COLUMBIA UNIVERSITY
IN THE CITY OF NEW YORK

Office of the Provost

COLUMBIA UNIVERSITY LGBTQ+ GUIDE

Resources to Foster an Affirming Community for
LGBTQ+ Faculty and Staff

Columbia University LGBTQ+ Guide:

*Resources to Foster an
Affirming Community
for LGBTQ+ Faculty and Staff*

COLUMBIA | Faculty Advancement
Diversity and Inclusion, Faculty Pathways, Work/Life

Purpose

- Foster an affirming community for LGBTQ+ faculty and staff

- Promote diversity, equity, and inclusion in sexual orientation, gender identity and expression, and intersecting identities

- Increase visibility

- Improve accommodation and retention

- Enhance LGBTQ+ scholarship

- Harness the University's talent and resources to contribute to a more just and better society in which LGBTQ+ people can thrive

COLUMBIA | Faculty Advancement
Faculty Diversity and Inclusion, Office of Work/Life

Process:

- 18 faculty interviews; 3 student focus groups

- Faculty and Staff Contributors

- Review and Revision

- Publication and Communications Rollout

    - Programming

What's Inside:

INTERSECTIONALITY AND SOCIAL JUSTICE

TERMINOLOGY

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BEYOND INCLUSION: HUBS OF LGBTQ+ SCHOLARSHIP

LGBTQ+ LAW AND POLICY

CLIMATE AND WELL-BEING

FACULTY RECRUITMENT, RETENTION, AND ADVANCEMENT

SECTION 1: INTERSECTIONALITY AND SOCIAL JUSTICE

1.1: LGBTQ+ MARGINALIZATION AS PART OF LARGER SOCIAL INJUSTICE

LGBTQ+ marginalization occurs within the larger context of social injustice. This is a particularly opportune time to address this; in the aftermath of a global pandemic and racial reckoning, we are witnessing a momentous increase in awareness and motivation to contribute to social justice.

> "Rather than just feel neglected, marginalized, and prone to despair, how do you transcend a marginalized identity? Your experience tells you negative things about you, but you have the power to change society." (Senior faculty member, Morningside)

1.2: INTERSECTIONAL IDENTITIES AND OPPRESSION

> "[There are] so many efforts around combating racism. I think that taking an intersectional approach to supporting all of people's different identities and recognizing that . . . they do intersect—that people carry multiple identities and need to be supported in different ways. Like when I think about my LGBT people of color colleagues . . . there's a lot on their shoulders right now." (Midcareer faculty member, Medical Center)

> "In general, I think when we talk about academia, we have to address the fact that it is saturated with whiteness and . . . elitism, and making it accessible is part of the queering of it, right, because if we don't make it accessible to the populations for which it speaks about, then really . . . we can't . . . take the steps that are actually going to make it, you know, work in populations." (Graduate student, Morningside)

In 1989, Columbia Law Professor Kimberle Crenshaw coined the term **intersectionality**, defined as "the interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage."

> "Understanding how these issues are an intersection—that's always important. Especially for folks of color. We're always navigating race and sexuality, and it becomes awkward at some moments because most of my identity is wrapped around being Black and because of the ways in which being gay isn't accepted in many of the spaces or hasn't been accepted in media spaces that I've occupied. It's always this choice of 'Am I going to ascertain my Black or LGBTQ identity today?' and 'How do I do that?' Offering opportunities for Black-identifying LGBT folk to figure out these things together, because we really don't have opportunities to talk about it. I think having some type of fusion of this intersectional piece of it all is going to be really important because, honestly, sometimes I wonder if, when we say LGBTQ, if most folks just think about White people."
> (Faculty member, Morningside)

Kevin Nadal (2019) outlines the limited research around the experience of LGBTQ+ people of color in higher education in his article "Queering and Browning the Pipeline for LGBTQ Faculty of Color in the Academy: The Formation of the LGBTQ Scholars of Color National Network." For students, this includes the negative impact of the historic centering of the experiences of white people in queer theory, the obstacles in coming out and finding social support, navigating campus environments in which resources are based on singular identity spaces, and lack of resources and representation (Kumashiro 2001, Duran 2018). Aguilar and Johnson (2017) found that LGBTQ+ faculty and staff faced the double burden of mentorship and service for LGBTQ+ students and students of color. Nadal also highlights studies that found high levels of resilience among LGBTQ+ people of color, and the positive impact of social support for LGBTQ+ individuals in the academy, in particular through networks.

SECTION 2: TERMINOLOGY

2.1: 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 Resources website. 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.

2.2: PUTTING TERMINOLOGY INTO PRACTICE: PRONOUNS AND NAMES

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.

SECTION 3: LGBTQ+ AT COLUMBIA: THEN AND NOW

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 the National Insititute of Mental Health (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 4.4), 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.

3.1: 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.

LGBTQ Columbia University Oral History Project

The LGBTQ Columbia University Oral History Project, an effort of the Columbia Center for Oral History Research and the Interdisciplinary Center for Innovative Theory and Empirics (INCITE), is a compilation of oral histories of several LGBTQ+ individuals and allies at Columbia. The complete transcripts, audio, and video are cataloged and archived in Butler Library.

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 . . .

Pride of Lions front page, 1972.

[Columbia had this] history of nurturing the rebel." For more information, please visit the Columbia Libraries Columbia LGBT records.

In 1995, the group Proud Colors was created at Columbia to address the specific needs of queer students of color.

SECTION 4: BEYOND INCLUSION: HUBS OF LGBTQ+ SCHOLARSHIP AT COLUMBIA

LGBTQ+ faculty, staff, and students not only are significant constituents with needs related to equity, diversity, and inclusion, but also include scholars who provide unique contributions to the academy, its scholarship, its community, and society at large. Here we feature a number of hubs of LGBTQ+ scholarship at Columbia to illustrate these contributions.

> *"I haven't been successful in spite of being an LGBT researcher. I actually feel like I've been successful because I'm an LGBT researcher. I'm studying an understudied topic."*
> (Junior faculty member, Medical Center)

The leadership of the various units at Columbia University, Teachers College, and Barnard College active in LGBTQ+ scholarship is represented on the **Women's, Gender, and Sexuality Studies Council**. The Council provides opportunities for communication, coordination, and collaboration across these units and the University at large. The Council hosts a breakfast meeting every semester and supports programming, including the Queer Disruptions conferences sponsored by the Office of the Vice Provost for Faculty Advancement. Yasmine Ergas, Patricia Dailey, and Walter Bockting serve as the Council's Co-Chairs. For more information, please contact the Council at WGSSC@columbia.edu.

4.1: INSTITUTE FOR RESEARCH ON WOMEN, GENDER, AND SEXUALITY (IRWGS)

IRWGS is the primary locus of interdisciplinary teaching and scholarship on women, gender, and sexuality at Columbia University. The Institute draws its faculty from many disciplines, not only from all three divisions in Arts and Sciences, but also from the school of International and Public Affairs, the Mailman School of Public Health, and the Law School, providing rigorous training in interdisciplinary scholarship to both undergraduate and graduate students. It has collaborated closely since its inception with the Department of English and Comparative Literature, a department that has for decades helped foster feminist studies and today includes internationally recognized feminist scholars across several subdisciplines. Courses in IRWGS provide in-depth knowledge of the history and theory of gender and sexuality studies in both local and global contexts, helping to prepare students for professional work and to further academic engagement in a vast array of fields. IRWGS is also the primary location for the study of sexuality and of queer theory. In classwork, in programming, and in research groups, IRWGS demonstrates a lasting commitment to investigating bodily practices, gender norms, and sexual preference in a global context.

In the US, scholars working under the banner of "queer theory" or "queer studies" comprise a wide-ranging group of thinkers with projects that range across numerous fields including disability studies, the politics of austerity, militarism and masculinity, urban planning, transgender surgeries in a global frame, queer diasporas, immigration, sex work, digital capitalism, racial violence, and so on. Most significantly perhaps, US-based scholars have been vigorous in opposing the notion of a "global gay" or of a singular model of gender, sexuality, and desire and have even critiqued the cultural imperialism inherent in both the circulation of queer theories globally and the circulation of queer bodies within circuits of sexual tourism.

Queer faculty at Columbia University are currently building a working group to consider how best to resituate queer studies to respond to shifts in sexual politics that have occurred over the past decade. The Institute has already received a three-year commitment of funding from Columbia's Center for the Study of Social Difference, and it plans to apply for more funding as the group develops its core project. For the moment, its main focus will be in considering the place of sexuality and gender both in the spread of global capitalism and right-wing populism and in the activist and aesthetic responses to these new forms of authoritarianism. For example, while we sometimes find white gays and lesbians at the forefront of anti-Muslim groups articulating a fear of religious homophobia (this happened in the Netherlands), we often also find that improvised queer anarchist groups lead the charge against state violence (this happened in Turkey). This working group at Columbia, in conversation with other key centers and organizations in Brazil, Chile, and France, will attempt to map a set of potential futures for queer studies, queer politics, queer art, and queer activism.

SECTION 5: LGBTQ+ LAW AND POLICY

5.1: LGBTQ+ RIGHTS
(US LAWS AND POLICIES)

Much progress has been made in the last 70 years in LGBTQ+ rights. Some of the highlights are:

1950
The first lasting gay organization, the Mattachine Society, is formed in Los Angeles. They refer to themselves as a "homophile" group.

1962
Illinois becomes the first US state to remove sodomy law from its criminal code.

1963
The first gay rights demonstration in the USA takes place on September 19 at the Whitehall Induction Center in New York City, protesting against discrimination in the military.

1966
Members of the Mattachine Society stage a "sip-in" at the Julius Bar in Greenwich Village, where the New York Liquor Authority prohibits serving gay patrons in bars on the basis that they are "disorderly." Following the sip-in, the Mattachine Society sues the New York Liquor Authority. Although no laws are overturned, the New York City Commission on Human Rights declares that homosexuals have the right to be served.

Compton Cafeteria Riot breaks out at a San Francisco eatery when trans women are denied service and arrested for breaking gendered clothing laws.

1969
Police raid the Stonewall Inn in New York City in the early hours of June 28. This leads to four days of struggle between police and LGBTQ people. Transgender people, LGBTQ people of color, and youth are a major part of these "riots" that mark the birth of the modern LGBTQ movement.

1970
The first "Gay Liberation Day March" is held in New York City. Marsha "Pay It No Mind" Johnson and Sylvia Rivera are co-founders of Street Transvestites Action Revolutionaries (STAR).

1973
The board of the American Psychiatric Association votes 13-0 to remove homosexuality from its official list of psychiatric disorders, the DSM-II. The resolution also urges an end to private and public discrimination and repeal of laws discriminating against homosexuals.

1977
Harvey Milk becomes the first openly gay person to be elected to public office in California when he wins a seat on the San Francisco Board Supervisors. He is responsible for introducing a gay rights ordinance protecting gays and lesbians from being fired from their jobs. Milk also leads a successful campaign against Proposition 6, an initiative forbidding homosexual teachers.

1979
An estimated 75,000 people participate in the National March on Washington for Lesbian and Gay Rights. LGBT people and straight allies demand equal civil rights and urge the passage of protective civil rights legislation.

1982
Wisconsin becomes the first US state to outlaw discrimination on the basis of sexual orientation.

1987
ACT UP, a direct-action activist group, is founded in the LGBT Community Center in New York City to bring attention to AIDS-related issues using civil disobedience.

1998
Matthew Shepard, a gay Wyoming college student, is brutally beaten by two young men, tied to a fence and left overnight. He dies six days later.

2000
Vermont becomes the first state in the US to legalize civil unions and registered partnerships between same-sex couples.

2002
NYC expands the definition of "gender" to include protections for transgender and gender nonconforming people in employment, housing, and public accommodations in the NYC Human Rights Law.

SECTION 6: CLIMATE AND WELL-BEING

6.1: MICROAGGRESSIONS, HARASSMENT, AND DISCRIMINATION

It is well established that LGBTQ+ people in the United States continue to experience microaggressions, harassment, and discrimination related to their nonconformity in gender identity, gender expression, and sexual orientation. In a 2017 national probability sample, experiences of interpersonal discrimination were common for LGBTQ+ adults, including slurs (57 percent), microaggressions (53 percent), sexual harassment (51 percent), violence (51 percent), and harassment regarding bathroom use (34 percent) (Casey et al. 2019). These experiences contribute to decreased physical and emotional well-being and negative job outcomes (DeSouza et al. 2017; Cech et al. 2017). In contrast, policies that affirm LGBTQ+ inclusion and prohibit discrimination based on sexual orientation, gender identity, and gender expression are associated with positive outcomes, such as greater job commitment, improved workplace relationships, increased job satisfaction, and improved health outcomes among LGBTQ+ employees (Badgett et al. 2013).

Campus climate has been shown to predict retention of LGBTQ+ faculty (Garvey and Rankin 2016). In STEM, LGBTQ+ scientists appear underrepresented, encounter nonsupportive environments, and leave STEM at an alarming rate (Freeman 2020). LGBTQ+ faculty of color may experience bullying as a result of their racial and sexual orientation identities (Misawa 2015), and their increasing visibility on campus may result in tokenism and scrutiny (LaSala and colleagues 2008), which may impact issues related to tenure and promotion (Morales-Diaz 2014). The literature indicates that climate and the fear of further marginalization, tokenization, and scrutiny also may affect LGBTQ+ faculty decisions regarding whether to disclose their LGBTQ+ identity (see Section 7.3 below).

The Columbia Student Well-Being Survey grew out of Columbia's commitment to student well-being across all the University's schools and campuses. We know, from data and experience, that a strong sense of well-being is a key contributor to students thriving at Columbia, both academically and socially. The 2018 survey asked students about community and feelings of belonging at Columbia; awareness and use of Columbia resources and services; financial well-being; mental health, including stress; knowledge about sexual respect resources; and experience with sexual assault, sexual harassment, and other gender-based misconduct. More than 8,300 students responded to the 2018 survey, which was about 28 percent of the full-time student population at that time.

Although results specific to LGBTQ+ students have not been reported, findings included information about student interactions with people who are different from them in a variety of ways. The majority of students reported often or very often interacting in meaningful ways with people who are different from them in sexual orientation and gender, but also in race/ethnicity, nationality, economic background, and religious beliefs. We encourage future survey reports to include findings from LGBTQ+ students. For further information, visit universitylife.columbia.edu/wellbeingsurvey.

In 2018, the Queer and Trans Advisory Board, a Columbia College and Columbia Engineering undergraduate advocacy group through the Office of Multicultural Affairs, surveyed a total of 985 undergraduate students, of whom 52.5 percent identified as queer and 10.6 percent as trans. Four out of 10 of these students reported feeling alone in their classes, which was twice the rate reported by their cisgender and straight counterparts. About a third felt not understood by their friend group (twice the rate of cisgender and straight students) and not adequately supported emotionally (three times the rate of cisgender and straight students). One out of three LGBTQ+ students reported sexual violence, and one out of four reported physical assault while at Columbia.

The 2019 **Sexual Health Initiative to Foster Transformation** (SHIFT) study used a community-based participatory research approach to examine the individual, interpersonal, and structural (cultural, community, and institutional) factors that shape sexual assault and sexual health among undergraduates at Columbia University (CU) and Barnard College (BC). This study found that nearly one in four (22 percent) Columbia University and Barnard College students had experienced sexual assault (defined as unwanted/nonconsensual sexual contact) since matriculation. These rates are similar to those found at other universities. Higher rates of assault victimization were found among women; students outside the gender binary (hence referred to as gender nonconforming); and lesbian, gay, bisexual or queer students.

Focus groups of Columbia graduate and undergraduate students reported instances of being misgendered by faculty and classmates, the assumption of heteronormativity in discussions about relationships, and an insufficient or unskilled response to microaggressions when they occur.

For transgender and nonbinary students, institutional challenges include a lack of trans- or gender-inclusive bathrooms,

SECTION 7: FACULTY RECRUITMENT, RETENTION, AND ADVANCEMENT

7.1: ENSURING A WELCOMING ENVIRONMENT

A welcoming work environment is one that reflects the diversity and values of the University. Diversity in sexual orientation, gender identity, and gender expression, should be an integral part of the ongoing effort to create and sustain an inclusive environment. The strategies and tools in the checklist at the beginning of this guide can facilitate an LGBTQ+-welcoming environment. **Visibility** is critically important for recruitment, particularly for the recruitment of LGBTQ+ faculty.

> *"When I was interviewing, seeing people among my potential new colleagues who were visibly queer was a selling point. That was really a bonus. Sometimes that may make or break the decision to take the job."* (Administrative staff, Morningside)

During the recruitment process, units should be mindful not to make statements that presume a candidate's sexual orientation or gender identity, for example, assuming that a spouse/partner is male or female. If candidates do bring up their relationship status, ensure that their partner/spouse is invited to recruitment activities as any other spouse would be, and if they express interest in meeting LGBTQ+ faculty or students to discuss school climate, arrange for such meetings.

> *"I think of the community that we serve, the student population, so many of them, at the undergraduate level, are exploring their gender identity and have come to a place that provides them a fresh start for that. Students are coming with the expectation that they'd be welcomed. This pushes our faculty and staff to be more thoughtful about diversity in gender identity and expression."* (Karen Fife, Director, Higher Education Recruitment Consortium)

> *"The Dean is absolutely supportive of LGBT health, wants to grow it with more faculty who identify as LGBTQ+ and who do work in this area. I can't really imagine being in a much more welcoming place."* (Senior faculty member, Medical Center)

> *"I was recruited because of my work, and my identity goes along with that. And, you know, that was very clear. My partner at the time was invited . . . to make sure that we liked New York."* (Senior faculty member, Medical Center)

> *"Nursing is a powerhouse in LGBT health in terms of predoctoral students, postdoctoral fellows, and faculty. We have a group that meets monthly of about 12 to 15 people. So, you know, we're closely connected . . . There are several other LGBT faculty and lots of students. From this standpoint, it's a very friendly place to be."* (Senior faculty member, Medical Center)

> *"[I was one of] Dennis Mitchell's LGBT Provost Initiative hires, and so I felt very, very good about the recruitment process. I had never been recruited before as an LGBT person for a job that was oriented toward LGBT issues. You know, I taught them, but I was never really recruited for a job that focused on that. So, that felt amazing."* (Senior faculty member, Morningside)

> *"I think that if there's one thing that brought me here, and one thing that will keep me here, it's feeling valued. My value professionally was known, but I did not always feel valued as a person, and I didn't realize how important that was to me. But that's critical to me. I think what will keep me here and at any institution, quite frankly, would be the importance of feeling valued."* (Midcareer faculty member, Medical Center)

> *"I knew that (Columbia) was a conservative university, but that LGBT hiring initiative from the Provost's Office persuaded me that there was an actual real commitment to LGBT issues on campus. No other school in the country has made the effort that Columbia has made in recent years."* (Senior faculty member, Morningside)

CONCLUSION AND CALL TO ACTION

Despite having faced significant challenges and discrimination, LGBTQ+ Columbians, with their activism and scholarship, have contributed to the intellectual and social fabric of our community. In sharing this guide, we seek to honor and highlight their work and raise a call to action for the broader Columbia community toward greater equity and justice.

Once again, we are grateful to the LGBTQ+ students, faculty, and staff who volunteered their time to inform this guide, and to all those who responded with candid feedback for the print edition. This process has brought to light many areas for improvement, and Columbia remains committed to improving your experience.

For comprehensive, up-to-date listings of on- and off-campus resources, please visit the Office of the Vice Provost for Faculty Advancement's LGBTQ+ Resources website and the Office of University Life's Resources for Promoting LGBTQ+ Inclusion website.

We want to hear from you. Tell us how your unit or organization is implementing this guide, give us feedback on its content, or join others on campus who are working to improve LGBTQ+ life at Columbia by contacting our office at facultyadvancement@columbia.edu.

LGBTQ+ Resources Website

BE A VISIBLE ALLY

CAMPUS RESOURCES

LGBTQ+ ZOOM BACKGROUNDS
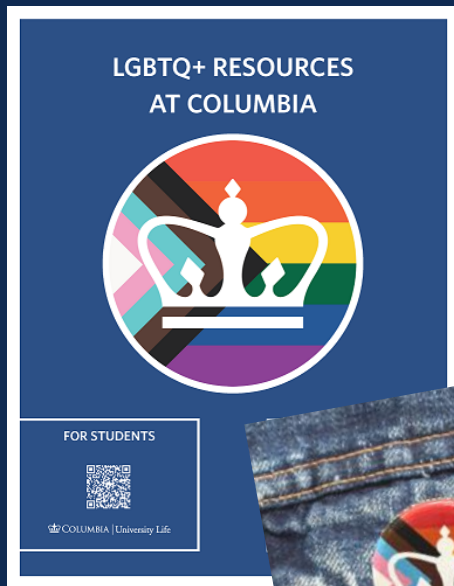
TRANS RESOURCES

HEALTHCARE

NATIONAL ORGANIZATIONS

RECOMMENDED READINGS

WORKPLACE/ LEGAL CONCERNS

Next Steps

- Ramping up competency training
- Working closely with University Life and Schools to consolidate resources as they become available
- Creating a Campus-wide Faculty Out List
- Connecting with Peer Institutions and Professional Organizations

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