Introduction

**Identity**: the distinguishing character or personality of an individual (Merriam-Webster).

- Identities we base our presentation on: gender, race, LGBTQ+, international, athlete

Background:

- Knowledge garnered from our multiculturalism course and events that have transpired during our time on campus
Rationale

• Academic advising represents one of the only functional units that meets with *all* undergraduate students at some point in their academic career.

• Identity-based appointments can help send a message of openness, inclusion, and support to our students.

• If advisors are not prepared to engage with students possessing minoritized identities, these students may leave an appointment feeling further isolated from campus.
Articles and Studies

• Laughter’s (2014) theory of “micro-kindness”
• Tajfel’s (1981) social identity theory
• Museus & Ravello’s (2010) study
• Huff & Harding (2007)
Applications to Practice

Potential implementation of programming that focuses directly on diversity and inclusion education for advisors, such as:

• Required sensitivity and cultural competency training
• Required Safe Zone training provided by Pride Center
• Suggestions about current literature related to diversity and equity in advising sent to advising community listserv

• Required attendance at, minimally, two pre-approved diversity and inclusion events each semester
• Organize student panels (volunteers) about experiences with marginalized identity(ies) on campus and suggestions for advisors
• List of willing faculty/staff who possess marginalized identity(ies)
Group Activity & Questions

• Split into groups of 3-4
• Discuss questions
• Share some thoughts from your group at the end

• How could these applications to practice be enacted in your office?

• Thoughts on possibility of connecting students to faculty/professors with similar identities?

• Suggestions for other ways to implement identity-based advising practices?
References

