Overview

In April 2015, NACADA members were introduced to the topic of Academic Advising and Social Justice: Privilege, Diversity, and Student Success in the Web Event venue by a presentation team sponsored by the association’s Inclusion & Engagement (then Diversity) Committee. Knowing that academic advising personnel must understand social identities in order to identify the challenges students face when interacting with various campus systems—but are often untrained in dealing with issues of diversity and privilege—our presenters shared information and strategies that can help advisors form stronger relationships with students, identify specific challenges and roadblocks facing students, and create individualized solutions to increase student success and retention.

At the 2018 NACADA Annual Conference in Phoenix, three presentation teams drew large audiences and rave reviews when they took this conversation to a deeper level. Members of those teams have combined to bring the conversation to our Web Event platform. In this webinar, our presenters will challenge participants to engage in critical reflection about themselves and the profession to better understand how we can hear our students lived experiences and work towards being the best possible allies for them. Are there ways in which we unwittingly contribute to the maintenance of oppressive systems that do not serve all students equitably? How can we process our discomfort as a participant in oppressive systems? The presenters will examine the role of emotionality for both advisors and students in this important dialogue, discuss contemporary advising approaches and explore the concept of counternarratives as a means to work towards social justice in advising. They will offer frameworks in which advisors’ convictions and practices can align to disrupt oppressive systems and place social justice at the forefront of our work.

Pre-Webinar Activity Suggestions

Preparing to enter where you are for this webinar, reflect on the following questions:

1. What training, professional development opportunities, and/or resources have you engaged with around social justice? How were these helpful to you as an advisor/administrator?
2. What does social justice mean to you?
3. What concepts grounded in social justice do you struggle with or find difficult to understand?
4. What practices do you currently implement to provide equitable resources to your students?
Post-Webinar Activity

“Who am I?” Activity:

Respond to the question “Who am I?” by listing ten words that describe who you are. Cross off the three words that you can most readily discard, then three more, then three more, until only one word is left on the list. The one word presumably represents the descriptor that most accurately describes who you are and is most important to your sense of self. In other words, the remaining word represents the identity descriptor that you are least willing to give up. Adapted from Jones & Abes (2013, p. 80).

Moving Forward

Consider more systemic ways to bring social justice into your practice.

Connect the ways in which we have been socialized to the systems we operate within (institutions, policies, practices) and how these systems function to uphold the status quo.

Use your voice and positionality. Be the “squeaky wheel” on your campus.

When we are invited to tables, think about the voices not present/not represented.

Advocate for students and stories that challenge the way things have historically been done.

Examine policies and practices through a critical lens.

Support yourself and find community so that you are able to stay with the work when it feels difficult.


Responding to Microaggressions

Separate intent from impact: “I know you didn’t realize this, but when you __________ (comment/behavior), it was hurtful/offensive because__________. Instead you could___________ (different language or behavior.)”

Share your own process: “I noticed that you ___________ (comment/behavior). I used to do/say that too, but then I learned____________.”

Sharing an apology and appreciation: “I apologize for __________ (comment/behavior). Thank you for educating me about why this is hurtful/offensive, and I have learned___________. I appreciate you giving time and energy to have this conversation with me.” (Avoid being defensive when this conversation happens. Don’t explain your intent, because it is about the impact in this moment.)
References and Resources


Resources on Social Justice in the NACADA Clearinghouse: https://nacada.ksu.edu/Resources/Clearinghouse/Social-Justice.aspx

NACADA Webinars available in the NACADA Store:

Academic Advising and Trans Equity: Building Our Tomorrow: https://my.nacada.ksu.edu/Resources/Product-Details?ProductsDetails=yes&ID=REC092MASTER

Intersectionality: Understanding Our Students’ Multifaceted Identities: https://my.nacada.ksu.edu/Resources/Product-Details?ProductsDetails=yes&ID=REC068CD

NACADA Webinars available on YouTube:

Academic Advising and Social Justice: Privilege, Diversity, and Student Success: https://www.youtube.com/watch?v=LrmQHqXgDVE&feature=youtu.be

Expanding Your Comfort Zone: Strategies for Developing Cultural Competence in Academic Advising: https://www.youtube.com/watch?v=Kt3LaH Xmkv&feature=youtu.be

LGBTQA Ally Development and Advocacy Empowerment for Academic Advisors: https://www.youtube.com/watch?v=dBMcjuruI&feature=youtu.be

Virtual Keynote from Dr. Tyrone Howard: Why Equity Matters: https://www.youtube.com/watch?v=IXLgymg8j3w&feature=youtu.be
Social justice work is commitment to a process. We acknowledge that we are all in different places on this journey.

We don’t come to you as the experts to tell you how to do it right. We come with offerings of theory on social justice and opportunities to reflect so that you may further work it into your practice.
How to Use this Webinar

---

NACADA Core Values and Principles

Our Vision and Mission

- NACADA’s Vision:
  - Transforming the academic advising and the core of student learning, helping students achieve academic, personal, and professional success in their pursuit of lifelong learning.

Core Values:

1. Student success — NACADA embraces the holistic well-being of students.
2. Social responsibility — NACADA values the ethical and moral responsibilities of academic advising.
3. Collaboration — NACADA recognizes the importance of collaboration and networking.
4. Advocacy — NACADA advocates for the interests of students and advising.
5. Leadership — NACADA promotes leadership and professional development.

Core Competency Areas

- Conceptual
  - Core competency in the conceptual component focuses on academic advising that understands NACADA values.
  - The history and role of academic advising in higher education.
  - NACADA’s Core Values of Academic Advising.
  - Theory relevant to academic advising.
  - Academic advising approaches and strategies.
- Reflective
  - Reflective practice related to academic advising.
- Practical
  - Practitioner skills and competencies.
- Ethical
  - Ethical standards and responsibilities of academic advising.
  - Careful and inclusive environments are created and maintained.

---

Core Concepts

- Equity
- Equality
- Liberation

Why Social Justice in Higher Education?


Why Social Justice in Academic Advising?

- Race
- Class
- Age
- Gender
- Education
- Sexuality
- Language

- Image courtesy of EyeTopEve.com

Advisors as Educators and Advocates

“Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom.”

(Freire, 2000, p. 34).
Positionality

Kathryn Pauly Morgan (1996)

Cycle of Socialization (Harro, 1982)

Model of Multiple Dimensions of Identity (MMDI)

Who Am I?
1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9.

Intersectionality

Outliers vs. Counternarratives
What do we do with these?

Emotional responses can be triggered by everyone involved.

Recognize your responses and process them mindfully to better engage in the difficult dialogue.

The Embodied Experience

Oppressed Identity
- Battle fatigue

Privileged Identity
- Sweet nothingness

Advising practices
- Validate the experience
- Listen to understand
- Acknowledge inequitable structures within higher education.

White Fragility

Set of emotions that protect white people's self-esteem triggered during conversations about race and moments when race is salient (DiAngelo, 2018)

Check out the podcast series “Seeing White” through Scene on Radio!

White Fragility

Common Triggers:
1. The perception that racism only refers to extreme acts of violence, severe acts of discrimination, and overt use of harmful language
2. Disruption of unracialized identity

DiAngelo (2018)

For people of color, the privilege of being seen (and seeing themselves) as unique individuals outside the context of race cannot be taken for granted. Talking about race and racism in general terms such as white people is constructive for whites because it interrupts individualism. But racial generalization also reinforces something problematic for people of color—the continual focus on their group identity. Furthermore, it collapses many racial groups into one generic category, thereby denying the specific ways that different groups experience racism. While people of color share some experiences of racism overall, there are also variations based on a specific group's history. (pp. 89-90)
Emotions and Physical Reactions

- How to feel uncomfortable
  - Acknowledge sensations
  - Set aside judgments
  - Provide support

Takeaways

1. Oppressed identities have different embodied experiences than privileged identities
2. Social justice work requires emotional work, commitment, and preparedness
3. This is work that is done with our minds, bodies and hearts

Moving Forward

- Move from being advisor to advocate
  - This works is always ongoing...
  - It takes energy
  - Feels lonely at times
  - Can feel insignificant when we are up against slowly-shifting campus cultures
  - How do we make change?
  - We need to find allies in this work... join the Social Justice Advising Community

Academic Advising for Social Justice: Theory, Reflection, and Practice

Presenters:
- Jayne K. Sommers, University of St. Thomas
- Quinn Nelson, University of Minnesota
- Ariel Collatz, University of California-Davis
- Kyle W. Ross, Washington State University