



RESILIENCE REVEALED

Discovering goals within a developmental
framework for our own and our students'
success

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Resilience

1. The capacity of a strained body to recover its size and shape after deformation caused especially by compressive stress
2. An ability to recover from or adjust easily to misfortune or change

Definition from Merriam-Webster Free Dictionary

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Your Education

- What inspired you?
- What helped you get through when times were tough?
- What do you remember about your college advisor?



Advising is...

“Academic advising, based in the teaching and learning mission of higher education, is **a series of intentional interactions** with a curriculum, a pedagogy, and a set of student learning outcomes. Academic advising **synthesizes and contextualizes students’ educational experiences** within the **frameworks of their aspirations, abilities and lives** to extend learning beyond campus boundaries and timeframes.”

National Academic Advising Association

<http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Concept-advising-introduction.htm>

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**Information without
context or meaning
is limited in its
usefulness**

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Focus

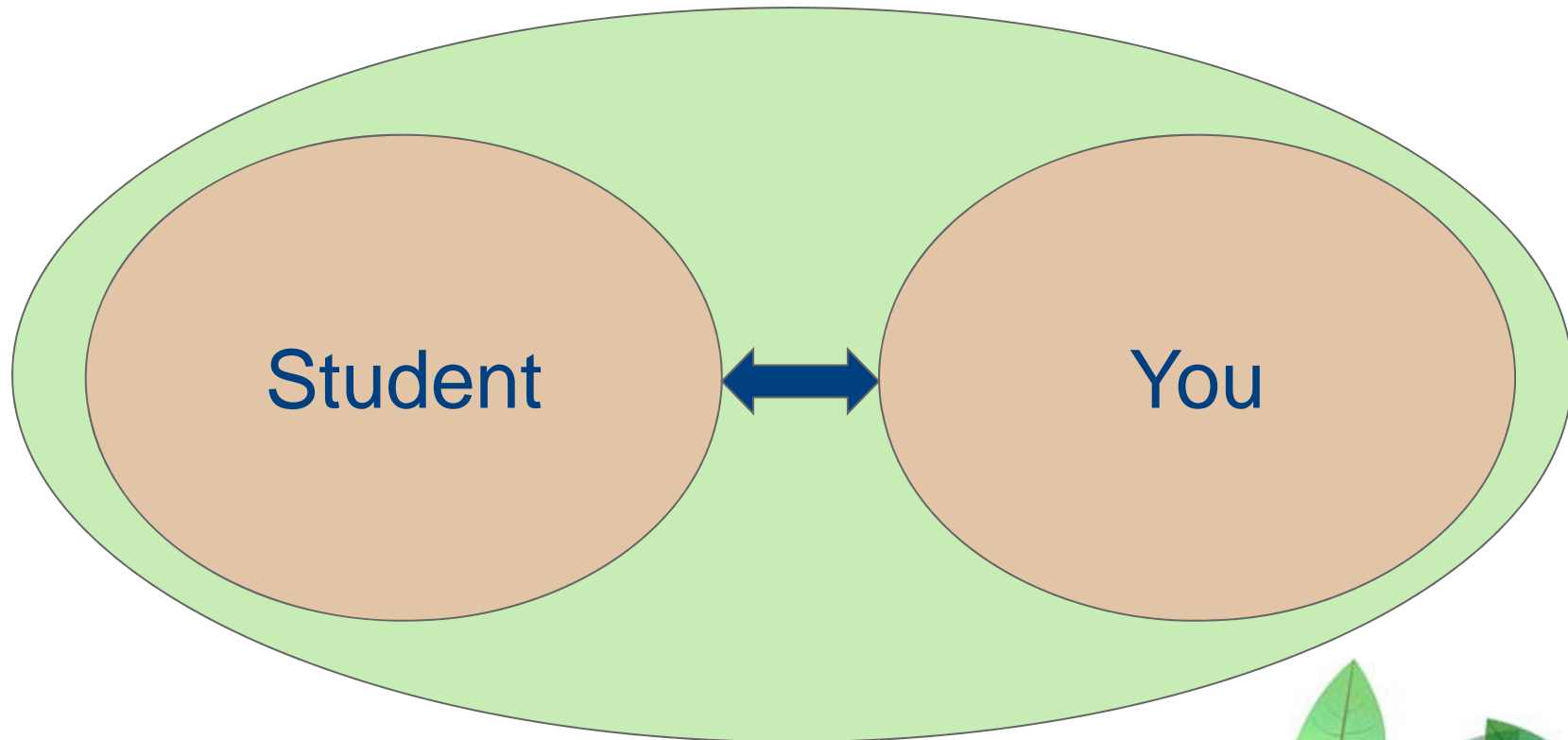
- “a series of intentional interactions”
- “synthesizes and contextualizes students’ educational experiences”
- “frameworks of their aspirations, abilities and lives”

- **Foster resilience**
- **Understand developmental and cultural context**
- **Clarify goals**

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“...a series of intentional interactions...”



Goals and Aspirations
Resilience and Abilities
Developmental Tasks

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The Student

- **Development**
 - Cognitive abilities
 - Emotional understanding and social development
 - Developmental tasks
- **Cultural Context**
 - Congruence between the university and culture(s) of origin
- **Goals**
 - Clarity
 - Flexibility
- **Resilience**
 - Sense of strength
 - Support



You

- **Development**
 - Your assumptions about the student
 - Where you are yourself
- **Cultural Context**
 - The cultural context in the room
 - The cultural context you bring into the room
- **Goals**
 - Those you impose on students, those you impose on yourself
- **Resilience**
 - Thriving and surviving in hard times
 - Burnout prevention



A Word About Cultural Competence

- Knowledge
- Awareness
- Skill

**...Of Self and Other and the ability to use
that to foster well-being and success**



Goals are Developmentally Influenced

[Calvin and Hobbes cartoon: Calvin demanding relevance and a good job from his education and his teacher telling him he has to work harder]

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Culture and Context Influences Development and Goals

- Life Tasks
- Values
- Social clock
- Financial resources
- Family and community needs and expectations



Culture and Context

- Culture broadly defined includes race, ethnicity, socioeconomic status, sexual orientation, religion, age, disability, indigenous origin, nationality and other aspects that shape our values, language and beliefs
- Dr. Wade Nobles defines culture as “a process which gives people general design for living and patterns for interpreting their reality”

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“Tell me, what is it you plan to
do with your one wild and
precious life?”

Mary Oliver

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Why Do People “Work”?

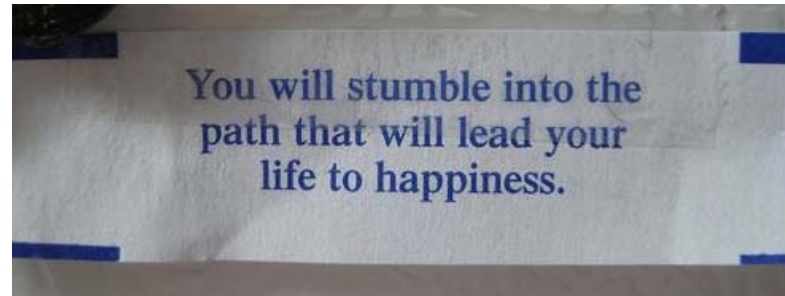
- Purpose and Meaning
- Self Determination
- Affiliation and Relatedness
- Survival and Sustenance

Blustein (2008)

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There are Many Right Ways to Set Goals



Yet certain characteristics help:

- Resilience – The case of Bella
- Flexibility – The case of Gertrude
- Resourcefulness
- Ability to regroup



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When the goal seems insurmountable, what helps you persist?

How has that changed throughout your life?

- Childhood
- Adolescence
- Early Adulthood
- Beyond

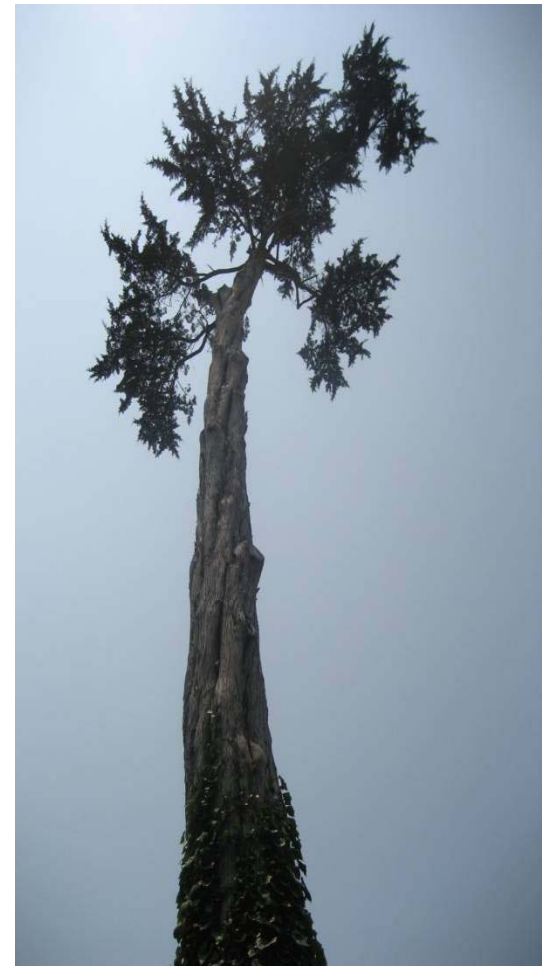
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“When I dare to be
powerful, to use my
strength in the service
of my vision, then it
becomes less and
less important
whether I am afraid.”

Audre Lorde

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Resilience

Yourself and Your Students

- Recognize when the plan needs to change
- Dare to be creative
- Take a break
- Find support in healthy others
- Examine your expectations



[Cartoon of Calvin and Hobbes: Each decision we make creates new opportunities and a need for a new decision]

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Recognizing when the fog is too heavy and knowing what to do



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“The problem is not that we have so little power. The problem is that we don’t use the power that we have.” (Goska, 2004, p. 49)



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