November 30, 2007

CHANCELLOR MARYE ANNE FOX
0005

SUBJECT: CAC GISOI Annual Report

Pursuant to our June 15, 2007 meeting, enclosed is the Chancellor's Advisory Committee on Gender Identity and Sexual Orientation Issues (CAC GISOI) Annual Report for FY 06-07. Our goal is that this report will be of interest and value to the Chancellor's office and the UCSD campus.

Respectfully submitted,

Professor Amy Adler
CAC GISOI Co-Chair

Francesco Carusi
CAC GISOI Co-Chair

cc: Jorge Huerta
    Clare Kristofco
    Glynda Davis
    CAC GISOI Committee Members

Chancellor's Advisory Committee on
Gender Identity and Sexual Orientation Issues (GISOI)

EXECUTIVE REPORT

June 15, 2006 to June 15, 2007

Presented by:

Professor Amy Adler & Francesco Carusi, Co-Chairs

Submitted November 30, 2007

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INTRODUCTION

The Chancellor's Advisory Committee on Gender Identity and Sexual Orientation Issues (CAC GISOI) serves the Chancellor's office by gathering information about LGBT issues, informing the UCSD community and public through sponsoring/co-sponsoring educational events and advising the Chancellor with written recommendations. CAC GISOI members participate in quarterly meetings and in small work-groups focusing on specific topics, such as LGBT housing, Queer Studies, and medical issues within UCSD

This Executive Report discusses the following topics from the proceeding year: The following CAC GISOI Executive Report therefore highlights committee activity during the past year. The report breaks into two sections with five addendum items:

A. CAC GISOI Activities
B. CAC GISOI Recommendations
Addendum 1 - Annual Budget Report
Addendum 2 - Courses with queer content and enrollment data
Addendum 3 - Staff@Work Survey Analysis and Results
Addendum 4 - Staff@Work Survey
Addendum 5 - UCSD Campus Housing – Innovative Options for LGBT Students

A. CAC GISOI ACTIVITIES

1. **CAC GISOI allocated one-time funds for the following events:**

   A. **Is Outness Good for Your Health** - Gay and Lesbian Medical Association (GLMA) Conference, October 11-14, 2006, Deborah Morton and Sarah Archibald, $1,368.08. This study regarding lesbian and bisexual women was presented at the 2006 Gay & Lesbian Medical Association (GLMA) conference, October 11-14, 2006 in San Francisco. These results will be compiled for future journal submission. This conference provided information about emerging health issues in the LGBT community, including the rise in methamphetamine use.

   B. Hello, Cruel World: 101 Alternatives to Suicide for Teens, Freaks, and Other Outlaws The Papadopoulos Lecture in LGBT Studies, presented by author, playwright and performance artist Kate Bornstein, April 20, 2007, shared cost with Papadopoulos family funds, $200.

   C. Two **LGBT Queer Studies planning meetings** coordinated with Critical Gender Studies Program at the Faculty Club, Martha Lampland and Shaun Travers, et al., $225.

   D. Consolidating the Gendered Citizen: Trans Survival, Bureaucratic Power, and the War on Terror – presented by Dean Spade, founder, Sylvia Rivera Law Project, May 10, 2007, $302.00.

   E. Dancing In Our Shoes an event celebrating, exploring, and supporting gender performance and the LGBTQIA experience and culture, May 24, 2007, $50.

   F. Rainbow Graduation and induction into the LGBT Chapter of the UCSD Alumni Association, Saturday, June 9, 2007, $300.

2. Queer Studies

The "Dialogues in Sexuality Studies" series, made possible through a grant funded through OGS, brought together graduate students and faculty members interested in Sexuality Studies. These quarterly events expanded the LGBT Resource Center's services to graduate students, providing an opportunity to present and discuss their work alongside established scholars in a relaxed and friendly environment. In addition, these events fostered a campus climate supportive of research in this growing field. These presentations are in coordination with Critical Gender Studies, and have been well-received (50+ people in attendance).

In developing an organized and comprehensive body of work that students could pursue as a minor or focus area, someone (perhaps an intern) would need to research the current course offerings to determine what would be suitable. The courses offered in 06-07 that relate is in Addendum #2, as well as preliminary data on enrollment for the last three years. A faculty champion also needs to be identified and willing to oversee this area, as well as shepherd a proposal through CEP. Martha Lampland is extremely supportive of this possibility. It might also be a good time to rethink clusters and reorganize them to reflect the current times and interests. Faculty and staff members have met for 2 planning meetings on 3/1 and 5/31, resulting in a freshman LGBT Studies seminar in fall of 2007. Additional meetings will take place next academic year with the hopes of a LGBT Studies curriculum offered in the next couple of years through the Critical Gender Studies Program.

B. CAC GISOI RECOMMENDATIONS

The following are recommendations from CAC GISOI for action and change:

1. Staff@Work survey includes LGBT demographic information. Quantitative and measurable scientific data are in addendums #3 and #4 with a recommendation that the Committee continues analyzing data with a report to the Chancellor and the Diversity Council this academic year.

2. CAC GISOI co-chairs (or designee) continue to be included as a member(s) of the campus Diversity Council.

3. Clarify the legal commitments and obligations of the University in working with people from the transgender community.

4. Continuation of planning a course in Queer Studies in concert with the Critical Studies Program.

5. Ensure that the Human Resources diversity workshop includes LGBT issues.

6. A committee made up of representatives from Payroll, Benefits and CAC GISO members to review the "actual costs" of domestic partner medical benefits including the investigation into several unclear costs such as federal imputed income tax, increased annual income to UCSD employee, and State of California deduction on Federal imputed income tax.

7. Continue to support education and change in the Health Sciences with respect to LGBT issues.

8. **Innovative Housing Recommendations for LGBT Students at UCSD**

A positive experience while living on campus directly influences a student's academic success. The recommendations outlined below are uniquely in tune with our campus culture and our unique six-college housing system. Realistic and intentionally supportive, we suggest that these steps will meet the housing needs of most LGBT students. The UCSD Campus Housing – Innovative Options for LGBT Students are in addendum #5

<u>Mission Statement</u>
Addressing the housing needs of UCSD LGBT students begins with determining a shared vision through a mission statement. We suggest adopting language similar to UC Santa Barbara and UC Davis whose website and literature on student housing seem to reflect the best realistic vision to support UCSD LGBT housing. We have combined their housing descriptions into the following statement:

"The LGBT-living-on-campus community is a community geared towards the success of LGBT students and allies, who are interested in personal growth within an intentionally supportive community. The community will promote understanding sexual orientation, gender, and other differences to enhance students' leadership skills and multicultural awareness. The community exists to specifically be "gay-friendly." The community goes beyond acceptance, and works to appreciate the sexual orientation and gender identity of its members. The community will provide an opportunity for students to make connections with student groups and campus resources, such as the LGBT Resource Center and the Queer Peer Support Program."

Our proposed recommendations start with the student's first contact with UCSD and move through their placement within the UCSD housing system.

1. Review and approve Mission Statement
2. All students have the option and ability to identify that they want more information about "living on campus as an LGBT community" by checking a box on the current housing application forms.
3. Each college makes a commitment to address the needs of LGBT students as they self-identify.
4. If a student desires to live with others actively affirming LGBT people, Housing and Residence Life staff work together to make space available
5. At least one RA/HA at each college has extensive training on outreach and connection to the LGBT community
6. The intentionally created LGBT communities in each of the six colleges come together to build community regularly.
The Chancellor's Advisory Committee on Gender Identity and Sexual Orientation Issues recommends the implementation of the above suggestions by establishing a joint task force between the six undergraduate colleges, Housing and Dining Services, Academic Affairs and the LGBT Resource Center. Working through 2007-2008, LGBT housing could be effectively in place for the 2008-2009 academic year.

ADDENDUM 1

Date	DESCRIPTION	FY 06/07
	Allocations	
6/30/2006	FY 05/06 Carry Forward	$ 312.54
7/31/2006	FY 06/07 Allocation	$ 2,500.00
8/16/2006	Travel Allocation (GLMA Travel)	$ 600.00
	Total Allocation	$ **3,412.54**
	Expenses	
11/29/2006	Travel - S. Archibald (GLMA October 2006)	$1,017.50
11/29/2006	Travel - D. Morton (GLMA October 2006)	$350.58
1/4/2007	Dr. Mary Bucholtz Lecture (October 6, 2006)	$200.00
1/19/2007	Catering (1/19/07 Meeting)	$78.00
1/31/2007	Papadopoulos Lecture/Bornstein Lecture	$200.00
3/31/2007	QPOC Conference	$500.00
5/22/2007	Dean Spade Travel - Event No. 00455483 (5/10/07 event)	$52.00
5/24/2008	Dancing In Our Shoes - K. Simpson (TOF Doc No. T0706052)	$50.00
5/25/2007	Café Ventanas Catering (5/10/07 event)	$75.00
5/30/2007	Dean Spade Honorarium - PayAuth P0981611 (5/10/07 event)	$250.00
5/31/2007	Critical Gender Studies Lunch (approved by C. Kristofco) –Recharge	$175.00
6/12/2007	Rainbow Graduation	$300.00
6/15/2007	Café Ventanas Catering (6/15/07 event)	$52.00
6/13/2007	QPOC Conference - Event cancelled/ funds returned	$(500.00)
	Total Expenses	$2,800.08
	Pending Expenses - Carry Forward	
10/4/2007	**Andreas Pretzel lecture**	$500.00
8/13/2007	**Total Pending Expenses**	**$500.00**
	Total Allocation	$3,412.54
	Total Expenses	$2,800.08
	Total Pending Expenses	$500.00
8/13/2007	**Remaining Balance**	**$112.46**

ADDENDUM 2

Staff@Work Survey 2007

Analysis and Results

Prepared by Shaun Travers

For the Chancellors Advisory Committee on

Gender Identity and Sexual Orientation Issues

Summer 2007

Annually, the University of California, San Diego surveys staff in several of the Vice Chancellor areas regarding their experiences in the work place. Participation is voluntary and responses are anonymous. Data is reported in aggregate to ensure anonymity. Each year the survey is modified slightly to improve the quality of information collected. Over the past five years, the Chancellors Advisory Committee on Gender Identity and Sexual Orientation Issues has provided input and suggestion to the format and questions of the survey. This year, the Committee had access to all of the data in aggregate for the first time.

This report will review the most recent additions to the survey. It will provide some broad descriptive statistics of the results. It will also provide some inferential statistical analysis, specifically in the form of a factor analysis. Interpretation of the results will be provided. Recommendations for further data collection and analysis will be provided.

Recent Additions

For the 2007 version of the survey, two key demographic areas were added to the survey that is of particular interest to the Committee.

The first is an expansion of the available responses for gender. Not only were female and male available, but also FtM (female to male transsexual), MtF (male to female transsexual), and an other category. This expansion allowed for those at UC San Diego that identified as part of the transsexual community to be visible, as well as those that may not fall into traditional gendered definitions to identify themselves.

An entire new demographic was also added: sexual orientation. Four possible responses were possible: heterosexual, gay/lesbian, bisexual and other. This was the first time that sexual orientation has ever been asked of the staff at UC San Diego. Again, all responses to this survey are voluntary.

Descriptive Results

2,230 people responded to the question regarding sexual orientation. 487 did not respond.

	%	Actual Number
Heterosexual	92%	2049
Gay/Lesbian	4%	100
Bisexual	2%	29
Other	1%	52
Collapsed non-heterosexuals (Queers)	7%	181

2,398 people responded to the question regarding gender. 319 did not respond. Of that, 6 people identified as FtM (female to male transsexual) and 3 people identified at MtF (male to female transsexual).

Specific questions:

==Most importantly to our Committee was Question 25, which posed: People of all sexual orientations are treated fairly in my department.== Overall staff indicated that people of all orientations are treated fairly. ==However, LGBT people were significantly less likely to agree that all orientations are treated equally.==

==Sexual orientation significantly predicts satisfaction but this comes from the bisexual and other groups.== Lesbian/gay individuals do not differ from heterosexuals on this question. **We need to continue to look at people who do not identify as straight, gay or lesbian because they show the least satisfaction.**

==Are LGBT staff unhappy with everything?== Does their identity always predict lower responses? We selected a few questions that we expected would not be related to sexual orientation. For example Q6: I have sufficient freedom to decide how to best perform my work. ==As expected sexual orientation was not related so it appears to not be an overall predictor of negative perceptions.==

Inferential Analysis

A Factor Analysis was completed. The results are below, and the relevant results related to diversity highlighted:

Rotated Component Matrix(a)

	Component								
	1	2	3	4	5	6	7	8	9
PrseWork - The person to whom I report gives me praise for my work	.788	.175	.119	.097	.142	.150	.111	.113	.036
TreatRspt - The person to whom I report treats me with respect	.778	.215	.071	.216	.072	.184	.136	.102	.064
CarAdvan - The person to whom I report gives me opportunities to develop new skills to support my career advancement	.762	.103	.174	.158	.213	.066	.116	.176	.041
SggImprov - The person to whom I report gives me useful suggestions for improvement	.759	.165	.211	.106	.155	.117	.129	.116	.038
SprtTran - The person to whom I report actively supports my participation in training and education programs related to my job responsibilities	.744	.068	.196	.168	.168	.065	.102	.192	.058

EvalFair - My performance is evaluated fairly	.701	.209	.148	.146	.197	.102	.102	.101	.057
Supptve - The person to whom I report is supportive when personal issues arise	.698	.173	.041	.278	.029	.136	.127	.133	.079
AnlAppra - My annual performance review is beneficial to me	.572	.109	.262	.084	.317	.045	.012	.116	.028
SuffFree - I have sufficient freedom to decide how to best perform my work	.495	.278	.063	.208	.049	.379	.263	.093	.123
Decision - I have the opportunity to participate in making decisions that affect my work	.468	.300	.144	.232	.153	.355	.283	.090	.061
RecFear - I can make recommendations to leaders in my department without fear of negative consequences	.459	.332	.199	.236	.133	.429	.246	-.041	.038
BalWrkLf - My department creates a flexible environment that allows me to balance my work and personal life	.442	.182	.120	.281	.115	.155	.317	.126	.132
FeelValu - I feel valued by my department	.427	.414	.182	.216	.394	.326	.093	.125	.067
MostPrfrm - Most people in my department perform their responsibilities	.188	.654	.227	.192	.149	.047	.109	.243	.059
EthicCon - Most people in my department conduct themselves in an ethical manner	.207	.603	.172	.352	.142	.059	.077	.281	.097
StffResp - Staff members with whom I interact treat me with respect	.213	.551	.021	.265	.169	.151	.074	.168	.287
SpiritCoop - There is a spirit of cooperation within my department	.309	.549	.249	.252	.205	.280	.189	.065	.013
StfValCon - staff members value my contribution	.248	.526	.077	.195	.243	.231	.053	.189	.252

ResStfIss - My department effectively resolves staff-related issues (i.e., staff work interactions)	.296	.521	.312	.152	.196	.179	.226	.025	.027
WorkEqty - Work is assigned equitably in my department	.299	.514	.281	.108	.185	.079	.390	.081	-.009
BtrWayRec - People in my department are recognized for finding better ways of doing things	.354	.390	.308	.171	.265	.283	.208	.038	.049
MesCusSat - My department routinely measures customer satisfaction with services and products delivered	.143	.105	.795	.120	.099	.076	.126	.097	.104
MesDptGls - My department routinely measures departmental performance goal achievement	.212	.160	.756	.125	.128	.185	.115	.074	.039
ImpSvsPrd - My department routinely takes action to improve services and products based on customer feedback	.201	.184	.740	.143	.117	.134	.135	.105	.064
DeptGoal - My department establishes annual departmental performance goals	.218	.167	.658	.152	.142	.240	.090	.075	.058
SOFair - People of all sexual orientations are treated fairly in my department	.250	.198	.146	.746	.070	.056	.077	.124	.051
CultFair - People of all ethnic groups, cultures, and backgrounds are treated fairly in my department	.327	.296	.136	.722	.110	.103	.107	.077	.032
DvrsEnvr - My department activeley supports a diverse work environment	.252	.190	.265	.616	.163	.186	.100	.160	.021
AllWlcm - UCSD promotes a work environment where all people are welcomed	.203	.196	.144	.601	.369	.121	.123	.181	.102
SafeEnvt - I feel safe in my work environment	.246	.132	.046	.461	.143	.173	.412	.227	.134

PrinComm - My department practices UCSD's Principles of Community	.290	.404	.313	.427	.155	.236	.159	.094	.016
AdvnOpp - I am satisfied with my opportunity for career advancement at UCSD	.298	.155	.167	.089	.689	.057	.174	.147	.043
SalBenes - I am satisfied with my total compensation, including salary and benefits	.098	.154	.121	.083	.683	.024	.262	.007	.001
RecUCSD - I would recommend UCSD to others as a good place to work	.251	.177	.108	.286	.611	.261	.164	.121	.115
OverSat - Overall, I am a satisfied UCSD employee	.250	.210	.098	.169	.562	.381	.221	.049	.116
ValMmbr - I feel valued as a member of the UCSD Community	.222	.318	.113	.186	.527	.358	.144	.124	.246
ValTrain - The training I receive at UCSD is valuable for improving my job performance	.374	.119	.232	.120	.468	.000	.063	.325	.056
UnderCon - I understand how my job contributes to my department's mission	.179	.095	.208	.103	.117	.726	.038	.302	.060
UnderMis - I understand my department's mission	.140	.124	.246	.132	.124	.724	.078	.257	.073
LeadComm - Leadership in my department communicates essential information to all levels of the organization	.347	.295	.316	.121	.180	.506	.248	-.022	.018
TimeInfo - I receive essential information on a timely basis	.350	.368	.284	.098	.237	.381	.292	.063	.081
HaveTools - I have the tools (i.e., equipment and technology) needed to perform my work	.194	.090	.111	.177	.129	.174	.645	.204	.089
AdqStaff - My department has adequate staffing to handle our workload	.089	.228	.263	-.037	.231	-.042	.645	.055	.001

PhysEnvir - My physical work environment (e.g. office, lab) is adequate for the job that I do	.145	-.040	.066	.303	.206	.189	.619	.171	.098
AppStrss - I feel the amount of stress associated with my job is appropriate for my position	.318	.348	.123	.048	.278	.079	.494	.136	.068
KwTools - I know how to use the tools,(i.e., equipment and technology) I have to do my work	.157	.095	.035	.174	.016	.108	.209	.755	.063
GetInfo - I know how to get the information I need to be effective in my job	.269	.188	.136	.146	.099	.248	.180	.621	.095
ManWrklod - I am able to manage my workload effectively	.158	.206	.076	-.033	.123	.023	.468	.551	.016
InfComm - I understand how my job performance positively influences what members of the UCSD community think about my department	.185	.151	.195	.249	.201	.252	-.053	.522	.093
UseSkillGd - My job makes good use of my skills and abilities	.345	.199	.070	.178	.289	.289	.140	.424	.045
FacValCon - faculty members value my contribution	.061	.098	.089	.045	.105	.065	.062	.086	.885
FacResp - Faculty members with whom I interact treat me with respect	.109	.115	.093	.078	.050	.059	.087	.059	.884

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
A Rotation converged in 9 iterations.

Interpretation of results of the factor analysis

The factor analysis reveals nine components that, when combined, explain 66.03% of the total variance regarding staff satisfaction responses. The fourth component, which is highlighted, appears to relate to issues regarding social justice and diversity, and specifically speaks to sexual orientation issues (Question 25). This indicates that the area of diversity is one of the top four factors that influences staff overall experiences in the work place. The relationship with the supervisor, component one, is clearly the most powerful predictor of success. However, diversity (with specificity on sexual orientation issues) clearly affects satisfaction.

Recommendations

This is a tool for the Committee and the LGBT Resource Center to know experiences of all staff, *regardless of* orientation and gender identity, and *in terms of* orientation and gender identity. This data set can be examined more fully, and be examined continually as a measure of campus climate for LGBT people. We hope to have a positive impact over time as this is an annual survey. **We recommend that we continue to have access to this data each year for analysis purposes.**

Putting sexual orientation and gender identity on surveys is helpful in understanding our community and campus climate. It does not appear to affect response rates. We believe that people should also be able to write in self-identifiers in the gender and sexual orientation lines (i.e. some people identify not as gay/lesbian, but as queer, some people are not FtM, but transgender.) **We recommend sexual orientation and gender identity be included in all anonymous surveys.**

More information about climate for LGBT people is needed beyond this effort. Although 181 people indicated they were a part of the LGBT community, the data from these 181 people only apply to staff. The faculty and student population's experience are not revealed. Additionally, our anecdotal evidence, including the number of members who attend LGBT Staff and Faculty Association events and receive the organizations e-mails, indicate there are is a far larger population of LGBT people in the staff ranks than these 181 indicate. Our qualitative analysis, as represented by the former data collected from the focus groups in 2003, shares stories of the resilience of LGBT people at UCSD in the face of numerous challenges, including interpersonal homophobia and institutional heterosexism. A survey of the entire campus community with more detailed questions would better inform us and help affect change in climate. **We recommend a campus climate survey focusing on diversity issues**.

ADDENDUM 3

UCSD Staff @ Work 2007

List of Questions with Dimension						
Question #	Complete Wording	Short Phrase	Leadership Effectiveness	Department Effectiveness	Supervisor Effectiveness	Employee Effectiveness/ Satisfaction
1	Overall, I am a satisfied UCSD employee.	Satisfied Employee				X
2	I understand my department's mission.	Understand Mission	X			
3	I understand how my job contributes to my department's mission.	Understand Contribution	X			
4	Leadership in my department communicates essential information to all levels of the organization.	Leadership Communicates	X			
5	I can make recommendations to leaders in my department without fear of negative consequences.	Recommendations Without Fear	X			
6	I have sufficient freedom to decide how to best perform my work.	Sufficient Freedom	X			
7	Faculty members with whom I interact treat me with respect.	Faculty Respect	X			
8	Staff members with whom I interact treat me with respect.	Staff Respect	X			
9	I feel valued as a member of the UCSD community.	Valued Member	X			
10	Faculty members value my contributions.	Faculty Value Contributions	X			
11	Staff members value my contributions.	Staff Value Contributions	X			
12	I receive essential information on a timely basis.	Receive Timely Information	X			
13	My department establishes annual departmental performance goals.	Annual Dept Goals		X		
14	My department routinely measures departmental performance goal achievement.	Measures Dept Goals		X		
15	My department routinely measures customer satisfaction with services and products delivered.	Measures Customer Satisfaction		X		
16	My department routinely takes action to improve services and products based on customer feedback.	Improves Services/Products		X		
17	My department has adequate staffing to handle our workload.	Adequate Staffing		X		
18	I have the tools (i.e., equipment and technology) needed to perform my work.	Have Tools		X		
19	My physical work environment (e.g., office, lab) is adequate for the job that I do.	Physical Environment		X		
20	I feel safe in my work environment.	Safe Environment		X		

Question #	Complete Wording	Short Phrase	Leadership Effectiveness	Department Effectiveness	Supervisor Effectiveness	Employee Effectiveness/ Satisfaction
21	I have the opportunity to participate in making decisions that affect my work.	Participate In Decisions		X		
22	People in my department are recognized for finding better ways of doing things.	Better Ways Recognized		X		
23	My department creates a flexible environment that allows me to balance my work and personal life.	Balance Work/Life		X		
24	People of all ethnic groups, cultures, and backgrounds are treated fairly in my department.	All Cultures Treated Fairly		X		
25	People of all sexual orientations are treated fairly in my department.	Sexual Orientations Treated Fairly		X		
26	UCSD promotes a work environment where all people are welcomed.	All Welcomed		X		
27	My department actively supports a diverse work environment.	Diverse Environment		X		
28	There is a spirit of cooperation within my department.	Spirit Of Cooperation		X		
29	My department practices UCSD's Principles of Community.	Principles Of Community		X		
30	Work is assigned equitably in my department.	Work Assigned Equitably			X	
31	I feel that the amount of stress associated with my job is appropriate for my position.	Appropriate Stress			X	
32	The person to whom I report gives me praise for my work.	Praise For Work			X	
33	The person to whom I report gives me useful suggestions for improvement.	Suggestions For Improvement			X	
34	My performance is evaluated fairly.	Evaluated Fairly			X	
35	My annual performance review is beneficial to me	Annual Appraisals			X	
36	The person to whom I report gives me opportunities to develop new skills to support my career advancement.	Advancement Opportunities			X	
37	The person to whom I report actively supports my participation in training and education programs related to my job responsibilities.	Supports Training			X	
38	The person to whom I report treats me with respect.	Treats With Respect			X	
39	The person to whom I report is supportive when personal issues arise.	Supportive			X	
40	My department effectively resolves staff-related issues (i.e., staff work interactions).	Resolves Staff Issues			X	
41	I understand how my job performance positively influences what members of the UCSD community think about my department.	Influence Community				X
42	I am satisfied with my total compensation, including salary and benefits.					X

Question #	Complete Wording	Short Phrase	Leadership Effectiveness	Department Effectiveness	Supervisor Effectiveness	Employee Effectiveness/ Satisfaction
43	Most people in my department conduct themselves in an ethical manner.	Ethical Conduct				X
44	Most people in my department perform their responsibilities.	Most Perform				X
45	I know how to get the information I need to be effective in my job.	Get Information				X
46	My job makes good use of my skills and abilities.	Good Use Of Skills				X
47	I know how to use the tools (i.e., equipment and technology) I have to do my work.	Know How To Use Tools				X
48	I am able to manage my work load effectively.	Manage Work Load				X
49	I am satisfied with my opportunity for career advancement at UCSD.	Career Advancement				X
50	The training I receive at UCSD is valuable for improving my job performance.	Valuable Training				X
51	I feel valued by my department.	Feel Valued				X
52	I would recommend UCSD to others as a good place to work.	Recommend UCSD				X
Total			11	17	11	13
	2007 UCSD Diversity Questions:					
	What is your gender?					
	What is your ethnicity/race?					
	What is your sexual orientation?					
	Are you satisfied with the diversity related programs and services available campus-wide?					
	Do you make use of any of the campus community centers? (Cross Cultural Center; Women's Center, LGBT Resource Center)?					

ADDENDUM 4

FALL 2007 Q-Class List

BILD 36. AIDS Science and Society (4)   An introduction to all aspects of the AIDS epidemic. Topics include the epidemiology, biology, and clinical aspects of HIV infection; HIV testing; education and approaches to therapy; and the social, political, and legal impacts of AIDS on the individual and society. In order to count for their major, biology majors must take the upper-division course, BICD 136.

COCU 137. The Politics of Bodies (4) This course will explore the construction of gendered bodies and gendered sexuality in postindustrial culture(s) through political, historical, and media analysis. Topics may include abortion, eating disorders, body modification, work and consumption, AIDS, and genetic engineering. *Prerequisite: COCU 100 or consent of instructor.*

COCU 139. Reproductive Discourse and Gender (4)   In this course we will examine as a problem of discourse and culture the controversies surrounding the development and use of the new technologies of human genetics and reproduction. Of particular interest will be the way in which these new technological practices and processes test, erode, or undermine traditional understanding of "human nature" and relationship while enforcing traditional understanding of gender. *Prerequisite: COCU 100 or CGS 2A or 2B or consent of instructor.*

CGS 2A. Introduction to Critical Gender Studies: Social Movements (4)   The role of social movements in contesting rights and representation in comparative and historical contexts. Historical examples in the U.S. and other locations including: civil rights, men's movements, antiracist feminism, women's movements, AIDS activism, transgenderism, immigrant rights, and the labor movement in the U.S.

ETHN 165. Sex and Gender in African American Communities (4)   This course will investigate the changing constructions of sex, gender, and sexuality in African American communities defined by historical period, region, and class. Topics will include the sexual division of labor, myths of black sexuality, the rise of black feminism, black masculinity, and queer politics.

ETHN 183. Gender, Race, Ethnicity, and Class (4)   Gender is often neglected in studies of ethnic/racial politics. This seminar explores the relationship of race, ethnicity, class, and gender by examining the participation of working class women of color in community politics and how they challenge mainstream political theory.

LTCS 150. Topics in Cultural Studies: Modern War and Masculinities (4)   The course will examine one or more forms of cultural production or cultural practice from a variety of theoretical and historical perspectives. Topics may include: contemporary debates on culture, genres of popular music/fiction/film, AIDS and culture, the history of sexuality, sub cultural styles, etc. Repeatable for credit when topics vary.

Soc/B 118. Sociology of Gender (4)   An analysis of the social, biological, and psychological components of becoming a man or a woman. The course will survey a wide range of information in an attempt to specify what is distinctively social about gender roles and identities; i.e., to understand how a most basic part of the "self"– womanhood or manhood–is socially defined and socially learned behavior. *Prerequisite: upper-division standing.*

Soc/C 129. The Family (4)   An examination of historical and social influences on family life. Analyzes contemporary families in the United States, the influences of gender, class, and race, and current issues such as divorce, domestic violence, and the feminization of poverty. *Prerequisite: upper-division standing.*

Soc/C 140. Sociology of Law (4)   This course analyzes the functions of law in society, the social sources of legal change, social conditions affecting the administration of justice, and the role of social science in jurisprudence. *Prerequisite: upper-division standing.*

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COCU 137. The Politics of Bodies (4)   This course will explore the construction of gendered bodies and gendered sexuality in postindustrial culture(s) through political, historical, and media analysis. Topics may include abortion, eating disorders, body modification, work and consumption, AIDS, and genetic engineering. *Prerequisite: COCU 100 or consent of instructor.*

COCU 175: Preforming Masculinities

CGS 100: Conceptualizing Gender

CGS 101: Gender, Modernity, and Globalization (4)   The global effects of modernity, modernization, and globalization on men and women. Topics: international consumer culture; international divisions of labor; construction of sexuality and gender within global movements; the migrations of people, capital, and culture. *Prerequisite: upper-division standing or consent of instructor.* erism, immigrant rights, and the labor movement in the U.S.

183. Gender, Race, Ethnicity, and Class (4)   Gender is often neglected in studies of ethnic/racial politics. This seminar explores the relationship of race, ethnicity, class, and gender by examining the participation of working class women of color in community politics and how they challenge mainstream political theory.

Soc/B 118. Sociology of Gender (4)   An analysis of the social, biological, and psychological components of becoming a man or a woman. The course will survey a wide range of information in an attempt to specify what is distinctively social about gender roles and identities; i.e., to understand how a most basic part of the "self"– womanhood or manhood–is socially defined and socially learned behavior. *Prerequisite: upper-division standing.*

Soc/B 145. Violence and Society (4)   Focusing on American history, this course explores violence in the light of three major themes: struggles over citizenship and nationhood; the drawing and maintenance of racial, ethnic, and gender boundaries; and the persistence of notions of "masculinity" and its relation to violence. *Prerequisite: upper-division standing.*

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HIUS 176/276. Race and Sexual Politics   This seminar will explore the histories of sexual relations, politics, and cultures that both cross and define racial boundaries in the nineteenth and twentieth centuries. Reading will focus on the United States as well as take up studies sited in Canada and Latin America. Graduate students are expected to submit a more substantial piece of work. *Prerequisite: upper-division standing or consent of instructor.*

LTCS 130. Gender, Race/Ethnicity, Class, and Culture (4)   The course will focus on the representation of gender, ethnicity, and class in cultural production in view of various contemporary theories of race, sex, and class. Repeatable for credit when topics vary.

Soc/B 118A. Gender and Language in Society (4)   (Same as LIGN 174.) This course examines how language contributes to the social construction of gender identities, and how gender impacts language use and ideologies. Topics include the ways language and gender interact across the life span (especially childhood and adolescence); within ethno linguistic minority communities; and across cultures. *Prerequisite: upper-division standing.*

Soc/C 132. Gender and Work (4)   Examination and analysis of empirical research and theoretical perspectives on gender and work. Special attention to occupational segregation. Other topics include: the interplay between work and family; gender, work and poverty; gender and work in the Third World. *Prerequisite: upper-division standing*

PSYCH172. The Psychology of Human Sexuality (4)   Important issues in human sexuality including sex and gender, sexual orientation, reproductive technology, and sexual dysfunction. *Prerequisite: upper-division standing*

Poli104M. Law and Sex (4) How law regulates and impacts sexuality and orientation with focus on constitutional law in areas of privacy, free speech, association, regulation of sexual conduct under criminal law pornography, procreation, reproductive rights, and regulation of family status. *Prerequisite: upper-division standing.*

Winter 2007 - Q-Class List

Lower-Division

CGS 2B. Introduction to Critical Gender Studies: Gender and Institutions (4) This course examines how gender organizes and is organized by institutions. Domains of inquiry may include family, education, medicine, technology, law, media, the workplace, immigration, and citizenship.

Upper-Division

BICD 136. AIDS Science and Society (4) An introduction to all aspects of the AIDS epidemic. Topics will include the epidemiology, biology, and clinical aspects of HIV infection, HIV testing, education and approaches to therapy, and the social, political, and legal impacts of AIDS on the individual and society. In order to count for their major, biology majors must take the upper-division course, BICD 136. *Prerequisites: BILD 1, BILD 2 recommended.* (S)

CGS 101: Gender, Modernity, and Globalization (4) The global effects of modernity, modernization, and globalization on men and women. Topics: international consumer culture; international divisions of labor; construction of sexuality and gender within global movements; the migrations of people, capital, and culture. *Prerequisite: upper-division standing or consent of instructor.*

CGS 106: Gender Equality and the Law (4) Explores the legal treatment of discrimination on the basis of gender, including equal protection doctrine and some statutory law such as Title VII. Topics include the meaning of gender equality in such areas as single-sex education, military service, sexual harassment, discrimination on the basis of pregnancy, and other current issues. *Prerequisites: upper-division standing or consent of instructor.*

HIEU 133. Gender in Antiquity and the Early Medieval Mediterranean (4) This course discusses sex and gender at the end of the classical period and its development into the Middle Ages in both Eastern and Western Mediterranean. Course will examine the ways in which our medieval predecessors assigned gender traits and relationships to members of society. It will approach the topic in part through an examination of the language used about gender and in part through use of modern gender theories. *Prerequisite: upper-division standing.*

Soc/B 145. Violence and Society (4) Focusing on American history, this course explores violence in the light of three major themes: struggles over citizenship and nationhood; the drawing and maintenance of racial, ethnic, and gender boundaries; and the persistence of notions of "masculinity" and its relation to violence. *Prerequisite: upper-division standing.*

Soc/C 139. Social Inequality: Class, Race, and Gender (4) Massive inequality in wealth, power, and prestige is ever-present in industrial societies. In this course, causes and consequences of class, gender, racial and ethnic inequality ("stratification") will be considered through examination of classical and modern social science theory and research. *Prerequisite: upper-division standing*

ADDENDUM 5

UCSD Campus Housing –

Innovative Options for LGBT Students

Summer 2007

A report by the CACGISOI Housing Sub-Committee

Introduction

In the UC San Diego Chancellor's Advisory Committee on Gender Identity and Sexual Orientation Issues (CACGISOI) LGBT Focus Group Report of 2002-2003, submitted to Chancellor Fox in 2006, lesbian, gay, bisexual, and transgender (LGBT) students provided anecdotes about their on-campus housing experiences. Some students experienced direct homophobia or felt varying levels of discomfort in their living environments. One of the recommendations from the Focus Group Report was to "create a space for LGBT-oriented housing for UCSD students." In responding to the report, Chancellor Fox recommended CACGISOI conduct a deeper exploration of the issues and recommend solutions.

CACGISOI asked members to form a housing sub-committee. The sub-committee was asked to:

1.   Explore the LGBT student on-campus housing experience.
2.   Suggest innovative housing options for LGBT students.
3.   Describe how these options might be implemented.

Based on information gathered from UCSD LGBT students, the UCSD LGBT Resource Center, and other campuses, the housing sub-committee offers the following solutions and recommendations to better meet the housing needs of and foster positive experiences for LGBT students. Other UC campuses, including UC Berkeley, UC Riverside, UC Santa Barbara and UC Santa Cruz have created LGBT theme housing or "floors of interest." Given UC San Diego's unique six college system, we have sought to craft recommendations that best fit our institution.

LGBT Student On-Campus Living Experiences

On-campus living can profoundly effect student academic success and personal development. Colleges and universities that actively involve students in the life of the institution clearly affect student academic success (Astin, 1993; Tinto 1998). A positive living environment increases retention, a student's capacity for learning, and identity development (Pascarella & Terenzini, 1991). Currently, LGBT students are housed throughout campus via the six undergraduate colleges.

As a subset, the notion that residence halls positively impact student learning has been documented as well (Johnson 1996; Pascarella and Terenzini, 1991; Schroeder, Mable, and Associates; 1994). All learning communities have been show to have a powerful impact on diversity (Lardner, 2004). Additionally, residential living and learning environments have been proven to positively affect student academic performance outcomes, including first semester GPA and retention (Stassen, 2003). When appropriately structured and partnered with academic departments, student learning occurs in residence halls, with measurable academic success (Johnson 1996).

From a national perspective, the campus climate for LGBT students continues to be one of continued harassment (Rankin, 2003). When present, LGBT theme housing is considered a measure of success regarding campus climate for LGBT people (Windmeyer, 2006). Although the campus climate overall at UC San Diego was described as positive, the residence halls have been documented as being one of the most stressful environments for first-year LGBT students (CACGISOI, 2006).

Considering the demonstrated value of a positive on-campus living environment and the reported challenges of UC San Diego's LGBT population, it is worthwhile to develop innovative housing options that would seek to provide and enhance the on-campus housing community for this student population.

Innovative Housing Options for LGBT Students at Other UC Campuses

LGBT theme housing on UC campuses provides intentional living communities supportive of student residents around LGBT and Allies issues and lives. Below is a list of innovative living options for LGBT students in the UC system:

UC Berkeley - The LGBT Theme Program provides residents with opportunities for academic and personal growth while exploring common interests in LGBT studies. The Theme Program provides a positive and safe environment to explore the academic, political and social issues of the Lesbian, Gay, Bisexual and Transgender experience at Cal. Located in two suites of Foothill/La Loma, the program is open to both LGBT people and their allies. Historically, the suite houses mostly LGBT-identified students. The program housed *12 students* during the 2006-2007 academic year.

UC Davis - Rainbow House is a community geared towards students and allies of the lesbian, gay, bisexual, transgender, and intersex community who are interested in personal growth within a safe and supportive environment. The community will promote understanding about sexual orientation, gender, and other differences to enhance students' leadership skills and multicultural awareness. The community will provide an opportunity for students to make connections with student groups and campus resources, such as the LGBT Resource Center. In addition to the variety of programs and activities, Rainbow House offers a dynamic experience for students wishing to build support and community ties. Rainbow House had *20 students* residing there during the 2006-2007 academic year.

UC Irvine - Kaleidoscope House provides a rich context in which art history, dance, drama, music, studio art, and women's studies students can live and work together. It is a staging area for performances, art exhibitions, lectures, and seminars related to the arts. Kaleidoscope House also offers a supportive environment for gay/lesbian/bisexual students. Activities may include trips to plays, concerts, and much more. A minimum GPA of 2.5 is required, and active participation in house activities is strongly encouraged. Students with an open mind and willingness to learn are encouraged to apply. No data on how many students participate in the program was available.

UC Santa Barbara – Rainbow House is a supportive residential community for gay, lesbian, bisexual, and transgender students and their allies. The Rainbow House is committed to providing a specifically "gay-friendly" atmosphere for students to live and interact. The house exists to provide LGBT students and allies a housing option where their sexual orientation will be celebrated. The Rainbow House is committed to providing a safe space for any student to visit when facing challenges in their life in regards to their sexuality such as roommate problems or coming out issues. The Rainbow House will also serve as a social outlet for GLBT students and allies. During the 2006-2007 academic year, *30 students* lived in Rainbow House.

Innovative housing options for LGBT students at UC San Diego

Our proposed recommendations start with students' first contact with UC San Diego and move through their placement within the UC San Diego housing system.

1. Mission Statement - Addressing the housing needs of UCSD LGBT students begins with determining a shared vision through a mission statement. We suggest adopting language similar to UC Santa Barbara and UC Davis. Their web and literature housing information best reflect a realistic vision to support UC San Diego LGBT housing. We have combined their housing descriptions into the following statement:

> *"The LGBT-living-on-campus community is a community geared toward the success of LGBT students and allies who are interested in personal growth within an intentionally supportive community. The community will promote understanding about sexual orientation, gender, and other differences to enhance students' leadership skills and multicultural awareness. The community exists to be specifically and intentionally LGBT-friendly. The community goes beyond acceptance and works to appreciate the sexual orientation and gender identity of its members. The community will provide an opportunity for students to make connections with student groups and campus resources, such as the LGBT Resource Center and the Queer Peer Support Program."*

Phrases we suggest avoiding:
- Calling this kind of housing a "safe space" implies that other housing areas are unsafe.
- Calling this housing option "theme" housing is simplistic and implies a narrow view, not capturing the breadth of experience we seek for students.

2. Housing Application Form – We recommend that all students be given the option to identify that they want more information about "living on campus as an LGBT community" via the Housing Personal History Form. Students would simply check a box indicating their interest in an LGBT living community. This information would be shared with the Residence Life Liaison for personal follow-up.

3. First Contact: Housing and Dining Services Residence Life Liaison – Each college makes a commitment to address the needs of LGBT students as they self-identify. The primary conduit or point of contact as students self-identify as wanting to know more about the LGBT-living-on-campus community is the Housing and Dining Services Residence Life Liaison. This staff member has a conversation about the current realities and potential options.

4. Space at Each College – If the student desires to live with others actively affirming LGBT people, Housing and Residence Life should work together to make space available in each of the colleges – preferably on a floor that has a Resident Assistant or House Assistant that is trained more extensively on LGBT students' needs and resources. Based on data from other UC campuses, it appears the housing need for UC San Diego LGBT incoming students will be thirty beds (across six colleges) for the first year. As campuses have implemented programs, the numbers have either stayed the same or increased (personal communication, June 7, 2007, UC LGBT Directors conference call). During the 2006-2007 academic year, 20 current

and incoming UC San Diego students applying for on-campus housing have indicated they are looking for LGBT-affirming environments via the "other information you would like to share" area on the application.

In general, first-year students would be placed with other first-year students, and continuing students would be placed with continuing students. First-year students may be placed with continuing students to meet the goals of creating intentionally LGBT-affirming environments. This is a college-specific decision with the Housing and Dining Services Residence Life Liaison included as a point of contact.

Transfer students do not currently have options for on-campus living. As housing becomes available, the committee recommends expanding on this program to meet the needs of transfer students. The committee will stay in close contact with those responsible for Housing and Residence Life decisions regarding the new north campus facility as it comes online, which is currently projected for fall 2009.

5. Student Staff Training – At least one Resident Advisor or House Advisor at each college will have extensive training on outreach and connection to the LGBT community. The opportunity for this extensive training would be open to any student staff member that would make the commitment, although a minimum of one from each college would be necessary to create the connections across all six colleges.

These student staff members will work to create LGBT community across campus in conjunction with the LGBT Resource Center. It may be as few as one student who interacts with the specially trained RA, but it may be many, depending on the year and the number of students who self-identified as part of the community and were interested in making connections.

The RA / HA training would be conducted in the spring and late summer, after the new staff has been selected. The LGBT Resource Center would take the lead in coordinating training times for the selected staff. This would be in addition to their training that all of the student staff receive, and would be coordinated to build a team across the six colleges who can rely on each other and the staff of the LGBT Resource Center in regular, concrete ways. It will include meeting with LGBT Resource Center and college professional staff as well, so everyone is clear about the goals and design of the program. After the initial team is trained, regular meetings would be held to share information and provide support. This would happen at a minimum monthly, and perhaps more often near the beginning of the academic year.

6. Coming Together – The intentionally created LGBT communities in each of the six colleges should come together to build community regularly. This puts a system in place that allows the students and student staff from each college to share ideas and address problems in an open forum. This also develops a sense of greater community within UC San Diego's six college system. In general, this would begin from the moment the student first indicated interest in living in an intentionally supportive community. Electronic forums would be created and maintained by the student staff who were selected, and the dialogues could start as early as the spring before the residents arrive.

Q Camp is an orientation to the UCSD LGBT community for incoming students. It will be a vital starting point for the face-to-face community experience.

Q Camp acquaints incoming students with the organizations that are LGBT specific on campus; helps students make connections with their fellow students who may be experiencing similar situations as LGBT incoming students; allows students to get connected with the resources on campus (including the LGBT Resource Center) as well as off campus; orients students to the local area in LGBT terms; introduces students to the academic LGBT life at UCSD - including classes focusing on sexual orientation, gender identity, sexuality and gender issues; and gives students an opportunity to ask questions about UCSD LGBT life.

It typically occurs the day before classes start during Welcome Week. From there, the residents and staff can come together as needed for discussion, support, learning and growth. Ata a minimum, monthly gatherings would be coordinated. These may move from college to college, in order for folks to get a better sense of what is happening in the different environments across the colleges. It also serves to build community outside of the environs of the LGBT Resource Center itself.

Rainbow Graduation would serve as a formal ending point to the year for this community. As each academic year draws to a close, the LGBT Resource Center presents our annual Rainbow Graduation Celebration and Induction into the LGBT Chapter of the Alumni Association. At this time, the UCSD LGBT community comes together to celebrate and commemorate our achievements, the graduating class and recognize outstanding LGBT scholars and staff. Typically more than thirty students are recognized, and the organizations present awards to outstanding members.

Depending on the nature and direction of the community development, acknowledgements and awards may be given out on behalf of those who have come together as part of the on campus living community. Spring may also serve as a transition time, as a new community of admitted first-year residents would already building community online, and the residents who had just completed their first year could begin to share their learning and experiences with new students.

Hard questions and answers

Why would we want to LGBT students living in specific spaces in the colleges?

There is no question that oppression exists around many social identities in American society: race, religion, ethnicity, religion, etc. However, students of marginalized sexual identities and/or gender identities have some specific concerns, particularly around acceptance, that require attention in order to promote success in the college environment. Students who participate in living communities specifically organized around issues of sexual and gender identity appreciate the safety and supportive nature of the community, as well as being surrounded by other students who are struggling with similar identity development issues (Herbst & Malaney, 1999). The anecdotes in the LGBT Focus Group Report indicate that more direct attention to their needs is necessary. Living in a LGBT community may be the key to success for these students.

How come we don't have theme housing for everyone?

This is not theme housing. It s a way of intentionally building community across six colleges, as well as addressing the needs of people who self-identify as needing a specific living environment.

We do not make special needs accommodations for scholars or any other group.

This does not make any special accommodation. It simply makes Housing and Residence Life more aware of the needs of the incoming students. There is no guarantee that living options will be available that meet the needs of the incoming students. However, perhaps by employing the above suggestions, UC San Diego Housing and Residence Life will be better equipped to address LGBT as well as other unique housing requests.

Conclusion

A positive experience while living on campus directly impacts a student's academic success. The recommendations outlined above are congruent with our campus culture and our unique six college housing system. Realistic and intentionally supportive, we suggest that these steps will meet the housing needs of most out LGBT students.

The UC San Diego Chancellor's Advisory Committee on Gender Identity and Sexual Orientation Issues recommends that the above suggestions be implemented by establishing a joint task force between the six undergraduate colleges, Housing and Dining Services, Academic Affairs, and the LGBT resource center. Working through 2007-2008, intentional LGBT housing could be effectively in place for the 2008-2009 academic year.

Responses to this white paper should be directed to the of the Chancellor's Advisory Committee on Gender Identity and Sexual Orientation Issues.

2007-2008 chairs
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James Stascavage, Dean of Student Affairs, Sixth College, stascavage@ucsd.edu
and to the Director of the LGBT Resource Center, Shaun Travers, stravers@ucsd.edu.

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