

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

Dr. Amanda Armstrong (she/her)

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!



Powered by  **Poll Everywhere**

Start the presentation to see live content. For screen share software, share the entire screen. Get help at pollev.com/app

What do you think of when you hear or read the word "advocacy"?



Powered by  **Poll Everywhere**

Start the presentation to see live content. For screen share software, share the entire screen. Get help at pollev.com/app



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)



02



**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?

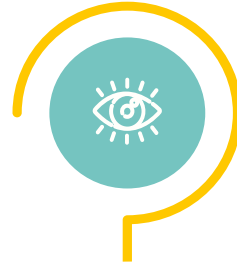
Secondary Research Question

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

Individual Reflection

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.

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)

ASSOCIATION

- 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)



03



**SELF-
REFLECTION
& ACTION**



[**https://tinyurl.com/armstrongworksheet**](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)

Social Identities (e.g., age, gender, social class, race)	Social Roles (e.g., parent, caretaker, spouse)	Those that have afforded you power or privilege	Those through which you've experienced marginalization	Those that influence your advocacy efforts

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

Please connect:

ararmstrong@vt.edu

[linkedin.com/in/ararmstrong](https://www.linkedin.com/in/ararmstrong)

CREDITS: This presentation template was created by **Slidesgo**, including icons by **Flaticon**, and infographics & images by **Freepik**