

Application for Sabbatical, Academic Year 2024-25

Full name as it appears on your work records:

- Erin Lawley

Number of years of continuous full-time service at VCCCD:

- Six and counting (will be seven by May 2024)

Number of years of continuous full-time service at OC:

- Six and counting (will be seven by May 2024)

Have you ever had a sabbatical at VCCCD?

- No

How many years ago was your last sabbatical?

- N/A

Project Description:

I plan to earn a Certificate of Achievement in LGBT (Lesbian, Gay, Bisexual, and Transgender) Studies through Napa Valley College. This 21-unit certificate provides students with a concentrated study of lesbian, gay, bisexual, and transgender issues related to the family, education, and the community. Students will explore a wide range of topics related to how people identify their sexuality and gender and how those identities are impacted and influenced in the family, in schools, and throughout the community.

Here is the link to the LGBT Studies Certificate of Achievement details:

<http://catalog.napavalley.edu/areas-of-study/lgbt-education/lgbt-studies-certificate-of-achievement/>

And the LGBT Education Associate's Degree (which includes an additional course, for 24 units):

<http://catalog.napavalley.edu/areas-of-study/lgbt-education/lgbt-education-as/>.

With my further education of LGBT Studies, I want to share this valuable insight with my peers and administration at Oxnard College and hopefully our sisters VCCCD schools. I want Oxnard College to be a welcoming, inclusive, and safe place for all our LGBTQIA+ students, faculty, staff, and administration. I also want to add a LGBTQIA+ health course to the Health curriculum. This will be AA-T and AS-T approved for California's CSU and UC systems as well.

Your background as it relates to the project and to your role at Oxnard College:

I am a tenured Health and Kinesiology Instructor at Oxnard College as well as an Academic Senator, member of the Student Equity and Success Committee and the Professional Development Committee. I also coached the softball team during my first six years on campus. In addition to my official roles in the above, I also regularly participate in school events such as the OC Expo, the Family Festival, and the CondorFest as well as bring my students to the Expo, Transfer Fair, and other events during class time. As a very active participant in my students' experience at Oxnard College, it's vital that I gain further personal growth to assist my advocacy for them. We are more than just educators but also advocates for social justice. My further understanding and promotion of LGBTQIA+ rights and inclusion aligns with this mission and will empower me to make a positive impact beyond my classroom.

Many of the themes in this certificate relate directly to health education so I would be able to implement the information immediately. I also have a desire to add a human sexuality course to our health curriculum and my extended education with LGBTQIA+ studies will better equip me in writing this course. In the long run, it would be amazing if Oxnard College could also create its own LGBTQIA+ certification program. And one day, an Associate's Degree.

Project Objectives:

By continuing my education in LGBTQIA+ studies, I will have an increased awareness and understanding of the experiences, challenges and histories of LGBTQIA+ individuals. This will

aid me in creating a more inclusive and empathetic classroom environment. I will be better equipped to incorporate related topics and perspectives into my Health curriculum which will help my students gain a more comprehensive understanding of diverse identities and experiences. I also plan to add an LGBTQIA+ course to our curriculum. The statistics for self-harm, bullying, discrimination, and suicide are much higher for LGBTQIA+ students than for their non-queer peers so with my increased awareness, I will be more effective in addressing any of these instances as well as promoting a culture of respect and acceptance. I will also better understand the legal and ethical aspects of supporting these students.

According to a study by the University of Texas at Austin found in the National Library of Medicine

(<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8454913/#:~:text=Further%2C%20students%20who%20say%20that,based%20on%20gender%20expression%20in>):

“a recent national survey of LGBTQ students (Kosciw et al., 2020) found that when students know how and where to access appropriate and accurate information regarding LGBTQ people at school, they feel that their schools are safer for themselves and other LGBTQ students. Further, students who say that they have learned about LGBT issues at school report less bullying (Greytak et al., 2013; Snapp et al., 2016), more safety (Toomey et al., 2012), less absenteeism (Greytak et al., 2013; Kosciw et al., 2020), and less homophobic language and negative remarks based on gender expression in their schools (Kosciw et al., 2020). Inclusive curricula are particularly relevant to adolescent sexual health education, but sexuality education (if offered as school curricula at all) has often been either silent about or irrelevant to LGBTQ people and issues (Pampati et al., 2020). Yet in one state-wide study, teacher sensitivity to LGB issues in HIV education was associated with lower sexual risk-taking in LGB youth (Blake et al., 2001).

The identification of “safe spaces” or “safe zones” for LGBT students has emerged in a few studies as a central strategy for promoting positive school climates (Katz et al., 2016). Safe-Zone initiatives aim to promote inclusivity and support by providing voluntary training for school personnel on LGBT issues and providing participants with “safe zone” stickers that they can use to identify spaces (e.g., a classroom or office) where students may feel free to openly discuss topics related to sexual orientation and gender identity (Ratts et al., 2013). The available research on “safe spaces” has shown that such initiatives contribute to greater inclusiveness, safety, and connection at school for LGBT students (Evans, 2002; Katz et al., 2016; Kosciw et al., 2020).

Conclusions and Recommendations

In the last decade, strong evidence supports four strategies to create safe and supportive schools for LGBTQ and all students (NASEM, 2019, 2020). Everyone—students, parents, school personnel, and policy-makers—can suggest, support, and help implement the strategies described here. Table 1 provides specific, actionable recommendations for each strategy, for these key stakeholders. All our students deserve safe schools.”

Project Methodology:

I will become a student at Napa Valley College and complete 21-24 units of coursework that range from LGBT Studies, English, Philosophy, Sociology, Psychology, Human Services, and Child and Family Studies.

I plan to work with the Diversity Collective (<https://www.diversitycollectivevc.org/>), Oxnard College's Rainbow Café, and all three of VCCCD's schools' Health Centers to gather information and statistics about the LGBTQIA+ community in Ventura County.

I also plan to read several memoirs/autobiographies of LGBTQIA+ identifying folks.

I'm in communication with Napa Valley College and their Senior Dean of Career Education and Workforce Development Dr. Douglas Marriott and the LGBT Education, Pride Learning Community, and Criminal Justice Education Program Coordinator Greg Miraglia. Here is an excerpt from a recent correspondence:

Good afternoon, Professor Lawley,

Thank you for reaching out and I appreciate your interest in our LGBT Education Program at NVC!

We would welcome you during your Sabbatical and I hope to help.

Our Spring 24 schedule is not quite finalized and for that reason I am copying in Professors Miraglia, Powell, and Smyle, to help with your inquiry.

They are a GREAT and dedicated team I hope can help with your questions to move forward in the program.

Professor Miraglia please see Professor Lawley's inquiry below and thank you in advance for your help.

Best,

Doug

***Douglas C. Marriott, M.Ed., Ed.D – Senior Dean
Career Education & Workforce Development***

Pronouns: he, him, his

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Professor Miraglia sent me the program's brochure (attached). Each of the program's courses are three units so I expect roughly 157.5 hours of work for each of those 7-8 classes according to the Course Inventory Management for California Community College courses. This will equal roughly 1,102.5-1260 hours over the course of my proposed Sabbatical leave.

The American Bar Association says

(https://www.americanbar.org/groups/crsj/publications/human_rights_magazine_home/intersection-of-lgbtq-rights-and-religious-freedom/lgbtq-inclusive-curriculum-as-a-path-to-better-public-health/):

“According to the Centers for Disease Control and Prevention, the potential for risky sexual behavior by LGBTQ youth can be addressed by providing appropriate sexual health education. LGBTQ mental health is also improved by affirmative LGBTQ sexual health education, which aims to remove stigma and lower the likelihood of victimization.”

This is only one of multiple showings of how further LGBT education is a positive addition to curriculum and the safe learning environment of our students.

Product of the sabbatical (a paper, a film, an exhibit, etc):

I would like to submit a paper which will include ways Oxnard College (and perhaps the rest of VCCCD) can enhance their current ways of inclusivity, affirmative LGBTQIA+ sex and health education, and overall safety and inclusivity of our LGBTQIA+ students, staff, faculty, and administration.

Due to the sensitive nature of some or many of these LGBTQIA+ folks, I will not be interviewing specific students, etc. to collect data or research. But I will work closely with other organizations so that any personal information is gathered safely. I will not be applying for an IRB, CITI, or NIH. This is much more difficult to do individually since I'm not currently studying in a Doctoral program.

How do you plan to share your sabbatical results at Oxnard College? Do you have plans for sharing your results more broadly?

I would like to present at a Flex Day as well as provide materials for instructors to include in their syllabi and classroom, and educational materials to further support our LGBTQIA+ students and colleagues.

Work plan and schedule (Show the committee the steps in your plan and approximately when you will complete each one, including the product or method of sharing your work).

I'd likely begin my educational journey as soon as the Spring 2024 semester or no later than the Fall 2024 semester. Overall the certificate program is 21-24 units so once Napa Valley College publishes their Spring 2024 schedule and I meet with a counselor at the college, I can map out an educational plan to make sure I'm able to complete all necessary courses (and perhaps more) by

the end of the 2024-2025 academic year. The LGBT program director told me they are offering more than one of the required courses this spring, so I can begin as early as January.

I will be writing and reading throughout the entire sabbatical. I recently finished my first autobiography of an LGBTQIA+ athlete from California. I plan to start building and strengthening my contacts with the Rainbow groups and Health Centers at all three VCCCD colleges, the Ventura County Diversity Collective, Planned Parenthood, and several mental health resources for our LGBTQIA+ students as soon as possible. Those contacts are where I'll get much of my statistical information for Ventura County.

I would have all of what I plan to share, completed, by the start of the Fall 2025 semester. I would make sure I'm available and prepared to share during the pre-fall flex days and make myself available for one or both of the Fall 2025 self-assigned flex days as well.

Value of Project (here, given an overall statement of how this project will benefit you, personally and professionally, as well as how it will benefit others).

The value of this project has no ceiling: it will enhance inclusivity, curriculum development, support LGBTQIA+ students, improve communication, provide advocacy and leadership and help our campus with its legal and ethical compliance. Beyond the classroom, it will contribute to my personal growth, fostering greater empathy and understanding of the challenges faced by this marginalized community. I imagine this will be a transformative experience for me as an educator and provide me with the knowledge and tools to create more inclusive and affirming educational environments. It will of course benefit OC's LGBTQIA+ students but also contribute to the overall diversity, equity, and inclusion efforts across campus and our district. Even more so, if I'm able to bring this curriculum to Oxnard College to share with our LGBTQIA+ students and allies, as a Health Instructor, I'm broadening the horizons of so many and further creating a safe space of inclusivity and acceptance onto OC's campus as well as beyond.

How To Get Started

The first step required to begin this program is to complete an admissions application for Napa Valley College. This can be done online from the college website at: www.napavalley.edu.

Students may enter the program at the start of any semester (fall, spring or summer). We encourage new students to meet with a counselor to develop an education plan.

Classes To Fit Your Style

In-Person
Fully Online
Hybrid In-Person And Online

For a truly immersive, engaging, and exciting learning experience, join our Pride Learning Community and study with a cohort of students just like you.



LGBT Education Coordinator
Greg Miraglia, 707-256-7710
gmiraglia@napavalley.edu



CAREER EDUCATION FOR PROFESSIONALS

Educators

Social Workers

Health Care Professionals

Criminal Justice Professionals

Human Services

Business Owners

Hospitality Industry

Everyone Who Works With

LGBTQ Community Members

Associates Degree In
LGBT Education

3 Certificates In
LGBT Studies

Certified Professional
LGBT Awareness
Training



The LGBT Education Program at Napa Valley College offers a two-year degree, three different certificates, and a variety of fee-based and non-credit courses.

The goals of the program are to:

1. Prepare students to serve and support LGBT people in health care, education, childcare, administration of justice, social services, hospitality, tourism, business and related industries.
2. Prepare teachers with the knowledge required to deliver curriculum required by the Fair and Inclusive Education Act and to effectively support LGBT students.
3. To provide students with a better understanding of themselves and their own relationship as an ally or member of the LGBT community.

Training For Professionals

- Basic Safe Space for Educators
- Safe Space Training for Trainers
- LGBT Awareness for Law Enforcement
- LGBT Awareness for Law Enforcement Training For Trainers

Law enforcement courses are offered in partnership with the Department of Criminal Justice Education and Training.

LGBT Education Associates Degree

Required Courses (18 Units)

LGBT-120 Introduction To LGBT Issues In The

Family, Education and Community

LGBT-121 21st Century Issues In The

LGBT Community

LGBT-122 Transgender Identities and Issues

LGBT-123 AIDS in the LGBT

Community and Beyond

SOCI-130 Introduction To Queer Studies

PSYC-135 Human Sexuality

Electives (6 Units)

LGBT-199 Independent Study

ENGL-231 Sexuality in Literature

CFS-140 The, Child, Family and Community

PSYC-125 Human Development

HSRV-124 Working with Diverse Populations

PHIL-137 Comparative Religions

HUMA-186 Culture and Gender in Film

To earn a degree or certificate, students must pass the six required courses and three electives each with a grade of "C" or better.

LGBT-120 and 121 meet graduation requirements for CSU and the UC systems.

LGBT Studies Certificates

Required Courses (18 units)

LGBT-120 Introduction To LGBT Issues In

The Family, Education and Community

LGBT-121 21st Century Issues In The

LGBT Community

LGBT-122 Transgender Identities and Issues

LGBT-123 AIDS in the LGBT Community

SOCI-130 Introduction to Queer Studies

PSYC-135 Human Sexuality

Electives (3 Units)

LGBT-199 Independent Study

ENGL-231 Sexuality in Literature

CFS-140 The, Child, Family and

Community

PSYC-125 Human Development

HSRV-124 Working with Diverse

Populations

PHIL-137 Comparative Religions

HUMA-186 Culture and Gender in Film

9-Unit Certificates

LGBT Education for Educators

LGBT Education for Health Occupations