It has been more than a decade since Museus and Ravello analyzed the roles that culturally engaging academic advisors play in producing equitable outcomes among racially diverse student populations. Their study highlighted the importance of humanized, holistic, and proactive advising in effectively serving students of color in particular. In this essay, one of the original authors discusses how a decade of research has built on this earlier analysis and summarizes evolving insights about the role of culturally engaging advising in supporting students of color. The article concludes with implications for future research, policy, and practice aimed at more equitably serving diverse populations.

**DISCUSSION QUESTIONS**

1. Thinking about how approaches to advising are often conveyed with case studies and sample dialogue, provide a vision of how Dr. Museus’s work would look, feel, and sound. In other words, based on what you have read, what would the student interaction look and sound like?

2. Dr. Museus noted three approaches advisors, particularly those who are White, can employ to support students of color effectively: invest energy in understanding students’ struggles, engage in continuous learning, and leverage one’s own privilege to empower students.
   a. In your self-assessment of these three approaches, where do you find opportunities to grow and expand?
   b. What strategies might you activate immediately to facilitate your growth and competency in these approaches?

3. Dr. Museus provides the following lessons for future policy and practice to move toward culturally engaged advising (p. 29):
   - Professional development opportunities
   - Manageable caseloads
   - Reflection on practice and “grappling with questions about how it can be more culturally engaging”
   - “Cultivating relationships with educators in culturally relevant curricular and co-curricular programs on their campus”
   - Make cultural engaging advising rewarded and evaluated (professional development; performance reviews; funding; awards)
   - Hiring practices
   a. In your practice, are you doing any of these well? Are there areas that you would improve and how?
   b. Is there anything you would add to this list?

4. Dr. Museus offers questions for self-reflection (p. 29-30).
   a. Discuss these four questions.
   b. What are some ways that you engaged in your own critical self-reflection beyond these questions?
   c. The second question asks: How do my students really know that I care about them? The theme of care comes up at various points in the advising literature. Is it possible to make the construct or theme of care measurable or actionable in advising practice?