CHANCELLOR KHOSLA
0005

SUBJECT: CAC GISOI Report

Enclosed is the Chancellor's Advisory Committee on Gender Identity and Sexual Orientation Issues (CAC GISOI) Report covering the FY 2013-2014. We list the following Highlights, Challenges, and Future Directions, and describe them in the following pages.

Highlights:
- Report and recommendations of the Health Sciences Working Group
- Interface with Health Sciences and Health Systems leadership
- Commitment from Health Sciences Dean for a Faculty and Student Reception
- Establishment of working group to develop UCSD Health Sciences/Systems website
- Proposal to AMA for LGBT module for inclusion in Intro to Practice of Medicine course
- Implementation of Health Systems LGBTQ project
- CAC GISOI endorsement of panel discussions at UCSD Health Systems
- Interface with Vice Chancellor of Student Affairs re: transgender and other issues
- Support for Rainbow Graduation
- Participation in Harvey Milk Breakfast

Challenges and Future Directions:
- Health Sciences/Health Systems support for an FTE position
- CAC GISOI website
- Commitment from Vice Chancellor of Student Affairs to address campus issues
- Consideration of transitioning and coming out in faculty "stop the clock" policy
- Implementing recommendations from UC LGBT Task Force

Respectfully submitted,

Arpi Minassian, Ph.D.
CAC Co-Chair

cc: Clare Kristofco, Chancellor's Office Chief of Staff
        Frank Silva, Chief of Staff for Vice Chancellor of Equity, Diversity and Inclusion
        Glynda Davis, Senior Diversity Officer
        CAC GISOI Committee Members

Chancellor's Advisory Committee on

Gender Identity and Sexual Orientation Issues (GISOI)

EXECUTIVE REPORT

July 1, 2013 to June 30, 2014

Presented by:

Amy Adler, MA Co-Chair

Joselyn Harris, RN Co-Chair

Arpi Minassian, Ph.D. Co-Chair Elect

Submitted February 13, 2015

Addendum 1 – Committee roster 2013-2014
Addendum 2 – Health Sciences Working Group Recommendations and Responses
Addendum 3- LGBTQI Project EEO/AA Report
Addendum 4- Suggested Best Practices for Supporting Trans Students

Introduction

Over the last year, the Chancellor's Advisory Committee on Gender Identity and Sexual Orientation Issues (CAC GISOI) has addressed a number of key areas relating to the UCSD campus and the UC system as a whole. This report reviews the committee's work, highlighting where significant progress has been made, as well as where there is still work to be done.

Review of scope of the Committee

CAC GISOI serves the Chancellor's office by gathering information about lesbian, gay, bisexual, and transgender (LGBT) issues and concerns from multiple constituents on campus, informing the UC San Diego community and public through advising the Chancellor with written recommendations and supporting educational events. CAC GISOI members participate in quarterly meetings and in small work-groups focusing on specific topics, such as housing, Queer/LGBT/Gender and Sexuality Studies, and health systems issues within UCSD. The committee is co-chaired by two people, traditionally one faculty member and one other campus constituent (staff member, graduate student, or undergraduate student).

2013-14

Leadership – Joselyn Harris, RN and Amy Adler, Ph.D., Associate Professor of Visual Arts served as co-chairs. In July 2014, Arpi Minassian, Ph.D., Clinical Professor of Psychiatry, was elected as co-chair to replace Dr. Adler.

Meetings – The committee held quarterly meetings: July 24th 2013, October 23rd 2013, January 22nd, 2014, and April 30, 2014. Member attendance throughout the year was strong.

Membership –CAC GISOI continued with the current membership roster, with representatives from diverse sections of campus and including students, staff and faculty at different levels of leadership.

Highlights

Accomplishments from the academic year are bulleted above; herewith are descriptions of some notable achievements:

<u>Recommendations of the Health Sciences Working Group and Meeting with Health Sciences/Health Systems leadership</u>- The Health Sciences working group was reactivated with the mission of reviewing previous (2002-2003) recommendations to UCSD Healthcare on increasing cultural competency with respect to LGBTQ issues. Of the 10 recommendations that were outlined in the 2002-2003 report, this working group determined that only three had been at least minimally or partially implemented. The CAC GISOI distributed the standing 10 recommendations as well as 4 new recommendations (all described in Addendum 2) to Health Sciences, Health Systems, and Medical Education leadership. These entities responded (see Addendum 2), and on 5/22/2014 a meeting was convened with administrators, members of the CACGISOI working group, and interim Vice Chancellor of EDI Carol Padden.

As a result of this meeting, some progress was made on advancing important recommendations such as: 1) launching a website that provides resources for LGBTQ health issues for faculty and staff; 2) incorporating LGBTQ health issues in continuing medical education; and 3) initiating discussions about the opening of an LGBTQ clinic. Re: Item 1, with the support of Dean Brenner, a working group has been formed that is tasked with identifying content and coordinating launch of the website. Re: Item 2, ongoing projects spearheaded by the leadership of CAC GISOI are developing continuing education curricula for medical residents and staff (see below). Re: Item 3, the Health Systems leadership expressed verbal interest in an LGBTQ clinic, potentially housed in Family Medicine at Fourth and Lewis. The primary recommendation of the working group, creation of and support for an FTE position devoted to LGBTQ issues in Health Sciences, was discussed at length. Although it remains the belief of the CAC GISOI that having an FTE dedicated to the UC San Diego Health enterprise would substantially accelerate our education, training, and clinical missions with respect to cultural competency in the LGBTQ sphere, the Health Sciences/Health Systems leadership is not prepared to support such a position at present.

<u>Development of LGBTQ module for Continuing Education for Medical Residents</u>- Members of the CAC GISOI were invited to submit a proposal to the American Medical Association (AMA) to revise their online Cultural Competency module in the Introduction to the Practice of Medicine series, with a focus on LGBTQ health. This module is available to medical residency programs nationwide. A working group was formed which also includes clinicians from the VA San Diego Health Care system with expertise in LGBTQ health. The current version of the module is an approximately 45-minute presentation via PowerPoint and video vignettes and covers the following topics: 1) importance of cultural competence in the delivery of clinical care; 2)

definition of concepts related to sex, gender identity, and gender expression; 3) health care disparities among LGBTQ people; and 4) culturally competent screening and intervention in LGBTQ patient populations. The AMA marketing group will travel to San Diego in February 2015 to manage audiovisual production of the module.

Health Systems LGBTQ project- The LGBTQ Project was created to better connect UC San Diego Health System with the LGBTQ community on healthcare issues. We developed an interdisciplinary team to identify these issues, and develop policies and procedures through advocacy, outreach, and education, in order to diminish any negative effects these issues may have on the LGBTQ community. The team became active in February of 2014.

Since that time, we have completed our outreach goals to connect with LGBTQ organizations, and partnered with most events that promote UC San Diego Health System in being LGBTQ-welcoming and friendly. We have also partnered with other healthcare institutions, such as: Skilled Nursing Facilities, Assisted Living Facilities, as well as acute-care institutions, developing culturally-responsive educational programs. We have helped implement a gender-preferred name place on our electronic information system (EPIC). This will aid in communication and understanding with our Transgender patients and clients. This is significant because it came about through one of our community events held on the Hillcrest Medical Center campus.

Our biggest challenges for the past year have been (and continue to be) communication system-wide, as well as education system-wide, on cultural responsiveness education for the entire system. We plan to continue these efforts in 2015, and have more success. We have been involved in developing Transgender lectures and presentations on cultural issues and medical problems of the Transgender community. These have been well-received, and are projected to be expanded. Please see Addendum 3 for a report we submitted to the UC San Office of Equal Opportunity / Staff Affirmative Action that details the activities of the LGBTQ project.

Support for Rainbow Graduation – Every year the CAC GISOI supports the UCSD Rainbow Graduation with funding either through its fund or through donations from its members. The UCSD Rainbow Graduation honors graduating seniors and strives to build a community of supportive individuals with student and faculty speakers and student run entertainment. The

Rainbow Graduation is attended by a large swath of the UCSD community, including the Chancellor.

http://lgbt.ucsd.edu/events/Rainbow%20Graduation.html
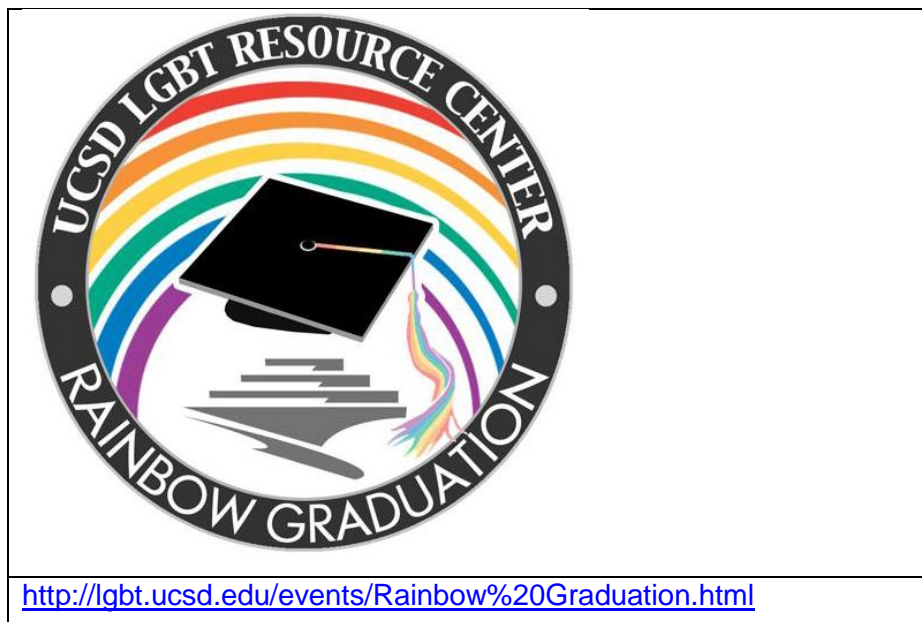
Support for Harvey Milk Breakfast – Every year the CAC GISOI is represented at the San Diego Harvey Milk Breakfast. The breakfast is attended by more than 1,000 people, businesses, elected officials and organizations annually, including UCSD Campus and UCSD Health Sciences. It is the largest Harvey Milk celebration in the state of California. It is a place for "all San Diegans who support equality and justice to celebrate the memory of influential civil rights activist Harvey Milk" (http://www.sandiegoreader.com/events/2013/may/24/24895/). It is attended by the chairs and other members of the CAC GISOI. This year we were pleased to have the Chancellor sponsor a table at the breakfast.
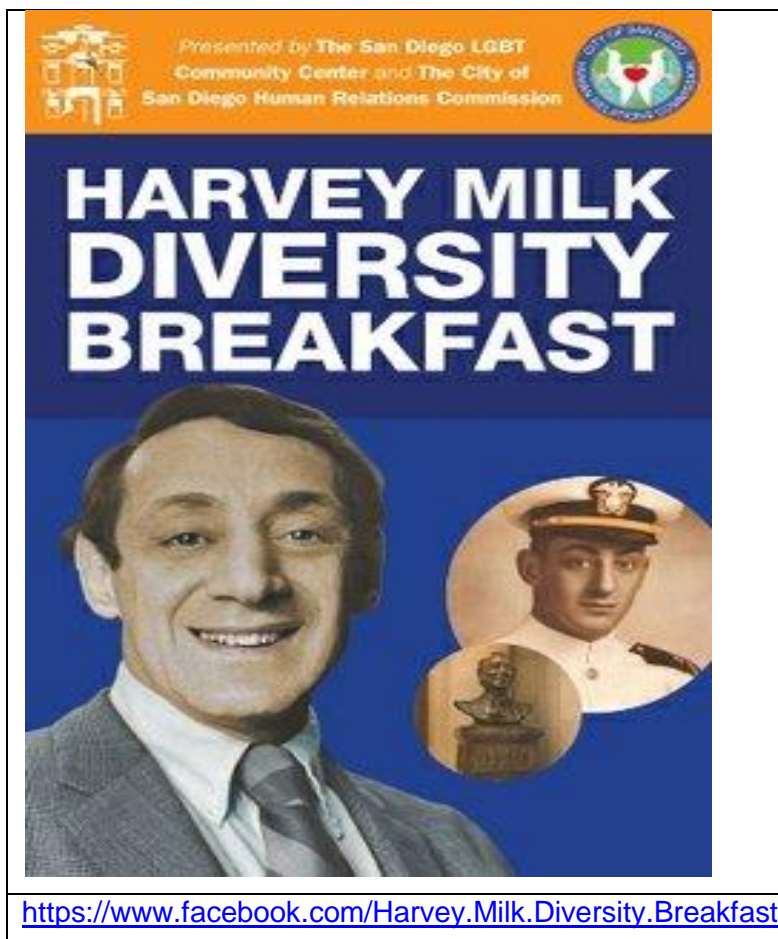
Major Challenges

As above, the CAC GISOI continues to lobby for an FTE position that would serve both the Health Sciences and Health Systems and would oversee and coordinate education, training, community outreach, and other functions that we believe are vital to the climate of patient care and education/training of UC San Diego faculty, staff, and students. To date the UC San Diego Healthcare enterprise has not offered support for this position.

The CAC GISOI does not have an online presence. We continue to attempt to work with the Chancellor's office to launch a website that describes the mission and scope of this committee. After repeated requests and multiple conversations with the Chancellor's Office we have had no success in moving forward.

Interim Vice Chancellor Alan Houston attended the CAC GISOI quarterly meeting on April 30, 2014. This was the first meeting of the VCSA and the CAC GISOI in the past decade. The intention of the meeting was to begin to examine the points of policy and practice that need to

be addressed regarding gender identity and sexual orientation issues in Student Affairs. Some of the topics discussed at this meeting included intercollegiate athletics, intramurals and club sports; registrar, name changes, gender changes and preferred names; colleges, LGBT Interest Housing and Gender Inclusive Housing. Please see Addendum 4 for the Best Practices that were submitted to the Vice Chancellor. A follow up meeting was held on June 5, 2014 with the office of the VCSA, again with interim Vice Chancellor Houston. Continued concerns were expressed regarding transgender support across all VCSA units. Given the interim status of the Vice Chancellor, the recommendation was to continue the conversation with the permanent Vice Chancellor when he or she was selected.

The CAC GISOI's goals for the next academic year include making forward progress with the above challenges. An additional major focus will be to review the UC-Wide LGBT Task Force Recommendations and investigate their implementation at UC San Diego. Finally, the committee plans to review the university's existing Stop the Clock policy and assess its scope and relevance to major life transitions such as coming out and transitioning.

Addendum 1: CACGISOI Roster

First Name	Last Name	Status	Department	UCSD Position
Amy	Adler	Faculty	Visual Arts	Assoc. Prof Vis Arts
Deirdre	Amaro	Staff	Pathology - Hillcrest	Res. Physician Pathology
Sarah	Archbald	Faculty	Psychiatry - SD	Specialist
Aaron	Borovoy	Staff	Publications and Creative Services	Sr. Publ. Coord.
Dion	Brown	Staff	Graduate Medical Education - SD	Housestaff Admin/Prog Mgr
Jennifer	Burney	Faculty	IR/PS	Asst. Prof IR/PS
Brynn	Craffey	Staff	Muir College, Provost's office	Program Rep
Glynda	Davis	Staff	Chancellor's Office	Sr. Diversity Ofc
Paula	Doss	Staff	Staff Affirmative Action/Equal Op.	Director
Lia	Friedman	Staff	Arts Library, Geisel Library	Assoc. Librarian
Anya	Gallaccio	Faculty	Visual Arts	Professor
Mitchelle	Greenlee	Staff	Marshall College, Student Affairs	Assistant Resident Dean
Joselyn	Harris	Staff	Emergency Department - Hillcrest	Clinical Nurse
Daniel	Lee	Faculty	Internal Medicine/HIV - SD	Assoc. Clin. Prof
Susan	Little	Faculty	Medicine - SD	Professor IR
Nancy	Magpusao	Staff	Cross-Cultural Center	Education Programming
Arpi	Minassian	Faculty	Psychiatry - SD	Clin Professor
Scott	Primack	Staff	Housing	Office Coordinator
Carol	Rogers	Staff	OPHD	Assoc Director

Milton	Saier	Faculty	Molecular Biology	Professor
Davey	Smith	Faculty	Medicine	Prof/Med. IR
Shaun	Travers	Staff	LGBT Resource Center	Director
Scott	Vandenberg	Faculty	Pathology	Professor

Addendums 2-4: Please see attached documents

UC San Diego Health Sciences
Combined responses to the Review and Assessment of the 2003 Recommendations by the Health Sciences Working Group of the Chancellor's Advisory Committee on Gender Identity and Sexual Orientation Issues

Analyses into three broad categories Prepared by UC San Diego CACGISOI's Health Sciences Working group 5/19/14

▢	Recruitment & Well-Being of LGBTQI Medical & Graduate Student in School of Medicine (Recommendations 1, 5, 9, & 10)
▢	Medical/Graduate Medical/Continuing Med Ed (Recommendations 2, 3, 4, 6, 7, 12, 13 & 14)
▢	Health Care Provision for LGBTQI (Recommendations 8 & 11)

Recommendation from 2002/ 2003 and new (2013/14)	Status Assessment for Health System	Status Assessment for School of Medicine	Notes by Working Group from 10-year review 2013/14	Joint Response for Health System and School of Medicine (SoM)	Responses particular to Medical Student Education
1. Provide educational resources regarding LGPTI health issues incl. a) Kaiser Cultural Competency Book; b) GLMA Guidelines; and c) web links	No	No	Implement a *comprehensive* website similar to what is provided at UCSF as soon as possible. Please see attached.	To date, there is no comprehensive Health Sciences website for LGBTI health issues and resources for faculty, staff, patients, etc. • The Health System website (http://health.ucsd.edu/about/who-we-are/Pages/ diversity.aspx) focuses on awards and achievements and facts. It does not provide resources (links, clinic information etc.) for LGTBI staff, faculty, patients, medical students. • Campus website http://lgbt.ucsd.edu provides many useful resources hosted by the LGBT Resource Center. Health Sciences staff/ faculty/ patients, etc. are not addressed or serviced by the LGBT Center and website.	The resources cited are some of a number of authoritative sources that inform the medical student LGBTI curriculum.
5. Encourage sexual harassment	Partially done – mandatory 2 hours for	Partially done – mandatory 2	Students and house staff do not get training	Examples of how sexual harassment prevention education is encouraged and emphasized: • Health System and SoM staff involved in patient care: all	Students attend a mandatory

prevention education and emphasize online program module tailored for Healthcare in all health science areas	supervisors (faculty and staff who are not supervisors to not get it.)	hours for supervisors; students should participate as well	(only a hoc and problem-based)	employees receive introduction course at time of NEO; not healthcare-specific • Health System and SoM: Managers and supervisors are required to participate in 2h state-mandated course every 2 years. • Employee Assistance Program (OPTUM) website contains resources around Sexual Harassment (webinars, etc.)	one hour session during new student orientation conducted by Lori Chamberlain from OPHD. In addition, there is a one-hour session during the weeklong transition to the third year of medical school that focuses on student mistreatment, including sexual harassment.
9. Support representatives to attend a national conference on LGBTI health	No	No	School of Medicine – one spot for medical student every year for GLMA, one spot for house staff Health System – one spot for a faculty and a staff member.	• No constant representation at national conferences to date; no central funds available to date.	We supported a student to attend GLMA in 2011, and a student to attend the LGBTI Health Forum in

					San Francisco in 2010. We are happy to support a student to attend GLMA annually, but this is at the request and choice of a student, i.e. we do not force a student to attend each year. Students are aware of the mechanism to request support for travel to meetings at which they represent the SOM.
10. Create and support a FTE position devoted to LGBTI issues in Health Sciences	No	No	This position could be comprehensive between both Health System and School of Medicine.	At this point in time, there is no FTE position devoted to LGBTI issues in Health Sciences. There is the new VC area for Equity, Diversity and Inclusion with the LGBT resource center (2 FTE), but no capacity to specifically focus and work on Health Sciences-specific issues. (UCSF: someone dedicated FT to Health Sciences-particular diversity issues).	Not within the purview of medical student education group.
2. Adopt	No	No	Examine the	Healthy People 2010 Companion for LGBTI Health has not	Similar to

Healthy People 2010 Companion for LGBTI Health			2020 Healthy People and adopt recommendations for this decade	been adopted. Healthy People 2020 Report has guidelines and recommend-ations on types of services that should be provided and offers a practical template for Health System to further examine. • Encourage Working Group to research, provide implement-ation suggestions, and seek dialogue with leadership around adopting recommendations.	above. Healthy People 2020 is an important source of input into the medical school curriculum, but is one of a great many important sources.

3. Incorporate LGBTI cultural competency training into School of Medicine orientation and Healthcare staff education	Minimal, the achievement of HEI standing notwithstanding, there is work to be done	Partial, there have been some basics added, but a unified, comprehensive plan is not evident.		Examples of how LGBTI cultural competency training into School of Medicine orientation and Healthcare staff education:
				• Health System New Employee Orientation (incl. SoM staff involved in patient care):
				   o http://health.ucsd.edu/careers/neo/Pages/default.aspx does not link to diversity or LGBTI resources
				   o NEO presentation includes Principles of Community, involvement in LGBT community, awards
				   o E-Learning curriculum trains on awareness around all diversity dimensions
				• School of Medicine New Employee Orientation (non-patient care, departments using HR shared services):
				   o Mandatory Principles of Community and Equal Opportunity/Staff Affirmative Action
				• HEI training (webinar) offered to Senior Management Team (2012), and broad cross-functional selection of staff and HR staff involved in driving LGBTI activities (2014).
				• Continuing Healthcare Education (MC/SoM): Diversity and Cultural Competency I: Introduction (e-learning)
				• Management: Culturally Competent Management
					There are many competing interests that vie for time during new student Orientation in the School of Medicine. We currently conduct a broad based cultural competency exercise, BaFa BaFa, into orientation week. We

				Program eLearning Culturally Competent Management Program classroom practice session • Nursing Student Education: LGBTI health issues are not part of curriculum. • RN and LVN new employee orientation and annual updates (e-learnings): includes reference to cultural diversity, gender is one of multiple dimensions, no particular focus on LGBTI as of now. • House staff/Resident/Fellow: Used to have specific Core Lectures on LGBTI: very successful, but very costly/admin. Intensive. Current "Intro to Medicine" curriculum is pre-produced and does not cover specific LGBTI health issues. • Staff annual HIPAA updates: Provides explicit reminder that LGBT status is confidential patient information • LGBT staff association (Jason Bailly): officially recognized employee group	build on these principles throughout the curriculum. Because of the importance of LGBTI cultural competency, it is now part of the SOM curriculum (see attached sheet).
4. Include LGBTI health issues in Continuing Medical Education	No	No, address the need for faculty education		Examples of how LGBTI health issues in Continuing Medical Education: • Medical School curriculum was updated in 2010 and explicitly includes LGBTI sections, in line with national standards/recommendations.	Not within the purview of medical student education group.

6. Increase awareness of health issues affecting transgender people	Partial, new employees get some training based on demands of HEI	No	Needs to be comprehensive	Example of how awareness of health issues affecting transgender people is being raised:
				• New project initiative started 2 months ago "LGBTQ Project": HR, Community Affairs, Communications, Nurse Ed involved
				   o Held Transgender Day of Empowerment Event
				   o MTR communication for awareness
				   o New EPIC functionality allows for annotating patient's sex they identify with instead of what might be on medical record
				• HRC/HEI training provided in 2012/13 and 2014 includes transgender focus.
					Coverage increased in 2010 School of Medicine curriculum revision. Please see attached narrative.

				• Providers and staff are trained on language, issues, and medication administration (Student Health)	
7. Increase awareness of health issues affecting intersex people	No	No	This has not been addressed in any systemic way.	Example of how awareness of health issues affecting intersex people is being raised: • New project initiative started 2 months ago "LGBTQ Project" • To date, no particular patient advocacy and services around Queer and Intersex. • Intersex Society of North America has recommendations around newborn surgery, consulting, as well as language. o Working Group is encouraged to research, provide implementation suggestions, and seek dialogue with leadership around adopting recommendations.	Coverage increased in 2010 School of Medicine curriculum revision. Please see attached narrative.
12. Pride Fellowship for LGBT Cultural Competence in health issues			New recommendation	Requires further research into particular needs and best practices, as well as the development of a business case to address this recommendation appropriately.	Not within the purview of medical student education group.
13. Consultant from HRC HEI to look at current recommendation and recommend change			New recommendation	Requires further research into particular needs, mission and goals for such an assignment, and the development of a business case to address this recommendation appropriately.	Not within the purview of medical student education group.
14. Incorporate LGBTI cultural competency training into house staff training and fellowship programs			New recommendation	House staff/Resident/Fellow: Used to have specific Core Lectures on LGBTI: very successful, but very costly/admin. intensive. Current "Intro to Medicine" curriculum is pre-produced and does not cover specific LGBTI health issues. • Business case would need to be developed for a more sustainable, cost-effective model.	Not within the purview of medical student education group.

| 8. Increase access to resources and raise awareness of LGBTI issues within Student Health | No | No | Services for LGBTI students need to be apparent on the website. | Examples of how awareness of LGBTI issues within Student Health is being raised:
• No separate section for LGBTQI patients right now, but work is in progress on the SHS website to create more transparency around LGBTI health, including Transgender Health page.
• Offer services for all students; working with LGBT Center and CAPS to provide formalized treatment for transgender patients and ensuring access is clear.
• Implementation training for staff: Trained staff around issues and language with respect to transgender care.
• Provider training: Use of medications for transgender care appropriately and safely; transgender care expert talk by Dr. Davie Smith.
• Health pamphlets for LGBT Resource Center
• Health items included in the LGBT Resource Center's monthly electronic newsletter
• Coordinated the LGBT Health Day event for the past 3 years, includes HIV testing and specialty tables.
• Work with LGBT RC staff on the annual World AIDS Day event on campus.
• Upcoming: MSM workshop by our Student Health Advocates to be held at the LGBT Resource Center
• SHIP transgender health care coverage and several CMEs specifically on LGBT Health Issues. | Not within the purview of medical student education group. |
| 11. LGBTI clinic (with multiple centers for excellence) | | | New recommendation | Requires further research into particular need and best practices, as well as the development of a business case to address this recommendation appropriately. | Not within the purview of medical student education group. |

Staff Affirmative Action Report

Past Activities (11/1/2013-10/31/2014):

Education:
<u>Skilled Nursing and Rehabilitation Facilities</u>

San Diego LifeHouse Properties-Education and consultation on Lesbian Gay Bisexual Transgender Issues in Healthcare

Bella Vista Skilled Nursing Facility- Education and consultation on Lesbian Gay Bisexual Transgender Issues in Healthcare

Arroyo Vista Skilled Nursing Facility- Education and consultation on Lesbian Gay Bisexual Transgender Issues in Healthcare

Harborview Chateau-Assisted Living Facility

Volunteers of America-Education and consultation on Lesbian Gay Bisexual Transgender Issues in Healthcare

Mental Health Systems-Education and consultation family therapy

Alvarado Parkway Institute Behavioral Health System-Consultation on Lesbian Gay Bisexual Transgender Cultural Competency

<u>Lectures and Consultation on Lesbian Gay Bisexual Transgender Healthcare Issues in Education</u>

Argosy University-Therapist (MS and PhD) Candidates

San Diego State University- Safe Zone Project

University of San Diego-Religion and Nursing (AD, BS and MS/MEP)

Grossmont Community College-Sociology and Psychology undergraduates

University California San Diego Medical School-Lecturer on healthcare LGBT Issues

<u>Outreach and Partnership with LGBTQ Organizations:</u>

<u>Greater San Diego Business Association</u>

<u>San Diego Public Health</u>
HIV PREVENTION GROUP

<u>Equality Professional Network</u>
Working to help and move LGBT Community forward in the workplace with equality.

<u>The San Diego Lesbian Gay Bisexual Transgender Community Center</u>

Fifty and Better Group - education and event planning

Lesbian Gay Bisexual Transgender Senior Housing Committee

Strategic Planning Task Force

Senior Housing Advisory Group-Planning targeted Lesbian Gay Bisexual Transgender Housing-Obtaining support from Community Housing Works

LGBT Senior Trailblazers-Developing county-wide Senior LGBT healthcare needs assessment

<u>The North County Lesbian Gay Bisexual Transgender Community
Center</u>

Senior LGBT health issues

<u>Events</u>

Transgender Day of Empowerment: Discussion panel and
conference

LGBT Pride: Discussion panel and Conference

Human Rights Campaign; Health Equality Index re-certification

Planned Activities (11/1/2014-10/31/2015):

Continue education programs that are already established
as well as increase the number of organizations that we
educate on LGBTQ issues. We also plan to educate as many of
the UC San Diego Health System employees on LGBTQ on
Cultural Competency as well as LGBTQ issues. We also plan to
educate Health System managers on Transgender transition in
the workplace. We also plan to utilize Human Rights Campaign;
Health Equality Index as not only a tool for re-certification but
also to aid in LGBTQ education.

We plan to continued outreach and partnership with San
Diego county LGBTQ organizations on LGBTQ issues. We also
plan to reach out to more non LGBTQ organizations to consult
and educate LGBTQ issues and cultural competency. We also
plan to help make a change in how Gender Identity is
documented in UC San Diego Health System computerized
documentation system to be more affirming to the Transgender
community.

Project is a new Project for the UC San Diego Health System and I believe
the following statement will cover Staff Action Plan C and D. This new
concept for UC San Diego Health System, I believe in time will accomplish
all the efforts this Staff Affirmative Action Report request.

Past Good Faith Efforts (11/1/2013-10/31/2014):

Planned Good Faith Efforts (11/1/2014-10/31/2015):

This Project was developed to accomplish recruiting LGBTQ members to a welcoming workplace and develop and implement training programs to better serve our LGBTQ patient population. Please see what is planned for 2015. I am submitting the Project Vision and Mission Statement to better clarify what our good faith efforts are for this Project.

UC San Diego Health System LGBTQ Project

Vision Statement

The vision of the UC San Diego Health System LGBTQ Project is to develop best practices and supportive policies within the UC San Diego Health System that promote quality healthcare though education and cultural competency for the benefit of our faculty, staff, patients and clients.

Mission Statement

The UC San Diego Health System brings together the diverse LGBTQ community of educators, professionals, researchers, and staff to advocate, educate and network. We support LGBTQ faculty, staff and patients of UC San Diego Health System with dignity and respect for all, through:

- Advocating for policies and procedures that support and protect LGBTQ faculty, staff and patients.
- Educating members of the UC San Diego Health System on issues relevant to the LGBTQ community through sponsorship of LGBTQ events, celebrations and cultural days of importance.
- Networking among members of UC San Diego Health System and members of the San Diego LGBTQ community to foster and maintain professional relationships that further unity and quality care for all.

Suggested Best Practices for Supporting Trans* Students

Developed by the Consortium's Trans* Policy Working Group

Consortium of Higher Education LGBT Resource Professionals

These best practices were drafted by the Consortium's Trans* Policy Working Group, in consultation with various relevant national student affairs associations, to assist colleges and universities in providing services and support to trans* students. While schools will vary in their ability to implement all of these recommendations and in the resources that they can offer, these practices are what institutions should strive for in addressing the needs of trans* students—that is, students whose self-identification or expression challenges traditional notions of "male" and "female." Under this umbrella term are female-to-male (FTM) and male-to-female (MTF) transsexuals, crossdressers, drag queens and kings, genderqueer individuals, and people with many other nonbinary gender identities.

Join the members of the Consortium in the discussion! For more information about these guidelines, please contact us at info@lgbtcampus.org

June 10, 2014

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Recommendations Related to Campus Records and Documents

- Have all Admissions and Registrar's Office staff, including student staff members, attend a trans*-focused ally training. (If such a training is not provided on your campus, work with trans* advocates to develop one).

- Change software to enable students to use a name other than their legal first name on campus records, including course and grade rosters, directory listings, unofficial transcripts, advisor lists, and other documents.

- Where not prevented by state law, allow students to use a name other than their legal first name on campus ID cards and diplomas.

- Enable students to change the gender marker on their campus records upon their request (i.e., without a letter from a therapist or doctor and without the need to change other documents).

- Change software to enable students to indicate the pronouns they use for themselves that would appear on course and grade rosters and advisor lists. Suggested options: she, he, ze, and they.

- University of Vermont options: not marked (nothing listed), she, ze, he, and "prefer name only."

- Have an easily accessible web page that details the policies and procedures related to changing names and gender markers and indicating pronouns on campus records.

- Enable students to self-identify their gender on forms. Suggested wording:

  ▶ Gender Identity: _____

  or, when such an open-ended question is not possible:

  ▶ Gender Identity (choose all that apply)

  __ woman
  __ man
  __ trans* or transgender (please specify): _____
  __ another identity (please specify): _____

- Ideally, institutions should only ask about gender identity. But recognizing, for example, that many women's colleges currently limit enrollment to women whose

documents identify them as such, it may still be necessary to ask "sex" on admissions forms. In such cases, both "sex" ("female" and "male") and "gender identity" should be asked.

- Critically examine if asking gender on a document is really needed. For example, is gender identity relevant to a student's participation in a career center event?

Recommendations Related to Campus Housing

- Create a fair equitable process for hiring, training, and maintaining trans*-identified and trans*-knowledgeable Residential Life staff members.

- Have all Residential Life staff, including student staff members, attend a trans*-focused ally training. (If such a training is not provided on your campus, work with trans* advocates to develop one).

- Have an easily accessible web page as part of the housing site that explains the school's housing policies related to gender identity and that provides the contact information for a housing official who can be the point person for these policies.

- Enable all students to self-identify their gender on their housing application. Suggested wording:

    ▶ Gender Identity: _____

    or, when such an open-ended question is not possible:

    ▶ Gender Identity (choose all that apply)

    __ woman
    __ man
    __ trans* or transgender (please specify): _____
    __ another identity (please specify): _____

- If this more expansive gender identity question is not possible on the housing application, then include an additional question that allows students space to indicate their need for trans*-inclusive housing alongside any other specific housing needs.

- Develop and publicize a trans*-supportive housing policy. This policy should state:

    o That the college will always recognize and respect the stated gender identity of the student.
    o Students who inform the college that they are trans* in a timely manner will be housed in keeping with their gender identity/expression.
    o Every attempt will be made to give trans* students safe and comfortable housing assignments.

- Establish a gender-inclusive housing (GIH) option that:

  o is available for both new and returning students.
  o is separate from an LGBTQ-theme floor.
  o is open to all students, not just to trans* students.
  o is offered in different parts of campus and, if possible, in different types of housing (doubles, suites, apartments).
  o includes gender-inclusive bathrooms/showers.

- Create gender-inclusive bathrooms (e.g., single-user, lockable rest rooms that are labeled as "all gender bathrooms" or simply as "bathrooms") and private showers in all renovated and newly constructed residence halls.

- Have a campus housing bathroom policy that states that "individuals should use bathrooms that correspond to their sex or gender identity, depending on which option they feel is safer, or utilize bathrooms that are designated gender-neutral/gender-inclusive."

- If your institution does not have "gender identity" in its general nondiscrimination policy, include it in your housing policies.

- Have a policy that addresses acts of harassment and discrimination (including anti-trans* acts) that occur in campus housing in accordance with campus judicial policies.

- Encourage RAs to hold trans* awareness programs on their floors and to post trans* educational material.

Recommendations Related to Recreational Sports and Locker Rooms

- Have all recreational sports staff, including student staff members, attend a trans*-focused ally training. (If such a training is not provided on your campus, work with trans* advocates to develop one).

- Develop a policy for trans* students to compete in intramurals.

  - ▶ UMass Amherst policy: "When an activity makes a gender designation, an individual who has transitioned to a different gender can participate in the division of the individual's current gender. If an individual is in the process of transitioning to a different gender, participation in a particular gender designated activity will be handled on a case-by-case basis."

- Offer lockable, single user changing and shower rooms that are readily available to trans* students in campus recreational centers and athletic facilities.

- Create greater privacy in men's and women's locker rooms by constructing private shower and changing cubicles when athletic facilities are built or renovated.

Recommendations Related to Campus Facilities

- Create a fair equitable process for hiring, training, and maintaining trans*-identified and trans*-knowledgeable campus facilities staff members.

- Have all campus facilities staff, including student staff members, attend a trans*-focused ally training. (If such a training is not provided on your campus, work with trans* advocates to develop one).

- Have a policy requiring at least one gender-inclusive restroom (e.g., a single-user, lockable rest room that is labeled "all gender bathroom" or simply "bathroom") in all newly constructed or significantly renovated buildings, including residence halls.

- Where allowed by legal codes, change single-stall men's and women's rest rooms into gender-inclusive facilities in all campus buildings.

- Aim to have gender-inclusive restrooms in at least half of the administrative and academic buildings on campus.

- For gender-inclusive bathrooms, use a sign that avoids the male and female stick figures.

  ▶ Suggested signage (from Macalester College):

- Have an online list/map of campus gender-inclusive restrooms.

- Have an inclusive, written campus bathroom policy (see suggested wording in the Housing section).

- Have an easily accessible web page as part of the campus facilities site that explains the school's facilities policies related to gender identity and that provides the contact information for a campus facilities official who can be the point person for these policies.

- Create private changing facilities and single-person showers when residence halls and recreation centers are constructed or renovated.

Recommendations Related to Fraternities and Sororities

- Create a fair equitable process for hiring, training, and maintaining trans*-identified and trans*-knowledgeable Office of Fraternities and Sororities staff members.

- Have all Office of Fraternities and Sororities staff, including student staff members, attend a trans*-focused ally training. (If such a training is not provided on your campus, work with trans* advocates to develop one).

- Enable all students to self-identify their gender on fraternity and sorority recruitment applications. Suggested wording:

  ▶ Gender Identity: _____

  or, when such an open-ended question is not possible:

  ▶ Gender Identity (choose all that apply)

    __ woman
    __ man
    __ trans* or transgender (please specify): _____
    __ another identity (please specify): _____

- Develop and publicize a trans*-supportive fraternity and sorority policy. This policy should state that the college will always recognize and respect the stated gender identity of the student.

- If your institution does not have "gender identity" in its general nondiscrimination policy, include it in your fraternity and sorority policies.

- Have a policy that addresses acts of harassment and discrimination (including anti-trans* acts) that occur in fraternities and sororities and during fraternity and sorority recruitment.

- Encourage fraternity and sorority chapters to hold trans* awareness programs with their membership and to post trans* educational material.

Recommendations Related to Dean of Students/Campus Conduct Offices

- Create a fair equitable process for hiring, training, and maintaining trans*-identified and trans*-knowledgeable Dean of Students/Conduct Office staff members.

- Have all Dean of Students/Conduct Office staff, including student staff members, attend a trans*-focused ally training. (If such a training is not provided on your campus, work with trans* advocates to develop one).

- Have an easily accessible web page as part of the Dean of Students/Conduct Office or Student Life site that explains the school's policies related to gender identity and that provides the contact information for an official who can be the point person on these policies.

- Enable trans* students to self-identify their gender on forms and applications. Suggested wording:

    ▶ Gender Identity: _____

    or, when such an open-ended question is not possible:

    ▶ Gender Identity (choose all that apply)

    __ woman
    __ man
    __ trans* or transgender (please specify): _____
    __ another identity (please specify): _____

- Develop and publicize a trans*-supportive policy. This policy should state that the college will always recognize and respect the stated gender identity of the student.

- If your institution does not have "gender identity" in its general nondiscrimination policy, include it in your Dean of Students/Conduct Office or Student Life policies.

- Have a policy that addresses acts of harassment and discrimination (including anti-trans* acts) that occur on campus in accordance with campus judicial policies.

- Encourage Student Life staff to hold trans* awareness programs and to post trans* educational material.

Recommendations Related to Campus Health Centers

- Create a fair equitable process for hiring, training, and maintaining trans*-identified and trans*-knowledgeable Health Center staff members. Allow staff with sub-specialties in trans* health care to be identified so that a student may request these providers.

- Have all Health Center staff, including student staff members, attend a trans*-focused ally training. (If such a training is not provided on your campus, work with trans* advocates to develop one).

- Enable all students to self-identify their gender on the Health Center's intake form. Suggested wording:

    ▶ Gender Identity: _____

    or, when such an open-ended question is not possible:

    ▶ Gender Identity (choose all that apply)

    __ woman
    __ man
    __ trans* or transgender (please specify): _____
    __ another identity (please specify): _____

- Enable students to indicate the name they use, and not just their legal name, on the Health Center's intake form and use this chosen name when calling students in for appointments.

- Have prescriptions and lab orders written in such a way that the name a student uses is called out at the pharmacy and lab.

- Cover hormones and gender-affirming surgeries for students who are transitioning under student health insurance.

- Train physicians so that they can initiate hormone treatment, write prescriptions for hormones, and monitor hormone levels for transitioning students.

- Hold a regular trans* health clinic to provide trans*-specific health care services.

- Have gender-inclusive bathrooms (e.g., single-user, lockable rest rooms that are labeled as "all gender bathrooms" or simply as "bathrooms") available in all areas of the Health Center.

- Include clear, complete information about accessing trans*-related health care services on websites and in health center literature.

- Appoint a patient advocate or have a visible procedure for trans* students (as well as other students) to report concerns and instances of poor treatment.

Recommendations Related to Campus Counseling Centers

- Create a fair equitable process for hiring, training, and maintaining trans*-identified and trans*-knowledgeable Counseling Center staff members.

- Have all Counseling Center staff, including student staff members, attend a trans*-focused ally training. (If such a training is not provided on your campus, work with trans* advocates to develop one).

- Enable trans* students to self-identify their gender on the Counseling Center's intake form. Suggested wording:

  ▶ Gender Identity: _____

  or, when such an open-ended question is not possible:

  ▶ Gender Identity (choose all that apply)

  __ woman
  __ man
  __ trans* or transgender (please specify): _____
  __ another identity (please specify): _____

- Enable students to indicate the name they use, and not just their legal name, on the Counseling Center's intake form and use this chosen name when calling student in for appointments.

- Develop and publicize a list of area therapists who can provide trans*-supportive gender therapy for students who are transitioning or who are struggling with their gender identity.

- Cover the requisite therapy for students who are transitioning under student health insurance.

- Have at least one Counseling Center therapist who has the training and experience to be able to write letters for transitioning students to access hormones.

- Offer a support group for trans* and gender-nonconforming students.

- Have a gender-inclusive bathroom (e.g., a single-user, lockable rest room that is labeled "all gender bathroom" or simply "bathroom") available in the Counseling Center.

- Appoint a client advocate or have a visible procedure for trans* students (as well as other students) to report concerns and instances of poor treatment.

A Brief Overview of the Consortium's Trans Policy Working Group*

In February 2014, the Consortium Co-Chairs, Demere Woolway and Warren Scherer, charged Dr. Genny Beemyn as Chair of a working group to devise trans* policies and practices, which the Consortium would recommend relevant national associations adopt. The working group built on the Consortium's work with AACRAO (the American Association of Collegiate Registrars and Admissions Officers), areas to be addressed were to include housing, locker rooms, restrooms, healthcare, admissions, and counseling centers.

The Co-Chairs put a call out to the Consortium membership for individuals interested in serving on the working group with Dr. Beemyn. Twenty members expressed interest in contributing and seven were appointed to the important work of crafting trans* policy and practice recommendations.

The eight working group members were:

A.J. Jones	University of Louisville
Dr. Christopher (Henry) Hinesley	Rochester Institute of Technology
Dr. Chicora Martin	University of Oregon
Dr. D.A. Dirks	Mount Royal University
Dr. Debbie Bazarsky	Princeton University
Gabe Javier	University of Wisconsin
Dr. Genny Beemyn; Chair	University of Massachusetts – Amherst
Lea Robinson	Columbia University

Upon completion of their work, the Task Force submitted a draft of the Recommendations to the Consortium Executive Board for review and endorsement. The Board voted to endorse the ***Suggested Best Practices for Supporting Trans* Students*** at the May 2014 Board Meeting.