CLA Change Team Proposal to Improve the Campus Climate 2012
Empathy in Education: A Core Component of Climate

Component of the campus climate that will be addressed
Effective problem solvers solve social and emotional as well as intellectual problems. And effective participants in civic life must participate with their whole being. Empathy, then, is a key term for the transformation of curriculum and campus climate. Empathy is one's ability to realize one's own feelings and needs, as well as the feelings and needs of others, and act in the way that is most conducive to building productive personal and professional relationships. See Appendix A for research on empathy, pedagogy and civic engagement.

The project will help create more inclusive and welcoming campus climate (Goal 2), advance UMD's position as a research institution (Goal 4), and strengthen ties with local community (Goal 5) by engaging community members in the activities and hosting events open for general public.

Project activities and how they will advance Goal 2
We seek funding for a two-day series of events and follow-up workshops on the nature and the use of empathy in campus climate. The event will engage UMD students, faculty, staff, instructors of the College in the Schools program, and the Duluth community. While our central concern is the creation of a "a positive and inclusive campus climate for all by advancing equity, diversity, and social justice," the events will also address campus goals four and five.

We have provisional confirmation from three speakers: Dr. Anita Nowak, Integrating Director, The Social Economy Initiative at McGill University, Gary Boelhower of the College of Saint Scholastica, and Ann Harrington, local activist and consultant of compassionate communication. This workshop will model the contact points between the university and the community and present both a theoretical and hands-on, practical approach to integrating empathy skills in education and life contexts. Please refer to Appendix B for detailed description of the events and their objectives.

Project timeline
February, 2013: Campus Visitors
Day One: (1) Discussion on Empathy (#1) with Nowak, Boelhower and UMD Faculty
Day Two: (2) Student-specific workshop with Harrington (#2a)
(3) Faculty- and Staff- specific workshop with Harrington (#2b)
(4) Public Discussion on Empathy (#3) with Nowak and Harrington
March, 2013: Follow-up Workshops with Harrington
April, 2013: Follow-Up Workshops with Harrington
May, 2013: Submit Report to evaluate Success.

Project outcomes and assessment
We propose two forms of assessment: immediate at the two-day event and longitudinal via the workshop series.
• At the two-day event, we will distribute the Empathy Quotient self-assessment.
• At the beginning and the end of the workshop series, we will distribute the Empathy Quotient self-assessment.
These tools will help us determine whether we had a positive impact on campus climate. Additionally, we will distribute a satisfaction survey. See Appendix C for more info.
Empathy in Education: A Core Component of Climate Change
Proposal from CLA Change Team

How students will be impacted
We measure impact in three waves: direct impact on students, indirect impact through staff and faculty, and effects on campus climate. We discuss (a-b) below, and we turn to (c) in the next question.
(a) We expect that direct impact (contact with speaker) will reach 150 students over two days. The ongoing workshops with Ms. Harrington will help 20 students develop empathy skills and apply empathy to self and others. This will make the students more attuned to their own needs, and the needs of others, creating a more inclusive and welcoming climate. We have approval to list these workshops as elective workshops in the Kirby Leadership Institute.
(b) The staff and faculty workshops, coordinated with IDS and the CLA Change Team, will reach much further – improving the pedagogy of dozens of faculty potentially reaching hundreds or thousands of students in a year. The workshop will be open to the participants of College in Schools program, who will be able to use the skills learned through it in their teaching, impacting hundreds of high school students in the community.

• How the activities will have long-term impact
(c) The larger impact is hardest to measure – the impact that happens when the UMD climate makes the development of empathy a core value, and from that core value, a continued and vital commitment to civic engagement, social justice, and interpersonal communication flower.

• Names of the faculty and staff members requesting funds with email addresses:
  Susan Peralta-Dewey speralad@umn.edu & Suzanne Bonomo sbonomo@umn.edu, Co-chairs
  David Beard dbeard@umn.edu
  Cindy Christian cmchrist@umn.edu
  Gail Mentzel gmentzel@umn.edu
  Mariya Gyendina mgyendin@umn.edu
  Merry Rendahl renda003@umn.edu
  Milan Kovacovic mkovacov@umn.edu
  Mai Lor lorxx118@umn.edu

Allied Supporters of the Project: Joie Acheson Lee, Kirby Leadership Institute; LeAne Rutherford, Instructional Design Services

<table>
<thead>
<tr>
<th>Itemized budget</th>
<th>Travel</th>
<th>Lodging</th>
<th>Hon./Fees</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anita Nowak</td>
<td>$800</td>
<td>$500</td>
<td>$200</td>
<td>$1,500</td>
</tr>
<tr>
<td>Ann Harrington:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Workshop day $1000</td>
<td></td>
<td></td>
<td></td>
<td>$1,900</td>
</tr>
<tr>
<td>Follow-up workshops 1.5 hrs ($225)*4=$900</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gary Boelhower</td>
<td>$100</td>
<td></td>
<td></td>
<td>$100</td>
</tr>
<tr>
<td>Expenses for Empathy Workshops:</td>
<td></td>
<td></td>
<td></td>
<td>$200</td>
</tr>
<tr>
<td>Photocopies of materials provided by Nowak</td>
<td></td>
<td></td>
<td>$35</td>
<td></td>
</tr>
<tr>
<td>Photocopies of materials provided by Harrington</td>
<td></td>
<td></td>
<td>$35</td>
<td></td>
</tr>
<tr>
<td>Photocopies of additional materials (posters)</td>
<td></td>
<td></td>
<td>$30</td>
<td></td>
</tr>
<tr>
<td>Hospitality (Water, Cookies) $25 x 4 = $100</td>
<td></td>
<td></td>
<td>$100</td>
<td></td>
</tr>
<tr>
<td>Expenses for Empathy Events on Campus:</td>
<td></td>
<td></td>
<td></td>
<td>$300</td>
</tr>
<tr>
<td>Public Presentation #1: &quot;Defining Empathy&quot; Hospitality $100</td>
<td></td>
<td></td>
<td>$75</td>
<td></td>
</tr>
<tr>
<td>Public Presentation #2: &quot;Empathy and Communication&quot; Hospitality</td>
<td></td>
<td></td>
<td>$75</td>
<td></td>
</tr>
<tr>
<td>Faculty, Staff and Student Workshops: $50 x 3 = Hospitality $150</td>
<td></td>
<td></td>
<td>$150</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td></td>
<td></td>
<td>$4,000</td>
</tr>
</tbody>
</table>

• Funding from other sources
  None.
Empathy in Education: A Core Component of Climate Change
Proposal from CLA Change Team

- Approval (with date of approval) by your immediate supervisor and unit head*

Signature [Signature]
Dean Susan Maher

Date 10/15/2012

Send electronic copy to Bilin Tsai (btsai@d.umn.edu) by Oct. 15, 2012
A unit head is your dean, vice chancellor, chancellor, or student UCT advisor (Rick Smith for AISES, Susana Pelayo Woodward for the Multicultural Center Student Leadership Council, Corbin Smyth for Student Association).
Appendix A: About Empathy, Pedagogy and Civic Engagement

When we teach empathy, we teach students to understand both themselves and the world around them. Our goal is to “begin an inquiry into how [UMD] teachers and staff might perform emotional engagements that students find authentic and valuable” (Julie Lindquist) with an eye toward the development of empathy. These engagements “enable students to locate their own affectively structured experiences” and so better understand themselves, while at the same time yielding “more integrated understandings of social structures and identity formation” (Lindquist, *College English*).

Empathy will lead to a richer civic experience. Kristen Cambell (of the National Council on Citizenship) claims that “civic engagement is all about capturing and harnessing empathy” (*LA Times*). Aaron Einfeld and Denise Collins (*Journal of College Student Development*) correlate “multicultural skills... such as empathy, patience, attachment, reciprocity, trust, and respect [and] civic engagement.” To this end, we have partnered with the Kirby Leadership Institute in this proposal.
Appendix B: About the Events: Detailed Schedule

Day One: (1) Public Discussion on Empathy with Nowak, UMD Faculty and Staff, and community partners

Description of Workshop: in an open, public forum holding up to 200 audience members, our visiting researcher will sketch the historical trajectory of work on empathy (from enlightenment thinkers through contemporary neuroscience). The event will include a panel discussion with UMD faculty members from Philosophy, Writing Studies and Communication. In addition to Dr. Nowak and UMD faculty, we have invited a community partner, Dr. Gary Boelhower, theology and religious studies professor from the College of Saint Scholastica, to participate. The panel will discuss the role of empathy in college education and classroom practices and serve as an introduction to next day’s workshops.

Objectives of Public Discussion:
- participants will develop a general understanding of empathy as a concept and its connection to education
- participants will be exposed to a variety of perspectives from different disciplines
- participants will be introduced to the sequence of ideas that lead to the development of empathy as an important education consideration

Day Two: (2) Student workshop with Harrington

The workshop will focus on the idea of empathy as a way to connect with oneself and others and provide practical tips and exercises for improving empathy skills.

Objectives of Workshop: Participants will ...
- define empathy
- be introduced to key concepts in empathy and non-violent communication
- apply empathy to self and others
- identify situations where empathy might be applied
- practice using empathy techniques in pairs and small groups

Day Two: (3) Faculty and Staff-specific workshop with Harrington

Description of Workshop: in groups on 25 or fewer, individuals meet with Harrington to learn about nonviolent communication as entry point to a pedagogy of empathy.

Objectives of Workshop: Participants will...
- define empathetic communication
- apply empathy to self and others
- identify life, work, and classroom situations to which empathy might apply
- begin to develop skills and access resources for the practice of empathy in the classroom and the university community.

Day Two: (4) Panel discussion of empathy with Nowak and Harrington.

In this public forum Dr. Nowak and Ms. Harrington will share perspectives on the influence empathy has on education and address questions from the audience.

Objectives of the discussion: The participants will ...
- hear dialogue that models the conversation between community expertise and faculty expertise - an ongoing dialogue essential to Goal 5 for UMD
- learn dialogue across the academic/activist divide, itself an essential component of an open campus climate
- raise questions on the topic of empathy and non-violent communication.
Follow-up: (5-8) Small Group Workshops with Ann Harrington
In March and April, Ann Harrington will meet with small groups of Faculty/Staff and of Students to continue empathy discussion and training.

Objectives of Ongoing Workshops: The participants will ...
- deepen understanding of empathy
- further explore concepts in empathy and non-violent communication
- apply empathy to self and others
- identify situations where empathy might be applied
- practice using empathy techniques in pairs and small groups
### Appendix C: Empathy Quotient Self-Assessment & Satisfaction Survey

<table>
<thead>
<tr>
<th>Statement</th>
<th>Definitely agree</th>
<th>Slightly agree</th>
<th>Slightly disagree</th>
<th>Definitely disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I can easily tell if someone else wants to enter a conversation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I prefer animals to humans.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I try to keep up with the current trends and fashions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I find it difficult to explain to others things that I understand easily, when they don't understand it first time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I dream most nights.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I really enjoy caring for other people.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. I try to solve my own problems rather than discussing them with others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. I find it hard to know what to do in a social situation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. I am at my best first thing in the morning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. People often tell me that I went too far in driving my point home in a discussion.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. It doesn't bother me too much if I am late meeting a friend.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Friendships and relationships are just too difficult, so I tend not to bother with them.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. I would never break a law, no matter how minor.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. I often find it difficult to judge if something is rude or polite.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. In a conversation, I tend to focus on my own thoughts rather than on what my listener might be thinking.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. I prefer practical jokes to verbal humour.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. I live life for today rather than the future.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. When I was a child, I enjoyed cutting up worms to see what would happen.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. I can pick up quickly if someone says one thing but means another.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. I tend to have very strong opinions about morality.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The full version of the test is available at [http://glennrowe.net/BaronCohen/EmpathyQuotient/EmpathyQuotient.aspx](http://glennrowe.net/BaronCohen/EmpathyQuotient/EmpathyQuotient.aspx)

### Additional Satisfaction Survey:
- Rate the following statements on a scale of 1 to 10.
  - The workshop was well organized: the event started on time, the materials were provided.
  - The workshop provided useful information.
Empathy in Education: A Core Component of Climate Change Proposal from CLA Change Team

- I had an opportunity to practice empathy strategies in pairs and small groups.
- I know how to access resources on empathy and non-violent communication.

○ Indicate how strongly you agree with the following statements (1 - disagree, 10 - agree)
  - I will use empathy strategies in my professional life.
  - I will use empathy strategies in my personal life.
  - I would like to attend monthly follow-up workshops March-April.