Approach comes from
J.K. Gibson-Graham, Community Economies Collective
Kretzmann and McKnight, ABCD Institute, Chicago
Predominantly Caucasian
2001
   4.8% POC Students
   4.8% POC Faculty and Staff
   4.8% POC Residents in service area

2018
   20% POC Students
   9% Residents in service area
   4.8% Faculty and Staff

Plus
   GCC has become a valued resource for students of color.
   Best graduation rate in the state
   Very small achievement gap

Negative
   Progressive faculty and staff have not kept up with changing populations, changing times
   One of the smallest community colleges in MA so funding resources low, turnover of faculty and staff slow
   Diversity Task Force in 2006 produced a report that was not
fully embraced or acted on by faculty, staff, or administration

Old narrative:
There are not enough POC students in our region to warrant a concerted effort

New narrative:
Faculty and staff are seeing the changing populations in their classrooms, hallways and offices
The future growth in population and student body in Franklin County will come predominantly from POC.
New Initiatives

- Beacon
- Just One Thing
- First Minute Response
- Inclusion Pledge
- Politics, Sex, Religion Forums
- Annual Diversity Focused Panel Discussion
- The Research Project

New Initiatives
Beacon (faculty, staff, students)
  Asset Mapping
  Creating living definitions
Just One Thing
  Fermenting collective change through individual actions
First Minute Response (from Framingham State U.)
  Anticipating the need for the college to anticipate
  addressing a current event of concern
  Black Lives Matter
  Confederate Statues
  DACA
  School Shootings
Inclusion Pledge
Politics, Sex, Religion Forums
Annual Diversity Focused Panel Discussion
  Dismantling Institutionalized Racism
  #MeToo Movement
The Research Project

Linda McCarthy, Sociologist

12 Students

Trained in co-facilitation
Asset-Based Community Development
Diversity wheel

4 Focus Groups with Students

What/where is GCC doing well with diversity and inclusion?

Analysis

Who/what offices/policies are identified?

Faculty/Staff Focus Groups

Student identified faculty and staff are pulled together to share what they think they are doing that encourages a positive environment for diversity and inclusion.

Peer to peer learning model

A couple of students continue co-facilitating
Let’s Talk Shop
Faculty, staff, offices identified by students hold targeted workshops on specific issues
Difficult Conversations
Gender Pronouns
Collaboration between Academic and Co-Curricular Programming
Inclusive Classrooms and Offices
Personal, Professional, Persona: Where’s the boundary?
Troubleshooting Language: Keeping up with the latest lingo
Collective Voices—Common Ground
Student group to talk about issues of diversity, equity, inclusion, identity
Focus on #MeToo
Asset-Based Community Development
Kretzmann and McKnight, 1993

Each community boasts a unique combination of assets upon which to build its future. A thorough map of these assets would begin with an inventory of the gifts, skills and capacities of the community’s residents. Household by household, building by building, block by block, the capacity mapmakers will discover a vast and often surprising array of individual talents and productive skills, few of which are being mobilized for community-building purposes.

Asset-Based Community Development model

Glass of water

Deficits vs Assets

Deficits emphasize the impossibility
Lack of resources
Personnel
Funding
Time

Assets emphasize possibility
Engender agency

Much easier to do something with available resources

Theory of possibility
Participatory Action Research methodology

Who creates knowledge?

From an institutional perspective, it seems easier to request data from IR or hire a consultant to do a survey, etc. then propose a solution.

Action steps, policy change
Primarily based on deficit-based model
This perspective is necessary, but is also the default

Community Generated Knowledge

Rather than having an expert come in and explain strengths and deficits, ask the community to generate the data

Asset bias to privilege possibility and agency
Asset Mapping
Analysis of assets to potential projects/endeavors
Facilitator role/co-researchers
Leverage assets to strengthen diversity and inclusion rather than bogging down in the deficits and the absence of needed resources.

Building on strengths rather than focusing on weakness can engender a grassroots’ approach to change customized to the culture and history of the institution.
Asset Mapping

How do we define assets?

Physical
  Offices
  Staff

Practices
  Preferred name policy
  Men of Color Student Support Group

Individual
  Multicultural Conflict Mediation Training
  Personal library of books in office
  Life experiences growing up Korean
**ORGANIZING YOUR ASSET MAP**

<table>
<thead>
<tr>
<th>Closer to the top=easier to share</th>
<th>Closer to bottom=harder to share</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Books</td>
<td>• Growing up in a Korean Catholic Community</td>
</tr>
<tr>
<td>• Practices</td>
<td>• Father of a child with a disability</td>
</tr>
</tbody>
</table>

First work independently generating a personal/institutional asset map
5 min
Next: Share with partner, ask questions, then add to your own map
5 min
Compile collective map
5 min
ASSET MAPPING

• By learning where we are already doing a good job at creating an inclusive environment we can then figure out how to strengthen those practices, and/or share those practices with others as models that could be emulated or adapted.

• Though an asset mapping exercise we can start building up a catalog of diversity and inclusion asset maps. Then, using a group analysis of the maps we can select which assets to follow up with and/or get more information, and permission to share the practice with others. We would then create a catalog of practices by faculty, staff, and students that we could promote across the college.

Analysis 10 min
Where do we see possibility?
Where can we learn from one another?
Potential Next Steps 5 min
BIBLIOGRAPHY

- Cameron, Jenny. 2008 “From problem-solving to performativity, expertise to experimentation: researching poverty and marginalisation.” Seminar presentation, Geography and Environmental Studies Seminar, University of Newcastle, Australia, May. 13.


COMMUNITY ECONOMIES/DIVERSE ECONOMIES

• Capitalist Economy
  • Recognized standards of measurement
  • Profit oriented
  • Primarily benefits a select segment of the population.
  • Winners and victims
  • Lack of agency

• Non-Capitalist Economy
  • Coexists with a capitalist economy
  • As important, if not more important than the capitalist economy
  • Incorporates ignored or silenced voices
  • Complexity
  • Deconstruct simplistic binary thinking

J.K. Gibson-Graham, 2006
COMMUNITY ECONOMY

- Surviving together well and equitably
- Distributing surplus to enrich social and environmental health
- Encountering others in a way that support their wellbeing as well as ours
- Consuming sustainably
- Maintaining, replenishing, and growing our natural and cultural commons
- Investing our wealth so that future generations can live well
COMMUNITY ECONOMY
The economy that results when we use economic diversity to negotiate our interdependence with other humans and the environment.
LEO’S PERSONAL EXAMPLES

- Korean American
- Intersectional perspective
- Books in my office
- Mediation skills
- Listening skills
- Posters in my office of speakers
- Growing up outside of Boston
- Empathy

- Diversity Committee
- Diversity Taskforce
- New Perspectives Scholars
- Asian American Literature
- Multicultural Mediation Team
- Outreach
  - Jamaican Orphanage
  - New Orleans
  - Rural TN
GCC ASSET EXAMPLES

• Living Library
• Political events at GCC w/ student involvement
• Student life sponsored events/speakers/musicians/panel discussions
• Openness to include diversity in the curriculum
• Bi-lingual staff
• Language
• Community involvement → opening Campus to community
• Safe zone stickers

• Black Lives matter logo in Administrative offices
• Small Size → Ability to be intimate (Make personal Connections*)
• Simon Walsh’s ENG 101
  • Historical social contexts for all readings
• Using space as application
• Brian Kapitulik, Sociology Prof.
• Cultural Inclusion
• Care/Concern/Investment of advisors in Students
• Respect
• Anna Berry, Dean
DEFICIT BASED APPROACH

- Lack of faculty and staff diversity
- Lack of diversity in community
- No office of diversity or inclusion
- No identified staff support person for students of color
- Need for more diverse programming
- No diversity requirement in curriculum
- Lack of available funding
- Difficulty of diversifying hiring
- Community change happens slowly
- Lack of time/capacity
Panel Discussion on Institutionalized Racism
Formation of the Beacon Group
   Living definitions of terminology
   Asset Mapping
   Just One Thing
   Pledge to support the GCC Statement of Inclusion
   Politics, Religion, and Sex
Diversity and Inclusion Research Project
   Train students to be co-facilitators
   Focus groups with students
   Asset Mapping for where GCC is doing well with diversity and inclusion
   Focus groups with faculty and staff identified in student groups
   What are faculty and staff specifically doing that makes an impact on students and how?
Collective Voices—Common Ground
   In response to the student experience in the facilitator training.
   This group will provide a forum for students to explore issues of identity, diversity, and community. We will work together to generate ideas for positive
social change.
Difficult Conversations
LIVING DEFINITIONS OF TERMS
The language of inclusion is complex and multifaceted. It involves understanding and acknowledging the diversity of identities and experiences. Terms like race, gender, sexuality, ability, and religion are interconnected and interdependent. Inclusion seeks to challenge and dismantle systems of oppression and promote equity. Key concepts include anti-racism, gender equity, and the recognition of institutionalized racism and privilege. The journey towards inclusive practices is ongoing and requires continuous learning and reflection.
JUST ONE THING

Just One Thing is a campus-wide project to empower individuals to make systemic change to an institution. If everyone at Greenfield Community College pledges to do at least one thing to increase or strengthen inclusion at GCC, the whole institution can feel the impact.

For more information visit: https://www.gcc.mass.edu/justonething/
or contact: thwang@gcc.mass.edu
413.775.1221

Greenfield Community College is an affirmative action/equal opportunity institution. For disability accommodations, please contact the Coordinator of Disability Services (CDS) at (413) 775-1221.
Just One Thing

I am...

- [ ] Student
- [ ] Faculty/staff
- [ ] Other

What are you doing to increase diversity and inclusion at GCC?

File Upload

Upload any file attachments you’d like to share—photos, syllabi, classroom assignments, presentations, etc.

Drop files here or

Select file(s)

Accepted file types: .jpg, .gif, .png, .pdf, .txt, .doc, .docx, .xls, .xlsx.
The undersigned faculty, staff, and students pledge, in the spirit of the GCC Statement of Inclusion, to help create a culture that values, encourages, and embraces a wide range of individual and group differences.
DIFFICULT CONVERSATIONS
FOR FACULTY AND STAFF

Even without the current politically charged environment, it is challenging to talk about issues like transgender rights, diversity, race, ethnicity, immigration, class, religion, sexual orientation, politics, ability, etc. In this current climate, these discussions can feel caustic and dangerous.

How can we talk about these issues with one another and help make our communities stronger by fostering conversations about the things we tend to shy away from? And, how we can move beyond conversation and enact change here at GCC, in our communities, and perhaps even in our nation?

For 4 weeks this group will explore our connections to the difficult issues that arise for you, and explore possible ways to find agency and action.

Participation will be limited to 12 people who can commit to attend all meetings.