-Giesecke,

81

2009, p. 2). Nineteen institutions received funding for a variety of diversity initiatives, and over half of those funded created programs that involved curriculum reform. Over a nine year period (1990 – 1999) more than 294 colleges and universities received financial support, grants and resources (2002, p. 2.). This act of support demonstrates the awareness and concern the industry has on preparing a diversified workforce graduating from colleges and universities for a diversified society. The pressure is on institutions of higher education from employers to act upon this concern, by creating and exposing students to new and different ways of thinking about themselves, and the diverse society in which they live (Mayhew & Fernandez, 2007; Sciame-Giesecke, 2009).

As a result of this awareness, Institutions of Higher Education are making concerted efforts to include diversity as a core value, to be expressed in the curriculum and co-curricular activities. Infusing multicultural diversity into the undergraduate experience as a requirement for all students would definitely support the university's value, sensitivity to, and tolerance for diverse people. The research shows that "diversity impacts student learning, complex thinking skills, retention, cultural awareness, and interest in social issues" (Sciame-Giesecke, 2009, p. 4). The literature supports the fact that "students who engaged in a diversified integrated curriculum were likely to believe that racial inequality is still a problem and less likely to accept that social inequity is acceptable in society… they were more likely to vote in federal or state elections" 2009, p.4). It further added that institutional efforts to adopt a diversity requirement have wide and extensive effects, one being the educational outcome "prepares students to enter as participants in a diverse democracy" (Hurtado S. , 2005, p. 603) and a global community.

At the University of Washington, during the decades of the nineties, UW students pushed to have a diversity requirement; however, it was defeated by the Faculty Senate. During that

82

time, Johnella Butler, Associate Dean and Associate Vice Provost, Graduate School said, "The difficult dialogues of diversity in higher education are the pivotal points in addressing the national and global challenges our students face in the 21st century. We need to engage these dialogues in the classroom at all levels of education." (Butler, 1995, p. p 1).

Twenty-three years later, on April 25, 2013, the University of Washington Faculty Senate passed the diversity requirement, supported by UW President Michael K. Young (Rowley, 2013). According to Dr. Sheila Edwards Lange, Vice President for Minority Affairs and Provost for Diversity, the passing of the UW undergraduate diversity requirement is intended to prepare students to "develop an understanding of the complexities of living in increasingly diverse and interconnected societies" (Rowley, 2013, p. 1).

In summary, the benefits of diversity in higher education to which the AC Advisers are alluding have been well synthesized in the following eight reasons why diversity matters in higher education:

- *Diversity expands worldliness*. College may be the first time students have the opportunity to have real interaction with people from diverse groups. Whether we like it or not, many times we find ourselves segregated from other groups in schools, churches, and our own neighborhoods. A College campus is like opening the door to the entire world, without traveling anywhere else.

- *Diversity enhances social development*. Interacting with people from diverse backgrounds widens students' social circle, by expanding the pool of people with whom you can associate and develop relationships. Consider how boring your conversation would be if you only had friends who have everything in common with you.

- *Diversity prepares students for future career success*. Successful performance in today's workforce requires sensitivity to human differences and the ability to relate to people from different cultural backgrounds. Today's workforce is more diverse than it has ever been at any time in the nation's history. The percentage of America's working-age population comprised of members of minority groups is expected to increase from 34 percent to 55 percent by 2050.

- *Diversity prepares students for work in a global society.* No matter what profession students enter, they will find themselves working with a diverse population – worldwide. By experiencing diversity in college, you are laying the groundwork to be comfortable working and interacting with a variety of individuals of all nationalities.

- *Interactions with people different from ourselves increase our knowledge base.* Research consistently shows that we learn more from people who are different from us than we do from people who are similar to us.

- *Diversity promotes creative thinking.* Diversity expands ones capacity for viewing issues or problems from multiple perspectives, angles and vantage points. These vantage points work to your advantage when you encounter new problems in different context and situations.

- *Diversity enhances self-awareness.* Learning from people whose backgrounds and experiences differ from your own sharpens your self-knowledge and self-insight by allowing you to compare and contrast your life experiences with others whose life experiences differ sharply from your own. By being more self-aware, you are more capable of making informed decisions about your academic and professional future.

- *Diversity enriches the multiple perspectives developed by a liberal arts education.* Diversity magnifies the power of a general education by helping to liberate you from the tunnel vision of an ethnocentric and egocentric viewpoint. By moving beyond yourself, you gain a panoramic perspective of the world around you and a more complete view of your place in it

   (Hyman & Jacobs, 2009 p.1-2, referencing Thompson & Cuseo, 2009).

   As the AC Advisers comments indicate or imply, they are in a position to contribute to many of these benefits, and possibly one more: they may help students find a safe platform to address conflicting and unresolved diversity issues perceived as obstacles that may have hindered their academic progress and career choice. This may be accomplished through the support of AC Advisers facilitating students' preparedness by exposing them to diversity related knowledge that may provide insight to their understanding.

Theme 2—Enhancing Student Preparedness in
Diversity-Related Knowledge

     A second theme related to the first inquiry question focused more specifically on how the Institution, and especially the work of the AC Advisers, could help build students' diversity-related knowledge, thereby preparing them better for their futures in a more diverse world. This theme was evidenced when participants defined (positive or negative) experiences, views and opinions on the importance of raising students' consciousness toward diversity awareness and preparedness to enter a diverse work-world. I examined how AC Advisers encouraged (or not) students to explore and identify their personal biases and attitudes on privilege, power, subjugation, and other social inequities (Adams, Bell, & Griffin, 2007).

     In providing valuable learning centered and transformative experiences for students, AC Advisers spoke about applying various pedagogies that may positively impact students. They talked about how they provide valuable academic and career support; encourage and foster supportive relationships, and encourage engagement with diverse students, communities, and environments, both in and out of the classroom.

     Patterns in what interviewees said. SEE discussed the value of preparing students by encouraging them to seek out new experiences, knowledge, resources and skills. Students should have the opportunity to practice what they've learned in order to gain the competence and confidence needed in becoming social justice allies and sensitive to diversity awareness in every part of their lives.   Students may learn the value for risk taking, especially when the push to be right over wrong is removed from the situation. AC Advisers encourage flexibility, creativity and confidence in working with students from different backgrounds. They are available to support, offer clarification without judgment, which may provide just what is needed for students' willingness to engage. SEE shared these remarks:

85

You have to encourage them. You almost have to demand of them to investigate and research out the resources that are going to of course give them the knowledge to practice as much as they can to increase their skills. Again flexibility, and try it out first before you say no. But research is the big thing. The resources are another. Being flexible and being creative and confident that whatever you do is all temporary. Try it, you can't be wrong you can't be right you just try it and don't be afraid to fail. Because the failure comes in not doing it! So everything is a risk so go for the risk…it happens, go on about your business. But step out there on faith…practice.

DAY talked about the importance of sorting between the shoulds and action; and the

value of learning the history of other cultures, race, and ethnic groups. He stressed the value of

process, building relationship through active listening, which is highly valuable in facilitating

intergroup dialogue work. DAY added:

I think it's really important, because - we often assume that bridging across differences is just about learning about content, right - learning the history of a particular group of people or culture, race or ethnicity, and therefore you learn how to do that, but a lot of it is about process. And I think the work in intergroup dialogue really sort of illuminates how so much of it is about in the moment, in the process. And so active listening, for example, it is not so much what is just being said, but also about what's not being said – and if someone is saying something, more often than not – it's also what they are not saying. If somebody is talking about an experience, it also sort of there is the logical stuff, there's also some emotional – we're also into this win, win thing, where the winner takes all. In communication it becomes about, I know you're saying something, and I know I should be listening, but I'm really trying to think of how it relates to what I'm thinking of what I'm going to jump in and do my thing, as appose to just really listening to somebody, and becoming this kind of organic thing. I think this is one skill that is invaluable. I've been doing the intergroup dialogue work, and I've certainly applied it in my own life personally and in my teaching experience and it's definitely changed the way I look at the world, and certainly in the way that I deal with people.

LEE spoke about creating opportunities to dialogue with students to learn their interests,

and offer suggestions in alignment with interest. Discussions about different career paths can be

great doors for introducing other considerations, but she cautions against leading. It's the

students' choice. She said:

Well, talking about the courses they are interested in taking. What did they learn, what experience did they gain; how did you engage is important. So, it's once again developing a dialogue with the student. I think the most effective way is to introduce

86

them to a large range of diverse curriculum and disciplines that broadens their field of study, and engages them on a more reflective level. For example, Advisers may ask, did you know there's a course in medical anthropology and global health? Is that something that they're interested in? And some may be and some may not be. So, depending on the discipline or interest; an engineering student may be limited in their curriculum, due to major requirements to explore outside their field. They may be interested but they may not have the time.

Advisers play a key role in starting a dialogue and inquiry with students as they take courses that inform them of diverse histories and perspectives which may challenge them or enrich their self-awareness and how they fit into the larger communities.

JAY emphasized the importance of discovery both from within and without, challenging students to reflect upon the value and meaning of their education. AC Advisers provided clarity on students' intent and goals. They encouraged students to go outside of their comfort zone, engage others outside of the classroom. She described the following:

I think as advisers we certainly challenge students to think about what their education means to them not only at the scholastic level, not only on a career/job kind of direction level, but also what it means to them personally and interpersonally. So, bridging across differences whether they be political, religious, ethnic is part of that. I think as is the case with a lot of these is maybe how explicit are we about what aspects of discovering you may want to emphasize, is kind of left up to us a great deal, or left up to the conversation. How much I mean I think we do generally encourage students to go outside their comfort zone but what that exactly means and in what specific direction, I'm sure that varies quite a bit in the vision. But we talk a lot to students about getting experiences out the class room that's I think certainly where we encourage students, that's part of what you would be getting and learning at the university; …for example community service locally with the public schools and all of those. We are about that very thing. It's not that we don't promote other kinds of classes that are opportunities, but these certainly are promoted quite a lot.

TEE underscored the value of building relationships with students. In doing so, students may be more prone to seek clarification, or talk about their experiences with faculty, peers and experiences that may need explanation (Gordon, 1992).

I think like with most things, students will come to ask us advisers, and will, if we've established a good rapport with them, will be willing to talk about conversations they have had with their peers, faculty, and things that happen in their class. I think our role is to help them understand how to put those things into context. I can't necessarily say in

87

my experience, I've had a lot of students who have asked how to understand diversity in the workplace. But I think they get at these types of things in other ways.

When asked about how AC Advisers create safe spaces for students to talk about how awkward they may feel, and how AC Adviser may help students sort through blinding, uncomfortable moments, TEE responded by saying:

> Right! Exactly we may help them by asking what would help them be more comfortable. I think if we establish rapport and trust with them, they will be willing to talk to us about things that are awkward and uncomfortable. In other words establishing a safe environment. Help them figure out what made them uncomfortable, and what to do about it, and give them some specific language. And I think about specific giving specific language in various situations, being sensitive to remember a number of things. I don't make the assumptions that as an adviser they get this in class.

TEE further added that AC Advisers should empower students with examples that they might use in situations and then give them the opportunity to practice that skill. TEE added:

> Exactly – right. Because it is a more comfortable environment, then they can feel like it is okay to be awkward. In that process that's the best way to assist students.

Parallels in the literature. The literature supports the institution's responsibility for facilitating and developing students' knowledge, skills, and competencies needed to be engaged members of a diverse society (Milem, 2003). The AC Advisers' perception of their role in facilitating student preparedness in diversity related knowledge is supported in the literature. Advisers noted the importance of building trust in the AC Adviser-student relationship as essential to making the student feel comfortable enough (Gordon, 1992) to challenge themselves to experience new learning paradigms. The literature also suggests that the process of preparing students in the context of social justice and diversity pedagogy is a complex array of varied interactions (Adams, Bell, & Griffin, 2007). AC Advisers who encourage students to seek, explore, and discover new experiences about others' history, cultures, race, and ethnic groups help students expand their knowledge base, develop critical thinking skills from diverse lens and

88

apply them to problem-solving moments (Hyman & Jacobs, 2009). Advisers are also able to do this encouragement within a trusted individual relationship that differs substantially from, while complementing, the normal course-taking experiences that students encounter.

The patterns in the data across participants reveal that all interviewees engaged in helping students sort between the shoulds and action; while simultaneously creating safe spaces for students to dialogue about confronting issues like their fears, clarifying uncertainties, and reflecting upon the value and meaning of their education and diverse experiences. AC Advisers are often found motivating, teaching, encouraging and supporting students, and they all agree that it is the students' responsibility to engage, take action, and experience the transformation that may result from taking the risk. It is through discovery, engagement and reflection that value and meanings are challenged, and transformation may occur (Gordon, 1992).

The literature also supports the idea that during college, students grow significantly from being exposed to the wide range of new and diverse experiences, thought, perspectives and engaging diverse relationships. During this critical stage in students' cognitive, personal and social development students are exposed to new experiences, discontinuity and uncertainty around diversity related issues. It may be characterized by how students "define themselves in relation to others and experiment with different social roles before making permanent commitments to occupations, social groups, and intimate personal relationships" (Gurin, Dey, Hurtado, & Gurin, 2002, p. 4). It's a time when they may experience dissonance with confrontation around the complexities of diversity. They may learn and understand differences around issues of power, privilege, positionality, equity and career disparities. Students have the opportunity to understand their role and relationship to the political ramifications of their identity, culture, gender, or ethnicity.

89

Gurin et al. (2002) refer to it as a pivotal time when political and social attitudes are being shaped by new and different experiences, reiterating Jean Piaget, who coined the term disequilibrium, which captures moments of dissonance while experiencing new and different situations for which we are unfamiliar. Piaget contends that these conditions set the stage for student transformation. Although Jean Piaget's developmental theory was established long before diversity issues were public dialogue, his theory may still apply to students experiencing classroom, structural, and interactional diversity in social relationships and in inequitable societal structures. As adults are more prone to seek out help and assistance during times of uncertainty, students are also more likely to connect with AC Advisers or other institutional agents to help make meaning and understanding of their new experiences and the dissonance associated with it (Gurin et al., 2002 p.5).

The advisers' comments also underscore the fact that not all campus advisers are comfortable in addressing diversity related issues or concerns. One interviewee mentioned that not only may it be uncomfortable for students to talk about their diversity concerns, it may be equally uncomfortable for campus advisers, especially those limited in knowledge about political correctness, diversity, and equity issues. It was mentioned that advisers may benefit from on-going training in how to talk about sensitive issues around diversity and equity.

Facilitating student preparedness can be accomplished when AC Advisers provide opportunities for students to address these awkward moments in safe spaces. This may be accomplished through diversity initiative programs, classes, and co-curricular activities. AC Advisers comments echoed these awkward moments, as they spoke about how they would or could assist students to better prepare them for entrance into a diverse work world. They all seemed to agree that students will benefit from the knowledge, skills, competence and

90

confidence gained in navigating the complexities of diversity/equity. However, they also acknowledged their on-going need to address their own biases, and levels of comfort in facilitating this process with students. AC Advisers addressed this facilitation process as the learning process to be supported in various ways.

This theme also addressed the process of how AC Advisers would facilitate the students' learning about diversity. This process spoke to raising students' consciousness toward diversity awareness and preparedness. This was evidenced in how AC Advisers encouraged students to learn; and how that learning took place, e.g., encouraging students to take the risk, be flexible and open, ask questions, reflect upon those awkward moments, suspend judgment, and explore diverse course or major options. Encouraging students to try out new and different experiences helps students engage in interaction with other students from different cultures, ethnicities, and perspectives (Schoem & Hurtado, 2004). The literature also reveals that employers reinforce and strongly support colleges and institutions to better prepare students with the skills and experience to engage a global world, economy and workforce (Sciame-Giesecke, 2009). The Association of American Colleges and Universities conducted a survey in which over 60 percent of employers acknowledged the lack of diversity skills in college graduates (2009, p.3). The demand for diversity knowledge, skills, awareness and values, especially in the 21st century is unlike never before, with rapidly changing demographics both nationally and globally.

Reflecting these ideas in the literature, Advisers often engage students by providing knowledge, resources, and skills that may raise students' awareness, and consciousness (Gordon, 1992). Students are encouraged to practice these tools to gain competence and confidence in exercising them in real life situations. Students are also encouraged to engage in co-curricular activities that involve diversity experiences around thought, perspectives, and people to increase

91

their intellectual expanse. LEE spoke about approaching the learning paradigm from a

developmental perspective by helping students discover and explore their identity, engage in

opportunities that help them identify their passion, interest, and gifts. DAY talked about the

learning experience being a process that encourages critical thinking, sorting between the

shoulds and the action.   TEE talked about the importance of encouraging students to practice the

learned skills and behaviors, to gain the confidence needed to apply them in real-time. AC

Advisers acknowledged that learning experiences may take diverse forms, expressed through

their varied roles as teachers, mentors, facilitators, and coaches. Despite the form and role, all

interviewees seemed mindful of their role as facilitators of the learning process and the

importance of enacting the institutional role in preparing students for entrance into a diverse and

complex society that leading scholars have articulated:

> Institutions of Higher Education has both a distinctive responsibility and precedent
> setting challenge. Higher education is uniquely positioned, by its mission, values and
> dedication to learning, to foster and nourish the habits of heart and mind that Americans
> need to make diversity work in daily life. We have the opportunity to help our campuses
> experience engagement across differences as a value and a public good. Our nation's
> campuses have become a highly visible stage on which most of the fundamental
> questions about difference, equality, and community are being enacted. To this effort,
> filled with promise and fraught with difficulty, the academy brings indispensable
> resources: its commitment to the advancement of knowledge and its traditions of
> dialogue and deliberation across difference as keys to the increase of insight and
> understanding (Gurin, 2005 para.3).

Institutions of Higher Education (IHEs) that create and foster supportive learning

environments for underrepresented students encourage greater social and academic integration**,**

which in turn reinforces a sense of inclusion and acceptance (Tinto & Pusser, 2006, p. 6).

Further, as students feel embraced by the institution's value and acceptance of diverse students

as viable members of the community, students are more prone to persist to degree (Poirier,

Tanenbaum, Storey, Kirshstein, & Rodriguez, 2009).

The converse of this is also supported in the literature. When students experience "physical, cultural, and intellectual isolation, especially from underrepresented groups in science, mathematics, and engineering programs, it only exacerbates these issues and affects career guidance and mentoring efforts" (Poirier et al., 2009, p. 23). Therefore, it is important that AC Advisers create an environment of inclusion, raising cultural awareness and appreciation for diversity. On many occasions AC Advisers are the first official representation of the institution that students may encounter. Creating a positive and welcoming climate may not only impact student retention and graduation rates to degree (Poirier et al. 2009), but also strengthen the university's culture around its mission statement.

As mentioned above, the mission statement is a powerful articulation of the institution's culture, reflects its values, and provides guidance to the university community. It is generally visible for others to observe the connection it has to its programs, practices, and applications (Kezar & Kinzie, 2006). It is the role of AC Advisers to model the mission statement values and develop them into their work with students. When their work with students is congruent with the institutions mission and values, they may expand the capacity of the institutions reach in developing students by exposing them to racial, cultural and ethnic diversity, and encouraging engagement across differences.   The Institution is guided by its mission statement. When it incorporates diversity as a core value, it relies upon its institutional agents to create policies that support its mission, implement complimentary programs, courses, and activities that encourage interactive engagements among its student population, with the intent of promoting a value for diversity and equity and preparing them for entrance into a diverse and complex world.

How These Themes Inform the Proposed Course Curriculum

93

As institutional agents, AC Advisers are strategically positioned to impart the university's core values around diversity and equity to its students. My proposed course curriculum and training manual which is (not a part of this document) is infused with social justice and diversity educational concerns, as a basis for training AC Advisers, as well as others interested in co-facilitating this career IGD course, and for guiding their execution of this curriculum.

As the institution provides and supports the training of its institutional agents, the proposed diversity initiative course curriculum and training manual may provide multiple benefits**.** Namely by improving institutional capacity for student development in diversity awareness e.g., increasing awareness, consciousness, and comfort working with diverse populations, improving campus climate, and diversity engagement may even impact retention of students, particularly in the STEM majors and careers.

Encouraging and supporting persistence through diversity initiatives like the proposed course I'm presenting may thus have multiple benefits to the institution and students (not to mention the AC Advisers themselves, a matter I take up later in the chapter). The University may benefit by expanding its capacity to cultivate its value for diversity within curricular and co-curricular activities, through policy, and empowering staff and students to be the recipients of the enrichment, intellectual and increased knowledge base that comes with embracing social justice/diversity initiatives.

Benefits to the institution. One critical function of higher education learning environments is to introduce students to complex and diverse perspectives and relationships that foster student development in social justice. Institutions of higher education are becoming increasingly charged with incorporating initiatives that support their value for diversity, by teaching students the importance of understanding one's self, respect for the diversity of other

94

people, their histories, cultures, and their collective diverse ways of thinking (Mayhew & Fernandez, 2007). By facilitating the learning process through training provided in the proposed curriculum and training manual (not a part of this document), the institution's capacity to better prepare students to navigate this diverse and complex work-world is increased. Students benefit, especially STEM students, when considering careers where they may be underrepresented or underserved. By infusing IGD pedagogy into the career development curriculum, students may have the opportunity to think more critically about their career decision making choices, and utilize the platform to sort through complexities and perceive obstacles impeding career choice and decision-making.

What's unique about the proposed curriculum and training manual is that by infusing a social justice/diversity perspective through IGD principles, the opportunity is available to introduce students to culturally sensitive interventions. It also allows for heightening the social justice awareness of AC Advisers, as I explain later in this chapter, and encourages greater inclusiveness and respect for differences when providing career information and resources to a diverse student population. As students are encouraged to take courses that expand and transform their thinking, they are more prone to encourage other students to take diversity courses, thus having a far more reaching affect upon the university community.

My proposed course curriculum encourages students to address diversity awareness and sensitivity by engaging in issues and interactive activities around identity and positionality in relation to power and privilege, while also preparing students as entrants into a diverse and complex work-world. As "mentors, teachers, coaches, advocates, friends" (Gordon, 1992, p. 51) and co-facilitators of an educational process, AC Advisers will learn how to blend two streams of practice into one. Blending IGD pedagogy into career development practices allows students to

95

address issues around identity, and positionality in relation to power and privilege. I recognized the multiple positive benefits not only to students, but to a University as well.

  Benefits to students. While advancing social justice and diversity may have its benefits to Institutions of Higher Education and it institutional agents (AC Advisers), students also reap the benefits substantially, as they learn, grow, and develop in transformative ways. They may learn how socialization practices may influence their values, beliefs, attitudes, and behaviors around career choice. They may learn to critically assess their individual and group thinking to raise consciousness about systemic injustices that promote stratification and career disparities. Students may have the opportunity to reconcile their past and current internal and external conflicts (Schoem & Hurtado, 2004) which they may have translated into obstructions to career pursuits. They may learn through AC facilitation about diversity sensitivity which may lead to influencing a work culture towards inclusion. They may become knowledgeable of career options and disparities, or have access to better resources, and gain greater awareness and confidence of their potential. They may learn to challenge themselves to pursue career options where they may be underrepresented.   This learning paradigm is significant in their career and social justice development.

  College students are at a critical stage in their personal and identity development which lends itself to understanding the value of equity and diversity. Through "meaningful intergroup interaction" (Gurin et al., 2002, p. 331), the institution is able to increase the frequency and quality of engagement and intergroup interaction around issues of power, privilege, and social justice. As AC Advisers facilitate this growth process, students benefit in a way that influences changes in their attitudes, respect and behavior (2002, p. 334). With this in mind, introducing constructs regarding diversity, inclusion and equity through my proposed class allows AC

96

Advisers to help students form personal and social identity (2002, p. 334). For some students, it may be their first opportunity to learn about diversity through engagement across differences with their peers, sharing "cultures, values and experiences" (2002, p. 336).

In summary, the data lends support to the literature, and vice versa, regarding the institutional role and its responsibility to better prepare students with the knowledge, awareness, and skills to navigate a diverse and socially inequitable world. As institutional representatives, AC Advisers facilitate the institutional value and mission through an educational process to achieve specific outcomes—in particular, the students' grasp of what diversity means and how they can productively relate to it.

Student preparedness in diversity related knowledge and awareness informs their ability to navigate a rapidly changing and diverse world—one that is inherently embedded with social, economic and societal inequities often recognized through career disparities. Students engaged in equity and diversity experiences can "strengthen their learning, personal development and career success" (Thompson & Cuseo, 2009, p. vii). Their awareness and intercultural competencies are critical factors that may impact their capacity to become allies for social justice and change agents, in a democracy (Broido, 2000). The Institution, AC Advisers, and students benefit from cultivating a value and consciousness for diversity related knowledge and equity concerns in today's diverse and world. Businesses and corporate leaders encourage Institutions of Higher Education to prepare students with the knowledge, skills and values to work effectively with individuals from diverse backgrounds, with an open mind to new ideas, perspectives and philosophies; new ways of operating, and the capacity to empathize with others from diverse experiences. In doing so, IHE's are obligated to create supporting environments fundamental to accomplishing these goals.

Inquiry Question #2: Educational Benefits

For AC Advisers

The second inquiry question asks: *What educational benefits, if any, would AC Advisers gain from utilizing and applying the IGD/CDP course curriculum and training manual?* The following data explores what AC Advisers gain from assuming a role in assisting students in the career development process, by blending in social justice principles. Advisers talked about their roles as mentor, teacher, facilitator, coach, encourager, etc. Through these varied roles Advisers are positioned to provide students with an understanding of themselves by examining their career interest, values, and skills. This process informs their career and life planning decisions.

While AC Advisers talked about their role from several relational perspectives as evidenced in teaching, helping, assisting, facilitating, and conversing, encouraging, listening and supporting students; they also talked about various tasks like helping students navigate those sometimes awkward moments entangled around diversity, equity and career choices. In the proposed course curriculum, this process is infused within the context of issues around diversity, differences, career disparities, and alliance building.

Two themes emerged from the data to address question two: "Helping Advisers to Blend Multiple Roles to Impact Student Learning and Transformation" and "Enabling Advisers to Infuse a Social Justice Focus into Students' Career Development Process."   Patterns in what interviewees said will be presented through interview excerpts, followed by parallels in the literature that support these emerging themes. Then the implications of each theme for the course curriculum I am proposing and its possible contributions to institutions of higher education, advisers and students are explored.

Theme 3—Helping Advisers to Blend Multiple Roles to Impact

Student Learning and Transformation

This theme was evidenced whenever respondents shared experiences, beliefs, behaviors, values, and attitudes (positive or negative) about their role as academic, career and social justice educators. While I have already discussed above how AC Advisers as institutional agents are responsible to the institution and are charged with cultivating the institution's value and mission related to diversity, I focus here on their role as career, academic, and social justice educators. In the interview narratives, we not only see the various roles they assume, but also gain insight into how they may blend these roles to influence to impact student learning and transformation.

Patterns in what interviewees said. The following excerpts reveal how the interviewees see the role and function of AC Advisers as mentors, teachers, and facilitators of critical thinking and the developmental process. AC Advisers also recognized the importance of self-reflection and an acknowledgement of one's own personal biases and limitations, before being effective in assisting students in the educational process.

SEE shared this perception of AC Advisers as mentors:

I think overall Advisers are the mentors. What they bring…is sharing their experiences and more…they bring an adult view. They help students look at career pathways and especially diversity…often by helping students define diversity, and a commitment to social justice. So, basically they are mentors and a sounding board!

There are many occasions when AC advisers may find themselves in a mentoring or teaching relationship with students.   AC Advisers work with a genuine concern to see students reach their full potential, accomplish their academic and career goals, and transition into the work force. As mentors, AC Advisers may share commonalities in relation to interest and goals, which often reinforces the adviser student relationship.

Whereas SEE saw AC Advisers as mentors, Day talked about the role of AC advisers in facilitating critical thinking. He emphasized the importance of recognizing his own biases, perspectives and beliefs when working with students.

> "So for my own particular role doing the career development work, I come with my own biases, my own perspectives and believing in a sense social justice in terms of efficacy and self-empowerment, and for me, a lot of that comes with being able to critically engage.

He talked about how his belief in social justice, efficacy, and self-empowerment was important in working with a diverse student population. He conversed about his role in critically engaging students, helping them transition from concrete to critical thinking. He recognized that:

> Students spend most of their formative education being told that the answer is ABC or D, and so they lose that critical capacity, that critical will…so what I think is important for them, in terms of figuring out what they want to be, what they want to major in, what they want to be when they grow up is to understand that there are nuances to things…. There will be times when things are not going to make sense, there's going to be shades of grey, but unless they are told that shades of grey is the norm and not an aberration, they can sort of jump into things with open arms, particularly when they come across people, cultures, and things they may not be aware of. I feel that my critical task in my role has always been to get students to understand that things are complex…Students want to understand the job market in general, or a particular field they want to enter, or a certain major or field of study, or an issue like race or gender – these things are all very complicated.

DAY's role in helping students become aware of and sort through the complexities of life and career planning was to provide tools that aid students in making the most appropriate career and life planning decisions. Being in the position to critically engage student thinking, by challenging them to reflect on the complexities of their choices and work through their own personal dissonance promotes students' growth and development, and empowers advisers to facilitate that process. Students often find situations and experiences vague. AC Advisers

100

recognize the importance of helping students examine their situation or experiences in concrete terms.

LEE reinforced the concept of AC Advisers as facilitators of the "developmental process" encouraged by exploration and discovery, and how students often reflect on their values. In her view, AC Advisers recognized the importance of engaging students by inquiring about their interest, talents, and skills. She cautioned advisers against imposing ones' personal agenda, but rather allowing students to converse around what matters to them. The discovery process can be effective in helping students confront their fears and apprehensions to new experiences. LEE said:

> Advisers facilitate the developmental process in helping students discovery their unique gifts and passions, in order to pursue academic majors and pave the way for career paths…So it is a series of exploration and discovery, and each interaction with the student by nature is an opportunity to get into discussions about different career paths….The conversation may start from what they're interested in, and why they want to pursue what they want to do. I think we want to be mindful to first listen to the student, and determine how best to proceed in developing their academic exploration and self-discovery. Processes of inquiry promote meaningful conversations that require the student to reflect and consider new academic options that may not have been considered earlier. Ideas really need to come from the student, from these authentic conversations of what matters to them, why they want to make a difference in people's lives…why they are so committed to a need for diversity and a need for social justice. This is a natural progression of conversation of their personal experiences, along with their world view, and that world view may change and develop. It is like you realize you have the opportunity to be a powerful advocate of creating change.

JAY embraced her role as teacher, engaged in helping students by assisting them in their studies, guiding them through the career exploration process and major choice, and helping students make the connection between the two. In this process Jay acknowledged that the multiple roles of AC Advisers may differ according to the variety of tasks to be accomplished. From helping students sort through information, clarifying goals, encouraging exploration through study abroad, engaging and encouraging experiences around diversity, and supporting

101

the value of diversity as a mission and vision of the University, the AC Adviser as teacher

informs a learning-centered approach addressing the student's holistic needs. As JAY put it:

> So I think definitely I mean we automatically have a role in teaching and helping students to work on what they want to pursue in their life. Through their studies, through their research, it's not always immediately connected to a particular career, but is part of that whole process...

JAY further talked about AC Advisers and the controversy around inserting diversity awareness

or social justice education into the mix, although the commitment to social justice varies,

depending upon ones' comfort level. After giving it more thought, Jay added:

> I think for myself, it is a value that I do hold very strongly, that I've tried to learn about how to do it, although that is certainly a never ending process…you know is it part of our specific mission in our office… it has been as we encourage students to search for opportunities outside the classrooms, like study abroad, working with people from different backgrounds, or it may come up in conversations. Again, with some students it may come up anyway. With others maybe not as much and reflecting on that the university has set this within their mission and within their vision… So I am sometimes mindful of some students feeling like…I'm not very well connected to the university. I know I'm a little bit cautious in that we should be a university for everybody and so it has also to do with what language we use around how we talk about it. For some students this may feel more politically loaded or not. So that is something that we need to have or try to get some ability in how we talk about it, I think.

Although JAY talked about AC Advisers as teachers, the principles she highlighted were

engaging students, helping them infuse personal meaning into their academic and career goals,

and connecting the links between their many interest and activities. JAY spoke about the social

justice aspect of her role, commitment and need for on-going training to gain competence and

confidence in addressing social justice and equity concerns.

TEE addressed the role of the AC Adviser in terms of self-knowledge. As he saw it, AC

advisers who work with a diverse population must genuinely appraise their own biases and

prejudices. This self-awareness encourages greater sensitivity to how one responds to diverse

cultures, genders or how others may perceive them. TEE said:

> …the first thing that comes to mind is that we need to know ourselves very well, understand what social justice is and how that might look. We must cultivate that value ourselves and among staff members first of all, then of course with students.

Self-awareness of one's race and culture are powerful tools in working with diverse populations. This understanding is frequently over-looked or lightly esteemed. When AC Advisers have an appreciation and respect for their own culture, they may value and appreciate other races and cultures (Evans, 2008). The effectiveness of the proposed course curriculum and training manual will be contingent upon this understanding. Racial and cultural identities are significant topics of training included in the dialogue and activities provided. Although commonalities of skills, task and behaviors of AC Advisers as co-facilitators my overlap, and having this awareness prepares AC Advisers for the challenges they may encounter with diverse cultures, perspectives, values and beliefs. Blending social justice and diversity pedagogy into curriculum may effectively and professionally assist AC Advisers in accomplishing their co-facilitation role and task.

Parallels in the literature. The interviewees' thoughts align well with the literature. As students prepare for entrance into a diverse and complex work world, their need for help in defining, sorting through the complexities, and working in that world places great responsibility upon Institutions of Higher Education, and its institutional agents; and as such, AC Advisers are challenged to provide the best services (awareness, tools, skills and abilities) to meet student needs. As reflected in interviewees' comments, AC Advisers do this work through a variety of roles and functions, and on many different levels. It depends on the problems student present as to which function is applied to resolve the problem. It also depends upon the history of the advising/student relationship that determines if and how problems may be reconciled. Interviewees talked about the importance of building a solid adviser/student relationship as a

103

foundation for effectively serving in the various roles they mentioned, such as mentors, teachers, facilitators of critical thinking, or guiding the developmental process by encouraging students to move from their comfort zones to explore and discover new ways of being.

The literature also echoed these same functions and roles, along with others associated with advising. Gordon (1992, p.27) referenced a national survey of two year colleges in which advisers were asked to identify advising roles and functions. Terms such as "academic advising, counseling, faculty advising or academic counseling were among the most frequent terms used. Additional terms included educational and career planning" (1992, p. 27). These various terms support the diverse roles and functions associated with advising. Although it is important to note, not all advisers engage in career advising/counseling, but all advisers may allude to career planning through student referral to career resources, or career centers. In addition, conversations about integrating career and academic advising have been prevalent for a while, yet because of challenging economic times, integrating the two may provide access to more resources, and maximize opportunities to better assist students (McCalla-Wriggins, 2009, p. 1).

Advising over time has moved away from a traditional, prescriptive perspective with a focus solely on major choice and course selection, with no emphasis on career decision-making and choices. Influenced by changing times, curricula and enrollment trends inspired specialized services for a "diverse population characterized by new learners in the academy, older returning students, and students with disabilities, minority and international students, or students with non-traditional learning styles"(Huggett, 2000, p. 51). As these new areas of specialized needs emerged, the focus moved to a developmental perspective, embraced by a "holistic process of educational planning" (2000, p.51). From this phase emerged five steps in the developmental

process postured by O'Banion (2000, p.51), but grounded in the theoretical frameworks of Lawrence Kohlberg, Carol Gilligan, Arthur Chickering, and William Perry.

O'Banion asserted the need of learners around goal setting and vocational planning. His five steps in advising are exploring life's goals, career goals, programs or major choice, course choice and course scheduling. From the developmental phase, advising took on yet another focus, advanced by Crookston (2000, p.51), who espoused advising as a form of teaching because of its service to individual growth and development.   He also emphasized the adviser/student relationship as being congruent, in that both were responsible for the relationship and the quality of advising. The prescriptive model was a hierarchical structure built on adviser in an authority role and student in a role with limitations (2000, p. 51).

This brief summary of advising trends echoes several perspectives acknowledged by AC Advisers. From selecting majors and courses to addressing the holistic needs of students, AC Advisers engage in a variety of roles. Skills associated with these varied roles may range from facilitating goal setting and career advising, mentoring, teaching, building relationships, and addressing identity development issues. Their total focus is on the students' growth and development in preparation for entering into the work-force of the 21st century. AC Advisers' perceptions of their multiple roles not only provide a richer perspective on their experiences in academic and career advising, but also a multi-cultural lens that supports the social justice dimension of their work.

Interviewees were selected from a cadre of advisers experienced in both academic and career advising/counseling. Their common goal was facilitating an educational process through engagement in an interactive relationship with students. Academic and career advisers may assist students in interpreting their interest, values, talents, beliefs and experiences to help them

105

navigate and assess their academic and career goals (Drake, Jayne K., Jordan, & Miller, 2013).

Integrating career options with self-knowledge allows AC Advisers to help students explore,

reflect and consider meaningful decisions relevant to their goals (McCalla-Wriggins, 2009). The

navigation process may take on various approaches respecting different learning styles, cultures,

perspectives and understanding how students grow and develop during college.

Gordon (1992) references Arthur Chickering in discussing the developmental task college

students may encounter in the maturation process. These task involve "gaining competence,

managing their emotions, becoming autonomous, establishing identity, freeing interpersonal

relations, and clarifying purpose and developing integrity" (1992, p. 9). He further noted

Chickering in stating that he would place greater emphasis on "intellectual and interpersonal

competence" (1992, p. 9), due to an increase in today's diversity population. AC Advisers

voiced some of these tasks throughout their narratives, as they spoke about establishing

mentoring or teaching relationships, or by facilitating critical thinking around identity, power,

conflict, or by sometimes taking the approach of advocacy and guide.

While academic advisers employ the skills pertaining to "providing information, e.g.

curricular requirements, courses, institutional polices, academic majors, scheduling procedures,

graduation requirements" (1992, p.56), career advisers provide assistance in helping students

learn more about themselves, their talents, interest, values, skills and motivation. They assist

students in identifying career goals, and becoming more certain with their career decisions and

planning. Exploring career options, helping students discover best fit, establishing educational

plans and learning job-search skills are among the tasks engaged by career advisers (Niles &

Harris-Bowlsbey, 2005, p. 351). Competencies in these skills are essential in accomplishing the

delivery of services for students in need of academic and career advising. The similarities

between academic and career advising offer meaningful ways to connect to a social justice focus. Inserting diversity awareness or social justice education into the mix necessitates the inclusion of multicultural competencies to meet the needs of a diverse student population.

The literature acknowledges the importance of including multicultural competencies in academic and career advising functions. Infusing multicultural competencies allows AC Advisers the opportunity to address the issues of race, culture, privilege, power, and further understand the multiple ways in which societal discrepancies have impacted marginalized students (Evans, 2008). Through these competencies, AC advisers acknowledged they are aware of their own cultural values and biases. They are sensitive to the heritage of others and recognize the boundaries of their own competencies and expertise. TEE's comments support the literature as he addressed the role of the AC Adviser in terms of self-knowledge. He stated that AC Advisers who work with a diverse population must genuinely appraise their own biases and prejudices. TEE further states that this self awareness encourages greater sensitivity to how one responds to diverse cultures and genders.

Integrating academic and career advising is occurring at institutions across the nation, however, in many instances this is driven by the economics of our times. Because they are so closely related, combining these two services allows AC Advisers to enhance and expand their services to students. Students often have difficulty separating the two when engaged in the advising session. Students bring many myths about selecting a major, and career choice. The myth is dispelled when AC Advisers go beyond the myth to address the various options a liberal arts education provides. Students' thinking may be expanded when they hear the value of a liberal arts education in preparation for living in a democracy.

Academic advisers may engage in career advising, but some may only do so depending upon their experience, skill and level of comfort. They may often refer student to career resources, or to the career center for more in-depth engagement around career-development. Integrating career and academic advising through their commonalities may be a starting point to encourage and build the comfort levels of advisers needing additional support.

With an increasingly diverse student population entering colleges and universities across the nation, gaining cultural competency in academic, career and multi-cultural advising/counseling is a necessity for successfully meeting the needs of the diverse student population. The social justice and equity dynamics are interwoven in the advising interactions that were shared in the interview narratives as they guided students through this educational process to influence student learning and success.

Given their multiple roles, AC Advisers are likely to gain particular benefits from utilizing the proposed curriculum and training manual. It directly connects with how their current role and functions in doing the work of advising compares and contrasts with their role and function as co-facilitators of the proposed career IGD course.   Their role makes them a prime candidate for co-facilitating the proposed career IGD course. In addition understanding the commonalities and differences that exist between AC Advisers' roles, their projected role as co-facilitators may broaden the type of functions by incorporating new knowledge and skills they provide.

The proposed course curriculum and manual offers AC Advisers the benefit of reinforcing skills they currently possess, and learning new IGD facilitation skills that may enhance their training and professional development, through academic, career, and multicultural advising in Intergroup Dialogue.

All five participants provided narratives regarding their role perceptions. Their responses revealed their concern for raising social justice or diversity awareness while working with students. Their responses captured both content and process functions. AC Advisers when speaking to content referenced functions that were task related, as in helping students clarify their interest, values, and skills and determine academic, career and life planning goals, or assisting students in the exploration and discovery experience and facilitating student growth and change from a developmental perspective. They saw themselves in process functions when addressing their relational roles such as mentors, teachers, facilitators, advocates, motivators, etc. AC Advisers were engaged in helping students understand the complexity of things like job market issues around race or gender, clarifying goals, encouraging student self-reflection, as well as recognizing their own personal biases, through self–reflection. Discussing and defining constructs like diversity, equity, privilege, power and disparity were considered important in working with students.

Theme 4—Enabling Advisers to Infuse a Social Justice Emphasis or Focus
Into Students' Career Development Process

This theme was evidenced when respondents shared their views, values and perspectives on working with students' educational and career goals in the context of social justice pedagogy. This may include facilitating a climate of trust, engaging in conversations about the awareness of social inequities, and career disparities that may impede career decision-making. This theme also captured any mentioning of encouraging students to critically assess and articulate the importance of diversity awareness, bridging across differences and conflict, and developing the

capacity to educate and move others toward an awareness of the impact of social inequities, with

the intent of helping students become allies of social justice ((Schoem & Hurtado, 2004).

Patterns in what interviewees said. As AC Advisers assist students with self-

exploration, academic options and career exploration, they can provide a social justice context

for helping students reflect upon the cultural and social factors that may influence their values,

beliefs, attitudes and behaviors around career choice. As these AC Advisers describe it, they can

and do help students learn to critically assess career options, reconciling conflicts and differences

that have challenged or obstructed their career pursuits, and also reflect upon their respective

roles in fostering social justice. At the same time, the advisers' capacity to do so reflects their

own self-understanding regarding topics that are often difficult to talk about. A curriculum and

training manual that presents interventions that lead to the aforementioned expected outcomes

may enable them to confidently address these issues in their work with students going through

the career development process.

SEE talked about the importance of "walking the talk" in building relationships and

creating a climate of trust. Cultivating a climate where students feel comfortable exploring and

sharing their own attitudes and sense of self, power and privilege, and building trust is necessary

for engagement around difficult issues pertaining to race, culture and other diversity concerns.

Sometimes sensitive conversations may suddenly appear, but because of time constraints upon

the nature of the appointment, these sensitive discussions may be delayed or rescheduled. SEE

said:

> By talking with students, by working with them, by teaching them, by listening to them!
> Again, going back to if I want them to do research on resources, I also myself need to be
> doing research and tapping into the resources. Introducing them to the proper folks,
> leading them in the direction that's going to benefit them academically, socially,
> mentally, spiritually, but just trying to walk the talk. Sharing my experiences and again,
> listening to theirs.

110

LEE supported the need for engagement through conversation, but also recognized the

limitations of time constraints upon appointments to address in depth social equity concerns,

especially if it's a registration appointment when this topic is presented by the student to the AC

Adviser. Registration appointments are usually limited to fifteen minutes for quick questions.

LEE said:

> How advisers help students… depends on what kind of conversation you have with the
> student that's beyond just registering for classes. Because when it's just about
> registration, you don't have the time to get into deeper conversation. So, it really
> depends upon what opportunity you will have to get to know students and engage in an
> ongoing adviser/student relationship…and develop that level of conversation. It's an
> opportune time where you develop and sometimes it's on a quick question when a topic
> comes up or you're in a difficult situation. There is always an opportunity, but
> sometimes it doesn't develop because you haven't had the time to get to know the
> students.

DAY recognized some are reluctant to talk about social inequities, especially if they,

themselves, are not comfortable talking about it.   He acknowledged that one's individual

comfort or discomfort may influence the level and depth of conversation one might have with

students. DAY passionately stated:

> Part of the issue of why we don't even talk about racism is because the word and idea has
> been reduced to something altogether different…we shut down at the idea of talking
> about this with ourselves, so much as bringing up to a student….We don't prepare
> students, so we don't know how to even discuss it, without saying it's not about feeling
> guilty, or it's not about placing blame or shame or nothing like that, but it's about
> understanding your position and….once you understand that you can do something with
> it, you can work with it, right?...

DAY acknowledged the importance of understanding one's positionality as critical in how this

topic gets addressed. He concluded by stressing the importance of training AC Advisers in

facilitating these very difficult dialogues and discussions:

> As a white guy – understanding my positionality means the difference between me trying
> to be a missionary and ride to the rescue and tell this entire community how they need to

111

do things, as opposed to learning how to be an ally, and learning how to be humble, and learning that people who may have historically been on the short end of the stick with people that look like me, even if I'm not them, that means something – right? You know, it's like when you get into a car accident with somebody and you didn't mean to hit them with your car, if you at the end of the day still make it like you didn't mean to therefore their leg is not broken – that's a problem. So understanding your positionality and getting students to understand the real value in that is a real crucial element that I think advisers need to have, and need to have, and need to learn how to do it effectively.

JAY added the perspective of talking about career interest, but not systematically including issues around power and privilege. Not all advisers engage in social justice conversations, though some may do so at every opportunity. Conversations around equity and power are often restricted by the nature of the advising appointment. Although JAY's contact is limited, she hopes to engage more interactions around equity and diversity in the future, as her schedule permits. Conversations around diversity are great in terms of understanding differences as it relates to roommates who may come from diverse ethnic/racial backgrounds. Typical conflicts have focused more on personality differences than on racial/ethnic diversity. She said:

> …we've had some conversations about what they want to study or what kind of career they're interested in.…For example, I do see quite a few students that are pre-health and so we talk about getting some experiences again outside of their own neighborhoods, figuratively or physically. What I'm mulling over is do we systematically do it with students who come to talk with us…I don't know if we systematically talk about power and privilege in those terms….certainly the sense of self in the world!...and with issues of income and class and those things are also a …part of that conversation....So I think it happens. I don't know if it happens systematically.

> Again, there will be some advisers who pretty much always try to have that conversation with students. But that wouldn't be all advisers….I don't think it explicitly happens all the time. Again the type of interaction you have with your students, it's not always appropriate, you may be talking about way different issues like, you know, hardship withdrawal and you may not ever see that student ever again

> Roommate issues have come up, not a lot, just a little bit more in terms of like studying or not studying, that kind of thing….I mean its differences that may not necessarily be about their personality, but they could be relating to power and privilege…

TEE concluded with the premise that AC Advisers will work with students, even though it may be a small population who have self-selected diversity courses. Those students empowered with social capital will inquire when in need of clarification or support. The concern is for those students who need support, but are not accessing it. TEE put it this way:

> I think—beyond the one-on-one discussions that we have with students, I'm hoping that does happen. I know there are a number of advisers on campus through Gen Studies, through CHID department, through Social Welfare who are doing these kinds of things, in collaboration with faculty and other advisers, but I think, given the student population, it's a relatively small number of students who are actually taking part in these things. And I think with many other advising issues, it's the students who have a certain amount of social capital who know to come to someone like us, when they don't understand something. So, I'm not sure that the students who may need this the most are necessarily getting to it.

It sounds like AC Advisers work with a small population of students because of their own personal interest. Students may self-select these kinds of experiences to explore their attitudes, and their own sense of power and privilege through courses across campus that may address these concerns, courses like Comparative History of Ideas (CHID), Social Welfare, General Studies and others. These courses appear to provide the opportunities for students to discuss societal inequities in a safe environment, but that's a small percentage. And the larger student population would benefit from engaging in diversity related initiatives. TEE addressed the importance of gaining institutional support and cautioned how diversity awareness is presented to students. He said:

> I think so. If you go back to some of the earlier questions, a lot of institutions have a mandatory diversity requirement. Again, I would hate to see us make it something that students check off, but rather makes it a meaningful experience. So what I'm saying is exactly how you paraphrased it. It's happening in various pockets across the university, and I'm happy for that, but I think it I think it needs to happen on a larger scale. We talked about a lot of things related to getting along with a variety of people, communicating while in the workplace. So this is part and parcel of that.

Parallels in the literature. Literature presenting the views, values, and perspectives of working with students' educational and career goals in the context of social justice pedagogy is relatively limited, yet there are hints that AC Advisers' work is well positioned to advance social justice goals in higher education. The literature addresses the relationship between academic and career advisers and student development by examining student's academic success factors such as retention, grade point average, campus involvement, time to graduation, and job placement upon graduation. Certain strategies may facilitate a climate of trust (Gordon, 1992). Building trust is so valuable when engaging students in a conversation about the awareness of social inequities and career disparities that may impede career decision-making. AC Advisers are in a position to encourage student's critical thinking to assess and articulate diversity awareness, to teach students how to bridge across differences and conflict, and develop the capacity to educate and move others toward an awareness of the impact of social inequities, with the intent of helping students become allies of social justice.

Institutions of higher education are under pressure to cultivate students' commitment to social justice, "by exposing them to the pedagogical practices that contribute to its development (Mayhew & Fernandez, 2007, p. 55). What contributes to student cultivation and commitment to social justice is a question under debate among scholars and educators. The debate filters into defining the difference between social justice and diversity outcomes by examining what they have in common, their overlapping connotation, which may allow them to serve as proxies for each other (2007) and how to define them as constructs of inquiry in higher education.

The process for achieving the "goal of social justice should be democratic and participatory, inclusive and affirming of human agency and human capacities for working collaboratively to create change" (Adam et al., 2007, p.2). Diversity embraces inclusivity and

114

affirmation of all humanity, and challenges us to examine knowledge and experiences from different lens, incorporate new ideas and ways of meaning, and reflect on how demographic changes over time influence and shape the changes we are encouraged to experience (2007).

Promoting diversity and social justice through education may be challenging. AC Advisers as career and social justice educators may raise student's awareness about diversity, equity, prejudice, power and position in society, and expressions of discrimination"(Mayhew & Ferndandez, 2007), often expressed in high paying STEM fields. They may also find themselves empowered by the process of contributing to student understanding, first by themselves understanding and defining social justice and diversity, and then by implementing pedagogical practices that may benefit students by encouraging, cultivating and empowering them through praxis to become allays of social justice and change agents in a democracy.

How the Themes Inform the Proposed Course Curriculum

What I learned from my interviewees, coupled with related themes in the literature, reinforces the notion that the kind of course I am developing—and the training that will accompany it, guided by the course curriculum and training manual—will be particularly helpful to the AC Advisers. In particular, it provides them a way to bring together various roles they are playing or can play, in the service of helping students learn more deeply about themselves. And it will provide a particular useful vehicle for promoting a social justice focus in their work.

Introducing my course curriculum and training manual as a diversity initiative may be a way of marketing engagement opportunities across differences and conflict. The opportunity to raise awareness, engagement, and create a forum for dialogue can provide meaningful and impactful experiences across and within social identity groups. These are ways of building

115

community through recognizing similarities and differences, understanding individual and collective identities, and sharing perceptions about how others view one's identity groups (Schoem & Hurtado, 2004).

AC Advisers engage in an educational process that helps students identify and work through issues regarding self- awareness, career awareness, decision-making choices (Niles & Harris-Bowlsbey, 2005). However, little is known about how they integrate career life plans grounded in IGD pedagogy into their work with students. My proposed course curriculum and manual fosters sustained and open parallel conversations, and engagement across differences: by raising student consciousness about societal inequities that may impact individual and collective identities, by increasing awareness about career disparities, especially in STEM fields, and through career decision-making choices and plans that incorporate a commitment to social justice. These issues are accented by student experiences in a shared forum that encourages interactive and meaningful engagement across differences (Nagda et al., 2009). Through practice opportunities that allow them to act as social justice allies" (Broido, 2000, p. 3), students may develop the competence and confidence to become leaders and change agents in today' diverse and socially inequitable world.

Inquiry #3: Building Advisers' Capacity Through Professional Development

As the analysis up to this point have hinted at fulfilling the university's mission in relation to diversity and enabling AC Advisers to become social justice educators implies that the advisers have learned what they need to know to carry out this challenging and important work. Here I ask directly: *How can this model be used as a training module for advisers' professional development?* AC Advisers' perception of their need for on-going training creates a great

116

opportunity to test the feasibility and usefulness of my proposed curriculum and training manual as part of their professional development. The fifth and last theme is "Building Advisers' Capacity for Social Justice Pedagogy through Professional Development."

Theme 5—Building Advisers' Capacity for Social Justice Pedagogy Through Professional Development

This theme was evidenced when participants' (positive or negative) responses around the need for training and professional development to improve their skill level and competency was identified. What I looked for is how and if AC Advisers felt challenged in their roles to do an effective and professional job; and what and how they identified and assessed their needs in performing their jobs. This theme also captured AC Advisers' (positive or negative) comments regarding tools or strategies they did or did not possess to assist students in becoming aware of diversity and equity concerns. For example, I also captured their thoughts on how they assessed their own personal awareness and acceptance of cultural differences, which is a process integral to effectively working with diverse populations (Evans, 2008)

Patterns in what interviewees said. I found that, although they draw on a useful experience base, AC Advisers are acutely aware of their own need and that of other advisers for on-going training, rather than trust their personal opinion and preferences. It appears that they understand the value of drawing upon a broad-base of knowledge, resources, and information—some of which these interviewees had already developed, though with plenty of room for further learning.

In taking advantage of the many opportunities for training, it seems natural to stay informed and competent in their work. JAY perceived the need for on-going training as a natural part of professional development, although it may vary; for example, constantly engaging in self-

117

reflection, self-assessment, attending workshops, lectures, inviting speakers to attend their

department meetings and as members of professional organization, these are some of the ways in

which training occurs. JAY shared the following:

> I think we have a lot of opportunities… for professional development…I know we've had
> speakers come to our all-adviser's meetings that relate to all of this and so forth.
> Obviously, we have the opportunity to attend and participate in lectures…community
> service options and so forth.

> ……I think we are very well positioned, but there is probably again a lot of variety about
> how much people actually do. And I think …we all know it's something you're never
> done with. It does go in cycles … for me personally I would say it does go in cycles
> because there were years when I did a lot of this and lately maybe less… if you could
> interview every adviser on campus they'll all be thinking about it again you know and
> that's partially why I think we do need prompters. We all … give a lot of prompters just
> throughout the work day or the conversations where fortunately we have quite a lot of
> that.

> But if you're not in an environment where there are not a lot of prompters, then you could
> kind of get complacent again really easy…

JAY noted how easy it could be for advisers, especially those from more privileged backgrounds,

to stop pushing themselves to learn:

> …And certainly if you're a person in the majority population, like European American
> it's easy to be complacent…I grew up in Europe, but still there are a lot of similar
> dynamics of course. So I had a conversation today with XXX about our comfort zone.
> Being in one's comfort zone is I think a very strong drive for most people. Like people
> who think of themselves as being quite adventurous…certain type of adventures are
> going to be their comfort zone, and other ones not necessarily so. There is a strong drive
> to do what you know to do, to be with people that you already know or are already
> comfortable with. So prompters are good.

> SEE recognized the value of self-assessment and reflection as an everyday experience,

due to the nature of the job. SEE accepted the fact that engagement triggers self-reflection by

constantly causing AC Advisers to check their attitudes and biases. As she saw it, seeking

opportunities for professional development are great ways to optimize one's personal

development. She does it by attending conferences, participating in on-line webinars, talking

118

with peers, taking classes, etc. She recognized that advisers come to their work knowing what they did not experience when they went through postsecondary education; learning how to put that in place for the new generations of students is the essence of the work.

> Well, I think if they are honestly engaging in their job as advisers, they cannot help but to assess their own attitudes and biases because they are tested every day, they are tested every minute …they can't avoid not to if they are engaged in advising, okay. If they are engaged in mentoring and nurturing the human …they're the next generation and they are validating you…So yes, I'm in this position of higher education and I'm an example of how advisers are positioned.

> You could say that you have the opportunity to have professional development opportunities. Definitely they encourage that we to go to conferences, even in this time of budget constraints that we're in now, they encourage you to even if you have to go on line. Local conferences, talking to your peers across the country, and collaborating with writing proposals that may bring funding to the program that you're doing or the university. If they give you the opportunity to take classes to be in the classroom with these students to get higher education, you need to take advantage of it…

> I think one of our biggest responsibilities is being a mentor and a friend, a counsel and a guide for this next generation. Think about what you didn't get when you were coming in and have, and try to share that with the next students and instill in them that they are mentors from the time that they step onto this campus because there is someone behind looking at them….

LEE addressed the need for professional development, especially in the area of valuing diversity as an institutional priority. AC Advisers encounter various situations in which understanding diversity and social justice are pertinent to problem solving, and assisting students through conflicting or difficult situations. Depending on one's level of experience or comfort, one may be able to facilitate the situation with ease. One the other hand, those AC Advisers not trained in diversity issues may not choose to engage the situation or student at all. She stressed the importance of institutional responsibility in promoting a value for diversity, especially through its curriculum. She gave an example about her institution not passing a diversity requirement for graduation for undergraduates. She interpreted this as not sending a strong message to the university community and beyond, that valuing diversity and implementing a

119

diversity requirement raises student's consciousness and helps to develop in their understanding

of living in a socially complex, diverse, and inequitable world. She expressed some

disappointment that students may graduate from this urban Research 1 institution ill prepared to

engage in the 21st century—a further justification for the kind of curriculum I am proposing. In

short, both the training in handling diversity issues and the curriculum in which these issues

could be systematically addressed were needed. She described her concerns below:

> Well when students come in with difficult situations, you know, you are always given the opportunity to consider how you respond to the student and the situation. Are you comfortable or uncomfortable in answering it? In our job we have to be prepared to respond, and if you're not, you won't be able to assist the student with where they're at. And so I think each adviser has their own comfort level which varies. Some have the ability to deal with difficult situations, while other may not. I'm comfortable with dealing with whatever the student present. It requires each adviser to set aside their own fear in order to engage and assist students.

> … the university needs to be committed at a higher level to push forward a diversity requirement not just a diversity minor. So that's been a long, long, long request that is nothing new. So the question really points back to if you say the university is committed, then why have they not approved the diversity requirement? Advisers may not have the leverage right now to approve a diversity requirement, but we been trying to help raise students' consciousness about diversity.   Why has the university not approved the diversity requirement? I question when the university states they value diversity, but is the commitment real. Why hasn't the diversity requirement been required of all students graduating from the University of Washington?

> DAY followed in agreement with both SEE and LEE. Advisers set the standard, as role

models. If they are going to teach that valuing diversity is important, as institutional agents, they

must be able to reflect that value, make it visible where students can see it, and learn to embrace

it as important. He questioned: what is the institutional support, what does it looks like, is it

optional, and is there accountability for it? AC Advisers who have influence must model what

needs to be taught by principle and example.

> ….to what degree does the institution as a whole lend support to these kinds of things – this optional thing – is something that we need to but we are not taking it seriously, right. You know to what degree are….is there a follow through, is there a follow-up to these

120

kinds of things? And again, you don't just write a text about a particular group of people, or attend one workshop on reducing prejudice for example, or preparing someone to work in a culturally diverse work environment, or a professional environment to any degree and expect everything to just fall into place. Again, it is messy stuff, its painful stuff.

You may come at it from a very different place than somebody else. It doesn't mean that you're both wrong. You can have multiple truths on something. Right! If you're being interviewed by somebody and, you tell them your favorite sport is football, and they have news from Wales or Scotland. They may very well interpret that you mean soccer. Who's wrong? Is it about who's right or wrong, or is it about we have different perspectives and those things are going to bias our perceptions – how we make sense of the world.

It is also important for people in those kinds of position…to also model that, because if we are not modeling to students that we don't necessarily get these kinds of things either, we do a great disservice, cause it sort of perpetuates –ah if you haven't figured things out there is something wrong with you, as opposed to we've all been socialized into thinking and not thinking, feeling and not feeling about these kinds of things for most of our lives. So, I think to be able to model discomfort around these things and cultivate spaces where it's safe to feel unsafe.

TEE needed clarification on the question, before answering. I explained that in my paper I stress that advisers are strategically positioned to impact and influence student thinking, because we see and engage students on a daily basis. Therefore, through my proposed curriculum and training manual, we may have the opportunity to co-facilitate a class grounded in social justice and diversity, where we can engage students in this educational process of understanding diversity, learning about it in the classroom, engaging diversity through curricular and co-curricular activities, and having the opportunity to reflect upon our own biases. As we are encouraging students to experience self-reflection and self-assessment around issues of diversity, my question to TEE was then restated: how do you see advisers positioned to assess your own attitudes and biases…and you can address this personally, being exposed to intergroup dialogue? TEE responded:

I am a white male, who was raised middle class, and was a first generation student. So I bring this to my experiences and it influences how I do my work. This influences how I

121

view my work. I have privilege on one hand and not necessarily on the other hand, because I navigated college on my own, and relied on financial aid to get me through.

Some don't appreciate what they have. But I think perhaps because I appreciate what I have, it informs how I do my work. Students come to me with the attitude that they are owed an education.

Getting back to the larger question, I think it does come back to me. I've been an adviser, and I've been involved in 3- 4 general studies classes through the years. I think in a large sense, it is part of self-selection on the part of advisers to take part in diversity and social justice efforts. And I think in some cases to actually reflect – to do something productive.

TEE was echoing an idea that other advisers put forth—that they all had a role in "taking part in diversity", and that doing so rested on a certain self-awareness about themselves and how they were positioned in the world. The challenge for the university is to ensure that advisers have developed the self-awareness and can carry that self-knowledge with confidence into their advising work.

Parallels in the literature. The literature is replete in addressing the need for on-going training and professional development in the area of both academic and career advising to improve advisers' skill level and competency. Because they are so closely related, the training for one may directly relate to the training for the other, which for some institutions this justifies why they believe the two fields should be connected, and in some cases they presently are connected (Fisher, 1999). For example, the Student Academic Advising, Counseling, Career Services, and Education Support Services Center at Southern Oregon University work together in providing career and academic services. At this institution, advisers are all crossed-trained, which supports back-up and referrals as needed. The Academic Advising and Career Development Center at James Madison University (JMU) in Virginia combine these two services for the benefit of more collaboration, and better service to students' academic and career needs

(Fisher, 1999). In these examples, two offices have combined to provide more collective and comprehensive services to students in the area of academic and career advising.

In other instances, such as the University of Washington, Office of Minority Affairs and Diversity (OMAD) and Educational Opportunity Program (EOP) advisers provide both academic and limited career advising, through the use of career assessment instruments. They also work collaboratively with the UW Career Center in co-facilitating career navigation courses, workshops, and developing and implementing career initiatives. The O'Banion model of advising referenced earlier (McCalla-Wriggins, 2009) postulates the need to combine academic and career goal setting with vocational planning. He essentially links exploring life and career goals to academic exploration and planning, as students integrate meaning from their curricular and co-curricular experience to create an academic and career plan (Fisher, 1990; McCalla-Wriggins, 2009).

In addressing the training and professional development process, recommendations by Margaret C. King, former National Academic Advising Association (NACADA) president, articulates three realms of professional development that would address the various needs the intervivewees identified. She asserts the need for applying "conceptual, informational, and relational elements" (McCalla-Wriggins, 2009, p.2; Ford, 2007 p.5; Koring, 2005, p.1) in understanding the areas for adviser training and development.

The conceptual element speaks to the basic principles about what advisers need to know. This would include recognizing academic and career advising are grounded in student development and learning theory, and career theory for career advising. The informational element addresses the in-house information, resources, and programs advisers need to know and manage. This area may respresent the greatest difference between the two forms of advising.

123

Academic advisers' vast knowledge regarding institutional policies, procedures, and degree/major requirements, or study abroad, housing, and financial aid services may not address the specific information required about careers, skills required for certain jobs, career options in diverse fields, or strategies for employment; career advisers' knowledge base may reveal an opposite tendency. The relational element addresses the skills advisers need to work with their advisees. This area covers the communication and interpersonal skills demonstrated in one's ability to relate to diverse individuals and groups, utlizing a wide variety of helping and problem-solving skills (Ford, 2007; Koring, 2005).

The literature echoes the concerns of AC Advisers as they spoke about the need for on-going training and professional development, and the constraints they encounter in making it happen. In the literature, challenges like time constraints may prompt Advisers to look at creative and alternative ways for implementing on-going training, especially for those new in the field. Establishing an adviser-mentor relationship has proven to benefit less experienced advisers linked with seasoned advisers. Not only has it been an effective intervention, but also provides continuous training as needed with little or no cost. Another source of training can be established through creating and maintaing an adviser list-serve, or through quarterly/semester newletters. Holding short informational sessions, or discussion sessions can also be effective ways to provide continuous adviser training (Koring, 2005).

Budget constraints may also impose significant challenges to on-going training. If so, the suggestion to connect with other campus groups to co-sponsor a wide range of topics offer effective interventions, especially while drawing upon the talents and years of experience of colleagues within and across campus. Joint events co-sponsored by multiple schools in the area is another way to minimize the cost while sharing the knowledge to a broader audience. Various

124

specialized services may share knowledge or join together to expand the knowledge base for all. For example, it was suggested that Students with Disability Services could coordinate a workshop on advising students with disabilities or Office of Minority Affairs and Diversity may co-sponsor workshops on cross-cultural training, or Communication Studies could staff a workshop, seminar, or panel discussion on making connections, or building adviser/student relationships (Koring, 2005).

Advisers may join as members, connecting to local and professional organizations like NACADA and National Association of Colleges and Employer (NACE) and National Career Development Association (NCDA) or American Counseling Association (ACA). These organizations provide not only excellent information and training, but also establishes competencies that serve as guidelines for performance. These organizations also serve as a platform for sharing campus expertise. They provide opportunities for learning and presenting, which are excellent ways of sharing ones' areas of interest, passion and experiences in advising with colleagues in the field. Webinars, advising training videos are also great ways for enhancing adviser training and development.

The University of Washington offers its advisers training and professional development through its two advising organizations known as the Association of Professional Advisers and Counselors (APAC) and Adviser Education Program (AEP), and The Professionl Staff Organization (PSO). Many of the suggestions listed above are implemented as on-going training opportunities for the UW advising community. AC Advisers alluded to attending brown bag lunch discussions, workshops and training for new Advisers, a summer advising summit, which are a few opportunities advisers may engage in from garnering the expertise of colleagues on-campus. Although existing training and professional development may be accessed through

national and local professional organizations as noted above, none of them provide venues for training AC Advisers in facilitating the proposed blended course that I am proposing.

As confirmed in the literature, advising training and professional development programs may incorporate needs assessment tools and draw upon their results to establish goals and objectives for on-going training and development. Student assessment of the advising experience may best be acknowledge through advising surveys or student focus groups, from which results may inform goals and ojectives for future training and development. Topics of interest may focus on "advisers' perception of their role, learning new advising techniques and resoures, advising techniques and resources not being used effectively, identification of professional development needs of the advising population, and identification of additional resoures needed by adviser" (Musser, Hoover, & Fernandez, 2008, p. 1).

While much of the literature deals generically with training and development for a range of advisers' learning needs, other commentary zeroes in on the kinds of support for social justice pedagogy that are of concern here, and that were beginning to be reflected in the interveiwees' comments. For example, Advisers' need for self assessment is mentioned throughout the literature. There are resources available through local and professional organizations that offer support through self-assessment tools and information (McCalla- 2009). Advisers and counselors are challenged to be aware of their own cultural values and biases, that may be expressed through their attitudes, beliefs, knowledge and skills. They are encouraged to reflect "on their negative and positive emotional reactions toward other racial and ethnic groups that may prove detrimental to the counseling relationship and are willing to cntrast their own beliefs an attitudes with those of their culturally different clients in a nonjudgmental fashion" (Evans,

126

2008, p. 7). These concepts AC Advisers address when reflecting on the social justice perspectives of working with a diverse student population.

How this Theme Informs the Proposed Course Curriculum

As noted above, AC Advisers identified and expressed their need for on-going self-assessment, acknowledging the tools or strategies they did or did not posses around diversity and equity concerns. They recognized the importance of modeling what is to be taught, by principle and example, and limited knowledge around diversity and equity presents a serious gap in cultivating this value into students. AC Advisers' engagement in self-assessment and reflection is an everyday experience. The need for acknowledging their personal awareness and acceptance of cultural differences is integral to effectively working with diverse populations (2008). The need for ongoing training and development for Advisers—combining what career advisers and academic advisers traditionally do—is recognized in the literature, which also suggests various resources for supporting advisers' learning. But the literature stops short of imagining the specific forms of learning support for a social justicie pedagogy that my proposed course curriculum and manual may provide advisers.

The stage seems to be set for this kind of training and support to happen. Diversity and equity over the last 25 years have made significant inroads into higher education, due to the changing demographics of our society. These social justice perspectives are now embraced as a part of instutional priorities, embedded directly or implied in their institutional mission statement. However, many advising communities are just beginning to consider social justice perspectives as an essential part of the advising and career related process. The class I propose incorporates social justice ideology and practices at the foundational level through a critical-

127

dialogue approach, "fostering learning and building mutual understanding among students from different social backgrounds...by engaging students over a sustained period to explore commonalities and differences, examine the nature and consequences of systems of power and privilege, and find way to work together to promote social justice" (Zúñiga et al., 2007 p. vii). The training manual that accompanies this curriculum teaches advisers how to make this critical-dialogue approach happen in the actual interation between advisers and students.

As noted in Chapter 1, my course curriculum and manual pulls from the principles outlined in intergroup dialogue, grounded in social justice pedagogy and characterized by active and collaborative learning. In this class students are actively engaged in the learning experience, by asking questions, through reflection, where they have the opportunity to think about what they are learning, and use opportunities to practice and apply what they've learned in different experiences. Advisers guide students through activities that demonstrate active and collaborative exercises and experiences, where students have the opportunity to dialogue in small groups with others from diverse backgrounds. They engage around a curriculum that focuses on social and cultural diversity, which gives them the opportunity to engage and interact regularly with each other inquire, and dialogue about sometimes difficult and hot topics and race, ethnicity, power, privilege, equity and diversity (Gurin, Dey, Hurtado, & Gurin, 2002, p. 5).

Because my focus is on career development issues that reflect career disparities, especially obvious in STEM careers, students will have the opportunity to use this platform to address unresolved concerns around career- and equity-related issues. For example, topics for consideration may address women and the glass ceiling, women in the sciences, how to prevent the flow of women from leaving Engineering careers, how to think like an engineer, when no one else from my ethnic community are engineers, and the isolation makes it difficult for integration

128

and ownership of my career, or why the educational pipeline disperses diverse groups in stratified ways giving privilege to dominant cultures, or why in most fields, women make less than men who are doing the same job, or how dreams from our youth are shattered by family, educational systems, and societal inequities that are perceived as limitations to students' aspiration and motivation, and how to support underrepresented populations in retention and graduation to prepare for high paying jobs. These are a few of the challenges students encounter, but find it difficult to address them in a safe and supportive environment.

The course curriculum that I propose provides AC Advisers the opportunity to utilize the skills gained in academic, career and multicultural counseling and apply them as appropriate to their co-facilitation roles. Building competencies for co-facilitating intergroup dialogue will provide AC Advisers enhanced skills in the areas of conceptual, theoretical, knowledge, tools and skills to perform their role with confidence and competence. As such, the training will help to address the issues my interviewees' raised about self-awareness, paying attention to privilege, moving beyond one's comfort zone, and setting aside fear to deal with difficult situations. If set up as a training available to all advisers, then the differences in capacity for social justice pedagogy across advising staff can be addressed. And if the curriculum (such as my proposed course) is in place that explicitly deals with these social justice issues, then advisers have a natural focus for their learning and application of what they have learned.

Chapter Conclusion

The findings of this inquiry study suggest that the five themes emerging from my interviews with AC Advisers lend support to the feasibility and usefulness of developing a course curriculum and training manual, as I am proposing. This manual is designed to meet the training and professional needs of AC Advisers in co-facilitating the proposed course that fuses

129

career development pedagogy with principles of intergroup dialogue into a social justice pedagogy.

These themes reflect the following argument. As these advisers see it and as well supported in the literature, the mission of the university projects a responsibility for cultivating a value for diversity and equity in its student population. AC Advisers, as institutional agents, are in an excellent position to enact this commitment to diversity in their dealings with students and in the formally developed ways of supporting the career development process. The course curriculum and training manual I am proposing—specifically designed for implementation by AC Advisers—represents one important way of realizing this mission. Institutional support through commitment of financial and human resources is important for providing the training and professional development to those interested in co-facilitating the course. The institution demonstrates its commitment by publishing the course manual and using it as a training guide for co-facilitators.

As my interviewees and the literature confirm, student preparedness in diversity-related knowledge provides the tools and skills for entrance into diverse and complex work world. Advisers play a dual role, on the one hand, responsible to the institution as its agent for cultivating diversity and equity as institutional values in students, and on the other hand, as directly responsible to students in providing an educational process, through the proposed course curriculum. That curriculum represents educational and career goals, by blending career development practices with intergroup dialogue using social justice pedagogy.

To enable AC Advisers to take on this role, interviewees' comments and the literature point to an on-going need for training and professional development for those AC Advisers interested in co-facilitating the proposed course curriculum. The five themes provide a

130

conceptual framework, combined with the theoretical basis, tools, and resources in co-facilitating

the proposed course.

Chapter 5:

What the Inquiry Findings Say and Imply for the Development

of the Course Curriculum and Training Manual

This chapter provides a summary of the main findings of this inquiry study. My goal was to assess the feasibility and usefulness of my course curriculum and manual (which is not a part of this document) in preparing and training AC Advisers as co-facilitators of my proposed course. A discussion of what these findings mean and their implications in preparing and supporting advisers will be presented. The steps for creating the manual, describing what it looks like and how it is used will unfold. The conclusion will highlight unanswered questions, and provide limitations of my study, and raise questions about things we still don't know. Ideas for future inquiry will be presented and discussed.

Summary of Main Findings

A brief summary of the study reveals five themes that support the feasibility and usefulness of my course curriculum and training manual developed to address the training and professional needs of advisers interested in co-facilitating my proposed course. My goal was to evaluate the relevance of my five themes, assess their alignment with the literature, and offer them as a framework for creating my course curriculum and training manual. Each theme broadens AC Advisers' understanding of the various structures and dynamics that inform their training and professional development. The themes are:

Theme 1: Helping the Institutional Embrace Diversity as a Core Value

Theme 2: Enhancing Student Preparedness in Diversity-Related Knowledge

Theme 3: Helping Advisers to Blend Multiple Roles to Impact Student
Learning and Transformation

132

Theme 4: Enabling Advisers to Infuse a Social Justice Focus into the
             Students' Career Development Process

Theme 5: Building Advisers' Capacity for Social Justice Pedagogy through
             Professional Development

Although the themes may overlap in their focus, when combined together as a framework, they contribute and support the basis for the kinds of modules and activities embodied in my proposed course curriculum and training manual.

I use the concepts of training and development together to reflect my overall intention for offering this course and manual as a tool for course facilitation and as a scope for professional development. While training implies imparting specific goals, knowledge, skills and application to the proposed course, professional development concentrates on an expanded set of skills that are transferrable to a wider range of options, e.g. diversity and multi-cultural skills, decision-making, leadership skills, goal setting, critical thinking skills and conflict management, all of which are fostered in my course curriculum and training manual.

In relation to the first theme (*helping the institutional embrace diversity as a core value*), I found from the data and supported by the literature, that a critical function of higher education is to introduce students to diverse perspectives, thought and engagement across differences (Hurtado, 1999; Milem, 2003).   As my interviewees made clear, and as supported by the literature, institutions of higher education that embrace diversity and equity as core values may project those values in their mission statement.

The university's institutional agents—in particular, AC Advisers – have the responsibility to integrate these values (diversity and equity) into its policies, institutional community, staff, and students' curricular and co-curricular activities, for which they are responsible. Institutions can enable this to happen by supporting the training and professional development of advisers

133

interested in co-facilitation and in funding a diversity initiative course that supports and accomplishes this institutional goal.

In relation to the second theme (*enhancing student preparedness in diversity-related knowledge*), AC Advisers indicated a strong need, value, and benefit of preparing students as leaders for a diverse workforce in the twenty-first century, and to become change agents addressing society's inequitable systems in the work-place and beyond. Here again, the literature supported the perceptions of their role and the importance of students graduating with diversity-related knowledge, skills and understanding. When working with students, AC Advisers recognized the importance of understanding how students perceived and gave meaning to their experiences and their world (Broido, 2000). Understanding their meaning-making process is important when considering how to make the most of their learning about diversity and equity (Hurtado, Milem, Clayton-Pedersen, & Allen, 2000).

In relation to the third theme (*helping Advisers to blend multiple roles to impact student learning and transformation*), AC Advisers helped to identify their twofold responsibilities; one as institutional agents (as mentioned above in Theme 1), and the other as facilitators of an educational process providing career and social justice education. They indicated that they have multiple roles—which may change as students' needs changes—as teachers, mentors, helpers, and advocate counselor, supporter in encouraging students to take risks or engage in new experiences that immerse them into totally different cultures, like study abroad, community services, research, internships, mentorship, leadership, and tutoring. These conceptions of their professional competencies (task and relational roles are well supported in the literature (Gordon, 1992).

In relation to the fourth theme (*enabling advisers to infuse a social justice focus into the students' career development process*), AC Advisers were specific about particular kinds of learning experiences and emphasis that they believed would enable them to help students acquire the skill, knowledge, competencies, confidence, and capacity to impact their environments. Their ideas in this regard form a useful basis for the kinds of modules and activities incorporated in the proposed course curriculum and training manual aimed at blending career development practices with intergroup dialogue pedagogy.

In relation to the fifth and last theme (*building advisers' capacity for social justice pedagogy through professional development*), AC Advisers addressed their need for on-going training and access to the tools, resources, and skills necessary to do their jobs. Many of the skills applied in their multiple roles as adviser may be transferrable to their role as co-facilitator of my proposed course.

Literature supports the need for adviser training and acknowledged the various options and access to this training. For example, from one-on-one mentoring, with a senior adviser mentoring and training a new adviser in the field, to workshops, webinars, seminars, or affiliation with local and global professional organization. However, when considering training and professional development for my proposed course, a more intensive and in-depth approach over an extended period of time will be necessary (Ford, 2007; Koring, 2005). The literature suggest that co-facilitators first prepare by participating in a class that lays the foundation for intergroup dialogue, learning the history, the content and the process; then follow-up with actually participating in a dialogue, before co-facilitating one. This training also requires supervision, and skill development and self-assessment of entry level skills (Zúñiga et al., 2007).

135

Taken together, what I've learned in relation to these five themes, from AC Advisers and the literature form the framework to develop my proposed course curriculum and training manual. These themes are central elements that provide guidance and training for AC Advisers interested in understanding the content and process for preparation of their role as co-facilitators.

Implications for Creating a Course Curriculum and

Training Manual for AC Advisers

The following discussion provides insight into what these findings mean and suggest in preparing and supporting AC Advisers in their training and facilitation role. For each of the five themes, I highlight the key ideas emerging from the inquiry process, suggest how they do or can show up in the course curriculum and manual, and note key ideas where AC Adviser interviews and the literature converged.

Implications for Helping Institutions Embrace Diversity

As a Core Value (Theme 1)

With regard to implications for my first theme, I've learned that Institutions of higher education that embrace diversity and equity as core values within their mission statements have the responsibility for emphasizing these values on three levels: structural, curricular and interactional diversity. *Structural diversity* is mirrored in the composition of its student population, policies and practices, faculty and staff. *Curricular diversity* is embodied in the curriculum with an "emphasis on people from various races, ethnicities, genders, religions, sexual orientations, and socioeconomic classes" (Ford, 2007; Zúñiga, Nagda, Chesler, & Cytron-

Walker, 2007, p. 89). *Interactional diversity* is reflected in creating opportunities for student engagement and interaction across differences, both inside and outside of the classroom. Structural and curricular diversity are important and necessary, however, they are insufficient by themselves to encourage the interaction needed for creating meaningful experiences across differences, and prejudice reduction (Gurin, Dey, Hurtado, & Gurin, 2002).

It is important to note how diverse students relate or engage one another and as a result of this interaction, how attitudes, beliefs and behavior changes. Diversity emphasis may also be evidenced in how institutions prepare students with these values to enter into a diverse and complex society after graduation. These variables create a climate for diversity and sets the tone for inclusion and respect for "interaction and learning across differences" (Zúñiga, Nagda, & Sevig, 2002, p. 7) of thought, perspectives and people.

How the course and manual can help the institution embrace diversity as a core value. These three levels of diversity (structural, curriculum and interactional), and the impact of creating a climate for diversity are important elements outlined in the curriculum and training manual. AC Advisers may benefit from understanding the institutional role in promoting diversity, and their role as institutional agents in cultivating a value for diversity to its student population. As institutional agents, their role in this capacity is delineated in training and professional development.

The proposed course curriculum and training manual bridges across all three levels of diversity, with an emphasis on knowing the importance of creating a diversity climate, providing activities for skill building, and interaction across differences. In my proposed course, structural diversity is evidenced by creating a campus climate for diversity within the classroom, creating opportunities for interaction across differences, bringing students together from diverse

137

backgrounds (race, gender, socio-economic status, etc.), in and out the classroom setting. Curricular diversity is addressed by focusing on diversity awareness issues in the curriculum, dealing with concepts like identity, power, privilege, oppression, inequities, disparities, and intentionally infusing issues around career disparities, as evidenced in the STEM careers in the dialogic conversation. Interactional diversity is accomplished by creating and encouraging meaningful student interactions across differences. Examples may include learning to bridge across differences and conflict through engaged interactive activities, where group participants come from different backgrounds, but carry equal status. Intergroup cooperation is encouraged through joint collaboration and participation towards common goals, where members have the opportunity to share and exchange experiences, breaking down stereo-types, fears, and personal biases. Creating opportunities to practice what they have learned, both in and out of the classroom is what makes IGD so distinguishable from other diversity courses. With these considerations in mind, hopefully my course and manual may find institutional support for its application, funding, and training and development of its co-facilitators. To support it in this way would go a long way towards making institutional practices congruent with its rhetoric around diversity, a point my interviewees repeatedly made.

     Elements that help the institution embrace diversity as a core value. The following elements have been extracted from the literature and echoed by AC Advisers regarding the institution's capacity to embrace diversity as a core value. In supporting the feasibility and usefulness of my proposed course curriculum and training manual, AC Advisers will come to understand the institution's role in promoting diversity awareness, creating a climate for diversity, and a commitment to social justice and change, at the same time that they provide

another way for the university to enact its commitment to diversity. AC Advisers will

understand their role as institutional agents in the process of facilitating this value to students:

1. Institutions of higher education that embrace diversity and equity as core values have the responsibility for creating a climate of diversity on three levels: structural diversity, curricular diversity, and interactional diversity.

2. Institutions of higher education encourage meaningful interaction across differences that impact how diverse student relate or engage one another and as a result, how attitudes, beliefs and behavior changes.

3. Diversity emphasis will prepare students to enter into a diverse and complex society after graduation, an imperative value given the vastly changing demographics of the United States, if not the world.

4. These actions create a climate for diversity and set the tone for inclusion and respect for interaction and learning across differences of thought, perspectives, and people.

5. Campus climate supporting diversity is important to minority students and their parents seeking schools that promote inclusion in structural diversity, and promotes an inclusive curriculum in curriculum diversity.

6. Campus climate for diversity is important to the university as a whole, because of its link to an expansive range of educational outcomes; its influence on retention and graduation success; student persistence to degree; to institutional goals for learning and teaching (Hyman & Jacobs, 2009 p.1-2; referencing Thompson & Cuseo, 2009).

In summary, the elements under this theme, emphasized the importance of designing the

course curriculum and manual in alignment with the mission of the institution, bridging all three

levels of diversity, creating a climate for diversity, and congruency between the mission

statement and its institutional actions. The institution has a responsibility for nurturing a value

and climate for diversity and equity, and considers this effort as imperative for the success of all

students. How institutions go about facilitating student preparedness in diversity related

knowledge may be expressed in numerous ways, but AC Advisers' work in the kind of course I

have proposed is one important way.

Implications for Facilitating Student Preparedness in

Diversity-related Knowledge (Theme 2)

With regards to implications for my second theme, institutions of higher education are under pressure to prepare students to enter the work force with a consciousness of and respect for diversity (Mayhew & Ferndndez, 2007). Furthermore, genuine interaction across differences is demonstrated when students have the opportunity to go beyond an initial contact, and learn about one another, in an intimate way that unfolds common ground and goals, and respects individual personalities. Institutions that foster this type of interaction among diverse student populations provide for many students the first opportunity to learn about how they are similar and different from one another in culture, backgrounds, perspectives, values and experiences (Gurin, Dey, Hurtado, & Gurin, 2002, p. 5). Expanding students' diverse experiences and perspectives contribute to student understanding about how social inequities influence decisions and choices (Broido, 2000; Hurtado, Milem, Clayton-Pedersen, & Allen, 2000).

AC Advisers talked about the importance of first building an adviser/student relationship as key to influencing student development in any area. They talked about encouraging students to try new and sometimes very difficult experiences (Gordon, 1992), or encouraging them to explore themes around injustice and inequality. AC Advisers shared information about the challenging nature of facilitating student learning. AC Advisers agreed with the literature that facilitating student preparedness in diversity related knowledge may challenge students to identify their personal biases and attitudes on privilege, power, oppression, inequities and disparities (Schoem & Hurtado, 2004). AC Advisers also noted their need to be sensitive to the students' pre-college experiences and individual differences, as they respond to learning needs and guide the substantial changes that students undergo in their college experience.

140

The Advisers acknowledged that student learning is guided by the institution's mission, goals, and curricular and co-curricular agenda. This is also supported through the literature. In addition, the literature resonates that learning outcomes may articulate what students will demonstrate, know, value and do as a result of participating in an educational process. (Mayhew & Ferndndez, 2007).

How the course curriculum and training manual can facilitate student preparedness for diversity. The course curriculum and training manual provides a variety of action-oriented experiences that support students' dialogic learning. AC Advisers may engage students in "shared activities, small group conversation, encourage critical thinking and enrich the dialogue experience, by virtue of making sure that every student has the opportunity to contribute to the dialogue experience." The literature reports various ways in which "classroom content and pedagogical practices incorporate issues of cultural diversity and social justice" (Nagda, Biren A., et al., 1999). To accommodate the differences in learning styles, a variety of approaches are included in the course curriculum and manual. Activities such as employing dyads and small group in-class discussions, experiential learning activities designed to create interactive engagement, large group dialogues (12-18 students), readings about course related topics, to be shared within small group interaction and reflective writing through journaling will help to realize the learning goals.

In particular, the design of the intergroup dialogue course as a complement to the existing career development coursework, should provide mutually reinforcing input to developing students' diversity-related knowledge. Whereas the career exploration course will employ traditional content-based teaching with guest presenters, panel presentations, and lectures, the linked career information processing (CIP) with intergroup dialogue (IGD) course will utilize

141

multiple teaching-learning approaches to model and acknowledge the different ways in which students learn:

- Experiential activities to facilitate engagement with and integration of course concepts to generate dialogue. (IGD)

- Dyads and other small groups for in-class discussions. (IGD)

- Large group dialogues. (IGD)

- Readings will inform students about core concepts and issues to be discussed in the career lecture and intergroup dialogues. (CIP & IGD)

- Reflective Writing via learning journals will provide students with a venue to reflect upon group sessions, integrating reflections on career development sections as appropriate, and to track their learning through the class. (CIP & IGD)

- Develop a career action plan (CAP) reflecting their interest, goals, values and strategies, they will have the opportunity to incorporate the knowledge, skills and social justice awareness gained from participating in intergroup dialogue into their future education and career plans. (CIP & IGD)

- Intergroup Collaboration Project (ICP) will involve students working together in diverse teams to implement an action plan aimed at interrupting racism and promoting diversity in ways that may impact future careers, particularly those careers that are underrepresented with women, disabled and minority students. (Taken from IGD Syllabus, winter, 2011; a class I co-facilitated).

Elements that facilitate student preparedness for diversity. The following elements have been extracted from the literature and echoed by Advisers with regard to their efforts at *facilitating student preparedness in diversity related knowledge.* In regards to facilitating students' preparation, I am concerned that students understand the structural and social systems of inequality that underlie career inequities and disparities, especially in STEM careers. Decision-making, aspiration and career choices are areas that advisers can guide students in a self-reflected dialogic process, to assess how they may be affected by the racial or gender inequalities as evidenced in STEM careers, either individually or collectively. The feasibility and

142

usefulness of the proposed curriculum and training manual will be assessed by how it supports

and facilitates AC Advisers' training needs in the "what/why and how" in this regard. AC

Advisers should understand the following:

1. The importance of first building an adviser/student relationship precedes any work that may occur between them. This relationship is key to influencing students toward embracing institutional core values; particularly in this case: diversity and equity (Gordon, 1992).

2. Student preparation options may take on different formats woven into a learning centered approach. In particular, combining traditional teaching and learning formats with more alternative formats (as in the intergroup dialogue course) offer a powerful set of opportunities for preparing students' diversity-related knowledge.

3. Various actions by Advisers or other instructors are likely to impact student learning about diversity and equity.
   - *Combining academic and career support*
   - *Encouraging and fostering supportive relationships*, while recognizing the importance of building relationships with students that are informed by learning about students' values, skills, and interests.
   - *Encouraging engagement across diverse students, communities, environments* both in and out of the classroom (including cross-group interactions, diverse curricular and co-curricular activities)—and in the service of that, encouraging students to seek out new experiences outside of their comfort zone, while valuing risk-taking, flexibility, and openness to new ideas.
   - *Providing opportunities for application and leadership*: so students can practice what they have learned, gain competence, and become active participants and leaders in a diverse society.
   - *Creating a non-judgmental learning environment* that encourages students to seek clarification when needed
   - *Helping students develop critical thinking skills*, knowing how to sort between the shoulds and action
   - *Challenging students to reflect upon the value and meaning of their education*
   - *Helping students work through their own personal dissonance* associated with new surroundings, people, cultures, ideology etc.

4. There is a strong benefit, need and value for preparing students as leaders for a diverse workforce in the twenty first century, so that they understand the relationship between

143

developing a commitment to personal and social well-being and embracing the skills to participate in civic action (Zúñiga et al., 2005)

5. Students may be encouraged to become social justice allies and change agents addressing society's inequitable systems wherever present. Student development as allies presumes not only content information but also that they are helped to make meaning of the content through:

    - Discussion
    - Self-reflection through journaling
    - Perspective-taking
    - Suspending judgment
    - Engaging in inquiry
    - Taking part in social justice activism
    - Exploring strategies for acting as allies
    - Identifying the social justice issues they care about
    - Connecting social justice concerns to community service, study abroad, internships, research, etc.

6. Student learning outcomes may articulate what students will demonstrate, know, value and do as a result of participating in an educational process like the proposed class. Student outcomes as a result of participating in diversity-related experiences are acknowledged in two categories – learning outcomes, associated with "active and more complex ways of thinking, intellectual engagement, motivation and a wide-range of academic skills; and democratic outcomes that relate to perspective thinking, acceptance of differences and conflict as a normal aspect of social life and commitment to civic and racial/cultural engagement" action (Zúñiga et al., 2005, p.661).

These elements under this theme will be included into the curriculum and training manual, and

translated into action steps that advisers may employ to influence the appropriate student

outcomes.

Implications for Helping Advisers to Blend Multiple Roles to Impact

Student Learning and Transformation (Theme 3)

Regarding my third theme, the advisers' multiple roles are integral to the success of co-

facilitating the proposed intergroup dialogue course. The course, in turn, provides them a natural

vehicle for bringing these roles together; the manual that accompanies the course will help them to understand the task (content) and relational (process) components that defines intergroup dialogue.

From their narratives, advisers talked about their various roles (as mentioned earlier) in encouraging students to take risk and engage in new experiences, meet and interact with new students from different backgrounds, take a class about other cultures, and immerse into other cultures through study abroad, community services, research, internships, mentorship, leadership, and tutoring, etc. These conceptions of their roles are well supported in the literature (Gordon, 1992). Advisers understood the importance of learning and teaching about diversity and equity, which also requires self-reflection, assessment of ones' own biases, prejudices, and understanding the assumptions they bring that may interfere with how to work with diverse students.

AC Advisers' multi-faceted roles expand the range of ways that the university can facilitate educational and career goals. Their roles and functions are integral to the work of facilitating life planning, academic and career decision-making, and self-efficacy, while also cultivating a value and commitment to diversity and equity.

How the course curriculum and manual can help advisers blend their multiple roles in support of student learning and transformation. The proposed course curriculum and manual will clearly delineates their role, function, and expected impact on students. It will also provide the tools, skills and resources needed to effectively and professionally accomplish their work. After embracing their IGD skills, advisers may be empowered with confidence and competence to co-facilitate the proposed course.

145

Task related roles and process oriented functions were combined to build up the relationships developed in intergroup dialogue. For example, advisers saw themselves as critically engaging students, encouraging and supporting students' belief in social justice, making connections between their choices and values, and helping students see themselves as advocates and allies of change. They talked about helping students recognize their own biases, conversing about what matters most to students, encouraging a commitment to diversity and social justice, sharing their value of social justice, diversity and commitment, encouraging student exploration and study abroad, as a way to engage around diversity, encouraging students to see themselves as advocates and allies of change, and engaging in conversations about career aspirations and goals while understanding societal influences and systems that may impact choice.

Considering their multiple roles, functions, and services, AC Advisers make strong candidates for co-facilitating the proposed IGD/CDP class.   Many of the skills, awareness, values and knowledge applied in academic and career advising overlap with the co-facilitation functions and skills incorporated in the proposed curriculum and training manual. For the benefit of this capstone project, I have identified academic and career advising as a blended service, while recognizing that this may not be the case for some institutions/advisers. Because of the overlapping services and functions, and for the sake of this project, my acknowledgment of their blended services works for this project. One requirement for participating in this inquiry study was that each of the respondents were either engaged or had experiences in academic/career advising and intergroup dialogue or group dynamics.

Elements that help advisers blend their multiple roles. The following elements have been extracted from the literature and echoed by AC Advisers, as a co-facilitator, delineating the

146

basic essential skills outlined in the proposed course curriculum and training manual. Understanding and embracing these skills attest to the usefulness and feasibility of this manual as a training resource for advisers. It is important that AC Advisers understand the following implications for Facilitator Training embedded in the five essential facilitation skills for shaping positive intergroup dialogue (Maxwell, Nagda, & Thompson, 2011, p. 30).

1. Creating a safe and respectful climate and space

2. Recognizing indicators that the process has turned negative

3. Encouraging and supporting the group to share in-depth personal concerns

4. Engaging and viewing conflict as teachable moments

5. Focusing on identity issues regarding awareness and experiences in differences (2011, p.30).

Although the skills necessary for IGD training have already been established through research and application (Gurin, 2012; Zúñiga, Nagda, Chesler, & Cytron-Walker, 2007), infusing conversation, questions and interactive activities around career related inequities and disparities are added components that provide social justice education when thinking about career choice. The IGD platform is a safe place for students to address issues around identity, privilege, power, race, gender, and systemic structures that have precluded certain underrepresented populations from high paying careers. This safe space also provides students the opportunity to express their anger and frustration about injustice.

In this context, Advisers may support and facilitate student learning about social identity and its influence upon privilege and discrimination in regards to career opportunities and choices. They will be introduced to skills that help students establish a balance between

emotional and cognitive components; acknowledge and support personal and individual dimensions of experience, while initiating connections to and illuminating the systemic dimensions of social group interactions and systemic structures that may impact their choices (Dessel, Rogge, & Garlington, 2006). The proposed course curriculum and manual will offer AC Advisers the opportunity to assess their knowledge of the facilitation process, and develop the skills to accomplish that process.

Implications for Enabling Advisers to Infuse a Social Justice Focus

Into the Students' Career Development Process (Theme 4)

With regard to my fourth theme, the analysis underscores how AC Advisers can work with students on establishing their educational and career goals within a social justice focus. The goal is to provide students with career related knowledge about interest, values, and skills, occupational awareness, decision-making, and create a plan utilizing the four stages grounded in cognitive information processing (CIP) (Niles & Harris-Bowlsbey, 2005), a career development theory—and to do so in a way that engages equity-related issues.

The proposed course curriculum make a social justice focus explicit. In it, career related awareness and knowledge are complemented by students' understanding of intergroup interaction, strengthening their positive interaction with differences of thought, ideas, perspectives and people, building positive relationships across differences, and addressing issues of conflict around power, privilege, agency and targeted groups in society (Gurin, Nagda, & Zúñiga, 2013) as it relates to race, ethnicity, gender and ability.

How the course curriculum and manual can enable advisers to infuse a social justice focus into career development processes. The curriculum and training manual foregrounds the

constructs mentioned above as integrated examples in each stage of the curriculum, to acknowledge how social inequities overlap in real life. These inequities are evidenced through career disparaties, particularly in the STEM careers for underrepresented populations. Advisers encourage students to seek out new opportunities in and out of classroom to enrich their undergraduate experiences, growth and development in diversity and equity related knowledge. When students perceive that their experiences of dissonance in their career pursuits are rooted in inequitable social structures, IGD intergroup dialogue provides an excellent safe forum to address their perceived obstructions. AC Advisers may facilitate this awareness and understanding by utilizing the resources embedded in the training modules and activities in my proposed course curriculum and manual.

The proposed course curriculum and manual are designed to link with a career navigation course, by incorporating race/ethnic and gender dialogues with content from conflicting and unresolved career related issues and disparities influenced by social complexities. Alongside their learning about career development practices and their own career decision-making process, through IGD engagement, students will have the opportunity to experience three core educational goals: "raise their consciousness"(Zúñiga et al., 2007) and awareness about social inequities that have influenced and impact their lives; "build relationships across differences and conflict" (2007, p 9); and "increase and strengthen their individual and collective capacities to promote social justice" (2007, p 9). These expected outcomes have been clearly established in the research literature on intergroup dialogue (Gurin, Dey, Hurtado, & Gurin, 2002; Gurin, Nagda, & Zúñiga, Dialogue Across Difference: Practice, Theory, and Research on Intergroup Dialogue, 2013). These outcomes will add a new and important layer to their forward movement towards careers, in the face of conditions that are not always welcoming to them.

While the proposed course was designed to accompany a career development course, the course curriculum and manual were designed to guide and direct AC Advisers in promoting excellence in competence and confidence in co-facilitating the course, and enabling its connections to the career development process to be understood and internalized. By applying the knowledge, skills, tools, resources, exercises and examples, AC Advisers may utilize this material for developing professional and evaluation protocols in their continuous training and development.

Elements that enable advisers to infuse a social justice focus into career

Development processes. The following elements have been extracted from the literature and echoed by AC Advisers with regard to the fourth theme. In particular, the course curriculum and manual (and associated training, described later in this chapter) can help AC advisers understand the following:

1. *Three expected outcomes* for participating in a course curriculum blending career inequities and disparities into the intergroup dialogue process by:
   • Raising student consciousness and awareness about individual and collective identities, and how social inequities and structural inequality have influenced and impacted student career choice and decision-making;
   • Building relationships across differences and conflict; and
   • Strengthening individual and collective capacities for social change (Zúñiga et al., 2007, pp. 61-62).

2. *The importance of providing a forum where students may address unresolved, equity-related issues* impacting their career concerns and decisions. This platform may be especially appreciated by students pursuing STEM careers where women, disabled and minorities are well underrepresented (Schoem & Hurtado, 2004).

3. *How intergroup dialogue can provide creative ways of helping students understand central concepts*, regarding diversity and social justice, while engaging across differences (Zúñiga, et al. 2007).

4. *How to engage students in face-to-face facilitated conversations* over an extended period of time with students from diverse

150

ethnic/cultural/gender/religious background for the duration of a quarter (2007).

5. *The emphasis on working across differences*, guided by the AC Advisers assuming the role of a trained facilitator who has "an awareness and acceptance of cultural differences, self-awareness of cultural values, an understanding of the dynamics of differences in the helping process, knowledge of diverse cultures, and ability to adapt skills to the student's cultural context" (Schoem & Hurtado, 2004, p 117).

Implications for Building Advisers' Capacity for Social Justice Pedagogy

Through Professional Development (Theme Five)

My fifth and last theme reflects AC Advisers' narratives that focused on their need for

on-going training and development, and the specific areas of their learning that they saw as

essential for making the proposed course successful. Advisers are not strangers to process of

creating supportive environments for student learning. They understand the importance of

building trust, creating an environment conducive to fostering student participation. Their

changing roles, to meet students' changing needs has enabled the development of a wide

spectrum of skills. What is new to them is the particular combination of career development

thinking with a social justice emphasis, and for most, the marriage of intergroup dialogue with

career development processes.

Professional development for AC Advisers taking on this course facilitation role implies

recognizing and building on what AC Advisers bring to the training experience through

transferrable skills—skills like knowledge about individual and collective identity within group

culture and history. The literature also underscores the multiple roles and skills advisers may

possess, and their likely sensitivity to students' internal and external conflict as they matriculate

through college (Gordon, 1992). Advisers may have gained other skills through training such as

social identity development and facilitating conflict resolution or co-facilitation skills learned

151

while actually going through an intergroup dialogue experience (Zúñiga, et al., 2007). These skills may serve as lens for processing the new IGD skills they may pick up in training for my proposed course. As they understand the commonality of skills among academic, career and multicultural advising, and compare them to the additional skills offered through intergroup dialogue, Advisers may find their transferable skill set to be an asset in their new role. Complementing that skill set will be the conceptual and theoretical frameworks, tools, resources, and additional skills necessary to guide and co-facilitate the propose course curriculum (Zúñiga et al., 2007).

Advisers talked about the need for on-going training and development. They mentioned various options available like one-on-one mentoring, senior advisers mentoring and training new advisers in the field, attending workshops, seminars, webinars, conferences, training sessions, etc. They also acknowledged that everyone was at different places in their training needs. One adviser mentioned that at one time she was constantly engaged in training, updating her skills, expanding her resources, and taking advantage of every opportunity to remain current with new information, skills and best practices. She also mentioned that training opportunities competed with other advising responsibilities, which made it difficult to attend. Several advisers spoke about training through affiliation and membership with professional career and advising organizations.

At the same time, Advisers mentioned challenges to on-going training, such as time and funding constraints, as a source of concerns that has also been articulated in the literature. Many institutions select very minimal training options for advising constricted by "time, money and lack of training for the training" (Koring, 2005). The literature places emphasis on the need

152

for on-going training and professional development and spoke of it being of critical concern. The literature echoed advisers in addressing the kinds of training available.

Advisers mentioned that everyone may be in different places regarding their training and development needs. Therefore, a needs assessment tool is helpful in capturing the different needs to be addressed. The literature suggest structuring these sessions to meet the learning needs of the trainees using communication tools that enhance the process and experience (Chase & Chase, 2007). IGD training introduces assessment tools to determine AC Advisers' level of AC Advisers' experience and comfort in performing various skills congruent within the dialogic process (Zúñiga et al., 2005; Schoem & Hurtado, 2004).

How the course curriculum and manual can build advisers' capacity for social justice pedagogy. The proposed course curriculum and manual supports a model that emphasizes the kind of tasks that focus on *conceptual* elements (what advisers need to understand), *informational* elements (what advisers needs to know to do the job such as academic knowledge and career information knowledge), and the *relational* elements (how advisers foster great relationships with their students) (Koring, 2005; Ford, 2007). The more interactive approach espoused by the proposed course curriculum, rather than the passive, traditional lecture style, allows for more active engagement and a more enjoyable experience, although technology and the personal component are two additional components to be included in the advising training process. Of these two, the personal element that concerns the need for "personal understanding, maintenance and development" (Ford, 2007, p. 3) is especially important for enabling advisers to own and embrace a social justice focus. Advisers' have an imoportant need for self-reflection on their own questions, attitudes, knowledge, biases, and beliefs (2007, p.3), for their own personal growth as they assist students with theirs.

153

The literature addressed the delivery of professional development and suggested that consideration be given to joing professional organizations. Many offer opportunities for member scholarships, mentoring, provide job outlook and referral services, and insight into how the profession works and how to negotiate it. Although these services are great, and needed, currently none of them offer training and professional development in blending career development practices with principles of intergroup dialogue. Academic and career Advisers may consider joining one or more of the following organizations:

American Association of Community Colleges (AACC) www.aacc.nche.edu
American Association of Higher Education (AAHE)
American CounselingAssociation (ACA) www.counseling.org
Association of College Administration Professionals (ACAP) www.acap.org
Association of Higher Education and Disability (AHEAD) www.ahead.org
Student Affairs and Services Association (SASA) www.sasa.cacuss.ca
Council for the Advancement of Standards in Higher Education
  (CAS) www.cas.edu
National Academic Advising Association (NACADA) www.nacada.ksu.edu
National Association of Advisers for the Health Professions, Inc.
  (NAAHP) www.naahp.org
National Association of Academic Advisers for Athletics (N4A) www.nfoura.org
National Association of Colleges and Employers (NACE)
  https://www.naceweb.org/
National Association of Student Affairs Professionals (NASAP) www.nasap.net
National Career Development Association (NCDA) www.ncda.org

When thinking about training and professional development consideration may also be given to the audience, their needs, adviser's understanding of the theory that grounds their work, the retention link connected to the work they do, emphasizing strong communication skills, the need to establish and maintain strong adviser/student relationship, and a strong connection with campus partners and colleagues for support. In recognizing that everyone has different learning strategies, Ford (2007) suggested that various learning styles should be employed, with the most popular delivery methods being workshops. Other options are annual retreats, a series of shorter workshops, online training, listserve, a mentoring system, and brown bag lunch topics that

154

address adviser needs and concerns. Gaining the support of administration is cruial to

implementing the training needs of advisers. Communicating that support to the entire advising

community lends credibility to the work that is being accomplished. Timing and scheduling

training sessions are crucial, and incentives like having food is an enhancement for drawing

others to attend. The literatures recommends including an evaluation component to assess and

measure outcomes regarding intended goals and objectives for the session.

      Elements of professional development that will enable advisers to build their

capacity for social justice pedagogy. The following elements have been extracted from the

literature and echoed by AC Advisers in regard to training and professional development needs

in relation to the proposed course curriculum and manual. In short, the order, structure and

process of their training session should be designed to help Advisers:

1. Understand the purpose and objectives of the proposed CIP/IGD course, along with the theoretical framing underlying it.

2. Know how to build trust, and be authentic (Gordon, 1992).

3. Assess their own learning needs – what skills they bring and what skills are needed, while recognizing the commonality and transferability of skills they currently possess (Evans, 2008).

4. Recognize the importance of students influencing each other in this face-to-face sustained dialogic process (Zúñiga, et al.,2007).

5. Acknowledge the challenges of being institutional agents, facilitating student learning (Lowenstein, 2005).

6. Understand the comparative focus on student outcomes from both CIP and IGD pedagogy.

7. Grasp the *conceptual* elements of the course – grounded in what advisers need to understand (Ford, 2007).

8. Become familiar with the *informational* elements of the course, which address what AC Advisers need to know (e.g., career-related information) (2007).

155

9. Understand and internalize the *relational* component (process model), which describes how to behave and managing the emotional engagement in the dialogic experience (2007).

10. Understand the importance of reflection, suspending judgment, inquiry, and deep listening as the four building blocks of dialogue (Zúñiga et al, 2007).

Next Steps and Further Inquiry

The result of this inquiry and the developmental groundwork I have reviewed in the literature provides strong support for the proposed course curriculum and training manual. These two designs clearly have a place in the University's efforts to prepare students for a diverse world, and more specifically to approach their career development with knowledge and skills that help them face inequities, while promoting greater equity around them. Furthermore, the inquiry makes clear that AC Advisers are in a good position to take on this facilitation task. The next steps are to finalize the curriculum and training manual, and to try them out, at least on a pilot basis, to assess their viability in practice.

For AC Advisers working with students regarding career related social inequities, I suggest my proposed class be implemented to assess two things: (1) the impact of the course curriculum upon students, and (2) the impact of the training manual on Advisers' capacity to offer the course in a productive way, that ultimately realizes the hoped for student outcomes. How, and how well, does the course accomplish its purpose? In what ways was the course curriculum and training manual useful in training advisers as co-facilitators? I would be especially curious to know how other university staff, including those with more limited transferrable skills than my interviewees, might experience the trainings and co-facilitation process.

156

To include student and other adviser feedback, I suggest facilitating two small focus group studies, one of advisers and the other of students, to address their experiences in the course and training, as well as to locate this course and training in the broader context of the University's efforts to prepare undergraduates for entering into the 21st century work-world, with the tools to navigate with success. As part of the focus group process, students could be asked for their perception on how (if at all) their undergraduate education has prepared them to enter the workforce with a value for diversity and equity.

Beyond a trial of the proposed course and training, other extensions of the work presented in this capstone could be tried, for example, it would be informative to encourage all professors to infuse IGD pedagogy into their classes throughout the university system, where students are actively engaging one another across differences, through conversations about their major/career options or any meaningful topic that encourages active engagement across differences.

It would also be interesting to create opportunities for students interested in interdisciplinary science studies to experience intergroup dialogue with a career focus preparing them for the work-place and beyond with the skills and capacity to promote social justice and become allies for change. These students can be trained as peer facilitators.

Institutions of Higher Education are of critical importance to student development. It is during this time that students experience significant cognitive and intellectual growth. The institution provides the environment for this significant growth to take place. Social justice issues may focus upon the perceptions about barriers, asking questions about how barriers are perceived, what influenced perceived obstructions, whether careers in which students have less interest are born out of a lack of preparation, attending schools with huge academic gaps, and

157

lack of academic support structures which may impact academic performance. The university would do well to explore the commonalities and differences in students' responses to these inquiries, to raise consciousness about the influences which shape interest, performance, and motivation. These may be exercised through reflection, sharing of personal testimonies, etc., addressing issues such as race, gender-differences or other social structures that may influence and/or affect career preference.

Concluding Remarks

The overall purpose of this inquiry was to understand how the University through its institutional agents, AC Advisers, can engage students in an educational process which encourages career development in the context of intergroup dialogue principles grounded in social justice pedagogy. The inquiry and related exploration of literatures presented in this capstone document have created a foundation for the refinement and ultimate deployment of a new course, built on intergroup dialogue principles married to cognitive information processing ideas, and a related training manual to help Advisers facilitate the course successfully. From the data emerged five themes which underscored the feasibility and usefulness of the proposed course and manual using pedagogical practices that contribute to career development and intergroup dialogue outcomes.

AC Advisers may find the manual useful in facilitating social justice and diversity learning reflected in the development of student "awareness, knowledge and skills centering the relationships among identity, career options and decision-making, and creating career and life plans, while infusing concepts around agency, society, power, and inequality, with particular

attention given to race and gender" (Mayhew & Ferndndez, 2007, p. 62) against the backdrop of career disparities for underrepresented populations as evidenced in STEM careers.

What I've garnered are several elements of importance in framing my course curriculum and training manual, such as: the institution's role is critical to the growth and development of students' success; the institutions' role and responsibility to foster a value for diversity and equity, create and support a climate for diversity amongst its faculty, staff and students, curriculum and co-curriculum agenda are vital to preparing students for entrance into a diverse and complex work-world. A result: a new and promising way for the university to facilitate student's educational process in career development and diversity/equity education. Now it is time to make good on that promise, helping students achieve the personal transformation to pursue their career of choice with the awareness, skills, competence, and confidence in navigating a complex and socially inequitable work world and beyond.

<div align="center">**References**</div>

Adams, M., Bell, L., & Griffin, P. (2007). *Teaching for Diversity and Social Justice.* New York, NY: Taylor & Francis Group.

Aicher Foundation, Paul J. . (n.d.). *Study Circles Resource Center.* Retrieved from Study Circle Facilitator's Packet: A Guide for Training Study Circle Facilitators: http://www.studycircles.org

Alimo, C. K. (2002). Diversity Initiatives in Higher Education: Intergroup Dialogue Program student outcomes and implication for campus radical climate. A case study. *Multicultural Education , 10(1)*, 49-54.

Allport, G. (1954). *The Nature of Prejudice.* Cambridge, MA: Addison-Wesley.

Augustine, N., Thurow, L., & Bienenstock, A. (2000). *2000 Biennial Report to the United States Congress.* National Science Report, Committee on Equial Oportunities in Science and Engineering (CEOSE). US Congress.

Banks, J. A. (2001). *Cultural Diversity and Education: Foundations, Curriculum, and Teaching.* Needham Heights, MA: Allyn and Bacon.

Biggs, D. A., Brodie, J. S., & Barnhart, W. J. (1975). The Dynamics of Undergraduate Academic Advising. *Research in Higher Education* , 345-357.

Broido, E. M. (2000). The Development of Social Jusice Allies During College: A Phenomenological Invstigation. *Journal of College Student Development , 41*, 1-8.

Brown, S. D., & Lent, R. W. (1996). A social cognitive framework for career choice counseling. *The Career Development Quarterly , 44*, 354-366.

Butler, J. (1995). *The Diversity Appraisal Process: Sec IX - Diversity in Curriculum*. Retrieved from Diversity at the University of Washington : http://www.washington.edu/diversity/appraisal-process/sec-ix-diversity-in-curriculum/

Carnevale, A. P., Smith, N., & Melton, M. *STEM: Science Technology Engineering mathematics.* Washington DC: Georgetown University: Center on Education and Workforce.

Chase, J., & Chase, M. (2007). Building Bridges: Creating Effective Communication in Advising. *Retrieved from NACADA Clearinghouse of Academic Advising Resources Web* , 1-5.

Chen, C. P. (2003). Integrating Perspectives in Career Development Theory and Practice. *Career Development Quarterly , 51(3)*, 203-216.

Cho, J., & Trent, A. (2006). Validity in Qualitative Researh Revisted. *SAGE Publications: Qualitative Researh , 6(3)*, 319-340.

Clark, C. (2005). Diversity Initiatives in Higher Education: Intergroup Dialogue as Pedagogy across the Curriculum. *Higher Education* , 51-61.

Clewell, B. C., de Cohen, C. C., Tsui, L., & Deterding, N. (2006). *REVITALIZING THE NATION'S TALENT POOL IN STEM.* National Science Foundation Urban Institute.

Coffey, A., & Atkinson, P. (1996). Concepts and coding. *Making sense of qualitative data* , 25-53.

Creswell, J. W. (2003). *Research Design: Qualitative, Quantitative and Mixed Methods Aproaches.* Thousand Oaks, CA: Sage Publications Ltd.

Dagley, J. C., & Salter, S. K. (2004). Annual Review: Practice and Research in Career Counseling and Development 2003. *The Career Quarterly* , 1-61.

Dessel, A., Rogge, M. E., & Garlington, S. B. (2006). Using Intergroup Dialogue to Promote Social Justice and Change. *Social Work , 53*, 303-315.

Diaz, A., & Kirmmse, J. (2013). A New Rubric for Assessing Institution-Wide Diversity. *Association of American Colleges & Universities: Diversity and Democracy , 16* (3).

Drake, Jayne K., Jordan, P., & Miller, J. A. (2013). *Academic advising approaches.* San Francisco: Jossey-Bass.

Evans, K. (2008). *Gaining Cultural Competene in Career Counseling.* Boston, New York: Lahaska Press Houghton Mifflin Company.

Falconer, J. W., & Hays, K. A. (2006). Influential Factors Regarding the Career Development of African American College Students. *Journal of Career Development* , 219-233.

Fisher, M. (1999). Closeing the Gap Between Academic Advising and Career Counseling. *The Mentor: An Academic Advising Journal* , 1-4.

Ford, S. (2007). *The essential steps for developing the content of an effective advisor training and development program.* Retrieved from http://nacada.ksu/tabid/3318/articleType/ArticleView/articled/584/article.aspx

Fouad, N. A., Cotter, E. W., & Fitzpatrick, M. E. (2010). Development and Validation of the Family Influence Scale. *Journal of Career Assessment* , 276-291.

Freeman, S. C. (1993). Donald Super: A Perspective on Career Development. *Journal of Career Development , 19(4)*, 255 - 264.

Freire, P. (1993). *Pedagogy of the oppressed.* New York: Continuum.

G., A. (1954). *The Nature of Prejudice.* Cambridge, MA: Addison-Wesley.

Gay, G. (2003). *Becoming Multicultural Educatrs.* San Francisco: Jossey-Bass.

Gordon, V. N. (1992). *Handbook of Academic Advising* . Westport, CT: Greenword Publishing Group, Inc.

Grant, C. A. (1992). So You Want to Infuse Multicultural Education into Your Discipline? Case Study: Art Eduction. *The Educational Forum , 57*, 18-28.

Gurin, P. (2005). *Expert Report of Patricia Gurin: The Mission of Higher Education.* Retrieved from http://diversity.umich.edu/admissions/legal/expert/opinion.html

Gurin, P. (2012, September 5). *New Research on the Benefits of Diversity in College and Beyond: An Empirical Analysis.* Retrieved from Diversity Digest: http://vpcomm.umich.edu/admissions/legal/expert/gurintoc.html

Gurin, P., Dey, E. L., Hurtado, S., & Gurin, G. (2002). Diversity and Higher Education: Theory and Impact on Educational Outcomes. *Harvard Edcuational Review , 72*, 330-366.

Gurin, P., Nagda, B., & Zuniga, X. (2013). *Dialogue Across Difference: Practice, Theory, and Research on Intergroup Dialogue.* New York: Russell Sage Foundation.

Hartung, P. J., & Borges, N. J. (2005). Toward Integrated Career Assessment: Using Story to Appraise Career Dispositions and Adaptability. *Journal of Career Assessment , 13*, 439-451.

Hartung, P., & Blustein, , D. (2002). Reason, Intuition, and Social Justice: Elaborating on Parsons's Career Decision-making Model. *Journal of Counseling & Development* , 41-47.

Hemwall, M. K., & Trachte, K. C. (Fall 2005). Academic Advising as Learning: 10 Organizing Principles. *NACADA Journal, Volume 25* , 75.

Henry, I. (1990). Beyond the Melting Pot. *Time* , 28-31.

Holland, J. L., & Whitney, D. R. (1969). Career Development. *Review of Educational Research , 39(2)*, 227-237.

Holvino, E. S. (2004). Beyond Diversity: Working Across Differences for Organizational Change. *Center for Gender in Organizations Commentary Series* .

Huggett, K. D. (2000). Professional development in an uncertain profession: Finding a place for academic and career advisors. *NACADA Journal* , 46-51.

Hurtado, S. (2005). The Next Generation of Diversity and Intergroup Relations Research. *Journal of Social Issues , 61*, 595-610.

Hurtado, S., Engberg, M. E., Ponjuan, L., & Landreman, L. (2002). Students' Precollege Preparation for Participation in a Diverse Democracy. *Research in Higher Education , 43, No 2* (AIR Forum Issue), 163-186.

Hurtado, S., Milem, J., Clayton-Pedersen, A., & Allen, W. (2000). *Enacting Diverse Learning Environments: Improving the Climate for Racial/Ethnic Diversity in Higher Edcuation.* Retrieved from ERIC Digest: www.ericdigests.org/2000-1/diverse.html

Hyman, J. S., & Jacobs, L. F. (2009, August 12). Professors' Guide: Why Does Diversity Matter at College Anyway? *U.W. News & World Report* , 1-2.

Katz, S., & Ryan , D. (2005). Two Women Professors Search for Tools to Teach Social Justice. *Advancing Women in Leadership Online Journal, (18)* , 1-11.

Kezar, A. J., & Kinzie, J. (2006). Examining Wthe Ways Institutions Create Student Engagement: The Role of Mission. *Journal of College Student Development , 4*, 149-172.

Koring, H. (2005). *Advisor training and development*. Retrieved from NACADA Clearinghouse of Academic Advising Resources : http://nacada.ksu.edu/Clearninghouse/Advisingissues/adv_training.htm

Krrammer, H. C. (1984). Advising by faculty. *Journal of Higher Education* , 670-672.

Kvale, S. (1996). *Interviews: An introduction to qualitative research interviewing*. Thousand Oaks, California: Sage Publication.

Longres, J., & Scalon, E. (2001). Social Justice and the Research Curriculum. *Journal of Social Work Education* , 447-463.

Lowenstein, M. (2005). If Advising is Teaching, What Do Advisors Teach. *NACADA Journal , 25*.

MacPhee, D., Kreutzer, J. C., & Fritz, J. J. (1994). Infusing a Diversity Persective into Human Development Course. *Child Development , 65* (2), 699-715.

Making, E. I. (n.d.). *Making Excellence Inclusive*. Retrieved from Associationof American Colleges & Universities: https://www.aacu.org/programs-partnerships/making-excellence-inclusive

Maxwell, K. E., Nagda, B. A., & Thompson, M. C. (2011). *Facilitating Intergroup Dialogues: Bridging Differences, Catalyzing Change*. Sterling, VA: Stylus Publishing.

Mayhew, M. J., & Ferndandez, S. D. (2007). Pedagogical Practices That Contribute to Social Justice Outcomes. *The Review of Higher Educationn , 31*, 55-80.

McCalla-Wriggins, B. (2009). *Integrating Career and Academic Advising: Mastering the Challenge*. Retrieved from Retrieved from NACADA Clearinhouse of Academic Advising Resources Web: http://www.nacada.ksu.edu/Resures/Clearinghouse/View-Articles/Integrating-career-and-academic advising.aspx

McLennan, N. A. (1999). Applying the Cognitive Information Processing A. *Journal of Employment Counseling , 36(2)*, 82-96.

McMahon, M., Arthur, N., & Collins, S. (Winter, 2008). Social justice and career development: looking back, looking forward. *Austraian Journal of Career Development , 17(2)*, 21-29.

Merriam, S. B. (2009). *Qualitative Research: A Guide to Design and Implementation*. San Francisco, CA: Jossey-Bass.

Milem, J. F. (2003). The educational benefits of diversity; Evidence from multiple sectors. In J. J. M. Chang. D. Witt, *Compelling interest: Examining the evidence on racial dynamics in higher education. .* Palo Alto, CA: Stanford University Press, 126-169.

Miles, M., & Huberman, A. (1994). *Qualitative Data Analysis: Focusing and Bounding the Collection of Data* (2nd Edition ed.). Thousand Oaks, CA: Sage Publications.

Miller, M. (2000). College students' social justice interest and commitment: a social-cognitive perspective. *American Psychological Association , 56(4)*, 495-597.

Musser, T., Hoover, T., & Fernandez, M. (2008). *Get the Horse Before the Cart: Conducting Assessment of Advisor Development Needs*. Retrieved from NACADA Clearinghouse of Academic Advising: http://www,nacada.ksu.edu/tabid3318/articleType/ArticleView/articleld/622/article.aspx

Nagda, B. A., Gurin, P., Sorensen, N., Gurin-Sands, C., & Osuna, S. M. (2009, March 05). *From Separate Corners to Dialogue and Action*. Retrieved from Springer Science+Business Media, LLC: http://igr.umich.edu/files/igr/From%20Separate%20Corners.pdf

Nagda, Biren A., Spearman, M., Holley, L., Harding, S., Balassone, M., Moise-Swanson, D., et al. (1999). tergroup Dialogues: An Innovative Approach to Teaching About Diversity and Justice in Social Work Program. *Council on Social Work Education ,* 433-449.

National Academy of Sciences. (2010). *Expanding Underrepresented Minority Participation: America's Science and Technology Talent at the Crossroads.* National Academies Press.

(2000). *National Science Report.*

Nelson, D. B. (2006). *Integrating Career and Academic Advising: Career advisors: A new breed. Retrieved 7/17/2008*. Retrieved from NACADA Clearinghouse of Academic Advising Resources Web site: http://www.nacada.ksu/Clearinhouse/AdvisingIssues/career-advisors.htm

Niles, S., & Harris-Bowlsbey, J. H. (2005). *Career development in the 21st Century.* Upper Saddle River, New Jersey: Merrill Prentice Hall.

NSF, F. N. (2013). *Women, Minorities, and ersons with Disabilities in Science and Engineering.* National Science Foundation, National Center for Science and Engineering Statistics. Arlington, VA: Special Report NSF 13-304.

NSF, F. N. (2013). *Women, Minorities, and Persons with Disabilities in Science and Engineering.* National Science Foundation, National Center for Science and Engineering Statistics. Arlington, VA: Special Report NSF 13-304.

Obama, P. (2010, September 16). *Whitehouse.gov.* Retrieved from The Whitehouse President Barack Obama: https://www.whitehouse.gov/the-ress-office/2010/09/16/remarks-president-announcement-change-equation-initiative

Opportunities, N. S. (2000). *2000 Biennial Report to the United States Congress.* National Science Foundation.

Pappas, G. F. (2012). John Dewey's work with educators at the Teachers College during the 1930s and 40s focused on deliberative democracy during the progressive democratic education movement. *Contemporary Pragmatism , 9(2)*, 57-74.

Patton, W., & McMahon, M. (2006). *Career Development and Systems Theory: Connecting Theory and Practice.* AW Rotterdam, The Netherlands: Sense Publishers.

Piaget, J. (1985). *The equilibration of cognitive structures: The central problem of intellectual development.* Chicago: University of Chicago Press. (Original work published 1975).

Piaget, J. (1965). The theory of stages in cognitive development. In M. F. In D. R. Green, *Measurement and Piaget* (pp. 1-111). New York: Free Press.

Poirier, J. M., Tanenbaum, C., Storey, C., Kirshstein, R., & Rodriguez, C. (2009). *The Road to the Stem Professorariate for Underrepresented Minorities: A Review of the Literature.* American Institutes for Research, Division of Human Resource Development. Washington DC: American Institutes for Research.

Pope, M. (2000). A Brief History of Career Counseling in the United States. *The Career Development Quartery , 48*, 194-211.

Punch, K. F. (2006). *Developing Effective Research Proposals.* Thousand Oaks, CA: SAGE Publication.

Rowley, E. (2013, June 3,). *Diversity graduation requirement for UW undergraduates approved.* Retrieved from UW Office of News & Information: http://www.washington.edu/news/2013/06/03/diversity-graduation-requirement-for-uw-undergraduates-approved/

Schmidt, P. (2007). What Color Is an A? *Chronicle of Higher Education , 53* (39), A24.

Schoem, D., & Hurtado, S. (2004). *Intergroup Dialogue: Deliverative Democracy in School, College, Community, and Workplace.* Ann Arbor, Michigan: University of Michigan Press.

Sciame-Giesecke, S. R. (2009). Infusing diversity into the curriculum: What are faculty members actually doing? *Journal of Diversity in Higher Education 2(3),* , 156-165.

Selzer, R. A., & Rouse, J. E. (2013, September 3). *Integrating social justice and academic advising.* Retrieved from Academic Advising Today: http://www.nacada.ksu.edu/DesktopModules/DnnForge%20-%20NewsArticles/Printasp...

Sidanius, J., Levin, S., van Laar, C., & Sears, D. O. (2008). *The Diversity Challenge: social identity and intergroup relations on the college campus.* New York, New York: Russell Sage Foundation.

165

Smith, M. K. (2001, June). *Kurt Lewin, groups, experiential learning and action research.* Retrieved from he encyclopedia of informal education: http://www.infed.org/thinkers/et-lewin.htm

Stitt-Gohdes. (1997). *Career Development: Issues of Gender, Race and Class. Information Series No. 371.* Retrieved from ERIC Clearinghouse on Adult, Career, & Voctional Education : http://files.eric.ed.gov/fulltext/ED 413533,pdf

Sue, D. W. (1991). A Model for Cultural Diversity Training. *Journal of Cunseling & Development , 70*, 99-104.

Thompson, A., & Cuseo, J. (2009). *Diversity and the College Experience.* Dubugue: Kendall Hunt Publishing Company.

Tinto, V., & Pusser, B. (2006). *Moving From Theory to Action: Building a Model of Institutional Action for Student Success.* National Postsecondary Education Cooperative NPEC.

Trent, J. S. (2002). *Included in Communication: Learning Climates that Cultivate Racial and Ethnic Diversity.* Washington D C: National Communication Association.

Tuttle, K. N. (2000). Academic Advising. *New Directions for Higher Education* , 15 - 24.

Universities, A. o. (1995). *American pluralism and the college curriculum: Higher education in a diverse democracy.* Washington, DC: Association of American College and Universities.

Valentine, K., Prentie, M., & Arellano, E. (2012). The Importance of Student Cross-Racial Interactions as Part of College Education: Perception of Faculty. *The Journal of Diversity in Higher Education* , 191-206.

Vasques-Scalera, C. (2011). Changing Facilitators, Facilitating change. In K. E. Maxwell, B. (. Nagda, & M. C. Thompson, *Intergroup Dialogue Facilitation* (pp. 201 - 213). Sterling, Virginia: Stylus Publishing, LLC.

Worthington, R. L. (2012). Advancing Scholarship for the Diversity Imperative in Higher Education: An. *Journal of Diversity in Higher Education , 5*, 1-7.

Zúñiga, ,. X., Williams, E. A., & Berger, J. B. (2005, November/December). Action-Oriented Democratic Outcomes: The Impact of Student Involvement with Campus Diversity. *Journal of College Student Development* , 660-678.

Zúñiga, X., Nagda, B. (., & Sevig, T. D. (2002, April). Intergroup Dialogue: An Educational Model for Cultivating Engagement Across Differences. *Equity & Excellence in Education* , pp. 7-27.

Zúñiga, X., Nagda, B. (., Chesler, M., & Cytron-Walker, A. (2007). *Intergroup dialogue in higher education: Meaningful learning about social justice.* California: ASHE Higher Education Report.

166

Summary of Training Manual Content

The curriculum manual provides AC Advisers with the conceptual and theoretical frameworks, tools and resources to assist students in navigating the challenges of career decision-making, self-efficacy, aspiration and choices, while also cultivating the knowledge, skills and understanding about diversity, inclusion, equity and societal inequalities evidenced in career disparities. It outlines the development and implementation of a course curriculum manual informed by five thematic implications derived from my inquiry study. It also provides the organizational structure, facilitation strategies and methodologies including exercises and assignments; and expected outcomes for students. As co-facilitators of the curriculum, AC Advisers must acquire the knowledge, understanding and skills to apply student centered dialogic pedagogy incorporated into a traditional career development course. A blended curriculum manual provides a forum for AC advisers to facilitate student learning on socialization and systemic inequities and how these factors impact and influence students' career aspiration and disparities and their career and life choices.

Summary of Manual Content

In designing a manual for training and professional development, five themes form the framework for establishing the manual's feasibility and usefulness in advisers' training and development. These themes are: "Helping the Institution Embrace Diversity as a Core Value", "Enhancing Student Preparedness in Diversity-Related Knowledge", "Helping Advisers to Blend Multiple Roles to Impact Student Learning and Transformation", "Enabling Advisers to Infuse a

Social Justice Focus into the Students' Career Development Process", and "Building Advisers'

Capacity for Social Justice Pedagogy through Professional Development." Together they lend

support for the kinds of modules, examples and training activities utilized in co-facilitating the

course.

My manual content will be divided into five units. Unit one presents Career IGD as a

new idea, blending two streams of practice together in career development practices, using

traditional pedagogy, and career intergroup dialogue using non-traditional pedagogy. It will

define Career IGD, provide a history and rationale for its relevancy, and indicate why it is

important now. Operational definitions will define some of the terms used throughout the

manual. Unit two will provide a theoretical framework informing this course and manual.

Theories informing the career development course theories and theories influencing the career

intergroup dialogue course will be presented. Unit three integrates the five themes derived from

the inquiry study to inform the content of this manual, considered important for Co-facilitators to

know and embrace. They highlight both task (content) related information and relational

(process) related information that informs Co-facilitator's training.

A brief summary of the information considered from these themes address Co-

facilitators' knowledge and understanding of their roles as institutional agents and how they

assist the institution in accomplishing its mission and core values. The importance of Co-

facilitators creating a climate for diversity is addressed giving value to establishing congruency

between the mission statement of the university and its institutional actions. Co-facilitators will

learn how they can create and nurture a climate for diversity and equity, as students are prepared

in diversity related knowledge through the proposed course curriculum. Co-facilitators will learn

the knowledge, tools and skills for enhancing student preparedness in diversity-related

168

knowledge and engagement across differences. Co-facilitators will learn how to establish a positive campus climate for helping students to go beyond the initial contact, and learn about one another in ways that expose common ground, examining similarities and differences in culture, background, perspectives, values and experiences. Strategies for building trust in the Adviser/student relationship will be presented, as co-facilitators embrace the importance pre-requisites to influencing student success. Co-facilitators will practice ways of encouraging engagement, critical and reflective thinking through interactive experiences e.g., shared activities, small group conversations, to enrich the dialogue experience. Co-facilitators will be exposed to understanding different learning styles, in the communication process. They will understand the importance of expanding student's knowledge base through supportive reading material and weekly journals as a way to incorporate new concepts for dialogue and reflection. They will receive training in linking knowledge and experiences to career related internal and external conflict. Multiple learning approaches available to Co-facilitators will address different ways in which students learn. Helping students understand systemic injustices within social structures especially evidenced in career disparities within STEM careers.

Manual content will focus heavily upon facilitation skills, addressing how to effectively handle cognitive and affective influences within each stage of the dialogue process. Co-facilitators will learn how their multiple roles in advising can inform their understanding of task (content) and relational (process) components that define the dialogic experience. For example, co-facilitation skills for shaping an effective adviser/student relationship may involve creating a safe and respectful climate and space, recognize indicators when the process has turned negative, encourage and support students through difficult and challenging circumstances, encouraging and viewing conflict as teachable moments.

169

Unit four provides an in depth presentation on the actual tools, strategies, skills and resources needed to effectively facilitate the course. Encouraging Co-facilitators to address self-awareness, self-reflection and their own personal biases as pre-requisites to working with students. These are only a few of the content materials included in the training manual. AC Advisers as co-facilitators will have the opportunity for on-going training and support through consultation with seasoned facilitators to effectively process their internal reflections in the process.

- Understanding the institutional mission statement
- Fostering a supportive inclusive and learning environment
- Understanding Social Justice, Diversity, Equity and Inclusion
- Benefits of diversity to the institution
- Adviser's role as Institutional Agents: Understanding the institutions role in promoting diversity awareness
- Creating a climate for diversity and a commitment to social justice and change
- Enacting the University's commitment to diversity
- How diverse students relate or engage one another to impact attitude, beliefs and behavior changes?
- Role of AC Advisers as Institutional Agents

Theme 2:   Enhancing Student Preparedness in Diversity-Related Knowledge
- Helping students understand the rapidly changing demographics of the 21st century
- Learning strategies for leveraging student's diversity related knowing
- Facilitating students' knowledge, skills, and competencies for engaging across differences, bridging conflicts and building community via alliances
- Identifying student learning outcomes for students and social development
- Identifying the benefits of diversity to the institution

2. Educational Benefits:
   Identifying the educational benefits gained from utilizing and applying a diversity course curriculum and training manual designed to blend career exploration practices with principles of Intergroup Dialogue (IGD)

   Theme 3:   Helping Advisers to Blend Multiple Roles to Impact Student Learning and Transformation
   - Educational benefits to AC Adviser as Co-facilitator
     How to foster an environment of inclusion – in class and out of class
     Understanding and identifying transferrable skills of AC Advising to Co-facilitator's role?
   - Addressing the multiple roles, task and skills of advisers
   - Helping students learn more about themselves as members of a diverse, and inequitable society

   Theme 4:   Enabling Advisers to Infuse a Social Justice Focus into the Students' Career Development Process
   - Raising students' awareness and consciousness around diversity, bridging across differences and conflict, and increasing student capacity for becoming allies of social justice.
     Helping students form personal and career identity

Facilitating students' educational and career goals in a social justice context
- Facilitating a climate of trust
Learning how to engage students in a dialogic process about awareness of social inequities and career disparities
- How to encourage students to critically assess and articulate diversity related conflict and concerns
Facilitating student reconciliation in addressing internal and external conflict.

3. Adviser Training and Professional Development
This model will be used as a training module for advisers' professional development?

Theme 5:   Building Advisers' Capacity for Social Justice Pedagogy through Professional Development
- Establishing institutional support for training and professional development
- How to talk about sensitive issues around diversity, equity and inclusion Building institutional capacity for student development in diversity, equity and inclusion
- Cultivating a value for diversity within the course curriculum and co-curricular activities
Advisers as Co-facilitators (Applying transferrable skills)
Co-facilitators engaging in self-reflection, self-awareness
Understanding, defining and embracing social justice, diversity and equity Creating a platform, (a safe space) for difficult dialogue
- Building community through recognizing and understanding similarities and differences
- Creating opportunities for students to practice acting as social justice allies

UNIT IV: <u>The Content and Process for Preparing as Career IGD Co-facilitators</u>
Tools, strategies, skills and resources for Co-facilitating Career IGD

Co-facilitator's role and competencies

Engaging students in critical thinking skills

Fostering learning and building mutual understanding among diverse students
Student engagement in active and collaborative learning
Activities and exercises that support active and collaborative learning

Using the career IGD platform for working through conflict
 in regards to career dissonance

174

Sample Course Syllabus

*(Information for this sample course syllabus was taken from an IGD course
Syllabus I used winter 2011, when I co-facilitated an IGD Class for the School of Social Work
It's been modified for blending Career IGD concepts into the syllabus)*

Course Description

This course assists students with career development interventions in the context of a critical-dialogical approach integrating principles of intergroup dialogue into the course curriculum. Students will meet weekly in a two hour lecture/discussion that focuses on career and life planning skills designed to help students determine (self-awareness) through their existing and potential skills, interest, talents and values; explore (career awareness) through career and academic options; and career decision-making skills through experiential activities, career assessments and career advising. Through a decision-making strategy integrating academic and life skills with career assessment results, interest, values and skills students will develop a career action plan (CAP).

The quiz section of this course will meet weekly for three hours in a facilitated face to face intergroup sustained and meaningful dialogue experience to engage students from diverse historical and conflictual legacies to address career development practices through the lens of social justice education. The overall goals of intergroup dialogue are to raise consciousness around social identities and inequities, bridge across differences and conflict, and cultivate a strong commitment to alliance building for social justice and change.

Career Development Interventions

Students will be introduced to guest speakers who represent career professionals from a wide spectrum of careers, activities/projects and two widely used career assessments, the Strong Interest Inventory (SII) and the Myers-Briggs Type Indicator (MBTI) to gather current information available in reference to career interest, personality, and the work environments. By examining their combined assessment results and integrating information from various resources, students can decide what careers are best for their unique personality and interest. In addition, students who are undecided on a major or career interest may explore UW options that align with their skills, interest and values. Students in need of declaring an academic major may also benefit from this useful career decision-making process.

As students develop a career action plan (CAP) reflecting their interest, goals, values and strategies, they will have the opportunity to incorporate the knowledge, skills and social justice awareness gained from participating in intergroup dialogue into their future education and career plans.

Intergroup Dialogue Component
In a multicultural society that is culturally diverse yet socially stratified, discussions about differences, career disparities, community and conflict are important to facilitate understanding among different social and cultural groups. Students will explore how socialization practices have influenced their values, beliefs, attitudes and behaviors around career choice, and to critically assess their individual and group thinking to raise consciousness about systemic injustices that promote stratification and career disparities. Students have the opportunity to reconcile their past and current internal and external conflicts that translate into obstructions to career pursuits.

Through dialogic communication, students will explore issues of social identities, differences and inequalities within the context of race/ethnicity and gender to build greater understanding, skills and values for living, learning and working in a diverse society. Students will participate in semi-structured face-to-face meetings with students from diverse social identity groups. Students will dialogue around relevant reading materials–testimonial narratives as well as historical, psychological, and sociological materials. Students will explore group experiences in various social and institutional contexts and learn the skills for taking action to create change and bridge differences at the interpersonal, community and societal levels.

II. Course Objectives
The overall goals of the course are two-fold: to engage students in career intervention strategies to provide knowledge about self, careers, and the world or work; and to create a setting in which students engage in open and constructive dialogue to learn and explore issues of intergroup relations, conflict, societal inequities that inform career challenges and disparities, and how to overcome these obstacles to achieve their career dreams and success. Students will gain an awareness of differences, learn the value and appreciation of diversity; understand power differentials that fuel inequities and conflict across differences and be empowered with the tools to bridge across differences and conflict, while strengthening student capacities to become allies of social justice and change. Students in need of declaring an academic major may also benefit from this useful career decision-making process.

Goals and Outcomes
A. Career Development Goals and Outcomes

To encourage and shape an integration of career aspirations and plans, within the context of ideas about social justice education and change by:
- Developing a greater understanding of "self" and how personal characteristics, interest, values and skills influence career choice
  (Career Development Stage 1: Identity and self-awareness)

- Increasing knowledge of how to use a variety of information resources to explore academic majors and career options
- (Career Development Stage 2: Career Awareness and Options)

- Career/occupational awareness Exploring academic majors and/or occupational alternatives in relation to personal characteristics
  (Career Development – Stage 1 Self Identity, Self-awareness and Stage 2: Career Options)

- Understanding how career assessments (e.g. Myers-Briggs Type Indicator (MBTI) and Strong's Interest Inventory (SII) are effective tools to facilitate career-decision making.)
  (Career Development Stage 3: Decision-making skills and goal setting)

- Gaining information and support through the use of the University's academic and career resources in developing resumes, cover letters, interview skills and build confidence
  (Career Development Stage 3 & 4: Decision-making skills and goal setting)

- Identifying and integrating personal educational and career goals into a career action plan (CAP)
  (Career Development Stage 4: Job search strategies)

B. Intergroup Dialogue (IGD) Goals and Outcomes

- Developing the language and capacity for dialogue – deep listening, suspending judgments, identifying assumptions, reflecting, and inquiring—in a diverse society
  (Intergroup Dialogue Stage 1: Orientation to intergroup dialogue: Identity Awareness

- Reflecting upon and learning about self and others as members of a social group(s) in the context of systems of privilege and oppression
  (Intergroup Dialogue Stage 1: Orientation to intergroup dialogue: Identity Awareness)

- Understanding self in relation to career disparity – examining individual and collective group identity and the implications of one's positionality in society
  (Intergroup Dialogue Stage 1: Orientation to intergroup dialogue: Identity Awareness)

- Exploring the similarities and differences in experiences within and across social group memberships
  (Intergroup Dialogue Stage 2: Exploring differences and commonalities of experiences)

  Understanding the implication of differential power in access to information and resources and/or due to a lack of cultural capital which may be relevant to your positionality in life.
  (Intergroup Dialogue Stage 2: Exploring differences and commonalities of experiences)

- Gaining knowledge and understanding of the impact of racism on race/ethnic relations in the United States and how race and ethnic issues influences career disparity and choice
  (Intergroup Dialogue Stage 3: Exploring and discussing "Hot Topics")

  Working through unresolved career related concerns fueled by perceived social inequities that may have impeded one' progress, access and career aspiration.
  (Intergroup Dialogue Stage 3: Exploring and discussing "Hot Topics)

177

- Developing skills to work with differences, disagreements, and conflicts as opportunities for deeper understanding, bridging across differences
(Intergroup Dialogue Stage 4: Action Planning and Alliance building)

- Identifying and planning individual and collective actions that contribute toward more inclusive and just communities
(IGD Stage 4: Action Planning and Alliance Building)

  Incorporate social justice awareness and commitment into a career action plan
(Intergroup Dialogue Stage 4: Action Planning and Alliance building)

III. Course Readings
Reading materials will be provided either in class or posted on-line for student access.

IV. Course Structure and Pedagogy
The 2 credit lecture class will employ traditional content-based teaching with guest presenters, panel presentations, and lectures on different aspects of the career agenda. The 3 credit quiz section will utilize multiple teaching-learning approaches to model and address different ways in which we learn:

- Large group discussions (Career Development Course)

- Lecture and small group discussions (Career Development Course)

- One on one advising appointments. (Career Development Course)

- Guest speakers and panel presentations (Career Development Course)

- Experiential activities to facilitate engagement with and integration of course concepts to generate dialogue. (Career Intergroup Dialogue)

- Dyads and other small groups for in-class discussions. (Career Intergroup Dialogue)

- Large group dialogues. (Career Intergroup Dialogue)

- Readings will inform students about core concepts and issues to be discussed in the career lecture and intergroup dialogues. (Career Development & Career Intergroup Dialogue)

- Reflective Writing via learning journals will provide students with a venue to reflect upon group sessions, integrating reflections on career development sections as appropriate, and to track their learning through the class. (Career Development & Career Intergroup Dialogue)

- Develop a career action plan (CAP) reflecting their interest, goals, values and strategies, they will have the opportunity to incorporate the knowledge, skills and social justice awareness gained from participating in intergroup dialogue into their future education and career plans. (Career Development & Career Intergroup Dialogue)

- Intergroup Collaboration Project (ICP) will involve students to work in diverse teams to implement an action plan aimed at interrupting racism and promoting diversity in ways that may impact future careers, particularly those careers that are underrepresented with women, disabled and minority students (Career Development & Career Intergroup Dialogue)

V. Course Grading

Attendance and Participation (25%)

This course is based on the premise that understanding and grappling with diversity and justice issues begins with self-reflection, and must include learning from one another as we each bring our experiences, knowledge, and analyses to mutual learning and reflection. Your active participation in all class sessions is strongly encouraged. Class participation will be further evaluated by (1) contributions to the questions and comments raised in class, (2) participation in dialogue with others in small groups and full-class situations, (3) in-class reflections on experiential activities, and (4) evidence of reading the required materials. Missing even a single session will create a gap in your own and others' learning. Students who have more than one unexcused absence will be ineligible to pass the course. Students must attend the career exploration sections and make one advising appointment with June or Chanira to discuss personal assessment results in relation to their career action plan (CAP). The CAP project will represent their final integrative project for the career development section, while an Intergroup Collaboration Project will represent a mid-term project for   The Students are required to attend all sections, be actively engaged, completing all written assignments for both the Career Development and Intergroup Dialogue sections.

Weekly Learning Journals (30%)

Weekly learning journals provide an opportunity to reflect more deeply on the connections between readings, activities, and personal perspectives and class experiences. Each learning journal should be 2-3 pages, typed, double-spaced, 12-point Times New Roman font, with 1-inch margins all around. Please submit an electronic copy to the course facilitators by 5 p.m. on the Saturday following our dialogue session. The facilitators will read and respond to your reflections within a week with written comments, questions, and suggestions. We may also use the reflections in our class to deepen the dialogue.

While the presentation should be coherent, formal writing style is not necessary. In reviewing the learning journals, we will look for:
- Reflection and integration of experience, thoughts, challenges, or prospective areas for growth and development.
- Inclusion of relevant readings
- Building on concepts and theoretical frameworks discussed in class, and the class dialogues (activities and discussions) and advising appointments

Because each learning journal promotes preparation for weekly sessions, no late papers will be accepted (except for persons who notify us, in a timely manner, of serious illness, serious family emergencies, or cultural/religious conflicts).

Final Blended Project – The Career Action Plan (25%)
This project is your opportunity to reflect on the quarter in a way that is meaningful to you and does justice to your experience. You will develop a career action plan that reflects your future education and career goals. You should explain how you will integrate (or if you intend to) valuing social justice concerns in your future career choice. You may add anything that speaks to who you are and how intergroup dialogue has influenced your desire to blend social justice values into your career development plan. You may choose to explain and help us understand its meaning for you as a participant in this combined course curriculum.

Intergroup Collaboration Project (ICP) (20%)
You will be assigned to a small group, in which you will do some in-class work and will ultimately work together to select an issue for group action project on a career related social justice concern, (e.g., lack of diversity representation in various careers) identify the goals and action steps, implement the action steps, and reflect and present on the experience.

Some planning may be done during some class sessions. However, we expect you to schedule meetings outside class to plan or carry out your efforts, particularly as you get closer to the assignment due date (Session 9). It is recommended, therefore, that your group identify a block of time and location to meet outside of class. As part of this process, you are expected to keep notes of your follow up meetings and group's progress.

Projects will be evaluated on the level of self-reflection, intergroup collaboration, and action taking, as they are reflected in the group's presentation of the project. More details will be provided in later class sessions.