Faculty Feelings Matter: Environmental Experiences of Queer Faculty of Color

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What brings you to this session today?

Research Questions

How do LGTBQ+ faculty experience the affective component of their teaching environment?

How do faculty of color experience the affective component of their teaching environment?

How do LGTBQ+ faculty of color experience the affective component of their teaching environment?

How do these faculty’s experiences with the affective component of their teaching environment relate to their likelihood to leave their institution, the professoriate, or academia altogether?

Land Acknowledgement

Chicago, Illinois is located on the ancestral homelands of the Council of the Three Fires (the Ojibwa, Ottawa, and Potawatomi tribes) and a place of trade with other tribes, including the Ho-Chunks, Miwoks, Mesopotamians, Sauks, and Mosinsaw.

We wish to acknowledge and honor the Indigenous communities native to this region, and recognize that Indiana University Bloomington is built on Indigenous homelands and resources. We recognize the mesiwejika, longoria, bodwejibew, and shewegowigwe as past, present, and future caretakers of this land. We are dedicated to centering Indigenous voices & perspectives, improving community relationships, correcting the narrative, and making the IUB campus a more supportive and inclusive place for Native and Indigenous students, faculty & staff.

What We Know

- Intersecting systems of marginalization and oppression
  - Lack of diverse representation on campus (Turner et al., 1999; Turner et al., 2008)
  - LGTBQ+ faculty underrepresented in business, physical sciences, mathematics, computer science, engineering, health professions, and education (BrckaLorenz et al., 2019)
  - LGTBQ+ faculty underrepresented in Assistant Professor and Associate Professor ranks and underrepresented in Full Professor ranks (BrckaLorenz et al., 2019)
  - Hostile environments on and off campus
  - Tokenism (Bilimoria & Stewart, 2009; Turner et al., 2008)
  - Microaggressions, microinvalidations, and microinsults (Beagan et al., 2021; Boustani & Taylor, 2020; Orelus, 2020; Pittman et al., 2012)
  - Lack of sense of belonging (Settles et al., 2019)
  - Devaluation of scholarship (Settles et al., 2019; Gonzalez & Núñez, 2014; Griffin et al., 2013)
  - Needing to hide/conceal aspects of one’s identities (Means et al., 2017; Mobley et al., 2020)

Theoretical and Conceptual Framing

- Quare Theory (Johnson, 2001)
  - “Quare (Ke-r),” n. 1. meaning queer; also, opp. of straight; odd or slightly off kilter; from the African American vernacular for queer; sometimes homophobic in usage, but always denotes excess incapable of being contained within conventional categories of being” (Johnson, 2001, p. 125)
  - A reconceptualization of queer theory and Black studies which centers the lived experiences of LGBT people of color
  - Accounts for the ways racism, classism, transphobia, and homophobia interact and impact LGBT people of color
  - Offered us a lens to understand the material impacts of oppression on the affective components of LGTBQ+ faculty of color

Methods & Analyses
- 2021 administration of the CUTE survey
- 20 institutions; 4,068 faculty respondents
- 294 LGBQ+ faculty, 674 faculty of color
- 76 LGBQ+ faculty of color
- \( \chi^2 \) tests and adjusted standardized residuals
- Pearson's correlation
- A bunch of regression analyses
- Standardized variables, effect coded identity characteristics
- Independent variables included sexual orientation, racial/ethnic identification, and an interaction term for LGBQ+ faculty of color

Results

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<th>Bisexual</th>
<th>Gay</th>
<th>Lesbian</th>
<th>Queer</th>
<th>SO+</th>
<th>Asian</th>
<th>Black</th>
<th>Latine</th>
<th>Multi-racial</th>
<th>Race+</th>
<th>LGBQ+*Color</th>
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<td>Supportive Environment</td>
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<td>Mental Health</td>
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<td>Work-Related Stress</td>
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<td>Personal Stress</td>
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<td>Likelihood to Leave</td>
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More positive (or less negative?) results than the average score of faculty

More negative (or less positive?) results than the average score of faculty

Discussion/Significance
- Allison's biggest takeaway: Faculty feelings DO matter! We found strong relationships between persistence and the affective measures in this study.
- Increase support for diversity and sense of belonging, and decrease sources of work-related stress, personal-related stress, and detrimental impacts of mental health if you want to keep your faculty.
- Steven's biggest takeaway: Differences in experiences based on identity mean we need differences in whose voices are centered.
- Within single identity groups, some identities have significantly different experiences and feelings. Within those who hold multiple marginalized identities, the same is true. Closer attention should be paid to each.
- Ella's biggest takeaway: The identities of the faculty surveyed were "incapable of being contained within conventional categories of being" (Johnson, 2001, p. 125).
- Like Steven's takeaway, our mixed results point to diverse ways of being for LGBQ+ faculty, faculty of color, and LGBQ+ faculty of color that must be disaggregated and cannot be addressed via catch-all programs and policies.

How can institutions create more supportive environments for LGBQ+ faculty, faculty of color, and LGBQ+ faculty of color?
Thanks for joining us!

You can find our slides, paper, and more information about the CUTE project at our website:

w: https://cutesurvey.iu.edu/
e: cutesurv@iu.edu

References


