



Pride Center Goals for 2013 -2014

1. Increase awareness of the Pride Center among LGBTQ students at Palomar by posting flyers across campus. Increase weekly attendance at the Pride Center by 20% from the current 78 visitors per week.
2. Increase visibility among the Palomar College community by publishing a monthly newsletter, distributing informational flyers, improving signage, and publishing Center news in "Two Minutes of News."
3. Revise Safe Zone workshops and deliver one workshop per semester.
4. Reach out to the Athletics department and continue the conversation with coaches, specifically football coaches, and offer Safe Zone trainings.
5. Reach out to the Police department and offer Safe Zone trainings.
6. Continue to work for a purpose-built Center by assuring that the submitted proposal to establish a LGBTQ Resource Center will be part of the college's master plan.
7. Support other oppressed/minority groups in their struggles.
8. Attend conferences to keep up-to-date with changes occurring in the LGBTQ community.

SAOs Pride Center for 2013 -2014

SAO: Professional Development

Faculty and staff who participate in the Palomar College Pride Center Safe Zone workshops will successfully demonstrate knowledge of LGBTQ issues, including impact of lack of acceptance of LGBTQ students, faculty, and staff on the learning environment. In addition, participants will demonstrate respect for those differences.

Means of Assessment

Using a pre/post assessment instrument, 60% of faculty who participate in the Palomar College Pride Center Safe Zone workshops will successfully demonstrate knowledge of LGBTQ issues.

Assessment Method

Participating faculty and staff will complete a pre-test and a post-test of LGBTQ issues in each Safe Zone training.

Criteria

60% of faculty who participate in the Palomar College Pride Center Safe Zone workshops will successfully demonstrate an increase in knowledge of LGBTQ issues.

Planned Assessment

Participants will take a pre-test before each training session and a post-test after each training session.

SAO: Leadership

Students who participate in the Palomar College Pride Center will successfully demonstrate leadership skills, including attending and participating in meetings, discussion groups, and other Center events. In addition, students will express more confidence in their identity.

Means of Assessment

Using a pre/post assessment instrument, 60% of students who participate in the Palomar College Pride Center will successfully demonstrate an increase in leadership abilities.

Assessment Method

Students will complete a pre-test and a post -test of leadership skills each spring semester. Members of the PC3H will use a rubric to score students' leadership skills.

Criteria

60% of students who participate in the Palomar College Pride Center will successfully demonstrate an increase in leadership abilities based on a rubric.

Planned Assessment

Pre-test 1/25/2014; post-test 5/10/14

PROPOSAL TO ESTABLISH A LESBIAN, GAY, BISEXUAL, TRANSGENDER, QUEER* RESOURCE CENTER AT PALOMAR COLLEGE

I. Introduction

After having been involved in pro-LGBTQ activism at Palomar College for over four years (and for some of our members, much longer in the community at large), the members of PC3H (Palomar College Committee to Combat Hate) propose that the College establish a permanent, fully staffed and funded LGBTQ Resource Center on the San Marcos campus as an essential part of the College's commitment to diversity. While the LGBTQ community has worked and continues to work closely with other groups on the broader campus, it is the widely-held opinion of PC3H and LGBTQ&A (the College's gay student group) that this constituency shares unique—and potentially life-threatening—concerns that cannot be managed under a broader “diversity” umbrella. The formation of such a Resource Center will directly address these concerns; it will gather and organize Palomar College resources and become the focal point for LGBTQ programs, services, education, and outreach.

LGBTQ students at Palomar College bring unique experiences and needs that can affect their academic experience. These diverse issues require consideration in light of societal oppression as a result of their sexual orientation or gender identity. These concerns include but are not limited to the coming out process, the development of an identity in a heterosexually biased and gender-stereotyped environment, and the task of navigating through the world of higher education as a member of the non-dominant culture. We must consider the impact of potential oppression, potential isolation (or fear of same) from family, friends, fellow students, or even staff/faculty, and the potential for hate crimes and violence toward LGBTQ individuals; all of these can and do occur and lead to higher rates of depression, substance abuse, and suicide in LGBTQ people.

As an academic institution, the logical remedy for non-accepting and frequently hostile responses to LGBTQ people on campus and in society in general is through education. The LGBTQ Resource Center would fulfill this educational mission by creating safe “drop-in” space; developing programs in support of visibility, education, and outreach; opening an LGBTQ library; providing advice, referral, and informal counseling; and maintaining stability and continuity in developed programs.

Such a Resource Center should be centrally located on campus. The overall floor space should comprise reception, lounge, and study areas, library and computing space, offices and meeting rooms, kitchen space, and gender-neutral bathrooms. Most important is that planning for this Center should begin forthwith. Therefore, this proposal should be immediately incorporated into the Facilities Master Plan.

*LGBTQ. While we realize that each of these terms has a specific meaning and can also mean different things to different people – and also that each of these minorities has unique concerns – for ease of communication in this document the terms “LGBTQ,” “queer,” and “gay” will be used interchangeably to refer to non-heterosexual and/or non-gender-conforming individuals.

II. Background, Purpose, and History

LGBTQ individuals, and especially youth, face significant discrimination in our society. Despite immense political and social gains in the gay community in recent years (increasing representation of LGBTQ people in popular culture, a push for inclusionary legislation such as marriage equality laws and the repeal of “Don’t Ask Don’t Tell,” etc.), queer youth still face a hostile environment on high school and (to a lesser extent) college campuses. In a recent survey of gay high school students, The Gay, Lesbian, and Straight Education Network (GLSEN) found that over 60% felt unsafe at school because of their sexual orientation and over 40% due to their gender identity. Many skip school in an effort to avoid this experience. Moreover, the percentage of students who plan not to pursue post-secondary education directly correlates with the level of victimization based on one’s sexual orientation or gender identity, as does these students’ psychological well-being (The 2011 National School Climate Survey, Executive Summary, GLSEN 2009). Members of any minority, including LGBTQ individuals, are subject to “minority stress”: not just *experiencing* oppression and victimization, but coming to *expect* it; developing internalized homophobia; and feeling the need to hide one’s sexual/gender identity. All these feelings use immense psychological energy that can take a toll on one’s state of mind.

There is, then, an urgent need for action to create safe and welcoming educational, as well as workplace, environments for LGBTQ people. GLSEN has found that a few relatively simple steps can create major change. For example, students at schools with Gay-Straight Alliances (GSAs) report significantly fewer experiences of feeling unsafe on campus; curricula and programs that are inclusive of LGBTQ people, history, and events correlate with a decrease in the frequency of hearing biased language; and feelings of safety at school increase considerably as the number of supportive staff rises. The establishment of a permanent LGBTQ Resource Center at Palomar College, then, will lead to important changes in our campus environment and in the lives of our LGBTQ students, staff, and faculty.

The climate for LGBTQ people at Palomar College has not historically been welcoming. Gay faculty, for instance, have been openly harassed and have received hate mail. This is not entirely surprising, given the College’s location in North San Diego County, an area largely conservative in regard to both political and social issues. But if faculty are vulnerable to homophobic harassment, our students are much more so. LGBTQ students at Palomar do, in fact, report harassment, belittling, ostracization, and the invisibilizing of their sexual identity. Language use, in particular, is a significant problem. It is all too easy to overhear anti-gay slurs on campus, and most heterosexual students do not understand the negative impact of such language.

Palomar College LGBTQ students bring distinctive concerns and experiences that may affect their academic growth. These concerns are diverse in nature; while parallel to those seen in heterosexual students, they usually require additional consideration in light of societal oppression due to sexual orientation and gender identity. Specifically these concerns may include but are not limited to:

- the coming out process
- the development of an identity in a heterosexually biased and gender-stereotyped environment
- the development of an identity without appropriate role models
- the impact of oppression through religious dogma
- social isolation and alienation
- high rates of depression, substance abuse, and suicide
- intellectual alienation
- negotiating living space as a member of the non-dominant culture within the framework of potential oppression
- potential isolation (or fear of isolation) from family, friends, faculty, and staff
- fear of being discovered and ostracized by peers and mentors

- the potential for hate crimes and violence toward LGBTQ individuals

In addition, the majority of students at PC are quite young, frequently just out of high school, and often come from a lower socio-economic background. Such students may lack the emotional and financial resources that might facilitate dealing with these concerns and questions.

An important developmental factor that impacts the college student population is that of the continued development and solidification of an identity or a sense of self. Predominant questions include:

- Who am I?
- How do I fit into this world and the college community?
- What kind of contributions will I be able to make in the world/to my academic discipline?
- With whom will I have a relationship, and can it happen in this environment?

Research has shown that when an individual feels able to be open and honest about his/her/hir sexual orientation and gender identity and can feel connected to and committed to her/hir/his community, there is greater psychological adjustment. It is critical to realize that self-esteem and self-efficacy are increased when the LGBTQ individual is integrated into the queer community. Thus an LGBTQ Center would provide the space, resources, and education to facilitate such community integration, would provide positive, active LGBTQ role models, and would allow for increased identity competence. The LGBTQ Center will provide a relaxed, accepting atmosphere for casual, seemingly non-productive behavior that is vital to the development of group identity and strong self-identity. The Center will also provide programs to reduce social and emotional isolation, help individuals develop effective coping strategies to reduce the negative impact of a stigmatized identity, and decrease the fears surrounding loss of family and friends, as well as provide social, emotional, and informal psychological support when crisis occurs due to some aspect of life related to sexual orientation or gender identity. All of these actions will promote the free exchange of ideas, increase productivity, and promote performance.

In addition, the individual who identifies as heterosexual has the potential to benefit from an LGBTQ Center in a variety of ways. One such way is the reduction of homophobia through education and personal interaction. Homophobia often stems from a lack of knowledge and understanding of another's identity and culture. The LGBTQ Center will be a safe and visible environment for interested heterosexual individuals to gain information about sexual orientation in general and LGBTQ identity specifically. The Center will provide the opportunity for individuals of all sexual orientations to gain awareness, understanding, and familiarity with similarities and differences inherent in all sexual orientations. Thus the Center will serve to reduce fear, thereby reducing discrimination and increasing openness and acceptance of diversity.

Moreover, supportive heterosexual allies can also benefit from an LGBTQ Resource Center. Heterosexual students at Palomar have solicited LGBTQ students for information on LGBTQ issues, and heterosexual faculty and staff regularly request Safe Zone training. Often heterosexual people feel incompetent and insecure in talking with an individual from the LGBTQ community; there is often fear of making mistakes or of offending by saying the wrong thing. An LGBTQ Center can provide information and training on how to be an ally to the LGBTQ community, thus increasing multicultural competency and facilitating enhanced communication and interaction.

Palomar College began specifically addressing some of the needs of our LGBTQ students, staff, and faculty in the spring of 2009 with the formation of the Palomar College Committee to Combat Hate (PC3H) and the revival of the GSA (Gay-Straight Alliance, now known as the LGBTQ&A). A year later, with the help of a supportive administration, PC3H established its first "office" in IT-7L, and we are now in our third year in a larger Resource Center (now known as the Palomar College Pride Center) and office, ST-70 through 76. These changes have begun to contribute significantly to an improved campus

environment, as LGBTQ identity on campus has begun to become more visible and as gay students and allies quickly started to utilize the office in large numbers as a safe space in which to study and socialize. However, the sheer number of students, staff, and faculty who occupy the Center (even the larger space in ST-70-76; 80-100 people visit the Center every week) at any given time speaks volumes about the need for a much larger, staffed-and-funded space. Moreover, the initial increase in gay visibility may very well lead to increased oppression and alienation as homophobic elements on campus push back; a larger Center would offer increased refuge and support, and the presence of a professional staff person in this space would act as a deterrent to possible harassment by such elements.

At times, members of the Palomar College LGBTQ community struggle to achieve academic and career success against the backdrop of both deeply set prejudices and lack of visibility. These negative climate issues affect the learning and working environment, not just for LGBTQ individuals, but for the entire campus community. Homophobia is crippling for all concerned. Anger, fear, and ignorance directed at LGBTQ people divert energy and attention from constructive endeavor and achievement. Such actions also contribute to a negative and non-productive educational and work environment. To address these issues, then, we propose that Palomar College establish a permanent place where, not just students, but staff and faculty, will find support, safe space, services, and information in a welcoming and affirming environment.

III. Vision

The greatest danger to LGBTQ people on campus is a climate of real or perceived fear, prejudice, and ignorance that their very invisibility—that is, the fact that on first meeting most people automatically presume that they are *not* LGBTQ-identified—inevitably breeds. This ‘invisibility’ leaves non-LGBTQ people free—wittingly or unwittingly—to crack jokes, make pejorative remarks, or simply presume heterosexuality in casual discussion of personal relationships. The resulting climate leaves many LGBTQ individuals feeling isolated, at risk, or alienated from their peers.

Thus, PC3H envisions the Palomar College LGBTQ Resource Center as a source of educational opportunity and the hub of LGBTQ intellectual life. Palomar College should address LGBTQ issues by establishing a Center that is clearly visible and able to educate the entire campus community—not just its LGBTQ members and allies—by providing a safe place for all its members to explore these issues. The Resource Center would advocate for the LGBTQ community, provide information and referral services, initiate educational programs, and serve as a clearinghouse for lesbian, gay, bisexual, transgender and queer/questioning organizations at PC. It would work with other campus clubs, programs, and departments to foster support for all members of the diverse Palomar College community.

Thus, the Lesbian, Gay, Bisexual, Transgender, and Queer Resource Center would stand as part of the institution’s commitment to diversity. It would conduct educational and outreach programming; provide a library of materials to help to resolve controversy over LGBTQ issues through education; support advising, referral to counseling, and mentoring for the campus community, but in particular for LGBTQ students, staff, and faculty; and hire professional staff to provide stability and continuity in programming.

The current LGBTQ Pride Center at Palomar College (ST-70-76) is the first of its kind at a community college in Southern California and only the second such center in the entire state. Thus, the College is on the cutting edge of cultural change. A larger, dedicated space, fully staffed and funded, would enhance this change as well as further the college’s commitment to diversity.

A. Why is a safe and nurturing environment needed at Palomar College?

The LGBTQ Center will be a place to gain a reprieve from attacks to self-esteem, to build social and intellectual connections, and to gain and maintain a healthy self-identity. It will provide a secure and easily identifiable place to consult resources about LGBTQ concerns, address questions to professionals,

explore LGBTQ history, and study. In addition, such a Center will serve the crucial function of maintaining and promoting continuity of support, education, and programming in light of the two-year turnaround of the student population.

B. Why is a separate, independent Center necessary?

Housing the LGBTQ Resource Center within a broader Diversity Center might initially seem a good way to promote diversity, be supportive of LGBTQ people of color, and increase the interaction between these communities, but after careful consideration and consultation the committee has concluded that this is not in fact the case. The presence of homophobia is not unique to the majority white community. Unlike other (ethnic; religious) identity development, development of LGBTQ awareness is seldom begun in the home—it is a process of questioning that often first begins with campus life. Yet, as confirmed by the UC LGBT Resource Center Directors at Santa Cruz, Davis, and Riverside, questioning students of color who use the LGBT Resource Centers there *would not do so* if the centers were not separate and independent. In other words, queer/questioning students of color fear they will face homophobic isolation and victimization from their ethnic/racial peer group if they are seen entering a “gay” space. The need for a safe space *requires* some physical separateness.

Furthermore, given the needs and services outlined in this proposal, it is unrealistic to expect a generalized Diversity Center to appropriately address these issues. The point of establishing a permanent LGBTQ center on campus is to see that Palomar College provides access to education and resources in order to bring LGBTQ viewpoints to bear on problems both social and academic. We can neither leave such an important function to chance, nor relegate it to volunteers and staff from a larger Diversity Center.

C. How does LGBTQ visibility strengthen Palomar College’s commitment to diversity?

Diversity is not innocuous difference; if it were, the campus would have nothing to gain by it. Diversity, rather, is a proliferation of experience, cultural resources and perspectives. We promote the inclusion of students, staff, faculty, texts, and other resources of diverse cultures, whether national, ethnic, racial, class, sexual, or gender, because they enrich the greater college community.

Unfortunately, the situation is often seen differently from the viewpoints of members of the varied communities of the United States, not all of whom value such diversity. Thus there can be great pressure for all members of the college community to assimilate into a single, “mainstream” culture. The reason for this is two-fold. First, bringing to bear diverse viewpoints upon scholarly and social problems has transformative potential; it threatens the status quo. Second, there prevails in some quarters a fear that calling attention to difference will deepen pre-existing social divisions.

The very aim of an LGBTQ Resource Center is *not* to divide, but rather to help establish a climate of respect, dignity, and inclusion from a position of visibility within the broader campus community. Consistent with the Pride Center Mission Statement, the permanent LGBTQ Resource Center will foster the best possible working and learning environment and demonstrate Palomar College’s commitment to maintaining a climate of fairness, cooperation, and professionalism in order to enhance the overall excellence of the institution. To quote that Statement :

In keeping with Palomar College’s commitment to create a safe campus, the LGBTQ Pride Center exists to provide a secure place where LGBTQ students and staff gather to study, converse, explore, and join in common celebration of their experience. The Center also provides educational resources and programs for the LGBTQ & Allies community. While the Center welcomes all Palomar students and staff regardless of sexual orientation, it serves first and foremost as a Safe Zone for the campus LGBTQ community. The Pride Center functions within the oversight of the PC3H (Palomar

College Committee to Combat Hate).

D. Why do existing programs not meet LGBTQ Center needs?

- The current spaces used by the LGBTQ students and PC3H are inadequate
- LGBTQ individuals continue to be harassed and afraid on campus
- Programs are created by volunteers on an *ad hoc* basis
- There is no continuity or “institutional memory” for services and programs

The current spaces used by LGBTQ students, allies, and PC3H, although a much-needed improvement from the original space in IT-7L, are not entirely adequate to meet the needs of our LGBTQ students, staff, and faculty. One part-time worker and faculty volunteers provide only limited office hours, meaning that students are often left unsupervised. While significantly larger than the space in IT-7L, the current LGBTQ Pride Center (ST-70-76) can comfortably accommodate only about twenty people, but an average of 80 students use the space per week. The room serves as a small lounge where students can study, relax or socialize in a supportive environment, but it is not big enough to accommodate large meetings, presentations, workshops, or social events, a growing library, storage, and so on. Moreover, in the current climate of physical growth at Palomar College and the consequent shuffling of offices as new buildings are opened, there is no guarantee that ST-70-76 will remain a space for meeting LGBTQ needs.

Finally, and perhaps most importantly, even with the larger space of ST-70-76, there is no continuity of educational efforts and programs. At a community college, students are generally in attendance for only two years; new faculty are hired while older faculty retire. This means that an LGBTQ office staffed by one part-time worker (and supported by faculty) does not ensure that efforts begun by one group of students will continue when those students are gone.

For all these reasons, the current Pride Center space, while a vast improvement over the previous office in IT-7L, is inadequate to our needs. A permanent, fully staffed and funded Center is needed.

IV. Implementation and Operations

As an academic institution, the logical remedy for non-accepting and frequently hostile responses to LGBTQ individuals on campus and in society in general is through education. By offering safe discussion space, along with programs that help to educate the campus and the surrounding community about LGBTQ issues, it is hoped that individuals will have a better understanding of LGBTQ people, the prevalent stereotypes about LGBTQ individuals, and the widespread fear within their community. To meet this educational need, the LGBTQ Resource Center should be a clearinghouse for current information and support services.

A. Implementing a Safe and Nurturing Environment

The LGBTQ Resource Center should serve as a “Safe Space” in which people feel welcome and supported in exploring LGBTQ issues and utilizing the Center’s resources and programs. To fulfill this role, a thorough understanding of issues and concerns related to sexual orientation and gender identity must inform its planning and creation. An understanding of LGBTQ experience yields specific, critical ramifications to the implementation of any support space or services for individuals dealing with orientation or identity development issues. The LGBTQ Resource Center must provide the following:

- Accessibility
- Campus recognition as a provider of and space for support
- Confidentiality
- Minimized personal exposure in visiting the Center

- Security and a sense of safety

B. Programs and Actions in Support of Visibility, Education, and Outreach

The Resource Center will provide visible educational and outreach programs that would provide support for LGBTQ individuals on campus and an educational forum for members of the campus community who want to educate themselves on these issues to engage in dialogue. Examples of these might include a number of programs:

1. Workshops, Forums, and Training

- Expand the Safe Zone training program
- Establish a lecture series on research of interest to the LGBTQ community
- Establish an annual retreat/leadership training weekend

2. Campus and Community Outreach

- Host an open house for incoming students
- Coordinate National Coming Out Day activities
- Coordinate World AIDS Day outreach activities
- Coordinate Palomar Pride activities
- Establish a group for LGBTQ staff and faculty at Palomar College
- Promote visibility by participating in campus events such as club events, Diversity Day, and other college celebrations
- Promote visibility in community events such as the Harvey Milk Diversity Breakfast, North County Pride at the Beach, AIDS Walk, and San Diego Pride Parade
- Develop connections with San Diego community organizations, e.g., The Center; Gay, Lesbian, and Straight Education Network (GLSEN); Parents and Friends of Lesbians and Gays (PFLAG); CSUSM Pride Center; and North County LGBT Coalition
- Develop relationships with other county-wide community-college LGBTQ organizations

3. Arts and Culture

- Establish a periodic film series
- Work with Palomar College Theater and Dance Department to bring one major LGBTQ-themed production per year to campus.
- Sponsor, with faculty and academic departments, periodic appearances of major authors
- Establish a series of readings by writers from underrepresented groups

4. Social

- In conjunction with LGBTQ&A, sponsor/organize trips, dinners, beach bonfires, and dances for LGBTQ community and friends
- Provide drop-in space for students, staff, faculty, and administration
- Develop informal academic networks [student-to-student, student-to-faculty, faculty-to-faculty]
- Offer leadership and professional development
- Conduct social events with other community-college LGBTQ organizations

C. An LGBTQ Resource Center Library

The LGBTQ Center would house a library of printed materials, DVDs, CD-ROMs, multi-media, and

other media that support LGBTQ people by helping to educate the entire campus community. This proposed library is intended to address the practical matters relevant to LGBTQ issues, such as these:

- Discussing one's sexual orientation/gender identity with others
- Transgender issues
- Religion and Homosexuality
- Safer Sex
- Mental Health Referrals
- Role Models

Within the legal arena there are issues where LGBTQ people may need particular assistance:

- What is the current status of marriage equality in the state of California and the nation?
- What are the current laws regarding hate crimes and service in the military?
- How can one insure that one's partner will have visiting rights in the case of hospitalization?
- How can a transgender person change his/her/hir name, and what are the laws regarding transgender people with regard to employment, housing, incarceration, or military service?
- How can one establish Durable Power of Attorney for one's partner?
- How can a couple establish a Will or Trust?

The library should include resources that will help LGBTQ parents raise healthy children, as well as children's books especially written for LGBTQ families. It should include books for friends and family of LGBTQ people that will help them to understand and to resolve their concerns, fears and prejudices. Resources should be available for administrators and employers of LGBTQ individuals so they can help to make the workplace a healthy and productive environment. In addition, the library will host an archive of PC3H newsletters and articles and photographs of events participated in by the LGBTQ community at Palomar College

4.4 Advising, Counseling, and Mentoring

One of the most crucial functions that a LGBTQ Resource Center can provide is its ability to respond to a crisis in a prepared, non-threatening, non-judgmental manner. Examples of crises include, but are not limited to the following:

- An individual who is harassed or threatened in the workplace or classroom for being LGBTQ.
- An individual who is "outed" by someone.
- An individual who is suddenly forced out of a living situation because roommates or parents have found out about the individual's sexual or gender orientation and are non-supportive.
- A "closeted" individual who is experiencing the breakup of a loving relationship and does not have someone to talk to. This support from friends and family is something that many non-LGBTQ individuals take for granted.
- An individual who may be suicidal because he, she, or ze has just tested HIV Positive.

There is no way to measure how many lives may have been saved by the LGBTQ Centers across the country. It is a fact that the suicide rate for LGBTQ youth is higher than for their straight counterparts. The lack of societal support, the lack of role models, overt harassment, and substance abuse are all factors that contribute to this increased rate of suicide. A non-supportive environment on campus can also lead to lower academic achievement, less productive employees, and reduced retention of members of the campus community. This may not lead to self-destructive behavior but it is still very important to the

individuals involved and the climate as a whole.

Currently there exist no resources at Palomar College to provide assistance in a crisis situation other than the Police Department. While there is an LGBTQ-friendly person within the Dept., this is inadequate to deal with such a crisis for several reasons:

- The person in crisis may be concerned about confidentiality.
- The situation may not call for police assistance
- Other types of support may be required
- Services or personnel may not be available at the time of crisis.
- The client is concerned that personnel are not supportive or understanding of LGBT issues.

In terms of referrals, the value of an LGBTQ Resource Center cannot be overemphasized for creating a diverse, productive, and safe campus community. In emergencies, the LGBTQ Resource Center should serve as an immediate connection to the support systems in the greater San Diego community. In a preventive role, the LGBTQ Resource Center will support existing programs such as those discussed above.

In addition to the above support services, an LGBTQ Resource Center could establish a mentoring program that could lend assistance to people in need or could provide guidance to individuals in the coming-out or questioning stages.

Finally, PC3H advocates for the presence of a professional crisis counselor on campus who can respond to any such emergencies in the campus LGBTQ community as well as understand and respond to crises in the lives of non-heterosexual students.

CONCLUSION

While currently only one other community college in California has opened an LGBTQ Resource Center, virtually all of the UC and many of the CSU campuses have done so. Given the current, continued nationwide environment of harassment, bullying, suicides, and hate crimes against LGBTQ people, we believe that queer students, staff, and faculty require visible, safe, institutional support to develop and perform at their best. Moreover, we have begun to see evidence of a shift in the campus climate for the better simply from the establishment of a tiny “safe space” in IT-7L and the larger space in ST-70-76. It is vital to imagine the progress that can be made toward a more welcoming environment with the establishment of a permanent, fully staffed, and funded LGBTQ Resource Center. Therefore, we propose that the College establish such a Center as part of its commitment to diversity.

We strongly recommend that this Proposal be immediately integrated into the Facilities Master Plan and that work toward this goal commence without delay.

Addendum to LGBTQ Resource Center Proposal Three- and Five-Year Plans

The proposed development plan for the next three years of the LGBTQ Resource Center (Spring 2013-Spring 2016) contains the following three aspects:

1. **Increased space.** As stated throughout the Proposal, the existing space (ST-70-76) is inadequate to our needs and should be expanded. For the numerous reasons stated in the Proposal, we plan on pursuing a separate, dedicated space in one of the planned new buildings to ensure that we will have a permanent space for our LGBTQ students, staff, and faculty.
2. **Hourly office staff.** Currently, the Center is staffed largely by volunteer faculty and one paid staff member for 15 hours a week. Such staffing does not ensure that the Center can be open 9-5, Monday through Thursday. Therefore, we propose that a staff person be hired on a full-time basis to support the volunteer workers and to provide some continuity.
3. **Center Director.** As the Center continues to expand and provide additional services, a professional Director will be needed. This could initially be a current faculty member with release time for the position. This release time would need to be negotiated with the Palomar Faculty Federation. The Director would report to the PC3H as the current overseeing body.

The five-year goals are to create a permanent, fully funded, dedicated Center with space as detailed in the Proposal (library, computer/study area, lounge area, meeting rooms, offices, storage, kitchen, and gender-neutral bathrooms) and to hire a full-time professional Director with expertise in the area of administering LGBTQ campus centers, with additional part-time student workers as needed.