



MSPA

LGBTQ+ COMMUNITY ★ ADVOCACY ★ INNOVATION

2021 LGBTQ+ EQUITY REPORT CARD

A project of the Medical Student Pride Alliance.
<https://www.medpride.org/2021-lgbtq-report-card>

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- Leanne Ho
- Fae A. Kronman, MS
- Amelie Meltzer
- Carl Streed Jr., MD MPH
- Medical Student Pride Alliance National Leadership Team
- White Coats 4 Black Lives

This report was compiled by Austen Ott, Fae Kronman, and Leanne Ho. Initial conception by Leanne Ho with support from Carl Streed Jr. Additional support was provided by Amelie Meltzer, White Coats 4 Black Lives, and the Medical Student Pride Alliance National Leadership Team.



GOALS

The goal of the LGBTQ+ Equity Report Card is to survey current medical students to collect and share information about safety and support for LGBTQ+ individuals at medical schools in the United States.

BACKGROUND

Applying to medical school is a complicated process for any pre-medical student, but it's especially complicated for LGBTQ+ pre-medical students, who might have concerns that cisgender and heterosexual pre-medical students do not share. Inspired by the [White Coats 4 Black Lives: Racial Justice Report Card](#) and the crowd-sourced [Best Medical Schools for Trans and Gender Non-Conforming \(TGNC\) Health](#), the Medical Student Pride Alliance's Undergraduate Intern, Leanne Ho (leannekm@gmail.com), began this project as part of their Point Foundation Community Service Project.

THE PROJECT

Drawing from the [GLMA: Recommendations for Enhancing the Climate for LGBT Students and Employees in Health Professional Schools \(2013\)](#), eleven criteria were established for gauging LGBTQ+ equity at various medical schools. A survey was distributed by the Medical Student Pride Alliance via email and social media marketing and opened to all medical students in United States. Participants were given the opportunity to respond whether their school exceeded the criteria, fully met the criteria, partially met the criteria, did not meet the criteria, or whether this was unknown. Participants who responded with "exceeds criteria" or "partially meets criteria" were invited to explain their answers further. Data was collected from November 2020-January 2021.



INCLUSION CRITERIA

Schools for which at least two (2) complete responses were recorded were included in aggregate scoring for each institution. For a response to be deemed complete, the survey completion progress was required to be 100%, with to no more than two questions left unanswered.

SCORING

After the survey was closed, preliminary results for each medical school that met inclusion criteria were shared with the corresponding school's office for diversity, equity, and inclusion. The schools were given a two-week window to submit corrections and supporting evidence. Following the model of the *White Coats 4 Black Lives: Racial Justice Report Card*, though administrators could submit supporting evidence, survey respondents' evaluations of their own medical schools were the primary foundation upon which grades were based. The following Evaluation Scale was used to assign numerical values to participants survey responses. An institution's final grade was computed as an average of the institution's evaluation scores.

Evaluation Scale

- A = Exceeds Criteria (4)
- B = Fully Meets Criteria (3)
- C = Partially Meets Criteria (2)
- D = Does Not Meet Criteria (1)
- = Not Enough Data Available

Institution Final Grading Scale

A	=	3.85-4.00
A-	=	3.50-3.84
B+	=	3.15-3.49
B	=	2.85-3.14
B-	=	2.50-2.84
C+	=	2.15-2.49
C	=	1.85-2.14
C-	=	1.50-1.84
D+	=	1.15-1.49
D	=	1.00-1.14



METRICS

1. **Nondiscrimination.** My institution includes “sexual orientation” and “gender identity and expression” in a nondiscrimination policy.
2. **Same-Sex Partners.** My institution extends all family benefits (including health coverage, family leave, discounts, memberships, loans, fee waivers, housing, etc.) to spouses and same-sex domestic partners on an equal basis.
3. **Gender-Inclusive Spaces.** My institution has accessible gender-inclusive housing, bathrooms, locker rooms, and other gender-inclusive spaces.
4. **Transition.** My institution has a policy in place, a knowledgeable point person, and legal, social, and financial resources for transitioning transgender students, staff, and faculty.
5. **Health Coverage.** My institution’s health insurance coverage includes gender-affirming health care, sexual and reproductive health care, and mental health care.
6. **Diversity.** My institution includes LGBTQ+ people in its diversity statement, its diversity advisory groups, and its diversity events.
7. **Admissions.** My institution develops targeted LGBTQ+ outreach materials, provides contact information for people or organizations who can provide LGBTQ+ perspectives, recruits LGBTQ+ people to be admissions reviewers and interviewers, trains admissions staff to be sensitive to LGBTQ+ concerns, and allows LGBTQ+ applicants to self-identify.
8. **Employees.** My institution recruits and retains LGBTQ+ staff and faculty, provides LGBTQ+ training to human resources staff, and includes “sexual orientation” and “gender identity and expression” in equal employment opportunity employer notifications.
9. **Organizations.** My institution sponsors, funds, and promotes at least one interest group for LGBTQ+ students.
10. **Professional Development.** My institution provides mentorship, networking, and professional development opportunities, including welcome and orientation events, student life panels and workshops, guest speakers, and social activities for LGBTQ+ students, faculty, and staff.
11. **Sensitivity Training.** My institution provides comprehensive, mandatory LGBTQ+ sensitivity training to all faculty and staff, including counseling, international student services, campus police, student health center, financial aid, and other departments with direct student contact.



NOTES AND COMMENTS

Comments left by participants in the free-response section of the survey for each metric had any identifying information removed and were included in the corresponding “notes” column. If provided to the Medical Student Pride Alliance, relevant information provided by an institution’s administration was also included in this section. Schools for which information was provided by the institution are marked with a ★ adjacent to the “NOTES” header.



SUMMARY AND RECOMMENDATIONS

The outcomes of the LGBTQ+ Equity Report Card below demonstrate that there is room for improvement at all medical schools in terms of increasing LGBTQ+ inclusion and equity. This first edition of the Report Card is intended to be a guide for pre-medical students to use when determining where they intend to apply for medical school. Additionally, a Recommendations section has been included with the end of the report. This section summarizes the findings of the 2021 LGBTQ+ Equity Report Card and provides recommendations for medical school administrators to increase the climate of equity on LGBTQ+ issues at their institutions.



	OVERALL GRADE	Nondiscrimination	Same-Sex Partners	Gender-Inclusive Spaces	Transition	Health Coverage	Diversity	Admissions	Employees	Organizations	Professional Development	Sensitivity Training
Boston University School of Medicine	B-	B	B	C	C	B	B	B	B	B	B	C
California Health Sciences College of Osteopathic Medicine	B+	A	B	B	B	A	B	B	B	B	B	B
Case Western Reserve University School of Medicine	B	B	B	B	C	B	B	B	B	B	B	B
Cooper Medical School of Rowan University	C+	B	B	C	D	B	B	C	C	B	C	D
Duke University School of Medicine	B-	B	B	B	B	B	B	C	B	B	C	D
Florida State University College of Medicine	B-	B	–	C	C	C	B	B	B	B	B	C
Icahn School of Medicine at Mount Sinai	B	B	A	B	–	B	B	B	A	A	B	D
Larner College of Medicine at the University of Vermont	B+	A	–	B	B	B	B	A	B	A	B	B
McGovern Medical School	B-	B	B	C	B	–	B	B	B	B	B	C
Medical College of Wisconsin	C+	B	B	C	C	C	B	C	C	B	C	D
Michigan State University College of Human Medicine	C+	B	B	C	D	–	C	C	C	B	C	B
NYU Grossman School of Medicine	B+	A	A	B	B	B	B	B	B	B	B	B
Oakland University William Beaumont School of Medicine	C+	B	B	D	D	C	B	B	B	B	B	C
Oregon Health and Science University School of Medicine	A-	A	A	A	B	A	A	B	A	B	B	B
Pacific Northwest University of Health Sciences College of Osteopathic Medicine	C+	B	A	C	D	D	B	C	C	B	C	C
Penn State College of Medicine	B-	A	B	B	C	B	B	B	A	B	B	C
Renaissance School of Medicine at Stony Brook University	C-	C	C	D	D	B	C	D	D	B	D	C
Stanford University School of Medicine	B	A	B	B	B	B	A	C	B	B	B	–
SUNY Upstate Medical University	B-	B	–	B	C	C	B	B	B	B	B	C
Tulane University School of Medicine	B-	B	C	C	D	C	B	C	C	B	C	D
University at Buffalo Jacobs School of Medicine and Biomedical Sciences	C+	B	C	D	C	C	B	B	B	B	D	B
University of Cincinnati College of Medicine	B-	B	–	C	C	C	B	B	B	B	C	C
University of Colorado School of Medicine	C+	B	–	C	C	B	B	C	B	C	C	C
University of Louisville School of Medicine	B+	A	B	C	B	B	A	A	B	B	B	B
University of Maryland School of Medicine	B-	B	–	C	D	B	A	B	C	B	B	B
University of Michigan Medical School	B+	B	A	C	B	A	A	B	B	A	B	B
University of Nebraska Medical Center College of Medicine	B-	B	B	C	C	B	B	C	B	B	C	B
University of Pittsburgh School of Medicine	B	B	A	C	B	B	B	B	B	A	C	C
University of Texas Rio Grande Valley School of Medicine	C	B	–	C	D	–	C	C	D	B	D	C
University of Texas Southwestern Medical School	B	A	–	B	B	B	B	B	B	A	B	D
University of Washington School of Medicine	C	B	C	B	D	D	B	C	C	B	C	C
University of Wisconsin School of Medicine and Public Health	C	B	D	C	D	C	C	C	–	B	C	D
Warren Alpert Medical School of Brown University	B-	B	–	C	D	C	A	B	C	A	B	C
Wright State University Boonshoft School of Medicine	C+	B	B	C	D	C	B	C	B	B	C	C
Yale School of Medicine	B	B	–	B	B	A	A	C	B	B	B	D



BOSTON UNIVERSITY SCHOOL OF MEDICINE

The LGBTQ+ Equity Report Card of the Medical Student Pride Alliance (MSPA) surveys current medical students to collect data about the LGBTQ+ climate at their schools.

METRIC	GRADE	NOTES
NONDISCRIMINATION	B	Many leaders of the medical school are part of the LGBTQ+ community.
SAME-SEX PARTNERS	B	
GENDER-INCLUSIVE SPACES	C	There are no explicitly gender-inclusive facilities like bathrooms or locker rooms.
TRANSITION	C	
HEALTH COVERAGE	B	
DIVERSITY	B	Information on this metric was not readily available.
ADMISSIONS	B	LGBTQ+ applicants may self-identify in the application and contact information of current LGBTQ+ students is available for prospective students.
EMPLOYEES	B	A large number of LGBTQ+ faculty and staff exist in the medical school.
ORGANIZATIONS	B	Service-learning groups focused on the LGBTQ+ community exist at this institution.
PROFESSIONAL DEVELOPMENT	B	
SENSITIVITY TRAINING	B	Policies exist on paper but there is a need for increased development in this area.
OVERALL GRADE	B-	



MSPA
LGBTQ+ COMMUNITY ★ ADVOCACY ★ INNOVATION

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CALIFORNIA HEALTH SCIENCES UNIVERSITY

COLLEGE OF OSTEOPATHIC MEDICINE

The LGBTQ+ Equity Report Card of the Medical Student Pride Alliance (MSPA) surveys current medical students to collect data about the LGBTQ+ climate at their schools.

METRIC	GRADE	NOTES ★
NONDISCRIMINATION	A	Several policies at this institution exist to protect both LGBTQ+ and additional groups.
SAME-SEX PARTNERS	B	Benefits are extended to same-sex and opposite-sex partners on an equal basis.
GENDER-INCLUSIVE SPACES	B	Gender neutral bathroom facilities are available on campus.
TRANSITION	B	Several policies at this institution directly address the support of transitioning students.
HEALTH COVERAGE	A	In addition to meeting the criterion for this metric, this institution maintains a 24-hour hotline for emergency mental health services.
DIVERSITY	B	Sex, gender identity, gender expression, transgender status, and sexual orientation are among the protected classes.
ADMISSIONS	B	Pride symbols are displayed throughout the department of admissions and all staff and interviewers engage in implicit bias training.
EMPLOYEES	B	HR maintains an open-door policy for LGBTQ+ employees to address their concerns.
ORGANIZATIONS	B	An MSPA chapter was started at this institution in 2021.
PROFESSIONAL DEVELOPMENT	B	Members of the faculty and administration have an allocated budget for professional development and research opportunities in this area.
SENSITIVITY TRAINING	B	All staff and students are required to participate in LGBTQ+ inclusive training on harassment and discrimination prevention.
OVERALL GRADE	B+	



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CASE WESTERN RESERVE UNIVERSITY SCHOOL OF MEDICINE

The LGBTQ+ Equity Report Card of the Medical Student Pride Alliance (MSPA) surveys current medical students to collect data about the LGBTQ+ climate at their schools.

METRIC	GRADE	NOTES
NONDISCRIMINATION	B	
SAME-SEX PARTNERS	B	
GENDER-INCLUSIVE SPACES	B	Gender-inclusive bathrooms are spaced across the Health Education Campus.
TRANSITION	C	Students have reported difficulty with health insurance reimbursement for gender affirming care.
HEALTH COVERAGE	B	Gender affirming, reproductive, and mental health care are covered with additional co-pays and co-insurance.
DIVERSITY	B	Information on this metric was not readily available.
ADMISSIONS	B	The LGBTQ+ student group hosts admissions events for members of the community.
EMPLOYEES	B	
ORGANIZATIONS	B	
PROFESSIONAL DEVELOPMENT	B	Many initiatives in this area are student-run and student-driven.
SENSITIVITY TRAINING	B	LGBTQ+ training is incorporated into other diversity trainings, but there is no mandatory LGBTQ+ specific training.
OVERALL GRADE	B	



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COOPER MEDICAL SCHOOL OF ROWAN UNIVERSITY

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METRIC	GRADE	NOTES
NONDISCRIMINATION	B	
SAME-SEX PARTNERS	B	
GENDER-INCLUSIVE SPACES	C	Gender-inclusive bathrooms are available in some areas but not others. Gender-inclusive locker rooms are not available.
TRANSITION	D	
HEALTH COVERAGE	B	Some gender-affirming procedures are covered but others are not.
DIVERSITY	B	
ADMISSIONS	C	Many LGBTQ+ recruitment efforts fall on the students of the medical school.
EMPLOYEES	C	
ORGANIZATIONS	B	
PROFESSIONAL DEVELOPMENT	C	Many initiatives in this area are student-run and student-driven.
SENSITIVITY TRAINING	D	
OVERALL GRADE	C+	



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DUKE UNIVERSITY SCHOOL OF MEDICINE

The LGBTQ+ Equity Report Card of the Medical Student Pride Alliance (MSPA) surveys current medical students to collect data about the LGBTQ+ climate at their schools.

METRIC	GRADE	NOTES
NONDISCRIMINATION	B	
SAME-SEX PARTNERS	B	
GENDER-INCLUSIVE SPACES	B	There are some gender-inclusive bathrooms, but many gender-specified locker rooms.
TRANSITION	B	
HEALTH COVERAGE	B	
DIVERSITY	B	
ADMISSIONS	C	There are some efforts to recruit more LGBTQ+ admissions committee members, faculty, and staff.
EMPLOYEES	B	No LGBTQ+ staff have yet self-identified.
ORGANIZATIONS	B	The queer affinity group at this institution has multiple funding sources.
PROFESSIONAL DEVELOPMENT	C	
SENSITIVITY TRAINING	D	A formal sensitivity training for faculty and staff has been discussed but not yet launched.
OVERALL GRADE	B-	



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FLORIDA STATE UNIVERSITY COLLEGE OF MEDICINE

The LGBTQ+ Equity Report Card of the Medical Student Pride Alliance (MSPA) surveys current medical students to collect data about the LGBTQ+ climate at their schools.

METRIC	GRADE	NOTES
NONDISCRIMINATION	B	
SAME-SEX PARTNERS	-	Information on this metric was not readily available.
GENDER-INCLUSIVE SPACES	C	The majority of bathrooms are not gender-inclusive and locker rooms are separated by gender.
TRANSITION	C	Insurance does not cover all transition-related expenses.
HEALTH COVERAGE	C	Visits for transgender healthcare are not completely covered.
DIVERSITY	B	
ADMISSIONS	B	This institution does not develop targeted admissions materials but does recruit LGBTQ+ admissions reviewers.
EMPLOYEES	B	
ORGANIZATIONS	B	
PROFESSIONAL DEVELOPMENT	B	These events are not held regularly.
SENSITIVITY TRAINING	C	Training is available but not necessarily mandatory nor comprehensive.
OVERALL GRADE	B-	



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ICHAN SCHOOL OF MEDICINE AT MOUNT SINAI

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METRIC	GRADE	NOTES
NONDISCRIMINATION	B	
SAME-SEX PARTNERS	A	
GENDER-INCLUSIVE SPACES	B	
TRANSITION	–	Information on this metric was not readily available.
HEALTH COVERAGE	B	
DIVERSITY	B	
ADMISSIONS	B	
EMPLOYEES	A	
ORGANIZATIONS	A	
PROFESSIONAL DEVELOPMENT	B	
SENSITIVITY TRAINING	D	
OVERALL GRADE	B	



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LARNER COLLEGE OF MEDICINE AT THE UNIVERSITY OF VERMONT

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METRIC	GRADE	NOTES
NONDISCRIMINATION	A	
SAME-SEX PARTNERS	-	Information on this metric was not readily available.
GENDER-INCLUSIVE SPACES	B	
TRANSITION	B	
HEALTH COVERAGE	B	
DIVERSITY	B	
ADMISSIONS	A	Students may self-identify as LGBTQ+ on application materials. Staff are trained on LGBTQ+ needs.
EMPLOYEES	B	
ORGANIZATIONS	A	Multiple LGBTQ+ student groups exist at this institution.
PROFESSIONAL DEVELOPMENT	B	
SENSITIVITY TRAINING	B	
OVERALL GRADE	B+	



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McGOVERN MEDICAL SCHOOL

The LGBTQ+ Equity Report Card of the Medical Student Pride Alliance (MSPA) surveys current medical students to collect data about the LGBTQ+ climate at their schools.

METRIC	GRADE	NOTES ★
NONDISCRIMINATION	B	“Sexual orientation” and “gender identity and expression” are included in the policy.
SAME-SEX PARTNERS	B	All family benefits are extended to spouses and same-sex domestic partners on an equal basis.
GENDER-INCLUSIVE SPACES	C	Minimal gender-inclusive spaces exist and they are not advertised to students.
TRANSITION	B	Transitioning students have previously had support at this institution. Preferred names may be listed on ID badges.
HEALTH COVERAGE	–	Information on this metric was not readily available.
DIVERSITY	B	LGBTQ+ students are included in some events, including an interview day panel, student/faculty mixer, and speaker series; LGBTQ+ students are left out at other times.
ADMISSIONS	B	LGBTQ+ perspectives are included in the Interview Day URiM panel. Contact information of current LGBTQ+ students is available.
EMPLOYEES	B	There are some LGB staff, but no openly out transgender staff. Staff LGBTQ+ training is minimal.
ORGANIZATIONS	B	An LGBTQ+ student group exists at this institution and is promoted on the website and social media.
PROFESSIONAL DEVELOPMENT	B	Resources in this area are minimal compared to other groups within the office of diversity and inclusion.
SENSITIVITY TRAINING	C	Training is insufficient for faculty and staff to be competent in interactions with LGBTQ+ students, patients, and peers.
OVERALL GRADE	B-	



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MEDICAL COLLEGE OF WISCONSIN

The LGBTQ+ Equity Report Card of the Medical Student Pride Alliance (MSPA) surveys current medical students to collect data about the LGBTQ+ climate at their schools.

METRIC	GRADE	NOTES
NONDISCRIMINATION	B	
SAME-SEX PARTNERS	B	
GENDER-INCLUSIVE SPACES	C	Gender-inclusive bathrooms exist in newer parts of campus but the locker rooms are entirely binary.
TRANSITION	C	There is a specific clinic devoted to the sexual, reproductive, and transition-related health of LGBTQ+ patients.
HEALTH COVERAGE	C	Sexual and reproductive health are covered with co-pays.
DIVERSITY	B	
ADMISSIONS	C	There is no work to recruit LGBTQ+ students to the medical school.
EMPLOYEES	C	
ORGANIZATIONS	B	
PROFESSIONAL DEVELOPMENT	C	
SENSITIVITY TRAINING	D	Training is minimal.
OVERALL GRADE	C+	



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MICHIGAN STATE UNIVERSITY COLLEGE OF HUMAN MEDICINE

The LGBTQ+ Equity Report Card of the Medical Student Pride Alliance (MSPA) surveys current medical students to collect data about the LGBTQ+ climate at their schools.

METRIC	GRADE	NOTES
NONDISCRIMINATION	B	
SAME-SEX PARTNERS	B	
GENDER-INCLUSIVE SPACES	C	Gender-inclusive locker rooms are unavailable and gender-neutral restrooms are minimal.
TRANSITION	D	
HEALTH COVERAGE	–	Information on this metric was not readily available.
DIVERSITY	C	LGBTQ+ people are not included in diversity events.
ADMISSIONS	C	Initiatives in this area are largely student led.
EMPLOYEES	C	
ORGANIZATIONS	B	Organizations and members are often responsible for their own funding.
PROFESSIONAL DEVELOPMENT	C	Intersectionality training led by the institution's MSPA chapter is required, but no additional events hosted by the school.
SENSITIVITY TRAINING	B	
OVERALL GRADE	C+	



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NYU GROSSMAN SCHOOL OF MEDICINE

The LGBTQ+ Equity Report Card of the Medical Student Pride Alliance (MSPA) surveys current medical students to collect data about the LGBTQ+ climate at their schools.

METRIC	GRADE	NOTES ★
NONDISCRIMINATION	A	There is dedicated training for students as well as state-mandated training.
SAME-SEX PARTNERS	A	All benefits are extended to same-sex partners on an equal basis.
GENDER-INCLUSIVE SPACES	B	Gender-inclusive restrooms are available. Locker rooms are binary but alternative spaces are available upon request.
TRANSITION	B	Students have identified this institution as difficult and challenging in this area.
HEALTH COVERAGE	B	Health coverage includes transition-related care.
DIVERSITY	B	The Office of Diversity Affairs supports a number of initiatives on this front.
ADMISSIONS	B	Applicants may self-identify. There are LGBTQ+ individuals serving as admissions representatives. Good LGB representation but development needed for support of transgender applicants.
EMPLOYEES	B	This institution maintains an OUTlist and includes LGBTQ+ people in their equal opportunity policy.
ORGANIZATIONS	B	The Office of Diversity Affairs financially supports several LGBTQ+ initiatives and organizations.
PROFESSIONAL DEVELOPMENT	B	Several opportunities in professional development and research are available.
SENSITIVITY TRAINING	B	Mandatory LGBTQ+ health trainings for students and several elective LGBTQ+ trainings for faculty and staff.
OVERALL GRADE	B+	



MSPA
LGBTQ+ COMMUNITY ★ ADVOCACY ★ INNOVATION

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OAKLAND UNIVERSITY WILLIAM BEAUMONT SCHOOL OF MEDICINE

The LGBTQ+ Equity Report Card of the Medical Student Pride Alliance (MSPA) surveys current medical students to collect data about the LGBTQ+ climate at their schools.

METRIC	GRADE	NOTES
NONDISCRIMINATION	B	This policy covers sexual orientation but not gender identity and expression.
SAME-SEX PARTNERS	B	
GENDER-INCLUSIVE SPACES	D	
TRANSITION	D	
HEALTH COVERAGE	C	
DIVERSITY	B	
ADMISSIONS	B	The admissions committee hosts an interview day session where applicants can ask questions about LGBTQ+ inclusion in the community and curriculum.
EMPLOYEES	B	
ORGANIZATIONS	B	
PROFESSIONAL DEVELOPMENT	B	
SENSITIVITY TRAINING	C	
OVERALL GRADE	B	



MSPA
LGBTQ+ COMMUNITY ★ ADVOCACY ★ INNOVATION

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OREGON HEALTH AND SCIENCE UNIVERSITY

SCHOOL OF MEDICINE

The LGBTQ+ Equity Report Card of the Medical Student Pride Alliance (MSPA) surveys current medical students to collect data about the LGBTQ+ climate at their schools.

METRIC	GRADE	NOTES
NONDISCRIMINATION	A	
SAME-SEX PARTNERS	A	
GENDER-INCLUSIVE SPACES	A	
TRANSITION	B	
HEALTH COVERAGE	A	
DIVERSITY	A	
ADMISSIONS	B	
EMPLOYEES	A	
ORGANIZATIONS	B	
PROFESSIONAL DEVELOPMENT	B	
SENSITIVITY TRAINING	B	
OVERALL GRADE	A-	



MSPA
LGBTQ+ COMMUNITY ★ ADVOCACY ★ INNOVATION

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PACIFIC NORTHWEST UNIVERSITY OF HEALTH SCIENCES COLLEGE OF OSTEOPATHIC MEDICINE

The LGBTQ+ Equity Report Card of the Medical Student Pride Alliance (MSPA) surveys current medical students to collect data about the LGBTQ+ climate at their schools.

METRIC	GRADE	NOTES
NONDISCRIMINATION	B	
SAME-SEX PARTNERS	A	Same-sex partners are awarded full benefits.
GENDER-INCLUSIVE SPACES	C	There is one gender-inclusive restroom per building. There are no gender-inclusive locker rooms.
TRANSITION	D	
HEALTH COVERAGE	D	
DIVERSITY	B	
ADMISSIONS	C	
EMPLOYEES	C	
ORGANIZATIONS	B	
PROFESSIONAL DEVELOPMENT	C	
SENSITIVITY TRAINING	C	
OVERALL GRADE	C+	



MSPA
LGBTQ+ COMMUNITY ★ ADVOCACY ★ INNOVATION

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PENN STATE COLLEGE OF MEDICINE

The LGBTQ+ Equity Report Card of the Medical Student Pride Alliance (MSPA) surveys current medical students to collect data about the LGBTQ+ climate at their schools.

METRIC	GRADE	NOTES ★
NONDISCRIMINATION	A	“Gender, perceived gender, gender identity, gender expression” and “sex” are protected.
SAME-SEX PARTNERS	B	Benefits are extended to same-sex partners on an equal basis.
GENDER-INCLUSIVE SPACES	B	There is a lack of gender-inclusive bathrooms on campus.
TRANSITION	C	Resources for name and identity document changes are available.
HEALTH COVERAGE	B	Counseling and psychological services have gender-affirming therapists.
DIVERSITY	B	“Gender equity” is referenced in the Sustainability Development Goals.
ADMISSIONS	B	Some training is provided to admissions staff.
EMPLOYEES	A	The affiliated hospitals of the medical school lack diversity in their physician workforce.
ORGANIZATIONS	B	The institution as a whole sponsors an LGBTQ+ advisory council to the president. The College of Medicine sponsors an LGBTQ+ student group.
PROFESSIONAL DEVELOPMENT	B	A variety of mentorship programs, discussion groups, and bias trainings are available on an elective basis.
SENSITIVITY TRAINING	C	Some trainings are available for preclinical students and administrators.
OVERALL GRADE	B-	



MSPA
LGBTQ+ COMMUNITY ★ ADVOCACY ★ INNOVATION

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RENAISSANCE SCHOOL OF MEDICINE AT STONY BROOK UNIVERSITY

The LGBTQ+ Equity Report Card of the Medical Student Pride Alliance (MSPA) surveys current medical students to collect data about the LGBTQ+ climate at their schools.

METRIC	GRADE	NOTES
NONDISCRIMINATION	C	Gender expression and identity are not included in the nondiscrimination statement.
SAME-SEX PARTNERS	C	
GENDER-INCLUSIVE SPACES	D	The locker rooms are not gender inclusive.
TRANSITION	D	There is no point person to contact for a student who wants to begin transitioning.
HEALTH COVERAGE	B	
DIVERSITY	C	
ADMISSIONS	D	
EMPLOYEES	D	
ORGANIZATIONS	B	An MSPA chapter exists at this institution, but its funding is limited.
PROFESSIONAL DEVELOPMENT	D	
SENSITIVITY TRAINING	C	Initiatives in this area are student-run. The curriculum committee nor admin have not put forth initiatives.
OVERALL GRADE	C-	



MSPA
LGBTQ+ COMMUNITY ★ ADVOCACY ★ INNOVATION

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STANFORD UNIVERSITY SCHOOL OF MEDICINE

The LGBTQ+ Equity Report Card of the Medical Student Pride Alliance (MSPA) surveys current medical students to collect data about the LGBTQ+ climate at their schools.

METRIC	GRADE	NOTES
NONDISCRIMINATION	A	
SAME-SEX PARTNERS	B	
GENDER-INCLUSIVE SPACES	B	There are many buildings with gender-inclusive restrooms, but there are still many spaces without inclusive facilities.
TRANSITION	B	
HEALTH COVERAGE	B	
DIVERSITY	A	
ADMISSIONS	C	Applicants may self-identify and the study affinity group does a lot of outreach during the admissions cycle.
EMPLOYEES	B	
ORGANIZATIONS	B	
PROFESSIONAL DEVELOPMENT	B	
SENSITIVITY TRAINING	–	Information on this metric was not readily available.
OVERALL GRADE	B	



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SUNY UPSTATE MEDICAL UNIVERSITY

The LGBTQ+ Equity Report Card of the Medical Student Pride Alliance (MSPA) surveys current medical students to collect data about the LGBTQ+ climate at their schools.

METRIC	GRADE	NOTES
NONDISCRIMINATION	B	
SAME-SEX PARTNERS	-	Information on this metric was not readily available.
GENDER-INCLUSIVE SPACES	B	Gender inclusive spaces are limited at do not include changing rooms, which must be specifically requested.
TRANSITION	C	Information on this matter is not presented to students.
HEALTH COVERAGE	C	
DIVERSITY	B	
ADMISSIONS	B	
EMPLOYEES	B	
ORGANIZATIONS	B	The LGBTQ+ club is a hub for smaller clubs and strongly sponsored by an LGBTQ+ faculty member.
PROFESSIONAL DEVELOPMENT	B	
SENSITIVITY TRAINING	C	
OVERALL GRADE	B-	



MSPA
LGBTQ+ COMMUNITY ★ ADVOCACY ★ INNOVATION

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TULANE UNIVERSITY SCHOOL OF MEDICINE

The LGBTQ+ Equity Report Card of the Medical Student Pride Alliance (MSPA) surveys current medical students to collect data about the LGBTQ+ climate at their schools.

METRIC	GRADE	NOTES
NONDISCRIMINATION	B	
SAME-SEX PARTNERS	C	Tulane withdraw extending benefits to same-sex partners who are not legally married in response to the federal legalization of same-sex marriage.
GENDER-INCLUSIVE SPACES	C	Gender-inclusive restrooms are available. There are no gender-inclusive locker rooms.
TRANSITION	D	
HEALTH COVERAGE	C	Coverage does not provide gender-affirming care.
DIVERSITY	B	
ADMISSIONS	C	This institution does not develop targeted LGBTQ+ admissions materials. LGBTQ+ interviewees may be connected with current LGBTQ+ students for overnight accommodations.
EMPLOYEES	C	
ORGANIZATIONS	B	
PROFESSIONAL DEVELOPMENT	C	
SENSITIVITY TRAINING	D	
OVERALL GRADE	C	



MSPA
LGBTQ+ COMMUNITY ★ ADVOCACY ★ INNOVATION

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UNIVERSITY AT BUFFALO JACOBS SCHOOL OF MEDICINE AND BIOMEDICAL SCIENCES

The LGBTQ+ Equity Report Card of the Medical Student Pride Alliance (MSPA) surveys current medical students to collect data about the LGBTQ+ climate at their schools.

METRIC	GRADE	NOTES
NONDISCRIMINATION	B	The nondiscrimination policy is not always enforced and consequences for violations may not occur.
SAME-SEX PARTNERS	C	
GENDER-INCLUSIVE SPACES	D	
TRANSITION	C	
HEALTH COVERAGE	C	
DIVERSITY	B	
ADMISSIONS	B	
EMPLOYEES	B	
ORGANIZATIONS	B	
PROFESSIONAL DEVELOPMENT	D	
SENSITIVITY TRAINING	B	
OVERALL GRADE	C+	



MSPA
LGBTQ+ COMMUNITY ★ ADVOCACY ★ INNOVATION

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UNIVERSITY OF CINCINNATI COLLEGE OF MEDICINE

The LGBTQ+ Equity Report Card of the Medical Student Pride Alliance (MSPA) surveys current medical students to collect data about the LGBTQ+ climate at their schools.

METRIC	GRADE	NOTES
NONDISCRIMINATION	B	
SAME-SEX PARTNERS	-	Information on this metric was not readily available.
GENDER-INCLUSIVE SPACES	C	Most bathrooms still have binary labels. Locker rooms are gender-inclusive.
TRANSITION	C	
HEALTH COVERAGE	C	Gender-affirming care is partially covered, in addition to mental health care.
DIVERSITY	B	
ADMISSIONS	B	Applicants are able to self-identify.
EMPLOYEES	B	
ORGANIZATIONS	B	An LGBTQ+ interest group exists at this institution.
PROFESSIONAL DEVELOPMENT	C	These initiatives are hosted by the student pride group.
SENSITIVITY TRAINING	C	There are a few trainings later in the pre-clinical curriculum.
OVERALL GRADE	B-	



MSPA
LGBTQ+ COMMUNITY ★ ADVOCACY ★ INNOVATION

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UNIVERSITY OF COLORADO SCHOOL OF MEDICINE

The LGBTQ+ Equity Report Card of the Medical Student Pride Alliance (MSPA) surveys current medical students to collect data about the LGBTQ+ climate at their schools.

METRIC	GRADE	NOTES
NONDISCRIMINATION	B	
SAME-SEX PARTNERS	-	Information on this metric was not readily available.
GENDER-INCLUSIVE SPACES	C	
TRANSITION	C	
HEALTH COVERAGE	B	
DIVERSITY	B	
ADMISSIONS	C	Provides contact information for LGBTQ+ perspective and has some LGBTQ+ representation in admission interviews. Does not recruit LGBTQ+ perspectives directly.
EMPLOYEES	B	Faculty who identify as part of the LGBTQ+ community are employed, but there is no LGBTQ+ training.
ORGANIZATIONS	C	There is support but not funding for these organizations.
PROFESSIONAL DEVELOPMENT	C	
SENSITIVITY TRAINING	C	Some trainings are available for first year students and administrators.
OVERALL GRADE	B	



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The LGBTQ+ Equity Report Card of the Medical Student Pride Alliance (MSPA) surveys current medical students to collect data about the LGBTQ+ climate at their schools.

METRIC	GRADE	NOTES
NONDISCRIMINATION	A	
SAME-SEX PARTNERS	B	
GENDER-INCLUSIVE SPACES	C	There is a lack of gender-neutral bathrooms and locker rooms are not gender-inclusive.
TRANSITION	B	The LGBT Center is available to help but there is no specific point person to assist in this process.
HEALTH COVERAGE	B	
DIVERSITY	A	
ADMISSIONS	A	
EMPLOYEES	B	Many of the criteria in this metric, excluding training for HR staff, are met fully.
ORGANIZATIONS	B	A fully staffed LGBTQ+ resource center supports and advises the student pride organization.
PROFESSIONAL DEVELOPMENT	B	Initiatives in this area are largely driven by students.
SENSITIVITY TRAINING	B	
OVERALL GRADE	B+	



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UNIVERSITY OF MARYLAND SCHOOL OF MEDICINE

The LGBTQ+ Equity Report Card of the Medical Student Pride Alliance (MSPA) surveys current medical students to collect data about the LGBTQ+ climate at their schools.

METRIC	GRADE	NOTES
NONDISCRIMINATION	B	
SAME-SEX PARTNERS	-	Information on this metric was not readily available.
GENDER-INCLUSIVE SPACES	C	
TRANSITION	D	
HEALTH COVERAGE	B	
DIVERSITY	A	
ADMISSIONS	B	
EMPLOYEES	C	
ORGANIZATIONS	B	
PROFESSIONAL DEVELOPMENT	B	Most of the programming in this area is student-driven. The institution hosts one workshop on pronouns and trans patients.
SENSITIVITY TRAINING	B	
OVERALL GRADE	B-	



MSPA
LGBTQ+ COMMUNITY ★ ADVOCACY ★ INNOVATION

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UNIVERSITY OF MICHIGAN MEDICAL SCHOOL

The LGBTQ+ Equity Report Card of the Medical Student Pride Alliance (MSPA) surveys current medical students to collect data about the LGBTQ+ climate at their schools.

METRIC	GRADE	NOTES ★
NONDISCRIMINATION	B	Sex, sexual orientation, and gender identity and expression are protected.
SAME-SEX PARTNERS	A	Benefits are extended to same-sex couples on an equal basis and there is a process for domestic partners to also qualify.
GENDER-INCLUSIVE SPACES	C	Gender-inclusive restrooms are not as accessible as other facilities.
TRANSITION	B	Several policies are currently being piloted that support transitioning students.
HEALTH COVERAGE	A	This institution's policy fully outlines and covers gender-affirming care.
DIVERSITY	A	All diversity policies reference sexual orientation and gender identity. An LGBTQ+ advisory committee develops institutional initiatives.
ADMISSIONS	B	Many initiatives in this area have been developed by students.
EMPLOYEES	B	LGBTQ+ topics are covered in new employee orientation. Role-specific education is available for providers.
ORGANIZATIONS	A	Many organizations exist at this institution to support LGBTQ+ students.
PROFESSIONAL DEVELOPMENT	B	Networking initiatives in this area are student-run.
SENSITIVITY TRAINING	B	Training on LGBTQ+ sensitivity is offered to employees and staff.
OVERALL GRADE	B+	



MSPA
LGBTQ+ COMMUNITY ★ ADVOCACY ★ INNOVATION

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UNIVERSITY OF NEBRASKA MEDICAL CENTER

COLLEGE OF MEDICINE

The LGBTQ+ Equity Report Card of the Medical Student Pride Alliance (MSPA) surveys current medical students to collect data about the LGBTQ+ climate at their schools.

METRIC	GRADE	NOTES
NONDISCRIMINATION	B	
SAME-SEX PARTNERS	B	
GENDER-INCLUSIVE SPACES	C	
TRANSITION	C	
HEALTH COVERAGE	B	Mental health is covered but other care is restricted to a certain number of visits per year.
DIVERSITY	B	
ADMISSIONS	C	
EMPLOYEES	B	
ORGANIZATIONS	B	
PROFESSIONAL DEVELOPMENT	C	
SENSITIVITY TRAINING	B	
OVERALL GRADE	B-	



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LGBTQ+ COMMUNITY ★ ADVOCACY ★ INNOVATION

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UNIVERSITY OF PITTSBURGH SCHOOL OF MEDICINE

The LGBTQ+ Equity Report Card of the Medical Student Pride Alliance (MSPA) surveys current medical students to collect data about the LGBTQ+ climate at their schools.

METRIC	GRADE	NOTES ★
NONDISCRIMINATION	B	Sex, sexual orientation, and gender identity and expression are included in this statement.
SAME-SEX PARTNERS	A	Benefits are extended to same-sex and domestic partners on an equal basis to other spouses.
GENDER-INCLUSIVE SPACES	C	Increasing gender-inclusive bathrooms are being installed in the upcoming months.
TRANSITION	B	Several resources are available to students pursuing gender affirmation or transition.
HEALTH COVERAGE	B	Primary care available through the Student Health Service can assist with some aspects of transition.
DIVERSITY	B	A statement on using gender-inclusive language is placed in course syllabi. LGBTQ+ identities are included in diversity statements but not included in definitions of URiM.
ADMISSIONS	B	Current students have done a lot of work to improve initiatives in this area.
EMPLOYEES	B	Sex, sexual orientation, and gender identity and expression are included in Equal Opportunity Employer statements.
ORGANIZATIONS	A	Several organizations are supported at this institution and receive funding through the Officer of Diversity Equity and Inclusion.
PROFESSIONAL DEVELOPMENT	C	Many initiatives in this area are student-run.
SENSITIVITY TRAINING	C	Several opt-in courses are available. One session of the Diversity Seminar Series is dedicated to LGBTQ+ needs.
OVERALL GRADE	B	



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UNIVERSITY OF TEXAS RIO GRANDE VALLEY

SCHOOL OF MEDICINE

The LGBTQ+ Equity Report Card of the Medical Student Pride Alliance (MSPA) surveys current medical students to collect data about the LGBTQ+ climate at their schools.

METRIC	GRADE	NOTES
NONDISCRIMINATION	B	
SAME-SEX PARTNERS	–	Information on this metric was not readily available.
GENDER-INCLUSIVE SPACES	C	New buildings contain gender-inclusive restrooms.
TRANSITION	D	
HEALTH COVERAGE	–	Information on this metric was not readily available.
DIVERSITY	C	
ADMISSIONS	C	
EMPLOYEES	D	
ORGANIZATIONS	B	
PROFESSIONAL DEVELOPMENT	D	
SENSITIVITY TRAINING	C	
OVERALL GRADE	C	



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LGBTQ+ COMMUNITY ★ ADVOCACY ★ INNOVATION

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UNIVERSITY OF TEXAS SOUTHWESTERN MEDICAL SCHOOL

The LGBTQ+ Equity Report Card of the Medical Student Pride Alliance (MSPA) surveys current medical students to collect data about the LGBTQ+ climate at their schools.

METRIC	GRADE	NOTES
NONDISCRIMINATION	A	
SAME-SEX PARTNERS	–	Information on this metric was not readily available.
GENDER-INCLUSIVE SPACES	B	Some bathrooms are gender-inclusive, but most are not.
TRANSITION	B	
HEALTH COVERAGE	B	
DIVERSITY	B	
ADMISSIONS	B	
EMPLOYEES	B	
ORGANIZATIONS	A	
PROFESSIONAL DEVELOPMENT	B	
SENSITIVITY TRAINING	D	
OVERALL GRADE	B	



MSPA
LGBTQ+ COMMUNITY ★ ADVOCACY ★ INNOVATION

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UNIVERSITY OF WASHINGTON SCHOOL OF MEDICINE

The LGBTQ+ Equity Report Card of the Medical Student Pride Alliance (MSPA) surveys current medical students to collect data about the LGBTQ+ climate at their schools.

METRIC	GRADE	NOTES
NONDISCRIMINATION	B	
SAME-SEX PARTNERS	C	Discounts and memberships are not explicitly extended to spouses.
GENDER-INCLUSIVE SPACES	B	Gender-inclusive spaces are not as accessible as other spaces. Locker rooms are not gender-inclusive.
TRANSITION	D	
HEALTH COVERAGE	D	This institution does not provide health insurance.
DIVERSITY	B	
ADMISSIONS	C	LGBTQ+ people are sometimes recruited for the admissions committee. They also recruit non-LGBTQ+ people to lecture on LGBTQ+ topics.
EMPLOYEES	C	
ORGANIZATIONS	B	
PROFESSIONAL DEVELOPMENT	C	Initiatives in this area are student-driven and student-run.
SENSITIVITY TRAINING	C	
OVERALL GRADE	C	



MSPA
LGBTQ+ COMMUNITY ★ ADVOCACY ★ INNOVATION

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UNIVERSITY OF WISCONSIN SCHOOL OF MEDICINE AND PUBLIC HEALTH

The LGBTQ+ Equity Report Card of the Medical Student Pride Alliance (MSPA) surveys current medical students to collect data about the LGBTQ+ climate at their schools.

METRIC	GRADE	NOTES
NONDISCRIMINATION	B	
SAME-SEX PARTNERS	D	
GENDER-INCLUSIVE SPACES	C	There are a few gender-inclusive bathrooms. There are no other gender-inclusive spaces.
TRANSITION	D	
HEALTH COVERAGE	C	
DIVERSITY	C	Some members of the faculty and staff openly identify as LGBTQ+.
ADMISSIONS	C	Developments in this area have been pioneered by students.
EMPLOYEES	–	Information on this metric was not readily available.
ORGANIZATIONS	B	
PROFESSIONAL DEVELOPMENT	C	
SENSITIVITY TRAINING	D	
OVERALL GRADE	C	



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WARREN ALPERT MEDICAL SCHOOL OF BROWN UNIVERSITY

The LGBTQ+ Equity Report Card of the Medical Student Pride Alliance (MSPA) surveys current medical students to collect data about the LGBTQ+ climate at their schools.

METRIC	GRADE	NOTES
NONDISCRIMINATION	B	
SAME-SEX PARTNERS	–	Information on this metric was not readily available.
GENDER-INCLUSIVE SPACES	C	
TRANSITION	D	
HEALTH COVERAGE	C	The university-provided health insurance partially covers gender affirming surgeries.
DIVERSITY	A	
ADMISSIONS	B	
EMPLOYEES	C	The affiliated hospitals of this institution lack diversity in their physician workforce.
ORGANIZATIONS	A	
PROFESSIONAL DEVELOPMENT	B	Mentorship opportunities in this area are organized by students and residents.
SENSITIVITY TRAINING	C	Some trainings are available for first year students and administrators.
OVERALL GRADE	B-	



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<https://www.medpride.org/2021-lgbtq-report-card>



WRIGHT STATE UNIVERSITY BOONSHOFT SCHOOL OF MEDICINE

The LGBTQ+ Equity Report Card of the Medical Student Pride Alliance (MSPA) surveys current medical students to collect data about the LGBTQ+ climate at their schools.

METRIC	GRADE	NOTES
NONDISCRIMINATION	B	There is no policy regarding gender expression. The dress code is often enforced in a binary method.
SAME-SEX PARTNERS	B	
GENDER-INCLUSIVE SPACES	C	The medical school has gender-inclusive restrooms. Facilities at affiliated hospitals are not gender-inclusive.
TRANSITION	D	The university affiliated with this institution has a person to assist transitioning students, but the medical school does not have a specific person.
HEALTH COVERAGE	C	Coverage of gender affirming care is limited.
DIVERSITY	B	LGBTQ+ identities are not represented on diversity boards.
ADMISSIONS	C	Initiatives in this area are student-run. The administration supports these efforts.
EMPLOYEES	B	This institution lacks LGBTQ+ staff and faculty.
ORGANIZATIONS	B	The institution supports but does not fund the LGBTQ+ student organization.
PROFESSIONAL DEVELOPMENT	C	Initiatives in this area are student-run.
SENSITIVITY TRAINING	C	Initiatives in this area are student-led.
OVERALL GRADE	C+	



MSPA
LGBTQ+ COMMUNITY ★ ADVOCACY ★ INNOVATION

Grading Scale

- A = Exceeds Criteria
- B = Fully Meets Criteria
- C = Partially Meets Criteria
- D = Does Not Meet Criteria

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YALE SCHOOL OF MEDICINE

The LGBTQ+ Equity Report Card of the Medical Student Pride Alliance (MSPA) surveys current medical students to collect data about the LGBTQ+ climate at their schools.

METRIC	GRADE	NOTES
NONDISCRIMINATION	B	
SAME-SEX PARTNERS	–	Information on this metric was not readily available.
GENDER-INCLUSIVE SPACES	B	
TRANSITION	B	
HEALTH COVERAGE	A	These policies also cover fertility treatments for same-sex couples.
DIVERSITY	A	This institution has a Dean's Advisory Council on LGBTQI+ Affairs that addresses clinical care, research, curriculum, policy, and community building.
ADMISSIONS	C	
EMPLOYEES	B	
ORGANIZATIONS	B	
PROFESSIONAL DEVELOPMENT	B	Initiatives in this area are student-run with some administrative support.
SENSITIVITY TRAINING	D	
OVERALL GRADE	B	



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RECOMMENDATIONS

The LGBTQ+ Equity Report Card project of the Medical Student Pride Alliance seeks to evaluate the inclusion of LGBTQ+ students within the structures of medical institutions across the country from the perspective of medical students. Several criteria were used to evaluate schools on the basis of the eleven metrics of nondiscrimination, same-sex partners, gender-inclusive spaces, gender transition resources, health coverage, diversity, admissions, employees, organizations, professional development, and sensitivity training. Overall, the 2021 LGBTQ+ Equity Report Card revealed a strong foundation upon which LGBTQ+ inclusivity can be further developed at many medical schools around the country. On the whole, medical institutions recognize the importance of recognizing and supporting LGBTQ+ students, staff, and faculty. Of the institutions represented in the survey, 97% included “sexual orientation” and “gender identity and expression” in nondiscrimination policies. Additionally, all medical schools included in the report had at least one student group for LGBTQ+ students.

However, room for increased focus and development was identified in the area of LGBTQ+ policy and resources for LGBTQ+ students, faculty, and staff. Many schools were lacking in basic protections and services for LGBTQ+ students, as well as failing to properly provide educational instruction to the greater medical school community on best practices for treating LGBTQ+ patients and learning about queer identities. Based on the data gathered and presented in the LGBTQ+ Equity Report Card, the Medical Student Pride Alliance recommends that medical schools adopt the recommendations listed here to increase inclusion and equity surrounding LGBTQ+ identities.

It is important to note that the following recommendations are not a comprehensive list of the steps needed to ensure equitable treatment of LGBTQ+ students. Instead, these recommendations are suggested as a starting point for institutional administrators to improve the climate of LGBTQ+ inclusion at their institutions. Additionally, the data in the LGBTQ+ Equity Report Card was collected via student survey. In the absence of student response, an effort was made to collect information regarding an institution’s policy. An institution’s grade is reflective of the medical student perspective with some institutional input where indicated.



RECOMMENDATIONS

Because not all institutions responded to inquiry, it is possible that the LGBTQ+ Equity Report Card grade based on student perspective may not precisely reflect institutional policy. Therefore, our first recommendation for institutions such as these is to consider student awareness of institutional policy, access to and utilization of resources, as well as stigma associated with use of these resources. To do so, it is the recommendation of the Medical Student Pride Alliance that medical schools share institutional policy and available resources with students at the beginning of each academic semester.

NONDISCRIMINATION

Affirmation of LGBTQ+ identities and experiences is a foundational cornerstone of a greater atmosphere of inclusion in the medical institution. Having an explicit non-discrimination policy is one way to ensure accountability for institutional equity regarding LGBTQ+ students. Of the 35 institutions included in the MSPA's inaugural LGBTQ+ Equity Report Card, many schools included the phrases "sexual orientation" and "gender identity and expression" in their nondiscrimination policy.

It is the recommendation of the Medical Student Pride Alliance that all medical schools explicitly:

- Internally recognize and acknowledge that sex, sexual orientation, gender identity, and gender expression are distinctly separate categories
- Include the phrase "sexual orientation" in their nondiscrimination policy
- Include the phrase "gender identity and expression" in their nondiscrimination policy

SAME-SEX PARTNERS

Since the federal legalization of same-sex marriages in 2015, many legal benefits that were once exclusive to heterosexual couples have been extended to all couples regardless of sex or gender. However, this is not the case everywhere, and many medical institutions have vague, ambiguous, or unidentifiable policies surrounding the extension of family benefits to same sex partners. MSPA was unable to acquire information regarding same-sex partner policies for nine of the institutions included in the 2021 report, demonstrating a general lack of awareness among medical



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institutions' students and employees. Increasing awareness surrounding same-sex benefit policies demonstrates acceptance and celebration of all families, not just cisgender heterosexual couples.

It is the recommendation of the Medical Student Pride Alliance that all medical schools explicitly:

- Expand internal definitions of “family” to include same-sex and non-cisgender/heterosexual couples
- Extend family benefits such as memberships, family leave, housing, etc. to spouses and same-sex domestic partners on an equal basis
- Allow employees to engage in leave to take care of seriously ill same-sex and opposite-sex partners on an equal basis

GENDER-INCLUSIVE SPACES

For many transgender, non-binary, and gender non-conforming students, even the experience of going to the restroom or using a public locker room can be stressful. Locker rooms are often an essential part of the classroom experience from day one and students encounter restrooms on a daily basis. The extra scrutiny that can be placed upon transgender, non-binary, and gender non-confirming students for simply using the bathroom not only increases stress, but also increases health risks associated with waiting to use the bathroom.

It is the recommendation of the Medical Student Pride Alliance that all medical schools explicitly:

- Convert all single-stall restrooms to gender-neutral facilities
- Include menstrual products and disposal bins in all facilities
- Adopt a policy that allows all students to use the restroom or locker room that matches their gender identity
- Offer gender-neutral changing spaces in all teaching facilities that are equally as accessible as gender-specific changing spaces
- Place scrub vending machines and all related items (scrub caps, shoe slips, jackets, etc.) in accessible, non-gendered locations



RECOMMENDATIONS

TRANSITION

Transgender and non-binary medical students face challenges unique to their experience. Any student going through a period of mental, social, physical, medical, or other gender transition requires resources to feel supported in the educational institution. Of the institutions surveyed, many medical schools did not have resources available to transitioning students. Support for transgender and non-binary students is vital to increasing an inclusive and equitable environment for all LGBTQ+ students.

It is the recommendation of the Medical Student Pride Alliance that all medical schools explicitly:

- Compose and update specific policies that outline the available resources and expectations in place to support transitioning students, as well as transitioning staff and faculty. Recommended resources include mental health counseling with LGBTQ+ competent providers, how to access medical transition resources, and administrative support for name change.
- Implement regular training sessions to educate students, faculty, and staff on transgender identities generally and within the healthcare system
- Permit students to have their chosen name printed on all student ID cards and identification badges without documentation of a legal name change
- Ensure that there is a specific contact person available to students seeking support and resources throughout the transition process

HEALTH COVERAGE

As health professionals and providers, those affiliated with medical institutions are acutely aware of the necessity of health care to lead the healthiest possible life. LGBTQ+ students are historically less likely to be insured than their heterosexual or cisgender peers due to increased rates of homelessness, family separation. Additionally, many LGBTQ+ youth lack comprehensive reproductive and sexual health education and care that is inclusive of LGBTQ+ topics. Full coverage health care aids in giving students access to affirming providers who can help close the gap and ensure that all students receive personalized, respectful care. Of the institutions surveyed, students of three schools were unable to identify whether



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their student health plans met the LGBTQ+ Equity Report Card criteria for inclusive coverage. It is essential that all health care plans be made openly available to students, and that LGBTQ+-inclusive coverage benefits be simultaneously publicized to students.

It is the recommendation of the Medical Student Pride Alliance that all medical schools explicitly:

- Prioritize offering comprehensive sexual and gender-affirming care to LGBTQ+-identifying students
- Ensure that their institution's health coverage policies cover gender-affirming healthcare and any affiliated procedures
- Offer health care plans that are comprehensive in nature surrounding sexual and reproductive health care

DIVERSITY

Diversity of thought, experience, and ideology is important for a well-rounded cohort of students. This is especially important in the medical institution where healthcare professionals treat patients from all walks of life. All institutions surveyed in the inaugural report acknowledged LGBTQ+-identifying individuals as contributing to the diversity of their campus. Many of these institutions failed to go above a mere mention of LGBTQ+ people in their initial diversity statement. Increasing diversity and retaining a diverse student population and workforce is vital.

It is the recommendation of the Medical Student Pride Alliance that all medical schools explicitly:

- Compose an institutional diversity statement that includes LGBTQ+ identities
- Enact a committee with student and faculty representation dedicated to the wellbeing and needs of LGBTQ+ students, staff, and faculty within the medical institution
- Develop diversity initiatives that center LGBTQ+ perspectives, experiences, and thoughts
- Celebrate the contributions of LGBTQ+ persons through initiatives, events, and exhibits both by and about LGBTQ+ people



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ADMISSIONS

The admissions process is a hallmark of the medical school experience. Many schools target specific groups of prospective students, such as first-generation, low-income, or rural students, to validate their experiences and demonstrate how they would be welcome at one's medical school. LGBTQ+ students would also benefit from such targeted admissions strategies. Increasing the pool of prospective LGBTQ+ applicants will in turn increase the number of LGBTQ+ students enrolling in medical school and entering the physician workforce. This will have a net positive effect by increasing the availability of LGBTQ+ providers to interact with LGBTQ+ patients.

It is the recommendation of the Medical Student Pride Alliance that all medical schools explicitly:

- Produce outreach materials that directly target prospective LGBTQ+ applicants
- Clearly list, on an admissions website, the contact information of people or organizations who can provide LGBTQ+ perspectives to prospective applicants
- Recruit LGBTQ+ students and faculty to serve on admissions review panels, committees, and interviews
- Educate admissions staff on the unique needs and concerns of LGBTQ+ applicants
- Allow applicants to optionally self-identify their gender, sexual orientation, and pronouns throughout the application, interview, and admissions process

EMPLOYEES

Many institutions surveyed in the 2021 LGBTQ+ Equity Report Card understand that LGBTQ+ employees are an essential part of the workforce. As a significant portion of the population, LGBTQ+ employees contribute large amounts of work hours to medical institutions across the country. Ensuring that these employees are respected and well-treated in the workplace is crucial to maintaining LGBTQ+ staff. Students of one institution surveyed were unable to identify whether their institution provided protections for LGBTQ+ employees, creating an opportunity for all medical schools to increase the visibility of their LGBTQ+ workforce.



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It is the recommendation of the Medical Student Pride Alliance that all medical schools explicitly:

- Craft an equal employment opportunity employer notification that includes “sexual orientation” and “gender identity and expression”
- Recruit and train LGBTQ+ staff and faculty
- Educate human resources staff on the needs of LGBTQ+ employees, including transgender employees who may need additional care in the handling of their legal versus civil proceedings
- Organize an “Out List” that allows staff and faculty to self-identify as a member of the LGBTQ+ community willing to support LGBTQ+ students and the community at large

ORGANIZATIONS

It is well established that the explicit curriculum of an institution is not the sole method by which students learn. Student organizations enrich the learning environment and offer valuable opportunities for peers to learn from one another and engage with differing perspectives and viewpoints. It is necessary that LGBTQ+ students are equally and equitably offered the opportunity to represent their interests in supported student groups. Notably, students of all 35 institutions included in the inaugural survey indicated that their school had at least one LGBTQ+ interest or affinity group on campus. However, the majority of students indicated that their group was under-funded, under-supported, or entirely student run. LGBTQ+ students deserve the same institutional support as their peers in their academic and extracurricular affairs.

It is the recommendation of the Medical Student Pride Alliance that all medical schools explicitly:

- Sponsor at least one interest group for LGBTQ+ students
- Ensure that the interest group(s) receives adequate funding on par with the funding received by other school-sponsored student groups
- Promote the existence of the LGBTQ+ student group(s) on school websites, social media accounts, and interdepartmentally



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PROFESSIONAL DEVELOPMENT

The medical school curriculum is designed to teach students the importance of professionalism in the workplace while developing interpersonal skills that are vital to the successful healthcare professional. However, the standards of “professionalism” often unfairly target LGBTQ+ students, especially LGBTQ+ students of color. It is important for institutions to recognize when “professionalism” is being unjustly used to discount the experiences, appearances, or behaviors of LGBTQ+ students. It is similarly important that students have LGBTQ+-identifying mentors and role models in the workplace. The absence of such figures leaves students in the dark about navigating their identities in the traditionally cisheteronormative environment of medicine. Many schools included in the report were severely lacking in this area, and any or all professional development programming pertaining to LGBTQ+ identities was entirely student run.

It is the recommendation of the Medical Student Pride Alliance that all medical schools explicitly:

- Provide networking and mentorship between LGBTQ+ students and LGBTQ+ faculty and staff that addresses the unique needs of LGBTQ+ persons in the medical institution
- Create a voluntary, opt-in Listserv for LGBTQ+ students, staff, and faculty that connect them with LGBTQ+ resources, including the campus LGBTQ+ center
- Host welcome and orientation events, student life panels, workshops, guest speakers, and social activities that target LGBTQ+ students, staff, and faculty to enrich and support the LGBTQ+ campus community

SENSITIVITY TRAINING

Many LGBTQ+ persons experience discrimination in society simply for living their truth. The world of medicine is traditionally cisheteronormative and may be intimidating for LGBTQ+ students who are unsure of how to navigate their identity in such a space. Additionally, many LGBTQ+ persons report poor experiences with healthcare professionals who lacked LGBTQ+ cultural competency. It is imperative that LGBTQ+ students feel welcomed, comfortable, and respected within their home institution as they train to become the healthcare professionals of the future.



RECOMMENDATIONS

All students, staff, and faculty should be properly trained in LGBTQ+ competency.

It is the recommendation of the Medical Student Pride Alliance that all medical schools explicitly:

- Provide mandatory, comprehensive LGBTQ+ sensitivity training to all students, faculty, and staff who work within the medical school
- Expand sensitivity training to all departments across the institution-wide who have direct interaction with students or with the public, including (but not limited to) counseling, international student services, campus security, student health center staff, and financial aid services
- Require sensitivity training to be completed or recertified on a biannual (24 month) basis

CONCLUSION

The inaugural LGBTQ+ Equity Report Card serves as a guide for premedical students seeking information about the learning environment of medical schools. The Report also allows institutions an opportunity to improve their climate for LGBTQ+ students through the provided evaluations and recommendations. MSPA will continue to expand the Report as more data is acquired. To have your institution represented in the next edition of the LGBTQ+ Equity Report Card, please contact the Medical Student Pride Alliance using the information on the following page.



CONTACT

For questions or concerns regarding the 2021 LGBTQ+ Equity Report Card, or to inquire about having your institution represented in a future iteration of the Report, please contact Austen Ott (austen.ott@medpride.org) and Fae Kronman (fae.kronman@medpride.org).





2021 LGBTQ+ EQUITY REPORT CARD

A project of the Medical Student Pride Alliance.
<https://www.medpride.org/2021-lgbtq-report-card>