

The Stanback-Stroud Diversity Award Application

Please limit responses to 200 words per question (including supplemental support or evidence).

<p>Describe your efforts to create an inclusive and supportive campus climate.</p>	<p>I have:</p> <ul style="list-style-type: none"> • Introduced, organized and facilitated: <ul style="list-style-type: none"> ○ two Pride Days; a senate committee focused on the success, retention of and campus climate for LGBTQ students; ○ training on "Creating an Inclusive Workspace/Classroom;" a "Supporting LGBTQ Staff" training; ○ a BP and AP to establish an LGBTQ Advocate for students and staff position; ○ a two day, off campus "Unconscious Bias" for 50 faculty/staff and ten students almost fully funded by Spectrum; ○ the creation of an LGBTQ learning resource center; ○ 9 student internships with Senator Carol Migden (ret.) • Chaired the Spectrum Committee; • Served as the Interim LGBTQ Advocate; • Advocated for trans students to minimize required disclosure to employees; • Served as Faculty Adviser for the Rainbow Alliance; • Initiated a "We Were Here" oral history project focused on LGBTQ student/staff stories as they intersect with our educational institution from the early 1980s to the present. • Raised funds to enable the purchasing of professional video equipment for the "We Were Here" project; • Worked with Spectrum and Facilities to create non-gendered restrooms throughout the district; • Initiated community relationships with PFLAG, the Lavender Library and the Sacramento International Gay and Lesbian Film; • Delivered several district presentations on LGBTQ issues.
<p><i>Supplemental Support or Evidence (optional):</i></p>	<p>In my classes, I:</p>
<p>What effective teaching and learning strategies have you implemented?</p>	<ul style="list-style-type: none"> • Establish a democratic syllabus--students participate in creating rules, exams and rubrics that measure success and help them succeed; • Disrupt unconscious heterosexual biases in behavior by: <ul style="list-style-type: none"> ○ Using precise terms (Gay, Lesbian, Bisexual) rather than umbrella terms (gay); ○ Establishing rules for class discussions that prevent abusive language; ○ Using inclusive language and examples that do not presume heterosexuality or cisgender; ○ Establishing rules for, monitoring and interrupting bullying in the classroom; ○ Encouraging respectful disagreement on sensitive topics;

	<ul style="list-style-type: none"> • Disrupt unconscious gender preferential treatment in my behavior by consciously: <ul style="list-style-type: none"> ◦ Calling on male and female students; ◦ Maintaining eye contact with male and female students; ◦ Using the names of both male and female students; ◦ Using "She" to encourage equality (e.g. When a scientist conducts an experiment, she...); ◦ Praise responses that are assertive and vocal for both male and female students. • Ask on evaluations about my behaviors regarding orientation, gender identity and expression, race/ethnicity, religious and political creed, to uncover unintentional and unconscious biases I may have; • Incorporate materials about orientation, identity and expression, race/ethnicity, in my course readings, assignments and examples.
<p>Describe activities that have facilitated student access, retention, and success.</p>	<p>I have:</p> <ul style="list-style-type: none"> • Petitioned the local senate to establish a standing committee focused on LGBTQ success and retention as well as campus climate, Spectrum Committee; • Chaired Spectrum for two years; • Worked with Spectrum and Facilities to create non-gendered restrooms; • Wrote a BP and AP to establish an LGBTQ student and staff advocate position(s); • Served as interim LGBTQ Advocate for the district; • Worked with site facilities to establish gender-neutral Physical Education changing room facilities for a trans student; • Worked as advocate with trans students to minimize the points where these students are required to disclose their status as trans to district personnel; • Served as advocate for LGBTQ students on grade change applications in cases where the committee did not truly understand the trauma sometimes associated with coming out or initiating transition; • Wrote a proposal for, sought funds for, established and coordinate a learning resource center for LGBTQ students that affords them the ability to form friendship connections (persistence: success over time) with other students and the ability to participate in presentations tailored for their needs, e.g. a Resume writing workshop or interviewing workshop that addresses how, if at all, one should come out.
<p><i>Supplemental Support or Evidence (optional):</i></p>	

<p>Nomination documents</p>	<p>I have:</p> <ul style="list-style-type: none"> • Served as the faculty adviser for our local GSA (the Rainbow Alliance) since 2000 • organized and facilitated two "Pride Day's" events that incorporated ten Academic presentations (with some relevant celebrity presentations), two movie nights, and a key note address preceded by a faculty drag show; • Sought external student internships working with Senator Carole Migden (ret), the Sacramento International Gay and Lesbian Film Festival and the Lavender Library; • Trained over 24 students to serve as Safe Space training facilitators; • Trained over 250 students in the Safe Space Training; • Initiated a "We Were Here" video, oral history project focused on students telling their life stories and experiences at our college; • Raised funds for the "We Were Here" project; • Initiated a "Seven Words" video project in which students and staff write and perform their biographies in merely seven words; • Presented with a student and manager at a FACCC diversity conference in Los Angeles (2012); • Presented on working with LGBTQ students at CTA's GLBT Conference (2013) • Advocated for two student senate appointments to our Spectrum Committee; • Accompanied our student representatives to the Statewide Student Senate conference
<p>Supplemental Support or Evidence (optional):</p>	

March 4, 2013

Stanback-Stroud Diversity Award Award
Att: Stanback-Stroud Diversity Award Committee

To Whom It May Concern:

As diversity is not limited to ethnicity, as members of the Academic Senate, we are proud to support our candidate for the Stanback-Stroud Diversity Award. This candidate has impacted our campus culture through his achievements in the areas of equity and diversity during his fifteen years of employment. He has transformed our college culture from a small, homogeneous group to a vibrant educational forum for diversity, and his work constantly reminds us of the obligations and opportunities we have to change and improve our college's learning forum. Most notably since Fall 2011 to present, he has made enormous strides in implementing innovative strategies for equity in higher education.

Our candidate's impact began when he delivered the keynote address to a packed theater during our Fall 2011 Convocation on "Diversity, Unity, and Student Success." During his address, he detailed a multi-layered proposal to improve diversity on campus and to foster student engagement in campus life. One main objective of this proposal was to create a new Academic Senate Standing Committee called "Spectrum" that would push our understanding of sexual orientation, gender identity and expression on campus. "Spectrum" is a name that recognizes the complexities of LGBTIQ students and the wide variety of sexual orientation and expression in creating a learning environment that recognizes, respects, and seeks to connect students together. Our candidate has dedicated himself tirelessly these last two years to see his multi-layer proposal come to fruition, and he continues to focus on student success as the outcome.

As part of this plan, our candidate formed a new standing committee under the Academic Senate called Spectrum, which creates an environment that improves the educational success, retention, and persistence of all students. Further, our candidate searched grants to expand our resources for LGBTIQ issues, to facilitate more inclusion, respect, and self-reflection for all students as they navigate the complex spectrum of sexual orientation and expression. As a result of this grant writing, a proposal was accepted for the establishment of the Pride Center followed by fundraising for the Pride Center to order furniture, secure a location and put the room together, and appoint our candidate as the coordinator for the center. In doing so, he increased student access and retention on campus as students have a location on campus where they feel secure.

Our candidate also works to increase student and staff awareness and understanding of diversity issues on campus. For example, he has worked with the Rainbow Alliance, which he initiated in 2005 and has been the faculty advisor since, to create the annual campus event "Pride Days": a

three day event with ten presentations, two movie nights, a key note address and faculty drag show, two days of informational booths and HIV testing in our campus quad, an outdoor sculpture exhibit, and an art gallery Queer Art exhibit—all built on our candidate’s tireless volunteer hours with zero funding from the district. These events were entirely supported by community funds and Rainbow Alliance fundraising. The annual Pride Days project demonstrates his continuing commitment to push boundaries of our understanding of how staff and students should come together more successfully in higher education.

Most recently, our candidate wrote a formal Board Policy (BP) and Academic Policy (AP) to establish a formal LGBTIQ advocate for staff and students. While shepherding the BP/AP through the process, our candidate was appointed by our executive president to serve as interim advocate until the policies are formalized. In his role as interim advocate, he has worked with transgender students to find a solution to their preferred name status versus legal name on class rosters so that their transgender status is not compromised. By doing so, our candidate is ensuring the student retention and success of our LGBTIQ community.

While our candidate’s recent efforts are profound, he has impacted our campus culture through his advocacy and achievements in the areas of equity and diversity for years through his effective teaching and learning strategies. He wrote the curriculum for and teaches regularly the popular “Introduction to LGBT/Queer Theory” class, and he has brought theater presentations to our campus on LGBTQ issues: Ann Bannon, author of the 1950s pulp fiction novel, *Odd Girl Out*, subject matter of the Off-Broadway Play, the *Beebo Brinker Chronicles*; and Matthew Boger from the Museum of Tolerance, the victim of a hate crime perpetrated by a skinhead who later became his friend. He also initiated the Safe Space training at our college as well as presented a flex activity: “How to create a safe and inclusive classroom for LGBTIQ students.” Our candidate also created and facilitated the Unconscious Seminar retreat, now planning its third annual event, which provides two-day training in bias awareness for students and staff. His passion and drive is an inspiration not only to our own campus culture but to other community colleges as he creates groundbreaking innovation in the name of diversity. As a result of his efforts, students seek out our college because of its inclusive climate. While I am certain his legacy has only begun, he has already created a profound impact on our campus and our community that is worthy of state-wide recognition.

We can not emphasize enough how much our candidate affects change on our campus by his ability to translate forward-thinking cultural theory into innovative strategies for higher education. On behalf of the Academic Senate and our colleagues, we give our candidate the highest recommendation for Stanback-Stroud Diversity Award.

Sincerely,

Secretary, Academic Senate

President, Academic Senate

4 March 2013

Academic Senate
for California Community Colleges
555 Capitol Mall
Suite 525
Sacramento, CA 95814

Dear Colleagues:

Once again this year, when the announcement seeking nominations for the Stanback-Stroud Diversity Award was circulated on our campus, the overwhelming majority of our faculty collectively identified one candidate for the honor. It is a privilege to write this letter on behalf of so many colleagues who wish to recognize the outstanding contributions of our nominee, a truly tireless champion of diversity whose exceptional dedication to our LGBTIQ community has had an extraordinarily positive impact on our campus. Through his impressive leadership, this educator has embodied and enacted the ideals and practices of the distinguished recipients of this award by creating an inclusive and supportive campus climate; implementing effective teaching and learning strategies; facilitating student access, retention, and success; and fostering student engagement in campus life.

Since 2008, our nominee has overseen five annual Safe Space trainings that are a model envied and emulated by surrounding schools. He has trained over two hundred and fifty staff and empowered students by preparing them to facilitate trainings as well. As an openly gay, married father of three, this faculty member serves as a powerful role model for LGBTIQ students, who often arrive on campus closeted and isolated. For these students, his dynamic personality and welcoming demeanor represent a concrete example (sometimes the first they've personally encountered) of their own potential for academic and personal success. Additionally, as originator of our senate's standing committee focused on LGBTIQ retention and success, he wrote a BP and AP creating a district advocate for LGBTIQ students and staff; he currently serves as interim advocate while the district uses the AP to fill these positions. In that role, he has a) assisted five trans individuals to institute preferred name changes such that their name matches their gender expression on attendance sheets and Canvas; b) assisted two trans students to submit grade change forms for interruptions to their education due to the initiation of their transition; and c) assisted one unemployed trans man access affordable health services to maintain his hormone therapy and stay in his classes.

As advisor to a Gay/Straight Alliance with an average weekly attendance of between thirty and fifty members, this individual has fostered a robust LGBTIQ community that is

among the most active of our campus clubs. He originated and chairs our Spectrum committee, a Senate standing committee focused on campus climate and LGBTIQ success and retention rates. This committee established an annual Pride Days event in 2011, an extremely successful three-day extravaganza of presentations, movie nights, and art exhibits that concluded with a keynote address and a faculty drag show that doubles as a fundraiser. In 2011, the drag show raised \$1500 that helped to fund the establishment of gender-neutral bathroom facilities for our transgender campus population. In 2012, thanks again to the persistent advocacy of our candidate, we celebrated the grand opening of our campus Pride Center, the first of its kind on a two-year campus, which provides a meeting place for our students, a location for LGBTIQ targeted trainings in resume writing and interviewing skills, and a collection of books and videos documenting LGBTIQ history and culture. Our candidate wrote the proposal to the district for establishing a center, and he currently serves as unpaid Coordinator. He has also shared this proposal with other community college members seeking to establish a center of their own. Finally, he has recently submitted to our Curriculum Committee a new course on Queer Film History that will lead to the establishment of an AA in Queer Studies.

Our candidate also created and facilitated a FLEX activity entitled "Creating an Inclusive Classroom/Workspace" that has trained over 100 district employees. He organized and facilitated a two-day, off-campus seminar with external facilitators on Unconscious Bias that included meals, snacks and an overnight stay at Lake Tahoe. Almost fully funded by Spectrum's fundraising and attended by forty faculty/staff and ten fully-funded students, this seminar focused on the intersection between ethnicity and orientation, gender identity and expression. Our candidate has delivered presentations on heterosexual privilege and marriage equality, the effects of same-sex marriage on heterosexual marriage, and LGBTIQ characterizations in film to a packed theater (550) and a tight quad (150). He has delivered presentations externally to the FACCC Diversity Conference and CTA's GLBT Conference. This candidate's expertise within his discipline remains in high demand; the Queer Theory course he wrote and teaches is always filled to capacity. Students testify to his "talent for making complicated concepts unintimidating" and refer to his teaching as "inspirational." This instructor's effectiveness is attributable to a pedagogy that transcends the boundaries of the classroom; for him, every moment is teachable, and his students learn from every moment spent with him—how to think critically, how to advocate ethically, how to live with integrity.

In the midst of an extremely conservative district, these facts are a compelling testament to the success of the foregoing pattern of activities designed to promote an inclusive, supportive, and tolerant campus climate. This commendable state of affairs is due primarily to the sustained exertions of one remarkable individual, a candidate eminently deserving of the prestigious Stanback-Stroud Diversity Award.

Thank you for your consideration.

Asst. Professor, English

March 4, 2013

Academic Senate for Community Colleges
555 Capitol Mall
Suite 525
Sacramento, CA 95814

Dear Sir or Madam:

The professor for which this accolade is nominated has had a profound impact upon my life, and others like me. He has, quite literally, worked tirelessly to improve the quality of life of LGBTIQ students both on and off campus, often receiving no compensation other than a sincere "Thank you." While his continued efforts strive for the equality of all students, there are a few specific accomplishments I would like to highlight and I will endeavor to express the significant impact those accomplishments have had in my life.

I first met this professor in a classroom setting as they were a highly recommended professor and they were teaching a course that I needed to fill an educational requirement. In the classroom, he maintained nothing short of academic professionalism, never disclosing any personal details. However, my awareness that he was also an advisor to our campus's Gay/Straight Alliance alleviated my uneasiness such that I was able to disclose my closeted transgender status to him in confidentiality. He was the first person on campus I dared to trust, an act which is monumental in any transgender person's life. At that point of my life, he provided personal advice on how to handle a disconcerting family event with grace. I remained in the closet for some time after this, occasionally seeking his advice.

The frequency of my interactions with this professor has increased exponentially in recent months. I was at the point in my life where I was no longer willing to hide from the world any longer. Prior to the commencement of the present semester, I was frantically scrambling to make changes across campus so that I would be able to attend school in my proper gender without fears or worries. Once again I sought out his guidance. The first and most pressing issue was contacting my professors and informing them of a much needed correction to my name on their rosters. This simple act requires the disclosure of my transgender status, an experience that is arduous and requires trust among all parties, to complete strangers. It was in my time of need that this professor informed me of recent changes on campus. He had not only authored a Board Policy and matching Administrative Procedure for the establishment of an LGBTIQ Advocate position, he ushered those policies through the governance process to final adoption by the district. In addition to this, he was serving as the interim advocate. I no longer needed to disclose my transgender status to my professors, as an advocate he would take on this responsibility thus minimizing

my exposure to traumatic experiences. During his tenure as the interim advocate, I have worked closely with him to identify the numerous points of disclosure that exist throughout the campus. On his own time, he has continued to act on my behalf to handle the trivial academic matters during which disclosure of my transgender status is a necessity. He has worked with the Banner Committee and our school's Canvas representative to put forth an option for a preferred name seen campus wide. This change is an absolute necessity for transgender students as it prevents "outing" our transgender status to fellow students. While there are pitfalls that still must be overcome, for the most part, I am able to focus upon my education just like any cisgendered student. His efforts are propelling this campus to a point where the unique academic issues faced by LGBTIQ students become a non-issue and he has conducted himself admirably throughout this process. He will always have my gratitude and respect.

Sincerely,

Transgendered Student