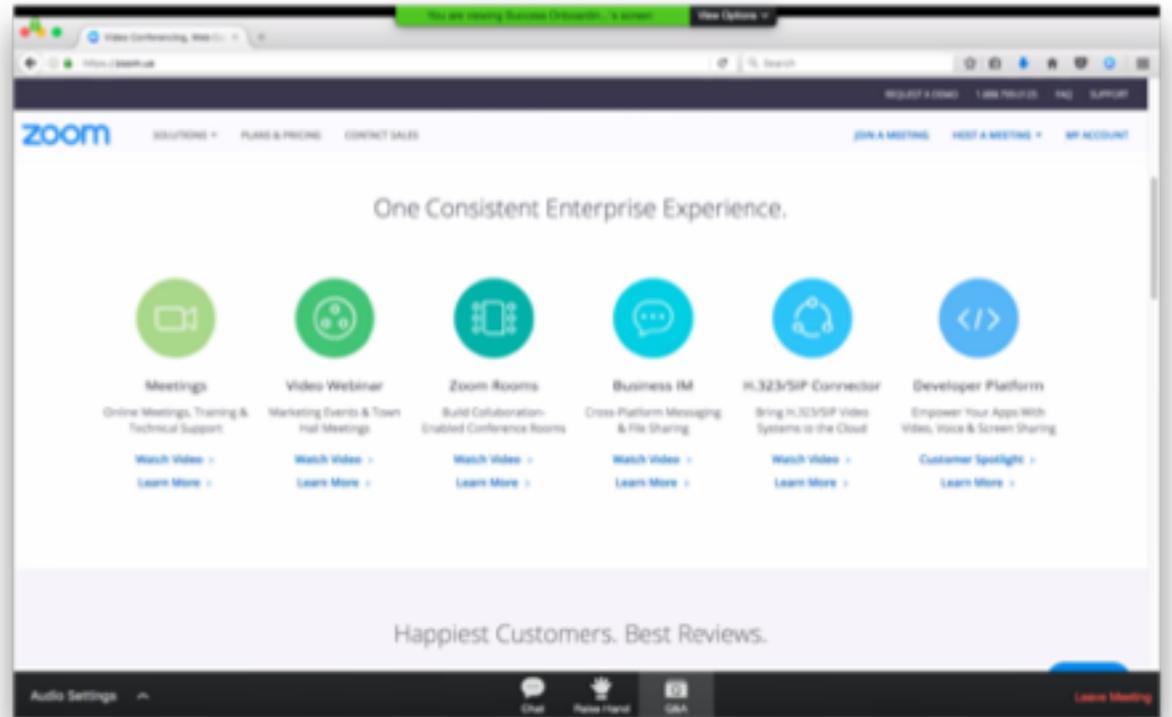


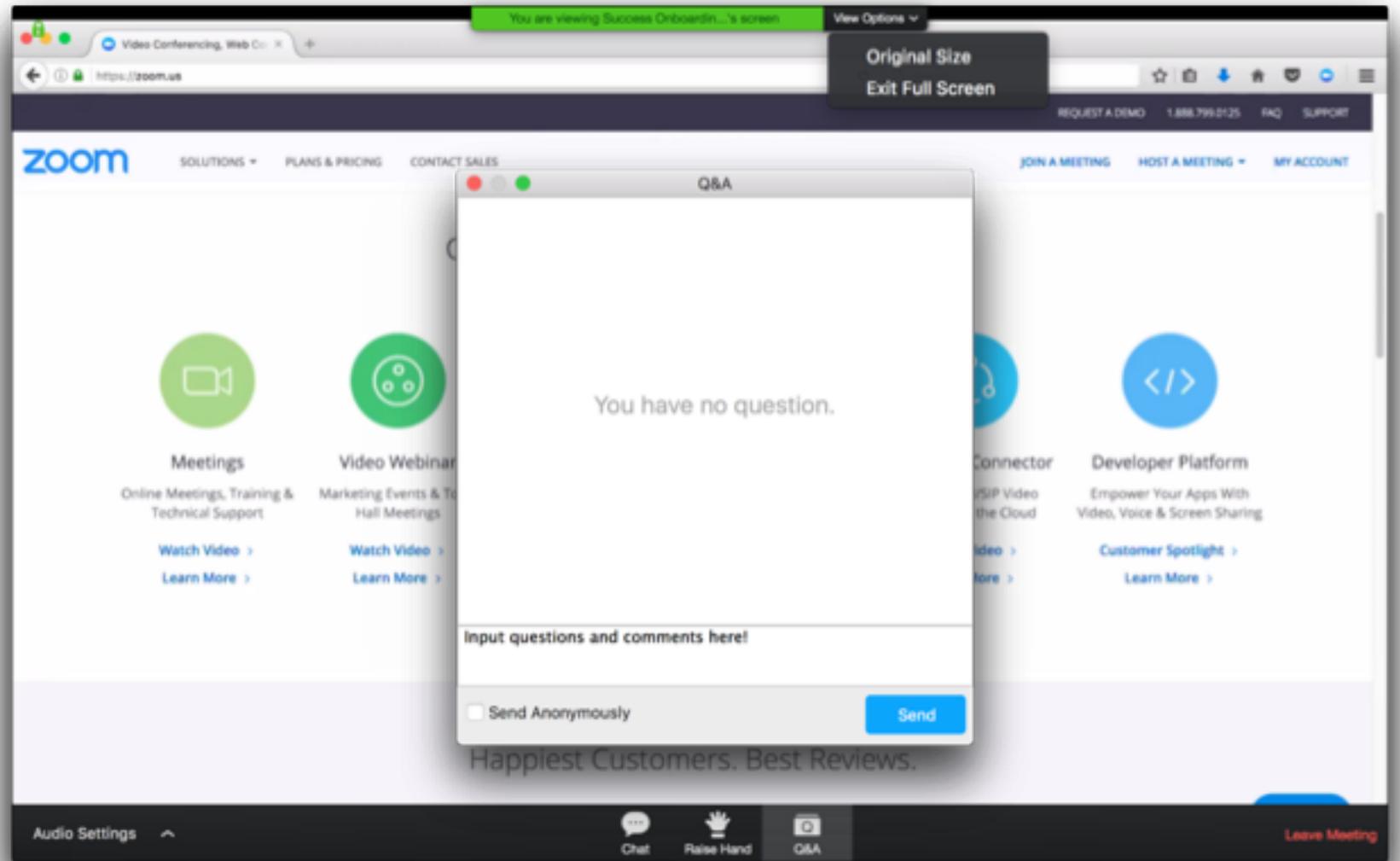
Welcome!

While we wait for everyone to get started...

- Use the chat box to tell us about yourself
 - Name
 - Role
 - ISD/Institution/Org

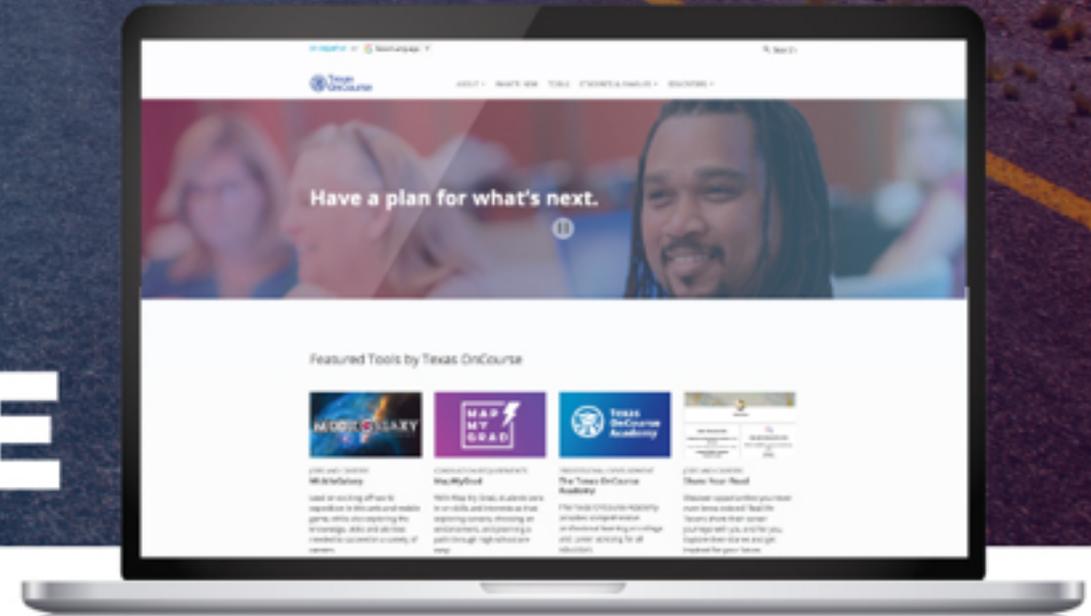


Participation and Interaction

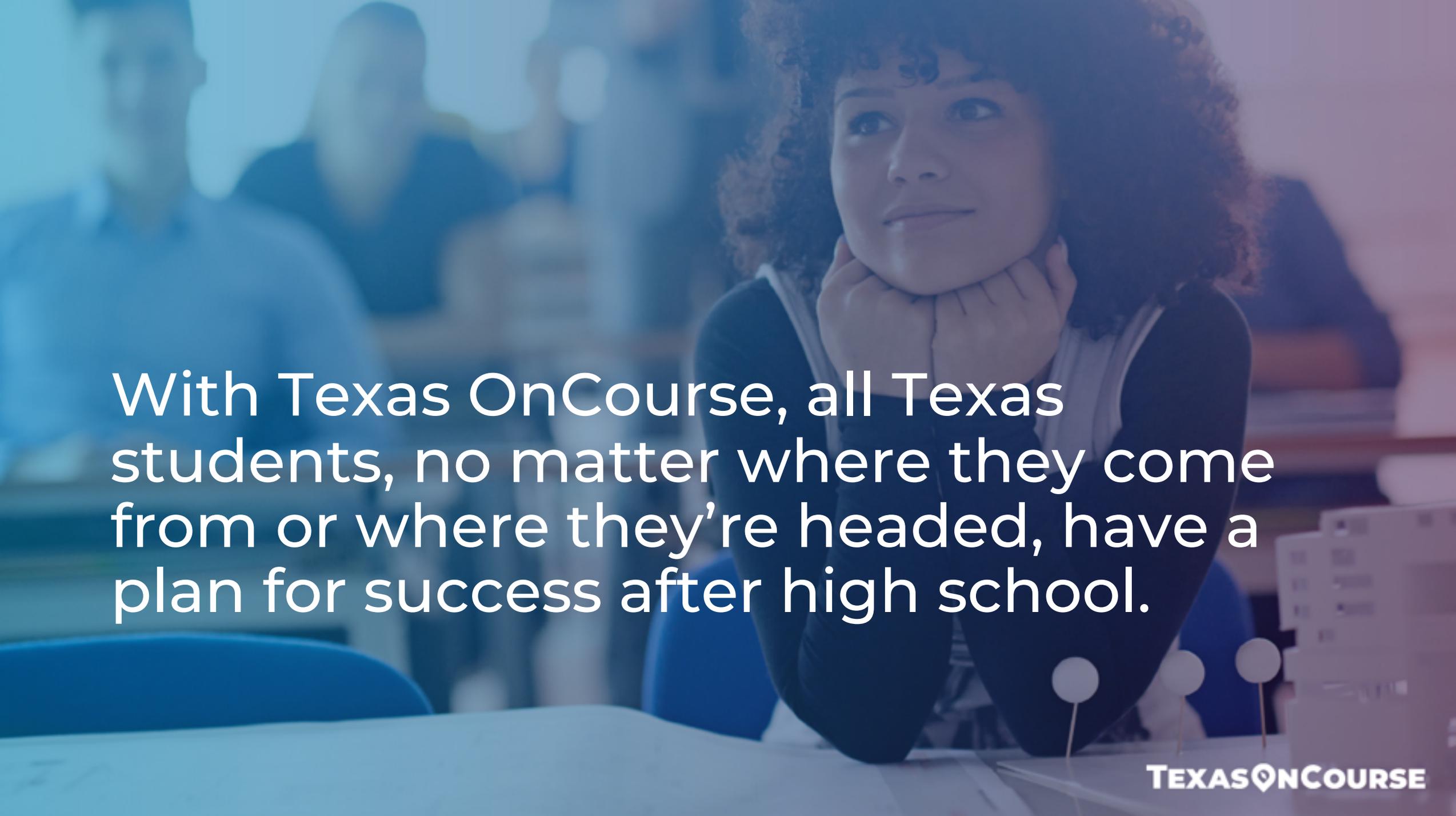




TEXAS ONCOURSE



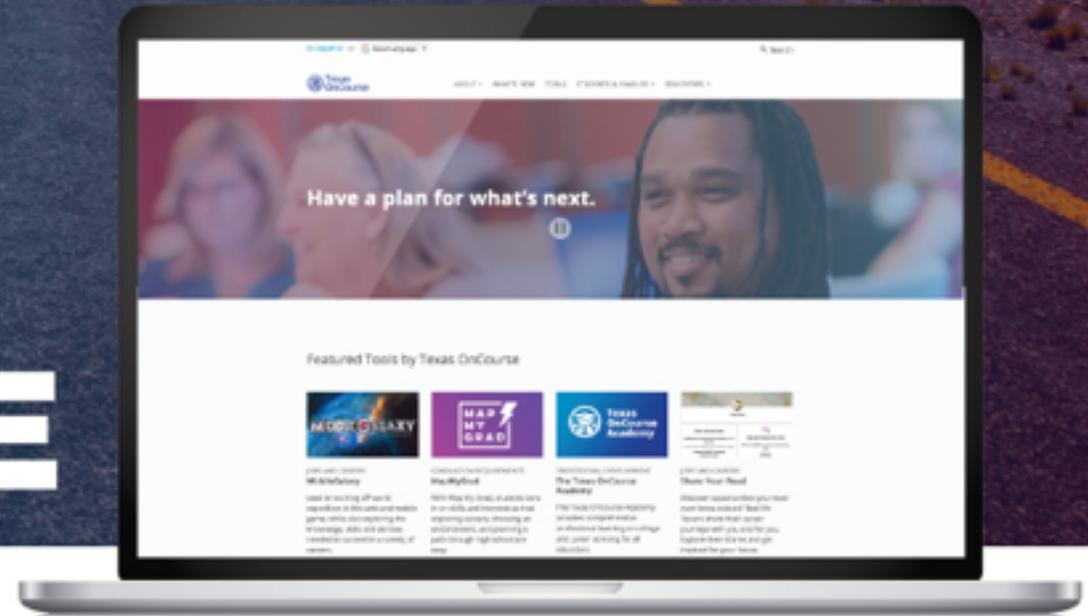
Navigating Social Justice Issues in College and Career Advising

A young woman with curly hair is sitting at a desk in a classroom, looking thoughtful with her hands under her chin. The background shows other students in a classroom setting. The text is overlaid on the image in white.

With Texas OnCourse, all Texas students, no matter where they come from or where they're headed, have a plan for success after high school.



TEXAS ONCOURSE



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Agenda

Navigating Social Justice Issues in College and Career Advising

- Welcome
- Jaslyn Greene, Content and Resources
 - Empathy Conversations
- Dr. Bentley L. Gibson, Georgia Highlands College
 - Explicit vs. Implicit Bias
 - Strategies to Reduce Biases
- Open Discussion
- Upcoming Webinars



Lara Gueguen

Assistant Director of Program Implementation

Jaslyn Greene

Associate Director of Content and Resources

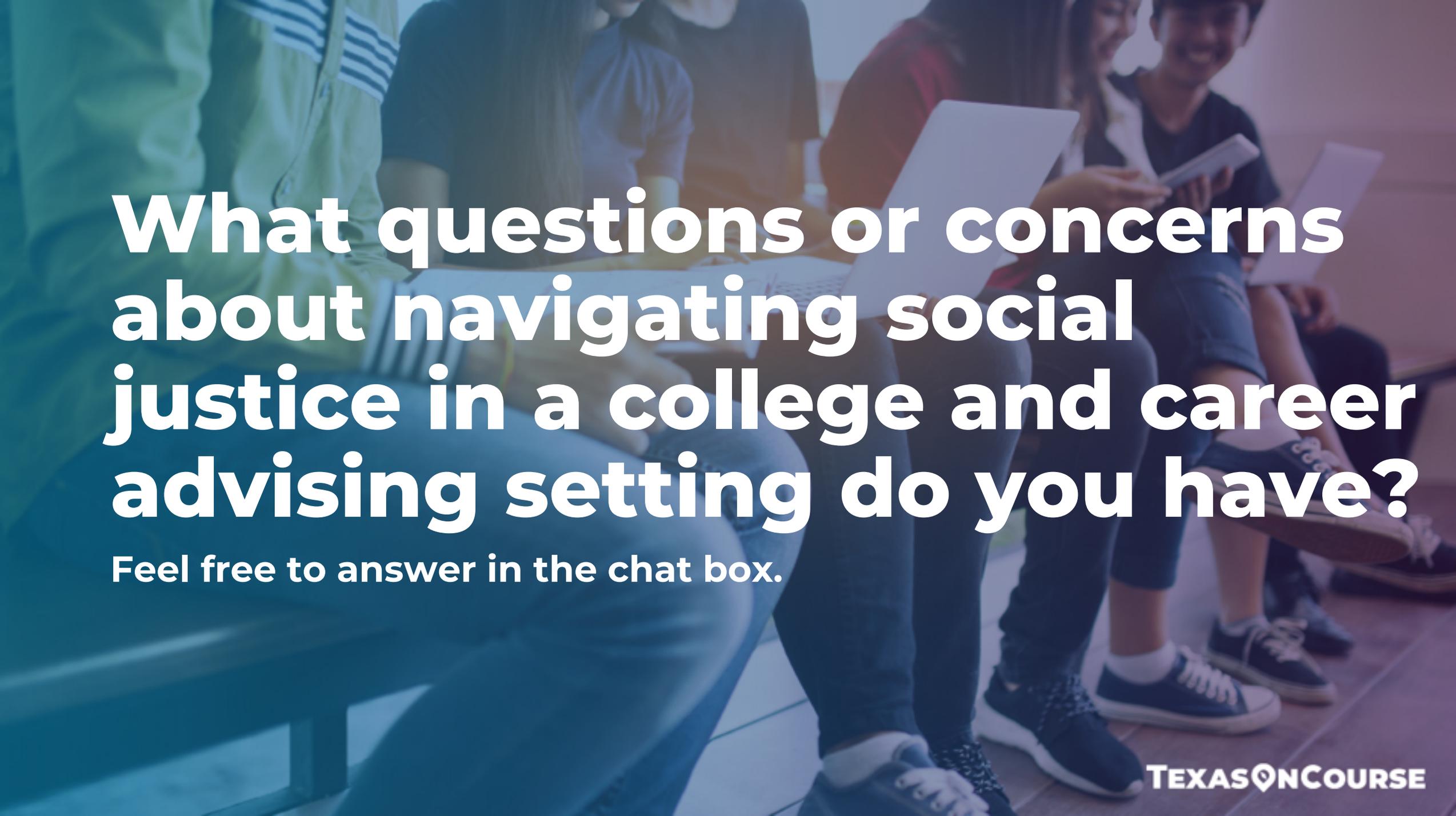




Dr. Bentley L. Gibson

Georgia Highlands College/The Bias Adjuster, LLC

Associate Professor of Psychology



What questions or concerns about navigating social justice in a college and career advising setting do you have?

Feel free to answer in the chat box.

A long, straight road with yellow dashed lines in the center and solid lines on the sides, stretching into the distance. The road is flanked by a dry, scrubby landscape with sparse vegetation. In the background, there are several mountain peaks, some with snow or light-colored rock, under a clear blue sky with a few wispy clouds.

7 Ways to Respond to Students with Empathy

Understood.org

#1 Follow the “Platinum Rule,” not the “Golden Rule.”

- Treat students the way *they* want to be treated – not how you want to be treated

#2 Ask open-ended questions.

- Don't assume you know how a student is feeling.

#3 Set aside your own reaction.

- Instead, focus on understanding the student's experience.

#4 Use “I” statements (not “you” statements) to avoid blame.

- Start sentences with phrases like “I feel” and “I’m concerned.”

#5 Actively listen to what the student is saying.

- Give your full attention to the student. Then state in your own words what you think you have heard.

#6 Don't jump into “fix it” mode.

- Sometimes students don't want you to fix their problem, they just want to be heard.

#7 Validate students' feelings.

- Tell students they have the right to feel the way they feel. Their feelings aren't right or wrong.



Starting the Conversation

ASCA

Career Conversation Starters

American School Counselor Association

ELEMENTARY SCHOOL



Premises

- All students have the opportunity to explore interests, abilities, values and goals with a certified school counselor.
- All students have freedom of postsecondary training and career choice.
- Career development should engage students, parents and community partners.
- Career development is a lifelong process beginning at pre-K.
- Students have the right to change their career aspirations and goals at any time.
- Career conversations are primarily strength-based.

MIDDLE SCHOOL



Premises:

- All students have the opportunity to explore interests, abilities, values and goals with a certified school counselor.
- All students have freedom of postsecondary training and career choice.
- Career development engages students, parents and community partners.
- Career development is a lifelong process beginning at pre-K.
- Students have the right to change their career aspirations and goals at any time.
- Career conversations are primarily strength-based.

Instructions: Determine the student's needs based on the corresponding ASCA Mindsets & Behaviors. Some students may need to address each Mindset & Behavior standard throughout the year, while others may only need to focus on a few. Adapt these questions to meet individual students' needs.

| ASCA Mindsets & Behaviors | Questions/Parents | Questions/Community | Questions and Prompts/Students |
|---|--|---|--|
| MINDSETS | | | |
| <p>Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being (M.1.)</p> | <ol style="list-style-type: none"> As you look over the last few months, what has your child accomplished that has been a real highlight? What challenges or struggles have you observed your child facing? As you think about post-high-school life for your child what skills might he/she still need to develop in order to be successful? | <ol style="list-style-type: none"> How would you characterize the quality of life (physical and mental health) of our community? If our students were at their best, how would our community be different (physically, socially and emotionally)? What kinds of programs/ services/resources would you like to provide in partnership with our school/district to help our students be their best? | <ol style="list-style-type: none"> Tell me about a time you felt proud of something you accomplished in the last few months. What has gotten in your way of these accomplishments in the past? What do you tell yourself when an assignment or activity is hard? What activities or places make you feel safe and valued? Why? Are there community activities in which you might enjoy being involved? (Or) In what community activities do you currently |





ASCA MINDSETS

Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being (M.1.)



Premises:

- All students have the opportunity to explore interests, abilities, values and goals with a certified school counselor.
- All students have freedom of postsecondary training and career choice.
- Career development engages students, parents and community partners.
- Career development is a lifelong process beginning at pre-K.
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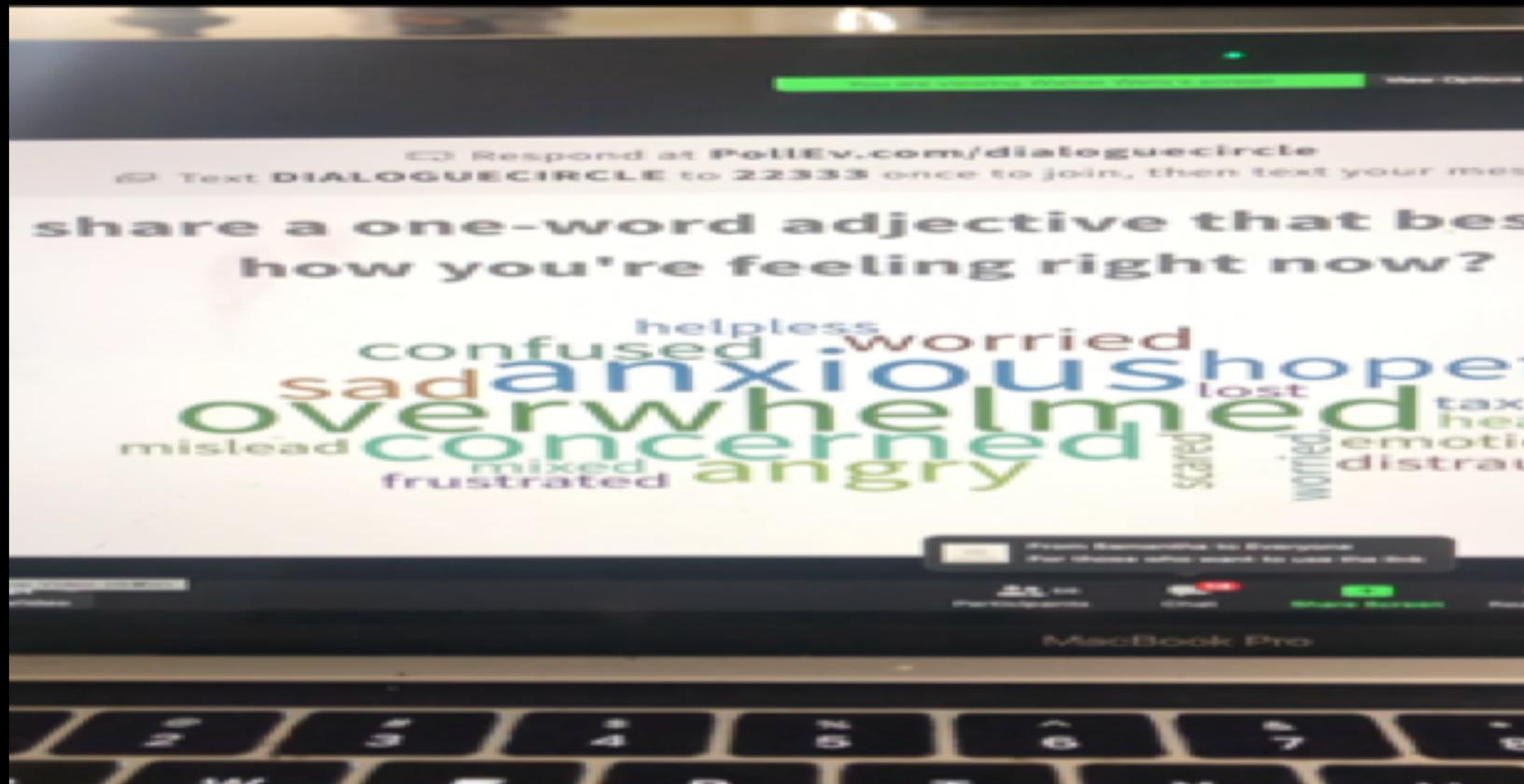
| ASCA Mindsets & Behaviors | Questions/Parents | Questions/Community | Questions and Prompts/Students |
|---|---|---|--|
| MINDSETS | | | |
| <p>Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being (M.1.)</p> | <ol style="list-style-type: none"> As you look over the last few months, what has your child accomplished that has been a real highlight? What challenges or struggles have you observed your child facing? Could you give me an example of a time when your child was faced with a challenge and he/she was able to successfully resolve the issue on his/her own? How do you know when you need to step in, be supportive or let children | <ol style="list-style-type: none"> How would you characterize the quality of life (physical and mental health) of our community? If our students were at their best, how would our community be different (physically, socially and emotionally)? What kinds of programs/ services/resources would you like to provide in partnership with our school/district to help our students be their best? | <ol style="list-style-type: none"> Tell me about a time you felt proud of something you accomplished in the last few months. What else would you like to accomplish this year? What has gotten in your way of these accomplishments in the past? How do nutrition and sleep play a role in your accomplishments? What's it feel like when you are faced with a new task in class? What do you tell yourself when |

NAVIGATING SOCIAL JUSTICE ISSUES IN COLLEGE AND CAREER ADVISING

DR. BENTLEY L. GIBSON



HOW ARE YOU FEELING?



WHY ARE YOU HERE?

WHAT IT MEANS TO BE AN ALLY

Being an ally means taking on the struggle as your own, standing up, even when you feel scared, and transferring the benefits of your insider group privileges to those who lack it without making it about you.

ALLY CONTINUUM





**CHANGE ATTITUDES.
CHANGE BEHAVIORS.
CHANGE DIRECTIONS.
CHANGE LIVES.
CHANGE POLICIES.
CHANGE VOICES.
BE AN ALLY.
BE THE CHANGE.**

KEY DEFINITIONS

- **Ism** – prejudice and/or discrimination on the basis of specified attributes (racism, sexism, ageism)
- **Bias** – the evaluation of one group and its members relative to another group



EXPLICIT BIAS

- 1) Self-reported
- 2) People are aware of them
- 3) Allows for time and motivation to think about before answering and acting on
- 4) Impact verbal (well thought out behaviors)

Examples of Self-Report Measures of Prejudice

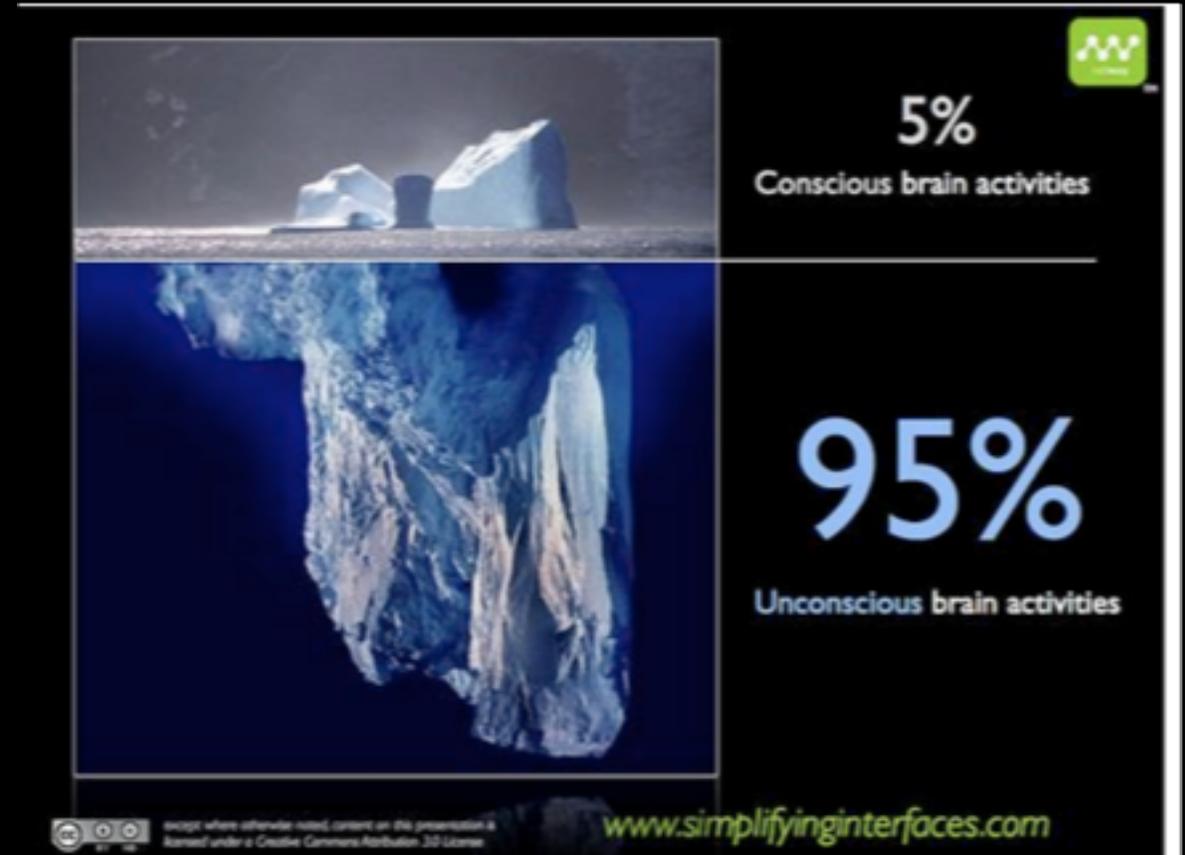
Modern Racism Scale

Over the past few years, blacks have gotten more economically than they deserve

Blacks are getting too demanding in their push for equal rights

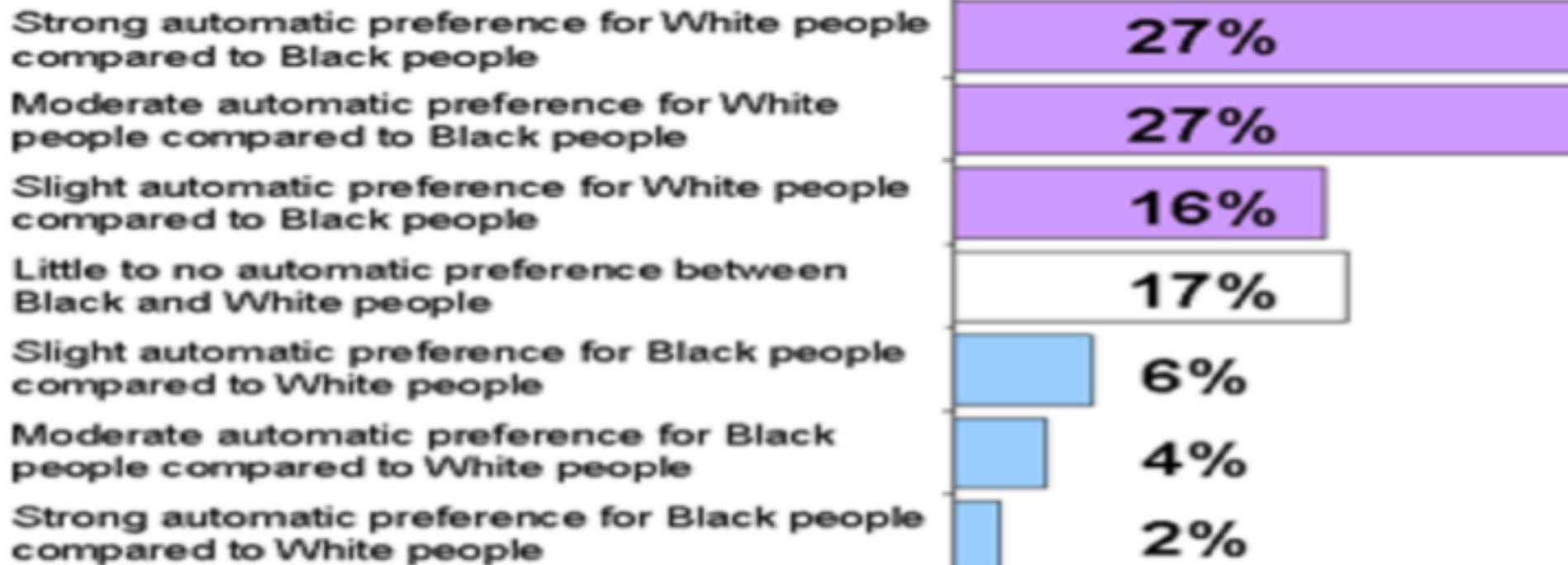
IMPLICIT BIAS

- Indirect
- Reactive rather than reasoned
- Unconscious biases
- Measured using reaction time



Implicit Race Bias Distribution

Percent of web respondents with each score



Implicit Gender Bias Distribution

Percent of web respondents with each score

Strong automatic association of Male with Career and Female with Family

24%

Moderate automatic association of Male with Career and Female with Family

32%

Slight automatic association of Male with Career and Female with Family

20%

Little to no automatic preference between gender and family or career

17%

Slight automatic association of Male with Family and Female with Career

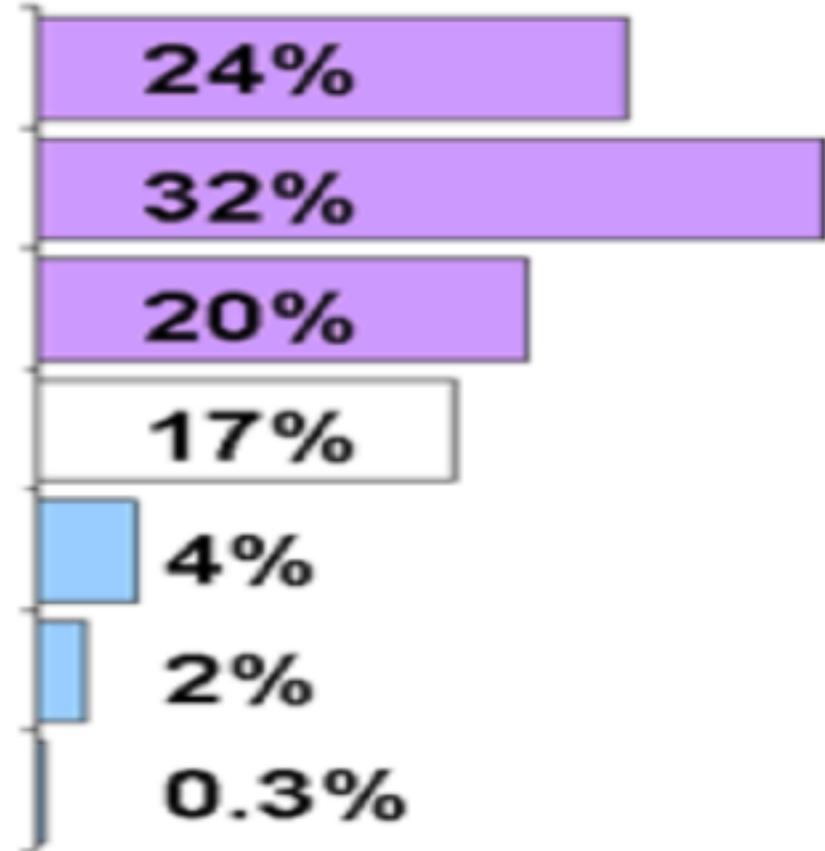
4%

Moderate automatic association of Male with Family and Female with Career

2%

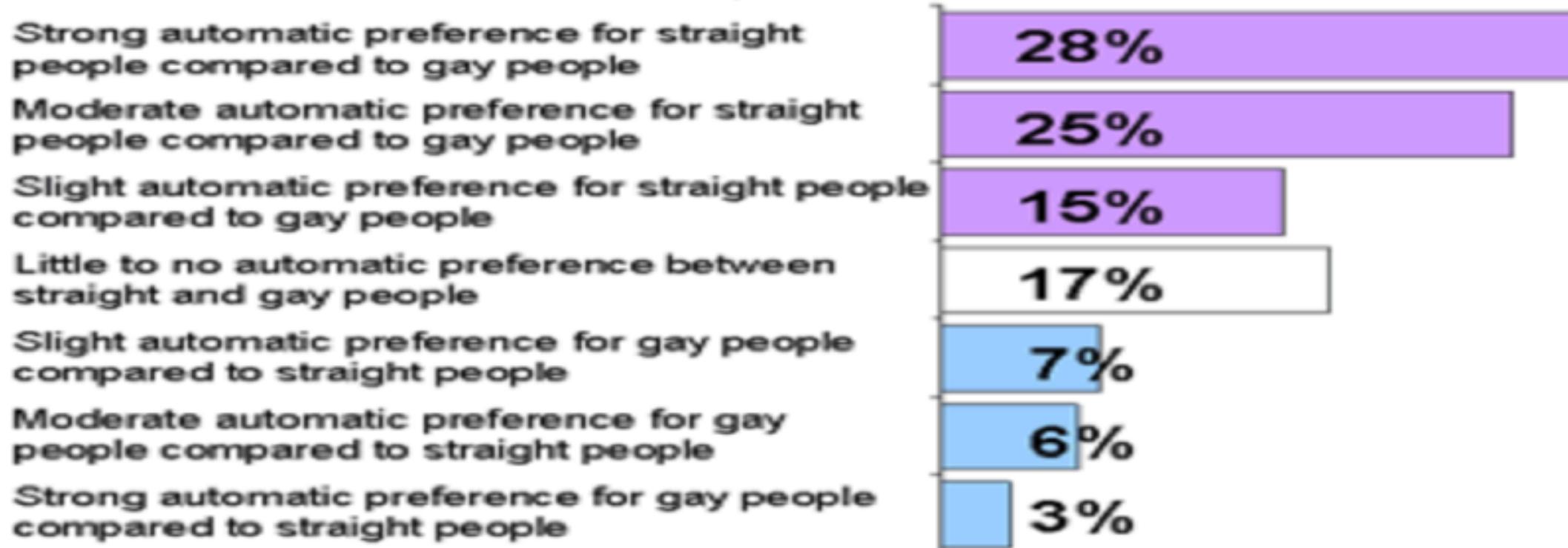
Strong automatic association of Male with Family and Female with Career

0.3%



Implicit Sexuality Bias Distribution

Percent of web respondents with each score



[Click for detailed summary](#)



**CULTIVATE AN AWARENESS
OF PERSONAL BIASES**

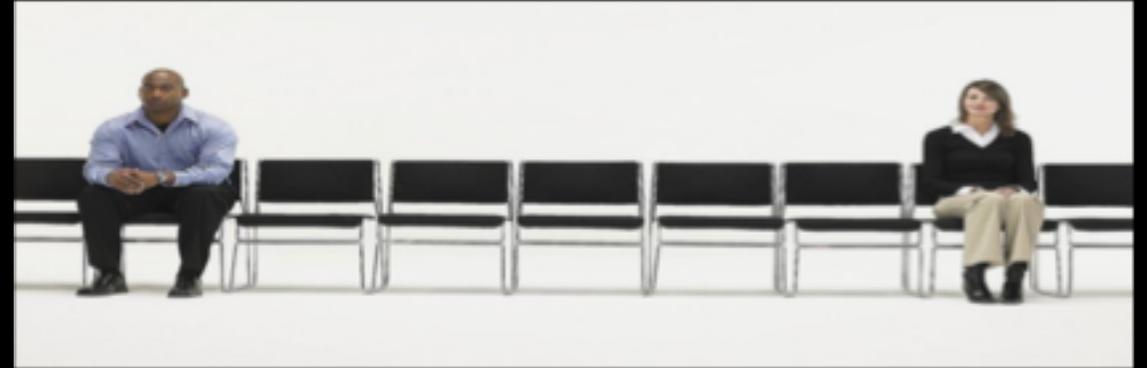
NONVERBAL BIAS

- Facial expression
- Body postures
- Gestures
- Eye contact
- **Space/Distancing**
- Tone of voice



SOCIAL DISTANCING AND BIAS

- Our biases lead us to social distance from outgroups (or negatively stereotyped group)
- If not conscious and strategic, societal social distancing due to COVID-19 can increase biases





**STUDENTS' PERCEPTION OF BIAS IN
POSTSECONDARY SETTING**

STUDENT PERCEPTION'S OF DISCRIMINATION AND BIAS:

“Being here at the institution has been a great experience. I remember when all the immigration stuff started with the governor, the class I was in we had a discussion about it and I remember the professor saying I will get sent back to my country. I remember everyone staring at me and laughing. It made me feel very sad and hurt. But I wasn't bothered with it because I AM a US citizen and I was happy I passed the class and didn't have to see the professor's face again.”



STUDENT PERCEPTION'S OF DISCRIMINATION AND BIAS (CONTINUED):

“A teacher I had this semester has expressed how intellectual my comments come off in class. The teacher often times portrays black culture in “ghetto” ways (making black culture and “hood culture” the same thing) playing movies like Blind Side and Dangerous Minds in class.”



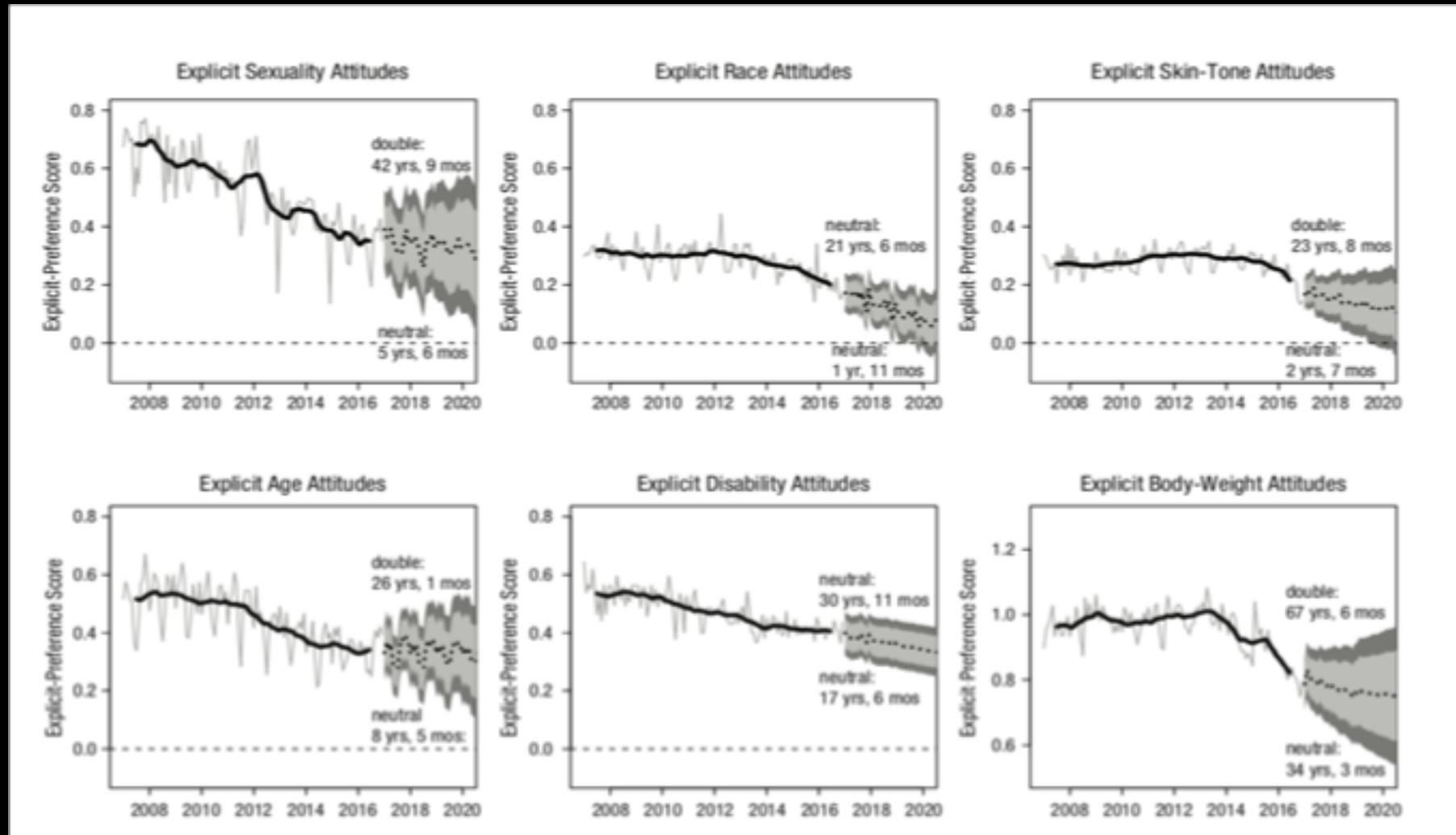
HOW IMPLICIT BIAS IS COMMUNICATED IN THE CLASSROOM

- Instructional Materials
- Curriculum
- Examples provided in the classroom
- Syllabus
- Verbal exchanges
- Non-Verbal Interactions
- Classroom Design

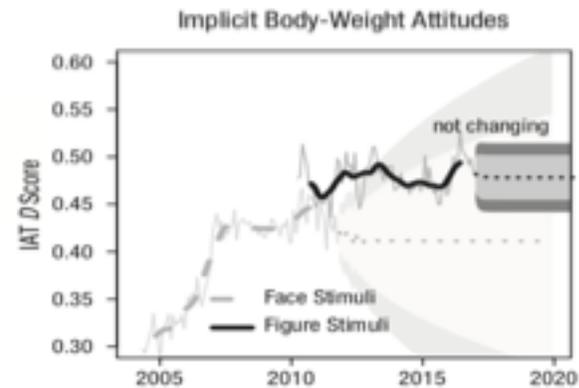
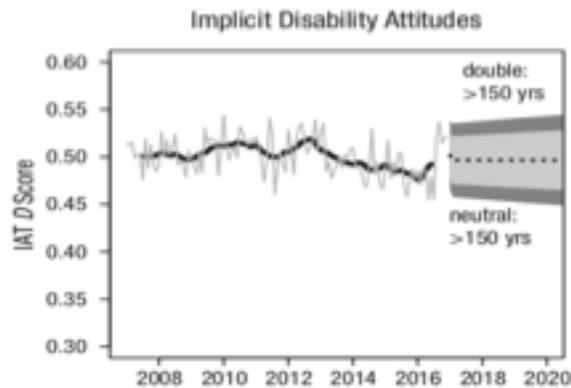
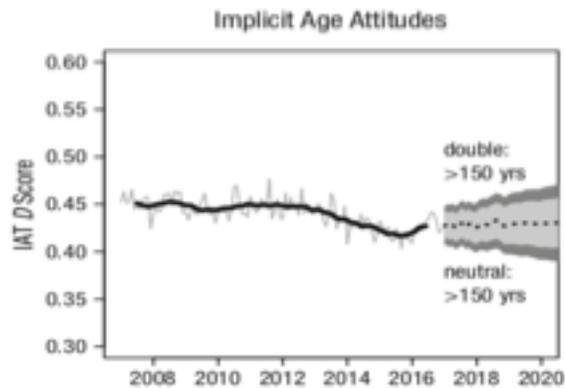
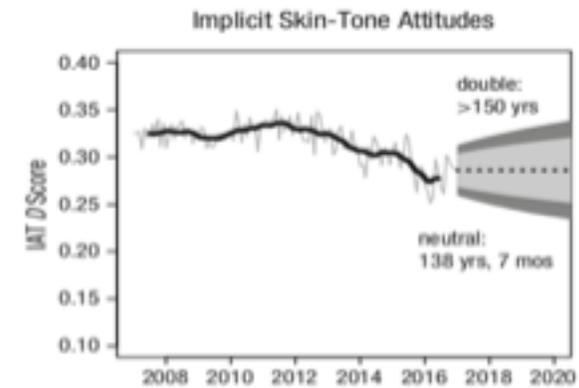
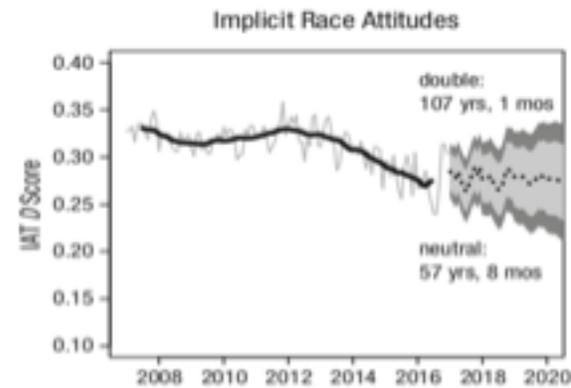
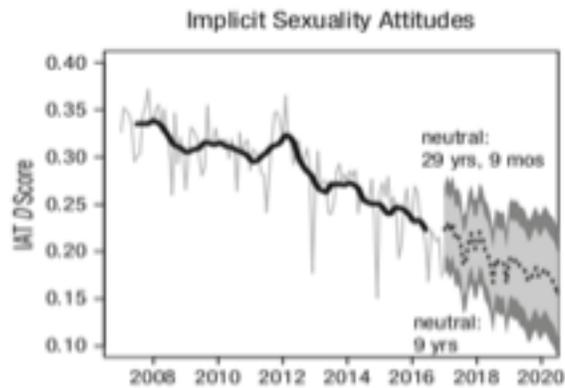


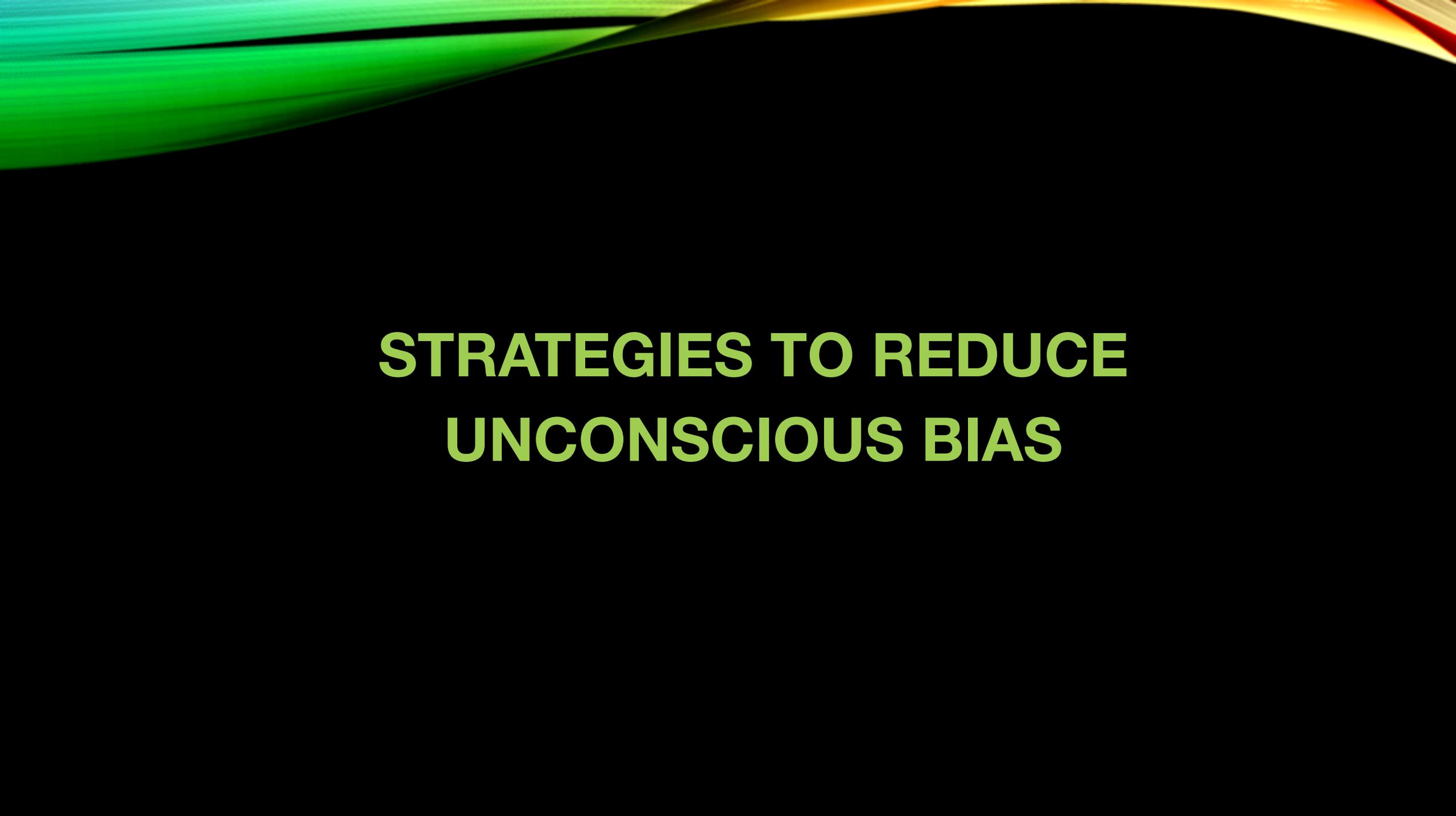
IMPLICIT BIAS DATA

ARE EXPLICIT BIASES CHANGING?



ARE IMPLICIT BIASES CHANGING?





STRATEGIES TO REDUCE UNCONSCIOUS BIAS

NEUTRALIZING UNCONSCIOUS BIAS

Vivid Counterstereotype

Shifting Group Boundaries Through Competition

Inducing Moral Elevation

Considering Racial Injustice

Highlighting the Value of a Subgroup in Competition

Priming Feelings of Non-Objectivity

Imagining Interracial Contact

Priming an Egalitarian Mindset

Instilling a Sense of Common Humanity

Training Empathic Responding

Perspective-Taking

Reducing Implicit Racial Preferences: I. A
Comparative Investigation of 17 Interventions

“A Bias Conscious Institution”

- Continuous Trainings – student work, administration/faculty/staff
- Cultural Climate Analysis



KEEP IN TOUCH

- www.thebiasadjuster.com
- Email – bgibson@thebiasadjuster.com
- Follow me **@TheBiasAdjuster** on



An aerial photograph of a winding asphalt road cutting through a dense, lush green forest. The road curves from the bottom left towards the top right. The text "Open Discussion" is overlaid in the center of the image in a large, white, sans-serif font.

Open Discussion

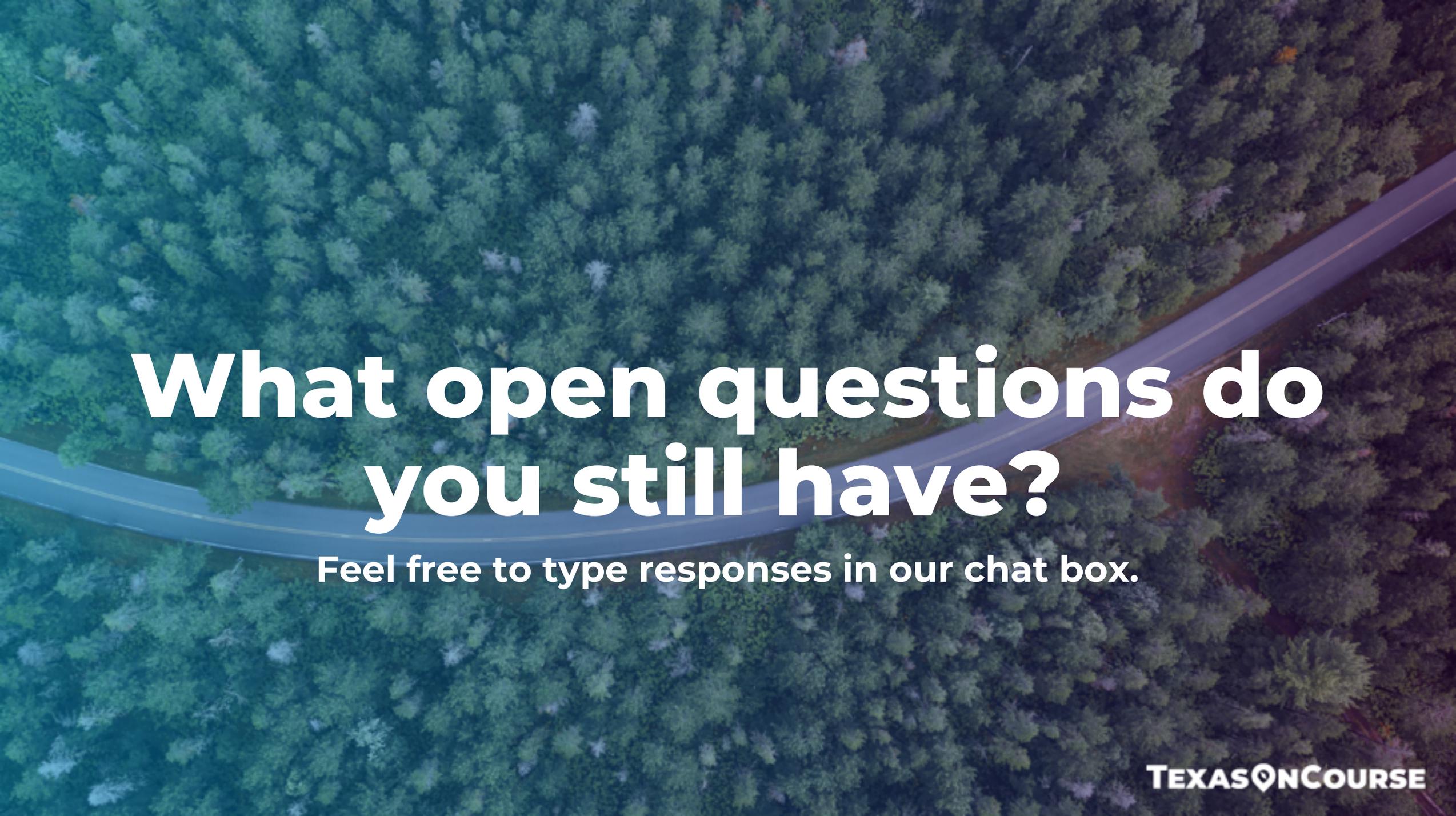
An aerial photograph of a dense green forest with a paved road winding through it. The text is overlaid on the image.

How can you implement the strategies shared in your college and career advising sessions?

Feel free to type responses in our chat box.

**What additional resources
can we provide on this
topic to help aid your
college and career advising
efforts?**

Feel free to type responses in our chat box.

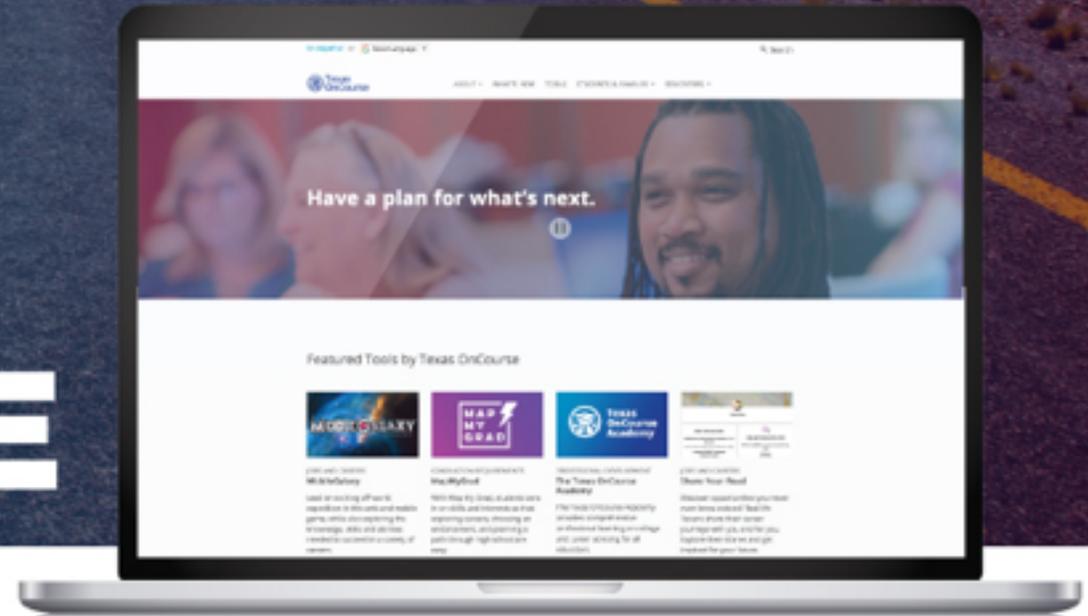
An aerial photograph of a dense forest with a road curving through it. The road is a two-lane asphalt road with a yellow center line and white edge lines. The forest is composed of various types of trees, including tall evergreens and shorter deciduous trees. The overall color palette is dominated by greens and browns, with a slight blue tint in the upper left corner.

What open questions do you still have?

Feel free to type responses in our chat box.



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Don't Miss a Thing



The Texas OnCourse Educator Playbook

Your monthly toolkit for
college and career success

TEXAS  NCOURSE

Our Top Resources to Bookmark for Next Year

WEBINARS IN 2020–2021

September 8, Adjusting to College Planning under COVID-19

October 13, Understanding the TSIA2

<https://texasoncourse.org/tools/monthly-webinar-series/>

An aerial photograph of a winding asphalt road with yellow lane markings, curving through a dense, lush green forest. The trees are thick and vibrant, filling the entire background. The road starts from the bottom left, curves towards the center, and then continues towards the top right.

Thank You

Stay tuned for our email follow-up with all of this information.

Take care and stay healthy and safe!