



# The Advisor Advocate

## Culturally Engaging Advising

This term is defined by Samuel Museus in a 2021 article in the NACADA Journal. Museus describes "culturally engaging advising" as an approach to academic advising that research has shown to be beneficial to students from diverse backgrounds, in particular students of color. Culturally Engaging Advising combines approaches that are humanizing, proactive, and holistic, to better serve students from all backgrounds.

Humanizing	Proactive	Holistic
<div data-bbox="175 825 380 1020" data-label="Image"> </div> <p data-bbox="61 1062 509 1241"><b>Cultivate an advising relationship that shows an authentic investment in the student's success.</b></p> <ul data-bbox="61 1293 509 1965" style="list-style-type: none"> <li>❖ Use the Advisee's name and spell and pronounce it correctly - write a phonetic reminder for yourself to make sure you pronounce it correctly.</li> <li>❖ Share your own personal stories and struggles with advisees.</li> <li>❖ Find common ground: Can you find something in common with your advisee?</li> <li>❖ Be honest about their academic standing.</li> </ul>	<div data-bbox="646 835 938 993" data-label="Image"> </div> <p data-bbox="570 1062 1050 1241"><b>Bridge the gap between the student and resources that will help them now and in the future.</b></p> <ul data-bbox="570 1293 1050 1927" style="list-style-type: none"> <li>❖ Physically walk your advisee to an office when making a referral and introduce them to the service provider. These few extra minutes of your time help ensure that your advisee has a welcome introduction to the service (Museus and Ravello 2021).</li> <li>❖ Stay current with on-campus partners and services.</li> <li>❖ Establish required meetings with advisees to keep the advising relationship strong.</li> </ul>	<div data-bbox="1230 825 1438 1003" data-label="Image"> </div> <p data-bbox="1118 1062 1555 1192"><b>Understand non-academic factors impacting the student.</b></p> <ul data-bbox="1118 1245 1576 1965" style="list-style-type: none"> <li>❖ Take time to research and understand the factors affecting the student and their community.</li> <li>❖ Leverage resources available through academic journal articles, culturally-relevant literature, IUP's ethnic studies programs and DEI community, and digital resources created by students of color (for example, blogs, videos, and online communities)</li> <li>❖ Connect students to culturally-relevant learning opportunities.</li> </ul>

## An Example at IUP: Communications Disorders (Speech-Language Pathology)

Dr. Lisa Price, Program Coordinator, shares some examples of how her program is working to create more equitable practices in academic advising for their students.

**Assigning students to ONE advisor for the entire duration of their 4 year undergrad program.**



Dr. Lisa Price

“That way we get to know them very well so that they feel comfortable coming to us with challenges (not just about a grade but the hurricane that just damaged their family’s home or mono during exam week), we understand their individual needs (minor they want, honors college, sports, interests), and we follow them over time. That helps them feel connected to one faculty member and they are more likely to take us up on offers of assistance. They know we are looking out for them.”

### Requiring Office Hour Visits

To further strengthen the advising relationship, Dr. Price requires her advisees to check in via office hours at least once per semester, and twice in class. This could be something included in an [advising syllabus](#). Dr. Price says that she communicates expectations for how to prepare for these visits, and also gives the option of doing these visits with another student, which can help them feel more comfortable.

## References

Museum, S. D. (2021). Revisiting the Role of Academic Advising in Equitably Serving Diverse College Students. *NACADA Journal*, 41(1), 26–32. <https://doi-org.proxy-iup.klnpa.org/10.12930/NACADA-21-06>

Museum, S. D., & Ravello, J. N. (2021). Characteristics of Academic Advising That Contribute to Racial and Ethnic Minority Student Success at Predominantly White Institutions. *NACADA Journal*, 41(1), 13–25. <https://doi-org.proxy-iup.klnpa.org/10.12930/NACADA-21-90>

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