To inform this guide, we conducted focus groups with undergraduate and graduate students at both the Morningside and Medical Center campuses. Students stressed the following concerns:

1. Visibility and Community. Students agreed that campus resources need to be more easily accessible:

"A lot of this feels like it's sort of built out of our own incentives, sort of outside of built spaces . . . and I think there are built spaces like QAP [Queer Allied Partnership] at VP&S, like Lambda [Health Alliance at CUIMC]." (Graduate student, Medical Center)

"[It would be helpful] if there was even an initiative that identif[ies] faculty who were queer and trans affirming because I know in [some departments] you're not going to find queer faculty, so maybe there are people who consider themselves to be allies." (Graduate student, Morningside)

"All of the different resources that I did need because of my identities . . . I had to find separately. There wasn't a centralized LGBT resource location I could look at. I had to find the medical information for insurance in one place, the information on social life in another place. I'd find all of these things in quite disparate locations." (Graduate student, Medical Center)

"We had Lynn Conway come and give a discussion, and with faculty at an [Office of the Provost–sponsored] luncheon. I think that was very helpful, and it was the first time that these issues had ever been talked about."

(Senior faculty member, Morningside)

In 2016, Lynn Conway BS'62, MS'63 gave the Columbia Engineering annual Magill Lecture. Conway, Professor Emerita of Computer Science and Electrical Engineering at the University of Michigan, Ann Arbor, is a pioneer of microelectronics chip design. Conway is also an early advocate for transgender people, having faced challenges in her career when she transitioned from male to female in 1968.

2. Mentorship. Having LGBTQ+ (or allied) mentors among the faculty had a powerful impact on students' experience:

"At one of the introductions to med school there was an event that was hosted by [the Associate Dean for curriculum] . . . It was at his house, and we had an opportunity to just, like, feel like we were humans and we're not like exclusively defined by or based off of the identifiers that we check off on a check box." (Graduate student, Medical Center)

"Especially like within medical school, and within our medical training, the times that I felt most supported in this specific identity have been ones in which . . . there's been a mentor." (Graduate student, Medical Center)

"One thing that our student organization is trying to do is build an outlet for faculty who self-identify as LGBTQ to sign up to be mentors for students to try to build in that mentorship, but without [students] specifically [having to] seek it out." (Graduate student, Medical Center)

"Queer representation [of] somebody successful in my field is currently impossible because they don't exist above me." (Graduate student, Morningside)

3. Financial Burden. LGBTQ+ students, who may not have emotional and material support from family for tuition, housing, or medical care, may face an additional financial burden:

"One of the biggest struggles that I see in the community . . . at an existential level, like, it's financial; a lot of the members of the community . . . are not well-supported by their family . . . not only financially, but also emotionally . . . not only for health insurance, but also like shelter and food . . . I'm only supported by loans." (Graduate student, Medical Center)

"I know as a trans person who's trying to get healthcare that transitioning is really [expletive] expensive. And I think that's not something that I could get my financial aid package increased for at all." (Graduate student, Medical Center)

New York City provides a wealth of LGBTQ+ resources to members of the Columbia community. It is one of the reasons LGBTQ+-identified faculty, staff, and students want to work and study at Columbia.

> "I can tell you that being in a big university in New York City is just such a pleasure, because there is a constant back and forth between the art museums, galleries . . . Almost nothing in virtual teaching and virtual online talks can make up for the loss of that organic intellectual community that was the consequence of this chemistry between a big diverse university and an exciting city." (Senior faculty member, Morningside)

Due to its sheer size and diversity of resources, the city can also be hard to navigate. Particularly LGBTQ+ people new to New York may benefit from help to find an entry point:

> "New York City is a beast to navigate, and it's so hard to build long-lasting relationships in the city because it's so transient. It's so big, it's so fast, and so if you could be helpful and identify at least connections for people early at different points in their time at Columbia, that would make a difference, because it is hard. It's not easy to build relationships in New York because it's so fast-paced." (Faculty member, Morningside)

At times, however, the rich resources of New York City (NYC) are taken for granted, leading some to conclude that, just by its NYC location, Columbia has the issues related to LGBTQ+ lives covered. Aside from local peer institutions that have their own resources, NYC resources do not necessarily address the specific needs of LGBTQ+ people in higher education, particularly for faculty. Columbia's Center for Teaching and Learning (CTL) has offered programming designed to respond to the needs of LGBTQ+ teaching faculty.

> "We have had an affinity group for LGBTQ+ faculty, very highly attended. The room was packed and they were like, 'there's never anything like this.' And I said, well, I'm so sorry to hear you say that. But I'm also glad to hear you say that because that's what I thought, too." (Columbia administrative staff, Morningside)

Beyond these efforts by the CTL, there is a broad need for LGBTQ+ faculty to connect with one another and engage in community, specifically at Columbia.

CUIMC Human Resources organizes Employee Resource Groups (ERGs), including one for LGBTQ+ employees who meet every month for networking, educational, and social opportunities. To learn more about the LGBTQ+ and other ERGs, please visit the CUIMC HR website: https://www.cumc.columbia.edu/hr/working-at-cumc/staff-diversity-inclusion.

Students and Trainees

> "We didn't have a club . . . so we just created one." (Graduate student, Morningside)

Columbia students have created a number of LGBTQ+ student organizations. These include the Columbia Queer Alliance and the Medical Center's Queer and Ally Partnership. Nevertheless, in a number of settings across the University, opportunities for students—and trainees—to connect can be improved, particularly when it comes to connecting LGBTQ+ graduate students with undergraduates and to joining forces across schools on the Morningside campus. For students in schools with little visible LGBTQ+ representation, this is especially important. *For an updated listing of LBGTQ+ student groups, please visit* www.provost.columbia.edu/content/lgbtq-resources.

"Columbia has a lot of history of challenging things. [Columbia has been a pioneer in student organizing, for] both of these identities—in this case, me being Black and being gay. I think a lot of people at Columbia embrace such differences. You mention harassment, reporting, etcetera. I actually have nothing to report there. And that's a great thing. I definitely appreciate being here. I realize how lucky many of us are to be part of Columbia. It can, you know, it can definitely get better. I think it's great that the Provost's office is thinking so progressively and proactively to provide guidance." (Junior faculty member, Morningside)

Kendall Thomas
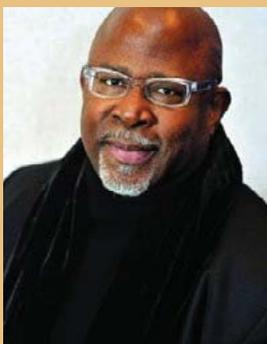
Kendall Thomas, Nash Professor of Law and co-founder of the Center for the Study of Law and Culture at Columbia Law School, joined its faculty in 1983 as the first out gay professor and the second African American faculty member. In an interview for the Columbia Law School website, Thomas recalls that "the central and shaping reality of American legal culture for those of us in my generation who were gay or lesbian—whatever our race, ethnicity, or nationality—was the knowledge that we were entering the profession at a time when it was still a felony punishable with imprisonment in many places in the country to engage in consensual sexual intimacy with someone of the same sex." Throughout his career as an activist during the AIDS epidemic, as a scholar and teacher in critical race theory, law and sexuality, and, most recently, as a performance artist, Professor Thomas has challenged traditional power structures and paved the way for the robust LGBTQ+ scholarship that exists at Columbia today.

This early activism and academic work of individuals like Professors Ehrhardt, Thomas, and Blount planted the seeds for the LGBTQ+ Scholarship Initiative (see Section 6.2) and many of Columbia LGBTQ+-related contributions to the academy (see Section 3).

For more information on LGBTQ+ history, see the Appendix.

2.2: COLUMBIA LGBTQ+ COMMUNITY AT A GLANCE

"I could not have imagined at the beginning of my career that in my 50s, people would ask me my pronoun preference or ask me how I describe myself in gender terms. Because back in the day, you had to really fight to get people to notice differences. We were all just lumped into a kind of LGBT without any recognition of what that might mean. The work of transgender politics in recent years has been to really educate people about what young people call nonbinary identification or identifications that do not simply fit into male, female, masculine, feminine boxes. I think that Columbia has made a good effort to try to have a lot of sensitivity to trans issues and that's been really great." (Senior faculty member, Morningside)

Faculty and Staff

Currently, we do not know how many Columbia faculty and staff identify as LGBTQ+. Data on their sexual orientation is not routinely collected, and information about gender is not collected in a way to reliably assess the number of transgender and nonbinary faculty and staff. What we do know is that an estimated 11.4–12.2 million US adults identify as LGBTQ+, including approximately 1.4 million transgender adults (Badgett et al.2020). According to Gallup, the percentage of Americans identifying as LGBTQ+ has increased from 3.5 percent in 2012 to 4.5 percent in 2017, largely attributed to increasing numbers among the younger generation. Of the 1,521 respondents to the 2015–2016 Faculty Quality of Life Survey, 7 percent identified as LGBQ+; 85 percent identified as straight; and 8 percent did not disclose their sexual orientation identity. In addition, 0.4 percent of respondents identified as trans or gender nonbinary.

Visibility of LGBTQ+-identified faculty and staff varies considerably across Schools, Departments, and units at Columbia. In part, this may be related to the focus of scholarship; certain disciplines and interdisciplinary areas of focus may be more conducive than others to addressing issues of sexual and gender diversity in their teaching and research. It is critical to understand that, although their visibility may vary, LGBTQ+-identified faculty, staff, and students are present across the University in every discipline, school, department, and unit.

SECTION 2: LGBTQ+ AT COLUMBIA: THEN AND NOW

2.1: A BRIEF HISTORY OF LGBTQ+ ACTIVISM AT COLUMBIA

Note: *These highlights are part of the known history, which has been recorded through books, University archives, oral histories, and interviews. As with any history, we must acknowledge the inherent privilege of the tellers, those whose stories are recorded and repeated.*

In 1966, Columbia sophomore Stephen Donaldson (a pseudonym for Robert Martin) founded the Columbia Student Homophile League (today's Columbia Queer Alliance), the world's first queer organization on a university campus. Despite the administration's initial reservations, the University granted the club's charter in April 1967, and the story made the front page of the *New York Times* on May 3, 1967.

Though the group's initial membership was small, the members had the support of the University's chaplain, an Episcopal priest and antiwar activist named Reverend John Cannon. By 1970, weekly LGBT Friday night dances were held in Earl Hall. In 1971, students established a gay lounge in Furnald Hall, which is now known as the Stephen Donaldson Queer Lounge. Thanks to the advocacy of the NYC LGBT Historic Sites Project, led by Andrew Dolkart, Professor of Architecture, Planning, and Preservation at Columbia, Earl Hall has been added to the National Register of Historic Places.

In his oral history interview for the 2019 Columbia *Pride of Lions* project, History Professor David Eisenbach noted that the activism at Columbia began well before the Student Homophile League: "We have the famous examples in the 1940s of Allen Ginsberg and Jack Kerouac, the foundation of the Beat moment, which opened a whole

discussion in post-war America about sexuality. These students were nurtured by great professors like Lionel Trilling and Mark Van Doren . . . [Columbia had this] history of nurturing the rebel." For more information, please visit the Columbia Libraries Columbia LGBT records, 1961–1990, bulk 1967–1989.

Pride of Lions front page, 1972.

Anke A. Ehrhardt

Anke A. Ehrhardt, Professor of Medical Psychology (in Psychiatry) Emerita and co-founder of the HIV Center for Clinical and Behavioral Studies and the Program for the Study of LGBT Health, joined Columbia's Department of Psychiatry in 1977. Her pioneering work on gender and sexual development of children, adolescents, and adults started in 1964. She conducted some of the first clinical cohort studies of transgender individuals and set a standard for understanding the process of sexual differentiation. In 1987, she made history by receiving a major grant from NIMH for one of the first, large interdisciplinary research centers in the country to address the HIV pandemic. From the beginning, the Center's work included a focus on sex-positive and gender-sensitive interventions for LGBTQ+ youth and adults with multiple vulnerabilities (e.g., mental health, homelessness). From 2007 to 2018, Ehrhardt served as Psychiatry's Vice-Chair for Academic Affairs, strongly advocating for the recruitment and advancement of women and other underrepresented groups in academic medicine. Since 2012, Ehrhardt has led research and training efforts of the Program for the Study of LGBT Health (see Section 4), with projects on LGBTQ+ families and parenting, the effects of gender-affirming hormones on brain health, improving access to competent LGBTQ+ healthcare, and promoting equal opportunities for transgender people in the workplace.

In 1995, the group Proud Colors was created at Columbia to address the specific needs of queer students of color. https://www.columbiaspectator.com/eye/2016/10/25/fitting-finding-place-columbias-lgbtq-scene/

1.2: PUTTING TERMINOLOGY INTO PRACTICE: PRONOUNS AND NAMES

> *"We can talk about pronouns, a lot, but that isn't enough—not nearly enough—because allyship really isn't one dimensional and it is an ongoing thing . . . implicit biases and a lot of other stuff bleed(s) into a classroom so I feel like . . . there needs to be more. But how to be really inclusive to all the people and not just like say things politically correctly?"*
>
> (Undergraduate student, Morningside)

A growing number of students, staff, and faculty identify as transgender or gender nonbinary. Many use gendered pronouns, such as she/her/hers or he/him/his, consistent with their binary (trans)gender identity. Some use gender-neutral or plural pronouns, such as they/them/theirs, consistent with their nonbinary gender identity. We often use pronouns without considering their meaning, but they are essential for promoting safety, respect, and care for others (Brown et al. 2020). Understanding the impact of pronouns helps us to interact with others without making assumptions and inadvertently inflicting harm on them.

- **Pronouns are not simply "preferred," but necessary.** The phrase "preferred pronouns" suggests that it is optional to use someone's pronouns. Therefore, simply refer to or ask what pronouns a person "uses" (instead of "prefers"). Pronouns can change based on context, name changes, or a person's identity development or gender journey.

- **Pronouns should not be assumed.** It is acceptable to ask someone for their pronouns, especially during introductions. It can be inclusive to encourage others to share their pronouns in a group context, but it is important to not make sharing pronouns mandatory.

- **It is appropriate to use gender-inclusive terms** such as "everyone/all" (instead of ladies/gentlemen), "partner" (instead of boyfriend/husband and girlfriend/wife), "they" (instead of he/she), "folks" (instead of you guys/ladies), and "person" (instead of man/woman) in order to avoid assuming others' gender identity and pronouns.

- **Adding your pronouns to email signatures or name tags** can show respect, allyship, and increase awareness about the importance of pronouns to affirm gender.

- If you notice that a person is misgendering someone else, **discreetly bring it to their attention**.

- **Avoid outing transgender students accidentally by mentioning their other/official name**. Sometimes faculty and staff know that there is a discrepancy between a person's previous name (because it remains in official Columbia records) and the name they use in class.

(Adapted from *Celebrate Pronoun Diversity! by the Sexual and Gender Minority (SGM) SIG of the Association of Behavioral and Cognitive Therapies*)

How do I ask someone for their pronouns?

While it may seem uncomfortable to ask someone for their pronouns, it is crucial to not assume their pronouns. If you do not know someone's pronouns, it is recommended to use their name instead. You can simply ask, "What pronouns do you use?" to learn about their pronouns. You can also share your pronouns in your own introduction to model openness around gender diversity and to normalize sharing of pronouns.

How do I recover from mistakes?

Misgendering occurs when someone accidentally (or, rarely, intentionally) uses incorrect pronouns when referring to or addressing someone else. Misgendering is invalidating and may be experienced as dismissive and alienating. If you accidentally misgender someone, it is important to quickly apologize, correct yourself, and move on. Deliberately misgendering someone is considered a form of harassment, as defined in the *EOAA Discrimination Policies* (eoaa.columbia.edu).

Pronouns in Use and Chosen Names at Columbia

Columbia has resources for students who seek to change their name or register their pronouns. Students can now opt to list their pronouns in use in CourseWorks. The Office of University Life has created a guide called *Pronouns in Our Community*, which reviews pronouns and contains a glossary of terms.

The Office of the Registrar allows students to identify a Preferred First and/or Middle Name in addition to their Legal Name. Students may request this service through the University Registrar's Office. For more information, visit https://www.registrar.columbia.edu.

To learn more about the use of pronouns, see the Resources section in the Appendix.

SECTION 1: TERMINOLOGY

1.1: DEFINITION OF TERMS

When it comes to sexual orientation, gender identity, and gender expression, it is important to have an understanding of basic terms. As language evolves over time, these terms do as well. This list was adapted from the Office of Multicultural Affairs for their Safe Zone Training. For a complete listing of updated terminology, as well as tips on how to effectively approach conversations about sexual and gender diversity, see the Appendix. Source: The Ally's Guide to Terminology, published by GLAAD.

Note: For consistency, we use the acronym LGBTQ+ throughout this guide as an all-inclusive term.

Asexual: An umbrella term used to encompass identities for people who do not experience sexual and/or romantic attraction. **Aromantic** is another term to apply to the latter.

Bisexual/Pansexual: An identity for people who are sexually and/or emotionally attracted to men and/or women and/or individuals who fall outside of the gender binary. Usage of one term or the other may vary from person to person; some may use the terms interchangeably.

Cisgender: A person whose gender identity does not differ significantly from their sex assigned at birth.

Gay: An identity for people who identify as men or nonbinary and who are sexually and/or emotionally attracted to men. This term may also be used as an umbrella term analogous to queer.

Gender-affirming medical interventions: Hormone therapy or surgery to affirm one's gender identity. This may include feminizing or masculinizing hormone therapy, chest/breast surgery, genital reconstructive surgery, and facial feminization surgery. Transgender and nonbinary individuals may or may not undergo one or more gender-affirming medical interventions.

Gender expression: A set of social and emotional traits, often influenced by societal expectations, that classify an individual as feminine, masculine, androgynous, etc.

Gender identity: Self-identification as boy/man, girl/woman, or other gender, such as gender nonbinary or genderqueer.

Gender nonbinary: An umbrella term used to describe gender identities that do not fit within the binary of boy/man, girl/woman. Some nonbinary individuals identify also as transgender; others do not.

Gender nonconforming: A term used by some to describe people whose gender identity and/or expression is different from what is typical or expected based on their sex assigned at birth and the gender binary.

Heterosexism: A term that applies to attitudes, bias, discrimination, and systemic forms of oppression that are in favor of heterosexual sexuality and relationships. It includes the presumption that everyone is or should be straight.

Homophobia: Refers to a fear of, aversion to, or discrimination against homosexuality or all LGBQ people. This can be understood as a destructive force that prevents many LGBQ people from securing safer, open, and equal lives.

Intersex: An umbrella term describing people born with internal and/or external sex characteristics that differ from what is typically male or female, also referred to as "difference of sex development."

Lesbian: An identity for people who identify as women or nonbinary and who are sexually and/or emotionally attracted to women.

Puberty suppression: Early medical intervention to halt feminization and masculinization during pubertal development using GnRH analogues.

Queer: Originally a derogatory slur, it has been reclaimed by some to be an inclusive term for those within the LGBTQ+ community. Some individuals claim this identity to recognize the fluidity of sexual attraction and gender identity.

Questioning: An identity for people who are uncertain of their sexual orientation and/or gender identity.

Sex assigned at birth: Assignment as male, female, or a different sex at birth, typically based on the appearance of one's external genitalia.

Transgender: An umbrella term for people whose gender identity and/or gender expression differs significantly from their sex assigned at birth.

Transition: Social and/or physical changes a transgender individual may make to affirm their gender identity.

Transphobia: Refers to a fear of, aversion to, or discrimination against transgender, gender nonbinary, and nonconforming people. A destructive force that prevents members of these communities from securing safer, open, and equal lives.

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

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

LETTER FROM THE VICE PROVOST FOR FACULTY ADVANCEMENT

Dear Colleagues,

Columbia University attracts a diverse cadre of students, staff, and faculty, and we work to cultivate and sustain a campus climate where each member of our community can thrive. In our work in diversity, equity, and inclusion, we seek to combat systemic oppression, in all forms, when it manifests within our University community. For those who navigate intersectional identities, the academy can be particularly challenging. Therefore, an environment affirming of diversity in gender identity, gender expression, and sexual orientation is essential.

Since the student activism of the 1960s that led to the founding of the first campus organization of its kind, to the LGBTQ+ Scholarship Initiative, which welcomed an initial cohort of four scholars doing work in the area of LGBTQ+ research, Columbia has been a pioneer. Our LGBTQ+ faculty have made seminal contributions in medicine, public policy, law, journalism, history, and the arts, to name a few. We have much to celebrate, but there is more work to be done.

The task of compiling this guide was undertaken with much care over 12 months, with individual interviews with 16 faculty and 2 staff and focus groups totaling 11 graduate students and 7 undergraduate students. We heard accounts of frustration: in defending the legitimacy of one's scholarship, in microaggressions in classroom discussions, in confusing bureaucratic processes that misgender or misname, in policies with inflexible definitions of family, and in obtaining healthcare. We also heard stories of resilience, of determination, and of optimism, and learned of initiatives such as an onboarding guide for LGBTQ+ people of color in the Law School and Employee Resource Groups at the Medical Center.

In creating this guide, we seek to illuminate these stories, to create a living repository of campus resources, and to codify recommendations from our interviewees about how we can do better. We urge everyone at Columbia, regardless of role, career stage, or identity, to ask the question: *How can I be a better LGBTQ+ ally?* Departments and schools also have an important charge: to distribute this essential guide to all faculty, to incorporate it into onboarding and ongoing training, and to use the checklist on page 7 to inform future action. Through a coordinated, sustained effort, we can foster a more inclusive campus climate for LGBTQ+ members of our community, and by extension, for all who work and study at Columbia.

Finally, as this is a living document, we welcome your feedback. Please email us at facultyadvancement@columbia.edu with any suggestions, and visit our companion website for updates at www.provost.columbia.edu/content/lgbtq-resources.

Best,

Dennis A. Mitchell, DDS, MPH
Vice Provost for Faculty Advancement
Professor of Dental Medicine at CUIMC