



## Advancing truth: Expanding our knowledge of LGBTQ+ faculty

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### What we know

- Most research on queerness in higher education focuses on students
- Quantitative work is limited, dated, small-scale, or hard to find
- Queer faculty and staff can feel uncomfortable at their institutions, feel unsafe, and unable to live their authentic lives
- Queer faculty can be discriminated against through employment policies, unacceptance of their research, and disapproval of their personal lives
- Disciplinary fields vary greatly in their welcoming of queer students and faculty
- Undergraduate and graduate students can have difficulty finding queer role models and mentors

### Purpose

- Let's create a new narrative!
- Let's celebrate our queer colleagues and friends
  - Recognizing who they are
  - Elevating their presence throughout higher education
  - Highlighting their contributions to undergraduate education
- Let's strengthen the voices of qualitative studies
- Let's encourage people to think more broadly about notions of diversity and identity

1. Who are today's LGBTQ+ faculty?
2. At what kinds of institutions are LGBTQ+ faculty employed?
3. How are LGBTQ+ faculty contributing to undergraduate education?

$\chi^2$  tests with adjusted residuals  $\pm 2$  for everyone!

### Faculty Survey of Student Engagement

- The Faculty Survey of Student Engagement (FSSE) measures faculty perceptions of and involvement in undergraduate student engagement at four-year colleges and universities
- 2014-2018, five years of administration
- 412 institutions participated
- Nearly 50,000 faculty responded to the sexual orientation question
  - 5% LGBTQ+, identified as bisexual, gay, lesbian, queer, questioning or unsure, or another sexual orientation than those listed
  - 12% selected "I prefer not to respond"
  - 83% identified as non-LGBTQ+

### Measures

<p><b>Demographics</b></p> <ul style="list-style-type: none"> <li>• Disciplinary field</li> <li>• Academic rank</li> <li>• Tenure status</li> <li>• Age</li> <li>• Gender identity</li> <li>• Racial/ethnic identification</li> </ul>	<ul style="list-style-type: none"> <li>• Carnegie classification</li> <li>• Public/private</li> <li>• Institution size</li> <li>• Institution selectivity</li> <li>• Geographic region</li> </ul>	<p><b>Engagement</b></p> <ul style="list-style-type: none"> <li>• <i>Reflective &amp; Integrative Learning</i></li> <li>• <i>Discussions with Diverse Others</i></li> <li>• <i>Student-Faculty Interaction</i></li> <li>• <i>Effective Teaching Practices</i></li> <li>• <i>Quality of Interactions</i></li> <li>• <i>Supportive Environment</i></li> <li>• Time spend on teaching, advising, research, and service</li> </ul>
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### Who are today's LGBTQ+ faculty?

Overrepresented	Underrepresented
<ul style="list-style-type: none"> <li>• Arts &amp; Humanities, Social Sciences, Communications</li> <li>• Assistant/Associate ranks</li> <li>• Tenure track</li> <li>• Younger (&lt; 44)</li> <li>• Women, nonbinary</li> <li>• White, Multiracial, Latino</li> </ul>	<ul style="list-style-type: none"> <li>• Business, Physical Sciences, Engineering, Health Professions, Education</li> <li>• Full professor</li> <li>• No tenure system</li> <li>• Older (&gt; 55)</li> <li>• Men</li> <li>• Asian, Black</li> </ul>

### At what kinds of institutions are LGBTQ+ faculty employed?

Overrepresentation	Underrepresentation
<ul style="list-style-type: none"> <li>Baccalaureate Arts &amp; Sciences, Doctoral highest research</li> <li>Public control</li> <li>Very large (10k+) enrollment</li> <li>Competitive or selective</li> <li>Far West, Mid East regions</li> </ul>	<ul style="list-style-type: none"> <li>Baccalaureate Diverse</li> <li>Private control</li> <li>Smaller (&lt; 5k) enrollment</li> <li>Noncompetitive</li> <li>Plains, Southeast, Southwest, Rocky Mountain, outlying regions</li> </ul>

### How are LGBTQ+ faculty contributing to undergraduate education?

High Contribution	Low Contribution
<ul style="list-style-type: none"> <li><i>Reflective &amp; Integrative Learning</i></li> <li><i>Discussions with Diverse Others</i></li> <li><i>Supportive Environment</i></li> <li>Time spent on service</li> <li>Time spent on research</li> </ul>	<ul style="list-style-type: none"> <li><i>Effective Teaching Practices</i></li> <li><i>Quality of Interactions</i></li> <li>Time spent on advising</li> </ul>

### So what?

YAY	UGH
<p>LGBTQ+ faculty are everywhere!</p> <ul style="list-style-type: none"> <li>But no discipline is off the hook to do better in supporting them</li> </ul>	<p>Underrepresented in education?! Unwelcoming climates will need to be tackled deep within disciplinary cultures</p>
<p>Is it a good sign that more LGBTQ+ faculty are younger and on the tenure track?</p>	<p>Are LGBTQ+ faculty getting stuck at lower ranks?</p>
<p>LGBTQ+ faculty represent a variety of fabulous intersecting identities! Let's celebrate diversity!</p>	<p>LGBTQ+ faculty tend to hold additional marginalized aspects of identity...compounding adversity</p>
<p>LGBTQ+ faculty support highly valuable forms of engagement</p>	<p>LGBTQ+ faculty doubt their use of effective pedagogies and sense negative interactions for their students</p>
<p>LGBTQ+ faculty contribute value to higher education through their research and service</p>	<p>Why aren't they spending time advising?</p>

Thanks so much for joining us!

Find our slides as well as other information about FSSE at [fsse.indiana.edu](http://fsse.indiana.edu)

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