

Affective Labor Map Reflection

Introduction

Onboarding an entire institution to diversity, equity, and inclusion initiatives is no small task when we consider the diverse sets of ideology, experience, and knowledge that people arrive with to our institutions. At the Center for Participatory Excellence, we believe that real change for equity requires meaningful participation from all college employees. We also believe that all employees are capable of this work when given the proper resources, knowledge, training, and support.

Individuals' motivations and responses are shaped by a variety of influences. As such, educators approach teaching and learning from a wide assortment of perspectives. Even when we subscribe to a common goal (like student success) we all have different understandings of what that means and how we get there. Institutional leaders need to make strategic and organized actions to coordinate efforts towards institutional goals.

When it comes to equity goals, change agents play a critical role in providing the scaffolding needed for people to

- Establish what it means to be an equity-minded practitioner at your institution
- Understand equity threshold concepts
- Attend to existing ideologies at your institution

Once this cultural change happens, people will be able to act as equity-minded practitioners to close opportunity gaps. In order to change people's perspectives and practices, change agents must connect to people's current ideologies, knowledge bases, and identities. In this activity, you will explore a framework that can help with this task.

Purpose

The purpose of this activity is to introduce change agents to a framework for understanding how people's current ideologies, knowledge bases, and identities influence their motivations.



Definitions

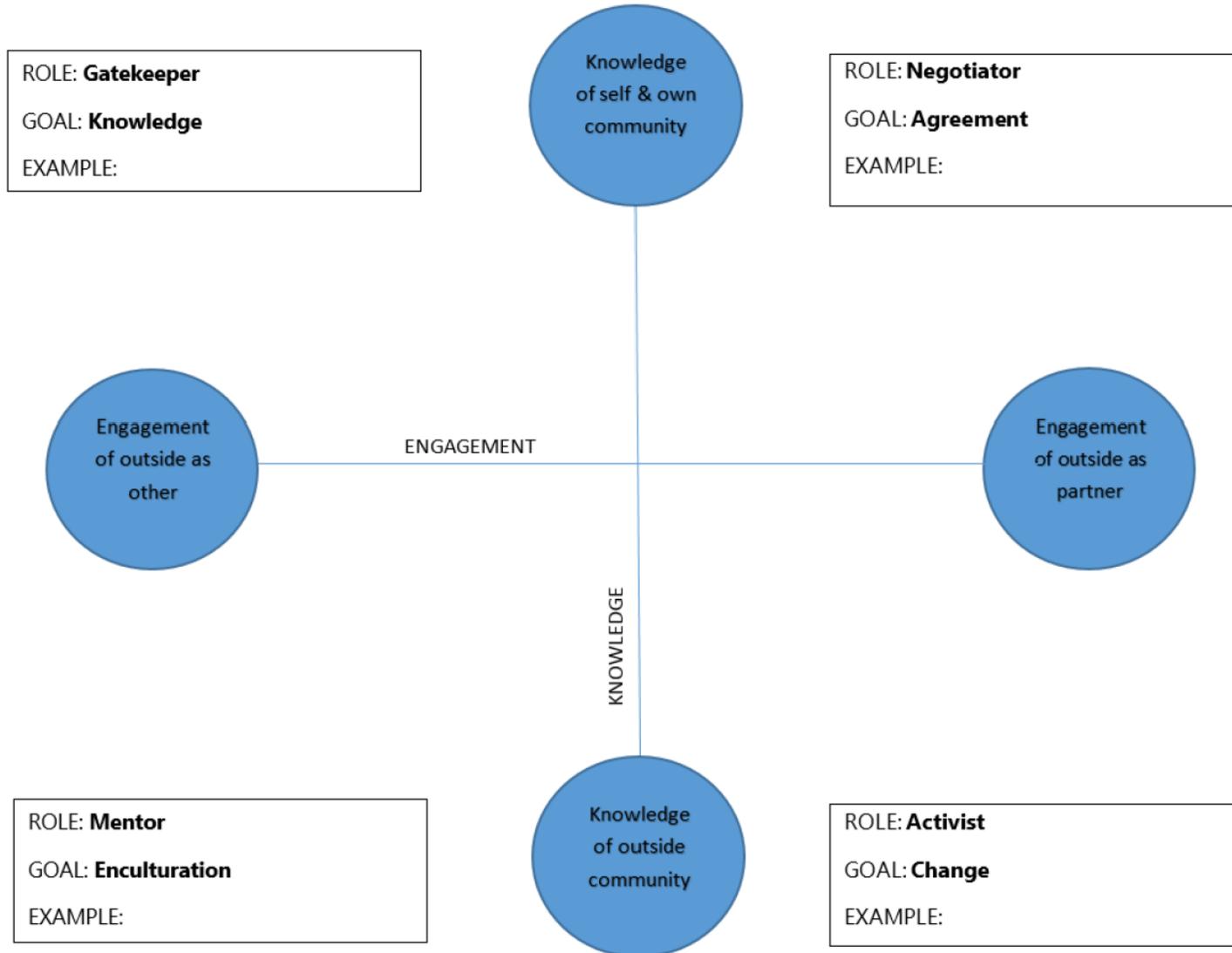
Affective Labor work that produces or modifies emotional experiences

Threshold Concept a concept that once understood changes how an individual understands, perceives, and experiences other concepts.

Directions

1. Ask questions and take notes as your facilitators explain the Affective Labor Map.
2. Answer the reflection questions on page 3.
3. Discuss your answers with collaborators from your institution.

Affective Labor Map



Reflection Questions

Plot yourself on the Affective Labor Map. Why did you place yourself in that location, and what do you value about this role?

Which quadrant do you identify the least with and why?

What problems can arise when two people are communicating about student success from different quadrants?

How can you use this framework at your institution to engage faculty, staff, and administration?

What threshold concepts are critical for foundational change at your institution? Are there different threshold concepts that are critical for different quadrants?
