“I know I’m not your mother, but make good choices”: How Our Identities Shape our Advocacy Efforts

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October 7, 2021
NACADA Annual Conference
SESSION GOALS

1. Why?
2. Study Overview
3. Self-Reflection & Action
Poll Participation

To Join:
Visit “pollev.com/ararmstrong”
or
Text “ARARMSTRONG” to “22333”
Introduce yourself!
What do you think of when you hear or read the word "advocacy"?
01

WHY?
RATIONALE & LITERATURE

Competencies & Challenges
(ACPA and NASPA, 2015; Bestler, 2012; Boss et al., 2018)

Complex Nature of Advocacy
(Eaton, 2016; Harrison, 2014)

Need for Research
(Boss et al., 2018; Harrison, 2010, 2014; Karunaratne et al., 2016)
STUDY OVERVIEW
How might advocacy take shape for academic advisors at a public, mid-sized, 4-year university?

Primary Research Question
How might advisors’ social identities play a role in how advocacy takes shape for them?

Secondary Research Question
STUDY DETAILS

Study Design
Post-intentional phenomenology (Vagle, 2018)

Theoretical Perspectives
Critical Consciousness (Freire, 1970)
Intersectionality (Crenshaw, 1989, 1991)
Emotionality (Armstrong, 2020)

Participants and Data
10 advisors
2 interviews and written anecdotes
Try to think of a recent experience that prompts you to think of “advocacy.”

- Think about the event chronologically.
- Describe what you saw, what was said, what you heard, how you felt, what you thought.
- Try to describe the experience like you are watching it on film.

Individual Reflection
PRELIMINARY FINDINGS

tentative manifestations

Social Roles

Association
SOCIAL ROLES

● Mother
  ○ “I never understood where parents were coming from until I had children” (Laura)

● Engineer
  ○ “So when you asked to write about feelings and thoughts, I was like, ‘I'm going to need 17 million more cases for that’” (Kelly)
ASSOCIATION

● Gender
  ○ “I don't know that that same student would have necessarily felt comfortable asking the same of a male advisor. So, I recognize that that shared identity can be valuable at points” (Jessie)

● Veteran
  ○ “I can't say I knew. I had an idea, I could relate to what that must be like and how demoralizing and how just awful that would feel to be in a situation like that” (David)
Race and Ethnicity

- “And I will, whether it's good or bad, work my butt off to help first gens or underrepresented students in any way I can” (Kelly)
- “I get a little bit more worried, especially when students of color are talking about financial aid” (Olivia)
SELF-REFLECTION & ACTION
https://tinyurl.com/armstrongworksheet
Identities and Roles in Relation to Advocacy in Advising

(List the ways you identify in the first 2 columns and check all that apply in the last 3 columns)

<table>
<thead>
<tr>
<th>Social Identities (e.g., age, gender, social class, race)</th>
<th>Social Roles (e.g., parent, caretaker, spouse)</th>
<th>Those that have afforded you power or privilege</th>
<th>Those through which you've experienced marginalization</th>
<th>Those that influence your advocacy efforts</th>
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Adapted from The National Intergroup Dialogue Institute’s Social Identity Profile (University of Michigan)

Armstrong, A. (NACADA Annual Conference, October 2021)
What is one thing you'd like to stop, start, and/or continue doing after today's session?
THANKS

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