

COUNSELOR TRAINING INSTITUTE

MENTORSHIP, GUIDANCE, AND RETENTION: RACIAL ETHNIC MINORITY STUDENTS AT PREDOMINANTLY WHITE INSTITUTIONS

STRENGTHS:

ANCESTORS

HISTORY

FAMILY

COMMUNITY

CULTURAL VALUES

MENTORSHIP

EDUCATION

ETHNIC PRIDE

*SOCIAL JUSTICE
ADVOCACY*

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GENERAL STATISTICS

Racial Ethnic-Minorities (REMs) represent over 25% of the total U.S. population (U.S. Census, 2000)

By the year 2010, it is expected that 46% of the nation's school age youth will be students of color (Bank & Banks, 2000)

Ethnic-minority students comprise approximately 26% of total undergraduate student population (U.S. Department of Education, 2002)

REMs represent 59% of the undergraduate enrollment at 2-year colleges and 29% at 4-year institutions.

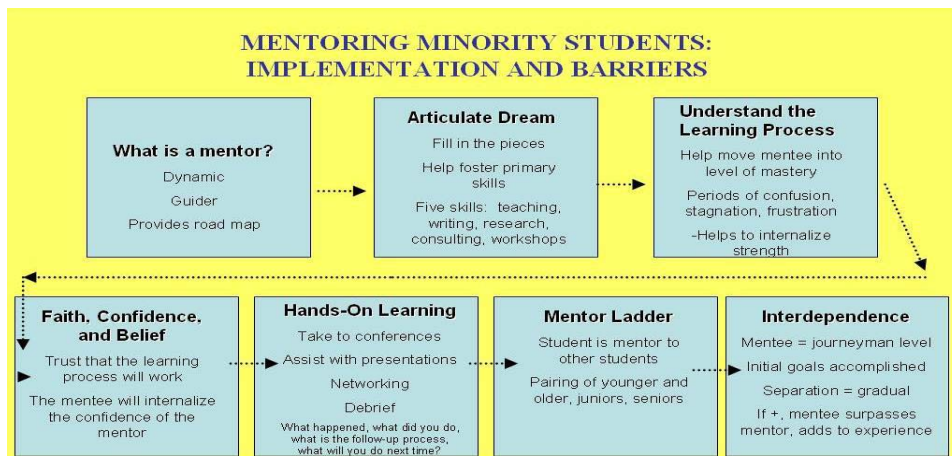
Whites represent 41% of the students enrolled in the 2-year system and 71% attend 4-year institutions (US Department of Education 2000)

REMs undergraduates earned 22% of the total baccalaureate degrees conferred in 2000-2001, while Whites earned 75% of the degrees (U.S. Department of Education, 2000)

MENTORSHIP

- ❖ Guides, and provides training and inside information
- ❖ Has advanced knowledge and are committed to the personal and academic development of the student (Ragins, 1989)
- ❖ Has power, social influence, and multiple roles in the relationship.
 - teacher, collaborator, role model, social advocate, protector, friend, evaluator, and social role.
- ❖ A mentor has the desirable skills: listening skills, patience, knowledge of the organization, ability to understand others, honesty, trust worthiness, motivator, visionary, confidence builder, and a leader (Allen and Poteet, 1999).

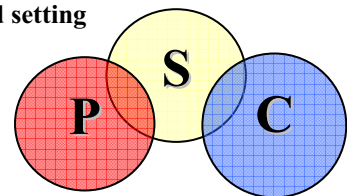
- ❖ Differs from a traditional advisor or counselor.
 - Seeks to enhance student development
 - Requirement for position success(Atkinson, Casas, and Neville, 1994)



FRAMEWORK (GLORIA AND RODRIGUEZ, 2000)

Address *psychosociocultural* connections to attend to student within contextualized setting

- **P** - sense of well-being – internalized racism and discrimination
- **S** - assess intimate relationships
- **C** - connection and validation of cultural values and beliefs



Culture can be the practice of one's ethnic background, the values, and customs that provide a norm for a social group. It can be viewed as tradition, a symbol system; a group's program for survival and adaptation to the environment.

Student Variables: Ethnic identity, acculturation level, parental educational, family values, gender roles, sexuality, SES, sociopolitical history, health challenges, education, values

REM Cultural Values: Time present, short term goals, extended self, community, collectivism, strong work ethic, strong religious orientation, spiritual, elders and youth valued, action oriented, mind and body related.

ADJUSTING LENSES

REM student bring social capital to US colleges and universities with multiple perspectives and multicultural views; Everyone can learn from each other. White students can learn from REMs, REMs can learn from whites and each other, faculty can learn from all students.

There are distinct disadvantages to the deficiency model. It is important that the institution hold high expectation for all REM students and that prejudice or stereotypes do not get in the way of assessing their potential and abilities.

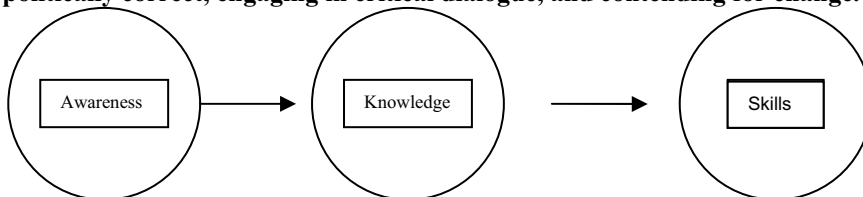
The learning outcomes are substantial for each group considering their backgrounds, hardships, and unique challenges. Yet, their drive, motivation, and potential is not any less than that of other students. The key is to examine how to best reach the new majority and meet its needs. (Future leaders)

CULTURAL COMPETENCE

Cultural competence is a skill not based on awareness alone. It is a combination of an acute understanding of a culture combined with knowledge of the people, its history, values, rituals, and practices.

Cultural competence is achieved by a genuine investment that involves self initiative on behalf of the advocate to read, educate, understand, and integrate into a culture. The understanding goes beyond reading texts but visiting cultural events, talking to people within the culture, interacting with students, and understanding and appreciating others' realities.

Cultural competence is developed over time with exposure and trial and error experiences. It requires moving out of one's comfort zone and entering a push and pull effect until you comfortable to discuss diversity beyond the politically correct, engaging in critical dialogue, and contending for change.



POPE & REYNOLDS, 1998

RECOMMENDATIONS:

- **Be candid with yourself and students**
- **Do self-exploration**
- **Do not hinder discussions or be afraid of what will happen if there is an open forum**
- **Consider dialogue**
- **Provide exposure**
- **Collaboration with community**
- **Bringing colleagues on board**
- **Advocacy**