



*CLASSIFIED SENATE*

# LISTENING SESSION

*SEPTEMBER 2021 - PREPARED BY  
ÁSE POWER CONSULT*

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## *PURPOSE*

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A listening session is an empathy-centered conversation tool that provides internal and external stakeholders with an opportunity to provide greater insight into how Cañada College can provide 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 Cañada College listening session focuses on select comments made in the 2019 Cañada College Campus Climate Spring Survey and the Career Ladders Project's Cultural Center Focus group survey. APC will highlight select emergent themes from the surveys such as how to foster effective communication platforms, transparency, and inclusive practices.

APC 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 action items for the educational master plan.

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 classified senate's mission is "to work with the administration, faculty, and students in the interest of enriching the educational and social environment of the College, in accordance with the College's mission and strategic goals." The listening session will center comments made from previous focus groups and surveys and provide classified staff with an opportunity to speak with more specificity to the invisible systems or unnamed inequitable systems that prevent them from fulfilling the classified senate mission. The comments below reflect direct quotes from participants.

### CLASSIFIED (BASED ON CAMPUS CLIMATE SURVEY 2019 & CLASSIFIED STAFF SURVEY RESULTS MAY 2020)

#### SELECTED EMERGENT THEMES: COMMUNICATION, TRANSPARENCY, INCLUSION

##### Clearer internal and external communication

- "Have regular town hall meetings."
- "More effective communication generally about what is going on"
- "Clearer communication at the Division and College level about how and why decisions are made."

##### Transparency

- "Greater transparency of participatory governance processes and decision-making."
- "Diversity and diverse needs (greater diversity in hiring, sharing work equally, and compensation for part-timers to attend events)."

##### Inclusion

- "More opportunity for input into initiatives and decisions."
- "Dialogue about new initiatives and proposed changes so everyone understands and has had a chance to weigh in."
- "Opportunities for community building and collaboration across college depts and divisions."
- "Provide more opportunities for faculty and staff to collaborate and connect."
- "Foster a greater sense of community via fun or engaging events."
- "Emphasize a culture of mutual respect, and open respectful dialogue."

## SPRING 2021 FOCUS GROUP EMERGENT THEMES

#### REPRESENTATION, DEI RESOURCES TAILORED TO URM NEEDS, DEI TRAINING

##### Outcome 1

- "The participants also noted that seeing people on campus who share their ethnic, racial, and cultural background as well as seeing depictions of their cultural heritage helped them to feel a sense of belonging."

##### Outcome 2

- "The Black/African American group noted that although they are recognized during Black History Month, they do not feel appreciation and support beyond that. The AANAPI group noted that there is a general lack of understanding about the differences in Asian cultures that leads to negative stereotyping."

##### Outcome 3

- "Providing a place for community, connection, and cultural celebrations represented through art, food, and music."
- "Fostering an environment or "safe space" to have the hard conversations about race and culture."



# 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

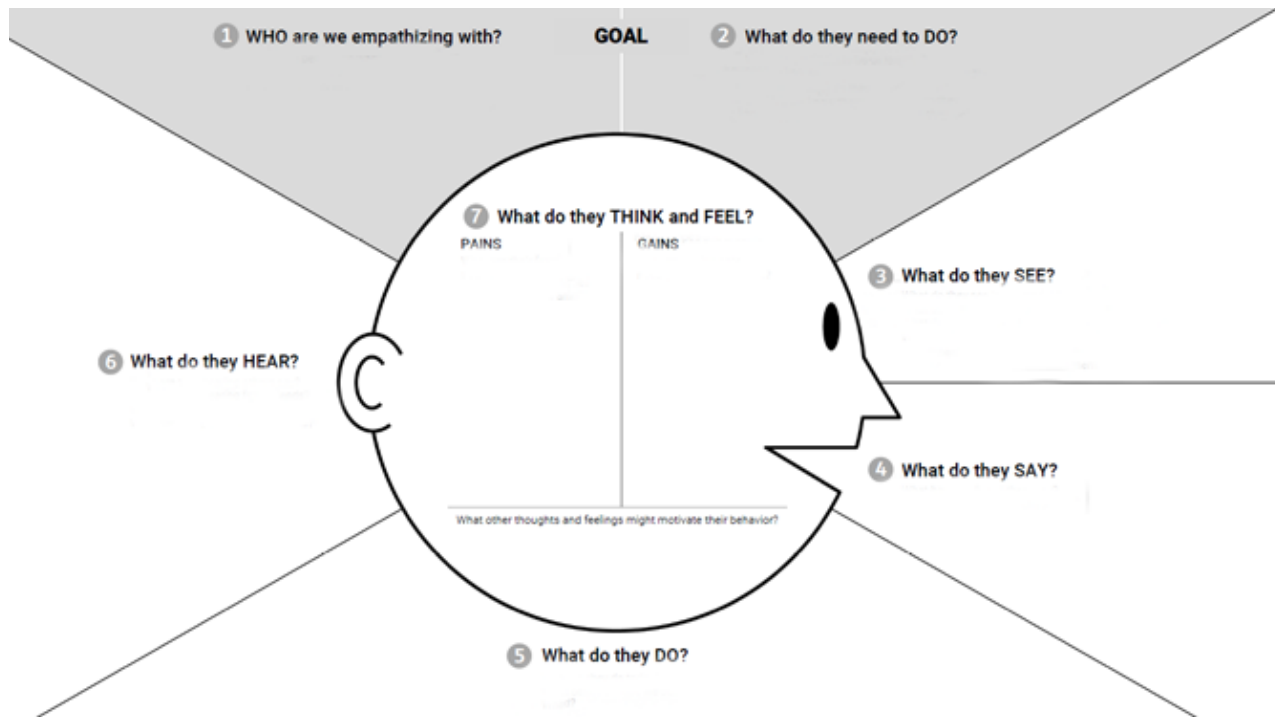
Provide Cañada College Classified Staff with an opportunity to share insights from individual cultural and racial perspectives about the efficacy and belief in authentic DEI/EDAI integrations within social and institutional systems.

**Audience:** Classified Staff-"full time or part-time employment, and actively participate in all college-wide discussion, excluding collective bargaining matters "-Cañada College Website

**Time:** 60 Minutes

TIME	FOCAL POINT	ACTION/ACTIVITY
3 MIN	Land Acknowledgment	<ul style="list-style-type: none"> <li>Take a ritualized moment to acknowledge the land we stand on and the indigenous voices past and present subjected to American genocide and colonialism.</li> </ul>
5 MIN	Introduction: Explain Purpose of listening session. Provide information on how the listening sessions fit into overall consultancy objectives.	<ul style="list-style-type: none"> <li>Provide information on how the listening sessions fit into overall consultancy objectives.</li> <li>Explain what will be done with the information provided.</li> </ul>
2 MIN	Review Listening Session Agenda and Steps	<ul style="list-style-type: none"> <li>Review listening session agenda and provide participants with the opportunity to ask clarifying questions.</li> <li>Review equitable agreements listening session emotional safety protocols.</li> </ul>
40 MIN	Listening Session Activity	<ul style="list-style-type: none"> <li>Facilitate conversation centered on empathy map outline and questions featured on page 6.</li> </ul>
10 MIN	Reflection	<ul style="list-style-type: none"> <li>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.</li> </ul>

# LISTENING SESSION ACTIVITY



1. Whom are we 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 do not typically practice empathy towards you would like to understand more?
2. What do they need to do?
  - What does Cañada College, your department, your colleagues need to do differently to maintain or regain your belief in the college's commitment to achieving DEI goals for classified staff?
  - 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 experience safety at Cañada College?
3. What do they see?
  - What visual markers are in place to demonstrate how classified staff from underrepresented minority groups (URM) are welcomed, valued, and protected at the college?
  - Think of a racial/cultural group you do not self-identify as; what have you heard them say about how they are viewed on and off-campus?
4. What do they say?
  - What have you heard your co-workers from underrepresented minority groups say about college's attempts to connect and act on inequities across depts.?
5. What do they do?
  - What are you currently doing to navigate the lack of equity or equitable resources?
  - What behaviors have you observed others take to navigate the lack of equity or equitable resources?
6. What do they hear?
  - How does the college or your department currently communicate specific ways of centering your identity and needs as a person from the dominant or non-dominant group?
  - Think about the events of the 2020-21 year. What can you imagine are specific needs that Black, Latina/o/x, LGBTQIA, undocumented stakeholders, people with disabilities, and members of underrepresented minority groups heard about their cultural/racial identities within and beyond the college? How do you think this impacts your colleague's capacity to commit to internal DEI/EDAI integrations.
7. What do they Feel?
  - How ready and equipped do you as staff feel to address issues of diversity and equity? To interact with students from different cultural backgrounds? To provide equitable support across various needs? Strategies when sensitive issues arise?
  - What do you gain from staying in your position at Cañada College?



*SUPPLEMENTARY  
MATERIALS*



# LISTENING WITH EMPATHY

## The empathy continuum: A 3 stage process

(a)



**#1: The perceiving stage** is informed by one's moral stance/disposition and includes emotional resonance with the sensory and affective cues displayed by another person as well as awareness of one's own biases and prejudices.



**#2: The processing stage** includes the affective and cognitive ability to recognise and appreciate the feelings, perspectives and world view of another person.



**#3: The responding stage** is an altruistic motivation, informed by feelings of concern for the person who is suffering, which manifests as helping behaviours.

These stages contain a broad set of interwoven attributes and abilities that need to be mastered through deliberate practice and deep reflection

(b)

### STAGE #1

### STAGE #2

### STAGE #3



Emotional resonance with and automatic mirroring of the neural responses of another person.

Awareness of one's own biases, prejudices and limitations, along with the ability to suspend judgment and relate to the person with unconditional positive regard.

Respectful curiosity and a desire to vicariously project oneself into the other person's story (without losing sight of the self-other distinction).

The ability to grasp the perspective and internal frame of reference of another person with accuracy (also termed cognitive empathy).

The ability to "read" or distill the feelings and meanings associated with a person's experience, along with sensitivity to their moment by moment changing emotions (also termed affective empathy).

Feelings of concern for the person who is suffering and a genuine desire to help.

High-level therapeutic communication skills such as active listening, echoing, attending, probing, clarifying and paraphrasing etc.

Thoughtful and deliberate actions aimed at alleviating the person's suffering and distress (also described as compassion).

Rigorous and deep self-examination in order to learn from an experience in order to improve one's empathic abilities for future encounters.

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.

## NON VIOLENT COMMUNICATION

Communicate for greater connection

When <observation> , I feel <feeling> because I'm needing some <universal needs> . Would you be willing to <request> ?

OBSERVATION	FEELINGS	NEEDS	REQUEST
<p><b>Do</b></p> <p>Be factual and focus on facts.</p> <p>When &lt;I/you&gt; &lt;see/ hear/ remember/ imagine&gt; &lt;description of what happened without evaluation&gt;</p> <p>E.g. "When I saw that you didn't arrive on time for our appointment twice this week..."</p> <p><b>Avoid</b></p> <p>Avoid judgement, evaluation and emotion.</p> <p>E.g. AVOID: "When you're always inconsiderate and late for our meetings..."</p>	<p><b>E.g. Feelings when needs are met.</b></p> <p>AFFECTIONATE compassionate friendly loving</p> <p>ENGAGED alert curious engrossed fascinated interested intrigued stimulated</p> <p>HOPEFUL expectant encouraged optimistic</p> <p><b>E.g. Feelings when needs are not met</b></p> <p>AFRAID frightened mistrustful panicked scared suspicious</p> <p>ANNOYED frustrated impatient</p> <p>ANGRY furious outraged</p> <p>CONFIDENT empowered open safe secure</p> <p>EXCITED amazed aroused astonished eager energetic enthusiastic invigorated passionate surprised vibrant</p> <p>CONFUSED bewildered torn</p> <p>DISCONNECTED alienated distant distracted</p> <p>DISQUIET agitated disconcerted</p> <p>SAD depressed</p> <p>GRATEFUL appreciative thankful</p> <p>JOYFUL delighted glad happy</p> <p>EXHILARATED ecstatic thrilled</p> <p>PEACEFUL calm relaxed relieved satisfied</p> <p>EMBARRASSED ashamed guilty</p> <p>FATIGUE exhausted tired</p> <p>PAIN devastated lonely</p>	<p><b>E.g. of needs</b></p> <p>CONNECTION acceptance appreciation belonging cooperation communication community compassion consideration consistency empathy inclusion intimacy love respect/ self-respect</p> <p>PHYSICAL air food movement/ exercise rest/sleep sexual expression safety shelter touch water</p> <p>HONESTY authenticity integrity presence</p> <p>PLAY joy humor</p> <p>PEACE beauty communion ease equality harmony inspiration order</p> <p>AUTONOMY choice freedom independence space spontaneity</p> <p>MEANING awareness celebration of life challenge clarity competence consciousness contribution creativity discovery efficacy effectiveness growth hope learning mourning participation purpose self-expression stimulation to matter understanding</p>	<p><b>Do</b></p> <p>Be concrete, specific and ask for a positive action.</p> <p>E.g. "Would you be willing to let me know if you are going to be late at least an hour before we meet?"</p> <p><b>Avoid</b></p> <p>Negative requests about 'stop' doing things. Also avoid general non-specific requests.</p> <p>E.g. AVOID: "Stop disrespecting me all the time."</p>

E.g. When I saw you were late for our appointment twice this week, I felt frustrated because I'm needing some trust and respect. Would you be willing to let me know if you are going to be late at least an hour before we meet?

Credit: NVC developed by Marshall Rosenberg. Feelings and needs list adapted from inventories at www.cnvc.org

# 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

Empathetically 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

Empathetically 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 EMP Task Force members can use to make less triggering DEI requests.
- The right column of the NVC process "Empathetically receiving how you are" is a critical tool for DEI 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 conversation.

## 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](#).

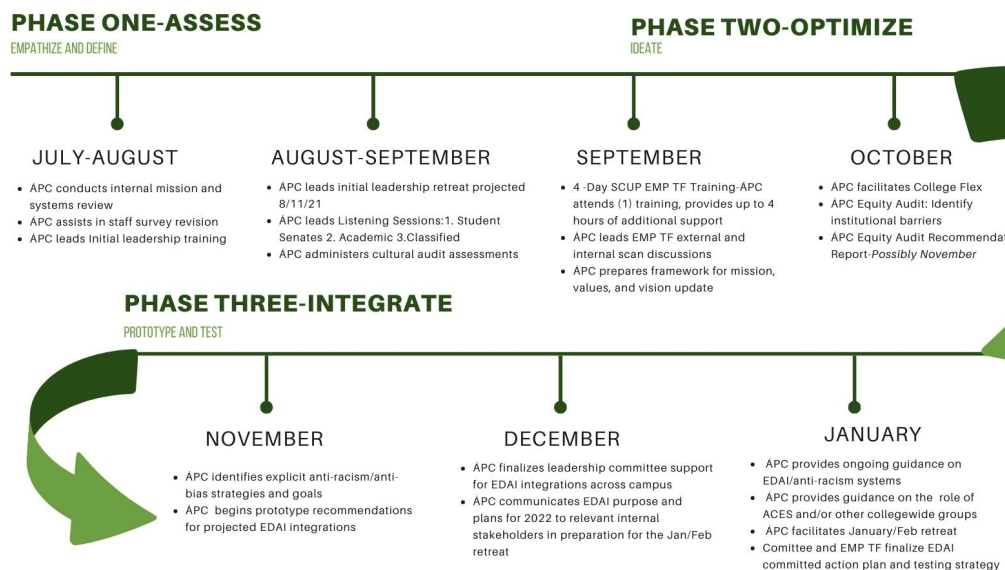
### QUICK TIPS

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. Update: Implications Report Due Date- September 17, 2021
- Lead consultant Nancy Moricette will connect with the Dean of Planning, Research, Innovation, and Effectiveness (PRIE) to determine the frequency of individually guided advising/coaching sessions. The advising session will provide task force members with an opportunity to achieve further insights into achieving projected DEI goals. Update: In Progress
- 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 senate availability.
- ÁPC will provide monthly 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.

What's  
NEXT



## 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](#).

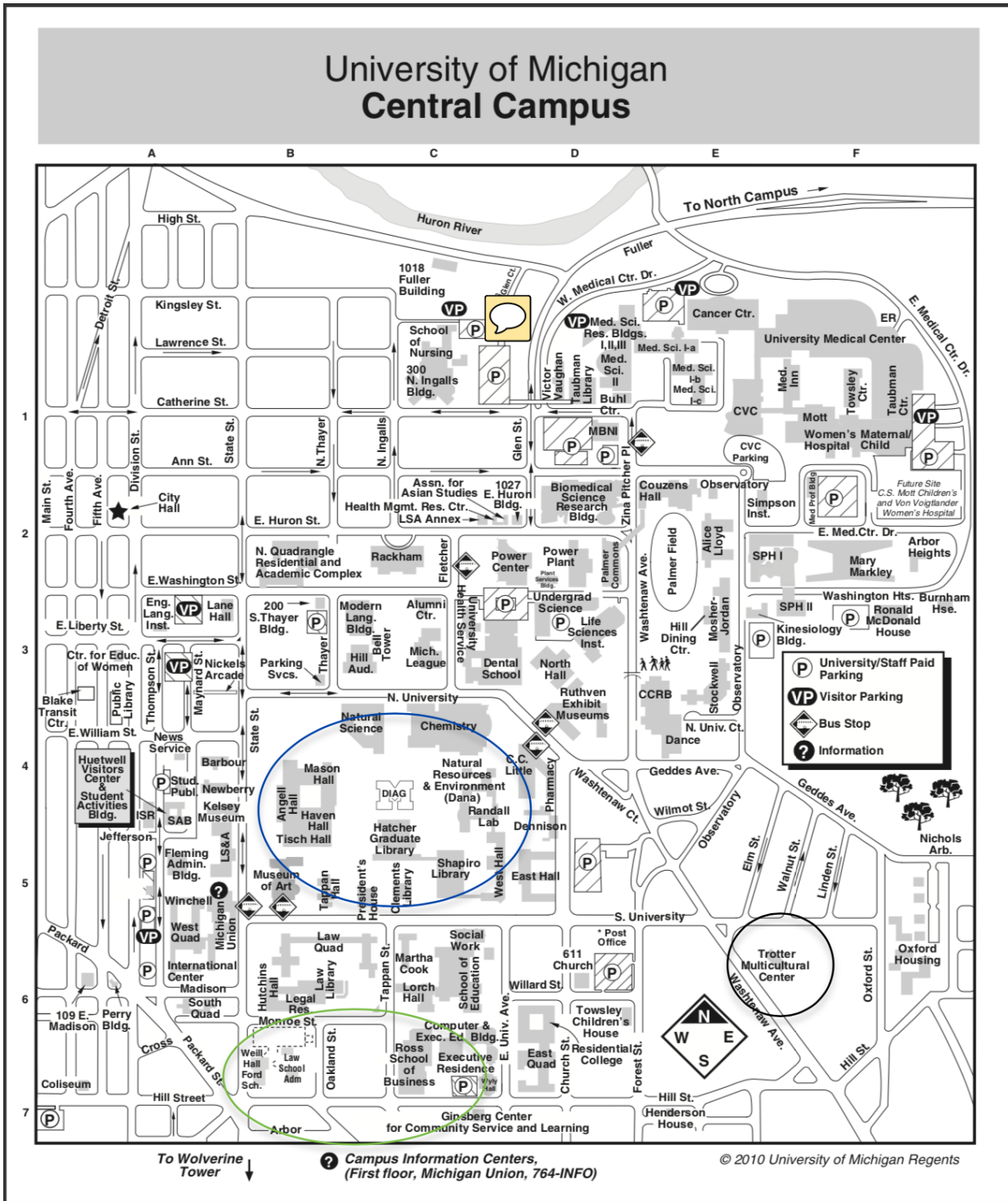
1. Find an online campus map (either through college website or image search) of your current college or university or your undergraduate institution. Download the campus map, saving as a .pdf or .jpg, or take a screenshot of the image.
2. Open the map in a .pdf editing program of your choice (e.g., Google Draw, Preview, Photoshop).
3. 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?
4. 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?
5. 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?
6. Take note of any spaces you have not been to.

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 University 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 particularly 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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