

Culturally Appreciative Advising

A revision of Appreciative Advising* that is inclusive of cultural and developmental considerations**

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* Bloom, Hutson, & He, 2008

** Shaller, 2010; Torres, 2009; Torres & Baxter Magolda, 2004;
Torres & Hernandez, 2007; Zurita, 2005

Don't Settle

- Challenge deficiency frameworks-set a high bar of expectations.
- Strategy: Challenge and support students' continued development towards self-authorship.

Deliver

- Continue the conversation by following up with students' plans via email, phone call, or appointment.
- Strategy: Encourage students to reach out with questions or concerns

Design

- Co-create a plan to make their Dream a reality.
- Include ways that family can be involved in the process.
- Strategy: Recognize how plans need to be developmentally appropriate.

Dream

- Ask the issue or task they wish to resolve from the advising relationship.
- Strategy: Value the students' priorities on family--career aspirations and academic choices may be tied to family expectations.

Discover

- Ask questions to assess their strengths, skills, abilities, and involvement in student support programs.
- Assess the role that family plays in their college experience and college choices.
- Strategy: Use these questions to assess their developmental phase (external formulas, crossroads, self-authorship).

Disarm

- Create a warm, supportive, validating environment that embraces their cultural identity.
- Use disclosure of your own experiences and values to encourage students to open up about culture and family.
- Strategy: Discuss the adviser role and student responsibilities to establish appropriate expectations and trust in the advising process.

Determine Readiness

- Assess if they know the purpose of advising, and if they know how to "do advising."
- Recognize that Latina/o students may avoid or be resistant to advising (Torres, 2003).
- Strategy: Require students to come to an advising session.