



The Stanback-Stroud Diversity Award Application

Please fill out the following rubric. Please limit responses to 200 words per question.

<p>Describe your efforts to create an inclusive and supportive campus climate.</p>	<p>Both candidates became faculty advisors of our campus Pride Club in 2008 and as a result, participation increased from 3 members to over 20 active participants with over 400 members on our Pride Club Facebook page. The Pride Club went from an obscure organization to being one of the most active clubs on campus which works with other clubs like the Social Work club for Soup Day (to give back and bring a sense of community to the school), the campus Democrat and Republican clubs (on activities including getting students registered to vote) and MECHA. The Club now hosts a large Diversity Day event, which invites community organizations, LGBT and others, to campus to educate and provide resource information. The club, under these award nominees' direction hosts regular community movie nights/panel discussions on campus, which focus on LGBT issues (for example, "Prayers for Bobby" which deals with suicide). The Club now provides LGBT speaker panels for classes, like our Human Sexuality classes, to provide students with first-hand information on LGBT issues. The Club works with the Health Center on HIV/AIDS education campus programs.</p> <p>In 2008, our college had a Campus Crisis Committee. During that year, the committee recognized and discussed accumulating instances of hate events (graffiti, bullying, violence) occurring on campus, but nothing ever quite got resolved and the committee disbanded, or affectively fell apart. One of our nominees joined our Student Equity Committee to make sure something was done about these events. She joined in order to bring the program Safe Zone to our campus (along with our other nominee), a program, which trains the campus community, staff and students on LGBT issues and resources available to allow for support and understanding. The training involves an understanding of homophobia and the ways students are marginalized and how to be aware of how a person in unknowingly discriminating against this LGBT population as well as an overview of LGBT issues—risk of suicide, drug abuse, and other coping mechanisms.</p> <p>These two nominees encountered resistance along the way, with people raising concerns that this program only targeted a very small demographic, that this program only protected one group of people. In fact, some expressed an opinion that these nominees might not qualify for the Stanback-Stroud Diversity Award because their focus is on the LGBT community on our campus, but we are reminded that there have been past winners of this award whose focus was on PUENTE, also a distinct group of our student body. Our nominees were unable to provide hard data showing just how large this demographic was because no device had ever been instituted to collect data on our LGBT campus community (faculty, staff and students). They persevered and finally took this issue to our Academic Senate and received full support because this program does more than support our campus LGBT community. This program supports and celebrates all diversity on campus. Our campus (faculty, staff, and students) needs this targeted education to better understand LGBT issues to make the campus as a whole more inclusive of everyone. Today, more than 75 faculty and staff have completed Safe Zone training and trainings continue. We are welcoming students to our Safe Zone trainings.</p> <p>These nominees are currently working on providing our campus faculty and staff with a Bullying Awareness workshop, which will include panels of ex-bullies and victims.</p>
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Supplemental Support or Evidence:

Our first award nominee implements a great deal of small group work and role-playing into his classes. One lesson, which is very successful in his Social Work class, is a discussion of how language can be used as oppressive weapons. He has students generate all the words they think oppress people, individual and in groups. The class creates a master list on the white board. Once the words are on the board, students start to open up and talk about the purpose of those words and actually take ownership of words they've actually used. He has his students choose words they find particularly offensive and literally erase them from the board discussing what they are going to do to eradicate those words from being used in the community (this is first a small group discussion and then a whole-class discussion). This exercise is done without judgment and provides a safe environment where students can work together to figure out where they stand in all of this, what words they might be using and how that language affects other individuals. This leads to a greater discussion of the oppression of all populations and especially marginalized groups.

In his Social Welfare, interviewing, and Group Design and Leadership Skills classes, role-playing is very important (and popular) for students. Our nominee, in these classes respectively, designs role-playing activities to educate his students in intervention strategies to help people deal with discrimination, interviewing strategies exploring supportive strategies for not only LGBT but at-risk people in general and he sets up scenarios where students are oppressed and the class can examine the feelings and strategies for dealing with these issues and supporting the person.

What effective teaching and learning strategies have you implemented?

Our second award nominee is also very popular with her students and conducts her classes using hands-on activities. In her Juvenile Delinquency class, one focus is on how people are treated when they're young can lead to behavior issues as they emerge into adulthood. She examines bullying through role-playing. As an object lesson, this instructor enters class and chooses to bully, in front of the class, an unsuspecting student who would not normally be considered to be a stereotypical victim (a popular athlete, someone very vocal or social in class). The class is absolutely shocked at this act of bullying and also riveted to what is going on in the class. This leads to a robust discussion about bullying and frequently, students in that class who were bullied in their pasts, come forward and discuss their experiences. This instructor has also had students confess in class to bullying so that the class could discuss those experiences and motivations.

In her Corrections class she gives her students a real hands-on project to research a "real" adult offender (the instructor chooses who the students research and often this individual is on Death Row). Students research this offender's life, beginning with childhood and analyze how child abuse and other events may have shaped this person's behavior and other life events. Her students have admitted that this not only makes them better Corrections Officers, but it also has made them better parents, stopping any cycle of abuse, bullying, or discrimination at home!

Both of these instructors we've nominated are "out" and openly gay on campus. They make it a point to be so, from the flags in their offices to conversations on campus and in their classrooms when the subject emerges. This may seem like it's not worth pointing out, but the fact that these two individuals are so open (providing a model) not only helps LGBT students feel confident in their classes and on campus but it educates others (students, etc.) on the myths associated with the LGBT community, making the classroom and campus community a much safer and comfortable environment.

Supplemental Support or Evidence:

Describe activities that have facilitated student access, retention, and success.

In addition to their leadership of the campus Pride Club, Safe Zone, and all that was mentioned above, these two nominees have been very active in pursuing and supporting the passage of AB 620, the bill which requires the CSU Board of Trustees and the California Community Colleges Board of Regents to take specified actions related to data collection, campus policies and services, and training programs related to LGBT students, faculty and staff. This bill will allow us to collect data about this demographic that will be valuable in determining which programs, policies and curricula on campus need revision and improvement. By collecting this data so that it may inform actions taken on campus, we can ensure that these students have access to the appropriate support and resources so they can succeed. In fact, these two nominees were requesting data collection two years ago in various committees. They desperately wanted to add LGBT survey questions to our CCCApply application. This bill could help California Community Colleges do this and it will help show us where we are still failing these students.

Supplemental Support or Evidence:

Describe activities that have fostered student engagement in campus life.

The same activities discussed in the first application question above also serve to foster student engagement on campus. Our nominees have been pivotal in creating and fostering student engagement on our campus, and not just for LGBT students. Through their active involvement in Pride Club, these nominees have engaged all students in campus life in numerous ways: The Pride Club hosts Diversity Day which involves active participation from every student club on campus and creates a sense of community for all students. The club, under our nominees' guidance hosts a variety of events with other clubs across campus: Soup Day, Domestic Violence Awareness activities, political engagement with both the Democrat and Republican clubs on campus, Proposition 8 activities on campus to promote education and political involvement of all students, holding voter registration campaigns, Movie nights to encourage a sense of community. The nominees also work with our library in the creation of an LGBT Literature Guide and Book display. The Pride Club also organizes field trips where any student is invited to join them.

Supplemental Support or Evidence:

Nomination documents

Completed Application
Nominee information page
Letter from nominator—College President
Letter from Academic Senate
colleague letters

February 12, 2013

Dear Awards Committee,

It is with great pleasure and pride that I write this letter to nominate two instructors from our Social Science Division for the Regina Stanback-Stroud Diversity Award. These two instructors have been instrumental in creating a campus climate that encourages diversity and increased student participation in school-related functions while also implementing strategies to increase the success and retention of our students, specifically focusing on our LGBT community. I wish that I could provide specific data related to the success and retention of these students but colleges in California were unable to collect this type of data until the recent passage of AB 620 in August of 2011. Since these two faculty members began to mentor student through the Pride Club, their classes, and community organizations, our LGBT students have become more engaged and visible and these two instructors have fostered a sense of security and understanding for our entire college.

The two individuals nominated for this prestigious award exemplify the characteristics for which the award has been designed. They are extremely hard-working and consistently focus their efforts in several key areas related to creating a campus that will be inviting and comfortable to all students regardless of race, religion, gender, sexual orientation, or other socio-demographic factors.

The nominees' efforts to create and foster harmony, equity, and campus diversity have often been focused on our LGBT community, a woefully underrepresented and underserved population particularly in our conservative community, in several extremely worthwhile endeavors. In 2008, these individuals worked together to expand the college's Pride Club from just three existing members to over twenty (who regularly participate and attend), with over 400 members on the club's Facebook page. Under their guidance, the club has become one of the most active and visible clubs on campus, participating in events ranging from fundraising for local and national charities to LGBT awareness campaigns. The club works with other campus clubs and organizations such as the Social Work club as well as the Young Republicans and Democrats clubs. As club advisors, these nominees provide LGBT student speakers and panels for our Human Sexuality classes and other classes interesting in exploring LGBT issues. The club and our nominees also work closely with our Campus Health Center on HIV/AIDS education for other campus programs.

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These nominees brought the Safe Zone program to our campus, a program that trains and educates the campus faculty, staff, and now students, on LGBT issues and resources to allow for support and understanding. After an individual completes the Safe Zone training, the sticker displayed on their office door allows others to know that they are there to help and can lead them to the resources they need, whether it's dealing with issues of bullying, hate crime, or even suicide. The visible display of support is critical for student retention and success.

Our nominees are also extraordinary instructors. I see how much energy they put into their classroom approach as well as the time each one spends outside of class mentoring students who need a little more assistance. I always appreciate the steps they take to be inclusive with all of their students and the effort they make to assure that none of their students fall through the cracks. Whether it was a brief conference after class, a phone call to check on an absent student, or a cup of coffee with a struggling student, these two individuals recognize the power of human relationships and how important they are for future success.

The efforts of these two faculty members on our campus are felt throughout our college in our local community. They have driven and fostered the acceptance of the LGBT community and made our campus a safer and more accepting place for everyone. I can't imagine more qualified candidates for the Regina Stanback-Stroud Diversity Award.

Sincerely,

Superintendent/President

Dear Awards Committee,

It is my pleasure, on behalf of our college's Academic Senate, to recommend these two faculty members, jointly, for the Regina Stanback-Stroud Diversity Award. We realize that should they win this award, they will share both the financial award and notoriety.

We chose to nominate both professors jointly because they have worked together on the same student equity initiatives for a number of years, and they feel they would not desire to be nominated individually as their work has been very collaborative in a powerful and meaningful way.

While our nominees respect and value all diversity, they are focused specifically on our LGBT community and we've nominated them for this reason. Our campus is located in a small, rural, religiously-conservative and intolerant area of California. Being LGBT here is probably unlike being LGBT anywhere else in the State. Through working diligently with on-campus faculty, staff and students, these nominees have completely changed not only the college's cultural climate but also that of the community at large.

Because there isn't a place to address their larger work in the award application and because their community work is so closely tied to their work on campus regarding issues of diversity, I would like to address how these candidates' activism in the community impacts, in a positive way, our campus climate.

Our first nominee was a social worker for our county and began teaching for us twelve years ago. Previous to his teaching he established, in 1984, the LGBT Community Support group, which had a newsletter and a membership of 20 members. This was one of the first support groups in our rural, conservative community. He also worked with our local hospital doing community outreach for HIV/AIDS education. Consequently, he became the first Chair of the HIV/AIDS Consortium, which provided funding and resources to people with HIV/AIDS and their families. He trained other social workers in surrounding agencies on LGBT issues and served as a community resource. He was part of the original planning group for our local PFLAG organization. Currently he is the President of CSET (Community Service Education and Training), a poverty-based organization, which provides various services to low-income residents. He's also served on our county's Alcoholism Council, which provides residential and out patient treatment, and he was on the Board of Directors for our local Family Planning services for eight years.

Our other nominee's activism is just as impressive. While working as a probation officer for over twenty years, she mentored young women who lived in extreme poverty and in gang-infested neighborhoods. She took at-risk young women to visit colleges and to large urban cities, so they could see that there was a world beyond our small, community, while also providing them with finances, food, clothing, transportation and emotional support. This involvement went beyond her job description and created a life-long bond with these women she supported. These women went to college, with her financial help, and are now successful members of the community, married with children of their own. She has served as a Board Member of our county's CASA organization and is a past president and mentor for the local police organization's Activities League. In 1995 she joined our city's

leadership program (as the first and "out" lesbian participant), sponsored by the Chamber of Commerce. This program trains people who want to become involved in the community (eg. non-profits/govt.). And finally, as a creative outlet, she crochets rainbow hats for charity organizations such as City of Hope, Aids groups, and anysoldier.com, which supports gays in the military.

Both of our nominees for this award are charter members of our city's Pride Lions Club, only the second gay Lions Club in the nation. After forming the local organization, they consulted on the development of other Pride Lions Clubs nationally.

As club members, our nominees developed a high school and college scholarship awarding two \$500.00 financial awards per year. They have also established lending libraries for all high school Gay-Straight Alliances in the County and one nominee maintains our college's LGBT lending library out of her office.

On our campus these two nominees are principally known for their work with the Student Equity Committee, The Pride Club, and our Safe Zone program.

The creation of Safe Zone is the result of one nominee's involvement in our Student Equity Committee where she introduced it. With the assistance of our other nominee, it became a Senate Resolution that was approved by the College and Safe Zone training commenced. Since its inception in 2010, more than 75 faculty staff have been trained to help LGBT students with any support they need. We are now instituting Safe Zone training for all constituencies on campus including students.

Our nominees became co-advisors of our campus Pride Club a few years ago and since then, membership has increase from 3 members to over 20 active members with over 400 members on their Facebook page. The club is involved in almost every facet of our college community from working with other clubs on a variety of events, conducting panel discussions about LGBT issues for classes, to charitable endeavors. The Pride Club has been instrumental in Safe Zone training, as they have created videos for the participants to discuss.

I think the thirst for social justice that these two professors have is unquenchable. They have done extraordinary things for our students in a cultural climate that is very often full of hate, in the surrounding counties, for the LGBT community. They've done this work at great emotional and sometimes physical risk to themselves knowing that being "out" is the first way they role model for our students. On behalf of our Academic Senate, I recommend these two nominees with gratitude and endearing respect for the Regina Stanback-Stroud Diversity Award.

Sincerely,

President, Academic Senate

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It is indeed a privilege to submit this letter of support for candidates for the prestigious Regina Stanback-Stroud Diversity Award.

I have known these two faculty members for the past five years and have come to know them as deeply dedicated and committed faculty members who are highly regarded by our greater campus community.

Our district serves students from two of the most impoverished and challenging counties in the nation in terms of economic, educational, and social opportunities. In 2005, the Congressional Research Service found our region to be one of the most economically depressed regions of the United States, citing population growth significantly higher than the rest of California and the United States with higher rates of poverty, unemployment, and reliance of public assistance than other impoverished areas in the U.S. The current economic situation has only worsened prospects for our students, making programs to support post-secondary education vital. Our community is a highly conservative and religious region of the state, and tolerance for LGBTQ students is nonexistent. With that said, our LGBTQ students are a silent and invisible group that faces a multitude of challenges on our campus and community.

Very recently our campus community experienced the loss of a LGBT student who took his own life. This tragedy has jarred the minds and emotions of our campus. Both of the award candidates who are openly "out" and foster a positive role model for LGBT students were "first responders". They assisted in the coordination and facilitation of a gathering to provide an opportunity for friends and admirers to congregate and discuss this student's life and legacy. This event provided an outlet for everyone to ask questions and receive guidance during this difficult time. Both of the candidates called upon their many resources in the community and what resulted was an event that was positive and focused on healing for our students. With 200 plus in attendance, the pulling together of this event was a daunting task.

As I reflect on my five years here at the college, I vividly recollect attending an LGBT event in October-Pride Month, it was a beautiful, clear, crisp Fall day, rolls of white chairs were set out in the quad area, and I was one of only five people in the audience. Having come from the Bay area, I was shocked at the lack of acknowledgement and support for our LGBT students. Over the course of the past three years our nominees have provided Safe Zone Training awareness and education, not just to students, but to faculty, Management Council, and the Office of Financial Aid and Scholarships. These individuals have been strong advocates of Assembly Bill 620 that calls for "taking specified actions related to data collection, campus policies and services, and training programs related to LGBTQ students, faculty and staff".

We now have a robust campus Pride Club and various college administrative procedures, which reflect gender expression and identity. One of our award nominees co-chairs the Student Equity Committee. Both candidates have been diligent in their commitment to our LGBT students and the LGBT community at large.

Sincerely

Vice President, Student Services,