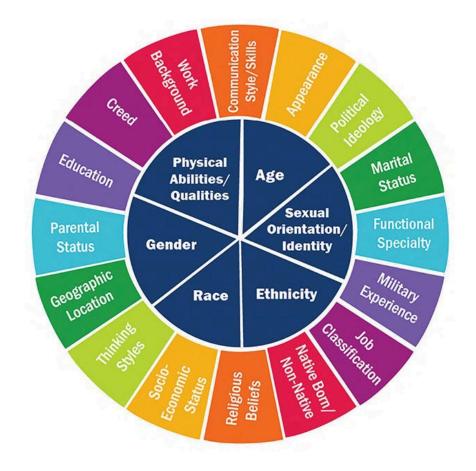# Group Activity #1 – The Identity Wheel

- Individual reflection on 1 or 2 questions below:

    - *Q1. Which identities and/or positionalities most strongly shape how you see and move through the world?*

    - *Q2. What identities do you think about least often, if not at all?*

- Share with a partner

Identity refers to a complex set of personal characteristics, social categories, and cultural affiliations through which individuals define themselves and navigate their social interactions.

Positionality refers to how differences in social position and power shape identities and access in society.

Adapted from

https://www.mgma.com/articles/how-medical-practices-can-continue-the-journey-toward-diversity-acceptance-and-inclusion

Misawa, M. (2010). Queer Race Pedagogy for Educators in Higher Education: Dealing with Power Dynamics and Positionality of LGBTQ Students of Color. *International Journal of Critical Pedagogy, 3* (1), 26-35. http://libjournal.uncg.edu/ijcp/article/view/68.

Group Activity #2 – Applying the Reciprocal Learning Partnership Framework

Step 1. Select an Equity Issue

Select 1 issue for your group.

Or you can come up with your own equity issue based on your understanding of the data.

☐ *Issue 1. Latine students are less likely to graduate in the amount of time expected, even when they attend full-time, keep their original major, and complete ed plan in/before their 1st semester.*

☐ *Issue 2. Part-time students are less likely to graduate in the amount of time expected.*

☐ *Other: _____*

Step 2. Engage in Reciprocity

Fair exchange of knowledge to co-construct equity actions.

Make sure we are building on one another's knowledge.

Consider our unique roles, areas of work, initiatives we are a part of, and other relevant context.

Sample guiding questions

- **Beliefs about Students:** *How is our own identity influencing our beliefs about students and learning?*
- **Root Causes:** *How can we leverage the diverse perspectives and experiences within our group to better understand the root causes of the equity issues identified in the data?*
- **Best Practices:** *What strategies have been successful in addressing similar equity challenges in other contexts, and how can we adapt them to our specific circumstances?*
- **Students' Point of View:** *How might the experiences of our Latine students and/or part-time students inform the development of targeted interventions?*
- **Policy & Practical Implications:** *How do our students' identities factor into our decision-making around policies and practices?*

Use this box for note-taking.

Step 3. Co-construct 1 Equity Action

Based on the discussion of step 2

Explicitly prioritize equity (over equality) and prioritize identity over dominant forms of access and success

Focus on improvement ideas/changes within our control

Sample guiding questions

- *What will we do to engage and dismantle inequity?*
- *What co-constructed action are we going to take to tackle the equity issues we have named?*
- *What have we done to expand our knowledge and understanding of the diverse needs of our students?*

Bonus point: turn this co-constructed action into a SMARTE Goal

SMARTE GOAL

Specific	who, what, how (when, where, which, why)
Measurable	metrics to measure progress and determine success
Achievable	how, tools, skills, importance
Relevant	why, makes sense, alignment with the broader goal
Time-bound	realistic timing
Equitable	how does this goal help/support equity outcomes?

Share your action.

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SMARTE goal:

Step 4. Conduct a critical reflection
(to do after today)

Reflect on changes in practice with a focus on equity efficacy

Orange, T., & Isken, J. (2021). Reciprocal Learning Partnerships for Equity: Supporting Educators to Critically Reflect, Disrupt, and Take Action, from *Preparing and Sustaining Social Justice Educators*.