

Draft 08/05/19**Resolution of the San Diego State University Senate:****Fostering a Welcoming and Safe Campus Climate for Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, and Asexual (LGBTQIA+) Students**

Whereas: In response to a survey conducted by SDSU, many LGBTQ+ Studies alumni requested more ethnic, racial, and sexuality diversity of program faculty to represent more minority voices;¹

Whereas: According to Higher Ed Today, reports of harassment and discrimination, especially for transgender students, remain a problem at a time when student learning and persistence are central issues for higher education leaders;²

Whereas: The omission of LGBTQIA+ demographics in quantitative research in higher education, including SDSU, renders these populations invisible to university leaders;³

Whereas: The National Center for Transgender Equality estimates that there are 1.4 million transadults in the US, and studies show that transgender people disproportionately face

¹ https://drive.google.com/open?id=1Ylrc_e1SrsGbaR8qPgmgUsGdjDGB83fM Our campus is working to improve policies and procedures in order to serve students, faculty, staff, and patients who are transgender, intersex, and nonbinary. Many areas of campus, such as employment processes, housing, and recreational areas are designated by gender in a binary way (men and women).

² “Reports of harassment and discrimination, especially for transgender students, remain a problem at a time when student learning and persistence are central issues for higher education leaders. Of particular concern are student reports of harassment in classrooms and other learning contexts, of widespread cyberbullying, and of the amplification of racism and sexism through homophobic and transphobic harassment. Research on campus climate generally and LGBTQ climate specifically points to the negative consequences of hostile climates for student learning, persistence in college and mental health and wellness.” <https://www.higheredtoday.org/2017/04/10/lgbtq-students-higher-education/>

According to several nation-wide surveys, 46.9% of trans-spectrum students reported feeling discriminated against compared to 15.7% non-transgender students. For queer-spectrum students, this was found to be 32.1%, in comparison with 14.0% of their heterosexual peers. <https://clementicenter.rutgers.edu/news/2018-white-paper/>

³ Only 1.88% of higher education research articles surveyed included sexual identity and only .54% included gender identity demographics. <https://clementicenter.rutgers.edu/news/2018-white-paper/>

discrimination, harassment, and violence in areas of life including housing, education, employment, health care, and law enforcement;⁴

Whereas: Allowing a third gender option on birth certificates and state IDs can help prevent people from facing questioning and discrimination because their legal documents do not match their gender presentation;⁵

Whereas: The Gender Recognition Act (Senate Bill 179), signed into law on October 15, 2017, changes the process for California residents to apply to change their gender markers, and gives the option of a new gender category, nonbinary, on state-issued ID cards, birth certificates, and drivers' licenses;⁶

Whereas: President Adela de la Torre has stated that "As the 9th permanent president of San Diego State, I want you to know that I believe that inclusion and equality are paramount to the

⁴ More than 80% of murdered trans people in the US are trans women of color. 30% of trans folks have experienced homelessness at some point in their lives. More than 25% of trans people have lost a job due to bias, and more than 75% have experienced some form of workplace discrimination. 78% of young people who describe themselves as transgender or gender non-conforming reported harassment while in grades K-12. - [A Matter of Life and Death: Fatal Violence Against Transgender People In America 2016](#). Whereas: "Studies show that transgender people disproportionately face discrimination, harassment, and violence in areas of life including housing, education, employment, health care, and law enforcement." - *Gender Recognition Act*

⁵ "Some advocates say that allowing a third gender option on birth certificates and state IDs can help prevent people from facing questioning and discrimination because their legal documents do not match their gender presentation. A [2015 survey](#) by the National Center for Transgender Equality, in fact, found that nearly one third of respondents (32 percent) who showed an ID with a name or gender that did not align with their external presentation had experienced verbal harassment, denial of services and benefits, and even physical assault." - [Smithsonian](#)

⁶ This enables many in the LGBTQIA+ community—including transgender, intersex, and nonbinary people—to have full recognition in the state of California. The law went into effect January 1, 2019 and was authored by Sens. Toni Atkins (D-San Diego) and Scott Wiener (D-San Francisco) and was sponsored by [Equality California](#) and the [Transgender Law Center](#). - [UCSD](#) It is the policy of the State of California that every person deserves full legal recognition and equal treatment under the law and to ensure that intersex, transgender, and nonbinary people have state-issued identification documents that provide full legal recognition of their accurate gender identity. Gender identification is fundamentally personal, and the state should endeavor to provide options on state-issued identification documents that recognize a person's accurate gender identification." - [Gender Recognition Act](#)

success of our students... When our students feel welcomed, safe, valued, and connected they have the capacity to grow academically and personally.”⁷

Therefore, be it resolved that the SDSU University Senate urges President de la Torre, the SDSU Administration and Auxiliaries, the SDSU Student Government, appropriate Senate and campus committees, and all members of the campus community to support and, where authorized and appropriate, to enact the following (in accordance with the annual review of enrollment management practices, student support, and faculty hiring and retention efforts):

1. Update campus data systems to:

- Include a nonbinary option in systems which store and use gender;
- Include pronouns on class rosters and in systems which store and use gender;
- Update name fields to default to chosen names unless there is a legal or regulatory requirement to use legal name; and
- Include nonbinary people in reports, surveys, and assessments which indicate gender

2. Educate the campus community:

- About gender variance and encourage the use of personal pronouns and chosen names, *beyond* what SafeZones@SDSU and the Pride Center already do, and
- Through improved orientation programs (i.e. faculty, new student, transfer student, and staff) that include a focus on the following:
 - Provide initial training to build awareness and educate the SDSU community while promoting the inclusion and visibility of LGBTQIA+ communities;
 - Create expectations for incoming students, faculty, and staff about cultural humility; and
 - Build community with LGBTQIA+ students, faculty, and staff

3. Require departments to specify within their forthcoming diversity plans how they will better serve LGBTQIA+ (in particular Queer and/or Trans People of Color (QTPOC) students), and add a QTPOC Provost’s Professor of Equity in Education to infuse intersectional LGBTQIA+ content into trainings to promote inclusive classroom environments (e.g. syllabi) that encourage the involvement and academic achievement of QTPOC students.

4. Prioritize recruitment, hiring, and retention in the following areas:

⁷ President de la Torre, Rainbow Flag Raising Ceremony, July 2018.

- Tenure-track faculty members who have a demonstrated record of scholarship and service focused on transgender studies and/or Queer and/or Trans People of Color (QTPOC);
- Counselors in Counseling and Psychological Services that have experience working with Queer and/or Trans People of Color (QTPOC); including a mental health counseling presence at The Pride Center; and
- Members of a trans-wellness team at Calpulli that provides holistic, comprehensive, physical and mental health and wellness services for trans, intersex, and nonbinary students.

5. Increase funding, in general, for LGBTQIA+ programming and, in particular, for:

- The Pride Center to support student-operated programming, events, and operations,
- The Pride House Mentor Program (retention based program), and
- The SafeZones@SDSU Training Program (to support campus-wide education, support, and visibility).

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Consultation with:

LGBTQIA+ student leaders, faculty, and staff

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Recommended for approval by:

Senate Standing Committee on Diversity, Equity and Inclusion

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