ACADEMIC SENATE & FACULTY
OF CAÑADA COLLEGE

LISTENING SESSION

SEPTEMBER 2021- PREPARED BY
ÁSE POWER CONSULT

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PURPOSE

A listening session is an empathy-centered conversation tool that offers internal and external stakeholders an opportunity to provide greater insight into how Cañada College can generate DEI/EDAI resources across multiple platforms and departments. A listening session is similar to a focus group but provides stakeholders with an opportunity to connect to needs and requests more deeply.

The listening session will explore how the Academic Senate/Faculty can help the college foster effective communication platforms, specific transparency frameworks, and inclusive practices.

ÁPC will integrate listening session data and content from the upcoming cultural audit into a recommendation report that will define how Cañada College can begin to disrupt previously identified inequitable systems and develop DEI/EDAI action items to include in future educational master planning.

The listening session will utilize a non-violent communication framework and will not be recorded per leadership advisement. Data capture will occur via note-taking, and no transcription will be available following the session.

HIGHLIGHTED RESPONSES

According to Cañada College's website, "the Academic Senate provides for the effective participation of faculty in participatory governance and assumes primary responsibility for making recommendations to the college administration and district in the areas of the curriculum and academic and professional standards." (Cañada College, n.d.)

The responses below reflect comments collected from Cañada College's 2021 Faculty Return to Campus Survey. Throughout the listening session, faculty can reference responses highlighted on this page when responding to facilitator questions.

SPRING 2021 FACULTY RETURN TO CAMPUS SURVEY

COVID-19 RELATED CONCERNS

82% of full-time and part-time faculty expressed concerns about returning to in-person instruction. The comments reflect some of the common concerns shared in the survey.

- Need for more Personal Protective Equipment (PPE) Ex: "PPE, Cleaning Supplies on daily basis."
- Vaccination Status concerns: Ex: "Vaccine for myself, all students, all staff (which is very unlike to occur by this Fall)"
- Mental Health Concerns: Ex. "Mental health support. Frankly, I will be terrified. I might prefer to retire early."
- Social Distancing: Ex. "I have a shared office (in a portable with other faculty) and the classrooms that I teach in do not allow for social distancing. Additional help with resolving this is needed."

SOCIO-EMOTIONAL SUPPORT, TECHNOLOGY SUPPORT, FINANCIAL SUPPORT

- "Class size reduction - student needs and support are MUCH higher now and we need the time to be able to assist students, not just with course content, but with other challenges, they're facing. 2. I would like to see EVERY student on my monitor, but Zoom will not allow me to see more that 25 participants per screen, due to CPU limitations. So, better CPU and larger monitor for synchronous classes: to be able to share screen while in Zoom AND see all of my students (even if they are not on video). 3. Equipment for standing while teaching and participating in meetings via Zoom."
- "Some spaces for a just few groups of students to have some limited on-campus activity connection. I just got out of a meeting with a student who is dealing with depression and it has been severely worsened by being cut off completely from the campus. Especially important would be any international students or other students who might be living in the area but not have any strong family/social network to fall back on. We have some of these students would are in desperate need of some even if limited campus connection."
- "Money would help, food costs are increasing and I have had to pay for equipment to comfortably teach at home. I don't want to hear how the administration gives a sh8t and grateful with how we have stepped up to teach students. I want a signed contract so I can afford my living costs."
- Link to Full survey here, return to campus information here , access covid-19 accommodations here.

LISTENING SESSION OUTLINE

Listening Session Purpose

"The purpose of the listening session series is to gather empathy-centered insights from internal and external stakeholders on equitable resources the institution can provide in the short and long term.'"

Conversation Objective

Provide the Academic Senate & Faculty with an opportunity to share insights from individual cultural and racial perspectives about the efficacy of authentic DEI/EDAI integrations within internal social and institutional systems.

Audience: Academic Senate/Faculty
Time: 50 Minutes

TIME	FOCAL POINT	ACTION/ACTIVITY
5 MIN	Introduction	◦ Provide information on how the listening sessions fit into overall consultancy objectives. ◦ Explain what will be done with the information provided. ◦ Review equitable agreements listening session emotional safety protocols.
35 MIN	Listening Session Activity	◦ Facilitate conversation centered on empathy map outline and questions featured on pages 6-7.
10 MIN	Reflection	◦ Provide participants with an opportunity to unpack comments made during the session. Provide resources to address any triggering emotions or unmet needs that the facilitator did not have time to address during the session.

EXPLORATORY QUESTIONS

The facilitator will model how participants can utilize the Non-Violent Communication (NVC) framework outlined on pages 10-11 to respond to questions. Although the NVC framework provides an opportunity to participate in safety modeling the use of the framework is not mandatory during the conversation. NVC guiding questions are noted in bold print below.

Who are you empathizing with?

- Consider how your cultural/racial identity impacts whom you express empathy towards within and beyond the college.
- Reflect on a cultural/racial group you would like to understand more? **NVC: *What do you observe about what you or they face at the College?***

What do you/they see?

- What visual markers are in place to demonstrate more safety or a welcoming environment at the college, or in your department?
- What have you observed about how much more/less welcome they feel with inclusive visual markers in place on campus? Can you resonate with that feeling? If so, in what ways? **NVC: How do you feel in relation to what you observe about what you or they face/see at the College?**

What do you/they hear?

- How does the college currently communicate specific ways of centering your identity and needs as a person from a dominant or non-dominant group?
- What are some of the comments you can imagine students/faculty from underrepresented minority groups hear about themselves on and off-campus?

What do you/they think and feel?

- How ready and equipped do you as a faculty member feel to engage in conversations centering on race, equity, access, and inclusion? To interact with students from different cultural backgrounds? To provide equitable support across various needs?
- How ready and equipped do you think students are to engage in conversations centering on race, equity, access, and inclusion?

What do you/they say? What do you/they need to do? What do you need or value? **NVC: How do your needs and values align with Canada College's missions and values?**

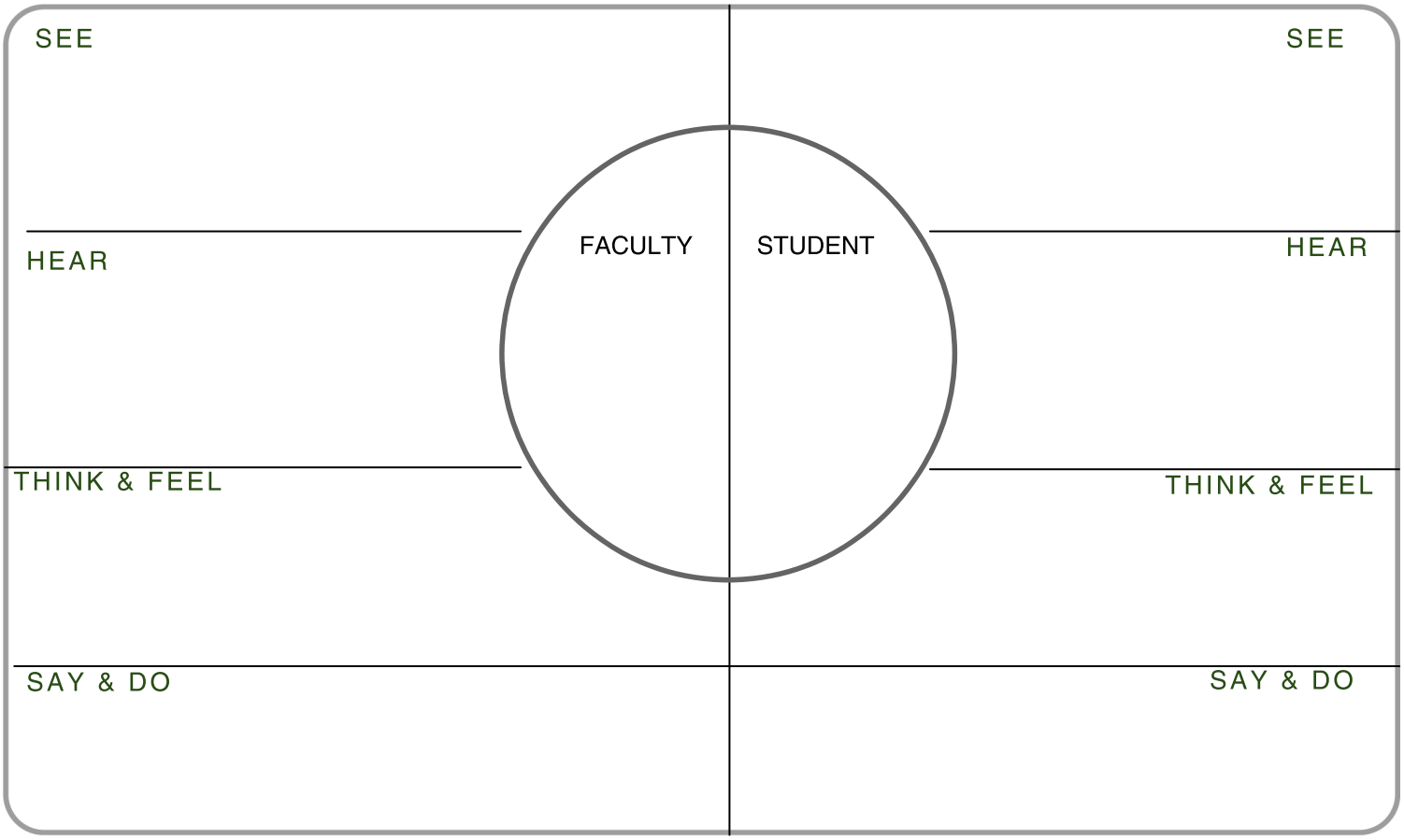
- What are some of the actions you need to currently practice to experience safety (physical, mental, emotional) at Cañada College?
- What can you imagine are specific needs that Black, Latina/o/x, LGBTQIA+, undocumented stakeholders, people with disabilities, and members of underrepresented minority groups need to have in place to experience safety at Cañada College?

What are your/their pains and gains?

- What continues to frustrate you at the college or within your department?
- What do you hope to achieve by staying in your position? What do you think your students hope to achieve? **NVC: What concrete actions would you need to occur in order to experience safety and success at the college as you define it?**

LISTENING SESSION ACTIVITY

The template below is an example of a collaborative tool called an empathy map. An empathy map is a tool that can be used to gain deeper insight into user needs based on observed behaviors and attitudes.

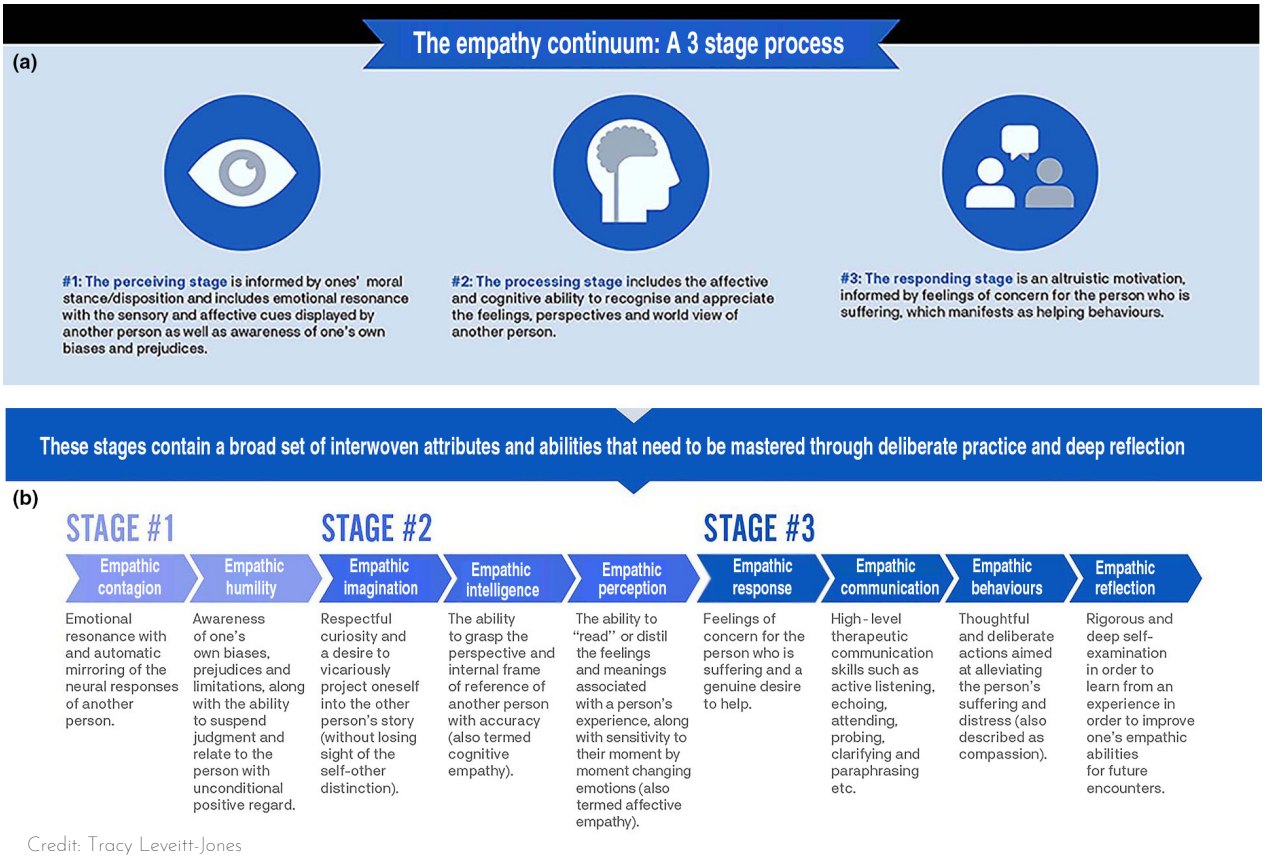


PAIN	EMPATHIC CONNECTION	GAIN

Notes

SUPPLEMENTARY MATERIALS

LISTENING WITH EMPATHY



Credit: Tracy Leveitt-Jones

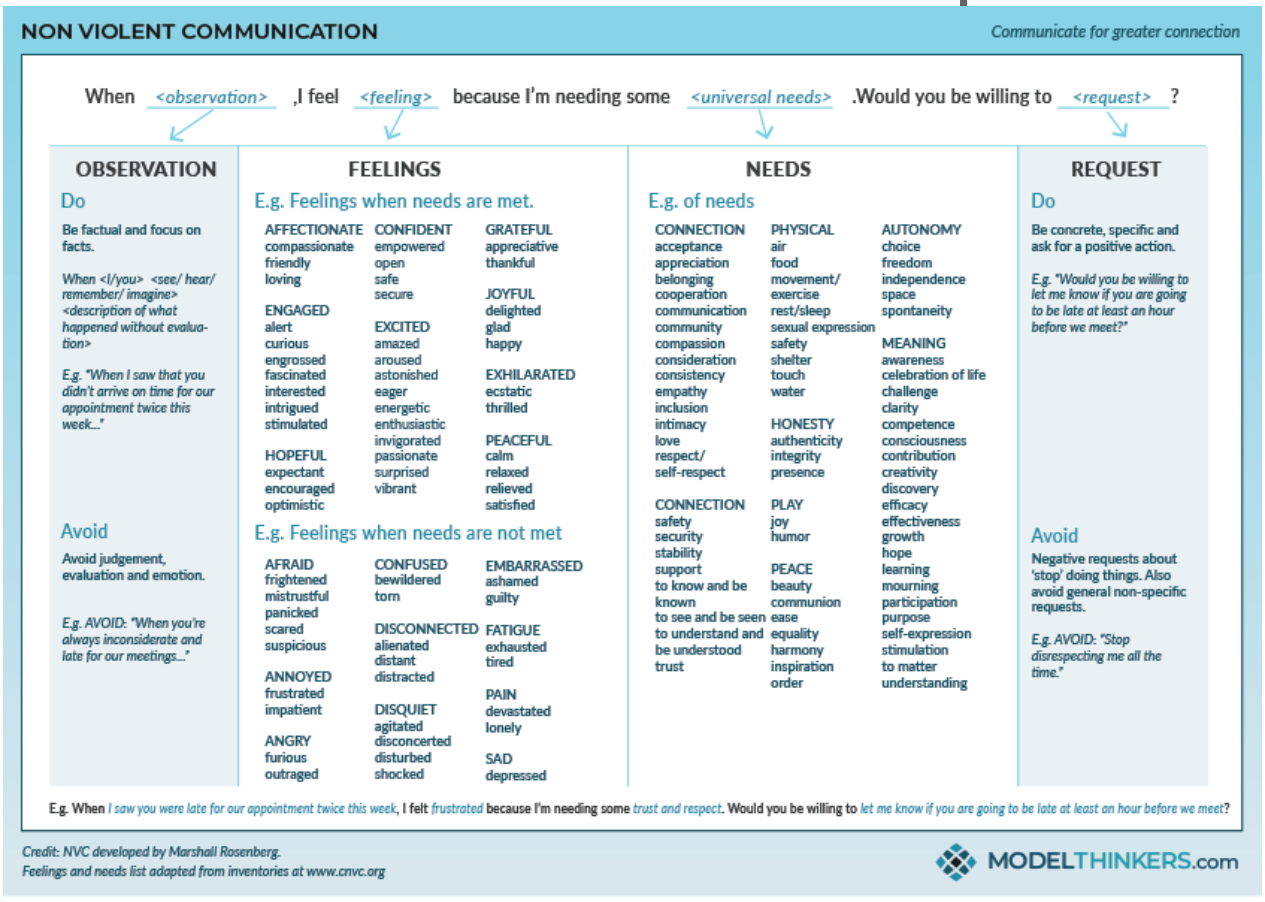
Psychologist Judith V. Jordon defines empathy as "a complex cognitive-affective skill that allows us to 'know' (resonate, feel, sense, cognitively grasp) another person's experience."

Listening sessions provide Cañada College with an opportunity to explore the first two tiers of a culturally competent practice; developing cultural self awareness and gaining cultural knowledge.

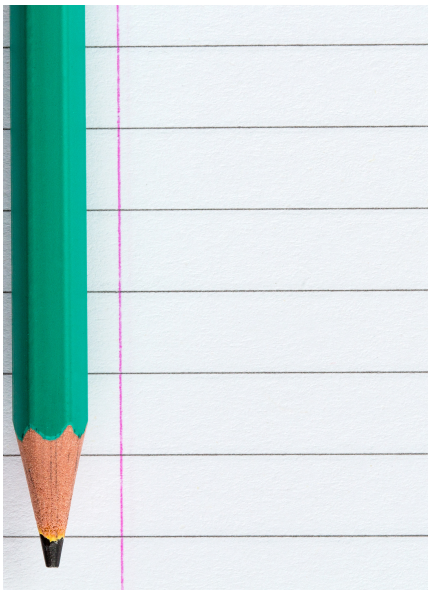
The infographic to the left proposes stages of empathic connection one must go through to disrupt bias and prejudice towards non-dominant groups.

Clinical psychologist Marshall Rosenberg created the Non-Violent Communication (NVC) framework to cultivate safer conversations.(See page 10 for more information on NVC.)

Listening session participants will utilize the NVC feelings and needs infographic to the right to respond to listening session prompts.



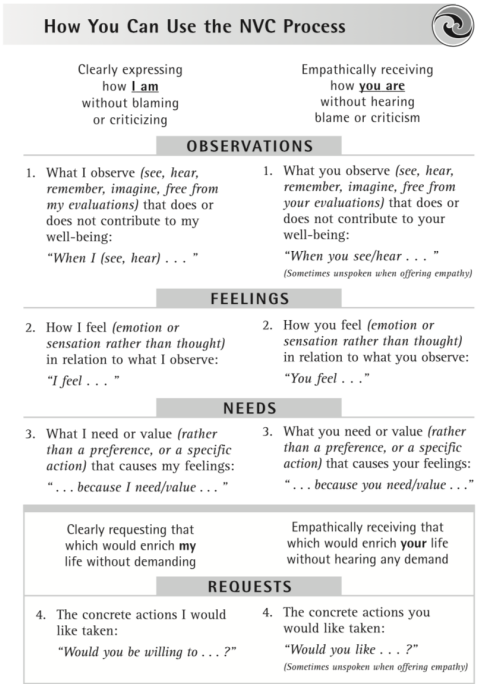
LISTENING SESSION ACTIVITY REFERENCE



WHO IS OUTSIDE YOUR MARGIN?

Oxford dictionary defines a margin as the edge or border of something. If we look at the image on the left, we see lined school paper. In a classroom setting, students usually write their thoughts on the right side of the margin. We can assume that this is because the right side of the document provides students with room to access a more significant portion of the page to have the space to express their thoughts fully. In contrast, the left side of the outer margin contains less space and, therefore, less access. "To marginalize is the process of relegating or confining to a lower or outer limit or edge, as of social standing. Hence, marginalization is the social process of becoming or being made marginal especially as a group within the larger society." (Granger)

Who is in Cañada College's margin? How does existing within the edge impact learning, teaching, and collaboration? When we begin to ask these questions, we explore the dynamics of in-group/out-group relationship dynamics. You can further explore in-group/out-group dynamics here.



How You Can Use the NVC Process

Clearly expressing how **I am** without blaming or criticizing	Empathically receiving how **you are** without hearing blame or criticism
OBSERVATIONS	
1. What I observe *(see, hear, remember, imagine, free from my evaluations)* that does or does not contribute to my well-being: *"When I (see, hear) . . . "*	1. What you observe *(see, hear, remember, imagine, free from your evaluations)* that does or does not contribute to your well-being: *"When you see/hear . . . "* *(Sometimes unspoken when offering empathy)*
FEELINGS	
2. How I feel *(emotion or sensation rather than thought)* in relation to what I observe: *"I feel . . . "*	2. How you feel *(emotion or sensation rather than thought)* in relation to what you observe: *"You feel . . ."*
NEEDS	
3. What I need or value *(rather than a preference, or a specific action)* that causes my feelings: *". . . because I need/value . . . "*	3. What you need or value *(rather than a preference, or a specific action)* that causes your feelings: *". . . because you need/value . . ."*
Clearly requesting that which would enrich **my** life without demanding	Empathically receiving that which would enrich **your** life without hearing any demand
REQUESTS	
4. The concrete actions I would like taken: *"Would you be willing to . . . ?"*	4. The concrete actions you would like taken: *"Would you like . . . ?"* *(Sometimes unspoken when offering empathy)*

NON-VIOLENT COMMUNICATION

Clinical psychologist Marshall Rosenberg created the Non-Violent Communication framework to cultivate safer conversations.

Throughout this 6-7 month consultancy, ÁPC will help stakeholders practice the fundamental principles of NVC, which are to understand and acknowledge the needs of others and to develop a shared language for collaboration.

- The left column of the NVC process: "Clearly expressing how I am" is a tool that stakeholders can use to make less triggering DEI/EDAI centered requests.
- The right column of the NVC process "Empathetically receiving how you are" is a critical tool for DEI/EDAI leadership teams to use when attempting to expand upon an individual culturally competent practice by gaining cultural knowledge of underrepresented minority groups.

This resource provides additional insights into active listening and for avoiding traps when engaging in potentially triggering conversations.

LISTENING SESSION ACTIVITY REFERENCE

Your Quick Data Interpretation

The goals listed below provide leaders with an opportunity to use the strategy triage tool supplied in the workshop to assess the prioritization of goals. Approximately half of the surveyed participants chose Accountability (A), Housing (H), and Mental Health (MH) as goals that should get prioritized in the next 30 days. Subsequent goals should still be assessed and implemented throughout the year. The columns below depict prioritized goals and complementary goals. The following abbreviations, A, H, MH, indicate goals that can exist in multiple columns.

ACCOUNTABILITY

Curriculum
Anti-Racism PD
Technology Gap
Acknowledge Diversity (MH)
Ease of Information (MH)
Classroom Policies (MH)
Transparency (MH)
Anti-Racism (MH)
Hiring (MH)
Procedures
Equity (MH)

HOUSING

Basic Needs
Safety (MH), (A)

MENTAL HEALTH

Flexibility/Work Schedule (A), (H)
Safe Return to Work (A)
Mask Safety (A)
Sense of Belonging (A)
Access (A)
Decolonized Wellness (A)
Grace (A)

QUICK TIPS

Consider establishing an accountability partner or team, then set transparent accountability benchmarks, exploring assessing tools and a goal management matrix.

Accountability partnership resource here.

QUICK TIPS

The ASCC will be leading the campus equitable housing exploration. Partner with key members of Cañada College's senior leadership team to determine your edge. ÁPC defines a college's edges as the farthest point a committee can go in achieving a social equity goal before extending beyond the college's mission. Ex: Cañada College leaders work with ASCC to develop temporary housing for students. The college cannot commit to long-term housing because that may not align with the college's mission; this is the edge. This edge creates an opportunity for the college to partner with outside nonprofits dedicated to providing services to people struggling with housing insecurity.

In 2020 Governor Gavin Newsom pledged $100 million dollars to help with food and housing insecurity in community colleges. See article here.

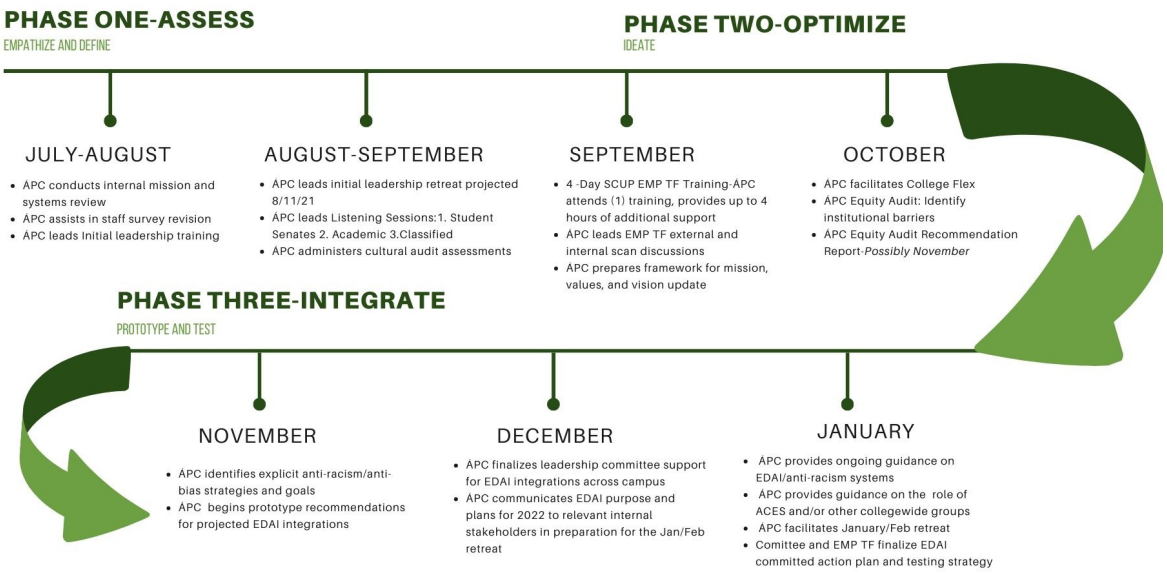
QUICK TIPS

Mental Health is vital to fostering supportive and safer environments for underrepresented minority groups. Partnering with community-based organizations (CBO) and public health institutions is essential to developing a sustainable mental health support system on campus. Consider partnering with CBO's that focus on providing tailored resources to marginalized students struggling with weathering, microaggressions, LGBTQIA+ discrimination and biases that impact underrepresented minority groups.

BIPOC mental health resource here.

MANAGING EXPECTATIONS

The diagram listed below reflects the project timeline included in the original proposal to Cañada College. To access the complete original ÁPC proposal click here.



SEPTEMBER NEXT STEPS

- ÁPC will spend approximately 2-3 weeks analyzing internal Cañada College internal metrics in an effort to develop the foundation for a theory of change model that supports the college's vision for DEI.
- ÁPC met with the Dean of Planning, Research, Innovation, and Effectiveness (PRIE), Karen Engel, and agreed to increase listening sessions in an effort to provide classified staff, associated senate, and academic senate an opportunity to discuss race, culture, and goals throughout the consultancy. Listening session dates will be scheduled as needed per availability.
- ÁPC will provide updates of consultancy expectations and accomplished projected goals via a yet to be determined shared platform. **Update:** Per IT advisement popular shared communication platforms such as MS Teams, Google, Slack cannot be used. Dean of Planning is exploring developing a Dropbox for DEI-related internal resources and files.

POST WORKSHOP ACTIVITY (OPTIONAL)

Physical spaces on campus---just as in our communities--tell a story about equity, diversity, and inclusion. This is related to the institution's history as well as reflecting today's campus reality. What do these structures and their locations say about power and importance at your college or university?

Find a Map of Cañada College Campus **here**.

- Find an online campus map (either through college website or image search) of your current college or university or your undergraduate institution. Download the campus map, saving as a pdf or jpg. or take a screenshot of the image.

- Open the map in a pdf editing program of your choice (e.g., Google Draw, Preview, Photoshop).

- Using the editing tool, circle what you consider the "center" of your campus. Just as is true for the United States map or in a big city, the center might not be at the geographical midpoint but may reflect many other considerations. At the University of Michigan, for example, this center may be the campus "diag". On the campus, you are examining this may be a student union, a chapel, the library, a central meeting space, or a historical monument on your campus. On a separate piece of paper, write a few sentences about why you consider this the center of campus. Who else besides you identifies with this center, who does not?

- Using the editing tool, use another color to circle several buildings or locations of centers where traditionally marginalized groups are housed. For example, a multicultural center, LGBTQ student offices, or a women's resource center. Jot down a few notes about what you observe about their location. What do these locations say about the importance of these groups to the campus community?

- Finally, locate the biggest, newest, or most expensive buildings on your campus. What are they? Who and what concerns or disciplines are represented in these buildings? What names have they been assigned? What does this say about the influence on your campus?

- Take note of any spaces you have not been to.

Instructions and campus activity map created by Dr. John C. Burkhardt,
Professor of Clinical Practice, Special Assistant to the Provost for University Engagement, Center for the Study of Post-Secondary Education- University of Michigan.

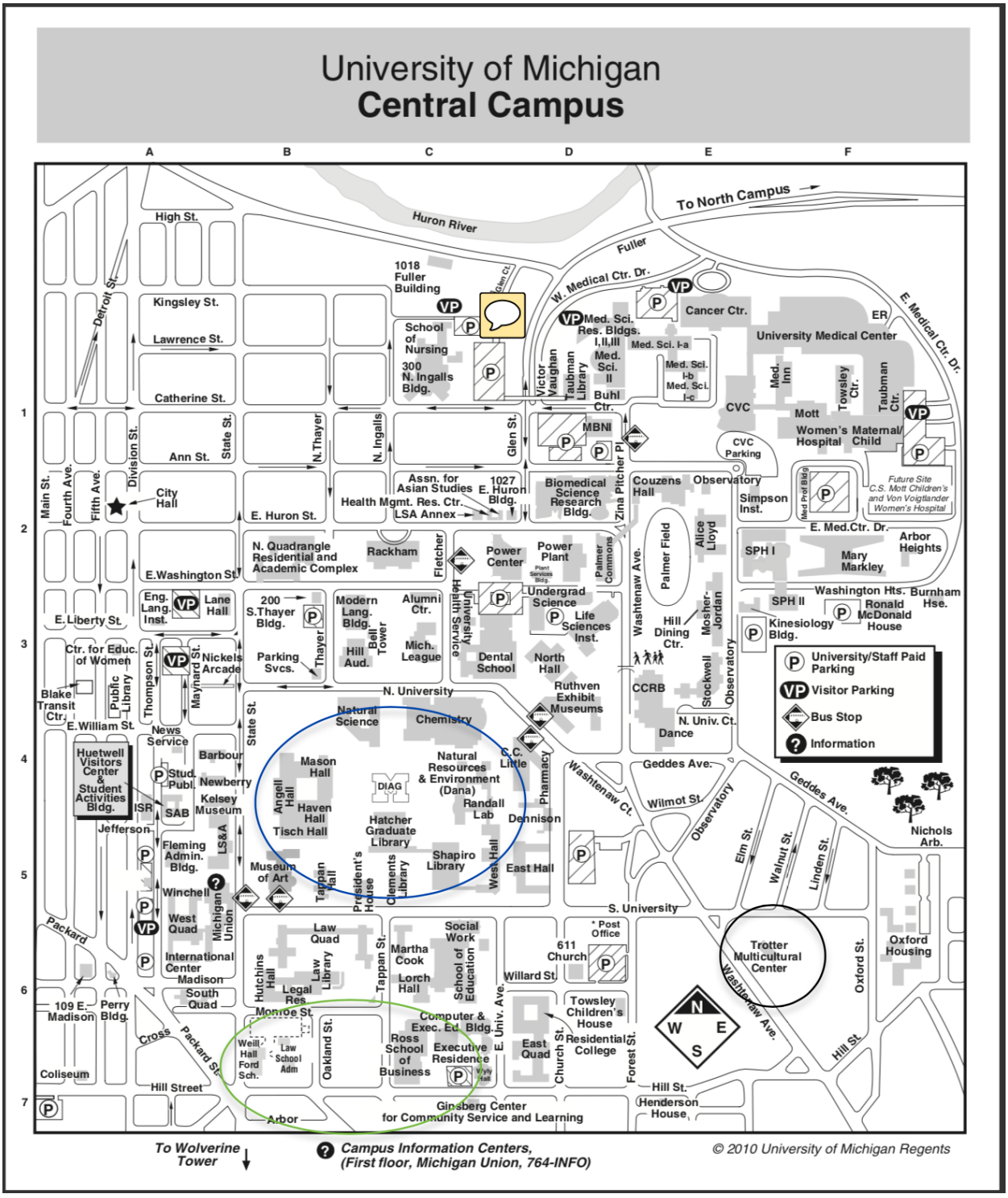
The map below is an example of environmental access and inclusion mapping. The highlighted circles on the map reflect spaces the author identified as well resourced or less central on-campus presumably because of the presence of underrepresented minority groups in the space.

Campus Map Activity Assignment

My undergraduate and current graduate university campuses have both been at the University of Michigan Ann Arbor. I identified three areas of campus with blue, black and green as the respective colors.

1. The portion of campus I identified as the **"center" of my campus** was the University of Michigan Diag. It is nearly universally seen by students as the center of campus--perhaps with the exception of some students whose primary experience is on North campus, wherein there is also a North Campus Diag which serves a similar role for the portion of campus, albeit in a more diffuse manner given the lower density of buildings on the Univesity of Michigan North campus. I chose the color blue for this circle because Maize and Blue are central colors to University of Michigan identity.
2. The portion of campus I identified as **locations of centers where traditionally marginalized groups** convene is the specific location of the Trotter Multicultural Center. This space is particular interesting on the University of Michigan campus for a few reasons. First, the area where the Trotter House is located is not centrally located--which is not terribly surprising given the context and history of U-M and most Predominantly White Institutions (PWI). What this location indicates about the priorities of the institution is that traditionally marginalized students were not the central focus of University planners at the time of its creation. That being said, despite the Trotter Multicultural Center being not centrally located, it happens to also be in one of the most expensive areas to potentially live on campus and is very far from where most traditionally marginalized students on campus traditionally live, take classes, or have events/activities. A lot of additional history surrounds the Trotter Multicultural Center at U-M that can't be adequately nor fully addressed in this commentary, not least of which is the student demands that led to a 'New Trotter' being committed to by U-M that will be more centrally located (on State Street in front of Betsy Barbour Housing) in the very near future. I circled the Trotter House location with a Black circle because historically it has been most closely identified with Black Students and the Black Student Union lead the charge in getting the 'New Trotter' committed to by U-M to be more centrally located.
3. The **biggest, newest, and most expensive buildings on campus** are mostly located in the Southwest corner of Central and South campus which includes: the Michigan Stadium (The Big House), the Gerald Ford School of Public Policy, the Ross School of Business, and the Michigan Law school. The names these locations have been assigned speak primarily to who is a major donor and how much money are they giving to that particular segment of the University. The newness, grandness and costs of these buildings speaks to the influence of money and charitable donations to the priorities of U-M in general and most universities more broadly speaking. I chose the color green for this particular circle because it provides the necessary emphasis on the role money and donations plays in identifying priorities on any given campus.

Instructions and campus activity map created by Dr. John C. Burkhardt,
Professor of Clinical Practice, Special Assistant to the Provost for University Engagement, Center for the Study of Post-Secondary Education- University of Michigan.



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