Advancing truth: Expanding our knowledge of LGBQ+ 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 LGBQ+ faculty?
2. At what kinds of institutions are LGBQ+ faculty employed?
3. How are LGBQ+ faculty contributing to undergraduate education?

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% LGBQ+, 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-LGBQ+

Measures

Demographics
- Disciplinary field
- Academic rank
- Tenure status
- Age
- Gender identity
- Racial/ethnic identification

Engagement
- Reflective & Integrative Learning
- Discussions with Diverse Others
- Student-Faculty Interaction
- Effective Teaching Practices
- Quality of Interactions
- Supportive Environment
- Time spent on teaching, advising, research, and service

Who are today’s LGBQ+ faculty?

Overrepresented
- Arts & Humanities, Social Sciences, Communications
- Assistant/Associate ranks
- Tenure track
- Younger (< 44)
- Women, nonbinary
- White, Multiracial, Latino

Underrepresented
- Business, Physical Sciences, Engineering, Health Professions, Education
- Full professor
- No tenure system
- Older (> 55)
- Men
- Asian, Black
At what kinds of institutions are LGBQ+ faculty employed?

**Overrepresentation**
- Baccalaureate Arts & Sciences, Doctoral highest research
- Public control
- Very large (10k+) enrollment
- Competitive or selective
- Far West, Mid East regions

**Underrepresentation**
- Baccalaureate Diverse
- Private control
- Smaller (< 5k) enrollment
- Noncompetitive
- Plains, Southeast, Southwest, Rocky Mountain, outlying regions

How are LGBQ+ faculty contributing to undergraduate education?

**High Contribution**
- Reflective & Integrative Learning
- Discussions with Diverse Others
- Supportive Environment
- Time spent on service
- Time spent on research

**Low Contribution**
- Effective Teaching Practices
- Quality of Interactions
- Time spent on advising

So what?

<table>
<thead>
<tr>
<th>YAY</th>
<th>UGH</th>
</tr>
</thead>
<tbody>
<tr>
<td>LGBQ+ faculty are everywhere!</td>
<td>Underrepresented in education? Unwelcoming climates will need to be tackled deep within disciplinary cultures</td>
</tr>
<tr>
<td>But no discipline is off the hook to do better in supporting them</td>
<td>Are LGBQ+ faculty getting stuck at lower ranks?</td>
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<tr>
<td>LGBQ+ faculty represent a variety of fabulous intersecting identities! Let's celebrate diversity!</td>
<td>LGBQ+ faculty tend to hold additional marginalized aspects of identity, compounding adversity</td>
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<td>LGBQ+ faculty support highly valuable forms of engagement</td>
<td>LGBQ+ faculty doubt their use of effective pedagogies and sense negative interactions for their students</td>
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<tr>
<td>LGBQ+ faculty contribute value to higher education through their research and service</td>
<td>Why aren't they spending time advising?</td>
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Thanks so much for joining us!

Find our slides as well as other information about FSSE at fsse.indiana.edu

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