SJECCD
LGBTQ+ Community Development Plan
2022–2027

Plan Prepared by
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Executive Summary

The San José Evergreen Valley Community College District ("District") is committed to the District’s LGBTQ+ community of students and employees. The District supports and unconditionally protects the rights, freedoms, and equality of Lesbian, Gay, Bisexual, Transgender, Non-Binary, Gender Nonconforming, and Queer people (Board Resolution No. 060821-2).

The District also supports training/celebration events to deepen understanding of LGBTQ+ issues and the adoption/implementation/enforcement of LGBTQ+ affirming policies that ensure the safety and educational achievement of LGBTQ+ students and employees (Board Resolution No. 060821-2). The District will leverage the CCCO funding annually for the first four years to cultivate an affirming LGBTQ+ culture and curriculum where the culmination is creating LGBTQ+ learning communities at San José City College and Evergreen Valley College during the fifth year.

Specifically, the District coordinated its commitment to LGBTQ+ students and employees into a five-year plan delineated by the following strategic priorities: Building an Affirming LGBTQ+ Culture on Campus; Building an Affirming LGBTQ+ Curriculum; and Affirmation in Action.
Affirming our SJECCD LGBTQ+ Community Development Plan

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**CORE QUALITIES TO IMPLEMENT:**

Core qualities are provided by The Campus Pride Index, which is a vital tool for assisting campuses in learning ways to improve their LGBTQ campus life

- LGBTQ Policy Inclusion
- LGBTQ Support & Institutional Commitment
- LGBTQ Academic Life
- LGBTQ Student Life
- LGBTQ Campus Safety
- LGBTQ Counseling & Health
- LGBTQ Recruitment & Retention

**MAIN OBJECTIVES:**

Per the 2021-22 Categorical Programs Allocation Report Volume 2, the main objectives of the LGBTQ+ Development Plan is outlined below

- Ensure the sustainability of LGBTQ+ student support efforts
- Build-out critical service delivery infrastructures that address the unique needs of LGBTQ+ students,
- Acknowledge the intersectional identities of students and actively leverage other funding sources (e.g., basic needs, mental health, and appropriate categorical programs) to support LGBTQ+ students holistically
TARGET DEVELOPMENT PROGRAMS:

Key Programs to be developed as a result of the SJECCD LGBTQ+ Community Development Plan

- Develop an online training simulation through Kognito that will help build a community of respect, inclusion, and support for LGBTQ students.
- Development of an LGBTQ Taskforce that will assist in planning events, reviewing data, and moving plan forward.
- Leadership training course for New Employee Orientation
- Development of LGBTQ Courses and Certificates and/or Degrees
- Development of Pride Learning Community
- Student Facing Campus Resource Guide
- Student/Faculty Mentor Program

TRAINING METHODS:

Proposed learning style. Staff are encouraged to choose multiple training methods

- Professional Development Training
- Safe Zone Kognito Training
- New Employee Orientation Training
- Campus Events & Webinars

EXPECTED OUTCOMES:

Outcomes of the SJECCD LGBTQ+ Community Development Plan

- Successful Enrollment & Retention of Self-Identified LGBTQ+ Students in each academic year
- Self-Identified LGBTQ Students will be successful in completion and success rates each academic year
- Self-Identified LGBTQ+ Students will report high levels of campus sense of belonging & support
- Self-Identified LGBTQ+ Students will report a campus climate that is open, welcoming, and inclusive to students
- Self-Identified LGBTQ+ Students will be represented, supported, and active in campus life including, but not limited to, student organizations & shared governance committees
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Year 1–2: Building an Affirming LGBTQ+ Campus Culture

- Campus Climate Survey & Student Focus Group Collection of CCCApply Data (ongoing annually)
- Creation of SJECCD Employee Alliance Group to increase a sense of belonging and connections for employees and students alike
- Mandatory Professional Development and Training related to serving LGBTQ+ Students during Fall PDDs
- Mandatory New Employee Training
- Introduction of Name Change Form Districtwide
- Support and Promotion for campus Pride student organizations (ongoing annually)
- Student Facing Landing Page specific to LGBTQ Resources and Support
- Monthly Lunch Hour Events focused on Safe Zone Training, Kognitio, Webinars, Discussions, Movies, etc.
- Creation of Welcome Days for Self Identifying Students in Fall/Spring Semesters hosted by SJECCD Pride Employee Group, President’s Office, Office of Student Life, and Pride Student Organizations
- Connecting LGBTQ Students to Basic Needs, particularly working with community partners such as Bill Wilson Center to address housing insecurity
- Creation of Library Pride Resources (see a great example from Diablo Valley)
- Creation of a campus LGBTQ+ Taskforce consisting of faculty, students, classified employees, and administrators
CURRICULUM DEVELOPMENT

After two years of training and development, the district will create an LGBTQ+ curriculum task force, that will include faculty members, students, and members of the District Pride Employee group from both campuses. This task force will work to research examples of statewide curricula, make recommendations around potential courses and certificates/ and or degree programs, advocate to the Academic Senates for the development and submission of courses to respective campus curriculum committees, and advocate for the hiring of an LGBTQ+ Faculty position.

This task force will be charged with assisting faculty in expanding current LGBTQ centered courses within English, History, Psychology, etc. departments (Example such as PSYCH-027 Introduction to LGBTQ course created by EVC’s Women and Gender Studies Program) or certificate and/or degree program (see a great example from Napa Valley College) by the end of Fall 2025, with the intent for course offerings to be ready and offered for Fall 2026/Spring 2027.

LEARNING COMMUNITY DEVELOPMENT

The proposed learning community will be for LGBTQ+ students and allies. Students will take classes focused on LGBTQ- specific content while building community on campus with like-minded students and instructors. Students will begin by taking two courses: one English course and a Psychology course (PSYCH-027). These courses will be themed around issues of particular interest and importance to the LGBTQ community such as: identity, mental health, history, and activism. These courses will also help meet general education requirements for degree and transfer, in alignment with each campus’s educational master plan. If created and approved, students will also have the chance to take additional classes which would lead to earning a certificate of achievement in LGBT Studies.

In addition to coursework, there will be extra support infrastructures built into the learning community, including links to mental health counseling, basic needs, tutoring, special guest speakers, workshops, student conferences, field trips, and student-employee mentorship opportunities. To begin, one MSW intern will be assigned to the learning community to provide a minimum of once-a-week office hours for mental health counseling support. One counselor will be provided a minimum 20% overload assignment to assist in ensuring enrolled students within the learning community have an educational plan on file.
**Year 5: Affirmation in Action**

- District rolls out the inaugural Pride learning community on both campuses, which was established in Years 3-4
- District hosts first [Lavender Graduation Event](#)
- Using Data, each campus will work to complete the Classified Prioritization process for ongoing funding commitment for a permanent non-grant funded CSEA Position of a Program Specialist or Program Coordinator for the Pride Center (which should be built into the Student Activity Center Building) and Pride Learning Community
- Each campus task force will work to create an annual campus resource guide to be disseminated to students during Outreach and New Student Orientations
- Roll Out of Student-Employee Mentorship program for incoming first-year students

**Beyond Year 5: An Affirming District Culture**

- Data is our friend! The district will continue to use data to ensure the enrollment, retention, and academic success of self-identified LGBTQ+ Students in each academic year
- The District will provide a dashboard showing the annual progression for addressing and serving the needs of LGBTQ+ students
- The District will work to address policies, procedures, and AP/BPs that support an inclusive district
- Establishment of Pride Centers on both EVC and SJCC campus
<table>
<thead>
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<th>Year</th>
<th>Number of goals</th>
<th>Goals to Reach</th>
<th>Goals Met</th>
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<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>▪ Campus Climate Survey ▪ Student Focus Group</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>▪ Mandatory New Employee Training ▪ Library Pride Resource Guide</td>
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</tr>
<tr>
<td>3</td>
<td>2</td>
<td>▪ Research LGBTQ Courses in Existence ▪ Write Curriculum</td>
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<tr>
<td>4</td>
<td>1</td>
<td>▪ Courses approved through curriculum committee</td>
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</tr>
<tr>
<td>5</td>
<td>3</td>
<td>▪ Welcome Days for LGBTQ Students ▪ Pride Learning Community</td>
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**HOLDING OURSELVES ACCOUNTABLE**

- Each campus should utilize a tracking tool to ensure that goals and metrics are met and evaluated.
- This chart provides an example of a tracking measurement. Each campus should work with constituents/taskforce to set measurable goals for the year based off the guiding strategic plan.
- SMART Goals are recommended to ensure obtainable goals are set and measured annually.