

CHECKLIST: OPPORTUNITIES TO GET INVOLVED

The following lists specific actions for University leaders, who have the opportunity to create meaningful change in the experience of LGBTQ+ members of our community. It concludes with a list of actions for all individuals; students, staff, and faculty alike can make meaningful contributions.

Actions for Leaders

STRUCTURAL/ADMINISTRATIVE

- Include LGBTQ+ issues in larger diversity initiatives**
- Improve data collection** regarding LGBTQ+ experiences through voluntary identification; review data and adjust practices and policies accordingly
- Improve assessment of gender identity, sex assigned at birth, and sexual orientation** on various forms (HR, student health, etc.), and provide options to decline to share this information
- Train faculty** on sexual and gender diversity
- Improve faculty interactions with students, staff, and their faculty peers** to improve campus climate and community and to provide role models for the pipeline into the field
- Publicly recognize** LGBTQ+ faculty, staff, and student contributions
- Include relevant LGBTQ+ resources** in orientation and onboarding activities and materials
- Create a centralized repository** for medical, legal, social, and financial information relevant to LGBTQ+ individuals' needs
- Provide safe venues for voicing ideas, opinions, and complaints**, including those related to LGBTQ+ diversity, equity, and inclusion
- In your diversity statements and commitments, **affirm your commitment to equity on the basis of sexual orientation, gender identity, and gender expression**. In clinical practice environments, display the patient bill of rights that includes an antidiscrimination statement
- Ensure access to and visibility** of gender-inclusive restroom and locker facilities
- Display art, announcements, and visual and reading materials** that reflect LGBTQ+ people's identities and experiences

EVENTS/PROGRAMMING

- Organize faculty-driven and focused events to increase visibility** of diversity in sexual orientation, gender identity, and gender expression, **including programming around LGBTQ+ people of color**; these events should also be targeted to non-LGBTQ+ faculty
- Encourage participation by faculty and students in Lavender graduation**, especially in Departments with fewer visible LGBTQ+ students and trainees

MENTORING/PROFESSIONAL DEVELOPMENT

- **Create formal and informal mentorship opportunities** for junior faculty, students, and other trainees
- With the input of all members of the community, **plan informal meetings**, such as brown bag lunches, to provide opportunities for LGBTQ+ faculty, staff, students, and other trainees to connect
- **Provide** junior LGBTQ+ faculty **the opportunity to meet with department leaders**
- **Provide opportunities for professional networking** and collaboration with LGBTQ+ faculty from other Departments, Schools, and Institutions

WORK/LIFE INTEGRATION

- Familiarize yourself with and **advocate for flexible and accommodating policies** and practices that support LGBTQ+ faculty and staff and their families
- **Affirm the inclusion of same-gender and domestic partners** in support for dual-career faculty during and beyond the recruitment process
- **Encourage faculty to take advantage of tenure clock extension and modified duties** when the need arises, including and beyond extension and modified duties related to caregiving responsibilities

Actions for All

- **Model effective and supportive communication**, consistent with the principles of cultural competence and humility with regard to diversity in sexual orientation, gender identity, and gender expression
- **Model the inclusion of pronouns** in email signatures (see Appendix for example)
- **Display Safe Spaces icons or signage** in common areas or in private offices (see Appendix for example)
- **Be a visible digital ally** by posting Safe Spaces/Pride logos in your Zoom background and email signature (see Appendix for approved logos and examples of Zoom backgrounds)
- **Educate yourself** about LGBTQ+ topics without relying on LGBTQ+ individuals to do all the teaching
- **Apologize** if you inadvertently misgender someone; if you notice that a person is misgendering someone else, discreetly bring it to their attention
- **Incorporate LGBTQ+ researchers, authors, and vignettes** into your curriculum
- **Do not make assumptions** about anyone's sexual orientation and/or gender identity; rely on self-identification and respect confidentiality and the right to self-disclosure