

Watering Strange Fruits:

A Study and Analysis of the Inadequate Advising Received by
Students of Color at a Predominantly White Institution

Eryka “Ree” Joseph

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A Thesis Presented to The Honors Program of
the State University of New York, New Paltz
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Black Studies

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Dissertation Abstract

Throughout predominantly white institutions nationwide, the contemporary issues surrounding race, access, ethnicity, and diversity have been put under an increasingly bright spotlight over the past decade, calling into question the impact these matters have on a Student of Color in regards to educational control. The main aim of this dissertation is to examine how Students of Color, attending predominantly white institutions, are not being supported in academic spaces, specifically in regards to academic advising. Moreover, how they are redefining and reclaiming what scholarship means to them.

This dissertation will possibly be structured in five main chapters: (1) Introduction, referring to aim, scope and background reasoning, (2) Case Study, addressing the methodology and analysis of interviews, (3) Literary Analysis, addressing prior scholarly works surrounding this issue, (4) Solutions, discussion on how to fix the question at hand, and (5) Conclusions, Limitations and Future Research, discussing the relevance and how this can and will mostly be used for future implementation for master's work, professors and future career work as a diversity and inclusion expert.

keyword(s): black studies, academic advising, students of color, predominantly white institution, higher education, race, diversity, inclusion, training

Dedication

In loving memory of Auntie Dawn,

Thank you for pushing mommy into sending me to boarding school. I can't imagine my life without the experiences I've had, and that's all because of you. I love you and miss you.

To my mommy,

There is no me, without you. You are my very being, my motivation, my biggest cheerleader, the only one that believes in everything I do. Thank you for pushing me to finish my thesis when I almost gave up. You always recenter me and put my eyes back on the goal. Thank you for being my guiding light, when everything seems to go dark. Te amo.

To my brother,

Thank you for being my biggest role model. Without you I would've never had the courage to pursue my major change. And without the work you have done, I would've never had the belief to turn my situation into a whole thesis. You have taught me how to play the game of life and to make yourself an asset when no one else sees you as one. You have taught me to combine my passions and my failures and turn them into monetary gain. Thank you for leading by example. I love you more than you will ever possibly know.

To the black kid that grew up in predominantly white spaces their whole life,

This thesis is truly for you. You're not alone, and there is someone who understands your very specific black experience. Don't ever feel like you're not enough to fit into our community. And never leave our community behind even when they push you away. Every bit of privilege can help to advance us, don't forget that.

To Blair Proctor,

One of the most fascinating professors I've ever known. This thesis is exactly for a professor NOT like you. And who has shown kindness, loving, respect and understanding even without being my academic advisor, or even truly knowing me when I asked you to be my thesis advisor.

To myself,

You Are stronger than you know. And you are more resilient than you believe. Even when the clouds go away and everything gets dark as they love to do, you always bring yourself out in the end. Permanecer fiel a mismo.

THE STATE UNIVERSITY OF NEW YORK AT NEW PALTZ

UNDERGRADUATE HONORS THESIS

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Introduction

referring to aim, scope and background reasoning

My Story

I came into this school year as a Senior. Even though I should've graduated since last year (May 2019), I knew that since I had transferred from Penn State, my out-of-state credits were a little discombobulated and that my major (Communication Disorders and Sciences) required me to stay a little longer to catch up. And I was okay with that. And from the discussions I had with my advisor from the last semester, the plan was for me to graduate this Spring. Fast forward to 3 weeks into this Fall 2019 semester I received a notification to speak with my advisor because it seems as if I will not be able to graduate in Spring 2020 as planned. When I meet with my advisor, she not only let me know she can only meet for a short time but quickly looks over my progress report to tell me that it seems as if I will need to stay another semester to get everything together. I tried to understand what the issue was, but all she explained was that there was no way I could get it all done, even after she suggested I take summer courses (3 to be exact) in order to be able to graduate this Spring. Then she hurried me out of her office due to her having the next meeting. As I tried to speak with some other professors as well as the Department Chair, I passed by her office five more times over that next hour. Her door was open, and she was relaxing eating a mid-afternoon snack...because she was busy.

That was that day that I decided enough was enough. I was tired of the lackadaisical advising. I was tired of the lack of support as a woman of color I was receiving. I was tired of the major. I was overall tired! And I didn't see why I should spend six years getting a bachelor's degree, which nowadays isn't enough to even reach the levels of career positions I would want or need. I left her office that very day walked over to the Black Studies department, and changed my major. Not only did I change my major, but my academic career was given the full attention needed. The department head, not a faculty member, the whole head of the department sat down with me for 2 hours and went through my whole progress report and helped me change my major. He even went through some of my Communication Disorders courses and called a faculty member in that department to ask and see what was wrong and which courses I could possibly take while getting my masters instead of graduating late. He also saw a

couple of courses that were holding my GPA down and informed me all about retroactive withdrawals. I didn't even know that retroactive withdrawals were an option, and I did them on 3 of my courses, which bumped my GPA back up by 1.5-grade points! This was all a result of me being advised to my fullest extent. Time was taken on my specific situation, and my particular academic future was planted and told to blossom.

Reasoning for Study

Being that I now have changed my major to Black Studies, it changed my whole life plan and the programs in which I am applying for my masters. I had to think about what issues were facing not only me for my future research, but it was important to me to find an issue that was facing my community and not being widely discussed. I've always had a passion for education and organization, and I've always been good at helping my friends create their schedules, etc. But I also have noticed throughout my community here on campus that my story of inadequate advising linked with many other people. Being that I am a makeup artist on campus with the Black & Latinx community, I have heard many stories from my clients, club leaders, my client's guest, and so many more about terrible stories and experiences with their advisors. I've heard so many stories from so many varying students of color on New Paltz campus and others, of advisors that have caused individuals to change their majors or be extremely unhappy and unfilled in their majors. And I have definitely seen and dealt with first hand a majority of friends that have graduated and had no idea what their future plans are.

Case Study

addressing the methodology and analysis of interviews

As for methodology, I decided to go about getting my information through interviews of students of color on various college campuses, mostly throughout the Tri-state and Pennsylvania areas. For the matter of getting a preliminary study going and getting some initial feedback, I conducted my research through technological/social media means. I used Instagram, and their polling system features in place to receive different responses from my followers. My followers also shared the study with their followers, who allowed me to get back many responses from various places and students. I went on to contact these individuals through in-person or telephone interviews. The bias here would be that the students that responded were the ones who had issues with advising in the past and desired to speak about their negative experiences. Nevertheless, I did have multiple outliers that had black advisors, and never had any issues, or did not even know that this was an academic issue in general. I divided up the questions into six categories.

I. The “I Am” Statements**A.** The questions asked included:

1. Full Name:
2. Identity Group: Black-American, African, Caribbean/West-Indian, Latinx, Hispanic
3. Do you identify as:
4. What is your ethnicity?
5. Your Age:
6. Grade/Year in School:

B. RESPONSES:

1. Eryka “Ree” Joseph (22, Black/Antiguan/Afro-Portuguese, Senior/5th Year)
2. Nicole Aboagye (19, Ghanaian, Sophomore)
3. Dershanel Jno Lewis (20, Dominica, Junior)

4. Mark Williams (23, Black-American, 2019 SUNY New Paltz Graduate)
5. Ozelle Bower (22, Pacific Islander/Fijian/Samoan/Japanese, 2019 Elon University Graduate)
6. Angelica Treadwell (22, Black/Native American/Puerto Rican, 2019 Stony Brook University Graduate)
7. Raven Hernandez (22, Black/Jamaican/Belizean, 5th Year Senior)
8. Michaela Parrish (22, Biracial/Black & White, 2019 Temple University Graduate)
9. Guadalupe Castaneda (21, Mexican/Hispanic)
10. Yanisha Bresil (22, Haitian-American, 2019 Penn State University Graduate)
11. Fatima Kamara (19, Black/Sierra Leonean, Sophomore)
12. Adeniyi Adegbemigun (21, Black/Nigerian/Guyanese, Senior)
13. Jaulie Cantave (19, Black/Haitian, Sophomore at St. Joseph's University)
14. Alyvia Benson (19, Biracial/Black & White, Sophomore)
15. Jala Cosley (19, Black, Sophomore)
16. Jordan Newsome-Little (19, Black, Sophomore)
17. Joy Derry (20, Afro-Moroccan/Black, Sophomore)
18. Alexa Laroche (21, Haitian/Black, Junior)
19. Josee Bell (19, Black/French-Cameroonian, Sophomore)
20. Azizat Osinaike (20, Nigerian-American, Sophomore)
21. Camille Lodugnon (19, Ivorian/French/African-American, Sophomore)
22. Joel Kwame Johnson (20, Ghanaian, Junior)
23. Mikaela Thomas (19, African-American, Sophomore)
24. Asia Whittenberger (20, Filipina American, Sophomore)
25. Sehar Macan-Markar (20, Sri-Lankan & Muslim, Sophomore)
26. James Williams III (18, Black-American, Freshman, Gap Year)
27. Porscha Webster (18, African-American, Freshman)
28. Abi Ladipo (20, Black/Nigerian, Sophomore)
29. Kelsey Welsh (19, Black/White/Native American, Sophomore)

30. Isabella Teran (23, Hispanic/Latina/Peruvian with Indigenous Ancestors, 2019 Brown University Graduate, Current First Year Masters at Parsons College)
31. Sharai Rosario (20, Black/Bajan, Junior)

II. Safe & Unsafe POC Spaces

A. The questions asked included:

1. Do you think there are any safe Black spaces on Campus? What are they?
2. Are/Were There any unsafe POC Places on or around your campus?

B. RESPONSES:

1. “Black Studies Classes”
2. “Club McDonald’s” (the nickname Students of Color gave the on-campus McDonald’s they would frequent after hours when the clubs and parties finished for the night)
3. “African Student Association/Union”
4. “My safe space is in Urban lyrics and my unsafe space are my major course classes”
5. “Lots of racism written in the bathroom stalls”
6. “Either few or no native American options”
7. “ROTC felt very unsafe for me as a biracial woman. There were some very racist/conservative people who called me a nigger behind my back in there. I also had a cadet tell someone they couldn’t understand why my white boyfriend would date a black girl”
8. “My unsafe space is working for Sodexo in the SUB”
9. “My unsafe space is class and in town; it feels like no one wants me in their shops etc.”
10. My safe spaces and most other black people students at Penn State would be PRCC, BSU, Black Caucus, NCNW, MulticulturalRC, and Education MRC. I also felt safe in my residence hall and around my other POC friends

and their apartments. As for unsafe, it's always a risk Down State College, Outside of the Willard building and the HUB when I'm alone."

11. "At St. Joe's we have a Center for Inclusion and Diversity and a lot of us Student of Color hang out in the lounge space there."
12. "Honestly, I feel unsafe in any space on campus that there are too many white people and I am the only student of color there by myself, which could range from my classes to the cafeteria, to my residence hall."
13. "My safe space on my campus is the multicultural office."

III. Comfort Level

A. The questions asked included:

1. Are there any courses where you are the only student of color?
2. Is it most of your courses? How Many? Yes or No?

B. RESPONSES:

1. "Most of my courses other than Voice of Unity Gospel Choir, and some other Black Studies courses, I'm usually the only Black girl."
2. "All the English courses on New Paltz campus lack so much diversity! I even ended up dropping because I was too uncomfortable."
3. "My core education courses at Penn State were filled with Caucasian women, and I was usually the only Black Girl..only Black person in general."
4. "At Drexel, I wasn't the only student of color (they have a lot of Asian students) but most of my classes I was the only Black person."
5. "In many classes, yes I am the only POC student there. Especially my biology classes! There's about 2 in a class of 30, and my other classes 1-3 to a class of 25."
6. "I'm the only POC in half of my classes. And it's so pressure-filled because I feel like I have to speak for everybody. I'm always singled out to answer questions for my whole race. It's so uncomfortable and culturally draining."

IV. Professors/Teachers

A. The questions asked included:

1. Do you have any/how many professors of color do you have?
2. Are there any you feel close to/friendly with?
3. Do you feel culturally and/or emotionally disconnected with any/most of your professors?

B. RESPONSES:

- a) "I've had 4 professors of color throughout my 3 years here at New Paltz"
- b) "I had one professor that a POC in all my four years here at Stony Brook, as a Bio major...we definitely need more representation in STEM fields"
- c) "I had 2 professors of color during my time at Penn State, and I felt comfortable around both but not majorly close"
- d) "I have been to 3 colleges when receiving my bachelor's and I'm now in grad school. Last year was the first time I had a black teacher and I was not comfortable speaking."
- e) "At one point I had 10 professors! This was amazing, but it was during the time I randomly attended a Historically Black College/University for a semester."
- f) "I had one all semester and we weren't able to form a great relationship due to her teaching styles"
- g) "I didn't have many at Cornell and due to the lack of faculty of color, they'd be so busy trying to culturally and emotionally split themselves among so many students of color it was obviously hard for them to keep up. It's as if they signed up to be a professor but then entered a campus where they now have to speak for all black people in their faculty meetings and become on-campus mom and dad's for the few students of color who are looking for any POC role models they could find."

V. Advisors

A. The questions asked included:

1. Do you have a Caucasian advisor?
2. As a Student of Color, on a PWI, do you feel unsupported and/or uncared about by your Caucasian advisor?
3. Do you feel you are being advised to your fullest extent?
4. Have you ever felt their lack of care etc. has made you have to adjust/change your courses, major and/or life plans?
5. Do you have a story you'd like to share pertaining to this?

B. RESPONSES:

1. "White advisors don't put as much effort into getting to know Black Students on a personal level which is important. They stereotype and assume we are poor and struggling."
2. "Lack of advising caused me to take a class I didn't need or I received credit for already"
3. "My advisors rushed me into decisions and neither of them listened to me. Always making me feel inadequate because of my race as if I didn't know what I was talking about"
4. "I could write a whole dissertation on this. My school shows MINIMAL support for us."
5. "I've been lucky to have a black advisor and an African advisor. And in comparison to the stories and situations I've heard of, they push me to be great and actually get to know and want to know all my future plans. They've always shaped my advising and choice of classes around the future career I've explained to them I want to pursue. I am so thankful to have had advisors of color, cause I've heard some horror stories."
6. "Yes, I feel UNSUPPORTED. I changed my major because my advisor couldn't advise me. As a black woman in science, he couldn't help me and didn't understand. When I told him I changed my major, he said, "Good! That

may be easier and better for you. And I have literally been called an angry black woman by a member of my SGA.”

7. “I’m being advised but I often still seek other help from other professors.”
8. “My advisor, in general, doesn’t know what she’s doing and it doesn’t help that there are no black therapists to release all of this anger and frustration to, so I’m stuck in this cyclical issue of having no one to speak to academically.”
9. “My advisor never answers my email or reaches out to me. He’s always extremely bothered and he didn’t care that I wanted to double major. He offered me little to no guidance. There were so many opportunities he just won’t even tell me about. I have to figure out everything on my own.”

VI. Solutions

A. The questions asked included:

1. What do you think is something the school, or even me as future diversity and inclusion consultant, should/could implement at PWIs for Students of Color? Or for ALL Students?

B. RESPONSES:

1. “Hiring more Faculty of Color! We need people of color in important and higher positions!”
2. “Listening to students! Requesting feedback specifically in regards to advising, then having training. Some people don’t even realize they could be better, to be honest.”
3. “Have an understanding of people coming from different areas. That’s for both sides!”
4. “Culture crisis buildings on campus!”
5. “Administrators need to be trained in diversity and inclusion!”
6. “Make physical space for us! A BSU lounge? Have counselors who look like us to guide us in case some people really have nobody else and can only go off what a white advisor is saying!”
7. “STOP TRYING TO SILENCE US!!”

8. "Having more funding for things like centers of inclusion and diversity"
9. "I believe academic advising should have a bigger department and advisors in there that are for each individual major ; have a head person to oversee all that; and they professors think that they should only be professors and not a an advisor so they don't care
10. Academic advising needs to have a bigger department and subsections for each school/major

addressing prior scholarly works surrounding this issue

Through a Lens of Critical Race Theory: Inclusive Advising Narrative Experiences of Graduate Multiracial Students in Higher Education

This article was actually a dissertation published in a textbook by a Dr. Grizelda MacDonald who has dedicated her life's academic work to the exact themes I plan on focusing on, which are critical race theory, academic advising, higher education, narrative inquiry, student development, and race and ethnicity studies. In her abstract, she elaborates that the article will be a study focusing on the academic advising needs of black students in higher education at predominantly white institutions, and how she will look at such responses with an analytical critical race theory point of view. Also utilizing narrative inquiry, which is complementary to critical race theory, which I actually did not know and was quite intrigued to learn. She defined, "Academic advising is a developmental process, which assists students in the clarification of their life/career goals and in the development of educational plans for the realization of these goals. It is a decision-making process by which students realize their maximum educational potential through communication and information exchanges with an advisor; it is ongoing, multifaceted, and the responsibility of both students and an advisor. The advisor serves as a facilitator of communication, a coordinator of learning experiences, through course and career planning and academic progress review and an agent of referral to other campus agencies as necessary" (MacDonald, 247). An aspect she spent a great deal discussing which is not often taken into account was the rising number of multiracial people in the nation. She reiterated that by 2050 the multiracial population would've increased to 20% and that even in places like Iowa, Indiana, and Mississippi their populations were growing by 70-99%. Which is culturally and historically prominent due to the history of racism, segregation, etc. in these states. She went on to review literature with precision into academic advising including but not limited to the history and theoretical frameworks and the way in which critical race theory plays a part. MacDonald said, "Critical race theory challenges the mainstream achievement ideology, which dismissed any presence of social inequality in the United

States and any structural conditions that might interact with people's extortion of individual agency to achieve upward mobility" (MacDonald, 249).

"A Counselor Who Looks Like You"

The article was about students of color on campuses nationwide demanding that their universities hire more people of color in their respective student services, specifically focusing on the needs for "advising and counseling centers designated for and staffed by people of color" (New). The article discussed research discoveries that explain how "black students on predominantly white campuses struggle with under-representation, social isolation, academic hurdles, and racial stereotyping from both their peers and their professors" (New). It also discussed the many other schools that have already implemented these safe Black spaces on their various campuses and their growing success. The list of demands was as follows:

1. *Earlham College*
 - a. students asked for the creation of a "multicultural center that is autonomous, free of surveillance" and staffed by people of color to provide counselors of color for students of color
2. *California State University at East Bay*
 - a. students demanded an increase in the number of African-American academic advisers and an increase of black counselors in the Student Health and Counseling Center
3. *University of California at Berkeley*
 - a. demanded that the university establish an African-American Student Development Resource Center and hire two permanent full-time black psychologists
4. *The University of Kansas*
 - a. demanded that the university create a "team of multicultural counselors to specifically address severe mental illness and the needs of students of color."
5. *The University of Virginia*
 - a. they created a program called Project Rise, which provides free, one-on-one counseling services to black students. The counselors are not professionals, the university said, but they are "directly connected" to the Office of African-American Affairs and

Counseling and Psychological Services. Like those they are helping, the counselors themselves are black students.

6. *Dartmouth College*

- a. Has the Office of Pluralism and Leadership, which offers a Black Student Advising program that includes advising and counseling about social adjustment, financial aid, incidents of racism, and academic issues.

7. *Claremont Colleges*

- a. Has an Office of Black Student Affairs which has a focus on advising and counseling for Students of Color

8. *The University of Pennsylvania (UPENN)*

- a. They have a Center for the Study of Race and Equity in Education, one of the first in the nation. This center is founded and executive directed by Dr. Shaun Harper, the lead expert in Higher Education in the nation. He is also my brother's mentor as an alumni of this school and center.

The article also did speak about backlash from certain critics who said centers like this would be discriminatory and borderline segregation. Nevertheless, of course, most of those critics were non-people of color who do not see the institutionalized detriment and setback that slavery has created in the black community. One critic went as far as to say, "School-sanctioned programs and groups that cater to students of color, even students of particular colors, segregate students based on race. Separate minority counseling services reinforce the idea that students of color are different, that counselors of a different race cannot possibly understand a minority student's issues and concerns." Furthermore, the point of the article found most shocking was the situation described at Kennesaw State University. In June of 2016, they had an adviser threaten to call security on a black student waiting for help in the university's advising office. The student filmed the encounter, and the video went viral, setting off debates over the inclusiveness of academic advising services. (New). Situations like these make students of color blood boil and even want to cry because they should not have to experience situations like these on the path to receiving higher education like any other student. It is impossible for a student not to see the effect of proper advising and its correlation to one's future potential in their career and overall life after graduation. When situations like this continue, and there continues to be a lack of

diversity and diversity training in these predominantly white institutions, we will continue to run into crazy situations like this, where a black student is accused of some level of criminality while trying to receive a fair education.

Solutions

discussion on how to fix the question at hand

In trying to solve the issue at hand, of how do we create solutions for Students of Color to receive better academic advising, there are many ways to attack this obstacle. Students of color, just like any other student, have many intersectional identities that can affect how they are educated and how they deal with the concept of their post-secondary education. Moreover, understanding the significance of background, cultural traditions, and individuality of these students' needs is needed to help students succeed in the best way possible. There is no one size fits all solution to this problem. However, understanding how to go about the conceptualization of advising students, and more specifically, students of non-caucasian backgrounds, can be instrumental in making sure every student receives everything they deserve and pays for. The importance of academic advisors on college campuses is unfortunately overlooked, and usually given to professors to try to balance while teaching multiple courses and grading a multitude of work. This leads into a cyclical problem of overworked professors, who cant genuinely devote their time to get to know their advisees' especially in departments that are overwhelmed with students and have a low student to professor ratio. Unfortunately, these situations happen because there is a lack of understanding that academic advisors are indeed the key to academic fulfillment, retention, and the motivational pipeline into pursuing a graduate degree or overall making a wise decision on plans after graduation.

In not being biased or general but evaluating that students' color come from socioeconomic backgrounds that may affect their past educational experience as well the support or pressure they received from home, having an advisor that can either personally relate or at least understand their background in order to help lead them through the navigation of college is ideal. Whether the advisor is a person of color themselves or not, the basis of understanding that there is an issue with belonging amongst their advisees of color will also play an integral part in advancing this issue. There needs to be an emphasis place within advisors to realize that when they are advising these students who are marginalized and a very different color from the people they share a classroom with at a predominantly

white institution their experiences and feeling of belonging is threatened and utterly different from their white students who see themselves and their futures in everyone around them. It is easy for students of color to get discouraged on a predominantly white institution, and when having advisors that do not look like them, it changes the power dynamic and level of comfortability to truly express the goals they would like to reach while receiving their post-secondary education.

A solution to all these problems can come through a targeted initiative or through a policy that places a light on the academic injustices being done to students of color on three predominantly white institutions. Unfortunately for many students of color at these predominantly white institutions, there are many civil movements, forums, and actions taken towards a multitude of racially-based issues on campuses. However, very few ask for an exploration of educational policy and what academic rights students have in order to demand more teachers that care and are educated past their specific department and in diversity and inclusion.

To resolve this issue, there is a rough basis for an initiative written in the conclusion. To pull from the literature, other universities have been tackling this obstacle by creating diversity and inclusion centers or academic success centers specifically for students of color. It is through great feats and initiatives such as these that we will see progress, and we will no longer hear the stories of students who feel unappreciated, lost, unsupported, or confused. Moreover, that is indeed the goal, to create equality in the pursuance of one's education, more than a dream but a reality for all students at a predominantly white institution.

Conclusions, Limitations and Future Research

discussing the relevance and how this can and will mostly be used for future implementation for master's work, professors and future career work as a diversity and inclusion expert

This issue of academic advising within the community of Students of Color is an ever-rising issue and is slowly being discussed through academia and higher education more and more each day, but it still does not have enough attention. Luckily, universities nationwide are starting to see a need and want for centers of diversity and inclusion and understand that generationally as a culture; students of color have more difficulty in retention, and a lack of academic and emotional support is vital to making sure there is the success of students of color.

I want to create a program or initiative that would train other students of color to be advocates for other students of color when receiving advisement. It is something kind of like what most schools already have implemented in regards to peer advisors. Still, it is explicitly geared towards this issue of the racial divide when it comes to academic advising. So in my future career, schools (mostly predominantly white institutions, to be precise) would hire me as a diversity and inclusion expert/consultant. I would come into a school for about a year or so. And my training could be completed either as a course, internal internship or maybe club (haven't figured out that logistics yet). And I would train students of color in regards to education, student rights, the racial divide in academic advising, how to advise, and how to be of assistance in a cultural group of students that may not always ask for help. Then I would recommend that it is mandatory by the school that all students of color must be assigned these trained students or "mini diversity and inclusion consultants." These specially trained students would then accompany these students of colors to all advisee meetings and make sure to advocate, do the research and make sure that their student is getting the most of their education in being told about every opportunity they may or may not have. Most comparable to having one's mother come to a parent-teacher conference alongside you and asking all the questions that you couldn't even think of, to make sure that you're getting the most of the education they're paying for.

This initiative could be implemented through a combination of peer student advisors, a specific Black student advising committee, specialized training courses for teachers, and an expanded advising office; There are so many ways to go about approaching this issue for not only students of color but all students. There needs to be an emphasis on advising and not just faculty thrown a couple of students while also having to teach a heavy load of courses. There needs to be a combined effort of advising offices, counseling services, and cultural study faculty in order to reach true levels of success.

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