

LISTEN

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**Listening Session**  
**Progress**

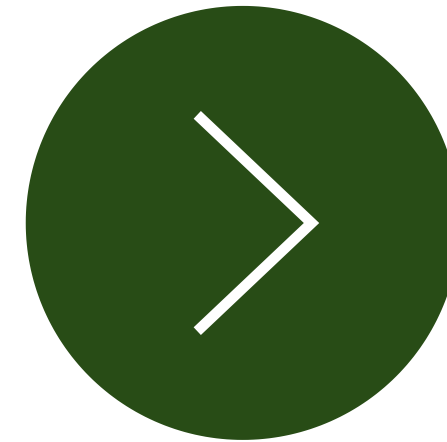
*As of*  
*September 29, 2021*







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# Listening Session Goals

Listening sessions explore how the Academic Senate/Faculty, Classified Senate/Staff, and the ASCC can help the college foster effective inclusive practices. Listening sessions are currently being conducted with students, staff, and faculty at Cañada College.



## **Perception**

Model an empathy mapping process to assess internal stakeholder perception of racial and cultural equity representation practices on campus



## **Identifying Systems**

Explore how faculty, classified staff, and students relate to racial and cultural experiences on-campus



## **Concerns and Needs**

Gather insights that inform what tailored resources faculty, classified staff, and students need in order to feel like their concerns are cared for and met



# EMERGING THEMES

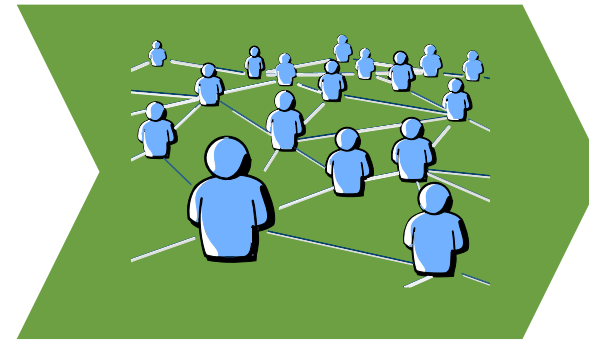
As of 9/29/21

## Bandwidth, Safety & Inclusion



- Faculty & Staff frustration with workload and expectations
- Equitable approach to DEI integration
- Students: Psychological safety, specifically racial and cultural safety
- Faculty and Staff: Psychological safety in sharing concerns with department and college

## Connection & Community-Building



- Classified Staff expressed a need for connection, collaboration, and team/community-building
- Part-time staff voiced a need for compensation for campus activities
- Students need more connections on and off-campus
- Faculty frustration with missed connection opportunities

## Transparency & Communication



- Classified Staff voiced the need for greater transparency & more opportunity for input into initiatives & decision-making
- Classified Staff frustration with retention
- Faculty frustration with unmet goals, lack of accountability, lack of access to a transparent process



# ASCC/Students

## PRELIMINARY FEEDBACK

### Who do you view as an underrepresented minority group (URM) at Cañada College, specifically among students?

- Black
- Native American
- AAPI
- LGBTQ+
- People with Disabilities

### Think about how you would like to better understand a URM group. What sort of questions would you ask a member of one of these cultural groups to increase your understanding of them?

- This seems like a very basic question but I would like to ask...*How are you currently feeling emotionally?* It's very basic but, I feel like you can get a lot of information from that question.

### Think about all of your respective experiences at Cañada College. How are you currently feeling?

So I'm biracial, my dad is Mexican and my mom is Black and there aren't a lot of people who look like me at Cañada .... and also I think sometimes people might assume that I'm not gonna be as affected by something they are saying as I really am because I remember around this time last year people were talking about the criminal justice system and stuff, sometimes in a productive way sometimes not, and ***I remember a lot of ideas were getting thrown around that seemed kind of disrespectful like, oh well you know black people are policed more because they commit more crime and I remember... that really made me feel negative and really impassioned me emotionally that they were just seen as just having a discussion and there wasn't really any sort of reflection.***

### What does the College or you need to do to support the experience of safety for members from dominant and non-dominant groups?

- ***Individually I think I can create safety for other groups by respecting their identity...let them take the lead, listen to them,*** not talk over them, try to maintain an intersectional perspective that's very understanding, just listening. For example, for gender identity... respecting people's pronouns, what they want to be referred to as, and taking their lead on it, understand you can't understand but you can try. ***We as ASCC have a lot of power to represent the student body so again taking their lead on what they think they need to feel safe.*** For example, a student has already brought up a lack of gender-neutral bathrooms on campus for the genderqueer community...now we're trying to look into that more to make sure the campus is safe for the most basic needs like going to the bathroom.

### What do you or they see?

- One of the things that I saw a lot when I was in high school, [and] noticed personally on campus when I was the only dark-skinned person in class, and that was in more than half my classes, and it got me thinking that I know there are more people who are capable that are at a higher level or more rigorous. Sometimes it's not boundaries set on campus - it's what we're thinking in our minds cause we've always thought, that's how we've always seen ourselves, seen the representation at school, ***we've not seen people looking like us in higher positions of power or not having as much success as others, so sometimes it's self-imposed discrimination...*** like not taking the opportunity because [you're] afraid to fail because that's just how you've always seen yourself and don't feel capable to succeed so just don't try at all.

### What does the college need to do?

- More diversity in the middle college program
- Gender-neutral bathroom(s)

*Sentences in bold represent insights that should be considered in your mission, values, and mission re-envisioning process. The comments above are direct quotes pulled from listening session comments.*



# PRELIMINARY FEEDBACK

## Reflect on a cultural/racial group you would like to understand more?

- Typically [I] manage a very diverse staff and it's changed over the years so I will individually go, when ***I have the time and ask them questions about their life, their culture, experiences, background because not only does it help me learn who they are, I also find out the different things of the culture that disrespects them, what shows them honor.*** And I use this tool in order to either motivate, coach up, train, and quite frankly to connect with my staff.

## Who do you view as an underrepresented minority group (URM) at Cañada College, specifically among Classified Staff?

- Indigenous people
- English language learner
- African American
- Custodial
- Gender Queer

## What does Cañada College need to do differently to maintain the feeling that the college is achieving its DEI goals?

- I honestly can't think of anything that would be superficially necessary. ***It can't be like a flag, so I want something that would be more intentional and not like a band-aid. So for example, it's easy to put up safe zones signs; it's challenging when you know that the other people are not safe so how do we intentionally make it safe .... how do we intentionally allow perspectives when we know that they [the environment] is not safe for us.***
- ***I also do believe that the other person plays a part in their own comfortability as far as they are open to accept it [safe spaces]. Does it have to look a certain way in order for it to be received as authentic to the person who wants that authenticity*** and so for me, it's kind of complicated...because there are two parts .... I can give you a plate that is made with care and with love but you may be perceiving as... "well you giving me this plate but does it have poison in it?" That's where it's a tough thing because it's one: how do you perceive the person giving you the plate, and what their intention is?

*Sentences in bold represent insights that should be considered in your mission, values, and mission re-envisioning process. The comments above are direct quotes pulled from listening session comments.*



# Classified Staff







# Faculty



## PRELIMINARY FEEDBACK

### Reflect on a cultural/racial group you would like to understand more?

- For me it's a racial group or ethnic group I don't know or I'm not already aware of, especially if a student or co-worker identities with that racial or cultural group. **What I don't know is the biggest concern for me.** I'm thinking of having a Filipino student which might be a minority within the Philippines culture... and just that level...the worst for me is when you truly don't have a clue in overcoming that barrier.
- A particular group I've been thinking about lately is our Pacific Islander students...Not too long ago we became an Asian American/Native American/ Pacific Islander-serving institution... **I feel like sometimes the students get overshadowed, maybe my impression, because I know less and so am doing less to intentionally reach those students.** Just a general line of thinking also, who am I leaving out?
- I am on a complicated race journey - shortly after the advent of Trump, I disowned 90% of my relatives for their overt racist ways and shortly thereafter discovered that my grandfather was a Black man who survived the Tulsa race riot. While I never experienced racial discrimination, I feel the pain of my ancestors and am so grateful to them for surviving.

### What communicates safety to you in your zoom sessions and when you are physically present on campus?

- Zoom fatigue solutions.
- My office is actually a pretty safe space for me. It communicates a space for me to retreat, almost like a hideaway... The office is onsite in building 3.
- Representation within faculty, staff & administration.
- Linguistic accommodations, more materials that are in different languages other than English and Spanish...
- The onboarding process [being] more responsive in differences in communication styles and internal communications.
- More on-campus jobs and more student cultural activities and events.

### How do you feel about Cañada College's Diversity, Equity, and Inclusion goals?

- I am not personally frustrated about the goals but I can see how in #2 of the goals it may bring about some anxiety around just feeling scrutinized or a different way of being scrutinized regarding your performance at work.
- Another frustration lies in that we have had similar goals for years and there has been little done.
- We don't know what we don't know - how do we figure out who we are leaving out?
- Don't see any representation by or communication to Native American groups from Cañada College.
- They are making progress in building accessible website and resources for students with sight or hearing impairments.
- Need to do more to make night students and adult returning students feel welcome and part of the community, like providing access to tutoring, clubs, and other opportunities usually only available in the day.
- More services and support for part-time students to be more on par with services and support provided to full-time students. Examples: Financial support, book vouchers, built-in counseling scaffolding to get their educational plans done to get the support they need to make good progress to their goals.
- Many programs and a complex system are posing a challenge for students - it takes knowledge and persistence to navigate the system to access all the available programs. This difficulty/barrier undermines the goal of equity.

*Sentences in bold represent insights that should be considered in your mission, values, and mission re-envisioning process. The comments above are direct quotes pulled from listening session comments.*



# Next Steps

Where do we go from here? This section outlines Áse Power Consult's strategy for continuing work completed thus far.



## Actions

- Lead Listening Session with ASCC on October 7, 2021
- Schedule 1-2 more listening sessions with Classified Staff
- Schedule 1 more listening session with Faculty without Administrators present

## Actions

- Conduct Internal Equity Scan with suggested Administrators
- Classified Staff and Faculty
- Deliver Workplan to Internal Stakeholders

## Actions

- Administer Internal Cultural Audit Survey





# Research Team



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Examining Cultural Systems, Exploring Systemic Bridges & Barriers



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