**A Beginner’s Guide to Inclusive Advising**

Because advising is a form of one-on-one teaching, according to NACADA, we believe that advisors’ best internal resources on inclusive practices are housed in the [Office of Teaching and Learning](https://operations.du.edu/inclusive-teaching). We provide additional resources here, that are more specialized to advising, but also do overlap with OTL's resources.

The work of developing inclusivity is on-going and cannot be contained in a single checklist. We have gathered essential resources, predominately from the University of Denver’s [Office of Teaching & Learning](https://otl.du.edu/) [Inclusive Teaching Practice](https://operations.du.edu/inclusive-teaching)s resource, that are also applicable to the teaching work of advising.

**Get to know your advisees**

* Who are you?
* What is your history? (Jewell & Durand, 2020)
* What stories of your life have shaped you into who you are today? (Jewell & Durand, 2020)
* What are stories you don’t know enough about and would like to know more about? (Jewell & Durand, 2020)
* What has your educational journey been like up to today?
* What is important to you as a learner?
* What do you hope to take away from your academic study at DU?
* What feels challenging?

Adapted from Dr. Valentina Iturbe-LaGrave's [2020 Inclusive Teaching Checklist](https://otl.du.edu/wp-content/uploads/2020/06/Inclusive-Teaching-Checklist.pdf)

**Tell your advisees about yourself**

*Aim to humanize yourself and connect to students by sharing your story, blind spots, educational biography, passions and how you can support their academic journey.*

* Who are you?
* What is your history? (Jewell & Durand, 2020)
* What stories of your life have shaped you into who you are today? (Jewell & Durand, 2020)
* What are stories you don’t know enough about and would like to know more about? (Jewell & Durand, 2020)
* What was your educational journey like?
* What is important to you as an advisor?
* How does your worldview/discipline/research area help you understand/solve issues in the world?
* Why is advising important to you?
* How will you support your advisees?

Adapted from Dr. Valentina Iturbe-LaGrave's [2020 Inclusive Teaching Checklist](https://otl.du.edu/wp-content/uploads/2020/06/Inclusive-Teaching-Checklist.pdf)

**Engage in self-inquiry**

This video comes from the [Equity Toolkit](http://masterplan.highered.colorado.gov/equitytoolkit/equity-toolkit/#self-inquiry) created by the Colorado Department of Higher Education (CDHE). After watching it, please consider the questions listed below, adapted from the [Examining Identity](http://masterplan.highered.colorado.gov/wp-content/uploads/2019/10/CDHE-Examining-Identity.pdf) exercise and [So You Call Yourself An Ally](http://masterplan.highered.colorado.gov/wp-content/uploads/2019/10/CDHE-So-You-Call-Yourself-an-Ally.pdf) exercise in the [CDHE Equity Toolkit](http://masterplan.highered.colorado.gov/equitytoolkit/equity-toolkit/).

[A person posing for the camera

Description automatically generated](https://youtu.be/8EjAvGY2qzY)

* What are the complexities of any one (or more) of your identities?
* How has the understanding of your identities changed over time?
* How do your social identities have an impact on your work? daily life?
* Do you consider yourself an ally for any social identity group? If so, which one(s)? Why?
* Which, if any of the "[10 Things All 'Allies' Need to Know](https://everydayfeminism.com/2013/11/things-allies-need-to-know/)" are you already doing?
* Which of them would you like to improve?
* How does being an ally matter to creating culturally relevant advising support?

**A screenshot of a cell phone

Description automatically generated**

Created by Kateri McRae, Faculty Director of Faculty Advising

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* [Examples of microaggressions](http://apps.nacada.ksu.edu/conferences/ProposalsPHP/uploads/handouts/2017/C283-H02.pdf) (NACADA)
* [Advising students from special populations](https://nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Student-Populations-Index.aspx) (NACADA)
* [Intersectional growth mindset for serving first generation students](http://apps.nacada.ksu.edu/conferences/ProposalsPHP/uploads/handouts/2017/C206-H02.pdf) (CSU)
* Roseburr-Olutu, D. (2019, June). [The sunken place: Using the public achievement model to empower marginalized students](https://nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/The-Sunken-Place-Using-the-Public-Achievement-Model-to-Empower-Marginalized-Students.aspx). *Academic Advising Today*, *42*(2).
* Cunningham, L. (2016). [Multicultural awareness issues for academic advisors, *2nd edition*](http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Multicultural-a84.aspx). Retrieved from the *NACADA Clearinghouse of Academic Advising Resources*
* [Equity Toolkit Glossary](http://masterplan.highered.colorado.gov/equitytoolkit/glossary/) (CDHE)
* [Responding to Trauma in the Classroom](https://otl.du.edu/responding-to-trauma-in-the-classroom/) (OTL)
* [Teaching Through A Pandemic: Cognitive Load, Mental Health, and Learning Under Stress](https://otl.du.edu/teaching-through-a-pandemic-cognitive-load-mental-health-and-learning-under-stress/) (OTL)
* [2020 Inclusive Teaching Checklist](https://otl.du.edu/wp-content/uploads/2020/06/Inclusive-Teaching-Checklist.pdf) (OTL)

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