TASK FORCE ON INCLUSION AND BELONGING

REPORT 2018-2019

October 2019
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Introduction

Dear Campus Community,

We are pleased to share with you this report from the Task Force on Inclusion and Belonging at Columbia. The Task Force brings together students, faculty and staff from all of Columbia’s schools to address campus climate issues related to diversity and inclusion.

As national debates regarding immigration, affirmative action, inclusion and other diversity related topics continue to roil both on and off our campus, the work of the Task Force remains relevant and meaningful. The vision that guides the Task Force is a University community free of bias and discrimination and one that supports all students’ full participation. Fulfilling this vision is a complicated and multilayered task. We are, therefore, thankful for the participation of all Task Force members, in particular the students’ willingness to engage with us in conversation as we partner to build and sustain a more inclusive and welcoming campus community. Their contributions to these efforts keep the work of the Task Force relevant, nuanced and purposeful.

As always, we welcome your thoughts and reflections. You can reach us at universitylife@columbia.edu. The Task Force will convene again in early fall 2019 and all Columbia community members are welcome and encouraged to participate.

Sincerely,

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Co-Chairs for the Task Force on Inclusion and Belonging at Columbia
A Review of the 2018-2019 Task Force on Inclusion and Belonging

The 2018-2019 academic year marked the third year of the Task Force on Inclusion and Belonging at Columbia (formerly the Race, Ethnicity and Inclusion Task Force). As in years past, an invitation was sent to all students, as well as faculty and staff, at the beginning of the year inviting them to participate in the Task Force, which yielded over 100 sign-ups. Over the course of the year, the full Task Force met three times, while each of the working groups met approximately four times. This year’s working groups were:

- Awareness Project
- Campus Conversations
- Inclusive Classrooms
- Staff Focus

In addition to the projects and conversations of the working groups, Task Force members:

- provided feedback on University Life’s inclusion and belonging framework,
- contributed to a briefing paper on bias and responding to bias and
- engaged in forums provided at general meetings to discuss issues such as LGBTQ+ student life issues, recruitment and retention of faculty, student-led oral history projects and a review of training and protocols for the campus Public Safety office.

University Life’s framework for advancing students’ sense of inclusion and belonging (Appendix A) outlines what shapes current diversity, equity and inclusion efforts that impact student life and catalogs these efforts for review by the University community. It is the why and how of student life diversity, inclusion and equity efforts and it is an invitation to engage with these efforts. Task Force members provided input on the framework and the necessary vetting process for a document meant to inform and guide University community members -- their review ensured the documents’ relevance and accuracy.

Task Force members were also instrumental in the development of materials on bias and responding to bias (Appendix B). These materials will be posted on the Office of University Life’s website and will inform students on resources, reporting and the impact of bias. Again, Task Force members’ review provided valuable feedback regarding tone, scope and messages within the materials, which will enhance their usefulness to students across campus.

Additionally, the organization and purpose of the general Task Force meetings shifted this year. Previously full Task Force meetings were an opportunity for working group members to share updates on their projects and receive feedback. This year however, while project updates were provided, the focus at general meetings was on strengthening the cultural competence of Task Force members through presentations by University staff. The meetings were also an opportunity to raise awareness of inclusion and belonging-related initiatives and projects that exist on campus outside of the work of the Task Force and the Office of University Life (again, this was accomplished through presentations by those involved with the projects). In this way, Task Force general meetings served as forums for the exchange of ideas and information on
diversity-related work across the University. Given the de-centralized structure of Columbia, this new function for the general meetings kept community members well-informed and up-to-date and provided a pre-determined site for dialogue on critical and emergent campus climate issues. For example, last year, after an incident involving Barnard Public Safety and a Columbia College student, representatives from Columbia’s Public Safety office and the Office of Equal Opportunity and Affirmative Action presented to the Task Force, reviewed training protocols and answered questions. The opportunity to engage with Public Safety officers soon after the incident, provided clarity and accurate information to Task Force members, who then engaged with others across campus about the incident.

Among the presentations to Task Force members were a review of the landscape for LGBTQ+ students at Columbia, Columbia Life Histories Project, Office of the Vice Provost for Faculty Advancement, Columba Public Safety and the Office of Equal Opportunity and Affirmative Action. For a review of the presentation materials shared with Task Force members, please see Appendix C.

As mentioned, in addition to general meetings, the Task Force’s four working groups were convened over the course of the year. Discussions held during these meetings informed the Task Force’s projects, including Campus Conversations and awareness campaigns. These meetings also initiated the consideration of future projects, such as the development of diversity statement templates for faculty and cultural competency resources. While in their nascent stages, these projects would serve to enhance the campus climate for students, as well as faculty and staff. In the coming year, their feasibility and impact will be explored further and shared with future Task Force members.

Conclusion

Students’ sense of belonging on campus is critical to their success. The work of the Task Force generates projects that help to shape the campus climate as an inclusive space where students from a variety of backgrounds can succeed. Task Force initiatives also help build the cultural competence of its members, which then enables them to better advocate for and promote an inclusive campus culture. In the coming year, Task Force members will continue to provide a space for discussion on critical campus issues, further develop campus climate initiatives and serve as an incubation space for new and emergent ideas related to these topics.
Inclusion and Belonging at Columbia: A Framework for Our Community

Introduction

Welcome to University Life’s framework for advancing student inclusion and belonging at Columbia. The purpose of this document is to outline what shapes current diversity, equity and inclusion efforts that affect student life, as well as to catalog these efforts for review by the University community. Put simply, this is the why and how of student life diversity, inclusion and equity efforts and an invitation to engage with them. A work in progress, this framework is being developed by the Office of University Life together with students, faculty and staff from across the University.

Columbia University was founded in 1749 – a time in the United States when African-Americans were not citizens, many indigenous peoples had been displaced, women could not vote and most did not attend school, and only the wealthy could pursue an education. Over time, as American values and laws evolved, so too did access to education, including at Columbia. It is important to note, however, across this country many communities continue to encounter barriers to a quality education and educational environments reflect the legacies of times when equal access to education was not a core value. These legacies create the need for educational institutions, like Columbia, to incorporate inclusion and belonging as core values that guide the University’s efforts for the foreseeable future.

Like many colleges and universities across the United States, Columbia has changed significantly in the decades since its founding, both in its commitment to inclusion and belonging and in concrete steps taken to realize that commitment. (More on these below.) At the same time, the challenges associated with longstanding disparities and inequities do not lift automatically when students arrive on campus. Thus, the task for everyone at Columbia is to recognize and find ways to address these challenges, particularly in addressing students’ ability to reach their academic potential. University Life has developed this framework to help guide and support these collective efforts.

The principal goal of this framework is to guide, support and inspire students, faculty and staff at all levels of the University as we:

- build community across Columbia;
- cultivate the sense of inclusion and belonging among students from historically marginalized communities;
- develop the capacity of students, faculty and staff to engage effectively in diversity, equity and inclusion initiatives at the University; and
- assess and address inequities.
In summary, each element of this framework is both a proposal and an invitation to collectively engage with, shape and deepen efforts that promote diversity, equity and inclusion across the campus community.

The Framework: Values, Context, Challenges and Opportunities

Diversity, equity and inclusion initiatives aim to ensure all students have equitable access to a high-quality education, excellent training and enriching learning experiences while at Columbia. These efforts are important because they support students in reaching their potential as scholars and leaders, an idea central to Columbia’s mission. Areas of impact include:

❖ students’ access to supportive resources, including faculty and academic enrichment services;
❖ students’ relationships with faculty, staff and other students;
❖ students’ sense of belonging on campus; and
❖ institutional values and goals, as well as campus climate.

Values

The values of inclusion and belonging provide the foundation that direct the development of this framework. The following is a values statement developed by the Task Force on Inclusion and Belonging at Columbia:

Inclusion and belonging at Columbia are values that inform our interactions with one another and shape the projects we undertake as a community. They allow us to engage in dialogue across differences, past difficulties and challenges, and lead us toward understanding, resolution and effective action. Inclusion and belonging are principles to which we recommit ourselves continuously.

Context, Challenges and Opportunities

While all Columbia students belong here, we know students’ sense of belonging varies, for a variety of reasons, while they are here. For example, although no trend represents the experience of every student, the Task Force on Inclusion and Belonging has heard, through student interviews and focus groups, from many students of color (including Black, Latinx and Native American students) about the challenges they experience on campus. These experiences

1 The Task Force on Inclusion and Belonging at Columbia, which is convened by the Office of University Life, is comprised of students, faculty and staff from across the University. At the beginning of each academic year all Columbia affiliates are invited to join the Task Force and throughout the year Task Force members work to develop projects and initiatives that impact the campus climate by promoting of culture of inclusion and belonging at Columbia. The Task Force looks at race, ethnicity and other intersecting forms of identity that inform a student’s experience on campus.
are echoed in national studies of the experience of students of color in higher education. Additionally, some students who identify as first-generation college students, LGBTQIA+ or as Muslim, Hindu, Jewish or other religious minorities have also expressed concern about their place and sense of community, as have students with disabilities, from low-income households, students who are veterans and students who have DACA status or are undocumented. And, students who live at the intersection these identities have expressed concern about their experiences on campus.

These experiences are important for us to note and address as a community because students’ diminished sense of belonging can impact every aspect of their time at Columbia – from academic performance and achievement to participation in extracurricular activities.

While not all students struggle to find their place at Columbia, creating a culture of inclusion at Columbia is everyone’s responsibility. Our ability to engage in this work with cultural humility, irrespective of background, will determine the success of these initiatives. Moreover, students of all races, cultural and religious heritages, backgrounds and identities require consideration when it comes to issues of diversity, inclusion and equity. Thus, the ability to successfully navigate difficult conversations and to explore ideas that challenge previously held constructs of the world are essential elements of the educational process for every student at Columbia.

**Additional Considerations: Experiences and Environment**

Individual experiences, on- and off-campus incidents and aspects of the broader culture that influence students’ sense of belonging provide a platform to identify opportunities for intervention and change.

With this background in mind, students, faculty and staff working with University Life and the Task Force compiled the following examples of distinct and sometimes overlapping individual experiences and environmental elements that can impede students’ sense of belonging:

**Individual Experiences**

- Experiencing a sense of isolation
- Feeling unseen or misunderstood
- Imposter syndrome – the sense of being inadequately prepared, either academically or socially, despite evidence and experience that proves otherwise
- Ability to meet basic needs (food, housing, etc.)

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2 Importantly, these and other similar experiences are not limited to one “type” of student or, indeed, one type of person. Also, when students have the experiences just mentioned, this has consequences not only for the individual student and their ability to thrive but also for the larger Columbia community, which does not then benefit from the full participation of every student.
Environmental Elements

- Institutional values, norms and climate
- Campus accessibility (i.e. are people with physical disabilities able to move around campus easily)
- Curricular diversity
- Faculty diversity
- Faculty and staff capacity to facilitate difficult conversations
- A lack of awareness by the community at large of social issues and crises
- Microaggressions
- Bias and discrimination
- A political and social media climate where openly hostile comments regarding identity are made freely and without apparent consequences
- Inequitable distribution of resources on campus
- Campus symbols (e.g. names of buildings, artwork, etc.)

As the Columbia student body becomes more diverse each year, reflecting the diversity of our nation and world, the need to sharpen, hone and deepen student life inclusion and belonging efforts, as well as to re-evaluate institutional goals and purpose becomes more pressing. Columbia is a stronger, more robust and vital institution when all students feel they belong on campus and can voice opinions, share perspectives, engage with others and thus contribute to the collective knowledge of the University.

Current Landscape of Student Inclusion and Belonging Work at Columbia

The landscape for our student inclusion and belonging work at Columbia is dynamic and ever-changing so our efforts must be as well. Many current efforts, initiatives and resources led by students, faculty and staff on and off campus take seriously the challenges discussed above and seek to address problems and strengthen students’ sense of belonging in a variety of ways. Some are focused specifically on creating community and connections to counter a sense of isolation; others aim to reinforce and elevate our institutional values; still others aim to contribute to cultural competencies and knowledge of all in the Columbia community.

This section reviews many efforts across the University and will continue to grow as this plan evolves. An important note: There are many events, activities, gatherings, studies and more taking place within schools throughout Columbia. For more on these, please see individual school and department websites. What we include here are Columbia activities and other opportunities that are open to all students or are focused on the University-wide student experience.

A. Pre-arrival and Orientation – Setting the tone, articulating commitments:
• University Life’s pre-arrival tutorial, *Welcome to Columbia*, is an online program that every new student must complete before their arrival on campus. The tutorial introduces important university policies and valuable student resources. It also conveys inclusion and belonging as values that are foundational to membership in the Columbia University community.

• School orientation programs for new students also reinforce the value of diversity within a university setting in addition to reviewing school-specific resources and introducing students to their school community and culture.

B. *In the classroom* – Promoting inclusive excellence in the classroom through faculty development:

• The Center for Teaching and Learning provides a range of services for teaching staff at the University, including workshops, teaching consultations and institutes. The center promotes pedagogy that is inclusive, learner-centered and research-based. More information about the center can be found here: [https://ctl.columbia.edu](https://ctl.columbia.edu).

• Equal Opportunity and Affirmation Action office conducts implicit bias workshops and facilitated discussions about creating inclusive spaces (classroom and workplace) with groups of faculty and groups of staff.

• The **Office of the Vice Provost for Faculty Advancement** provides extensive support for recruiting, retaining and developing Columbia’s diverse faculty. The Office of the Vice Provost for Faculty Advancement is a close partner of the Office of University Life and collaborates on University Life’s Graduate Initiative for Inclusion and Engagement and other efforts.

Note: Many schools and academic departments throughout Columbia also offer courses that focus particularly on issues related to inclusion and belonging. Although these are too numerous to mention here, we want to highlight the **Columbia and Slavery** class and project because of its particular focus on our own institution’s history.

C. *The campus environment* – Shaping our campus culture as an inclusive space for all students:

**Commissions, task force and working groups:**

• The Senate Commission on Diversity brings together students, faculty, and administrators from across the University to consider diversity in its broadest current senses, encompassing race, ethnicity, religion, class, society, gender, and sexual orientation, and its role in the life of the University.
• The Senate Commission on the Status of Women examines the status, equity, and opportunities available to women at Columbia.

• University Life Task Force on Inclusion and Belonging at Columbia works to identify issues and develop responsive strategies that address students’ experiences both in and outside of the classroom related to diversity, inclusion and a sense of belonging on campus.

• University Life conducts the biannual Student Well-Being Survey to collect data that informs efforts to improve the quality of life for all students.

• Also convened by University Life:
  o DACA and Undocumented Working Group – A committee of students, faculty and staff who work to identify and address issues impacting DACA and undocumented students across the University.
  o LGBTQ+ Working Group – A committee of students, faculty and staff who address issues related to LGBTQ+ students on campus.
  o Sexual Respect and Wellness Ambassadors – These student Ambassadors from across the University help spread the word, engage with other student leaders and contribute ideas to the Sexual Respect and Community Citizenship Initiative and to Wellness Days, which focus on mental health, student well-being and community citizenship at Columbia.
  o University Life’s student-led Events Council includes a committee focused on promoting inclusion and belonging across campus and hosts events throughout the year, such as movie screenings and discussion circles for students.

Student spaces – The University hosts spaces specifically for students that are themed around particular identities and/or community concerns related to inclusion and belonging. Among these spaces are:

  • Malcolm X Lounge – Student organizations utilize this space in Hartly Hall for weekly general and executive board meetings. The Lounge is home to the Black Student Organization library and serves as a study space.
  
  • Stephen Donaldson Lounge - The Stephen Donaldson Lounge, located on the ground floor of Schapiro Residence Hall, is a space for LGBTQ programming and community building.
  
  • Undergraduate Residential Life - Special Interest Communities (SICs) offer unique residential experiences. This living arrangement creates opportunities to impact the larger Columbia community through the implementation of programs, events and workshops in addition to fostering a connection to faculty, staff and alumni.
In addition, the Office of Multicultural Affairs hosts workshops and events especially for undergraduates throughout the year, including heritage month programming and graduation ceremonies (more information here: [www.cc-seas.columbia.edu/OMA](http://www.cc-seas.columbia.edu/OMA)). Columbia’s graduate and professional schools also have deans or other student-affairs staff members whose work focuses on enhancing efforts related to inclusion and belonging within each school.

Centers and institutes across the University host events that are open to all students, as well as staff and faculty, that address issues related to inclusion and belonging on campus. Among these centers and institutes are:

- Center for Institutional and Social Change
- Center for Intersectionality and Social Policy Studies
- Center for Justice
- Center for Race, Philosophy and Social Justice
- Center for Gender & Sexuality Law
- Center for the Study of Ethnicity and Race
- Center for the Study of Law and Culture
- Center on African American Politics and Society
- Center on African-American Religion, Sexual Politics and Social Justice
- Heyman Center for the Humanities
- Institute for Religion, Culture and Public Life
- Institute for Research in African-American Studies
- Institute for Research on Women, Gender, and Sexuality
- Institute for the Study of Human Rights
- Women’s, Gender, and Sexuality Studies Council

Central resources available to all students

- Religious Life/Earl Hall hosts a variety of programs on matters of justice, faith and spirituality for small and large campus groups. These programs foster learning and personal growth through spiritual, ethical, religious, political and cultural exchange.
- Morningside and CUIMC health services offer students a comprehensive set of services provided by a diverse staff and including resources such as support groups for women and men of color, as well as survivors of sexual trauma, and discussion groups for DACA/undocumented, LGBTQ+ students, and veterans, among others.

University Life initiatives and opportunities to connect and engage:

- Awakening Our Democracy is Columbia's conversation series on disparities and justice issues at the forefront of the University's and the nation's
consciousness. Topics examined in the series have included immigration, #metoo, religious pluralism, legacies of slavery and race-related violence.

- **Community Citizenship Film series** features award-winning films that address critical issues of our time, including *Selma* (historical drama about the Civil Rights Movement), *99 Homes* (about eviction during the financial crisis), *13th* (about mass incarceration, slavery and racism in the U.S.), *Get Out* (horror film about “benevolent” racism) and *Boy Erased* (about a gay college student’s experience of faith, conversion therapy and coming of age in the southern United States).

- **University Life’s Graduate Initiative on Inclusion and Engagement** provides resources, connection and a supportive environment for all graduate and professional students for intercultural learning, dialogue, information-sharing and networking. Past events have included the First-Generation Roundtable with Columbia Faculty, Black and Latinx Roundtable with Columbia Faculty, and the Financial Wellness Workshop.

- In response to frequent requests from students for opportunities to engage in rigorous conversations with each other, as well as with faculty and administration, on issues related to diversity, equity and inclusion, University Life has developed a multi-tiered set of programs:
  - **Student-to-student engagement includes:**
    - Campus Conversations is a dialogue-based initiative from the Task Force on Inclusion and Belonging at Columbia that's about making friends and building community through real conversation. It offers students a way to talk about identity and community with peers, friends of friends and others across campus.
    - Campus Chats are short conversations about life at Columbia and our evolving take on race and identity. We provide a guide to help get these conversations started.
    - Let’s Talk is a student-led discussion series on current diversity-related topics. Topics have included the judicial nomination process, mid-term elections and speech on campus.
  - **In Conversation** is a series of candid discussions about challenging issues of the day. In previous years, University life hosted *In Conversation: Exploring Race and Whiteness in America Today* with Claudia Rankine, Whitney Dow and Joy Reid and *Understanding Charlottesville: White Nationalism and American Society*, and *Living with Difference: An Interfaith Dialogue*, which featured Rabbi Yonah Hain and Ustadha Amina Darwish.
You can find more information about all of these and other University Life initiatives on University Life’s website and app.

**Policies – Setting standards and expectations for the community:**

- **Columbia University Non-Discrimination Statement and Policy:** Columbia University is committed to providing a learning, living, and working environment free from unlawful discrimination and harassment and to fostering a nurturing and vibrant community founded upon the fundamental dignity and worth of all of its members.

- **Gender-Based Misconduct Policies for Students:** Columbia University, Barnard College, and Teachers College are committed to fostering an environment that is free from gender-based discrimination and harassment, including sexual assault and all other forms of gender-based misconduct. The University recognizes its responsibility to increase awareness of such misconduct, prevent its occurrence, diligently investigate reports of misconduct, support victims, and deal fairly and firmly with students who violate University policy.


**Opportunities for staff – Inclusion and belonging-themed development opportunities for student-facing staff:**

- **In Session** is University Life’s professional development series for student-facing staff across campus.

- The CUIMC Staff Diversity Council develops, implements and evaluates initiatives that lead to greater diversity and inclusion throughout the CUIMC community.

- A Diversity Officers Working Group meets quarterly to share best practices and resources for cultivating greater diversity and inclusion throughout Columbia’s schools.

**Next Steps: A Request for Feedback and an Invitation for Your Ideas**

As with all of University Life’s initiatives, the development of this framework is a collaborative process. We invite all of Columbia’s stakeholders, students, faculty and staff alike, to share feedback, ideas and suggestions: What else should be included? Where do you want to engage? What resources do you need to fully participate? These, and more, are the questions we ask you to consider as you review this document and formulate your feedback. It is through thoughtful engagement with all in our community that we can continue to refine both our shared framework and the work we do within it to further cultivate a culture of inclusion and belonging at Columbia.

You can also share your feedback directly with the Office of University Life at universitylife@columbia.edu.

We look forward to hearing from you!
Introduction

Columbia University is comprised of a diverse student body with one of the highest rates of international students in the nation in one of the most diverse cities in the world.

As we navigate this diversity at Columbia, we must recognize that we are all products of our environment. Our life experiences and identities, whether ethnic, racial, religious, socioeconomic, sexual, geographical and more, form the lens through which we interact with others to a large degree and the way others may interact with us. And these life experiences in turn are a vital part of our diversity.

Education occurs when we can learn from and interact with people from all walks of life. Sometimes this creates disagreements or conflicts but that in and of itself is not a problem as long we maintain a respectful relationship.

The behavior that is problematic is when we let ourselves be influenced by bias or feel prejudiced. We all make quick decisions based on external factors but we must question some of these, especially when it comprises of making fellow community members feel like “the other.” Seemingly innocuous statements even when coming from a place of good intentions can create an environment where people can feel like they do not belong.

There is a spectrum of behavior and obviously some incidents or actions are more hurtful than others. This is why it is important that we unpack our preconceptions. Words matter and we must do our part to ensure that we are fostering an inclusive community.

What is bias?

Unconscious bias (or implicit bias) is often defined as prejudice or unsupported judgments in favor of or against one thing, person, or group as compared to another, in a way that is usually considered unfair.

Kuheli Dutt, Columbia University’s Assistant Director for Academic Affairs and Diversity at Lamont-Doherty Earth Observatory notes that implicit bias runs far deeper than we realize. She describes a riddle used at implicit bias trainings: A father and his son are in a terrible car crash. The father dies at the scene. His son, in critical condition, is rushed to the hospital; he’s in the operating room, about to go under the knife. The surgeon says, “I can’t operate on this boy— he’s my son!”

The audience is then asked how that’s possible. Responses include several scenarios: two gay fathers; one biological and one adopted father; one father and one priest (religious father); all of which are possible. However, an obvious answer that most people miss: the surgeon is the boy’s mother. This is just one example of how ingrained bias often truly is.
We all have biases, regardless of our gender, race, age, sexual orientation, academic background, etc. Affinity bias, or the tendency to prefer people like ourselves, is extremely powerful and exists within all of us. It is important to challenge our affinity bias and the diversity at Columbia provides you an opportunity to do this.

If you would like to test your own potential biases, Harvard University created a tool called the Implicit Association Test (IAT). Per the description: “The IAT measures the strength of associations between concepts (e.g., black people, gay people) and evaluations (e.g., good, bad) or stereotypes (e.g., athletic, clumsy).” You can take it [here](#).

Incidents of bias are taken very seriously at Columbia. If you experience bias or discrimination you can file a report here:

- Student Conduct and Community Standards
- Equal Opportunity and Affirmative Action
- Office of University Life
- Your School’s Dean of Students

**Why it’s complicated**

Signs of bias like derogatory words or policies that expressly marginalize communities are usually easy to recognize, label as such and enact changes capable of eliminating them on campus. These are fairly straightforward and obvious ways of eliminating pain and attempts to reduce the worth of others.

It becomes more complicated to address when actions are more subtle yell still make people feel unwelcome. This can often be referred to as a micro-aggression. Seemingly innocuous questions like “Where are you REALLY from?” are in fact ways to emphasize the apparent foreignness of others. These constant pressures of having to almost justify one’s self is not just exhausting, but dangerous to a person’s sense of worth and health.

Another complication revolves around political beliefs. There are those with diametrically opposed views on the same issue or concept. Political and social discourse is a vital part of democracy and the exchanging of ideas. Debate is fundamental to a free society. It can often be passionate and heart-felt. At the same time, it’s important for disagreements to not get in the way of viewing the common humanity even across differing points of view. Shouting down speakers or insulting others for their beliefs goes contrary to the community we foster at Columbia.

**Harm and the importance of healing and community building**

Whether it is being called something offensive or thought of as lesser because of your identity, the loss of humanity can be a traumatizing occurrence, which can cause real and lasting harm.
This harm comes from the loss of safety, trust and agency that affects not just the individual but the community at large.

When this takes place it is important to recognize the negative impact. Accepting the harm committed is vital to recovery. It is only after the acknowledgement takes place that the community can recover. Public forums for dialogue, official statements from University authorities and other opportunities for community gatherings are methods to begin the healing process.

With many of our partner offices, University Life works to create safe spaces where these discussions and recoveries can take place. Resources like the Office of Multi-Cultural Affairs, Office of the University Chaplain, and the Ombuds Office along with many of University Life’s Initiatives are places for conversation, reflection, and action.

**Literature on Bias**

- **American Council on Education (ACE) Speaking Truth and Acting with Integrity**
  - A report on the factors leading up to bias incidents, methods to heal, and ways to address and prevent these types of occurrences
- **Identifying and Combating Micro-Aggressions**
  - Written by Derald Wing Sue of Teachers College, this book explores the psychological dynamics of unconscious and unintentional expressions of bias and prejudice toward socially devalued groups. It thoroughly deals with the harm engendered by everyday prejudice and discrimination, as well as the concept of microaggressions beyond that of race and expressions of racism.
  - Written by Derald Wing Sue of Teachers College, his book offers an insightful, scholarly, and thought-provoking analysis of the existence of subtle, often unintentional biases, and their profound impact on members of traditionally disadvantaged groups.
  - This thesis paper examines racism as a larger group dynamic between different racial groups and the larger factors at play beyond individual acts of obvious prejudice.
  - This book examines how and why a white racial frame emerged in North America, its evolution over time, which racial groups are framed within it, how it has operated in the past and in the present for both white Americans and
Americans of color, and how the latter have long responded with strategies of resistance that include enduring counter-frames.

  - An op-ed examining the coverage and sympathy expressed in two acts of shooting, one involving a black man and the other a lion in Africa, and what it portrays about our media coverage and social values.

  - This article shows the psychological damage caused by constant discrimination and the physical toll as a result of feeling constantly under siege.

  - With their apparent success in schools and careers, Asian Americans have long been viewed by white Americans as the "model minority." Yet few Americans realize the lives of many Asian Americans are constantly stressed by racism. This book dispels notions that Asian Americans are universally "favored" by whites and have an easy time adapting to life in American society.

  - Issues surrounding gender discrimination have been addressed over the past 40 years with various pieces of legislation and federal policies that have made such discrimination illegal. The number of women in higher education as students and faculty has steadily increased since the 1950s, though only in certain disciplines and in the lower faculty ranks, especially in many of the STEM disciplines Why is this? This article reviews the literature regarding one possible reason for this exception: unconscious bias or gender schemas. Possible solutions are presented that can help overcome the bias experienced and perceived by female faculty in institutions of higher education in the United States.

  - In spite of the double burden of racial and gender discrimination, African-American women have developed a rich intellectual tradition that is not widely known. In Black Feminist Thought, originally published in 1990, Patricia Hill Collins set out to explore the words and ideas of Black feminist intellectuals and writers, both within the academy and without.
Columbia Life Histories Project
Phase II Narrative Report
with Policy Recommendations

By Benji de la Piedra, Mario Alvarez, & Alissa Funderburk

cuoralhistories@gmail.com
Between August 2016 and May 2018
26 Narrators
37 Interview Sessions
Over 80 hours of audio/video
Leah

Leah has always been an excellent student, with an outstanding record of academic achievement and participation. But her transition to Columbia was marked by profound anxiety and self-doubt, which began the moment she learned of her admission to the school. Attending Columbia, she explained, "represents a sense of accomplishment that it's difficult to find the words to describe. My mother didn't go to college. Neither of my grandmothers could read or write..."
Leah

To be getting a Ph.D. at Columbia in three generations is almost unbelievable, and I mean that in the positive and negative sense. I'm ridiculously scared of failing here, because it doesn't make sociological sense for me to succeed. I come from a background where my parents have given me everything they could, but I do not come from a background where me being here makes sense. And yet, I'm here, and it's frightening.”
Recommendation 1: Frame the vocabulary of diversity with the vocabulary of equity, underpinned by twin commitments to restitution and intersectionality.
Recommendation 2:
Work with departments to create and sustain pipelines for faculty of color
Recommendation 3: Spearhead a funded initiative to support students and faculty who will work together to make their departments more inclusive
Recommendation 4: Make mental health services more accessible and versatile for students
Recommendation 5:
Improve the accountability and communications (both internal and external) of Columbia’s various institutional and bureaucratic arms.
Recommendation 6:
Support forthcoming efforts to institutionalize and develop the Columbia Life Histories Project, including expansion into a multi-institutional Campus Life Histories Project
More recognition needs to be given to the emotional labor that faculty play on this front. And again, this is not something exclusive to students of color. Our one white male narrator, Zane, spoke at length about his experience of counseling an undergraduate “from a small town somewhere in the Midwest area, not from a privileged background, very blue-collar guy who doesn’t feel at all like he belongs at Columbia.” He recalled, “I tried to make myself available to him and be like, ‘Come to office hours, dude, and we’ll talk. I think you do belong here.’”
Contact Info:

Benji de la Piedra
Mario Alvarez
Alissa Funderburk

cuoralhistories@gmail.com
Quick Background
Student Homophile League

Homosexual Rights Group Gets Charter

New York, N. Y.—Columbia university has issued a charter to a student group that seeks equal rights for homosexuals. The organization, called the Student Homophile league, is reported to have about a dozen members, both homosexuals and heterosexuals.

Pride of Lions

Student Homophile League
First NYC All-College Gay Mixer
Friday May 2, 1969 8:30–1:30
Church of the Holy Apostles
Parish Hall, 28th St and 9th Av
For Further Information Call
866-1043, 662-7145, or 865-3421
Columbia University Non-Discrimination Statement and Policy

Columbia University is committed to providing a learning, living, and working environment free from unlawful discrimination and harassment and to fostering a nurturing and vibrant community founded upon the fundamental dignity and worth of all of its members.

Consistent with this commitment, and with all applicable laws, it is the policy of the University not to tolerate unlawful discrimination or harassment in any form and to provide those who feel that they are victims of discrimination with mechanisms for seeking redress.

Also consistent with this commitment, Columbia University prohibits any form of discrimination against any person on the basis of race, color, religion, sex, gender, gender identity, pregnancy, age, national origin, disability, sexual orientation, marital status, status as a victim of domestic violence, citizenship or immigration status, creed, genetic predisposition or carrier status, unemployment status, partnership status, military status, or any other applicable legally protected status in the administration of its educational policies, admissions policies, employment, scholarship and loan programs, and athletic and other University-administered programs and functions.

Campus Resources
Student Organizations: Undergraduate

CQBS
Columbia Queer Business Society

Cqa

Q&A
Columbia Queer and Asian

Pride Colors

IQ

GS Alliance
LGBTQA

Columbia University’s Queer Health Alliance

Gender Revolution
Tuesdays @ 8pm
in the Stephan Donaldson Lounge in Schapiro Hall
For trans, nonbinary, gender-questioning folks
Student Organizations: Graduate

- Queer Caucus (Social Work)
- Lambda Health Alliance (P&S)
- Queer Health Task Force (Mailman)
- Spectrum (SIPA)
- Columbia Outlaws (Law)
- Queer and Trans People of Color at CLS (Law)
- Queer Nurses United (Nursing)
Queer Awareness Month

Opening Ceremony
Thursday, October 4, 7-9pm
Lerner 555
Featuring comedian Yes Tom!
Dinner provided.
Please reach out to rosemary.torola@columbia.edu for any concerns regarding accessibility!
Stephen Donaldson Lounge

- In Furnald Hall
- Swipe access for all undergraduate students (Columbia College, Columbia Engineering, General Studies, and Barnard)
- Grad students: email lgbtqa@columbia.edu for access
Gender Neutral Restroom Map

Please use the restroom that is most consistent with your gender identity.

A map of gender-neutral restrooms is available on:

- “Quick Links, Maps” on the Columbia University website
- The “Campus Services” tab on the University Life app
- This QR code:

"Preferred name" policy allows students to change their first and/or middle name in Student Services Online (SSOL).

The "preferred name" will appear on:

- University ID Cards
- class rosters
- CourseWorks/Canvas
- CourseWorks discussion groups
- Public Directory (unless a FERPA information block has been requested)
- Additional integrated systems -- school specific
Student Services
Columbia Health

• Commitment to CU Safe Zone for all Columbia Health staff
• Medical Services / GHAP
  – Chest/Breast Exam
  – Pelvic Exam & PAP Test
  – Prostate Exam
  – Sexually Transmitted Infection Screening & Treatment
  – LGBTQ Support and Sexual Health Peer Counseling
  – Continuation & Maintenance of Hormone Therapy
  – Care Coordination, including referrals for initiation of hormones and reassignment surgery
Columbia Health: Mental Health

- Counseling and Psychological Services
  - Increased clinicians with specializations in working with various identity communities
  - Sexual and Gender and Identity Team
  - Gender affirming surgery consultation
  - Queer Academics at Columbia (grads)

- Mental Health Services
  - LGBTQIA+ @CUMC Support Group
Center for Career Education

Offers guidance and resources to help manage a job search as an LGBTQ candidate

https://www.careereducation.columbia.edu/audiences/lgbtq-students

Including:

• Career and Job Search Considerations (out in the workplace, attire, coming out in a resume/cover letter, preferred names)
• Columbia University LGBTQ Community Resources
• Career Resources
• LGBTQ Fellowships and Research Opportunities
• Local, National and International Resources
Housing

• Gender Neutral Options (expanded to limited first-year area this fall)
• Accommodations
  – process by which students can request a housing accommodation that is mindful of needs related to gender identity and expression
• Incorporated within renovation plans, building in more gender neutral restrooms
Global Programs: Study Abroad

Identity and Diversity Abroad

• Exploring identity-related questions and considerations
  – LGBTQ Abroad website
  – LGBTQ student panels
  – Connection to outside resources
Example of Support in Practice:
LGBTQ@Columbia | Multicultural Affairs
LGBTQ@Columbia: CU Safe Zone

- By-Request Sessions
- Open Sessions (Next: 10/12, 11/16)
- Tailored curriculum for various areas: CUMC, Public Safety, Columbia Health, ISSO
- SEC Cohort
LGBTQ@Columbia: Programming

- **Quench: Queer and Trans Intersections in #BLM**
  - February 12
  - 12-1pm
  - Carmen Lounge

- **CU Out on the Town: Queer Harlem Walking Tour**
  - 1-6 PM SATURDAY
  - 4.15.17
  - Deadline to register is FRIDAY 4.7.17 at 11:59 PM.

- **Asexual Awareness Week**
  - October 22–28, 2017

- **P-Gay Slumber Party**
  - Friday, February 23, 2018
  - 8:00 PM - 11:00 PM
  - Lerner Hall, Room 355

(Columbia College and Columbia Engineering logos)
LGBTQ@Columbia: Programming

LAVENDER GRADUATION
MAY 4 | 5 PM - 7 PM | LERNER 555

What is Intersectionality, Actually?
Where: Stephen Donaldson Lounge, Schapiro Hall
When: Friday, April 19, 12:15 PM

Quench
REFRESH FRIDAYS!
Join us in the Stephen Donaldson Lounge in Schapiro Hall every Friday (except Quench days) from 12-1 PM for a special wellness surprise such as snacks, Play-Doh, massages, and more!

LGQBTQ WELLNESS SERIES

LGBTQ Community Meetup: Queer Astrology
Wednesday, March 7 | 5pm-6pm
6th Floor, Diana Center

LGBTQ Study Break
Wednesday, February 28 | 1:30-3pm
Baer Room, 408 Lewisohn Hall

Quench: Self Love Study Break
Friday, March 2 | 12pm-1pm
Stephen Donaldson Lounge, Schapiro Residence Hall

LGBTQ@Columbia: Programming
Part of the Multicultural Affairs Advisory Council, the Queer and Trans Advisory Board and Queer and Trans Team work with students and campus partners to identify concerns, provide recommendations, and effectively address issues.
ADVOCACY

Multicultural Affairs makes sure that all student concerns are heard and helps students determine what course of action is available to them to resolve their concern. OMA works with students, faculty, and staff to facilitate effective responses to incidents of conflict, bias, or injustice.

If you have a campus concern related to:
- sexual orientation,
- gender identity/expression,
- queer/trans issues,
- OR other identity-based concerns,

please reach out to
lgbtqa@columbia.edu

Queer and Trans Advisory Board
qtab@columbia.edu

A collective of LGBTQ undergraduate students in Columbia College and Columbia Engineering who work in partnership with the Queer and Trans Resource Team to identify and address LGBTQ community needs and advocacy points.

Queer and Trans Resource Team
qtteam@columbia.edu

A collective of staff members from offices across campus who works in partnership with the Queer and Trans Advisory Board to be responsive to LGBTQ student needs and advocacy points by assessing, improving, and promoting services and resources to better serve LGBTQ students in Columbia College and Columbia Engineering.

For more information about OMA's approach to advocacy and additional resources about bias response, please visit:
www.cc-seas.columbia.edu/OMA/advocacy

LGBTQ@Columbia University

LGBTQ@Columbia services and resources exist to support all students to explore and better understand diverse queer and trans identities, experiences at Columbia and beyond. Additionally, we hope to create a campus environment that is supportive and inclusive of student diversity in the area of sexual orientation and gender identity/expression.

GET CONNECTED

Multicultural Affairs
Undergraduate Student Life
505 Lerner Hall, 2920 Broadway

212-854-1675
lgbtqa@columbia.edu
bit.ly/CULGBTQ
facebook.com/CULGBTQ
STUDENT ORGANIZATIONS

Columbia Queer Alliance
cqaboard@columbia.edu
An activist and social space for queer and trans students and their allies from the four undergraduate colleges.

Proud Colors
proudcolors@columbia.edu
Columbia and Barnard's organization for queer and trans people of color and their allies.

GendeRevolution
grboard@columbia.edu
A support and advocacy group for transgender, gender nonconforming, and nonbinary students and their allies at Columbia and Barnard.

GS Alliance
gsalliance@columbia.edu
The LGBTQ and ally student organization for the School of General Studies at Columbia University.

Q
clubq@barnard.edu
The LGBTQ and ally student organization for Barnard College.

Queer Awareness Month
queerawarenessmonth.cu@gmail.com
A collaborative month of events and education between Columbia and Barnard to increase awareness about LGBTQ issues and history.

PROGRAMS AND EVENTS

Quench (Queer + Lunch) Series
A lunch and discussion series exploring intersectional LGBTQ and ally topics.

Chat and Chew with Chris
A monthly meal and discussion with the Associate Director of LGBTQ Outreach.

CU Out on the Town
CU Out on the Town is a series of LGBTQ+, gender-, and sexuality-focused outings to events and sites around NYC.

LGBTQ Open Houses
A semestery open house to learn more about LGBTQ resources and how to get involved in LGBTQ life at Columbia University.

Trans Awareness Week | November
A week of events that raises awareness and educates the Columbia community about the lives and experiences of transgender and gender nonconforming communities.

Lavender Graduation
An end of the year celebration and LGBTQ leadership award ceremony for students, faculty, staff, and alumni in the LGBTQ and ally community at Columbia and Barnard.

EDUCATION AND TRAINING

CU Safe Zone
CU Safe Zone is a 3-hour training session that provides foundational knowledge needed to support and act in solidarity with LGBTQ+ communities at Columbia University.
Request a training by emailing: lgbtqa@columbia.edu

ADDITIONAL RESOURCES

Stephen Donaldson Lounge
Schapiro Hall, 1st Floor
An accessible lounge space for the LGBTQ and ally student community.

Trans @ Columbia
www.cc-seas.columbia.edu/OMA/trans
An online resource that includes campus and community resources and information for the trans community.

LGBTQ Family Tree
cmi@columbia.edu
A branch of the Columbia Mentoring Initiative where students can find a peer mentor or serve as a peer mentor to first year students.

Sexual and Gender Identity Drop-In Hours | Thursdays, 5-7pm
Lerner Hall, 5th Floor - CPS Office
Offered by Counseling and Psychological Services for Columbia students seeking support around topics related to sexuality, gender, and/or relationship topics.

For a complete list of LGBTQ student groups, please visit:
www.cc-seas.columbia.edu/OMA/LGBTQ/groups
Pronouns are how a person wants to be referred to in the third person. Examples of pronouns include he/him/his and she/her/hers, which tend to be more gendered pronouns, and they/them/theirs, ze/hir/hirs, and others which can be examples of gender neutral pronouns.

It is important to offer opportunities for all students to share their gender pronouns in settings where they are asked to introduce themselves. In doing so, we strive to create an environment at Barnard and Columbia that is safer and more inclusive for all students, specifically transgender, gender nonconforming, non-binary, gender questioning, and other gender diverse students.

Don’t forget to wear and share pronoun buttons!
Contact Info:

Melinda Aquino
ma2398@columbia.edu

Like Us on Facebook:

LGBTQ at Columbia University
www.facebook.com/CULGBTQ
The Department of Public Safety

“Pride - Professionalism - Service”

Our Commitment to the University Community

Presented by James F. McShane - Vice President for Public Safety
Mission

The mission of the Columbia University Department of Public Safety is to enhance the quality of life for the entire Columbia community by maintaining a secure and open environment where the safety of all is balanced with the rights of the individual.
Organizational Structure

- 160 proprietary officers, 63 uniformed supervisors, and close to 200 contract officers are assigned to Public Safety Operations across all three campuses.

- Duties include access control, fixed posts, foot, bicycle and mobile patrols, in addition to walking escorts and shuttle services.

- A staff of more than 50 Officers of Administration work within the divisions of Operations, Investigations, Technology, Special Events, and Administrative support.

- Approximately 50 student aides assist with residence hall coverage, desk operations, and student escort services.
Training

• Training is an important component of our mission. All uniformed public safety personnel receive comprehensive training. Officers and supervisors complete eight hours (8) mandated New York State security officer training.

• All newly hired officers and supervisors receive
  o 80 - 120 hours of classroom training on University policy and Public Safety procedures.
  o 240 hours of on the job campus orientation training among the three Columbia campuses.

• During the classroom training, stakeholders from various University departments present lectures on equal employment and affirmative action, diversity, multicultural and gender sensitivity, sexual violence and Title IX.
Training (cont.)

- Uniformed supervisors and managers also engage in professional development training throughout the year.
- Seminars and webinars on job-related topics are attended by both managers and supervisors on and off site.
- Mock drills that simulate realistic scenarios are conducted in order to assess the Department’s emergency response capabilities.
- Supervisors also have the opportunity to participate in a merit incentive program, where monthly e-learning courses on topics such as management, leadership, mentoring, and emergency response are offered.
Training (cont.)

All officers and supervisors also receive the following training during their initial hiring and during their NYS required eight hour in-service annual training.

- Interpersonal communications
- Customer service and professionalism
- Emergency response & patrol techniques
- Access control
- Diversity
- Bias motivated incidents
- Multicultural affairs, gender identity and sensitivity
- Racial profiling prohibition
- Gender based misconduct/Title IX
- Arrest and use of force policy
- Report Writing

- Sexual violence response
- EOAA
- Clery Act
- Ethics
- Crime prevention
- Hazing prevention
- University and public safety policies and procedures
- Nonviolent crisis intervention
- Tools for addressing student alcohol use
- Active shooter/situation awareness
- CPR/AED and Stop the Bleed
- Narcan opiate overdose response for supervisors
Crime Prevention

- Evening Shuttle Service
- Student Escort Service
- Safe Havens
- Emergency Call Boxes
- Self Defense Classes
- Crime Prevention Seminars
- Anti-theft Devices for Sale at Cost
- P.C. / Mac Phone Home
- Operation I.D.
- “Campus Safety 101” Video
- Shred Fest and Electronics Destruction
  ID Theft Prevention
The Rave Alert System provides University-wide e-mail and text messaging distribution capabilities for important information such as timely warnings and imminent threats to campus safety.

Public Safety collaborates with the EMOT Communications Group in coordinating communication regarding campus incidents.

Clery crime alerts are posted online and distributed through e-mail.
Preventing/Mitigating Violent Acts

- Text messaging for students and staff.
- Active Shooter protocols developed and posted on the Public Safety website with a link to the “Run, Hide, Fight” video.
- Situational Awareness training provided to schools and departments by Public Safety staff.
- Emergency Procedures posters in classrooms.
- Emergency Protocols manual for faculty and staff.
Compliance

- Title IX
- Clery Act
  - Crime reporting
  - Campus Security Authority training
  - Fire data
  - Daily crime and fire logs
  - Timely warning notices
  - Emergency Preparedness
  - Evacuation drills
  - Violence Against Women Act
Student Quality of Life Surveys

How Are We Doing?

The Student Quality of Life initiative is a biennial University wide survey administered by the Senate Student Affairs Committee that aims to better understand and enhance the student experience at Columbia by collecting and analyzing statistics on student satisfaction.

**2015**

Over 9,500 surveys were completed and returned with an overall response rate of 26.4%.

Public Safety earned the highest score (5.52) of the various support campus services. The median score was 4.94.

**2017**

11,796 surveys were completed and returned with an overall response rate of 36%.

Public Safety again earned the highest score (5.96) of the various support campus services. The median score was 5.24.
Over a Decade of Providing Quality Service

Recognized as Being one of the Safest Urban Schools in the Nation!
Over a Decade of Providing Quality Service

Recognized as being one of the safest urban schools in the nation

- **February 2004** – Declared the safest urban university. Based on a study by the University of Penn’s Student-Alumni Committee on Institutional Security Policy.
- **March 2008** – Received an “A” grade by Reader’s Digest as one of the “most prepared” schools in the U.S.
- **February 2016** – 99% of Columbia University students stated that they “felt safe” while attending.
- **February 2018** – Rated the 22nd Safest College Campus by the National Council for Home Safety & Security.
Sustainability

Columbia University Department of Public Safety
Pride • Professionalism • Service

Sustainable Columbia Certification
Workspace Certification

Public Safety Awarded Gold

Nash

Medical Center

Morningside

Manhattanville
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Ed Cangialosi Other, see below.
Jordan Carr School of Law
Christina Nunez College of Dental Medicine
Rachel Leeke Other, see below.
Christina Ortiz Mailman School of Public Health
Ciara Johnson Columbia College
Connie Johnson Graduate School of Business
Courtney Castleman Graduate School of Arts and Sciences
Leanette Anzules Other, see below.
Crystal Collier Graduate School of Arts and Sciences
Alix Schroder Other, see below.
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Darold Cuba Graduate School of Arts and Sciences
Niolas Kakkoufa Columbia College
David Wang Graduate School of Business
Nicole Vartanian Graduate School of Arts and Sciences
Deepti Attavar School of Professional Studies
Julia Knox Mailman School of Public Health
Serena Barnett Other, see below.
Dillon Rhoades School of General Studies
Donggeun Lee School of General Studies
Christina Ferrari Mailman School of Public Health
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Edith Baez Columbia College
Peter Fisher School of Law
Becca Shepler School of Law
Elisa Fang The Fu Foundation School of Engineering and Applied Science
Elizabeth Boylan School of Law
Ellen Frank School of Professional Studies
Marya Pollack College of Physicians and Surgeons
Esther Cynn Graduate School of Arts and Sciences
Maria Raible School of International and Public Affairs
Jim Crocamo Other, see below.
Michael Adams Other, see below.
Natasha Stanislas School of Social Work
Chandani Patel Other, see below.
Kuheli Dutt Other, see below.
Felipe Calderon The Fu Foundation School of Engineering and Applied Science
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Marc Mejia Other, see below.
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Gregory Billingsley Columbia College
Haoyang Li School of Professional Studies
Samar Kaukab Graduate School of Arts and Sciences
Aseema Mohanty The Fu Foundation School of Engineering and Applied Science
Lauren Elmore School of the Arts
Clara Lapiner College of Physicians and Surgeons
Helena Najm Graduate School of Arts and Sciences
Michael Lovagio School of Social Work
Phong Luu School of Professional Studies
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<td>James Sampson Jr</td>
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<td>Meher Dev</td>
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