

Palomar College – Program Review and Planning

Non-Instructional Programs

Year One

Academic Year 2015-16

Purpose of Program Review and Planning: The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

Discipline: LGBTQ Pride Center

11/3/15

Non-Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)

STEP I. ANALYSIS (Note: Each Department Will Use Their Own Previous Analysis Data)

	2010-2011	2011-2012	2012-2013	<<Prelim>> 2013-2014	Definitions
Student Contacts			Spring '13 16/day, 64/week	Fall '14 23/day, 89/week	Spring '15 average 25/day, 100/week
HIV testing					in partnership with Vista Community Clinic
Palomar Pride					Yearly celebration of pride in the LGBTQ community on campus
San Diego Pride					Participate as a contingent from the college in the larger San Diego Pride Parade. We have done this four times in the past and plan to do so again in the future.
Pride by the Beach					Staff a booth at the North County Pride Celebration in Oceanside. We have done this five times in the past and intend to do so again in the future.
Day of Silence					These three Pride celebrations increase awareness in the community of Palomar Campus's diversity .
Gay-Straight Alliance Awards					Annual day of non-speaking to honor LGBTQ people who have died.
Working for gender-neutral bathrooms across campus					Sponsoring awards given out to local high school Gay-Straight Alliances by North County LGBT Resource Center. This event has been held here on campus for academic year '13-'14 and '14-'15. This is another event that greatly increases awareness of Palomar College's welcoming attitude to members of the LGBTQ community.
Discussion Groups					To ensure the safety of our transgender and gender-non-conforming students.
Number of FT Staff				0	Faculty-Student engagement helps students to deal with issues they face as LGBTQ people.
Number of Part-time Staff			1	1	The number of full- and part-time staff will need to increase so that we can be open more hours as we serve more and more students.
Staff/Student Ratio per 1FTE				1/35	

I. A. Reflect upon and provide an analysis of the four years of data above

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The Pride Center (overseen by the Palomar College Committee to Combat Hate [PC3H]) opened in spring 2009 in the form of a former faculty office. Although the space was small, it was crammed with students from the very beginning. As our space has increased (now consisting of one large and two small rooms), so has the number of students visiting, the most recent data reporting an average of 32/day and 128/week. We have had to increase the number of hours the Center is open and have hired a part-time assistant. As the number of students continues to rise, we will need a larger space (Ideally a purpose-built space just for the Center; see attached proposal), a full time assistant, and eventually a Director for the Center. We have received small grants from Vista Community Clinic and Human Dignity Foundation and intend to apply for grants from these entities again. However, as these are not dependable sources of funding, we need to increase the steady base of funding that we receive from the College.

These issues will all help the Pride Center in attaining the College's goal of supporting excellence in instruction, programs, and services to improve student learning.

I. B. Please summarize the findings of SAO assessments conducted.

The assessments are planned for the end of the year.

I. C. Reflect upon the SAO assessment findings in Box B above. Discuss overall observations and any areas of concern or noteworthy trends.

We have had a large increase in the number of students visiting the Center, as demonstrated by the Center sign-in sheets (and these numbers are probably under-reported as visitors sometimes neglect to sign in). This suggests significantly increased visibility of the Center on campus and increased success in reaching our overall goals. Once Admissions incorporates the new state-mandated online admissions form, we will be able to track the number of LGBT students who self-disclose. These numbers should also be incorporated into the Student Equity Plan.

STEP II. PLANNING

Reflecting on the 4-year trend data, the SAO assessment results, and the college's Strategic Plan 2016, describe/discuss the discipline planning related to the following:

II. A. Program changes and improvements (consider changes due to growth in FTES and Headcount, CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)

Non-faculty permanent position for a Pride Center Director. Internships at the Pride center so that students can develop their leadership skills. LGBTQ-trained counselor. Permanent dedicated space for the Pride Center (see Attachment). The attached proposal will need to be incorporated into the College's Master Plan.
The following equipment will also help us reach our goals: Computer and software upgrades, flat screen TV, DVD player, overhead projector, and

II. B. Additional programs to develop (consider enrollment trends, student demands, wait times, comprehensiveness, etc.)

Workshops, programs, and events specific to the individual constituents of the LGBTQ and Allies community, such as lesbian, gay, bisexual, transgender, queer, and queer people of color, as well as programs and events which are welcome to all members of the community. Queer Orientation Day. Events held in collaboration with the Women's and Gender Studies program, Multicultural Studies, etc.

II. B. Additional programs to develop (consider enrollment trends, student demands, wait times, comprehensiveness, etc.)

STEP III. RESOURCE REQUESTS FOR DISCIPLINE:

III. A. Describe the resources necessary to successfully implement the planning described above. Provide a detailed rationale for each request by referring to the analyses of data and SAO assessment results in Step I and/or to any other evidence not apparent in the data or SAO Assessment results.

a. Equipment (per unit cost is >\$500) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
a1.	Funding for co-directors to attend annual LGBTQ Creating Change conference	2	Goal 2 – student support and success	To stay abreast of current developments in and issues facing the LGBTQ community so that the Center can better provide services to our students/ staff, and faculty.	\$6000	Ongoing	no
a2.	Funding to bring guest speakers, films, etc, to campus	1	Goal 2 – student support and success	To assist the campus LGBTQ community and allies in becoming aware of current events that affect them.	\$6000	Ongoing	no

b. Technology (computers, data projectors, document readers, etc.) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
b1.	Computer upgrades, upgraded software	1	Goal 5 – facilities and infrastructure	To provide adequate computing resources for the students in the Pride Center	\$7000	One-time	no
b2.	Flat screen TV	3	Goal 5	Ensure that existing and future facilities and infrastructure support student learning, programs, and services	\$2000	One-time	None-Categorical funds cannot be used to cover cost
b3.	Overhead projector and	5	Goal 5	Ensure that existing and	\$1000	One-time	None-Categorical

b. Technology (computers, data projectors, document readers, etc.) *Enter requests on lines below.*

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
	associated technology			future facilities and infrastructure support student learning, programs and services			funds cannot be used to cover cost
b4.	Printer	2	goal 5	As Above	\$600	One-time	
b5.	DVD player	4	goal 5	As above	\$500		

c. Budget for 4000s (per unit cost is <\$500 supplies) *Enter requests on lines below.*

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
c3.	Storage Cabinet	1	goal 2 – student support and success	Implement effective pathways that support student access and progress	\$500	One-time	no

d. Budget for 5000s (printing, maintenance agreements, software license etc.) *Enter requests on lines below.*

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
d1.	Printing of flyers for events, announcements, etc	1	Increased visibility	To better serve LGBTQ people and allies on campus	\$3000	ongoing	None-Categorical funds cannot be used to cover cost
d2.	Signage updates	3	Goal 2	Implement effective pathways that support student success	\$1000	One-time	None-Categorical funds cannot be used to cover cost
d3.	Announce Pride Center in class	2	Goal 2	As above			

d. Budget for 5000s (printing, maintenance agreements, software license etc.) *Enter requests on lines below.*

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
	schedules						
d4.							
d5.							

e. Classified staff position (permanent/contract position requests unique to this discipline) *Enter requests on lines below.*

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
e1.							
e2.							
e3.							
e4.							
e5.							

f. Classified staff position (temporary and student workers position requests unique to this discipline) *Enter requests on lines below.*

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2013 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
f1.	Part-time Pride Center Assistant		Goal 2	Implement effective pathways that support student success	\$15000	ongoing	
f2.							
f3.							
f4.							
f5.							

III. B. Are there other resources (including data) that you need to complete your discipline review and planning?

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The data from the state-mandated Admissions tracking form will allow us to more effectively and fully carry out our planning

STEP IV. SHARE YOUR ACCOMPLISHMENTS Please include at least one discipline accomplishment that you'd like to share with the college community.

Increased visibility of the Center, which provides safe space for LGBTQ students, staff, and faculty, on campus. Increased visibility in the larger community of Palomar College as a safe place for LGBTQ students and others. Safe Zone training for faculty and staff, including campus police. Recognition of the Center by the ACCJC team on their recent visit as an important contributor to diversity on campus.

STEP V. ACCREDITATION For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.

n/a

STEP VI. COMMENTS Other comments, recommendations: (Please use this space for additional comments or recommendations that don't fit in any category above.)

The institution needs to be more assertive in including the Center in its Master Plan. In addition, the Master Plan should reflect the need to convert all existing single-stall bathrooms to gender-neutral facilities as well as the fact that all new buildings should have gender-neutral bathrooms.

Please identify faculty and staff who participated in the development of the plan for this department:

Abbie Cory Name	Monika Brannick Name	Name
Name	Name	Name

<u>Abbie Cory</u> Department Chair/Designee Signature	<u>11-12-15</u> Date
<u>B. 2X</u> Division Dean Signature	<u>11-13-15</u>
<u>B. 2X</u> Division Vice President Signature	<u>11-13-15</u> Date

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

I. Introduction

After having been involved in pro-LGBTQ activism at Palomar College for several 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 purpose-built, staffed, and fully 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 the GSA (the College's gay student group, Gender and Sexuality Alliance) that this constituency shares unique—and potentially life-threatening—concerns that cannot be managed under a broader “diversity” umbrella. The formation of such a dedicated Pride 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 a 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, as well as lower rates of educational success 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 Pride Center should ideally 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.

*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 gender-non-conforming individuals.

II. Background, Purpose, and History

While improvement has occurred in recent years, LGBTQ individuals, and especially youth, still face significant discrimination in our society. Queer youth still face a hostile environment in 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 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 2014 National School Climate Survey). 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. Moreover, those who are subjected to victimization and discrimination at school face significantly worse educational outcomes; according to the GLSEN study, Grade Point Averages for these students are 9 to 15% lower than for those who do not have such experiences.

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, mis-gendering, 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 many 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, suicide, and homelessness
- 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 individuals feel able to be open and honest about their sexual orientation and gender identity and can feel connected to and committed to their 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 a dedicated 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 educational 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 and gender identities. 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 gay students for information on LGBTQ issues, and heterosexual faculty and staff regularly request Safe Zone and other LGBTQ-related 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 queer 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 Gender and Sexuality Alliance). A year later, with the help of a supportive administration, PC3H established its first "office" in

IT-7L, and we are now housed in a larger Pride Center, ST 72-76. 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 (currently an average of over 30 a day) at any given time speaks volumes about the need for a much larger, staffed-and-funded space. Moreover, an increase in gay visibility may very well lead to temporarily 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, purpose-built 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

One of the greatest dangers 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 Pride Center as a source of educational opportunity and the hub of LGBTQ intellectual life. Palomar College should address LGBTQ issues by establishing a permanent 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 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 Pride 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 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 Pride 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 PC3H 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 an 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 PC3H Principles, an LGBTQ Pride 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 those Principles:

We at Palomar College celebrate differences and embrace the civil rights of all members of our community. We do not tolerate hate on campus, and we condemn in the strongest possible terms the abuse of those who are lesbian, gay, bisexual, transgender, or queer. We are committed to creating a safe, secure environment where real and open communication, trust, and acceptance can begin to take root and grow. We take pride in our sexual, religious, ethnic, and racial diversity.

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

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

The current space used by LGBTQ people and allies on campus, although a much-needed improvement from the previous space in IT-7L, is not entirely adequate to meet the needs of our LGBTQ students, staff, and faculty. The space serves as a 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-72 will remain a space for meeting LGBTQ needs.

Finally, and perhaps most importantly, even with the larger space of ST 72-76, 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 largely by temporary or student employees (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 purpose-built, 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 gay 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 Pride 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 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 topics 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 student club events, Diversity Day, and other college celebrations

Promote visibility in community events such as the Harvey Milk Diversity Breakfast, North County Pride by the Beach, AIDS Walk, and San Diego Pride Parade

Develop connections with San Diego community organizations, e.g., The San Diego Center; Gay, Lesbian, and Straight Education Network (GLSEN); Parents and Friends of Lesbians and Gays (PFLAG); CSUSM Pride Center; and North County LGBTQ Center

Develop relationships with other 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

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

Sponsor/organize trips, dinners, beach bonfires, and dances for LGBTQ community and friends

Conduct social events with other community-college LGBTQ organizations

C. An LGBTQ Resource Center Library

The Pride Center currently houses a small collection of books and films, but it is rapidly expanding. An enlarged 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:

- 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 are the current laws regarding hate crimes and employment discrimination?
- How can one insure that one's partner will have visiting rights in the case of hospitalization?
- How can a transgender person change their 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 answer these and related questions and should also contain 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

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. Despite having achieved marriage equality and other gains, the nationwide environment still all too frequently consists of harassment, bullying, and hate crimes against LGBTQ people. Because of this, 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 72-76. It is vital to imagine the progress that can be made toward a more welcoming environment with the establishment of a dedicated, staffed, and fully funded LGBTQ Resource Center. Therefore, we propose that the College establish such a Center as part of its commitment to diversity.

We recommend 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 (September 2015-May 2018) contains the following three aspects:

1. Increased space. As stated throughout the Proposal, the existing space is inadequate to our needs and should be expanded. We have acquired additional rooms from the original space; these expand the student-gathering area in ST-72 and are used as a nearby Quiet Room for those who wish to study or simply be quiet. These acquisitions have greatly improved the Center. However, for the numerous reasons stated in the Proposal, we also 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 by one part-time assistant (15 hours/week) and by volunteer faculty. Such staffing does not ensure that the Center can be open 9-5, Monday through Thursday. Therefore, we propose that an additional staff person be hired on a part-time basis to supplement the current 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 an independent, 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 or other workers as needed.