Proposal for the Asian, Pacific Islander, and Desi American Advising Community

There is a critical need for the Asian, Pacific Islander, and Desi American Advising Community (APIDA AC) within NACADA. It is important that advisors understand how APIDA students’ diverse backgrounds and experiences shape their decision-making processes. In addition to advocating for APIDA students, the APIDA AC will also provide opportunities for APIDA-identified advisors and allies to expand their knowledge of the APIDA community to better serve and support APIDA students and colleagues.

NACADA has an important role to ensure that professionals have adequate opportunities to learn about the complexities of the APIDA student experience to promote a culturally engaging and safe campus (Museus, 2014). In Fall 2019, 7% of enrollment among U.S. residents in postsecondary institutions identified as Asian/Pacific Islander, not including those who may identify with two or more races (NCES, 2022). There are wide variances in access to college, socioeconomic status, and college graduation rates across various ethnicities within the APIDA community (Vikash et al., 2022). Despite these variances, APIDA students are often held to the model minority myth that assumes Asian Americans “achieve universal and unparalleled academic and occupational success” (Museus & Kiang, 2009). As a result, institutions and organizations do not invest in resources that ensure APIDA student success. Other effects of these stereotypes include negative impacts to identity, inclusion, and mental health (Walton & Truong, 2022). The APIDA AC aims to help remove these systemic barriers by educating advisors to ensure that educational environments are equitable for APIDA students.

Additionally, the APIDA AC will help with the retention of advising staff. Model minority stereotypes also affect APIDA staff with workplace discrimination and mental health decline (Yu, 2020). The COVID-19 pandemic led to over 11,000 reported anti-Asian hate incidents or crimes, with several significant events on college and university campuses (Stop AAPI Hate, 2022). The APIDA AC will build a community of shared experiences for APIDA-identified advisors and allies, while also providing guidance and support to advisors working with students and colleagues who experience these incidents. In addition, The APIDA AC will also further contribute to scholarship and professional development for advisors and administrators to better serve the APIDA community in higher education.

Asian, Pacific Islander, and Desi American Advising Community Goals

1. Discuss current and emerging issues that impact APIDA students and communities.
2. Develop strategies to serve APIDA students better and help them achieve success.
3. Provide opportunities for APIDA advisors and allies to learn more about the APIDA diaspora and how to best support APIDA students, staff, and faculty.
4. Encourage members to become more active in scholarship and practice of advising in support of APIDA student success and staff/faculty wellbeing.

Proposed Co-Chairs: David To, Ed.S., and Elirissa Hui, Ed.M.
Steering Committee: Sue Strakowski, MA, and Patrick Fernandez, MPA
References


Museus, S.D., & Kiang, P.N. (2009). Deconstructing the model minority myth and how it contributes to the invisible minority reality in higher education research. New Directions for Institutional Research, 142, 5-15. https://doi.org/10.1002/ir.292


