

Factors Contributing to and Militating Against Retention of Gay & Lesbian Faculty:

Faculty Perspectives

By

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Dedications

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Abstract

Little research has been conducted specifically regarding gay and lesbian faculty retention. The study sought to answer the question, “Based on faculty perspectives, which factors contribute to or militate against the retention of gay and lesbian faculty at a public Midwestern university?” In this pre-Supreme Court marriage ruling study, in-depth personal participant interviews were conducted with tenured self-identifying gay or lesbian faculty who had been on their campus for ten or more years. Examining motivation theory as a framework, this dissertation addresses how various factors including support, policy, resources, tenure and promotion, collegiality, safety and security affect desire to stay in one’s position. Faculty who felt they worked in a supportive campus and department climate, worked on campuses with an LGBTQ Resource Center, saw representative leadership, had an opportunity to mentor (students and/or peers), were involved in decision-making, and had perceived or achieved advancement opportunities had a higher level of job satisfaction contributing to their long-term retention. Conversely, those faculty who perceived an unsupportive department and campus climate, faced isolation, bullying and/or harassment had a negative perception of climate, lower job satisfaction and were more likely to leave their position. All faculty interviewed had or were currently serving in administrative roles on their campus. Other topics discussed include work-life balance, dual academic households and the effect on retention, and a vocal administration in regard to diversity issues. This study not only contributes to the base literature on LGBTQ retention, but opens the door for further study utilizing different methodologies, expanding beyond gay and lesbian to include bisexual, transgender and queer faculty, as well as consideration of how local, state and national policy shifts have affected climate perspectives and retention behavior.

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Chapter 1: Statement of the Problem

While there is a considerable body of knowledge addressing higher education minority (ethnic, racial, and gender-based traits) faculty retention, there is a dearth of substantive literature addressing the status of Lesbian, Gay, Bisexual, Transgender and Queer/Questioning (LBGTQ) faculty members. While “Title VII prohibits employment discrimination based on race, color, religion, sex and national origin” (USEEOC, 1964), one group yet to be protected by Title VII of the Civil Rights Act of 1964 is the group collectively known as LBGTQ. The lack of Title VII protection may be a reason as to why specific research on the topic of LBGTQ faculty retention is very limited. In addition, fears related to self-disclosing one’s sexual identity, and any potential social, cultural, or employment-related ramifications may perhaps be another reason. For instance, in D’Augelli (2006):

News of my being gay spread in my department. I was naive about my ability to contain the secret of homosexuality. Apparently one colleague was telling students that I was gay because I “wanted everyone to know,” but that was the last thing that I wanted. And, colleagues told one another. Although I had not told my department head, she had already been told. Having left the closet more quickly than I planned, I felt especially vulnerable, wondering what others were thinking. (p. 204)

That forced outing notwithstanding, in one particular instance a professor felt that disclosing certain aspects of his identity provided classroom opportunities. In Allen (1995), one professor states:

By disclosing important aspects of my identity, I invite and model ways for students to understand their own experiences with social locations such as gender, race, class, and sexual orientation. My fears and initial silence reflected my new knowledge that a

lesbian, bisexual, or gay teacher cannot use personal experience without distracting students from the substantive point he or she is trying to make. Heterosexism insures that one cannot casually draw from personal experience if one's difference overwhelms other aspects of identity (p. 136).

Diversity can have many dimensions. Some dimensions of diversity are “invisible,” including sexual orientation, as they are not as initially obvious to others. Those that are visible include racial and ethnic minority status and sex. Palmer created a three-part typology of diversity paradigm. The first part is “the golden rule” which makes inclusivity of diversity a best practice. The second part, “righting the wrong,” seeks to do just that, right the injustices done to those in diverse groups. The final part of the typology is “valuing diversity.” This part includes increasing diversity awareness within the organization and recognizing what members of diverse groups can contribute (Hill, 2006). If organizations, including colleges and universities, make an effort to incorporate this typology, primarily the third part, it may lead LGBTQ individuals to feel more valued within their organization.

Universities can enact policies as a component to evidence valuing diversity. Within the United States, only 15 states have added sexual orientation and only five states have added gender identity to their discrimination policies, while more than 500 colleges and universities have made the sexual orientation and nearly 100 have made the gender identity additions (Sanlo, 2005; HRC, 2009; NGLTF, 2009). Sanlo (2005) stated, “Policies must be in place to offer domestic partner benefits, for example, as well as inclusion in curricula and services” (p. 3). According to the Human Rights Council (2009), more than 300 colleges and universities currently offer domestic partner benefits to their employees. According to Zemsky and Sanlo (2005), “The existence of these inclusive equal opportunity policies encouraged LGBT faculty

and staff to disclose their sexual orientation publicly without overt risk to their jobs, their academic advancement, or their professional standing” (p. 10).

While the above has demonstrated advancement in the field of equality for LGBTQ populations, primarily on college and university campuses, there is still a significant amount of research that needs to be conducted in regard to this population. Ragins (2004) states that “sexual minorities” are one of the largest, yet least studied minority groups in the workforce. This study attempts to address one subsection of sexual minorities within the college and university setting.

Campus climate surveys have been conducted on a number of campuses nationwide. Each university is developing their own set of priorities and recommendations based on the survey results (Grand Valley State University, 2015; McMahon et al., 2015; Stony Brook University, 2008; University of California Berkeley, 2014). From these assessments, the university can often narrow down by college, as well as by department the overall departmental climate. Departmental climate factors may hinge on leadership (department chair), collegiality (relationship with other faculty within the department), equity (in regard to service, teaching and research opportunities), in addition to a number of other factors (Kardia Group, 2016). I plan to use the results of this study to provide another set of data that may contribute to the priorities and recommendations as it relates to a public comprehensive university.

Recruitment and retention are two tightly coupled concepts of concern in higher education (Trotman and Brown, 2005). As faculty members provide academic and human capital within their department and institution, those demonstrating the highest levels of motivation and research proficiency are often in great demand within the field of higher education (Becker, Lindsay & Gizzle, 2003). However, that is just one part of the equation. It is the responsibility of the current institution to determine what departmental and campus climate factors are most

important to the faculty member so that the individual is less likely to job search elsewhere, let alone accept an offer from another institution (Ambrose, Huston & Norman, 2005). In the same vein, when the candidate does accept a new job offer at a different campus, it is essential for that campus to have the support structures in place to scaffold their new hire (Austin, 2002). The concept of retention, as it relates to departmental and campus climate factors, will be demonstrated in more detail through the proposed study.

Contemporary Context of LGBTQ Issues

Discussions revolving around sexual minorities and sexual orientation have become far more prevalent in mainstream society within the last five years. Hate crime and gay marriage legislation has been consistently evolving across the United States. With many of the outcomes of recent elections, primarily in regard to states' constitutional gay marriage amendments, there are LGB psychological effects to consider. With the few states that have granted recognition of same-sex unions of some sort, the potential economic impacts of gay marriage is considered. Societal discussions around Transgender issues have, more recently, become topics of discourse around acceptance with the gender transition of Caitlyn Jenner and Target's restroom policy. At the same time, conservative state legislative actions have revealed high levels of bigotry and hate around Transgender policy issues. Finally, looking toward the future, LGBTQ rights moving forward with the Obama administration are evaluated.

Mello (2004) argues that until the United States allows same-sex marriage, society will continue to discriminate against homosexuals. Kollman (2007) found that thirty states and the federal government had Defense of Marriage Act (DOMA) laws outlawing same-sex partnerships in one form or another. Ferguson (2007) sees a contradiction in that if gay marriage is supported, the traditionally viewed heterosexual nuclear family is devalued, and that if gay

marriage is not supported, homosexual civil rights are minimized. Those who fight for the rights of same-sex marriage state that sexual minorities have historically been discriminated against and are denied the protection of rights based on sexual orientation. They have an incontrovertible characteristic that cannot be modified. In order to overcome the unequal treatment gays and lesbians struggle with, legal marriage recognition needs to be separated from religion. With common law partnerships already legally recognized without religious sanctification, it would be a possibility to create the separation (Ferguson, 2007). Kollman (2007) feels that there will be a greater opportunity for recognized partnerships if the groups present it as a civil rights issue. Therese M. Stewart stated, “Domestic partnership and marriage are not equal. Words matter. Names matter” (Companies Uncover, 2008, p. 8). Those who fall on the side of constitutional amendments limiting the definition of marriage are most often concerned with the “weakening of marriage” (Brumbaugh, Sanchez, Nock & Wright, 2008). Each side has particular demographics that are more supportive of their perspective. Women, whites, younger people and nonparents with cohabitation experiences are more approving of gay marriages than men, blacks, older individuals and parents with no cohabitation experience (Brumbaugh et al., 2008).

Psychological Effects

The roller coaster of emotions that a gay or lesbian person goes through with the current legislation and debate regarding gay civil rights is quite the tumultuous ride. As such, there are significant positive and negative psychological effects that individuals experience, not only as a member of the gay and lesbian community but also as the family member of an LGBT individual. Various studies have been done that more closely detail what those effects entail.

Levitt, Ovrebo, Anderson-Cleveland, Leone, Jeong, Arm, Bonin, Cicala, Coleman, Laurie, Vardaman & Horne (2009) conducted a study where the central question was that within the

context of their state going through the process of constitutional amendment, “What is the experience of being a GLBT person in the midst of legislative initiatives and movements that seek to limit the rights of GLBT people?” (p. 71). Subquestions within the overarching question include themes of participants’ personal beliefs and experiences, relationships with others and environment. The main finding of the study was that LGBT individuals have to strike a balance between GLBT activism and self-protection through withdrawal. Accepting oneself and finding support from peers helped participants to face their fears. Rostosky, Riggle, Horne & Miller (2009) also conducted a study to evaluate the psychological effects of amendment legislation on LGBTQ individuals. The authors conducted an online survey that examined both minority stress and psychological distress in individuals living in one of nine states that had gay marriage bans as an issue in the election. They found that in those states that had passed the amendment, there was significantly more stress in regard to negative conversations and media messages and increased levels of psychological distress in regard to negative affect, stress and symptoms of depression. The negative effects can potentially contribute to physical and mental health issues. In states where the amendment passed, there were reportedly higher levels of LGBT activism, similar to Levitt et al. (2009).

Hate Crimes

The history of hate crime legislation dates back more than forty years, however it was not until the early 1990s that sexual orientation became attached as a victim group. In 1968, the U.S. Congress enacted Title 18 U.S.C. § 245, which, “granted federal officers the authority to investigate and prosecute crimes motivated by race, color, religion, or national origin if the victims were engaging in certain federally protected activities when the crime was committed” (Woods, 2008, p. 81). The bill’s aim was to address the violence that minorities were

experiencing during the 1960s in great numbers. In 1990, the Hate Crimes Statistics Act (HCSA) required the Attorney General to collect statistics regarding racially-, religion- and sexual orientation-based hate crimes (Woods, 2008). There had been no hate crime statutes passed in the more than 20 years between the two acts. Four years later, Congress enacted the Hate Crimes Sentencing Enhancement Act (HCSEA). This legislation mandated that a U.S. Commission had to reevaluate and harshen the sanctions for those crimes committed on the basis of race, religion, national orientation, color, disability gender or sexual orientation (Woods, 2008).

Since 1994, a number of laws have been enacted in various states regarding hate crimes. As of May 2007, California, Colorado, Connecticut, Hawaii, Maryland, Minnesota, Missouri, New Mexico, Oregon, Pennsylvania and Vermont all included sexual orientation and gender identity in their hate crime statutes; twenty-one states and the District of Columbia include only sexual orientation in hate crime status and, of states with hate crime laws, thirteen included neither (Woods, 2008). As Appendix C details, since 1997 the District of Columbia and New Jersey have been added to the list and Pennsylvania has been removed from the list of states that have hate crime laws that include both sexual orientation and gender identity. Arizona, Delaware, Florida, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Massachusetts, Michigan, Nebraska, Nevada, New Hampshire, New York, Rhode Island, Tennessee, Texas, and Wisconsin all include sexual orientation. Fourteen states do not address either in their hate crime statutes (HRC, 2009).

In 2007, both houses of Congress passed the Local Law Enforcement Hate Crimes Prevention Act, also known as the Matthew Shepard Act after a Wyoming college student beaten to death for being homosexual. Its intent was to expand federal hate crimes legislation to include sexual orientation, gender identity, gender and disability. A version was passed that no longer included protection for gender identity/transgender individuals (Gay, Lesbian Protection, 2007;

Leave Transgenders, 2007). In December 2007, this bill was dropped from the Department of Defense bill (Woods, 2008). Later, U.S. Congress was said to be again contemplating legislation that would end discrimination for GLBT individuals nationwide (Senator Kennedy, 2008). In April 2009, the house passed the Matthew Shepard Act 249-175 (HRC, 2009).

Gay Marriage Timeline

The Defense of Marriage Act (DOMA) was enacted in the United States in 1996. According to the United States General Accounting Office, DOMA laws outlawing gay marriages prohibit same-sex couples from receiving anywhere from a rough estimate of 1,000 (Segal & Novack, 2008), to 1,049 (Peterson, 2004) and all the way up to 1,138 (Peterson, 2005; Harris & Cole, 2008) federal marriage rights including social security, family medical leave and federal taxation benefits. Since the passage of DOMA in 1996, states have been modifying their constitutions and state laws to either allow or prohibit same sex union recognitions of varying kinds.

In 2000, Vermont was the first state to allow civil unions (Schaff, 2004). Four years later, then Vice President Dick Cheney was quoted saying, “My general view is that freedom means freedom for everyone...people ought to be free to enter into any kind of relationship they want to” (Cheney, 2004, p. 9). While he did not specifically address the topic of gay marriage, this quote came at a pivotal time in gay marriage rights. On May 17, 2004, Massachusetts became the first state to allow gay marriage (Peterson, 2005; Ferguson, 2007). President George W. Bush urged Congress to amend the United States Constitution to ban gay marriage (Peterson, 2004).

Their passage spurred a nationwide frenzy regarding gay marriage rights. Eleven states approved anti-gay marriage constitutional amendments and four states approved registered partnership, cohabitation or same-sex marriage laws before the end of 2004 (State Politics, 2006;

Kollman, 2007). The American Psychological Association Council of Representatives took a stance on the issue and declared that it was “unfair and discriminatory” to deny marriage rights to same-sex couples. In June 2015, the United States Supreme Court ruled 5-4 in the case of *Obergefell v. Hodges* finding state marriage bans unconstitutional, thusly creating national marriage equality (HRC, 2016).

Appendix D details updates on the topic of same-sex marriage across the United States. As of spring 2006, the United States was one of only four major Western democracies without same-sex union laws (Kollman, 2007). While legislation across the country appears to be eroding the marriage rights of LGBTQ individuals, yet there are some glimmers of hope for inclusivity. According to Greater Acceptance (2006), state universities in Iowa and Vermont opened “gender neutral dorms”, more companies are allowing trans people to remain on the job after their operations and Albuquerque and Seattle picked two trans individuals as grand marshals in their pride parades. In addition, according to a November 2006 survey, 62% of those surveyed were opposed to the anti-gay marriage amendment (Massachusetts May Vote, 2007).

Proposition 8 became a primary issue in the United States consciousness in 2008. In June 2008, California approved same-sex marriage (HRC, 2009). In November of 2008, Proposition 8 looked to overturn same-sex marriage. Proposition 8 passed and repealed the original California Supreme Court ruling (HRC, 2009). Mark Rosenbaum, Legal Director of the American Civil Liberties Union of Southern California urged the court to overturn the ban (California Supreme Court, 2009). In November 2008, Arizona and Florida also voted to ban gay marriage bringing the total number of states with prohibitions to block same-sex marriage to thirty (States Vote, 2008). Within three days of the passage of Proposition 8, 10,000 people mobilized in New York City against Proposition 8 and the Mormon church (Gestos, 2005), which reportedly donated as

much as one-third of the money that was given to push Proposition 8 through (Aftermath of Proposition 8, 2009). Within a week, protests mobilized hundreds of thousands of people in support of gay marriage (Gestos, 2005). In May, 2009 Proposition 8 was upheld outlawing gay marriage in California, although the 18,000 people that married between June and November 2008 will remain legally married (HRC, 2009). The status, as of the time of the data collection, regarding same-sex union rights in the various capacities can be found in Appendices E and F, with the updated status as of 2016 in Appendix G.

Election and Beyond

While the November 2006 elections found that the topic of extending legal marriage rights to gay and lesbians being the most controversial among public policy questions (Ferguson, 2007), it was the November 2008 elections brought a new attention and focus to diversity in the United States. Seyfried (2009) found that Obama's campaign was a transformational one in that people who supported him felt the need to connect more to what makes us human as opposed to any particular issue. This point became more evident when in exit polls, 43% of whites, 95% of African Americans, 67% of Latinos and 62% of Asians voted for Obama (Seyfried, 2009). Many saw the results of this election as something they may never see in their lifetimes.

When Obama listed his transition priorities, LGBTQ issues were not listed on his website. However, within the Civil Rights section of his website, he details his agenda in relations to LGBTQ issues. Melby (2009), lists the following on Obama's agenda,

Expand hate crime statutes, fight workplace discrimination, support full civil unions and federal rights for LGBT couples, oppose a constitutional ban on same-sex marriage, repeal 'Don't Ask, Don't Tell', expand abortion rights, promote AIDS prevention and

empower women to prevent HIV/AIDS.” Having set the context for the macro nationwide climate, it is important to focus specifically on the campus climate (p. 6).

According to Melby (2009), Obama quoted the following on his website

While we have come a long way since the Stonewall riots in 1969, we still have a lot of work to do. Too often, the issue of LGBT rights is exploited by those seeking to divide us. But at its core, this issue is about who we are as Americans. It's about whether this nation is going to live up to its founding promise of equality by treating all its citizens with dignity and respect (p. 6).

Research Question

There are a number of factors that impact faculty retention. These factors include policy, support, curriculum, financial implications, tenure and promotion, collegiality, infrastructure, and safety and security. These can play into a faculty member's experience at a number of climate levels – departmental, campus, community. How faculty perceive these factors, as they related to campus climate and especially in regard to LGBTQ individuals, could be very important as it relates to their decision to continue working at their institution.

Before framing the question, it is important to understand what comprises these factors. Policy may include partner/spousal benefits and non-discrimination policies. Support is a broader issue, which introduces factors around institutional, department and collegial emotional and professional support. The inclusivity of the curriculum, as it relates to LGBTQ issues, is another factor contributing to the campus climate picture. Are faculty allowed to draw LGBTQ issues into their specific field of study or teach courses that appeal to their interest in LGBTQ issues? How fairly a faculty member feels they are being compensated for their work, as well as their access to grants and additional sources of research funding, often factor into their decision to

stay. The security of tenure-track or tenured positions, with opportunities for promotion within the department and the field, influence retention. The collegiality of one's department, as well as the campus as a whole, affects the perception of campus climate in regard to retention.

Infrastructure, as a campus climate factor, refers to the physical spaces on campus that create an atmosphere of inclusivity, such as LGBTQ, Women's, and Minority Resource Centers. Finally, how safe a faculty member feels on campus, whether it is in their office, a classroom, or walking across campus, factor into faculty's perspectives of campus climate.

The study examined the following question: Based on faculty perspectives, which factors contribute to or militate against the retention of gay and lesbian faculty at a public Midwestern university? The question will be examined from the perspective of gay and lesbian faculty based on their experiences with climate and campus culture in regard to institutional action (including policies), research and teaching, structural diversity, intergroup interaction, and the campus' socio-historical context. It will take into consideration faculty experiences at their current campus, as well as previous campuses, as it relates to how those experiences contributed to their retention or attrition.

Chapter 2: Literature Review

The Literature Review will focus on a number of areas related to LGBTQ faculty retention. The major areas of research include contemporary context for LGBTQ issues, issues of departmental and campus climate as they related to minority and LGBTQ issues and concerns, motivation and LGBTQ retention. Research areas range from best practices and autoethnographic views to quantitative and qualitative studies.

Historical Background

To look at the LGBTQ population in higher education, one must first consider the history of LGBTQ rights in general and an overview of the historical status of LGBTQ in the faculty. In 1958, a Florida legislative committee chaired by Senator Charley Johns set out to investigate the NAACP and its members. When the NAACP refused to cooperate, the committee refocused its attention on homosexuals. The Johns Committee (Sanlo, 1), as it was known, came to college campuses and made accusations about faculty, staff and students' sexual orientation. While they had no proof upon which to base their allegations, the investigations caused many to leave education, and some even chose to take their own lives. The committee report was eventually thrown out in the legislature, but it was the beginning of LGBTQ university constituents backing into the "closet".

It would be thirteen years before colleges and universities would again begin to move forward with greater recognition of their LGBTQ populations. In 1971, the University of Michigan – Ann Arbor campus opened the first LGBT Resource Center in the country. It was called the "Human Sexuality Office" (Sanlo, 2). Now there are approximately 100 such resource centers at campuses across the country (Rankin, 2004).

In addition to resource centers that have been created on campuses, there has been increased support, networking groups and awareness of the needs of the LGBTQ community. The Adult Education Resource Conference (AERC) formed the first formal queer networking group in 1993 when, at their 34th Annual Conference taking place at Penn State University, the LGBTQAC (Lesbian, Gay, Bisexual, Transgender, Queer & Allies Caucus (Hill, 2006). Also, according to Hill (2006), the first LGBTQ-themed presentation was done by the University of Tennessee – Knoxville at the next year's (1994) Adult Education Resource Conference. In 2003, 10 years after its formation, the LGBTQAC held its first pre-conference at the AERC held in San Francisco, California.

Definitions and Contextualizing LGBTQ

A number of terms used in conjunction with the aforementioned populations comprise a veritable alphabet soup of acronyms. Lesbian, Gay, Bisexual, Transgender, Queer and/or Questioning comprise the LGBTQ acronym (Garber, 2003), but these various groups are also referred to with acronyms such as LGB to represent Lesbian, Gay and Bisexual populations (Waldo, 1998 & D'Augelli, 2006); LGBT to represent Lesbian, Gay, Bisexual and Transgender populations (Rankin, 2005; Little & Marx, 2003); GLB to represent Gay, Lesbian and Bisexual (Little & Marx, 2003), and GLBT to represent Gay, Lesbian, Bisexual and Transgender populations (Brown, Clarke, Gortmaker, & Robinson-Keilig, 2004).

Typically, the transgender population is the group most likely to be overlooked in the acronyms listed above. According to Sausa (2002),

Trans is also an umbrella term referring to a diverse group of individuals who cross or transcend culturally defined categories of sex and gender. The term trans is inclusive of different sex and gender identities including: female-to-male transsexual (FTM) or

transman, male-to-female transsexual (MTF) or transwoman, female crossdresser, male crossdresser, drag queen, drag king, androgyne, masculine female, feminine male, and gender queer. (p. 45)

The Wisconsin System (2008) defined transgender as, “Umbrella term for someone whose self-identity challenges traditional societal definitions of male and female” (p. 3). Finally,

We understand “transgender” to include but is not limited to those persons whose gender expression (outward expression of gender, e.g., clothing, appearance, mannerisms, societal role etc.) and/or gender identity (internal self-conception of gender) differs from conventional expectations of the physical sex they were born into or currently possess. This may include people whose internal identity, appearance, anatomy, behavioral characteristics and/or physical characteristics do not conform to culturally predominant gender roles. Transgender identity does not require that a person have the means or the desire to pursue physical, chemical, hormonal, and/or other physiological changes to their body. (Faculty Document, 2008, p. 1)

According to Sausa, sexual orientation is an attraction to someone of the same or different gender, including identities such as gay, lesbian, bisexual, and heterosexual (2002). Sexual orientation is also defined as, “like personality or the self, is not a fixed, unchanging quality, but a multivariable dynamic process that includes sexual behavior, fantasies, and attraction, as well as emotional and social preference, lifestyle choice, and self-identification” (Allen, 1995, p. 136).

While many use the terms interchangeably, sex and gender are different. Sausa (2002), states, “The term *sex* traditionally refers to someone’s biological status as having a certain set of primary sexual characteristics, i.e., genital, chromosomal, hormonal, and reproductive. One’s sex

can be categorized as male, female, or intersexed, among others” (p. 44). Gender, on the other hand, “refers to a person’s social status, which can be categorized as a man, woman, androgyne, etc. Gender has traditionally been viewed as stagnant, though some current scholars of gender...view gender as more malleable or performative. Some people can change their gender, and even ‘perform’ a variety of genders, such as drag artists” (Sausa, 2002, p. 45).

The concept of gender has multiple parts, including gender expression and gender identity. The Wisconsin System (2008) Campus Climate report from the University of Wisconsin Oshkosh provides definitions and, in turn, clarification of the terms. Gender expression is “The manner in which a person outwardly represents their gender, regardless of the physical characteristics that might typically define them as male or female” (p. 3). This encompasses wearing male or female clothes, makeup or hairstyle. Gender identity, on the other hand, is “A person’s inner sense of being male, female, both, or neither. The internal identity may or may not be expressed outwardly, and may or may not correspond to one’s physical characteristics” (p. 3). One’s gender identity may be male, but their gender expression may be female. Their gender identity and gender expression may be the same. It depends on the individual.

To a number of people outside the LGBTQ community, queer is a derogatory term, often used to hurt or antagonize. Oswin’s (2008) working definition is very brief stating, “One frequent deployment of the term ‘queer’ is as a synonym for non-heterosexuals” (p. 91). As Halperin (1995) said, “Queer is by definition whatever is at odds with the normal, the legitimate, the dominant. There is nothing in particular to which it necessarily refers. It is an identity without an essence” (p. 62).

When it comes to most campuses heteronormativity, or “normalization of heterosexuality” (Yep, 2003, p. 165) is the standard practice. The campus climate can be altered

significantly in a negative way where homophobia, or “irrational fear, abhorrence, and dislike of homosexuality and of those who engage in it” (Yep, 2003, p. 165) is evident. Internalized homophobia represents the gay person’s direction of negative social attitudes toward the self and in its extreme forms, it can lead to the rejection of one’s sexual orientation. Internalized homophobia is further characterized by an intrapsychic conflict between experiences of same sex affection or desire and feeling a need to be heterosexual (Herek, 2004).

The greater the instance of homophobia, outward or internalized, the more likely it is for students and staff to stay “in the closet.” “The closet has not only historically housed our sexual identities but also is built into our culture’s very way of conceptualizing sexuality” (Joyrich, 2006, p. 138). Chauncey (1994) provides a historical context for the closet,

Gay people in the pre-war years [pre-World War I]... did not speak of coming out of what we call the gay closet but rather of coming out *into* what they called homosexual society or the gay world, a world neither so small, nor so isolated, nor... so hidden as closet implies. (p. 7)

This study examines LGBTQ faculty’s perspectives as to how departmental, as well as institutional/campus climate affects LGBTQ faculty retention. It is important to define each of these terms within the context of this proposal. Faculty, for the purpose of this study, includes those teaching professionals at colleges and universities that have achieved the level of assistant, associate or full professor. The sample does not include lecturers, ad hoc instructors or instructional academic staff. Retention is the concept of faculty maintaining employment at their current campus. In relation to retention, there are internal benefits and external benefits to remaining with one’s current employer. Ambrose, Huston and Norman (2005) clarified the difference between the two. Internal benefits, “include intangible (personal and institutional

reputation, autonomy, influence, a sense of belonging) as well as tangible (salary, facilities, fringe benefits, work rules) benefits of the job” (p. 821), whereas external benefits, “are non-work related and include quality of life, family, friendships, and financial considerations outside of salary.” (p. 821)

There are a number of employment-related policy terms to identify as well. Affirmative action and equal opportunity are two closely related, often confused terms. Suinn & Winn state affirmative action, “requires that employers exercise flexibility in enabling minority persons to meet the qualifications of the positions, possibly through on-the-job training”, whereas equal opportunity, “requires only that the minority persons have equal access to the position (1982, p. 1243). While Title VII of the Civil Rights Act of 1964 identifies certain “protected classes” such as racial and ethnic minorities, pregnant women, physically disabled person, LGBTQ persons are not a protected class. Zemsky and Sanlo (2005) state that protected class “identifies individuals who are members of groups against whom past systemic discrimination has been recognized. Legal recourse is available to these individuals if discrimination is demonstrated” (p. 8). Those colleges and universities, who have specifically added sexual orientation and gender identity to their list of protected classes, provide more rights to their employees.

Another way colleges and universities have expressed that they value LGBTQ employees is through the extension of domestic partner benefits to these employees. Matsumura (2006) defines domestic partner as, “Two unmarried adults of the same sex sharing a common residence, and accepting joint responsibility for each other’s basic living expenses” (p. 189). Tanner v. Oregon Health Sciences University (1998) was more specific with their definition of domestic partners. They consider domestic partners to be homosexual persons, not related by blood closer than first cousins, who are not legally married, who have continuously lived together in an

exclusive and loving relationship that they intend to maintain for the rest of their lives who have joint financial accounts and joint financial responsibilities who would be married to each other if Oregon law permitted it, who have no other domestic partners and who are 18 years of age or older. Domestic Partner Benefits are those that are offered to the partner of the individual who is employed at the college or university. These benefits may include, but not be limited to, inheritance of life insurance, the right to adopt a partner's child, health, medical, dental, vision insurance, Family Medical Leave Act time to care for partner, life insurance, tax benefits, bereavement leave, Employee Assistance Program participation opportunities and soft benefits (at the university it may include library access, fitness center access, recreational sports access). Some companies require documentation of proof of a domestic partner relationship. Each employer decides which form that proof will take. Some employers require the partners to sign a written statement of their relationship, others require demonstration of a financial relationship, such as a joint checking account or mortgage. The EBRI (2009) attempted to clarify the importance of obtaining only relevant documentation stating, "Whatever documentation is required must be germane to the issue of validating a domestic partnership, or it could lead to claims of invasion of privacy" (p. 1).

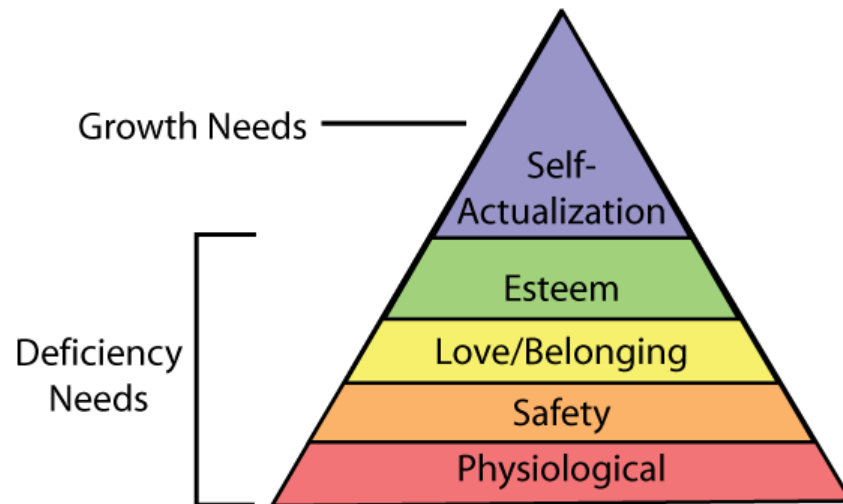
Motivation Theories

There are a number of motivation theories that underlie the concept of needs satisfaction as they relate to faculty retention. While all very similar, Maslow's Hierarchy of Needs, Porter's Model (based from Maslow), Alderfer's ERG Theory and Herzberg's Two-Factor Theory all provide slightly different insights through which faculty motivation may be viewed.

Maslow's Hierarchy of Needs

Abraham Maslow (1943) postulated his theory of a hierarchy of needs in *A Theory of Human Motivation*. It delineated five levels of needs shown below in Figure 2.1:

Figure 2.1. Maslow's Hierarchy of Needs



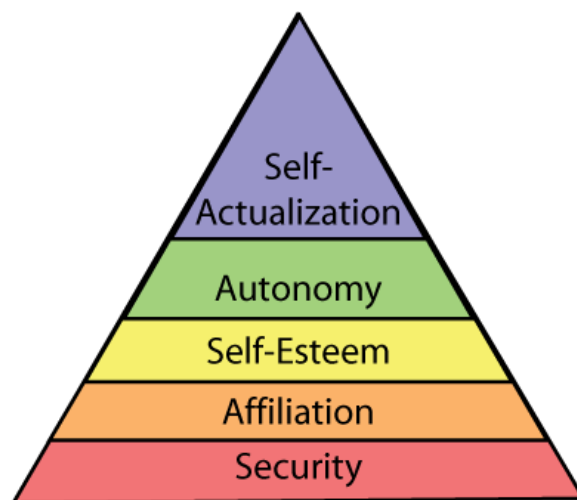
The first level of needs, physiological, encompasses basic survival needs like food, water, clothes and shelter. The second level, safety, includes being without physical or psychological harm, as well as encompasses the idea of financial security. Love and belonging, the third level, includes love, belonging and acceptance regardless of the group or setting. Esteem characteristics highlight the importance of recognition from and acceptance of others. The top of the hierarchy, self-actualization, is comprised of such concepts as autonomy, self-direction and reaching one's full potential. The first four levels are deficiency needs, meaning that if one does not have them met, they are motivated to get them and until they achieve them, they cannot move up the hierarchy (Owens, 2004). Self-actualization is a growth need in that once one has reached an autonomous setting, they can truly experience the most personal growth. With that being said, the growth needs cannot ever be completely fulfilled. Maslow coined the term prepotency, which states that one must first meet the needs of the lower level before the upper levels can be attained

(Maslow, 1943; Schneider & Zalesny, 1982; Owens, 2004). For instance, one could not meet their love and belonging needs if they were struggling for nourishment. Guthrie and Reed (1991) stated that the satisfaction of Maslow's basic level needs require such things as "freedom of speech, freedom of choice, freedom to seek information, justice and honesty" (p. 247). They also stated the importance of staff rewards and recognition, including staff in decision making processes, offering personal and professional development opportunities, fostering a climate that enhances a sense of belonging and a mutual respect for others are all key to moving up the hierarchy.

Porter's Model

Lyman Porter adapted Maslow's theory to include "growth enhancing environments" in work organizations (Owens, 2004). Porter's model, below in Figure 2.2, created a new level for autonomy.

Figure 2.2. Porter's Hierarchy of Work Motivation



Porter looked to see to what extent each hierarchical level *was being met* by the position, as well as to what extent the individual thought the job *should* meet the needs within each level in relationship to one's managerial position. Porter felt that the difference between what was being

met and what the individual felt should be met would determine the amount of need satisfaction one experienced, as well as any perceived need deficiency. While lesser known than Maslow and his contemporaries, Porter's addition of autonomy is an important one for university faculty.

Herzberg's Two-Factor Theory

In 1959, Frederick Herzberg built upon Maslow's theory by adding a dimension that one set of job characteristics or incentives may lead to one's satisfaction at work, while another separate set of factors may lead to dissatisfaction. Herzberg's theory was closely linked with the workplace. The two factors are motivation factors, or satisfiers, and maintenance factors, or hygienes. Table 2.1, below, details Herzberg's motivational and maintenance factors.

Table 2.1. Herzberg's Motivational and Maintenance Factors: Components of Two-Factor Theory

Motivational Factors	Maintenance Factors
Achievement	Company Policy/Administration
Recognition	Supervision
Work Itself	Salary
Responsibility	Interpersonal Relationships
Achievement/Advancement	Working Conditions

According to Owens (2004) and Webb and Norton (1999), the motivation factors are those that lead to satisfaction, while the maintenance factors have to be present for the motivational factors to emerge, but most importantly when the maintenance factors are absent, job dissatisfaction can occur. Individuals tend to correlate job satisfaction intrinsically with motivational factors success, achievement, the self-perceived level of challenge at work and recognition, whereas they most often correlate dissatisfaction to extrinsic maintenance-related factors.

Alderfer's ERG Needs Theory

In 1969, Clayton Alderfer added to the motivational theories by extending Maslow's needs theory to develop his ERG Needs Theory. Alderfer pared Maslow's five levels to just three: Existence, Relatedness and Growth (ERG) (Alderfer, 1969; Schneider & Zalesny, 1982; Arnolds & Roshoff, 2002). Existence needs were those human needs basic for human existence. They encompassed the physiological and safety needs of Maslow. The Relatedness needs are equivalent to Maslow's belongingness and love. They are the desire to maintain personal relatedness and social acceptance. Growth needs envelop the esteem and self-actualization portions of Maslow's hierarchy, and relate to the desire for personal fulfillment (Winterton, 2004).

Each of the motivational theories above contributes the significance of the importance of the study. The study looks to determine how LGBTQ faculty perceive departmental and campus climate factors affect retention. In doing so, I will also determine what motivates LGBTQ faculty to stay at an institution or what, based on the climate, would motivate them to take a position at another location.

Departmental and Campus Climate Research

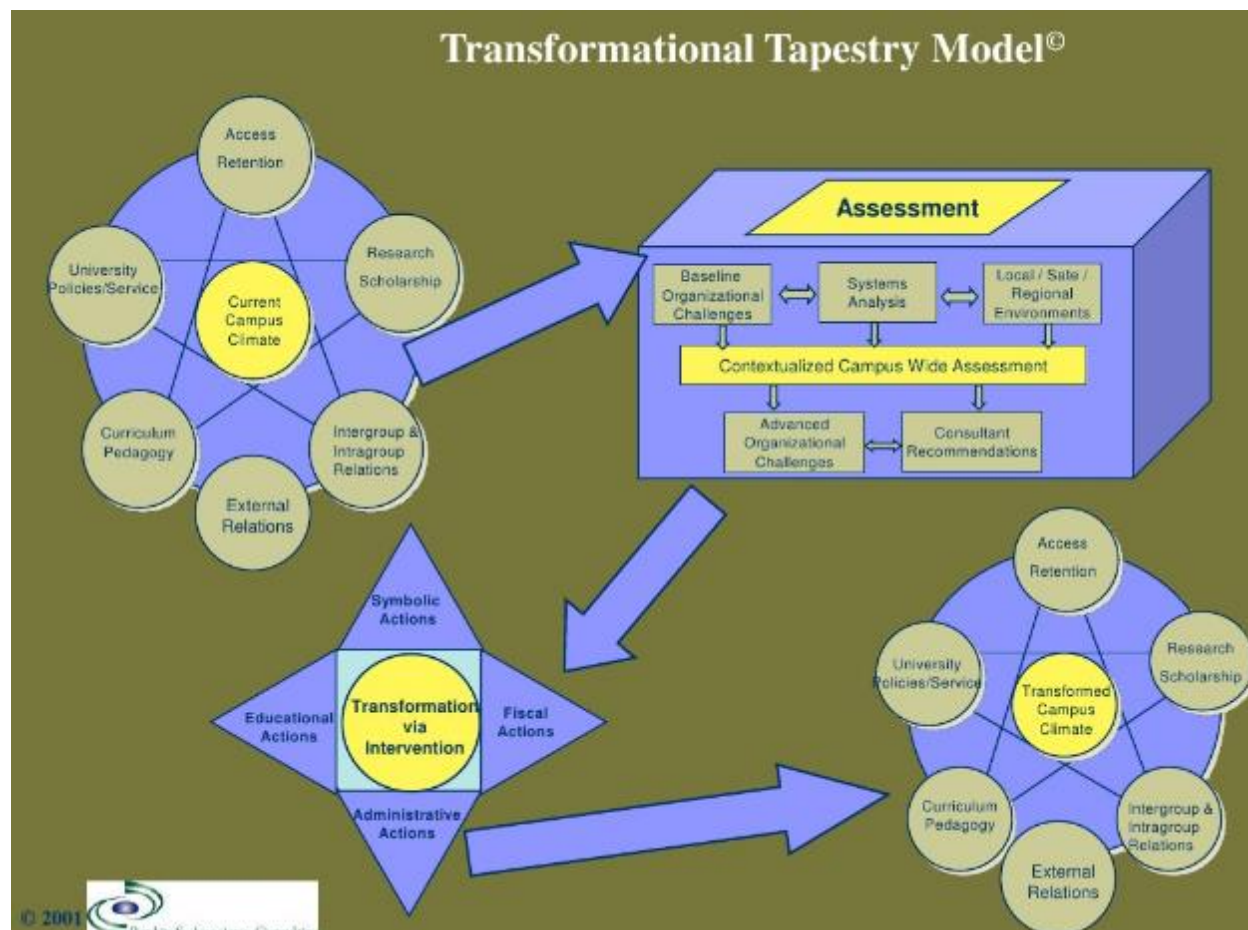
Rankin has done a significant amount of research in terms of campus climate. According to Rankin (2005) campus climate is, "the cumulative attitudes, behaviors, and standards of employees and students concerning access for, inclusion of, and level of respect for individual and group needs, abilities, and potential" (p. 17). While Rankin's definition is a commonly accepted one, the Committee on Women in the University's Climate Work Group's definition is more encompassing with climate, "Reflected in its structures, policies, and practices; the demographics of its membership; the attitudes and values of its members and leaders; and the

quality of personal interactions” (2002, p.1). According to the University of California report (2007), “Campus climate is informed by and reflected in five primary dimensions of a university: (1) institutional action, (2) research and teaching, (3) structural diversity, (4) intergroup interaction, and (5) the campus’ socio-historical context” (p. 3). Similarly, departmental climate refers to the structures, policies, practices, attitudes and demographics within the specific department as opposed to the entire campus.

Campus climate studies encompass demographic profiles, personally experienced harassment, observed harassment, experiences of underrepresented groups and institutional actions. They often shed light on departmental dynamics as well. Racial, ethnic and gender minorities, LGBTQ minorities, viewpoints based on employment status, student status, department/college are all results that can be construed from the assessment. The results help to guide policy, inclusivity and diversity initiatives from a micro (departmental) level to a macro (institutional) level.

According to Rankin’s Transformational Tapestry model (Oregon State, 2005), there are five factors that comprise campus climate: access and retention, research and scholarship, inter-group and intra-group relations, curriculum and pedagogy, and institutional commitment. The model was created to help universities reach their full equity potential. In order to do this, the model proposes various assessment tools and strategic planning. Figure 2.3, below, shows the entire Transformational Tapestry Model.

Figure 2.3. Rankin's Transformational Tapestry Model



Phase one of assessments in the model typically include interviews, focus groups, a systems analysis, a review of environments, a campus-wide survey with subsequent analysis and follow-up focus groups. In phase two, a team focusing on campus equity is assembled and they make recommendations, in turn creating a strategic plan, as to how to improve campus equity. As shown in Figure 2.3, the four categories of strategic actions are administrative, symbolic, fiscal and educational. Once the various stakeholders have implemented the actions, the result is the transformed culture. This model does not mean that the campus will be void of campus climate

issues; instead, if successful, there will be improvements to the overall climate. This model can also be used on a smaller scale when departments are in need of a “transformed climate.”

LGBTQ Departmental and Campus Climate

While societal level climate issues can alter an LGBTQ person’s sense of belonging in general, campus and department climate reach the faculty on a more personal level. Of the items addressed in this study, campus climate is the topic with the most LGBTQ-related research. The impressions of faculty candidates during the hiring processes, campus policies related to LGBTQ issues, violence and harassment incidences on campus, the curricular and classroom climate and the sense of community one does or does not feel on a campus relates directly to whether or not they accept a position, find their job satisfying or choose to stay in their position. Faculty may also choose to keep their sexuality private during the interview process in order to interpret contextual, often subtle, cues in regard to departmental or campus climate. These faculty members may have every intention of being “out” once hired, but find it advantageous to remain silent in order to avoid bias or falsely positive responses regarding climate throughout the process.

There are a number of human resource issues related to campus climate, including hiring, support and policy. According to Ewing, Stukas, and Sheehan (2003), gay men and lesbians might be less likely to be hired or may be more likely to face salary inequities once they are hired. The marginalization that comes along with feeling like less of a faculty member would greatly contribute to climate issues. Partner hiring is another important issue (Piercy et al., 2005). Even if the university has no jobs available, but makes an effort to connect with jobs in the community, there is a stronger perception of inclusion. One of the greatest ways to demonstrate the importance of campus diversity is to hire role models in the form of “out” trans people

(Sausa, 2002), “out” LGBTQ faculty and staff (Rankin, 2004), additional advising and support for LGBTQ students (Rankin, 2004; Quezada & Louque, 2004) and hiring student liaisons in the residence halls to provide support to LGBTQ students (Hill, 2006).

It is not solely the students that need the additional support functions. If the university not only provides mentors for new faculty, but also trains the mentors to model positive departmental and campus climate behavior, the faculty is more likely to view the climate more positively. Hill (2006) found that providing counseling and health services also help the LGBTQ faculty member cope with the stress of being marginalized within the campus community. For those employees who not only feel marginalized, but face harassment, Sausa (2002) and Rankin (2005) stated the need to create and implement a rapid response system to record and address the needs of those who have experienced violence on campus. While some authors (University of Missouri, 2002; Rankin, 2004; University of New Hampshire, 2004; Oregon State University, 2005; Hill, 2006; University of Illinois, 2006; Wisconsin System, 2008) are general about the need for the university to provide training for all employees on LGBTQ related issues, Hill (2006) is more specific about the need for training on recognizing bias in campus environments, as well as enforcing, investigating and disciplining policy infractions. Both Sausa (2002) and Hill (2006) highlighted a training session on the use of inclusive language. Sausa (2002) stated that there is a distinct need on most campus to conduct trans-specific training, as the knowledge of the trans subgroup within LGBTQ is often the least understood. While some LGBTQ-related policies are widely known and understood, Hurtado et al. (1998) reinforced training regarding policy awareness and development.

There are a number of ways that a university can create a positive campus climate through policy-related issues. It is important for each of the faculty handbooks, employment

documents and university publications to include queer concerns and inclusive language (Sausa, 2002; Rankin, 2004). Non-discrimination policies must reach beyond the protected classes within Title VII of the Civil Rights Act of 1964 to include gender identity, gender expression and sexual orientation (Rankin, 2004; Zemsky & Sanlo, 2005; Hill, 2006; HRC, 2009). According to the Human Rights Council (2009), 97 colleges and universities (compared to 442 private for-profit businesses) in the United States have non-discrimination policies that protect gender identity and 587 colleges and universities (compared to 2,025 private for-profit businesses) in the United States have policies that protect sexual orientation. As of March 2, 2009, 307 colleges and universities, out of 4,409 total colleges and universities, and as compared to 8,608 private for-profit businesses, in the United States also offer domestic partner benefits to their faculty and staff members (HRC, 2009; U.S. Department of Education, 2015). It is difficult to ascertain, without question, that the university policies are more supportive of LGBTQ populations than other work contexts, as it is quite difficult to pinpoint the number of private for-profit businesses against which to benchmark. Many researchers feel that offering domestic partner benefits is one of the primary ways to recruit and retain faculty, as well as create or maintain the satisfaction of already employed faculty (Yep, 2003; Rankin, 2004; Zemsky & Sanlo, 2005; Faculty Document, 2008; HRC, 2009). Finally, allowing flexible tenure clock options for LGBTQ faculty may better allow them to initially provide the greater amounts of committee involvement, service, teaching and advising often expected of minority faculty, while providing them a flexible timeline in which to complete their research and publication.

While all of these support functions would help create a more positive campus climate, individuals that do not share the university's view on the importance of diversity can create for a tenuous campus climate. Wood (2005) stated that "being out" on campus can be a disadvantage

in regard to safety issues. Hurtado, et al. (1998) declared that faculty fear for their physical safety, and have experienced disparaging remarks and antigay graffiti. D’Augelli (2006) found that 77% of gay and lesbian undergraduate students had been verbally harassed due to their sexual orientation, 27% of the same group had been threatened with physical violence and 3% reported being hit, punched, kicked or some other form of actual physical violence. The campus climate studies conducted at various universities nationwide (St. Cloud State University, 2003; Oregon State University, 2005; North Dakota State University, 2008; Wisconsin System, 2008) found the following statistics in regard to observed and experienced harassment (Table 2.2).

Table 2.2. Observed versus Experienced Harassment Based on Various Demographic Categories

Demographic Category	University of Wisconsin Oshkosh		St. Cloud State University		Oregon State University		North Dakota State University	
	Observed	Experienced	Observed	Experienced	Observed	Experienced	Observed	Experienced
Sexual Orientation	49.0%	7.50%	46.5%	13.3%	40.0%	12.0%	NR	8.4%
Ethnicity	29.0%	9.90%	44.1%	20.8%	45.0%	19.0%	NR	12.0%
Race	28.0%	9.90%	55.7%	28.8%	36.0%	14.0%	NR	14.0%
Gender Identity	24.0%	2.90%	29.2%	25.0%	NR	NR	NR	20.0%

More specifically, within the category of sexual orientation, Table 2.3 shows the instances of observed and experienced harassment based on sexual orientation category.

Table 2.3. Observed versus Experienced Harassment Based on Sexual Orientation Categorization

Demographic Category	University of Arizona		St. Cloud State University		Oregon State University		University of Illinois Urbana-Champaign	
	Observed	Experienced	Observed	Experienced	Observed	Experienced	Observed	Experienced
Bisexual	12.5%	23.5%	N/A	46.2%	71.1%	45.7%	N/A	22.7%
Gay	60.0%	60.0%	N/A	36.8%	94.1%	82.4%	N/A	32.8%
Lesbian	0.0%*	0.0%*	N/A	58.0%	75.7%	62.5%	N/A	39.8%
Heterosexual	22.5%	20.0%	N/A	28.1%	48.6%	35.9%	N/A	6.0%
Uncertain	40.0%	20.0%	N/A	58.3%	N/A	N/A	N/A	23.5%
Queer	N/A	N/A	N/A	80.0%	83.3%	75.0%	N/A	N/A

*There were no lesbian respondents in this response pool.

The significant differences between observed and experienced harassment in Table 2 may have something to do with unwillingness to report experienced harassment, the lack of a reporting structure, or many people observe a single person being harassed. Table 3 shows a great disparity between the observed harassment across campuses, as well as the actual experienced harassment. Experienced harassment was generally higher at St. Cloud State and Oregon State University and lower at Universities of Illinois Urbana-Champaign and Arizona. This disparity may have more to do with general departmental and institutional climate issues, as well as community resources.

The curricular and classroom climates are subcomponents within the general campus climate. Each plays a vital role as to how welcome a faculty member feels on campus. Hurtado et al. (1998) state that there is a lack of attention to sexual orientation issues in the collegiate curriculum. Rankin (2004) states the importance of including LGBTQ issues into the mainstream curricula, as well as having LGBTQ faculty creating curriculum. Sausa (2002) added the importance, specifically, of including trans films, articles, books and speakers into the curricula. Faculty members who perceived that the campus emphasizes the importance of the university's commitment to civic responsibility are more likely to incorporate diversity-related materials into the curricula (Mayhew et al., 2006). Inclusion of LGBTQ issues into the current curricula is important, yet the creation of LGBTQ-specific courses or an LGBTQ Studies Certificate Program is also an important way to make the campus climate more positive for the LGBTQ population (Waldo, 1998; Rankin, 2005; Zemsky & Sanlo, 2005). The university can make these recommendations on a continual basis; however until there is accountability for diversity inclusion into the curricula, progress will be gradual. Piercy et al. (2005) recommended adding a diversity component to faculty and staff evaluations. This form of accountability could help

increase the instance of LGBTQ issues in the curricula, in turn creating a more positive LGBTQ campus climate.

The classroom climate takes the concept of campus climate to an ever more micro level. Perspectives, “coming out” in the classroom environment and the LGBTQ student classroom experience all comprise classroom climate. Lovaas, Baroudi, and Collins (2003) stated,

A teacher who is not aware of her own concerns and capacities relative to navigation of sex, gender, and sexuality, and their intersections with other identity configurations, may add to her own and others’ confusion and reinforce her own and others’ avoidance of these subjects. Counterproductive strengthening of denial, bias, embarrassment, anxiety, and/or withdrawal are potential outcomes of well-meaning attempts motivated by guilt or misplaced confidence. (p.183)

This component of classroom climate is important, as faculty may feel they are doing the right thing by being an effective ally to the LGBTQ population, at the same time it may have exactly the opposite effect, creating and disseminating misinformation. This is where faculty training may be increasingly important. Pritchard (2007) stated the importance that LGBTQ faculty and allies can help promote conversation revolving around sexuality and gender at the university. If done well by Pritchard’s faculty and allies, the situation Lovaas et al. mentioned could be minimized, with the difference being the relevant knowledge of the ally presenting it. Promoting the use of inclusive language in the classroom can aid in creating a more positive campus climate (Rankin, 2004). Faculty members often choose to invite an LGBTQ panel to speak in their classrooms both to create awareness and empathy among the students in the class (Waldo, 1998; Little & Marx, 2003). This first-hand knowledge also helps to avoid the counterproductivity mentioned earlier.

While the LGBTQ panels can be effective when it comes to visiting a classroom, being an “out” student participating in the classroom setting can be a challenging prospect. Students claim that there is often in-class conflict regarding sexual orientation or a student “coming out” in class. Those same students often feel the need to self-censor as they fear negative repercussions (Hurtado, et al. 1998). Oregon State University (2005) and Wisconsin System (2008) found that queer students often found themselves the “sole different” student in the classroom and felt the victims of “awkward” and discriminatory behavior from their peers and teachers.

It is important to know that students are being made to feel this way in the classroom, but research has shown that “coming out” in the classroom is also an issue for faculty. Toynton (2006) and Reilly (2007) both highlight that teachers face the dilemma of being invisible if they do not come out, with the alternative being visible and risk alienation (Toynton, 2006). Ewing et al. (2003) stated that 75% of GLB people hide their sexuality at work. In the classroom, as with most any other place on campus, there is an assumption of heterosexuality. If faculty come out, students are more likely to see solely their sexual identity (Wood, 2005). Russ, Simonds, and Hunt (2002) found that students perceive gay and lesbian professors as less credible and students perceive they learn less from gay and lesbian faculty. Similarly, Ewing et al. (2003) found that while blatant prejudice was lower, that subtle prejudice increased after faculty came out in the classroom and that gay and lesbian professors received more negative comments than those instructors with unspecified sexual orientation. With more and more research coming to similar conclusions, it is not surprising that openly sharing one’s sexual identity in the classroom setting is potentially a frightening prospect, especially on campuses with a negative LGBTQ campus

climate. It may become easier if the faculty member knows there is an established community in place on campus to whom they can go for support and collegiality.

Boyer & Mitgang (1996) show there is a strong need to create a community in order to improve climate. Yep (2008) found that heteronormativity creates a condition for homophobia and institutional violence. College campuses are characterized by heteronormativity. Rankin (2004) found that 81% of administration, 74% of students and 73% of faculty and staff find the campus climate homophobic; further, 41% say colleges and universities do not thoroughly address LGBTQ issues. Hill (2006) found that prior interaction with GLB individuals was a predictor of heterosexuals' supportive attitudes toward the GLB population. Similarly, Waldo (1998) found that the greater the number of interactions with LGB individuals, the fewer negative reactions are observed. Integrating, rather than segregating, the LGBTQ population will help to increase the sense of community. Means by which the campus can help create community are through the creation and distribution of resources, providing a support system, involving the surrounding city community, and the institution itself leading the commitment to an LGBTQ-friendly campus.

There are many ways in which the campus can show its support to the LGBTQ population. Reports by the University of Missouri (2002), Oregon State University (2005), University of Illinois (2006) and Wisconsin System (2008) independently concluded that campus constituents wished that administration would be more proactive and vocal in regard to diversity, inclusion and climate issues. Pritchard (2007) stated that it was the opinion of students that it was the institution's responsibility to develop and maintain a safe LGBTQ space. One of the most visible ways to create a safe space is to create an LGB(T)(Q) Resource Center (Sausa, 2002; Rankin, 2004; Hill, 2006). The center can serve as a clearinghouse for LGBTQ related resources,

whether they are student groups, printed resources or new media. Also, the resource center often administers listservs and discussion groups revolving around specific LGBTQ issues. These listservs and discussion groups, as well as newspapers, displays, websites, faculty networks, human resource organizations, student government and administrative groups are all effective means through which to advertise campus safe zones and ally programs. Sausa (2002) and Rankin (2004) relay the importance of incorporating gay, lesbian, bisexual, transgender and queer/questioning resources and holdings into the library's collection. According to Hurtado et al. (1998), college campuses lack visible role models for the LGBTQ population. Sausa (2002) and Piercy et al. (2005) claim that there is a strong need to identify or create these role models through a structured mentoring program. The new faculty can serve in either the mentor or the mentee role.

Resources are just the first way in which colleges and universities can encourage a positive campus climate. Pritchard (2007) found that students were often forced to develop their own means for support, often as they lack access to support services (Hurtado et al., 1998). When they look to form support group, often LGBTQ students look to partner with race-based minority groups for mutual support (Poynter & Washington, 2005). Many feel as if they are not consciously part of a queer community (Toynton, 2006). Rankin (2004) suggests that including queer issues in student orientation, demonstrating a visible, quick response to intolerant acts against LGBTQ members and providing institutional recognition to students also provide support which, in turn, helps campus climate.

The trans community is often overlooked on a university campus, while their needs can be very different from the rest of the LGBQ population. Sausa (2002) provided suggestions on how campus can contribute to a more positive trans campus climate. Creating guidelines within

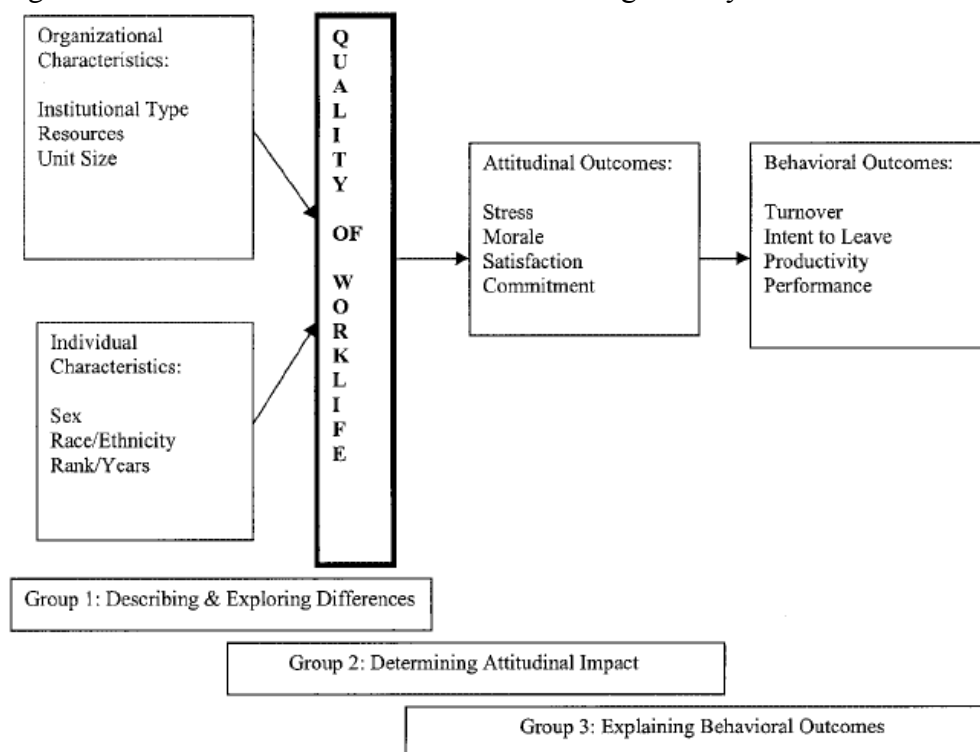
campus policy that assist trans people by addressing bathroom, locker room and living room concerns, help with students identification cards, navigating name changes and ordering transcripts after having their name changed help trans people feel more welcome and less intimidated by an often confusing system. In terms of infrastructure, the university must include trans privacy concerns in the planning process for construction and remodeling (University of Missouri, 2002; Wisconsin System, 2008). Sausa (2002) from an academic standpoint recommends the institution provide financial support for campus constituents to attend trans-specific conferences. She continues by saying that if a university doesn't have or cannot provide the resources for trans people that they should reach out to trans-specific local and national organizations to help supplement resources. The campus trans population is not the only instance in which greater community involvement is warranted.

Even if, in reality, the campus climate is more positive than negative, the perception of the community climate can affect the perception of the campus climate. Hill (2006) stated that part of engagement is connection of the institution's efforts to the greater community. This can manifest itself in a multitude of ways including training pre-service teachers on LGBTQ issues and having student and faculty community liaisons between the university and the community. Piercy et al. (2005) suggested extending university activities to community organizations. By the two constituencies partnering, there is a perception of increased inclusivity in the community, as well as on campus. Through potential partnerships comes the opportunity to use community meeting spaces for diversity and community-building events. The status on the campus climate can be one of the many factors that faculty consider when looking at a faculty position on a new campus. Campuses with a positive LGBTQ climate may be more successful with faculty recruitment.

Faculty Worklife

Being a faculty member has a number of privileges. Many faculty members love what they do and if they had to do it all over again, would choose the academy (Boyer, Altbach & Whitelaw, 1994). Yet, this career also takes a substantial amount of time and sacrifice, requiring support at a number of levels. Boyer, Altbach, and Whitelaw (1994) reported that 64% of faculty agreed with the statement that respect for academics is declining. For some, the strong research agenda within the university is partially to blame. Edgerton (1993) found that a majority of faculty agree that teaching is undervalued. Johnsrud (2002) created a framework for examining faculty worklife (Figure 2.4).

Figure 2.4. Johnsrud's Framework for Examining Faculty Worklife



In this framework, both organizational and individual dimensions play a role in the quality of faculty worklife. Johnsrud (2002) states, "Once the dimensions are identified, the perceived quality of worklife is then conceptualized as an outcome (p.381). From there, the second group of studies, determining attitudinal impact, determines how the dimensions may

affect the outcomes (stress, morale, satisfaction and commitment). The third group, explaining behavioral outcomes, takes into consideration the attitudes as to whether or not the attitudes directly relate to or cause a behavioral outcome (turnover, intent to leave, productivity and performance). Tenured faculty members have very distinct perspectives on the quality of their worklife. “Both tenured faculty members and assistant professors perceive the quality of their professional and institutional worklife as less positive than untenured and associate and full professors” (Rosser, 2004, p. 303).

While tenured faculty members view their worklife as less positive, that does not necessarily have a direct correlation with their intent to leave. As tenured faculty members have a lot of time invested on their campus and have earned tenure, they are less likely to leave the campus (Rosser, 2004). One reason may be that tenure is not always accepted from institution to institution. It is not solely the tenured faculty that has worklife rationales tied to intent to leave. Matier (1990) asserts that typically there is something about their worklife or satisfaction, and not solely an offer from another institution that causes faculty to leave. These worklife characteristics can be anything from support to salary.

Primary Facets of Faculty Worklife

The literature shows that each researcher has a slightly different way of phrasing their primary areas of faculty worklife, yet there is significant overlap between each. Using Johnsrud and Heck’s (1998) study, faculty worklife can be subdivided into three primary areas – professional priorities, institutional support and quality of life.

Each of the three primary areas contains particular characteristics of faculty worklife. One element of professional priorities is time pressure (Olsen, 1993; Johnsrud & Heck, 1998; Johnsrud, 2002). Some faculty members describe “sacrificing vacation time to do research”

(Rusch & Wilbur, 2007). Other elements are tenure pressure (Johnsrud & Heck, 1998; Rusch & Wilbur, 2007), role (Olsen, 1993; Rusch & Wilbur, 2007), emotional security (Johnsrud & Heck, 1998) and personal time (Johnsrud & Heck, 1998; Helfat, 2002). The National Center for Education Statistics (1991) study found that faculty work between 52 and 57 hours on average per week, not leaving a significant allotment for personal time.

A second primary area is institutional support, and often a lack of confidence in the available support, as it relates to a number of elements. Workload balance is a primary characteristic within institutional support (Olsen, 1993; Johnsrud & Heck, 1998; Johnsrud, 2002). Within workload balance is the concept of the division of service, research and teaching. “One-half of the faculty at research and doctorate-granting institutions agree (or agree with reservation) that the pressure to publish reduces the quality of teaching at their university. Concomitantly, 65% of faculty believe that better ways, besides publications, are needed to evaluate the scholarly performance of faculty” (Johnsrud & Heck, 1998, p.541). While these statistics may seem to skew toward teaching, service is another important component. However performing service on campus can create issues as well, as the time spent in service can take away from other faculty pursuits (Rosser, 2004). Service is not the only demanding element. Student demands, in regard to grading and meeting with students, take up a significant amount of time as well (Johnsrud & Heck, 1998; Johnsrud, 2002). Faculty job satisfaction is closely tied with both departmental and institutional support (Johnsrud & Heck, 1998; Johnsrud, 2002). Some faculty members feel there is a gap between the faculty and the institutional administration. According to Johnsrud and Heck (1998), “45% agreed that communication between the faculty and the administration is poor, 58% agreed that the administration is often autocratic, and only 39% agreed that top-level administrators are providing competent

leadership” (p.541). Great numbers of faculty perceive their administrators to be incompetent (Boyer, Altbach & Whitelaw, 1994). Conversely, faculty has the most confidence in their departmental leaders. Faculty members also often need collegial interaction to be more greatly satisfied with their careers (Johnsrud, 2002; Layhne, Froyd, Morgan & Kenimer, 2002).

The third primary area within faculty worklife is the quality of life erosion (Johnsrud & Heck, 1998). While there are fewer elements with this area, the significance is just as great. One element, or variable, is isolation. This isolation can take place due to geography, community alienation or inability to reach out to faculty at other campuses due to budgetary travel freezes. Travel freezes are a byproduct of the economy. Economics is another element, containing both micro and macroeconomic issues. Salary, resource development and wage differential (Johnsrud, 2002) are all faculty worklife issues. The following literature section details what it is that motivates faculty to perform their job on a regular basis

Faculty Motivation

Understanding what motivates faculty is essential to understanding how to work to retain faculty. There is little, if any, research regarding LGBTQ faculty motivation, however evaluating general faculty motivation provides some foundation regarding the topic. Tien and Blackburn (1996) found that motivation can evolve as time goes on and what motivates someone at one point in their career may not motivate them later in life. Research regarding faculty motivation relies a great deal on needs-based paradigms (Lawrence, 1988). Meyer & Evans (2003) state that all motivation is related to hedonism, or self-satisfaction. While everything may ultimately come to self-satisfaction, whether the motivation comes from intrinsic or extrinsic factors is what needs to be determined. Mowday (1982) declared that if a task is intrinsically rewarding and extrinsic outcomes as added, or vice-versa, it is likely to increase overall motivation.

Intrinsic or Internal Motivation

Intrinsic motivation is doing something for the pure love of the task (Meyer & Evans, 2003). As many faculty members go into the academy for the love of learning, intrinsic motivation thrives given the level of academic freedom granted to faculty (Bess, 1998), and often intrinsic rewards are more evident than the financially extrinsic rewards (LeBlanc & McCrary, 1990). Intrinsic outcomes may be attained simply by doing something or by accomplishing it (Mowday, 1982) and Hall and Bazerman (1982) claim that intrinsic motivators are cost-free inputs of which universities would be best to take advantage.

The examples of intrinsic motivators are closely akin to Herzberg's motivation factors. Finding the work personally challenging or providing opportunities for growth (Bailey, 1999; Bess, 1998; Froh, Menges & Walker, 1993; Schneider & Zalesny, 1982), as well as having an opportunity to use their skills and knowledge (Feldman & Paulsen, 1999; Froh et al., 1993) are all key intrinsic motivators. While autonomy, independence and self-determination are keenly important to faculty (Feldman & Paulsen, 1999; Hall & Bazerman, 1982; Mowday, 1982; O'Meara & Braskamp, 2005), working with colleagues is something that can motivate faculty (Bailey, 1999; Froh et al., 1993; Dunkin, 2003). Other key internal faculty motivators include achievement (Bess, 1998; Hall & Bazerman, 1982; Mowday, 1982; O'Meara & Braskamp, 2005; Meyer & Evans, 2003), accountability (Bess, 1998), and competency (Bess, 1998; Feldman & Paulsen, 1999). The feeling faculty receive when they are generally satisfied with their work (Bess, 1998; Dunkin, 2003) or when they are working with students (Feldman & Paulsen, 1999; Froh et al., 1993; Hall & Bazerman, 1982; Mowday, 1982; O'Meara & Braskamp, 2005) is motivating in and of itself, yet peer recognition can also be an intrinsic motivator (Bailey, 1999; O'Meara & Braskamp, 2005; Meyer & Evans, 2003). Advancing one's field (Meyer & Evans,

2003; Schneider & Zalesny, 1982) and sometimes, as a result, making a difference (Feldman & Paulsen, 1999; Mowday, 1982) are key motivators which help contribute to faculty satisfaction.

Extrinsic or External Motivation

Extrinsic motivation involves doing something in order to get some kind of reward (Meyer & Evans, 2003). Pfeffer and Lawler (1980) stated that attitudes are more positively affected by extrinsic rewards and that when the rewards are greater, not only do the intrinsic rewards need to be less substantial but there is a greater increase in favorable attitudes toward the organization or the task being performed.

The examples of extrinsic motivators are akin to Herzberg's maintenance factors. They relate more often to the tangible rewards. Financial extrinsic factors are very important motivators. In reward dominant university cultures (Meyer & Evans, 2003), salary and merit pay are the primary financial extrinsic factors (Feldman & Paulsen, 1999; Bailey, 1999; Froh et al., 1993; Hall & Bazerman, 1982; McInnes, 2000; LeBlanc & McCrary, 1990; Mowday, 1982; Dunkin, 2003). Grants (Lawrence, 1988), awards (Lawrence, 1988; Mowday, 1982), travel provisions and payment of incidental departmental and professional expenses (Feldman & Paulsen, 1999) are secondary monetarily-based motivators. It is clear with university budgets being cut nationwide, that not only having a job, but knowing one will keep this job is equally as important. Job security (Bailey, 1999; Bess, 1998; Hall & Bazerman, 1982) and tenure (Bess, 1998; Feldman & Paulsen, 1999; Froh et al., 1993) are also overwhelmingly important external motivators. And someone who relies more heavily on intrinsic factors may be satisfied in the current station because they are getting the internal motivators they require, some faculty additionally look to promotional opportunities for advancement (Feldman & Paulsen, 1999; Froh et al., 1993; Hall & Bazerman, 1982; O'Meara & Braskamp, 2005; Tien & Blackburn, 1996).

Not all extrinsic factors relate to monetary, tenure-related or promotion-related factors. While some researchers view collegial praise as an intrinsic factor, Mowday (1982) considers it extrinsic. Clerical assistance, prime office space, desirable courses or classroom assignments are extrinsic perks that faculty enjoy (Feldman & Paulsen, 1999). Finally, a factor as basic as a simplified faculty assessment can be a powerful motivator (Dodeen, 2004).

Categories of motivation, aside from the duality of intrinsic or extrinsic, can vary depending upon the researcher. Miner, Crane & Vandenberg (1994) state that there are five factors that motivate faculty. They include desire to learn and acquire knowledge, desire to exhibit independence, desire to acquire status, desire to help others and strong ties to the profession. LeBlanc and McCrary (1990) list four categories of research motivation including intellectual curiosity, enjoyment, self-improvement and perceived duty. Identifying what it is that each employee values, what kind of behaviors are desired, creating attainable levels of performance and tying valued rewards to the desired behaviors are steps in Mowday's faculty motivation process (1982).

Blackburn (1982), Camblin and Steger (2000) and Pfeffer and Langton's (1993) research shows that in addition to intrinsic and extrinsic factors, which depending on whether or not they are present could be positively or negatively motivating, there are additional specific actions that can decrease motivation. Blackburn (1982) found that faculty members cycle through research phases in their career. Early in their career, the faculty members are prolific researchers, followed by a fall, another rise and another drop off. During the less productive research times, faculty can often feel demotivated. Camblin and Steger (2000) found that with a static faculty population, faculty members can perceive a lack of vitality within the department. Wage dispersion within the department has the potential to decrease motivation as well. Typically, the

greater the wage dispersion between faculty members, the less frequently they collaborate with one another and the more production and output decrease (Pfeffer and Langton, 1993).

Conversely, there are also particular actions that can increase faculty members' motivation. Feeling included in the departmental and campus environment is essential to increasing motivation. Involving faculty in decision-making activities (Dodeen, 2004), identifying with a group which motivates the group to work toward a common goal (Van Knippenberg, 2000), feeling a strong correlation between the faculty member's individual values and the values of the institution (O'Meara & Braskamp, 2005) and working within an institutional reward system that values faculty (Diamond, 1993) are all powerful motivators. Universities that demonstrate a culture supportive of teaching, complete with senior administrators who vocalize that their support of teaching is on par with support for research are more likely to motivate their faculty (Feldman & Paulsen, 1999; Diamond, 1993). Froh et al. (1993) highlighted the motivational importance of faculty's positive effect on students, while Loup, Clark, Ellett & Rugutt (1997) highlighted the faculty's self-efficacy beliefs affecting their motivation.

While motivation research regarding faculty provides strong themes on how to best motivate faculty, examining research regarding faculty from different cultures can provide unique insight in terms of cultural contrast. Pinto and Pulido (1997) found that university professors from the Middle East, Argentina and the Arabian Gulf were all least likely to be motivated by extrinsic financial factors. Professors from the Middle East were motivated by academic prestige, accomplishment and development of new ideas. Argentine professors were motivated most by a feeling of accomplishment, while those faculty members from the Arabian Gulf were motivated by self-achievement and social respect. Whether faculty members feel

positive or negative intrinsic or extrinsic motivation can determine whether or not the faculty member chooses to stay at the university.

Faculty Recruitment Research

There is a lack of research on the specific topic of LGBTQ faculty recruitment. The literature about racial, ethnic and gender minority recruitment is broader in nature, yet still mirrors some of the comments in the LGBTQ-related research and provides guidelines in terms of reasons for low faculty recruitment, best practices, why minorities refuse offers and administrative recruitment efforts.

There are a number of reasons identified by the research as to why there are lower numbers of recruited minority faculty, as well as why minorities tend to refuse offers. Price et al. (2005), as well as Quezada and Louque (2004), find that there is inherent bias and disparities in the hiring and recruitment process for racial minority faculty. Sims (2006) lists no mentoring or support programs on campus, high service involvement, feelings of isolation, hostile campus environment and the number of minority doctoral graduates recruited by historically black colleges and universities (HBCUs) as reasons for low recruitment. Phillips (2002) goes back even further to highlight an inability to identify women and minority faculty, a low number of applicants and low women and minority job acceptance rates as issues. However, it is not solely the field of higher education itself that presents a challenge. Often, private businesses heavily recruit minorities for jobs (Dumas-Hines et al., 2001).

Once the women and racial minority candidates have been identified, interviewed and offers have been made, there is no guarantee that the individual will accept the offer. Suinn and Winn (1982) have found reasons as to why minorities refuse job offers: more minorities in the community, teaching load, perception of more support elsewhere, higher concentrations of

minority faculty in other universities or departments, fringe benefits, academic rank, the school's tenure policy and school characteristics. In addition, higher salary offers elsewhere, undesirable geographic location (Suinn & Witt, 1982; Phillips, 2002) and lack of spousal relocation expenses and job opportunities (Phillips, 2002) all factor heavily into one's decision.

Research identifies a number of potential best practices in regard to racial and gender minority faculty recruitment, a number of which address the reasons listed previously as to why there are lower minority numbers. Identifying the potential minority faculty candidates is one of the most challenging pieces to recruitment. Phillips (2002) and Quezada and Louque (2004) recommend advertising in minority and targeted publications, as well as speaking with department chairs at other universities regarding qualified candidates. Subervi and Cantrell (2007) found that arranging affiliations with other departments to facilitate opportunities for collaboration and offering summer research grants or reduced teaching loads in order for faculty to conduct research are strong recruitment tools. Additional FTE faculty positions (Suinn & Witt, 1982), including women and minorities on search committees (Sims, 2006), avoiding tokenism (Quezada & Louque, 2004; Wilkinson, 2007), minority postdoctoral fellowships (Phillips, 2002), a culturally responsive curriculum (Quezada & Louque, 2004) and identifying partner jobs (Phillips, 2002) are all incentives for minority faculty recruitment. There were two other commonly mentioned best practices that are key to recruitment are salary inducements (Subervi & Cantrell, 2007; Dumas-Hines et al., 2001; Suinn & Witt, 1982; Quezada & Louque, 2004) and mentoring or personal and professional networking (Hardwick, 2005; Phillips, 2002; Faculty Document, 2008; Quezada & Louque, 2004).

Administrative and university support is also important when it comes to racial and gender minority faculty recruitment. If individuals perceive a supportive administration, it can

contribute to their willingness to accept a position at that university. Dumas-Hines et al. (2001) emphasized developing a cultural diversity philosophy statement, diversity goal setting, conducting research about best practices for culturally diverse recruitment and retention and the utilizing all of that information to develop a comprehensive recruitment and retention plan.

Phillips (2002) focused more on the dissemination of information to the entire university.

Distribution of an annual affirmative action and abridged affirmative action plan, administering three minority recruitment training sessions per quarter for academic and administrative offices and a meeting of affirmative action staff, deans and department chairs encouraging the concept of “pipeline job” hires.

LGBTQ individuals have their own specific concerns in regard to taking a faculty job at a college or university. The most commonly mentioned reasons for hesitation applying for or taking a job relate to one’s partner. Lack of domestic partner benefits, primarily health insurance (Keels, 2004; Faculty Document, 2008), as well as lack of offered moving expenses (Phillips, 2002; Ganesh, 2008) were the top two reasons for hesitation in general. Specifically for trans people, the idea of the campus having unisex bathrooms, public inclusion, campus training, faculty and staff training (Sausa, 2002), support and resource networks (Sausa, 2002) acceptance of gender name changes (Beemyn, Domingue, Pettitt & Smith, 2005), as well as confidentiality of their trans identity (Sausa, 2002) are all very important to the trans faculty feeling included on campus.

Faculty Retention

The concepts of recruitment and retention are very closely partnered. Logically, those things that faculty look for in another university’s recruitment strategies, are those things they would look for within their own university in terms of retention. There are a number of areas

relating to retention, including hiring and promotion, campus support, faculty job satisfaction, reasons for leaving and best practices, that are important to consider.

It makes sense that happy and satisfied faculty will be easier to retain than dissatisfied and disgruntled faculty. There are a number of factors that contribute to increased job satisfaction for collegiate and university faculty. As satisfaction is subjective, what adds to one's positive perception of satisfaction and another's might vary greatly. As previously mentioned, support is very important to faculty retention. In terms of job satisfaction, if faculty even so much as perceive their work environment as supportive, they are more likely to demonstrate satisfaction (Olsen, Maple & Stage, 1995; Ropers-Huilman, 2000). Mentoring is a primary way of overtly showing support. Those faculty who have been provided with mentors show higher levels of satisfaction (Ropers-Huilman, 2000; Ambrose, et al., 2005).

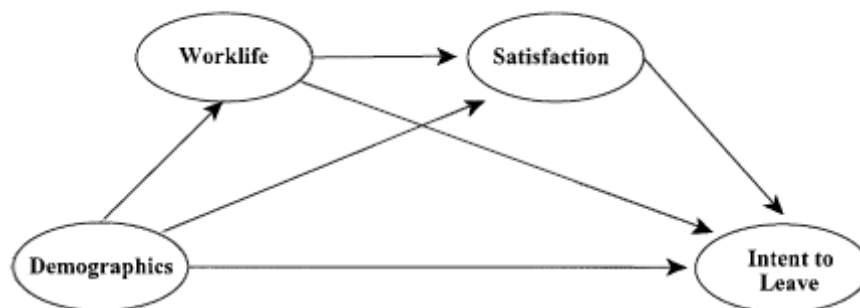
Salary is a key component of satisfaction, as are retirement and fringe benefits (Ropers-Huilman, 2000; Rosser, 2004; Ambrose, et al., 2005). The greater the salary and the more plentiful the benefits package, the more likely faculty are to find financial job satisfaction. With the financial security comes a need for job security (Rosser, 2004; Xu, 2008). One way for faculty to obtain job security is through the tenure and promotion processes. A tenured faculty is more likely to be satisfied, especially where job security is concerned, than a non-tenured faculty (Ropers-Huilman, 2000; Ambrose, et al., 2005). Those faculty who have earned tenure find themselves having more personal control over their careers, and that command creates more long-term job satisfaction (Olsen, Maple & Stage, 1995). Job stress is a key component of any job. Whether it is the tenure, promotion and review process, heavy course loads (Rosser, 2004) or finding work-life balance (Ropers-Huilman, 2000), the level of job stress is inversely proportional to job satisfaction.

The departmental, campus and community climate have significant influences on job satisfaction. Ambrose et al. (2005) focused on the importance of department heads. Faculty who feel they have a collaborative or supportive department head, typically find the departmental climate warmer and, therefore, more welcoming. If the faculty member feels there is a strong “person-fit” within the environment and/or feels a positive connection with the institution, there is more likely to be a positive correlation where faculty job satisfaction is concerned. Likewise, that is also the case at institutions where there are higher levels of collegiality and formal or informal socializing among faculty and staff (Ropers-Huilman, 2000; Ambrose et al., 2005).

The three primarily components of the faculty position are publishing, service and teaching. That being said, faculty members who have greater interactions with students and spend more time teaching typically find more gratification in their jobs (Olsen, Maple & Stage, 1995; Ropers-Huilman, 2000). Female faculty members also find satisfaction when their research improves society (Ropers-Huilman, 2000). When the person in question has such low job satisfaction, they consider leaving their current university.

Between faculty recruitment, job satisfaction and reasons for leaving the university there are a number of common themes. Rosser (2004) created the model in Figure 2.5 to demonstrate there are three primary groups of factors that contribute to faculty’s intent to leave the university (p. 294).

Figure 2.5. Rosser's Proposed Conceptual Model for Faculty Intent to Leave the University



Demographics, worklife and satisfaction may affect the faculty member's intent to leave equally, although that is not always the case. For instance, there may not be a significant number of corresponding minority faculty in terms of demographics, yet the individual may find great satisfaction with their job and worklife. In regard to that individual, their intent to leave may be low because they have other reasons to stay. Yet for another individual, the lack of diversity within the department and/or college as a whole may be enough for the faculty member to intend to leave the institution. Working at universities that provide a lack of research support and faculty development, primarily in terms of funding (Rosser, 2004) or provide only limited support for innovation (Dee, 2004) are more likely to see higher rates of faculty attrition. Mentoring is a commonality between recruitment and retention as well. Colleges and universities that lack mentoring programs or opportunities are more likely to lose qualified and prolific faculty (Manger & Eikeland, 1990; Johnsrud & Sadao, 1998; Quezada & Louque, 2004; Cropsey, et al., 2008).

Quezada and Louque (2004), Piercy et al. (2005), Price et al. (2005), Hardwick (2005), Subervi and Cantrell (2007) and Cropsey et al. (2008) all state the importance of mentoring. Providing a mentor for new or junior faculty not only supports the faculty member's attempts at finding their footing at the new campus, but helps create a connection to the department or to

campus. It can also help when it comes to developing a collegial community (Subervi and Cantrell, 2007). Once efforts to promote the social aspects have been attempted, Rosser (2004) iterates the importance of adequate and equitable access to support services. These support services can include graduate or research assistants, office support, secretarial support and access to library services. If, once they are settled, the faculty member finds that something is not as it should be or there is an issue within their department, there needs to be a way for the faculty members to have their complaints heard (Piercy et al., 2005). However, the faculty members also realize that it is not all about receiving the support; they also provide support.

It is not solely the work environment that plays into a faculty member's decision to stay in their current position; they take a number of personal factors into consideration. According to Barnes, et al. (1998), gender and career age carry significant importance to many faculty. Manger & Eikeland (1990) add that geographical location can be a deciding factor. Geographical location may have to do with the policies and laws of the particular state that do not gel with one's personal values. It may have to do with something as simple as weather in the region. For others, it may be the importance of moving closer to family (Manger & Eikeland, 1990; Ambrose et al., 2005; Cropsey et al., 2008). While faculty members have the opportunity to move for their own reasons, sometimes they choose to leave instead to accommodate someone else, such as a spouse (Ambrose et al., 2005). Testing the waters for a better offer can have two potential results – a job offer from another institution or a matching offer from the current institution (Camp, Gibbs & Masters, 1988).

Racial and Gender Minorities

Research indicates that racial and gender minorities are at a disadvantage when it comes to being hired and being promoted. Cropsey et al. (2008) state that these minority categories are

more likely to be hired at a lower salary, typically view attainment of senior faculty ranks as inaccessible and are less likely to be promoted to associate or full professor. Xu (2008) and Johnson and Sadao (1998) agree that minorities are more likely to move more slowly through the promotion process. Suinn and Witt (1982) found that 54% of minorities achieved tenure as compared to 74% of non-minority faculty. As such, there is often higher minority faculty turnover (Piercy, et al., 2005). Racial and gender minority faculty members are more likely to be involved with service and teaching than non-minority faculty. Also, because racial and gender minority faculty members tend to remain at the lower academic faculty rank, there are often the first laid off in times of financial crisis within the institution (Menges & Exum, 1983). Suinn and Witt (1982, p. 1242) detail a number of perceived obstacles to tenure (Table 2.4):

Table 2.4. Suinn and Witt's Perceived Obstacles to Tenure

Variable	Rank
Too much minority service ^a	1
Insufficient publication due to insufficient research activity ^b	2
Insufficient publication due to inexperience in writing research ^c	3
Insufficient data-based publication ^c	4
Being given too heavy teaching/advising/committee load	5
Too independent/isolated from other faculty ^d	5
Lacked help in mapping the system	7
Insufficient teaching efforts	8
Lacked a mentor for support	8
Not committed to department concerns	10
Insufficient advisees for research help	11
Frequent absence from department	12
Overly militant	12
Early burnout	14
Overly passive	15
Poor interpersonal/social skills	16
Not political enough	17
Not committed to department goals	18

^a Especially important for PhD, large enrollment, incentive, ethnic studies schools.

^b Especially important for PhD, large enrollment, no incentive schools.

^c Especially important for schools with enrollment greater than 40,000.

^d Especially important for ethnic studies schools.

A number of these themes are revisited later when looking at reasons faculty leave their university. In addition, some of the obstacles listed above revolve around the concept of the faculty having the required help or support they need to function in their jobs.

While often support is viewed from the standpoint of something faculty requires or needs to receive, it is also appropriate for faculty to provide support. This assistance manifests in a number of formats including personal, professional, emotional or financial. Colleges and universities often make a point to recruit minority faculty, however few take the time to have a support system in place for those faculty when they get to campus (Career Consultants, 1999). Piercy et al. (2005) claim the first step in developing the support system is for the university president or provost to make a strong leadership statement regarding importance of minority faculty and potential campus contributions. Once the minority faculty member gets to campus, Quezada and Louque (2004) stress the importance of assisting the faculty member with housing, providing resources and helping shape a positive departmental climate.

Research indicates that financial compensation, job security, tenure and promotion opportunities are also significant reasons faculty choose to leave. Rosser (2004) and Ambrose et al. (2005) both cite low salary as a reason to leave. There were a number of tenure-related factors mentioned in the research as well. Racial, ethnic and gender minority faculty are more likely to find themselves in split or joint appointments (Menges & Exum, 1983; Johnson & Sadao, 1998; Quezada & Louque, 2004). As such, the faculty is provided two separate job descriptions with differing job expectations. In addition, with the greater time commitment that goes along with minority faculty filling departmental and campus service roles, their opportunities for tenure and/or promotion are greatly reduced. Menges & Exum (1983) cite that many faculty find the tenure and promotional review processes to be examples of the “old boys’ network”, and

similarly that the research review process is the “old referees’ network”, thus making it more difficult to move up the academic rank ladder. Niesche (2003) and Xu (2008) specifically mention being refused tenure or not receiving promotion as obvious reasons to leave the university.

The departmental and campus climate’s effects on faculty’s willingness to stay at the university are substantial. Overwhelmingly, minority faculty who are unhappy with their jobs, feel devalued, unappreciated, and/or marginalized are most likely to leave (Manger & Eikeland, 1990; Johnsrud & Sadao, 1998; Alire, 2001; Phillips, 2002; Quezada & Louque, 2004; Ambrose et al., 2005). Faculty members are also have a significant portion of their time consumed by committee and service work, which leaves them feeling as if their promotion options are reduced (Olsen, Maple & Stage, 1995; Alire, 2001; Quezada & Louque, 2004; Rosser, 2004; Wilkinson, 2007; Cropsey et al., 2008; Xu, 2008). Lack of autonomy in one’s job is an area of concern in regard to minority faculty recruitment (Manger & Eikeland, 1990; Johnsrud & Rosser, 2002; Dee, 2004). The climate of some departments leaves faculty fearing being passed over for promotion or fearing for their future employment and rather than waiting for it to occur, minority faculty choose to leave (Rankin, 2004; D’Augelli, 2006). Also, a number of faculty members feel as if they are not actively involved in the decision-making process. This lack of engagement within the department causes many faculty to opt out and move on more prematurely than their colleagues (Niesche, 2003; Xu, 2008).

As previously mentioned within faculty retention research, issues with departmental chairs and climate can aid a minority faculty member’s decision to leave the university (Rosser, 2004; Cropsey et al., 2008). While department chairs can be a part of the decision-making process, interactions with colleagues are also a key component. Racial and gender minority

faculty that feel a diminished sense of collegiality or feel as if they do not have positive work and/or personal relationships with their colleagues choose to leave the university prematurely (Manger & Eikeland, 1990; Johnsrud & Sadao, 1998; Dee, 2004; Rosser, 2004; Xu, 2008). It is not solely the department that weighs into faculty's decision. The method by which campus governance functions, as well as such organizational factors as organizational satisfaction and decline are also important considerations when faculty are considering whether or not to leave the university (Barnes, Agago & Coombs, 1998).

Research not only details what it is essential to retaining racial and gender minority faculty, in terms of the hiring and promotion process, support, job satisfaction and reasons for leaving, but also offers ideas for best practice strategies for colleges and universities pertaining to retaining and creating satisfied faculty. The best practices can be segmented into hiring, human resources and policy, departmental support functions and general campus/campus climate practices. As previously mentioned, salary is an important factor in both recruitment and retention. Providing salary incentives (Dumas-Hines, et al., 2001) or reducing salary inequities (Cropsey, et al., 2008) creates a more inviting environment for retention. Not only is it important to recruit minority faculty, but it is important to engage them on campus in order to help retain them. Piercy et al. (2005) states that decentralizing the search process and finding ways to train the search committees is one way to make the screening committees more aware of the importance of diversifying the campus faculty body. Including minority faculty in the search process, where applicable, is another way to keep them engaged. Quezada & Louque (2004) state the importance of writing clear policies and procedures in regard to reappointment, while Allen (1995) stresses the importance of clearly written and inclusive anti-discrimination policies. The department can also enact a number of best practices to assist in the retention of minority faculty.

Research has proven time and time again that mentoring is essential (Dumas-Hines et al., 2001; Alire, 2001; Phillips, 2002; Quezada & Louque, 2004; Cropsey et al., 2008). Other means by which the department can assist with faculty retention include providing professional development opportunities (Phillips, 2002; Subervi & Cantrell, 2007; Xu, 2008), including minorities in program planning (Piercy et al., 2005; Xu, 2008) and creating opportunities to collaborate with other faculty on grants or research (Olsen, Maple & Stage, 1995; Phillips, 2002; Subervi & Cantrell, 2007). In relation to job responsibilities and tenure, Alire (2001) recommends providing training tips for publishing and grant writing. Newer faculty may not have the same level of experience with publishing or grant writing as the experienced faculty. These tips might be part of a formal mentoring program or may be presented as faculty colleges. Providing racial or gender minority faculty assistance with the tenure and promotion processes will help the faculty to be better aware of the department's expectations regarding tenure (Menges & Exum, 1983; Alire, 2001; Phillips, 2002).

Unless the departments and campuses are aware of what their current climate is in regard to racial and gender minority faculty, they cannot truly plan effective retention strategies. Sims (2006) states that evaluating the campus climate is an important first step. Something as simple as the need for day care (Subervi & Cantrell, 2007) may come to light with a campus climate study. Cultural diversity and sensitivity training are also typical byproducts of campus climate surveys in locations where racial/ethnic/gender minority prejudice and harassment is concerned. Finally, campus departments, as well as institutions that provide recognition for racial minority junior faculty creates a far more positive climate than a university that does not (Alire, 2001).

LGBTQ Minorities

If the departmental and campus climates are not supportive of LGBTQ faculty, there could potentially be a retention issue. If campus policies do reflect inclusivity, an LGBTQ faculty member may search other campuses for professorial vacancies. In less supportive climates, the department or institution may be less likely to match competing offers when the faculty member chooses to pursue other opportunities. Finally, some campuses, regardless of level of support, may find LGBTQ faculty members leaving as they are given new professional opportunities elsewhere and choose to pursue them for their own reasons.

Branham (2001) listed sexual orientation as one of the nine dimensions of diversity in terms of retention. His recommendations for retaining sexual minorities focused on the iteration of the company's business values as they relate to the talent and diversity of all kinds of groups in order to create a stronger team, the importance of confronting inappropriate verbal comments or any other form of discrimination within the workplace, becoming aware of the varying viewpoints regarding sexual orientation within the work environment, ensuring the institution's nondiscrimination policies include sexual orientation and relying solely on one's ability to do their job when it comes to hiring, promoting, rewarding or selection individuals for training or special assignments. Cultural diversity and sensitivity training are also typical byproducts of campus climate surveys in locations where LGBTQ prejudice and harassment is concerned.

In relation to LGBTQ faculty and staff, addressing partner issues (Phillips, 2002; Piercy et al., 2005) and providing domestic partner benefits (DPBs) make staying in one's job more rewarding (Keels, 2004; Lack of Same-Sex Benefits, 2005; Fitzpatrick, 2007; Subervi & Cantrell, 2007). More than 300 colleges and universities currently offer DPBs (Lack of Same-Sex Benefits, 2005). Providing DPBs not only helps create a more positive climate for LGBTQ faculty, but it

can also have a significant financial impact for the university as well. At the University of Wisconsin-Madison, a study on the financial impact of DPBs found that offering the benefits would cost the University of Wisconsin System \$112,000 per year. The university lost \$3.4 million dollars during the same timeframe of the study, as LGBTQ faculty with research funding chose to accept positions at other universities who already included DPBs in the benefits package (Fitzpatrick, 2007).

Infrastructure can also play a role in retention of transgender faculty. Research highlights the importance of a trans-friendly campus in regard to bathrooms, health care, housing, locker rooms and acceptance of gender name changes (Beemyn, Domingue, Pettitt & Smith, 2005), as well as confidentiality of their trans identity (Sausa, 2002). While more campuses are becoming sensitive to these issues, a majority of campuses have yet to incorporate trans-friendly spaces into their infrastructure.

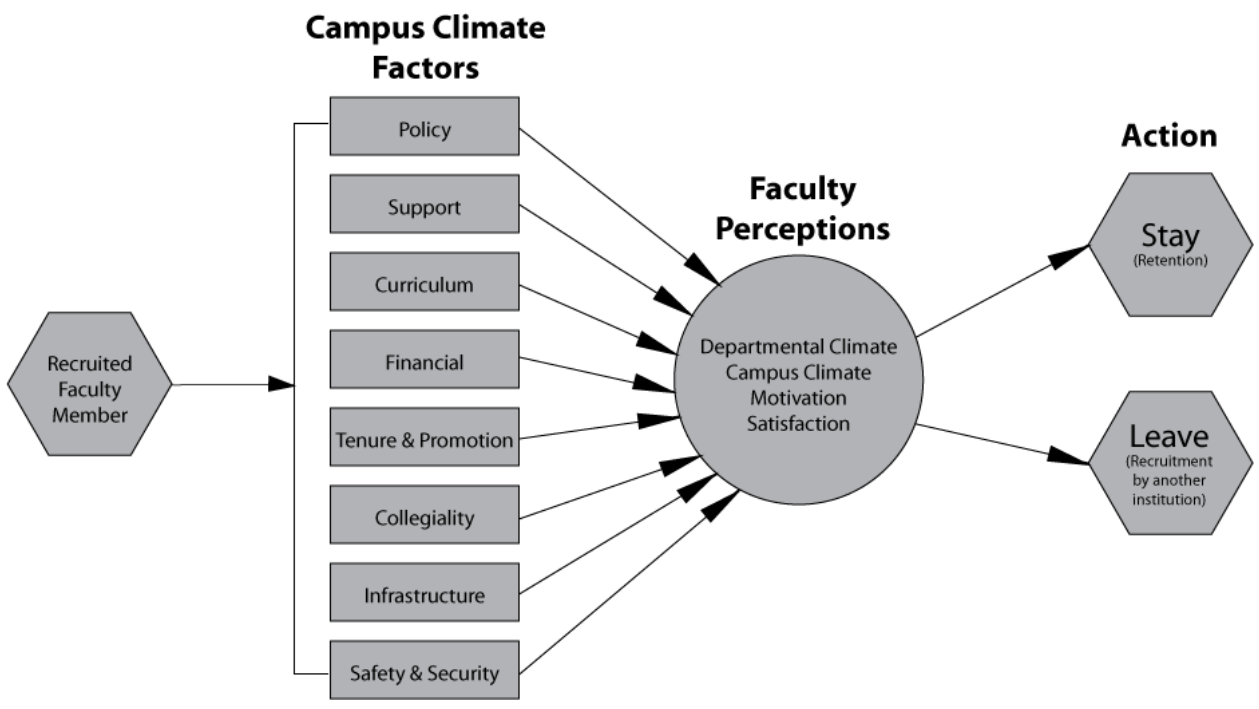
Previous Research Limitations/Rationale for Study

As previously mentioned, there is a fair amount of “minority” faculty research available in terms of retention; however in this instance, minority is defined as racial, ethnic or gender-based. It is necessary to expand the minority definition to include LGBTQ faculty as well. Currently there is a severe lack of LGBTQ-related faculty research. According to Hill (2006), 78% of gays and lesbians report that they experience prejudice and discrimination, 74% report fear, discrimination and violence on campus and 32% feel they are a target of physical hostility. If faculty members are truly facing these experiences on their campuses, it is essential to look into how it is affecting their recruitment and retention. Ragins (2004) stated sexual minorities “Constitute one of the largest, but least studied minority groups in the workforce” (p. 35).

Conceptual Framework

The idea of the black box is often used to signify a particular portion of the process that the researcher cannot see, but that performs some function that creates a given output. In Figure 2.6 below, the campus climate factors are inputs that potentially have an effect on faculty perspectives. How those factors affect the faculty determine which of the actions is most likely to occur. In this instance, the circle is akin to the “black box.” This research study seeks to shed some light on what happens in that unknown part of the process.

Figure 2.6. Determining the Effect of Campus Climate Factors on Faculty Perspectives in Relation to the Decision to Stay in their University Position.



Chapter 3: Methodology

As a self-identified lesbian doctoral student and aspiring faculty member, the topic of LGBTQ is a very important one to me. In addition, having previously been a staff member at a university, I had some preconceived notions about what might be personally important in regard to retention. In 2006, I left the university setting for a private company that offered domestic partner benefits. Thus, I can attest that policy has certainly been important to me in shaping my attachment to the university. As a non-voting member of the university's LGBTQ Council and a member of the LGBTQ Faculty and Staff support group, I was also very aware of the campus climate for LGBTQ faculty and staff in the campus community. Given these prior experience within a similar setting and preconceptions, I worked throughout my research to be sensitive to potential biases that may become evident in the interviews, data collection and data analysis. I found my relationship to the topic to also be positive support for the research, as it allowed me greater access and entry into the academic closet.

This study sought to identify the LGBTQ faculty's perspectives in regard to the effect of departmental and campus climate factors on LGBTQ faculty retention.

Description of Research Design

Qualitative research is a primary option when doing an exploratory study. I sought to determine LGBTQ faculty perspectives in regard to departmental and campus climate factors as they relate to LGBTQ faculty retention strategies, as this population has typically been substantially underrepresented in research. Specifically, I utilized in-depth personal interviews as sources to ascertain perceptual data. As the topic of sexual orientation can be very sensitive, it was essential to conduct one-on-one interviews as it allowed the individuals a greater sense of safety and security than a large focus group style setting would have allowed. By interviewing

faculty members who have been with their institution for ten or more years, I hoped to determine the effects of departmental and campus climate factors on their willingness to stay at their university for an extended period of time.

The conceptual framework helped to frame the questions and analysis of the research. The framework put forth eight factors that prior studies determined as those potentially affecting perceptions of campus climate. There were questions directly related to both the factors (policy, support, curriculum, financial, tenure & promotion, collegiality, infrastructure, and safety & security), as well as perception topics (campus climate, departmental climate, motivation and satisfaction). It was my hope, through the interview process, that synergies would come to light between the factor and perception components. Further questions confirmed that the faculty met the criteria in order to participate, while others asked about them considering leaving their current position. The intent of that question was to see what could pique their interest at another campus and motivated them to consider another option.

Description of the Sample

The sample for the interviews consisted of self-identified gay or lesbian tenured or tenure-track full-time faculty. Initially, I had chosen to focus on one institution and relate perspectives regarding campus climate, as I worked at an institution that had recently finished a climate study and was familiar with individuals who met my study participant criteria. Upon further discussion with my advisor, it was determined that it would be better to expand the scope to draw comparisons between institutions in different states. The challenge then came with identifying individuals in each of the three states initially considered.

The first type of sampling the study utilized was purposive sampling. The initial purposive sample contained university faculty members who currently identify as gay or lesbian.

The people in this sample include faculty who were currently teaching at the university, as well as those who were recruited by other universities and subsequently accepted their current university's offer. This allowed me to gather information from each stage of the framework posted earlier. I identified this sample through involvement on my institution's LGBTQ Council and the newly formed LGBTQ Faculty and Staff Support Group, in addition to soliciting participants via targeted email recruitment to faculty groups and LGBT student group advisors at select Midwestern universities. The email text (Appendix A) was sent directly to the individual and asked the recipient to please forward to anyone they felt met the criteria and who might be interested in participating in the study. I utilized email as it seemed a more effective way of blanketing large groups, making the assumption that the more people who saw the email, the more likely I would be to reach people potentially willing to self-identify and participate in the study. I received responses from individuals in two states who were willing to participate, but never heard back from any individuals in the third state.

When the purposive sample led to a relatively small-sized response, I also utilized snowball sampling. I asked those in the purposive sample if they were aware of other possible interviewees sharing similar sexuality characteristics who they felt may be willing to participate in the study. I followed up with emails to those individuals introducing myself, how I got their contact information, and asked them if they would be willing to participate. In the end, eight individuals agreed to participate.

There were two things the participants commonly shared. The first, a requirement for participation, was a sexuality self-identification as gay or lesbian. The second, more interesting, characteristic is that they have all received a promotion to an administrative role in addition to their classroom teaching responsibilities. This will be considered in greater depth in the

discussion. For sharing the commonality of self-identifying as gay or lesbian and an administrative job component, the fields of study, institutional characteristics of their workplaces and community contexts were quite varied. The self-identified genders of the participants were split, with 50% identifying as male and 50% as female. Three of the eight hailed from State A, five from State B. Seven of the eight work on comprehensive, non-flagship, public university campuses, with one at a research, flagship, public university campus. Two teach courses in Education, two in Business, two in English, one in Psychology and one in Theatre. Two of the participants identified as racial or ethnic minorities, while the other six identified as Caucasian. The participants hailed from four institutions – two in each of the states.

The first institution is a mid-sized public comprehensive university in State A with a student population between 8,000 and 10,000 students. It is located in a more depressed urban area, but the community has a supportive LGBTQ culture. The institution has a strong affirmative action policy, as well as offers domestic partner benefits. The second institution is located in an urban area in State A and is the largest of the four communities. This institution is the flagship campus with the state university system. Politically, it is a liberal-leaning community that has historically been very supportive of LGBTQ populations, including through domestic partner benefit policies, and the campus has encouraged inclusivity through the employment of affirmative action policies as well. The third of the institutions is a large public comprehensive university with between 10,000 and 15,000 students located in State B. It is located in an urban area, but is the smallest community of the four. It has a large first generation student population, offers domestic partner benefits and diversity is specifically listed as one of the campus's core values. Politically, the community is a more liberal pocket in a more conservative region. The final institution is a mid-sized State B public comprehensive university

with fewer than 5,000 students. It is in a larger city, nearly identical in size to the first institution, but is located geographically in a more secluded area. It is closer to a state border, drawing students from multiple states. It has a large population of first generation college students.

Data Collection

I utilized multiple ways to collect the interview data, so that important contributions were not missed during the interviews. Audio taping using a digital voice recorder was one way to ensure that nothing is missed. Utilizing this data collection method allowed for the use of transcribed interviews during data analysis. The author used note writing during the interviews to capture non-verbal communication not picked up by the voice recorder. It also allowed for composing new questions as dictated by the interview's direction.

Interviews explored the faculty perspectives of campus and departmental climate on LGBTQ faculty retention. Because this construct is highly subjective, the nature of the questions was of the utmost importance. Questions addressed institutional, as well as departmental climate factors and their relation to faculty worklife (Appendix B). The questions remain generally broad in nature so as to not lead the faculty members in any particular direction. The instrument was reviewed and approved by my principal investigator.

Eight interviews were conducted over the course of a six month period. Six of the eight interviews were conducted in person, with the other two being phone interviews due to schedule demands of the participants. The interviews were scheduled with the participants at their convenience and with their consent. The average interview time was approximately eighty minutes, with the longest being nearly two hours. The interviews were then transcribed for later data analysis and results (Chapters 4 and 5).

Participant A just answered the questions as they were presented, providing very little expounding. Given the thick nature of his accent, transcription was a challenge. The entire interview only lasted twenty-five minutes and was conducted over the phone. The participant has a business background, currently teaches International Business, and was one of two self-identified racial or ethnic minorities. Perhaps his field of study may have contributed to the “time is money” vibe I got from him. He was a participant from whom I got a sense of hesitancy to participate.

Participant B, on the other hand, was very open to the interview and sharing. She spoke to a number of both personal and professional stories. It is apparent, through her passion, that she loves what she does, yet she expressed feelings of concern for how much time it has taken her away from her seventeen year old daughter. She has taken on multiple leadership roles during her time at her campuses. The interview took slightly over one hour and was conducted face-to-face.

Participant C is someone with whom I have had a personal friendship, as she, her partner and I served on the LGBTQ Council together. She was very open to discussing things and was honest and forthcoming with her answers. Participant C is in a committed relationship with Participant D. Participant C had some very negative things to share about her department. It was sad to see how her demeanor changed from one who spoke very positively about her administrative and teaching roles and negatively about her departmental climate. The interview took place in her office and took approximately one hour and twenty minutes. In the interview, she expressed a strong concern for students and an engagement with mentoring programs and opportunities.

As previously mentioned, Participants C and D are partners. Having served on the same committees as this participant as well, it was a very open face-to-face interview in regard to sharing and lasted nearly one hour forty-five minutes. She has worked in various leadership roles from a departmental level to a system level. Her field of study is a very specialized one, which is part of the reason she was drawn to her current position. She spoke a lot to campus climate in regard to the Defense of Marriage Act (DOMA) legislation. She shared personal stories in regard to her campus recruitment and sexual harassment that had occurred during that process. Her words were very heavily advocate/advocacy-related.

Participant E had been at his previous campus for more than ten years before moving to his current campus. His role now is primarily administrative in nature, with limited classroom teaching. The DOMA legislation discussion, as it related to policy and prevailing attitudes in his state, was a primary conversation focus. He is very actively involved in community efforts and seemed to take pride in his commitment to those endeavors. The interview felt very comfortable, given that our call was the first time we had met, however it was not as comparatively open as others have been. The interview took place over the phone and lasted approximately 45 minutes.

Participant F was a very open interviewee. He discussed, at great length, the number of hours required of one who works in his department, both in number of hours per week, as well as a year-round focus in place of the more traditional semester-based formats. He also discussed how his position is very revenue-focused, so much that he more than pays for his own salary with what he is able to bring in to his department. He is the individual that not only has the longest tenure at one location, by a significant number of years, but surprisingly also had the most positive outlook on his role, the field of higher education, and the future. He was the only

individual to discuss the intersection of sexuality and religion (he is a former Mormon) and shared a number of personal and professional stories.

Participant G is someone with whom I had been familiar prior to his volunteering to participate, as we had not only worked on the same campus for a number of years, but I had also taken a course he had taught. The face-to-face interview lasted about 30 minutes and the primary shared insights were done from an administrator vantage point, as he does not spend as much time in the classroom as he does in an administrator role, working closely with faculty and staff concerns on campus.

In the interview with Participant H, it was evident that her primary self-identifier was her race and her secondary self-identifier, at least in regard to the interview, was her sexuality. As her primary role is more of an administrator, she shared more so through that lens. She also discussed things from the student perspective more than any other participant. The face-to-face interview lasted about one hour forty-five minutes and was a very open sharing session. It was obvious that she felt very comfortable sharing personal and professional stories.

Looking at the totality of the interviews, a number of interesting observations came to light. All of the women were far more open to sharing and for devoting more time to participating than the men were. They were also far more likely to share both personal and professional instances as the stories related to the interview questions. Having familiarity with three of the four women likely assisted with maintaining and facilitating that openness. The men's interviews were typically shorter in nature, with them sharing more stories about themselves and what they have done or accomplished. The women, on the other hand, shared their experiences, but were more likely to discuss students, mentoring, and their feelings regarding climate. These results are limited to a very small group. Would there be

generalizability along gender lines with a larger group? All participants mentioned being partnered, even though there were no specific questions that asked them to disclose that information. I felt that was important, given that in disclosing, one was not just identifying as an individual, but as a partner in a committed relationship. Because those falling within the LGBTQ spectrum often self-identify with sexuality labels, are they more likely to also identify with a partner than their heterosexual counterparts? I also found the fact that all of them were either currently serving in or had taken on in the recent past an administrator role interesting and made me question whether there is a higher percentage of gay and lesbian administrators or if this study's results were outliers. If there are more promotions for individuals in these groups, what could the reasons potentially be? Is it because there may be fewer family obligations in regard to children? Does it have to do with goals or values of the university in regard to diversity initiatives in leadership positions? How may their administrator role potentially, if at all, color their view of the university and the campus climate? Is there a stronger intrinsic draw to prove one's worth apart from, or perhaps even in spite of, one's sexuality?

Data Analysis

I used a two-cycle coding process to analyze the interview data. The first cycle was Descriptive Coding. Also known as topic coding, descriptive summarizes the basic topic of a passage using a short phrase (Saldaña, 2015). The second level coding used pattern coding. Saldaña states that pattern codes are, "Explanatory of inferential codes, ones that identify an emergent theme, configuration, or explanation. They pull together a lot of material into a more meaningful and parsimonious unit of analysis" (as cited in Miles & Huberman, 1994, p. 69). This allowed me to find common themes in the participants' responses. These will be measured against the items in Figure 2.6 to see if any new climate factors may have come to light.

Limitations

As with any research, there were limitations faced, and this study was no exception. If anyone were to attempt to replicate the study, there are items with which one should be familiar in regard to how it may affect their study. The first constraint relates to generalizability. This research is only true for those who participated in it, as it regards faculty perspectives and their perspectives are based on their own personal lenses.

Another limitation relates to sampling. While the purposive sampling was convenient, it did not result in a large number of participants. In an effort to further expand the number of participants, I utilized snowball sampling. Snowball sampling is not typically the best sampling method, as people often reach out to those most like them, which may solidify a particular faction's point of view or reduce the likelihood of a cross-section of the population (Heckathorn, 1997; Walonick, 2003). Also, given the delicate nature of self-identity and self-disclosure that this study requires, sample size is likely to be small. LGBTQ individuals are part of a hidden population. According to Heckathorn (1997), hidden populations have two characteristics, the second of which is, "there exist strong privacy concerns, because membership involves stigmatized or illegal behavior, leading individuals to refuse to cooperate, or give unreliable answers to protect their privacy" (p. 174).

There were a number of challenges in regard to soliciting participants. Many of the email requests had to go through campus survey clearinghouses for approval just to disseminate to faculty members. At two campuses, there were policies in place to not respond to dissertation assistance requests. Some campuses required that the study be reviewed/approved through their campus IRB, even though it had been approved through this institution. One campus suggested I create my own listserv by individually entering each faculty member's email address from the

campus website. This approach would have taken a significant time investment and gave no true indication of a strong participant return on the time invested. While the results may not be generalizable due to the small sample size, the research may have uncovered themes that could inform future LGBTQ faculty retention studies and efforts. Further, with the interviews having been conducted in 2012, noteworthy social mindset shifts, opportunities and forums for public discussion and discourse around LGBTQ issues, state legislation and national Supreme Court rulings have shifted the landscape significantly in the past five years. .

Ethical Considerations

As this study required the interviewees to disclose their sexual orientation, there was the potential for emotional harm. The Institutional Review Board (IRB) reviewed the proposal and the proper paperwork was filed. In an effort to reduce any anxiety that may come along with that high level of self-disclosure, the data are described as aggregate results where possible to protect subject identity.

Chapter 4: Demographics and Satisfaction and Positive Climate Perspectives

As noted in Chapter 1, there is a considerable body of knowledge addressing higher education minority (ethnic, racial, and gender-based traits) faculty retention, but there is a dearth of substantive literature addressing the status of Lesbian, Gay, Bisexual, Transgender and Queer/Questioning (LBGTQ) faculty members. This research was meant to add to the body of knowledge and to determine which campus climate factors, if any, from the perspective of LBGTQ faculty, affect their retention.

Demographics of participants

This study had eight faculty participants, four female and four male. The four males all self-identified as gay. Two females self-identified as lesbian, while two self-identified as lesbian/queer. There were three participants from State A and five from State B. All participants identified as partnered, and five of eight mentioned having a child or children. Table 4.1 shows primary demographic characteristics, as well as provides codes for referencing participants throughout the results section.

Table 4.1. Participant Overview

	Sexuality	Gender	Tenure (years)	Terminal Degree	State	Courses Taught	Institution
A	Gay	Male	10	Ph.D.	A	International Business	A
B	Lesbian	Female	18	MFA	B	Theatre	D
C	Lesbian/Queer	Female	12	Ph.D.	B	English	C
D	Lesbian/Queer	Female	12	Ph.D.	B	Education	C
E	Gay	Male	13	Ph.D.	A	English	A
F	Gay	Male	35	Ph.D.	A	Medical School	B
G	Gay	Male	12	Ph.D.	B	Education	C
H	Lesbian	Female	10	J.D.	B	Human Resources	C

The fact that 100% of participants were in a shared faculty and administrator position, when the call for participants requested the participants to be faculty only, was interesting, as that had not factored into any of the literature. In addition, most of the participants discussed the academic side of their position in greater detail than the teaching component.

This research further required the participants to self-identify as gay or lesbian. Interestingly, all eight of the participants were also partnered, with three of them citing dual academic households. While Piercy et al (2005) did mention that if the institution reached out to the community to help partners find positions, there was a greater perception of inclusion, the dual academic household was another factor not found in the literature. Five of the eight respondents mentioned having at least one child. This family dynamic will enter the discussion later, in regard to other topics.

In regard to their field of expertise, there was a fairly even distribution between the humanities, education and business. While Participant F teaches at the medical school, his conversation leant itself more toward making money and running a business for his university. The insights across subject matters provided a wider array of perspectives, especially when comparing things like departmental climate, where the English Department of Participant C, whose departmental climate was said to be horrible and “homophobic” and the English Department of Participant E which appeared to be a far more welcoming environment.

The research call for participants asked the faculty members to be tenured or tenure-track and to have been at their current position for ten or more years. All of the participants are fully tenured professors. Rosser (2004) found that tenured faculty members are less likely to leave campus given the time they have invested. Further, “Tenured faculty members and assistant professors perceive the quality of their professional and institutional worklife as less positive

than untenured and associate and full professors” (Rosser, 2004, p. 303). Interestingly, the longest tenured participant (Participant F), has the most optimistic outlook about his position, his department and campus climate, stating “I’m sure that there’s some people who have been talking about negative things, but, uh, it may be me because I’m a fairly positive person, but I see a lot of positive things in climate in relation to LGBTQ people at the faculty and staff level.”

Satisfaction and Positive Climate Perspectives

The results of the study are broken down into two chapters, one detailing the factors that led to overall faculty satisfaction and positive motivation, and one detailing factors that led to faculty dissatisfaction. Given the variety of roles in which the participants found themselves, there was a wide diversity of items within each role and the answers fluctuated based on the lens through which the participants were sharing their story.

Supportive Department Climate

Of the items addressed in my study, campus climate has received the most attention in the LGBTQ-related research. One of the key deciding factors for the participants, as it relates to choosing to stay at their current institution, has been in regard to their departmental and campus climate. Feeling welcome (Participant A) and feeling like it is a good fit (Participant B) are not necessarily things they could further describe. Participants B and C mentioned that they feel that, over the years, their campus has developed a stronger sense of LGBTQ community and, as a result, their desires to stay at the campus have increased. Participant F mentioned that there is a sense of stability that comes with being a long-time faculty member at his campus who makes his department more money than he costs them with his salary. Beyond the more self-actualizing motives to stay, were motives regarding their personal security. “I’ve been here 13 years and – and that’s part of what keeps me interested in being here, you know, because it’s a – I don’t

know if the term safe space is exactly the right one but I'm – this is a good home for me.”

(Participant E)

Participant D furthered the safety discussion:

For me, it has been very safe...however, as I – as the stability safeness piece, I think that it's also a trap that...the level of what you do doesn't always allow you to maintain your scholarship in a way that would give you the ability to move that easily...It's very safe but there's also a component of difficulty of I could do really, really well at this job and not look good at another job, for another job because of that.

The largest number of participants stated that their reason for staying was feeling supported by their colleagues and/or department and, as such, is likely one of the most generalizable of the results in the study. Participants B, C, D, E, and F detailed specific stories at times when their department chair, colleagues, dean or president created a supportive atmosphere. Positive modeling for inclusivity, flexibility in scheduling, emotional support, vocal advocacy from peers, and inclusive support as a recruitment tool are all specifically cited in the stories.

I mean, [the Academic Dean], he really does model...a form of leadership that is inclusive...what I really admire about him is he listens, and then he tries to think creatively...And I love that because it's not just like yes, no, form of leadership...I think that that's been really important and really helped me and then I guess what I love about the people in the dean's office... is they're really authentic, you know? ...they're not manipulative; they're just simply not engaged in kind of power politics. I mean, what I see them doing constantly is, you know, modeling much of what [Dean] models, which is

you know, listening, seeing where we can help, coming – both are coming from a very positive perspective, you know? (Participant C)

Evaluating the use of language in Participant C's story, it is easy to surmise that phrases such as "I love", "I admire", "really helped me", and "very positive perspective" demonstrate the positivity and satisfaction of her experience in the department. The use of affirming vocabulary leads me to believe that someone with this mindset is far more likely to remain in their current role. In much the same vein, Participant D, below, uses "very supported" to delineate that which her department has done to make her feel satisfied, increasing the chances of retention.

There's a picture floating around somewhere out online of [colleague], who has since retired, standing there picketing downtown the DOMA stuff...And so that was a time I felt very supported. And the other time is right now. I home school the kids...they know that, they have scheduled me so that I can maintain a full-time job, working just those days. (Participant D)

But the president of the university and I think the regents, and you know everyone who matters in decision making have made it – made it very clear that they're going to continue to support – they're going to continue to support gay and lesbian faculty who are not currently eligible or able to marry. And they see it really as a – or I think they all see it as a recruiting tool. (Participant E)

I found this perspective very interesting in that the faculty member points out that they feel the university leadership sees diversity support as a recruitment tool. No other participant brought up this point, yet through their shared stories of a supportive climate being important to their choice to stay on a campus, it seemed a fitting deduction. Many universities specifically mention diversity as part of their core values, but often, as will be discussed throughout the results,

competition for resources can sometimes create an atmosphere of lip service, where once diverse candidates are recruited and hired, the system of support to retain them does not exist in the way in which the faculty was led to believe during their recruitment.

While I was working at system, I was diagnosed with a brain tumor and had surgery and it was – you know, it was a really scary thing and it all worked out okay but I got this tremendous outpouring of support from people on the...campus who I hadn't worked with in six years. And that was – you know, so that was sort of a personal thing that did really – said to me about [them]...I mean, a huge outpouring of cards and flowers.

(Participant B)

When I was first coming out, uh, I was divorced and having trouble...I'd been married for 15 years...I was having trouble with my wife and her new husband over visitation of my children and, um, they threatened to expose me as gay. My department chair got an anonymous letter saying I was gay, that was before I was really as out as I was. And he called me in and says I just got this letter and he hands it to me and says I've got no reason why I got it. Your being gay or not has no relationship at all to your job and somebody is doing some really creepy mailing here and asked me if there was anything he could do to help me. (Participant F)

Many of the stories shared in the interviews related to faculty members feeling supported in regard to their experiences related to their job and their experiences on campus. These two stories showed departmental support at a personal level from factors *outside* of university confines and the department chair's offer for assistance extended beyond support in the role. I believe that those who felt supported by their peers in both a professional *and* personal sense used more affirming language regarding their department.

These findings align closely with the research that faculty job satisfaction is closely tied with both departmental and institutional support (Johnsrud & Heck, 1998; Johnsrud, 2002). As these participants have been at their campuses for at least ten years, it is important to consider that they are likely to be, in general, more satisfied with their campus and departmental climates, as they have stayed at their universities. This is also shown through their use of positive, affirming language as they described their experience with climate. The participants mentioned a climate of support ranging from their departmental colleagues to department chairs to the university president. Support at all levels of the institution strengthens their perception of a positive climate.

Identifiable Representative Leadership

Participants stated that whether or not they see identifiable LGBTQ representative leadership on campus can help inform their perspective on campus climate. The study found that faculty who have had or seen representative LGBTQ leadership on campus had a more positive perception of a campus's climate. Participant B mentions not only the identifiable leadership, but also references the ally leaders and community members helping formulate the climate.

I feel like the climate has really been good. And I think a lot of it has to do with support from the former dean of students, support from the chancellor, our provost is a lesbian, an out lesbian. You know, I think our dean who was the chair of my department is, you know, an openly gay man. I just think there's a lot of really valued members of the community who are openly gay and that has made a huge difference. You know, nobody's walking around, that I'm aware of, there isn't this sense of, you know, shame or discomfort or you know, people being attacked. (Participant B)

Administrator F agrees, “In my own school, the Associate Dean over the medical student education just left. She was just recruited for a higher position was an out lesbian, who for years had been the advisor to the medical student LGBTA organization.” He goes on to discuss representation in decision making:

The Provost funds the faculty group to maintain an active cadre of faculty on whom they can draw for recommendations...I get asked who to recommend for honorary degrees. Asked to comment on LGBT candidates for that based on their work from the Provost Office. Then they’re looking for committees to hire positions that are related to LGB issues, they go through our list of LGBT faculty and make sure we’re represented. Um, LGBT faculty serve in prominent positions, LGBT faculty, there’s this invitation every year that goes out that lists about 60-70 faculty members who are all part of the group...so...are very out faculty. The highest level of the university senate.

The concept of having someone who we perceive looks like us or who we believe espouses the same values and priorities that we do highlights the idea of representative leadership. It works to create a trust-based relationship, as described by Participant G, “I was just talking to a faculty member...and he said that his perception over the last several years has been that the climate of trust on our campus has changed dramatically because of who the administrators are.” This trust underlies the departmental and campus climate relationships between faculty and campus.

The effects of representative leadership were not discussed in prior research. From a personal standpoint, knowing that I am being led by someone who has figuratively walked a mile in my shoes and to whom I could aspire to be is important. This study brought forth new findings regarding the tie between identifiable representative leadership and a perceived positive campus climate. Participants specifically mentioned the trust that goes along with having representative

leaders, as well as a perceived higher rate of inclusion in climate formulation. It seems that faculty who were more involved in the shaping the climate, were more likely to have a positive affect toward their job and willingness to stay.

Resources

On campuses where people have previously mentioned leaving due to the lack of resources available, perceptions of campus climate are also influenced by resource availability. These resources include, but are not limited to, financial resources. Participants B, C, D, E and F all point to their respective university's funding and establishment of an LGBTQ Resource Center as an important component of campus climate. "I came back in 2008, the administration sunk some money into establishing a center which has a full-time director and for a campus our size, I think that's great. As I said, I think for the LGBT community, things have changed markedly since we had this center and the director...and there's I think much more of a sense of not only a presence, an LGBTQ presence, but a sense of respect for that community." (Participant B) For many, the physical infrastructure of a resource center provided a substantiation of identity through dedicated space.

In the case of Participant D, there are social resources available, however, she said:

I don't feel – usually when things are worse in general, then the LGBTQ community kind of retreats into itself and has that great support, because of our life changes, so we're not in the dating phase, we're not in the dating scene, we're not in that group. We now have children, so our time for, you know, the bars or for doing SAFE trainings and for going to the Midwest Pride aren't what they were and I'm not saying it's not there.

While these social resources may be important, they were not mentioned by any other participant under the guise of resources, many mentioned these types of opportunities in regard to

collegiality and departmental climate, as well as work/life balance. Engagement in these resources is also a very personal decision, as even when they are offered, some faculty choose not to socially interact with those whom they often share the majority of their work day.

Prior discourse stated that one of the most visible ways to create a safe space is to create a LGB(T)(Q) Resource Center (Sausa, 2002; Rankin, 2004; Hill, 2006) and that was supported by this study, with five interviewees specifically highlighting the importance of devoting resources to the LGBTQ Resource Center. Two items were not addressed in prior research. The first was financial resources. Faculty perspectives regarding the importance of devoting financial resources to social activities for positive community and climate building, in regard to an LGBTQ Resource Center not only creating a greater campus LGBTQ awareness, but also garnering a greater respect for the community through a devoted space was the first theme. The second part of financial resources involved faculty perspectives regarding the challenges created by lower enrollment and how it reduces resources for all budgetary line items, including LGBTQ resource allotments. The second item not previously addressed was the campus offering of social resources, as well as the participants' willingness and/or ability to take advantage of said social resources. Many familiar with the state funding cuts and limitations in State B have found an even greater challenge with resource division given the reduction of public university funding. As funding challenges continue, and if programs and resources to the LGBTQ population are cut or limited, the effects on the perceptions of campus climate may skew more negatively, with a greatly likelihood for faculty attrition.

Policies

Policy is one of the areas that can potential affect faculty's perspectives of departmental climate, campus climate, motivation and satisfaction. The question probed if there were any

campus or departmental policies they felt contributed to an inclusive environment. Domestic partner benefits are a topic that has been oft studied, even prior to the Supreme Court ruling on marriage equality. Faculty members mentioned not only partner benefits, but written policies and option offers like training as being policy-related issues. Training was an interesting inclusion, as at the participants' campuses some departments mandated the diversity trainings while others were offered optionally. This creates some overlap with the campus and departmental climates in regard to satisfaction, as those in the LGBT population felt the trainings were a key component of creating safe spaces.

Benefits

Domestic partner benefits were frequently mentioned, especially given the aforementioned politicized climate of the debate at the time of the interviews. Some found the offering of domestic partner benefits to be a positive policy-related offer. Participant E explained:

When I came here, there were what was called – in terms of health care, there were partner benefits...that spoke to this being a supportive and welcoming community to me. You know, there have been a number of twists and turns in that policy, you know, including a statewide referendum on marriage and the – through it all, the benefits are still there.

An inclusive environment is created by equality through a domestic partner benefits offer. In some cases, decisions regarding domestic partner benefits are governed by the university system or by state legal policy or precedence. Participant E, through the use of “supportive and welcoming community” clearly states that this initiative has created the perception of a positive campus climate in regard to policy. For Participant F, it goes beyond system or state decisions

and the importance lies with the support the LGBTQ population is given by the higher administration in regard to support for domestic partner benefits:

I mentioned the university President and university Officers have been very active in defending domestic partner benefits... The state tried to curb partner benefits to same-sex partners so the university came up through a domestic partner thing where the gender didn't matter. And they said we'll pay for a few straight couples that don't want to get married so that we can include the gay people.

While the fight for benefit equality manifested in the creation of domestic partner benefits, a debate grew, in State A, on whether or not heterosexual domestic partners should be allowed opportunity to receive the same benefits if they chose not to marry. Participant F's description, above, illustrates that the importance of LGBTQ inclusion outweighed the financial impact of the decision. For university officials, in a time of limited financial resources, to make that distinction communicated that action was as important as words. Not everyone perceived domestic partner benefits being a positive policy-related campus climate factor. For Participant D, domestic partner benefits were a more divisive issue. She was visibly frustrated about the topic of benefits, stating:

I think that the institutional policies and politics do not in any way support LGBTQ people. Insurance, partner benefits, getting a freakin' library card for a partner if she didn't work here. We are lucky because we don't have to rely on those because we have the same damn job.

Participant F worked to explain part of the frustration around domestic partner benefit offers stating, "Even when you get them, they're so heavily taxed that it makes it a big challenge for people to afford to have them." While some viewed domestic partner benefits as a measure of

equality, others saw it as a further divisive issue in that there is still inequality regarding access to benefits and the taxation that accompanies benefits.

The topic of domestic partner benefits is well studied, as a primary way of recruiting and retaining faculty, as well as maintaining satisfaction levels of current employees (Yep, 2003; Rankin, 2004; Zemsky & Sanlo, 2005; Faculty Document, 2008; HRC, 2009). The findings of these studies aligned with my findings, as half of the participants referenced their campus's benefits offer as one of the most well-known policy supports. In a field where little research has been done on LGBTQ retention, this topic is of primary importance given its relatively extensive research. With marriage being legal for all in the United States, domestic partner benefit discussions hold less significance, as the same benefits are now available for straight and LGBTQ couples. As with any equality victory, there is typically a secondary or tertiary issue that takes prominence, including such things as non-discrimination policies and inclusive form language.

Written Policy

Non-discrimination policies and university documents were two primary campus written policy discussion points. The dichotomy of the male/female gender options, as opposed to a more inclusive listing adding transgender or the Native American Two-Spirit, on campus applications can lead a member of the LGBT community to make an initial assessment that a campus is less inclusive. This is true not only for students, but for one applying for a faculty position, as it privileges those who do not identify as one of the limited, institutionally-approved labels provided. The campus may have non-discrimination policy, but if their forms are not inclusive, it can create a perceived non-supportive climate perception with the faculty.

One participant specifically mentioned the non-discrimination policy as one of the reasons he took his current position. The Human Rights Council (2009) stated 97 colleges and universities in the United States have non-discrimination policies that protect gender identity and 587 colleges and universities have policies that protect sexual orientation. When one considers the fact that, as of 2016, there are 4,140 public and private two- and four-year colleges and universities, the ratio of institutions with non-discrimination policies to those without is small. As this was an opportunity for participants to subjectively answer regarding what they felt were inclusive policies, responses included those beyond the scope of solely LGBTQ-related policy. Participant E spoke to State A's university system policy on Affirmative Action. "University of [State A] as a system...has taken a very progressive stand on – in support of affirmative action, you know, in support of diversity and admissions policies."

One area covered in my research, which supports prior investigations, is the importance for faculty handbooks, employment documents and university publications to include queer concerns and inclusive language (Sausa, 2002; Rankin, 2004). This is key, as the use of gender-specific terms (husband, wife), dichotomous gender identification terms (male, female) and orientation terminology (Lesbian, Gay, Bisexual, Transgender), as well as the possibility to only check one box when one would prefer to identify with more than one identifier, can create an unwelcoming environment. Participant E stated,

The things that attracted me to the position in [State A] were – included the fact that there were some pretty clear statements on non-discrimination, that there was kind of an official welcoming of gay and lesbian faculty and I thought that it was a place where I could pretty easily be comfortable as a gay man.

Participant F also mentioned the use of inclusive language as policy as important. “The LGBT group that meets is working on making sure that all forms are inclusive.” Allowing applicants opportunities to select multiple labels or labels which they feel best represent their identity will contribute to a positive, welcoming atmosphere which, in return creates a higher opportunity for retaining faculty.

Training

Training was another area addressed by faculty participants. They mentioned SAFE Trainings, peer conducted LGBTQ themed educational sessions. My research also demonstrated a best practice regarding a department level educational piece regarding inclusive excellence. Multiple campuses at which the faculty participants teach offer training to support the LGBTQ community.

In State B, Students, Staff and Faculty for Equality (SAFE) trainings are available with students, faculty and staff members conducting the training. Participant B mentioned it in regard to administrator support, “They’ve done things like Safe Zone training, which we’d never had before, and I think, you know, that over 200 people have gone through – you know, students, faculty and staff have gone through Safe Zone training.” Participant C talked about taking the conversation past the trainings and making it a campus-wide safe space for dialogue. “I think a lot of people are devoted to making it a better climate. I think what we have not realized enough is that each absolute separate piece of this university needs to be devoted to this climate, so every class, every department, every person, you know, like not just as a speech, not just as – you know, like having a SAFE, you know, triangle but really knowing how – because my – in my mind, communicate about these things and dialogue about these things.” These stories support the findings of Sausa (2002) in regard to trans-specific trainings. These trainings not only

educate campus members regarding the LGBTQ community, but offer opportunities to experience what it is like to be a member of the community through a coming out experience activity. Providing an opportunity to campus community members to see things through the eyes and simulated experience of a gay or lesbian has proven to create a great sense of awareness, understanding and inclusion for those who take the training. These trainings seek to create a more accepting campus environment at a macro level. Other training-related items deal with things at a more micro, or department, level.

Participant C discussed the creation of a document around inclusive excellence at the department level. “Well, not policy per se but one of the things that we did, College of Letters and Science had a strategic planning meeting for the college and out of that came a booklet and part of that booklet was, you know, basically – I forget exactly what it was called, it wasn’t called diversity or inclusive excellence, but there was a piece basically on inclusive excellence and what our role is in it. And so having that – I think having those kinds of documents are important.” In this case, the College involved its faculty in helping to shape the departmental climate. As previously mentioned, allowing individuals an opportunity to do this creates a greater feeling of inclusion, leading to stronger positive climate perceptions and a greater likelihood for faculty retention.

Policy has historically been an area that has been the most extensively studied and much of my research supported prior policy-related studies in regard to policy. More than half of the participants referenced domestic partner benefits as a visible and important campus policy issue. In regard to written policy, this study validated prior research in regard to the importance of non-discrimination policy and the importance of the use of inclusive language in campus forms, documents and handbooks. One new finding highlights the fact that training mentions in prior

literature focused on training around policy and recognizing bias, as opposed to education around the LGBTQ community. While recognizing bias is important, participants reported that SAFE trainings also featured education and advocacy components, taking the training beyond recognition into action. When trainings, through pre- and post-evaluation, can show an advancement in positive, inclusive perceptions, they become strong policy campus climate shapers.

Job Responsibilities

Participant B mentioned that it was important to her job satisfaction and retention that there is shared governance within her state university system, as it provides an opportunity for her to feel a part of the decision-making process. For Participants A and B, the love of students and classroom teaching are motivating factors to remain at this institution. Participant D, having been in her position for a long time and having taken an LGBTQ leadership role on campus, specifically mentioned the importance of ability to recruit LGBTQ faculty.

The second year we worked significantly around the charge to get recognized as a faculty/staff group and we went on a hiring spree. It was our goal – we were going to recruit and so one of the things you have to do to get support for a group is to have kind of enough, right? And we didn't have enough LGBTQ people working here, at least those who were either out or active. And so in the next – so my second, third and fourth year, we had at least three every year because we hired 11 LGBTQ faculty in three years. Again, the topic of inclusion in decision-making comes to the forefront. In this instance, the ability to be actively involved in recruiting other out faculty, and seeing progress in regard to the number of self-identifying LGBTQ community members, created a level of satisfaction and was a positive engagement motivator.

Teaching/Coursework

One of the primary components of a faculty position is teaching. Many faculty members develop courses that relate to their area of study, as well as incorporate personal areas of interest. The study's participants are no exception, and have developed courses that draw upon their gay or lesbian sexuality self-identification.

So I think there's just much more of an openness, much more of a presence of LGBTQ people on campus. There are a fair number of courses that deal with it...I teach a gender and sexuality course on stage and screen which is really a misnomer, it really is an LGBTQ film and theatre class. You know, so I'm kind of known for doing that and you know, I'm – I find it really liberating actually. (Participant B)

The fact that Participant B references finding “it really liberating” speaks to not only a desire to teach courses that further topics relating and of importance to the LGBTQ community, but to do so openly, as an out professor, with the freedom to have a hand in curricular development and share a part of herself with her students. While Participant B speaks to the coursework itself, Participant C takes it to a higher level, in regard to incorporating diversity into all coursework within their College.

But then too also talking about pedagogy is something I've worked on... kind of infuse more diversity into their classroom...that's the cool part too is just talking to faculty and having workshops about, you know, how are you more pedagogically inclusive...that your material, your content references people of color or references LGBTQ. (Participant C)

Participants B and C echoed Participant E's sentiments regarding, “offering courses that explored gay and lesbian culture and/or film” and specifically mentioned teaching more LGBTQ

related course offerings. Many of the courses fall into the categories of queer literature, theatre, film and culture. As many of the participants serve in dual faculty and administrator roles, the conflict of roles creates a more challenging situation, as they, in their administrator roles, are expected to be more neutral in regard to policy and subject matter. For those in department chair positions have to balance the offerings of the department with personal feelings regarding incorporating LGBTQ topics into the coursework.

In regard to coursework and teaching, prior research shows that inclusion of LGBTQ issues into the current curricula is important, yet the creation of LGBTQ-specific courses is also an important way to make the campus climate more positive for the LGBTQ population (Waldo, 1998; Rankin, 2005; Zemsky & Sanlo, 2005). Being able to strike a balance between the requirements of their administrator role and their interests as faculty seems a key component to satisfaction. Further, while there is a lack of research on recruiting LGBTQ faculty, there was no research stating that gay and lesbian faculty's ability to help recruit new LGBTQ faculty was a motivating factor to remain at their current position. Those faculty who have a greater voice in determining their course content, the greater direction of the coursework within their department, and the recruitment of peers appeared to have a stronger positive campus climate perception.

While Meyer & Evans (2003) discuss doing something for the pure love of the task, no prior studies specifically mention the *love of teaching* the students as a reason to stay. Participant A states, "It's something that I actually enjoy doing and I love teaching." Participant B adds, "I love our students just in general." As many individuals serve in dual faculty and administrative roles, typically leaving less time for classroom teaching, those who genuinely love that component of their job and are given the opportunity to do so, insinuated a higher level of satisfaction.

Mentoring/Advising

The themes of mentoring and advising were prevalent in the responses. Participants A, B, C and D all make reference to the motivation they get from mentoring and advising their students. While prior studies related to faculty members being mentees, there were no studies that directly related to the faculty as mentor motivation. Where there is prior research intersection with participant responses, is with Participant E's opportunity to mentor his junior and senior faculty peers. Within their faculty/administrator roles, the participants have an opportunity to mentor and advise students. Many of them mentioned that this is motivating to them. Participant A stated:

I try to support the students too, I know that I have, you know, some students as Facebook friends but you know, the gay students I know and now I support with their goals as well in general, try to be sort of the mentor to them... The fact that they come to me and you know, to discuss their problems and I do get a lot more support from the students. That's something that I appreciate, that they feel very comfortable coming to me and talk about their personal life, for suggestions about their career, you know, choices they have to make and the fact that I'm a part of that.

Drawing further upon the theme of satisfaction derived through inclusion, Participant A's use of "I try to support" and "I'm a part of that" demonstrate that motivation to feel involved as an important part of his students' lives. Similarly, Participant C uses "get to be a part of" in her description of being a role model for the LGBTQ students. "And I think LGBTQ students who I've worked with, I mean, I think they're always so – they're so enthusiastic and they're so – it's just so powerful. I just find them just like – they are making their own transformation. And I get to be a part of being there for it." I cannot understate the importance of the engagement that

comes from active inclusion and participation in regard to faculty perspectives of creating a positive campus climate and, in turn, satisfaction and retention. It is not solely the student mentoring opportunities that drive positive campus climate perceptions, but also peer education.

Participant D mentioned that part of her motivation, regarding her *peers*, is educating them on LGBTQ topics:

And the questions about like – so besides the, you know, differences in STD and issues of fertility and all of those kinds of things, we then were on the kind of DOMA topics and he said well, but because you can now become domestic partners, you know, she can visit you and all of that’s kind of cleared up now, right?... I was the big gay person in the department for two years now, you know, in my department, I haven’t done this work. And so there’s a lot of, you know, lack of ... and I don’t think this is just [State B], I really do think they adore me because I adore them and – but they – it’s not the we love you even though you’re gay, but it’s like oh, we totally accept you, you know? It’s like oh, oh, you’re so wonderful, we love you. But they just don’t understand and it’s like oh my God, people. I love you but there’s a lot of work to do there.

Some participants feel more comfortable than others being the representative voice for the community. Participant D does not go so far as to say she is the representative voice, but shared that she felt a responsibility to educate her peers in order to create a more understanding, accepting atmosphere. While Participant D focused on educating peers, Participant E relished his ability to mentor more than educate his peers, “Working to mentor junior faculty or sometimes senior faculty and – so that they can take on some of the leadership positions within their own departments. I mean, to see – it’s another form of teaching really but an ability to see the growth of my colleagues and how that growth allows them to make an even greater contribution to the

college or to the university as a whole.” Participant F, the self-proclaimed optimist, finds motivation in working with his peers. “So I’ve told you what motivates me on a daily basis. The challenge of making good things happen, working with good people to make these things happen.”

Drawing the differentiation between being mentored/having mentor programs available for them and being active mentors demonstrated to these participants that the act of mentoring others was more important than being mentored themselves. Much of the published mentoring-related research focuses on colleges and universities lacking mentoring programs that are more likely to lose qualified and prolific faculty (Manger & Eikeland, 1990; Johnsrud & Sadao, 1998; Quezada & Louque, 2004; Cropsey, et al., 2008). A new finding of this study relates to the motivation and satisfaction that goes with the faculty members’ mentoring and advising of their students a component of their job responsibilities. Also, while some specifically mentioned they did not want to be seen as representative of the LGBTQ umbrella, there were participants that relayed that peer education and mentoring were very rewarding elements of their position. Those who were engaged with student or peer mentoring were more apt to have a positive perception of the departmental climate in which they worked. This comes back to the recurring theme of inclusion being a primary positive motivating retention factor.

Rewards

Development and Promotional Opportunities

Many of the participants saw an overlap between sexuality and their administrator roles. Multiple participants discussed administrative roles that have allowed them the opportunity to create and help develop peer faculty. When Participant B left teaching for ten years to work at the system level, it was helping to create faculty development resources around inclusivity in

teaching. Participant D worked on a similar project which allowed her to offer professional development workshops for fellow faculty on LGBT topics from a system perspective.

Participant C's administrative role in the dean's office allows her the opportunity to help develop fellow faculty as well.

But then too also talking about pedagogy is something I've worked on really even in my graduate work, I actually for other graduate students was a kind of diversity – I don't know what, representative, who helped them, you know, kind of infuse more diversity into their classroom. And so that piece is something I've done for so long that that's just kind of part and parcel of what I've done all along. So that's the – that's the cool part too is just talking to faculty and having workshops about, you know, how are you more pedagogically inclusive, meaning not necessarily that your material, your content references people of color or references LGBTQ, but that the way that you teach provides for all kinds of voices.

Where Participants B, C, and D were involved with creating faculty development opportunities, in Participant E's administrative role he served on the board of the campus LGBTQ Center. Yet, he specifically mentioned the need for neutrality, as an administrator, that he does not need to employ as a faculty member.

But given the work – the day-to-day work that I do and the administrative nature of it, I think that I'm – you know, there – I am expected to be fairly neutral when it comes to – or as neutral a party as I can be when it comes to establishment of policy, the carrying out of policy, the hiring of faculty, the awarding or not of tenure.

As a faculty member, he mentioned being able to be far more openly supportive of recruiting LGBTQ faculty. As all study participants have served in a combined faculty/administrator role,

promotion opportunities have been a factor also. The findings of this study are consistent with the earlier research of Feldman & Paulsen (1999), Froh et al. (1993), Hall & Bazerman (1982), O'Meara & Braskamp (2005), and Tien & Blackburn (1996) who found that faculty look to promotional opportunities for advancement. The most interesting finding uncovered in this study was that all participants have held an administrative position or currently split between a faculty and administrative roles. Through these roles, the gay and lesbian faculty members have an opportunity to take the responsibility to advance the culture, climate and policies to better support LGBT faculty interests. The study could not verify why it was that 100% of participants have achieved an administrative role. Is it solely due to ambition? University messaging around the importance of diversity in leadership positions? Opportunities due to, in some cases, fewer family responsibilities? Is it a climate that recognizes and values the contributions of these gay and lesbian academic leaders? Did the fact that all of the participants were out reflect their choice to be identifiable representative leaders on campus, seeking administrative opportunities to further their LGBTQ leadership influence? These are all questions the study did not answer, as it was an unintended finding that these faculty members all have or had held administrative positions. It is unlikely that there will be 100% generalizability regarding dual faculty/administrative roles for all gay and lesbian professors beyond the confines of this study. This is a topic I would be curious to explore further as a means to identify potential key skills/traits of gay and lesbian professors as it relates to promotion opportunities.

Impact

The faculty identified reward theme of impact is a positive motivator in regard to retention. The idea that the work they are doing is impacting not only their students, but potential students' students, the campus and society is a self-perceived reward of the position. Five of the

study participants made reference to making a difference in one way or another, making it a key takeaway. Participant A said, “I’m happy about the fact that I do know that I make a difference for the school...to offer programs, and to the service that we’re providing to the student and teaching.” Where Participant A shares that making a difference for the school is important, many of the others specifically mention that making an impact on the lives of their students is a primary motivator.

Beyond that, I love our students just in general. I mean, we have a very challenging and wonderful demographic here...So we have this huge spectrum of students which I think is really exciting but really challenging...But I find it really rewarding to continually keep doing my best with those students and you know, failing and figuring out new ways to reach out. So I just – I feel like it’s a really good place to make a difference, maybe that’s the way to say it. (Participant B)

For Participant B, the challenging demographic of her students is exciting, as the population of her institution is quite diverse in a number of ways. For Participant C, who works at an institution with less demographic diversity, drawing on her work specifically with the LGBTQ population is gratifying.

Yeah. I mean, that – see that – you know, that kind of keeps me going. And I think LGBTQ students who I’ve worked with. I mean, I think they’re always so – they’re so enthusiastic and they’re so – it’s just so powerful. I just find them just like – they are making their own transformation...also thinking that I want to build a place, or be a contributor toward building a place that they could go to and they could be safe at and they could be valued, you know? (Participant C)

Maslow mentions the need for safety before the idea of self-actualization. Participant C references that need for safety prior to them feeling valued. If a faculty member has created a safe environment for their students, it can be taken one step further, as Participant D details. She shared the implications for educating future teachers and the exponential impact she could have through that group on higher education and society in general.

Where when I got here, if I could impact the teachers, if I could impact the lives of all of those teacher students, but that's not what is rewarding for me now, because my enhanced understanding of the education system and reforms, which is my initial role within the research that I do. So I think I've become a lot more jaded about that, but that was my initial motivation. Now, it's about impacting climate, and I don't mean for LGBT, I mean climate overall at the level of higher ed and the impact between society and higher ed. (Participant D)

Participant D discussed having an impact on higher education, whereas Participant E mentions the power of higher education to affect future generations. He also details the ability to influence the unit, which goes back to the underlying theme of active engagement and having a voice.

Well, I have a very deep and abiding belief in the transformative value of higher education and I just can hardly think of anything better, you know, any better set of skills or knowledge that we can provide the generation that's – the generations that are following us or are rising up and will follow us... Now, if I were to take – look at the rewards more recently, I would see two areas that I would point to. One is broadly speaking, the ability to have an influence for the better direction of the academic unit that I'm responsible for. (Participant E)

A common theme, supporting Feldman & Paulsen (1999) and Mowday's (1982) research, is the reward that comes with making a difference. This study goes beyond making a difference in the classroom, but impacting the climate across higher education, as well as the juxtaposition between society and higher education. Making a difference is directly tied with motivation, as doing positive things for others tends to affirm what we find good about ourselves. Faculty feel greater satisfaction in a campus climate that allows them to affect change at various levels which, in turn, is likely to lead to higher rates of faculty retention.

Advocacy

The common theme through the advocacy responses was the idea of giving a certain population a voice or representative that they had not previously had. In much the same way that faculty looked to representative leadership to help create a supportive climate, many participants sought out that advocacy responsibility to serve as a representative leader. For Participant H, above, it was the idea of representing a group as a success.

[The Admissions Counselor] would bring students up to me ...and I said why are you bringing these kids up... and he says oh no, it's not about you. And I said well, they will probably never deal with me in my work capacity so what's the purpose? And he said really listen...I want our kids to see that we have someone on this campus who got an office with a big ass desk....that people with the big desk got big jobs and that's the connection I want the kids to make... Whatever she's doing, you want to be her. That's always what they remember, who's the Black lady with the big desk. Your role model. So you know, you gonna have to remember some folks don't want to take that advocate role and I understand. But I know in my role that I never have a moment of not being watched, so I just kind of own it and move in that space." (Participant H)

It was interesting that when sharing her story, Participant H primarily identified with her racial identity and being a representative of that group, as opposed to primarily identifying with her sexuality. That being said, another individual forced that advocacy role on her, making her a representative. In this instance, Participant H could have denied or embraced the opportunity and she chose to “own it.” She sought to be a voice of success for Black females who attend her university. Participant F also felt a sense of forced advocacy when he shared that his coming out to be a visible representative of the LGBT community happened as a result of a friend needing something with whom to talk. “And, uh, so we talked to him and actually, I was President-Elect when that happened and that’s what led to me coming out. Because I realized that if I hadn’t been visible as a gay man, Dan wouldn’t have known who to talk to.” While the theme of inclusion and having a say has been important to faculty study participants, for Participant C, it is important she provide *students* a voice in the classroom setting:

I’ve created ways within Gateway Success that students are very included in the process and so that...it’s a different relationship with students but I still have that relationship and...in some ways, I guess if I was to say how they dovetailed in both the classroom and in the Gateway Success Initiative, I’m interested in kind of inverting the role between instructor and students so that the student has a voice.

A number of the participants mentioned that they were motivated by their ability to do LGBTQ advocacy within their roles. For some, advocacy was a very visible component of their role. Participant C said, “I think more than anything what we love is that – like the advocacy thing, you know, the idea that you could transform something, you know, that’s what drives us and kind of what – you know, it’s like the prize that we are set on.” For some participants, advocacy is something they do, yet for Participant D, it is a self-described component of who

they are. “It’s easy for me to be an advocate, that’s just part of my cloth.” For these faculty members, advocacy seemed like second nature and they helped provide guidance, as well as a voice for the LGBTQ population, not only in the classroom but across campus.

Participant F added his experiences being actively involved in LGBT related issues on campus:

I get asked who to recommend for honorary degrees. Asked to comment on LGBT candidates for that based on their work from the Provost Office. Then they’re looking for committees to hire positions that are related to LGB issues, they go through our list of LGBT faculty and make sure we’re represented. Um, LGBT faculty serve in prominent positions.

Participant F demonstrates advocacy through his ensuring LGBTQ faculty engagement with conferring degrees, hiring processes and committee work. Ensuring access through representation appears to be a behind-the-scenes approach to advocacy, but that doesn’t make it less important. In the same vein, Participant B’s advocacy took on more of a silent role, instead being reflected in how she chose to live her life:

I live a pretty – I’m putting quotes here, but “pretty traditional lifestyle,” you know? We, for the better or worse of it, you know, my partner and I have a – we live in a subdivision in [our county], of all places, and you know, we have a 17 year old daughter and we pay our taxes and we mow our lawn and we are – you know, our activism is kind of being out in a really conservative community. And I feel like that’s – you know, and sort of how we’ve managed as a family is a story that I can tell in a lot of different ways and I feel that that really helps students who are, you know, coming out or struggling or trying to figure out what their life might be like in terms of family.

Advocacy, for Participant B, presented through drawing parallels with the heterosexual community, as opposed to highlighting a “different but equal” mentality. Some advocates argue that this is not advocacy and is, instead, assimilation into the heterosexist “norm.” Others state that focusing on differences will maintain the equality divide. The fact that Participant B felt that being an out family in a conservative neighborhood embodies activism, shows how much of an opportunity there is for visibility and education in a variety of academic and non-academic communities.

Prior studies did not show motivation in regard to being a successful representative of one’s group, nor did they directly reference providing a voice for underrepresented groups. I did not come across any studies that cross-referenced sexuality and aptitude to advocacy leadership. This could be a thesis for future research. The only prior study, parallel to advocacy, was the Levitt et al. (2009) that reported higher levels of LGBT activism in states where marriage amendments had passed. The faculty responses, like those who mentioned mentoring students and peers and having an impact on the students, campus and society, demonstrate the rewards that come with making a difference. Those seeking to retain strong leaders would be well-advised to provide a climate that allows for these advocacy opportunities for those for whom it is important. Further, recognizing the importance of role-based formal institutionalized faculty advocacy, as well as informal community advocacy, will go far in regard to creating a supportive LGBT campus climate.

Recognition

Apart from the more altruistic leanings of wanting to make a difference, participants felt that recognition was a reward of being a faculty member. In this study, faculty expressly lists recognition for publication as a reward, not generalizing as achievement. For Participants A, E,

and F, the ability to research and, subsequently, publish their work in journals and other outlets was an incentive.

You know, there was a real sense of accomplishment and of kind of advancing in my own field, becoming more recognized for the scholarly work that I was doing. I think I feel a sense of satisfaction from it, certainly similar to what I feel when I get an article published.” (Participant E)

The concept known as “15 minutes of fame” holds true for faculty as well, typically in the form of published journal articles. It provides faculty an opportunity to be recognized by their peers and their field for accomplishments in their focal research topic. Some faculty write their own works, while others collaborate with colleagues. “I’ve co-published with a couple of people, wrote papers with faculty, the business school and their behavior program.” (Participant F) In both cases, faculty participants stated recognition that accompanies published articles rewarding. The extrinsic motivation that goes along with recognition creates a more positive feeling toward the organization, as well.

While it was discussed earlier in the chapter that development and promotion opportunities were considered positive, reward-based motivating factors, many faculty also mentioned that the recognition component that came with the successful assumption of leadership opportunities is motivating. This differentiates between one’s ability to get the job and be recognized for doing said job well, in that if they do their job well, they’ll be rewarded through promotion or stretch opportunities.

I talked to [Dean] and I wanted to create a diversity committee and so he’s like sure, go ahead, you know? And then [Dean]...wanted to work on these DFW rates and...I said well...who do you want to lead that and he was like well, I was thinking you. And but

then in terms of like how that would work, it was all on me. You know, I mean, I'll lead people and stuff, so I guess what I love about all those pieces is that they're just really collaborative, they have some clear – like we set a vision, we set action steps to get to that vision and then we have just a ton of people working in a lot of different ways on those issues...I want to be a leader who tries to as much as possible hear what people are saying and evaluate it just based on what they're saying not the whole context of who they are and you know, those kinds of things. So I – but I mean, I'm not always successful at that but I think having it as a goal works really well and having it as a place that I always return to even if I don't always adhere to it or always live up to that ideal.”

(Participant C)

Both Participants C and D discuss their philosophy of an inclusive leadership strategy in regard to the projects they undertook within their administrative stretch roles. They also discuss their recognition of things that needed changing or improving. Interestingly, Participants C and D met at their current campus and have been together for more than ten years. Hearing them tell their stories, with similar underlying themes, makes me curious as to whether or not they espoused their individual philosophies prior to meeting, or whether they honed them through working on the same campus and sharing a life together for more than a decade. In turn, is it their philosophies that contributed to the recognition of their respective leadership opportunities?

I'm the chair for the restructuring committee for our college, and so what would it look like if we didn't work the way we work now? And so we're going to go to forums and then referendum. I mean, so it's really very far into the process now where you'd think okay, you're going to tell faculty that the classes they teach are no longer going to exist and they have to co-teach. Yeah, how is that going to go? And people have really

embraced it. And that was one of the reasons we started. It was a total faculty thing.

That was one of the reasons we started it was because so many people were saying, of the faculty, we need to do this differently. (Participant D)

Faculty recognition, as reward, has been discussed in prior research as achievement (Bess, 1998; Hall & Bazerman, 1982; Mowday, 1982; O'Meara & Braskamp, 2005; Meyer & Evans, 2003). This study supports prior discourse regarding promotional opportunities for advancement (Feldman & Paulsen, 1999; Froh et al., 1993; Hall & Bazerman, 1982; O'Meara & Braskamp, 2005; Tien & Blackburn, 1996), as participants shared their leadership opportunity experiences and the personal validation that went along with those opportunities. Promotion, as an occasion to embody an inclusive leadership philosophy, as well as seeing the direct effects of the initiatives done through those roles, is something that has not been addressed in published research. This goes to further the theme of the importance of inclusion in regard to campus climate perception, as well as campus climate development. Leading one's own initiatives also ties into freedom within one's role.

Freedom

Each faculty member has a job description and, with it, a set standard of responsibilities. Yet, there is still an element of freedom to a faculty position. Academic freedom is a primary reward. As all of the study's participants are tenured faculty, they discussed the ability do research that interests them at this stage in their careers. Participant F liked the freedom that came with having his research time purchased by the medical school so that he could work on how to better save them money. Earlier, Participant C discussed her enjoyment around the dean of her school giving her the freedom to take on a new project which interested her.

There is a great deal of autonomy within the faculty role. Participant A states, “As a faculty member, you’re more free to do research on anything that interests you and that’s a lot of flexibility and freedom that I enjoy as a faculty member.” The terminology the faculty members used in their responses included “interests”, “flexibility”, “challenge”, and “fun”. In the context of their responses, these are all satisfaction descriptors of what freedom means in their role.

Half of what I do changes every five years. The challenge and interest is really exciting...about 15 to 16 years ago, the faculty here in practice figured out that I could make them more money or save them more money based on what I know about leading change and improving health care. And my salary costs and over a period of five years, they slowly bought out all of my research time, so I have this gigantic laboratory of 1700 physicians where I am paid to help do change and then I’m able to write it up in scholarly publications and it’s fun. ” (Participant F)

Collaboration is another freedom-based response that faculty found satisfying. For some, the ability to collaborate on projects provided a sense of reward. Some mentioned a collaborative department dynamic, and others detailed the overlap of personal and professional collaborations as gratifying.

Two of the participants discussed the collaborative nature on teams of which they were members. For Participant C, “These committees that are very collaborative and it – they are action oriented.” Participant F defined the collaboration as:

The social science group is kind of a liberal, open, easy to get along. Because we’re the nine or ten of us, we have to cover a range of issues. We don’t duplicate each other. We can work in different areas. But count on each other with consult and information, I’m uh, generally happy with my colleagues.

Participant F's descriptors of "easy to get along" and "generally happy" imply a level of satisfaction with the cooperative groups of which he is a contributor. He details the freedom of being able to cover his areas of interest, as part of a department. Beyond the context of one department on one campus, Participant E looked to the opportunity to collaborate with former peers on topics of mutual interest.

I've given some presentations at professional conferences regarding administrative issues and I'm only in the talking stage, but I've – a couple of my associate deans have gone on to other deanships or other positions and I'm really – I'm actually very interested in seeing if the two or three of us might collaborate on some kind of more reflective book regarding – regarding administration and mentoring."

Finally, Participants B and D mentioned the freedom that comes along with a flexible work schedule, in part due to the collaborative nature of their departmental colleagues.

Participant D stated,

I home school the kids and so I work two 14 hour days and one eight hour day. I do not work on Mondays or Fridays and I work from home Mondays, Fridays, and the weekends. And sometimes come in on the weekends, and so they have – they know that, they have scheduled me so that I can maintain a full-time job, working just those days.

The freedom the department allows her provides rewards. She can satisfy her faculty job requirements and balance home schooling her children, which is a priority for her and her family.

Participant B also recognized the rewards of a collaborative department when balancing family obligation.

A lot of people in the department...there are a number of people who don't have children, but a lot of us do. And we cover for one another when people have, you know, family

issues...And we understand one another... I just feel like there's a connection and a commitment to the students and to each other that's based on our discipline and the way we structured our department and that's really unusual. It is a work family. (Participant B)

In the theme of rewards of being faculty, this study found the freedom that comes with the position's flexible scheduling aspect. For a faculty member, the flexibility to build her or his class schedule around personal interests and obligations wasn't covered in prior LGBTQ research. Prior studies have mentioned autonomy as a key component to satisfaction. This study supports that through the subject of academic freedom, mentioned by Participant A. Further, many participants corroborated prior studies by discussing the rewards that comes from peer collaboration (Bailey, 1999; Froh et al., 1993; Dunkin, 2003; Olsen, Maple & Stage, 1995; Phillips, 2002; Subervi & Cantrell, 2007). Opportunity for collaboration and departmental colleagues who help facilitate flexible scheduling arrangements both contribute to a more positive perception of departmental and campus climate.

Rewards of Being an Administrator

As faculty who also serve in an administrative role, the participants identified the rewards of being administrators at their campus, primarily the topic of influence. Two participants discussed how being involved with hiring decisions has afforded them the opportunity to ensure diverse representation in their departments. Participant F stated:

I could control the use of my time and hire people...Then they're looking for committees to hire positions that are related to LGB issues, they go through our list of LGBT faculty and make sure we're represented.

Participant E built upon the response of Participant F by discussing the influence that comes with helping develop junior and senior faculty members to, in turn, become more valued contributors to the institution.

One is, broadly speaking, the ability to have an influence for the better direction of the academic unit that I'm responsible for, making hiring decisions and bring diversity to the college that I lead, working to mentor junior faculty or sometimes senior faculty and – so that they can take on some of the leadership positions within their own departments. I mean, to see – it's another form of teaching really but an ability to see the growth of my colleagues and how that growth allows them to make an even greater contribution to the college or to the university as a whole.

Participant F's response ties in closely with Sausa's (2002) and Piercy et al.'s (2005) claims that there is a strong need to identify or create role models through a structured mentoring program. The themes of mentoring students and colleagues have been addressed earlier in the chapter, but from a peer standpoint, as opposed to this administrator standpoint. The idea that both respondents discussed the influence that goes with having decision making authority in the hiring process is a new finding.

Brainstorming Solutions

At one point, while all participants found themselves in a shared faculty and administrative role, not every administrative role carried the same amount of perceived campus power. Some roles did not offer the same opportunity to devote time to brainstorming or creating action plans by which forward progress could be made. Being in a primarily administrative position has given Participants G and H an opportunity to brainstorm solutions to campus climate

issues. Participant H stated that in order to work on creating a solution to the problem, there has to be a level of trust.

And I – going back to the professor who was just here, he said that you can tell there's more trust. I said it's because when issues come to our office, it's not about us. Some people become defensive. You're questioning my authority. I think that's right that that happens where we feel we're being questioned because of our authority. It's like there's an issue, help us solve it. That's the way I look at it. In order to do that, there has to be opportunities to hear the issues.

One way administrators build an atmosphere of trust is to ask questions and make themselves available to discuss issues. Campus leaders can encourage discussion through “listening sessions and so on,” Participant G stated. Participant H shared that before action can be taken, “I still think we're in that place of people just having to develop consciousness.” Active listening, hearing various perspectives and engaging others' voices in regard to brainstorming, while having the power to affect change is a key balance of the role of administrators.

Participant G has offered two of his own ideas, one being the topic of his dissertation research, in regard to recruiting and retaining qualified LGBTQ candidates. He sought to engage current employees by developing them to become colleagues.

My dissertation was a grow-your-own program and I'd like to do more of that. I was a school principal who had a large minority population but not a minority teaching population...so I recruited minority teachers from the ranks of para-professionals, classified staff, got them back to college, got teaching licenses so that they could teach. But you know, that's something – if you can say to somebody, we'll help you go back to college and pay for it, for your master's or your doctorate degree with the understanding,

and whether you contract it or not, I don't know, but you come back and teach with us, you know? You pay us back by coming back to us, so you identify certain people that you say oh, I'd love you to be a colleague here someday and we're going to support you, and come back and support us. So that's something that I would like to do and something I think that we could do.

This idea for a faculty recruitment program recognizes topics previously discussed including representative leadership, development and promotional opportunities and inclusion in the decision making process. As an administrator, Participant G was hoping that the power accompanying his position would allow him the opportunity to implement the grow-your-own program, or the TRIO/McNair style program described below.

The TRIO was to get underrepresented populations into college. And then the McNair became the hallmark top end of that. And we have a McNair program, and for as good as can do, we're successful. This campus is limited in the draw of getting people here...But that's for underrepresented populations. Could you not have TRIOs for other kinds of populations, you know, other people could get a start and get them while they're in high school, even middle school? And bring people here over the summer to say here's what college is like, here's what our campus is like so you can start feeling comfortable. And then getting – then so they come here and then we will support you as you – again, we can identify I think fairly early on people who are serious about their studies that we'd want to bring to campus as colleagues. And so why can't we support them in that?

This brainstorm encourages engagement at an early stage and develops the relationship early to encourage ease of future recruitment of LGBTQ faculty and staff, or other underrepresented population. There is no silver bullet in regard to recruiting gay and lesbian

faculty. These two ideas were not implemented, but still serve to demonstrate the perceived power that accompanies an administrative role.

Participant C stated, “You can’t fix something you don’t know about or you don’t – you don’t see, you know?” The idea of a program mirroring TRIO, but as a faculty recruitment tool, has not been addressed in prior research. In today’s societal context, young people are coming out at a younger age and, given greater social acceptance of LGBTQ populations, they may be more likely to consider advocacy roles on a college campus. The role of administrators, from a faculty administrator standpoint, encompassed so much of owning your role, trying to define problems and find solutions and resources with which to solve them.

Summary

Faculty perspectives regarding the effects of campus climate on satisfaction and, in turn, retention of gay and lesbian faculty are influenced by a number of factors discussed at length in this chapter. Having a supportive departmental and campus climate, from the President to Deans, Department Chairs to colleagues contribute to a more satisfying experience. At campuses where administrators also self-identify as gay or lesbian, the benefit of having inclusive representative leadership is one of primary importance to the study’s participants. These administrators typically control the availability of resources, both financial and social, on campus. A commonly shared perspective regarded the importance of an LGBTQ Resource Center not only creating a greater campus LGBTQ awareness, but also garnering a greater respect for the community through a devoted space was the first theme.

Another factor that contributes to the perception of a positive campus climate is the idea of campus policy. Participants’ responses discussed the topics of domestic partner benefits, written non-discrimination policies, and inclusive language use in forms as demonstrative

strategies for creating welcoming environments. Training was also a key discovery, with the advent of SAFE Trainings allowing for a more positive climate through the education of faculty and staff, as well as college-based initiatives which contributed to a supportive departmental climate.

Beyond policy matters, job responsibilities assisted with the creation of positive campus climate perceptions. Faculty who were allowed to develop coursework that aligned with interests based on their sexuality, as well as those who could advocate for curricular inclusion from within their administrative role found greater engagement levels with their campus. Further, many participants referenced mentoring and advising as have a positive effect on their perception of campus climate, as well as satisfaction. The topic of mentoring spanned students, peers, as well as subordinates from an administrator perspective.

The satisfaction derived from mentoring was further discussed within the topic of rewards. One of the primary findings of the study was that each of the participants currently or previous served in a dual teaching and administrative role. Developmental and promotion opportunities were expressed as being a strong correlative factor for perceptions of a positive departmental and campus climate. The opportunity to make an impact on students, higher education and society through their various roles, and making a difference through advocacy for gay and lesbian issues were all expressed benefits. The freedom to study that which most interested the participants brought value to their roles and affirmed their perceptions of an engaging work environment. Finally, the ability to be recognized for their contributions, whether it was getting an article published in a journal or being promoted an administrative role, the acknowledgement provided greater satisfaction for the role, as well as the campus climate. Finally, while all participants have served or do serve in dual roles, there is an element of

increased power that goes along with the administrative role. This allows faculty the ability to become part of the solution brainstorming process.

The underlying themes of inclusion and collaboration are woven throughout the chapter. The faculty, perceiving greater affinity for the inclusive campus climate, as well as the satisfaction that accompanies those perceptions, create a stronger motivation for faculty to stay on their current campus. In the next chapter, I will outline those factors which can demotivate faculty and create perceptions of a negative campus climate.

Chapter 5: Dissatisfaction Areas

Departmental/Campus Climate

When faculty members found satisfaction with climate, it was simpler to differentiate between those elements of departmental and campus climate that contributed to their satisfaction. When they were dissatisfied, it was more challenging to distinguish between the two. Negativity regarding one campus climate factor pervaded others. This caused a general demotivation to continue in that role or stay at that university.

Lack of a Supportive Climate

Those who had been working in departments with a negative, or unsupportive, climate found their jobs far more challenging. Where participants felt they were not supported by administrator nor welcomed by colleagues, they expressed physical illness symptoms, increased desire to leave the institution, and a perceived need to keep their sexuality closeted. A lack of a supportive climate also led to self-imposed isolation. Participant C's experience seemed the outlier in the group in regard to the level of expressed toxicity within the departmental environment, yet told a compelling tale about how a negative climate could affect one physically and emotionally.

In fact, you know, I'm sorry but – I mean, I'm willing to talk more about the English department, but when I talk about them, I actually feel sick because it's like, so difficult. I mean, they actually ran people out of the department. In many ways, I left the department because it was just so, it was just so homophobic. I have literally worked at a McDonalds that treated me better as an employee than the English department treated me. Yeah. (Participant C)

In the same vein that a supportive climate was cited as a reason for faculty to stay, in turn, a lack of a supportive climate was cited as a reason to leave. Five participants had previously worked at another campus. Three participants (A, D, G) mentioned that the reason they left their previous institution was due to a lack of a supportive and engaging climate. Participant A specifically mentioned that he did not feel supported by higher administration at his previous institution. He said, "I don't know. I got the impression that they didn't want me there." For this individual, perception of an unwelcoming campus climate was reality, motivating them to leave.

Participant D mentioned, generally, that there was a horrible culture at her previous institution and that she could not wait to get to a campus that felt more like home. She stated, "Although people say [state] isn't a southern state...when you're inland, it is the south. I was encouraged by my department chair not to be out." Faculty members leave their jobs for a number of reasons, but some, as in this case, had to do specifically with job dissatisfaction as it related to her not being encouraged to be out, as her authentic self, in the workplace. Being able to share elements of personal life can be very important to contributing to satisfaction and feeling accepted for the identity one shares with colleagues can assist with retention.

Quality of life erosion has three main elements, one of which is isolation (Johnsrud & Heck, 1998). In their study, isolation took place due to geography, community alienation or inability to reach out to faculty at other campuses due to budgetary restraints. Manger & Eikeland (1990) also added that isolation in regard to geographical location can be a deciding factor when deciding to leave a campus. Participants F, G and H each mentioned isolation, but within different contexts. Participant G worked at a rural institution. "It was an isolated community of 35,000 people but in this state, you are isolated." For Participant H, the isolation was more of a

quality of life factor, “And people leave on a number of reasons, so when you say personal or quality of life, what does that mean? Certainly the unofficial reasoning behind any time a person of color leaves is quality of life, maybe. Maybe it’s just a better job someplace else. The life of an LGBTQ staff or faculty can be somewhat isolating.” Quality of life is a very subjective concept. What one faculty member chooses to share regarding their perceptions of positive quality of life elements might not encompass everything they require for the quality of life standard to which they aspire. Further, what one faculty member deems essential to their quality of life may be immaterial to another.

While the isolation at times can be, according to Participant H, self-imposed, it does not make it feel like any less of a supportive climate. Participant F told the story of a friend (Appendix H) who had, by choice, failed to disclose his partner status, leading to a form of self-imposed isolation when the partner passed.

One of my colleagues, he was a little older than me at...a traditionally religious affiliated school...and he was kind of old school, southern guy who really never talked about his sexuality...Dan, my friend, was diagnosed with end stage Renal disease...And so he and his partner talked about it and about how his partner would see him through that. Then he got a phone call saying his partner had died of a heart attack while on a business trip in Europe. So Dan had to make those arrangements and at work all he did was tell people he was taking the afternoon off for personal business when the personal business was to go to the funeral for his partner and bury him. And he was extremely distraught...He came talking to us just in tears because he was having a great deal of difficulty deciding how to cope. And, uh, so we talked to him and...that’s what led to me coming out. Because I realized that if I hadn’t been visible as a gay man, Dan wouldn’t have known who to talk

to. I had the opportunity to talk with his dean about six months later and I said... I expect you don't know about Dan's partner, and what had happened to him, and what it would have meant if you folks hadn't been there and the dean was literally shocked that they had never known about Dan's partner."

The story about Dan highlights a very interesting, though not necessarily generalizable, possibility that there may be a very welcoming departmental or campus climate, however some faculty may still not feel comfortable coming out. While this vignette does not specifically state it, perhaps part of the reason for not wanting to come out may be due to increased vulnerability. Other reasons may have to do with perception of being passed over for promotion and tenure, or fear, at a religious-based institution, of violating ethics clauses. These examples illustrate faculty perspectives of what may happen, though not always accurately reflecting the true openness of the climate. How the department or campus makes their support visible can be very important in regard to making gay and lesbian faculty feel comfortable being open with their sexuality.

While one faculty member specifically mentioned geographical isolation and another mentioned it as a quality of life factor, this research brought forward the new concept of self-imposed isolation. This isolation can happen on campuses and communities that have incredibly open and inclusive environments, as the onus of isolation is on the individual and their perceptions of climate. Due to the personal nature of it, identifying means by which a campus or community can overcome it makes it particularly challenging as the strategies would potentially be much more specialized based on the individual.

Fairness and Teaching Load

While this was a topic introduced by only two of the participants, I feel it has merit in regard to the departmental climate discussion. Discussions around fairness illustrated a departmental dissatisfaction that does not at all relate to sexuality. This study presents a new finding in regard to departmental climate as it relates to fairness and teaching load. Two participants, B and D, who had roles with the system administration and returned to work in their departments, found themselves challenged by teaching larger class sizes and overload schedules. Participant B referenced her challenges coming back after ten years at the system level:

Well, if I think about my department, I would just say that the one thing that has been really hard for me since I've come back has been the fact that I've kind of been forced into a number of roles that I didn't want to have, one being department chair. And two being – being kind of the true generalist in the department...I feel like the department – people will support me individually when I say you know, here's a faculty member who teaches the same courses every fall and every spring and has 24 students total and I'm teaching 250 students and I have new courses every semester. I want to go into a meeting and I need your support to, you know, insist that this person change their load. And maybe it's because we are all so close and people don't like to have confrontation, but I have not had publicly the kind of support always that I had hoped I would have to balance not only my own load but balance the load for more equity for everyone in the department.

Participant B's story featured tones of inequality regarding the expectation for teaching load. Similarly, Participant D discussed the challenges that come with being short-staffed in the department and having to pick up the slack:

When I came here, there were 13 tenured faculty members and one who got tenure my first year here and then me. In [my] area, there is a national critical shortage both of teachers and of Higher Ed personnel. And so we are now a faculty of six. We cannot fill the line, but a couple of people have left, but we had a faculty member who ended up in prison. We had a faculty member who died. We had a faculty member who retired because she had – she's developed severe medical issues. And so there's been a lot of loss in my department and it has been a struggle because when you're that – down that many, you're frequently asked to do overloads. This year – last spring was my first semester in I don't know how many years not on at least a 15 credit load. And a lot of the people that we – we are a very close department. A lot of the people who I really have cared about, we all have loss around and they're – you know, the loss of those people was significant, not just that they weren't here but then the loss of that person.

Over time, the perception of unfairness in the department can cause dissatisfaction and motivation to leave. Interestingly, this is the participant who mentioned an incredibly positive departmental climate and a group of colleagues that feels like family. This demonstrates that even in a perceived positive climate, feelings of unfairness and dissatisfaction can surface. In this case, if the negative perception of fairness is greater than the positive perception of campus climate, the faculty member is more likely to leave.

Referenda Policy

Both states were in the midst of, or had recently gone through, marriage amendment referenda during my study. The referenda created challenging political climates in regard to support of domestic benefits for LGBT individuals. The following State A faculty members discussed policy implications:

The state tried to curb partner benefits to same-sex partners so the university came up through a domestic partner thing where the gender didn't matter. And they said we'll pay for a few straight couples that don't want to get married so that we can include the gay people. (Participant F)

Had the state not accepted opening up domestic partner benefits for heterosexuals, LGBT individuals would not have been given the benefits opportunity. One of the greatest challenges is that any policy put forth at the state or system level takes the decision making out of the hands of the policy makers at each institution. These legislative policy decisions, and the repercussions on climate perceptions, can often prove detrimental to recruiting the best faculty. Participant E provided the following observation:

It is a little scary sometimes when you look at what the legislature can or might do.

There was – there was some legislation passed earlier this year, early last year that we thought the governor, although he is a Republican, was going to veto. He ended up signing it and it put the partner benefits under some threat. And I think that's in the process of being litigated or that the – the legislation took partner benefits away from state employees that had previously been granted those benefits and I don't believe that that granting was universal or statewide, but it was sort of in a municipality or county or whatever. But the governor said that his interpretation of this was that it didn't apply to college – it didn't apply to the state universities. The attorney general said well, yes it does and you know, so we're still – there's some reason for concern here, you know.

In this instance, benefits had been extended and were subsequently taken away. For those working within the system, this decision could give them motivation to leave and seek a position at a college or university in a state that offers domestic partner benefits. According to a number

of the participants, these referenda policy issues significantly contributed to the negative climate within the states, as well as directly influenced the campus climate for the faculty of state-supported public university campuses. Beyond benefits, the psychological implications that surfaced as a result of the referenda cannot be understated. As Participant D described:

During that time it was the DOMA and the harassment piece... In the midst of the DOMA, having all of that harassment and abuse happening, not feeling valued as a contributing member of society. I mean, it wasn't a campus thing, it was a state thing and a national, but really a state thing because DOMA was here. (Participant D)

There was a very obvious divide in State B during the time of the marriage amendment vote, leading to harassment of LGBTQ campus individuals. While Sausa (2002) and Rankin (2005) discussed the need to implement a rapid response system to record and address the needs of those who have experienced violence or harassment on campus, neither drew a parallel with the current political climate. Rostosky, Riggle, Horne & Miller (2009) conducted a study to evaluate the psychological effects of amendment legislation on LGBTQ individuals and found that in those states that had passed the amendment, there was significantly more stress in regard to negative conversations and media messages, as well as increased levels of psychological distress in regard to negative affect, stress and symptoms of depression. While this study's participants did not expressly share whether or not they suffered from depression symptoms, many mentioned the amendment legislation as a concerning factor.

Harassment

Harassment can easily contribute to a negative perception of departmental and campus climate. In some cases, faculty members were personally harassed, while others observed or were told stories by peers. Participant D shared two tales of harassment. The first, seemingly

unrelated to her sexuality, detailed sexual harassment by a colleague. This was the faculty member's first experience with any departmental colleague.

So my first day was my – day and a half was my interview and I was picked up at the airport and I use that term intentionally. Was picked up at the airport by a – the second most senior faculty member in the department who sexually harassed me – male. So I got off the plane, he drove me to the hotel, hugged me, was touching me inappropriately, attempted to – implied, not attempted to – implied that I had to have a drink with him at the bar and attempted to take my bags to my room. Clearly from his physical behavior, he wasn't getting anywhere close inside my hotel, let alone my hotel room, nor was I going to have a drink with this man...I don't think it mattered in the sexual harassment piece but I think it's important to understand that that's the context I've been in with this other person. That faculty member actually became much more mentally ill and ended up going to prison a few years ago...for harassing students and attempting to kill one of their husbands.

While the faculty member chose to take the position, the potential for a negative climate perception could have resulted in her reconsidering her campus as a future employment location. The second tale of harassment was around the time of State B's DOMA amendment referendum. While the participant was not on the direct receiving end of the harassment, she was more sensitive to the fact that she was not working directly on campus to support the colleagues who were being harassed, which caused her psychological stress and feelings of helplessness.

The other piece would be the political, because during that time it was the DOMA and the harassment piece... as a faculty was the harassment during the DOMA time. And because I was both here and at system, you know, I was hearing about this student getting

beat up and this faculty member getting beat up and this, you know, we had three faculty be attacked within – on this campus within the three years I was at system.

There was only one individual that specifically referenced physical violence against members of the LGBTQ population and the story is powerful. Inequality, as it related to gay marriage at that time, was a hotly contested political issue and one that spilled over into all aspects of campus climate. Having been on the aforementioned campus during this timeframe, residence life saw many instances of white board vandalism. LGBTQ individuals and gay marriage proponents faced jeers and taunts in the center quad and physical altercations against LGBTQ faculty, staff and students occurred. Administration took a hard line regarding punishment for those who were caught, however many instances went unreported and unsolved. With institutions of higher education being known for open exchanges of ideas and beliefs, administrators walked a fine line between allowing a dialogue and attempting to curtail hateful speech, drawing a hard line at physical assaults. The violence, overt and covert, greatly affected retention at the particular institution. Prior studies did not address the sexual harassment component experienced by one of this study's participants, nor have they addressed the feeling of helplessness faculty can feel seeing harassment of their peers and being powerless to do anything about it.

Politics

Politics can play a role in any work environment. The faculty participants identified issues around campus politics and the challenges that they create. When a faculty member is new to a campus, they often need to learn the political lay of the land, including individual goals and motives, group dynamics, alliances, and power dimensions. The first politics reference was in relation to departmental politics.

...That there was that much in regard to stifling, departmental politics. Well, I think each discipline has its own issues you know... I think once you know this, it's a challenge and it's a – it's something solvable, you know? I mean, I think I came in – you know, I had to observe, you know, everything going on to recognize like how do you work within this system? (Participant C)

Politics have a lot to do with relationships and how one leverages those alliances can determine the level of success within a given department or campus. Relationships and politics can evolve over time, as personnel and leadership changes occur. The atmosphere of campus or departmental politics can influence perceptions regarding campus climate and satisfaction. The second reference to politics related to a disagreement with higher administration.

I was Director of the Continuing Education of the [School] for 27 years and I had a knack that I wanted to step down from that and spend more time on the quality improvement work. And there were a bunch of changes happening and some new people came in and the new Senior Associate Dean for Education, there was a policy that came in that I told them they shouldn't do that [because it] affected continuing medical education. I said that it would be a disaster. I said it would be a very bad thing to lead to disaster. And some higher up people that wanted...that had a got a policy change made by talking about it in theory without ever checking out the full implementation consequences and I wrote a paper to a new Senior Associate Dean outlining what needed to be done to keep this from being a very bad outcome and he was new and thought he knew what he was doing and ignored it. But I was on my way out at the time and was no longer consulted and there it went. So I sort of watched something I'd spent a lot of time helping to build and grow, collapse but it was no longer mine and I was no longer responsible. (Participant F)

Participant F's story further demonstrates how changes in personnel can greatly affect the political climate of a department. New administrators wanted to make their mark and wielded the power and influence that came with the title of their new role to affect change. By not consulting those with experience in the matter, there was damage to the program. Further, the participant's use of "but it was no longer mine and I was no longer responsible" seemed to speak to the frustration of having his influence trumped by another's political power play.

While politics was covered, to a lesser extent, during the discussion regarding campus climate, disagreement with higher administration was not addressed in prior research. The negative feelings or, in this case, frustration that came with not being heard by the higher administration, even for a faculty member with a proven track record for success, can create a negative work environment. If there is not a climate of inclusion in decision-making processes, as discussed in the previous chapter, there is a higher instance of job dissatisfaction and, in turn, motivation to look for new roles or opportunities at other institutions.

Self-Identification

Self-identification was another theme administrators shared as a factor affected their perception of campus climate. The two faculty members in primarily administrative roles were the ones who discussed the topic of self-identification the most. It was interesting, given the fact that within their administrative roles, the participants compartmentalized their sexuality. They further discussed self-identification and representative advocacy from their perceptions regarding faculty motives for choosing to self-identify. Participant G offered thoughts about why people often choose not to self-identify as LGBTQ on campus, centering on not wanting to be a visible advocate of a small population.

We have certainly folks who [self] identify who will be supportive if so engaged but as they say, I'm here to do my job. It is just an essence of my personality. It's not anything I wish to be an advocate for, and I understand that as well. There are some that will tell you do not engage in that advocacy going to work because they either don't identify publicly or do not feel it is any significant or important piece of their life they wish to have embraced. I don't believe people want to be the advocate. It's not that they don't care; just nobody wants to be the advocate. It's a very public place to be in. You get attacked, you get hurt, why do it?

Participant G further argued that just because someone chooses to self-identify and advocate, does not necessarily mean that person is a best fit. "I think sometimes we need better leaders, just because you are an advocate for a certain kind of issue, it doesn't mean you're the best leader for it and I think sometimes we're mixing the two together." In order for self-identified individuals to be successful advocates, one must have the desire to serve in the role, as well as an aptitude for advocacy. Those who lack the desire will not have the passion to be effective and those who lack the skills will be perceived as poor advocates and will not garner trust within their group.

Participant H mentioned another reason faculty members choose not to self-disclose is based on their tenure position and the fear that their sexual identity may be factored into their tenure decision. One of the perceived fears of self-disclosing is that faculty members do not want that label to become their primary academic identity. The other is a fear that by self-disclosing, they may be submitting themselves to unfair, heterosexist bias in the tenure process.

And you can't knock that because you don't want to be called the gay professor, you want to be called a professor. And particularly those, you know, non-tenured who are working their way through, we all know there are folks who would hold that against

them. So if you're not in a space where they're okay with that, you need to be mindful. The tenure game is a long game. Six years of behaving yourself at every play, that's a very long time to live in a space that may not be real. But you want the prize at the end and it's a big – big deal prize.

Participant H's comments bring up an interesting philosophical question: If there is a perception of a negative climate toward LGBTQ faculty, is the possibility of tenure worth the potential sacrifice of authentic self? As many universities move toward a staffing model more heavily favoring ad hoc or adjunct faculty, will campus climate perceptions as they relate to the tenure process remain a prevalent discussion? Is there a greater perception of a negatively skewed campus climate against LGBTQ faculty than having basis in reality? Finally, if faculty perceive a negative campus climate prior to entering the tenure process, would many consider leaving to find an opportunity at another campus or will limited availability for tenured positions keep LGBTQ faculty in the closet in their attempt to earn tenure?

While Johnsrud & Sadao's (1998) research stated that minorities move more slowly through the tenure process and achieve tenure at a rate of 54% to non-minorities' 74%, there is nothing speaking specifically to a professor's being "out" as a factor in the tenure process. It would be far more challenging to determine the effect of being out in the tenure process, given that there is a large element of subjectivity. In addition, heterosexism is typically not something about which people would be open and honest if employing it in the tenure decision-making process. While a study of that nature would be challenging, I feel a future study would be warranted to evaluate self-disclosing sexuality in the work setting against willingness to be an advocate. Further, a study that would employ a rubric to evaluate effectiveness in those desiring advocacy roles in regard to building a positively perceived campus climate would likely be easier

to measure and would contribute to the dearth of LGBTQ faculty and staff retention research body of knowledge.

Lack of Resource Availability

The resource availability gap on college campuses typically skews negatively, in that more resources are needed than are available. This study made it clear that a lack of resources – university-funded research and development opportunities among the list – contributed to a faculty member’s decision to look for opportunities on another campus. Resource allocation, salary, resource development and wage differential are all faculty work-life issues. Participants E and G experienced layoffs and job eliminations due to a lack of financial resources to support the positions. Participant H mentioned that her campus saw no faculty raises over a five year period, at a time when faculty paid more for insurance and were required to make higher retirement contributions (Participants A, D, H). States A and B’s financial support was reduced to state universities and that lack of government support for education directly affected Participant A and B’s seeking different positions. When faculty are required to do more with less, often having to teach overloads or larger classes as explained earlier, there is an expressed negative perception regarding the campus and departmental climate. While participants recognize that it is often outside of their department or university’s control, the fact remains that fewer resources creates a culture of competition for limited resources. That competition often pits one department against another in a battle for who will turn the greatest return on investment, as well as which programs are experiencing the greatest growth and needed more faculty full-time equivalent positions. In these situations, support functions like LGBTQ Resource Centers, see decreased funding.

Faculty, from an administrative perspective, further discussed the lack of available financial resources, training support tools, and consistent data tracking. Participant H detailed the

challenge that came from more requests for resources than were available and the likely formula for distribution.

That sounds wonderful until you put it in practice. And the practice is there is always limited resources and ways to divvy it up. That's why it matters. In your world, you're right, we're all humans. But in the real world, we're a world of limited resources and we give those resources to people who look like us.

This ties the concept of politics closely with resources. Those with the political savvy, as well as access and opportunity to have made strategic relationships with the individuals who hold the power of the purse string are more likely to receiving financial resources. In addition, it also further demonstrates the importance of identifiable representative leadership. If there are not identifiable LGBTQ administrators and, according to Participant H, we "give those resources to people who look like us," will curriculum or infrastructure resources important to LGBTQ campus constituents receive adequate financial resources? It is seemingly unlikely. This may cause LGBTQ faculty and administrator dissatisfaction, which can lead to attrition.

According to Participant H, the world's attitudes have moved more quickly than the institutional training tools have kept up. She echoed the sentiment that more trans support resources were needed in regard to the campus acceptance of gender name changes (Beemyn, Domingue, Pettitt & Smith, 2005):

What if you have a student who's on your roster as Robert but wants to be called Brittany? The name's crossed out, you know – not even crossed out. Write Brittany on top and keep going. But we don't give them any tools for that. We don't tell them that's going to happen one day. Don't call them Robert, call them Brittany. Call them whatever they want. They want to be called Chip, call them what they want to be called.

If you give out name tags, let them cross it out, call them the name they want to be called. We don't tell them. Now, I'm rigid enough to say my roster says Robert, Robert's getting that grade, but whatever you want to be called that's fine. They don't give any tools.

The Beemyn, Domingue, Pettitt & Smith (2005) research specifically emphasizes the importance of the acceptance of name changes. I would make a differentiation that tolerance for and acceptance of a trans individual's name preference are two distinct differentiations.

Participant H, in her story, demonstrated a tolerance. Supporting name changes on rosters ties back to the importance of inclusion on campus forms discussed in Chapter 4. If an individual has an opportunity to state, on a document, not only their legal name but their preferred name, the campus has an opportunity to determine which goes on the roster. Running a preferred name report is all that would be required within the database program. Providing faculty with that report, in place of a legal name report, would address the concerns Participant H referenced. Utilizing campus technological resources would lessen the need for training.

Participant H goes on further to say that it goes beyond training, finding more difficulty with older faculty members who have a tendency to not be as familiar or comfortable with the changes.

How do I get to my older faculty? That's the challenge. The young ones are never an issue. They can go with whatever the flow is; they can go with that flow. The older ones really struggle, but that's not their name. Suppose you don't use your name. Maybe your name's Robert and you go by Bob and you're offended when people call you Robert. Really, c'mon, I mean, pick your battles.

Piercy et al. (2005) recommended adding a diversity component to faculty and staff evaluations. Another area in which there are resources issues, according to Participant H, was in the field of Human Resources on campus. She first highlighted inconsistency of language in departmental merit review evaluations.

It [Diversity Inclusion] is in some areas here. We have some divisions where it's part of your merit and we have others where it's not. I mean, we certainly have divisions where it's there. It is certainly in the chancellor's staff letter, it is certainly there. It is not – I mean, we are a decentralized space and as such, that means it varies as you go across campus. People are held accountable but probably not as strictly or as metrically as we could be. You know, a paragraph is not a metric.

Given that each division has the autonomy to create the extent to which the diversity and inclusion agenda, set forth by the chancellor, is supported varies significantly. This is likely one factor that helps contribute to the perception of a supportive departmental climate. If the department deems diversity and inclusion important enough to hold its staff accountable for it, it is far more likely that those gay and lesbian faculty will see supportive actions and discussions.

As discussed earlier in the chapter, self-identification is a personal choice. Many choose not to self-disclose their sexuality. This presents a challenge in regard to determining why LGBTQ faculty members choose to pursue options at other institutions. Participant H goes on to further discuss the lack of strong measurement and data around LGBTQ faculty identification, as well as rationale for attrition.

I don't think we have any definitive numbers on how many [LGBTQ faculty] we have. Should they leave, I don't think we'd have any definitive numbers on why they leave. I know some level of exit interviews resides in this office but I don't think – if I count the

number of exit interviews I do, it's not very many. I guess both HR and myself have access to the data on people who leave. Matter of fact, I just got that data sent. I don't know if there's any – I haven't looked at it to see do we identify why people leave. And people leave on a number of reasons, so when you say personal or quality of life, what does that mean? Certainly the unofficial reasoning behind any time a person of color leaves is quality of life, maybe. Maybe it's just a better job someplace else.

Dual role challenges

All of the participants serve in dual faculty and administrator roles and face certain challenges in that capacity. Participant A expressed a lack of time to dedicate to research, due to demands of his administrative duties. He said, “When I was just a faculty member, there were negative attitude[s] towards administrators, even if, you know, they'd been close with the faculty members for a long period of time. So you know, as soon as I stepped into this office, attitudes towards me changed like within a day.”

There is strong positional power associated with the administrator role. This participant stated that the way people viewed him changed once he had the role. The participant's use of “just a faculty member” privileges himself as an administrator. This positional power, when perceived by those not in administration, can affect the perception of climate in the department and across campus.

Participant E mentioned that, as an administrator, he had curricular disagreements with fellow faculty members. These arguments remained minor in intensity given the power that came with his administrator position. The larger issue of space allocation surfaced at a meeting and swiftly brought disagreements. This mirrors this chapter's earlier discussion regarding resource availability and the struggle that goes along with lobbying for diminishing fund accessibility.

Participant C's experience highlighted the difference in an idea presented as a faculty member at the department level, versus presenting it in an administrator role. This further demonstrated this participant's perceived power of the administrator position. It could also have been influenced by the administrator's perception of her as a department contributor or departmental politics.

You can be in a place where you have like the same ideas...and no one around you is interested and not only that, they see it as threatening or they see it as, you know, just trying to grab for power or something. And then suddenly you can be in this other place...and everybody's excited about this and thinks it's fascinating, so much so that American Association of College and Universities thinks it's exciting...the things are you do are a nationwide model.

When looking at campus climate, the latter of the environments in Participant C's story gave the impression of being a far more positive, inclusive environment. The former appeared to have strong elements of departmental power politics at play. This is also the participant who earlier referenced McDonalds treating her better than her own department, so the description of having her department seeing her ideas as threatening does not come as a surprise. Participant C's idea drawing excitement strengthened her positive perceptions of the new departmental climate and increased her motivation to remain engaged at her current campus.

Dual Faculty Households

One of the items lending itself to dissatisfaction was the challenge created by dual faculty member households. There were three interview participants (Participants C, D, E) who were in relationships with another faculty member. They shared the challenge of finding two open positions at the same university, or the challenge of one having to give up their passion for the

other's position. This unique coupled dynamic has created an environment whereby it is more challenging for them to leave.

My partner hates [State B]...raising three – we're raising four, but three children who are not White, they're Latino, she, you know, is further pushed that oh my god, we're going to raise three Latino children in rural [State B]? That's really not okay. The lack of diversity, etc., no LGBTQ community. And so she would love to leave. However, being...a two person higher ed family, couple – I'm not sure how to say all of that.

(Participant D)

She added, "To get a job in the same place during these times, and there are only certain places we would live...we're pretty much nailed down." I had believed that with more than half of the participants mentioning that they have children, the children would factor more heavily in the decision to remain at their current campus. Instead, children were only a deciding factor in staying for three of them. I found this interesting, given that it was my assumption that faculty would want to stay for the consistency the community could provide for their children. I question, given that all are educators, if they believe that their children will adapt more quickly to a new environment or if the challenge of finding a career situation that meets the need of their dual faculty household outweighs the children as a deciding factor.

The dual faculty household creates an interesting dynamic not mentioned in prior studies regarding retention. Two of the faculty members I interviewed are partners. Their language was very supportive of one another. It forced me to consider the ramifications if one of them was working in a climate that was not supportive. Their option would be to leave academia to stay home, try to search for a campus that could accommodate both, search for another academic position at a campus nearby (if applicable) or search for a job outside of academia. Half of the

options would require one individual to sacrifice their occupational identity and to what extent might this cause resentment and affect their relationship? Is retention through dissatisfaction due to lack of better alternatives? And to what extent does this challenge coincide with climate related issues? These are questions that might be evaluated with further study.

Work/Life Balance

With all of the metaphorical irons in the fire that the participants had, the discussion of work/life balance primarily centered around strategies for striking work/life balance. This question, in many cases, provided the most personal insight into the participants, as many disclosed what they prefer to do in their time away from their roles. For others, they stated that setting boundaries in regard to what they were willing to do outside of work helped them. I found it interesting that typically faculty members did not focus on one hobby or activity, but that many prefer being equally diverse in their spare time interests as they are in their faculty endeavors.

Strategies

While all of the participants had a number of obligations, Participant B was the one who mentioned an issue with work/life balance, “I don’t think I strike a very good work/life balance and I think, you know, some of it is my commute. So that’s two to two and a half hours a day and I almost always go in five days a week, some six.” For Participant B, there would potentially be only two strategies for improving this work/life balance issue: coming to work fewer days per week or moving closer to her institution. Earlier, however, she mentioned how she advocated for the LGBTQ community by being out in her conservative community. She hinted that moving was not an option and did not provide any specific strategies for ways she sought to improve the balance, unlike many of the other participants.

Primarily, participants focused on the strategies they utilize to help strike a better work/life balance. Leaving work at work and making a concerted effort to get involved with outside projects, hobbies and social activities seemed to be the overarching strategies for the faculty participants. Participant A stated:

I don't check emails and stuff like that during the weekend...I don't check email, so I don't – I don't find myself thinking about the issues. So that sort of allows me to basically leave work at work...You know, this is my life and I can't do this for the next 20 years after retirement, so I think that's part of – separate the two of them. I don't do research at home either.

For Participant D, bouncing back and forth between a number of large projects focused her attention and helped support work/life balance.

I like big projects. I'm a big project kind of person. Kind of makes [my partner] crazy but she says she's gotten used to it now...I get something started and it's going and then I get bored and I move on. And those big projects give me kind of the next interesting thing...But it's those big projects that give me the work/life balance, because I have to maintain but oh, this thing's really cool. And then that draws me away.

Participant D was, for a long time, balancing an overload schedule, home schooling her children, working at the system level, and was involved with the LGBTQ faculty committee on campus. For her, satisfaction came from the fact that she viewed each of these things as projects, much in the same way she did with the projects she took on at home. Finding personal projects that challenged her in the same way that her work responsibilities did, and a department that provided her the flexibility of scheduling that allowed her to pursue those projects, helped provide contentment which contributed to her retention. Whereas Participant D primarily divided her

time between work and home, Participant E spent time engaged with interests in the community outside the spectrum of his subject matter.

I'm actually on a couple of local boards, you know, one of them I'm chairing for the [City] Cultural Center Corporation, where we're going through some pretty significant change and reorganization...I have this wonderful opportunity, you know, to be a part of positive change on a community level and not just on a college or institutional level. It's a fun place to live and this is an opportunity to give something back, you know, so I find that very rewarding. And about seven years ago, I started acting...I don't know exactly where to put it on the resume but this has been a – it's been a really wonderful, creative outlet and I've enjoyed that work enormously and I've – I think I feel a sense of satisfaction from it...You know, well, I throw in gardening and I throw in exercise. I throw in having a wonderful partner, but – and then you've got a pretty full picture.

Participant E diversified the things with which he involved himself outside of the academic setting. His engagement with the city's cultural center and a local theatre troupe heightened the likelihood of retention, as his community ties go beyond that of the university. The positive association he made with giving back, and the enjoyment he derived from acting reduce the probability he will leave the campus. While work/life balance has less to do, directly, with campus climate factors, it does contribute to retention.

Participant F strikes a better work/life balance through hobbies and having strategically found a partner who can provide a counterbalance.

Part of the way I strike that balance is by having a partner that's more socially-oriented than work-oriented...I don't have to work as hard at keeping a social calendar because I have a preset one. I swim with a local gay and lesbian swim group. We belong to a gay

book club. My department has socials every month. We've got a lot of friends. We throw our own party once a year for...oh about a hundred people. Uh, living, we both lived here a long time and have extensive social networks within the community. I just don't get as much time playing in those networks as he does, but I've got to work on that.

Participant F built a very strong social network, seemingly both outside the university and at the department level, given that his department has monthly socials. The fact that he elected to socialize with his colleagues outside of work speaks to a greater chance he would stay at his current institution.

Johnsrud (2002) looked at the primary facets of Faculty Worklife (Figure 2.4), the research extended solely to the worklife, as opposed to the work/life balance such as in my study. The National Center for Education Statistics (1991) found that faculty work between 52 and 57 hours on average per week. This does not allow any significant allotment for personal time. I found no prior studies that examined how LGBTQ faculty members strive to achieve a more balanced work/life dynamic. The strategies presented by the participants in this study are generalized only as far as this study and would warrant further research to determine generalizability beyond this context. Researching the correlation between levels of community engagement and retention would be an interesting topic, as would querying how developed social networks outside of the university setting may contribute to retention.

Faculty as Administrator Perspective of Campus Climate

Role of Administrators

All participants straddled the line between faculty and administrators, and in so doing offer a unique perspective regarding campus climate, especially as so many wore their administrator hat when answering questions. This is interesting in that my study sought to look at

things from the faculty perspective, but given the dual nature of the role, the lens through which the participants responded tended more toward their administrative lens. The administrator participants (G and H), to an extent, agreed stating that they have to own their role. Power appears to loom largely where this is concerned. While administrators typically have more power to create change than faculty members, their role in the hierarchy brings them one step closer to the campus president/chancellor. Participants noted they often feel frustration in regard to not getting their own ideas implemented as well.

Participant C echoed the frustration of not knowing how to tackle the problem of campus climate issues, stating, “I think a lot of faculty feel, you know, things are as they are and it’s just too big a problem, we can’t change it, you know?” Faculty, through contact with students and colleagues within their department or college, were more closely connected to the tangible campus climate. Administrators, due to less contact with various groups affected by campus climate, were more closely paired with the theoretical or utopian view of what they would like campus climate to be. It could also be that administrators do not have definite strategies prepared for synergizing groups to find campus climate issue solutions, but instead will ask questions to attempt to determine what the issues, themselves, are. Participant G described:

I would say is that if you are not feeling low on the pecking order or that you’re a lower class citizen on campus you think things are probably pretty good, you know what I mean? So in administration, by and large, we probably don’t have too many problems...What I do is try to serve as a role model and try to raise those issues in a very – from inside out, you know what I mean?...I’m here, what can I do? I can ask the right questions, I can keep going from that direction and it just make it constant, like a drip, you know? Just constantly being there and doing it...I think a lot of people, as soon as

they start feeling that you're trying to shake them up, become very defensive and they will no longer listen to your message. They're looking at how to protect myself or to fight back, so how can we work on this together?

The terminology used, "low on the pecking order" and "lower class citizen on campus" privileges the power of an administrative role. Is it the administrator's role to determine what the campus climate issues are? Is it their role to engage faculty to work collaboratively on campus climate? Once these issues have been identified, are there strategies for improving the climate? Participant G shared it also has to do with the Chancellor, representing the highest level of campus administrative leadership.

You know, I was just talking to a faculty member before you were in here and he said that his perception over the last several years has been the climate of trust on our campus has changed dramatically because of who the administrators are. And I'll say that, you know, I think that part comes from our chancellor. Our chancellor has done a heck of a lot compared to other chancellors to work on climate and culture.

On campuses where each level of administration shows a visible commitment to improving the culture and climate, are faculty members more satisfied? Are they more likely to be retained? Or is the commitment not enough and faculty members are seeking a more definite strategy with actionable steps? I could not determine this from the context of the study, but it would be interesting to evaluate faculty preferences in future research.

Yet, at the same time, Participant G shared his own frustration within the system of trying to get his own idea implemented, "That's what I've been kind of trying to push here and it's basically fallen on deaf ears." When Participant G attempted to get his TRiO-style adapted faculty recruitment implemented, even the connection from his administrative role was not

enough to allow him the opportunity to pilot test his solution. While the power of the administrative position is valuable in some instances, it did not prove so in this situation. Is there one good or correct method by which ideas are vetted for implementation?

Similarly, is there one surefire way by which policy modifications can get expediently approved? Participant H detailed how often things can get changed, regarding campus climate, by looking at how policy relates to campus safety.

The policies are probably not real written and not real formal but my voice is always around safety and that tends to be – you know, dare I know what gives me entre to my boss? That's it. If I can paint something as a safety issue, enhancement of safety, around communities, that's going to be the way. That's going to be the winner, that's going to be the winner.

Those in administrative positions realize that, from a legal perspective, they are far more vulnerable if they have not done everything within their power to ensure the safety of their campus constituents. As a result, this avenue typically experienced higher rates of success in regard to policy change. Another way to know that things are more likely to get done, according to Participant H, is mandating them.

I know within student affairs, you must document that you've done activities that are in support. Try and expand that to the other departments you know, that are you doing it, are you making your people do it? Because unless you make them do it, they probably won't do it.

The power associated with administrative positions typically allows for the opportunity to mandate. However, to those faculty to whom engaging environments and inclusive decision making appeals, resentment can occur when receive a mandate. If faculty are not included in the

decision regarding which LGBTQ support activities to use, they are more likely to be dissatisfied with their work environment, and the campus will face lower retention rates from those faculty.

Bullying

Participants who had more of an administrative role were more likely to mention bullies in their responses than their teaching counterparts. This is likely because one administrator's role dealt primarily with faculty and staff. The other's role aligned with the human resource office, which is another primary stop for those feeling bullied or harassed within their position. Given the nature of each of their roles, they are more likely to come across reports of bullying. In some cases, the participants discussed questioning what constitutes bullying, tolerance, lack of understanding, taking a stand, and responses around messaging. In regard to framing the issue, bullying is seen as a student-focused issue on campus, while at the faculty level it is given other monikers such as "departmental climate" or "campus climate." From their administrative roles, participants seemed more likely to take a stance and face any consequences that might come from it. Earlier in this chapter I discussed that one participant felt that a surefire way to get something passed was to relate it to student safety. In much the same way, protecting students from bullying situations typically takes priority over what could be perceived as adult faculty members who cannot get along and treat each other poorly. The decision could also relate back to financial concerns in that if students are bullied, they may choose to transfer or leave school altogether, costing the university tuition, room, and board. It is financially advantageous to address student bullying. If faculty are being bullied and choose to leave, there are costs related to hiring and training, however it is not seen as lost revenue.

Participant H stated, "I think we are too much in the no concept unknowing space. I don't think people are purposefully mean, I just think they're terribly unknowing." Participant D

shared, in Chapter 4, that one of the things she enjoys from an advocacy perspective is educating her peers about LGBTQ issues. Peer unfamiliarity with what may be hurtful to LGBTQ faculty members can lead to what is deemed bullying to someone who identifies as gay or lesbian and merely discussion to a heterosexually identified faculty member. Participant H's quote infers that the lens through which a situation is viewed can determine how someone would interpret the outcomes.

Participant H shared the challenge from the unknowing heterosexual peer stating, "We don't know and we don't know how to ask." To those faculty members who choose to not self-identify, as they do not want to serve as the representative of all gay and lesbian individuals on campus, having someone who is unknowing ask them questions in an attempt to learn could appear an imposition. This can create a conundrum for heterosexual peers. If the heterosexual faculty member asks a question and the homosexual faculty member views it their being labeled a "token" gay or lesbian, the homosexual faculty member might be offended. If the heterosexual peer does not ask the question and just makes what they feel is an innocently intended comment, but the gay or lesbian faculty member perceives it as insensitive, it could be considered bullying. Creating a climate with safe spaces in a department or campus encourages learning and discussion. A culture of trust and faculty members who stay at a given campus for a long time, create the likelihood that they will learn to know each other's intentions – be it questions for the sake of learning or disagreements with a bullying edge. Another challenge comes in, according to Participant G, when, "Some people become defensive." In response to that, quite often the response becomes advocacy through action.

To paraphrase the song, sometimes situations need a little less conversation and a little more action. Continually discussing a problem but not creating actionable steps to affect change

can frustrate everyone involved. Participant H said, “It’s easier sometimes to take action than it is to find the right words.” She continued, stating that from an administrator perspective sometimes you just do what you feel is right, regardless of consequences.

And you know, you just take a stance and you know it’s the right stance and you just kind of take the abuse that goes with it. You hope they wear themselves out. Generally they don’t.

Bullying is not limited solely to gay and lesbian faculty either. As an administrator, when Participant H advocated for gender neutral bathrooms, she talked about the backlash that came with taking what she viewed as a right stance:

I have folks who tell me that I’m going to go to hell because I got a bathroom for those people and those people are going to hell and since you support them, you’re going to hell too. I haven’t gotten that email in a while but yeah, I used to get that about every three or four months, about how I was going to hell. That there was a space reserved for me in hell because of that.

Where the LGBTQ group viewed Participant H as a champion, opponents viewed her as a heathen. Her stance did not change, but the lens through which each side viewed her actions led to two vastly different conclusions regarding the worthiness of the cause for which she took action. Regularly receiving emails saying she would go to hell for supporting gender neutral bathrooms quite easily constituted bullying behavior.

Summary

Faculty perspectives regarding the effects of campus climate on dissatisfaction and, in turn, attrition of gay and lesbian faculty are influenced by a number of factors discussed at length in this chapter. Whereas chapter 4 detailed how a supportive climate contributed to satisfaction

and, in turn, motivation to stay, a lack of a supportive climate had the opposite effect. The lack of a supportive climate manifested itself through discussions around unfairness of teaching load, with gay and lesbian faculty teaching larger, generalist courses in addition to overload. This chapter also detailed the effects referenda policy had on domestic partner benefits and campus climate, often causing faculty to perceive a minimization of their importance within their institution, as reflected by state policy. Harassment faculty faced also negatively affected their perception of campus climate. Departmental and campus politicking and posturing eroded perceptions of a positive climate. Finally, in regard to a lack of a supportive climate, many faculty chose not to self-identify in order to avoid unwanted advocacy roles or did not possess the skills required to be an effective advocate.

Another primary point of climate dissatisfaction centered on the lack of available campus resources. Limited financial resources were an issue with many of the participants, in regard to salary, financial support for professional development opportunities, as well as university-funded research. It was also the limited training resources in order to educate peers to be better aware of LGBTQ-related issues that garnered discontent. Finally, in regard to resources, there was a dissatisfaction expressed primarily from an administrator standpoint, regarding human resources capabilities. Administrations expressed an interest in greater standardization of diversity and inclusion topics with the merit review process, in addition to the lack of exit interviews as a means by which to collect meaningful data around self-identification and reasons for attrition.

The underlying themes of power, politics and an unsupportive climate are woven throughout the chapter. The faculty, perceiving greater influence over policy formulation, resource distribution and decision making with administrative roles, as well as the dissatisfaction that accompanied those perceptions, create a stronger motivation for faculty to seek opportunities

within other departments or to leave the campus at which they taught prior to their current institution. From a predominantly administrative viewpoint, administrators owning their role within climate formation and creating actionable plans around curbing bullying were two primary discussion points from those straddling both roles. Further, the challenges serving in a shared faculty and administrative role were unique to every study participant.

From a personal standpoint, there were multiple participants who identified as being in a relationship with another faculty member, creating the challenge of a dual faculty household. Whereas most other items in this chapter dealt with factors leading to attrition, these participants discussed the challenge in finding opportunities at other institutions that would allow both faculty members to find university employment. In addition, the participants shared strategies for striking a work/life balance, including hobbies, socializing with partners and friends, as well as challenges prohibiting them from more effectively striking that balance. While these findings cannot be generalized as perceptions of all faculty at all universities, these insights regarding dissatisfaction factors can help shine a light on why there is increased faculty attrition at campuses where these concerns are prevalent.

Chapter 6: Summary/Conclusions

Study Question and Methodology

This research provides a snapshot of the experiences of eight self-identified gay and lesbian tenured faculty members at four public Midwestern universities, as they shared their experiences in 2012. Focusing on an underrepresented and under-researched population, this study set out to answer the question, “Based on faculty perspectives, which factors contribute to or militate against the retention of gay and lesbian faculty at a public Midwestern university?” The research design was qualitative in nature utilizing in-depth personal interviews. The interview questions were primarily open-ended for the purpose of eliciting more narrative responses from which perceptions could be drawn. Purposive sampling, supplemented by snowball sampling, was used to recruit participants. Interviews were transcribed, analyzed and coded for themes based on interview questions.

General Findings

The framework proposed in Figure 2.6 drew the question of faculty perspectives to the forefront in regard to their influence on whether to stay or leave. Over the course of the research, the campus climate factors of policy, support, financial (in regard to resources), tenure & promotion, collegiality and safety & security were all addressed fairly extensively. Curriculum was discussed briefly in regard to the intersection of teaching and sexuality. Infrastructure was a factor that was addressed primarily from a faculty administrator, as well as a campus climate standpoint.

Within departmental climate, the strongest factors influencing participants were collegiality and support. In most jobs people spend as much time with their peers (if not more) than their family, bringing forth the importance of a collegial and supportive departmental

climate. In those departments with a more negative or unsupportive climate, participants were likely to see out other campus or system-based opportunities. Furthermore, a climate that allowed faculty greater influence in decision making, whether it involved curriculum, recruitment of faculty peers, policy, selecting inclusive leaders or mentoring and advising, was generally more positively perceived.

In regard to campus climate, resources, policy and infrastructure were the three campus climate factors that seemed to hold the most influence. Participants expressed far more positive language in environments where the campus had invested financial resources to create an LGBTQ Resource Center and hired full-time staff to support it. From a policy perspective, in state environments where the marriage amendments were happening and there was a threat to the resources available to domestic partner benefits, there was a tendency toward a negative perception of campus climate. Further, from a physical infrastructure standpoint, in campus environments where a physical space has been devoted to create a welcoming environment for LGBTQ faculty and staff, there was a more positive campus climate association. From a human infrastructure standpoint, participants tended to have a more positive view of campus climate where there was identifiable LGBTQ representative leadership. This is important, as the research that had been done tended to focus on minority faculty retention, not specifically on LGBTQ, nor on LGBTQ administrator retention. It would seem, based on the responses, that recruiting representative leadership would be a solid first step toward creating an inviting campus climate, encouraging faculty to stay at their current institution.

How campus climate factors affect motivation in relation to the decision for faculty to stay or leave a university position is another area within the framework from which I sought to draw deductions. The campus climate factors, from Figure 2.6, most commonly addressed in

regard to motivation were support, collegiality, tenure & promotion and safety & security. In my research, collegiality and promotion or advancement opportunities were two items that affected faculty's decisions to stay. In the case of environments where there were collaborative opportunities with peers, and as was the case with all participants, an opportunity to advance that has contributed to their decision to stay at their current position. Whereas with departmental and campus climate, support, and safety and security were campus climate factors, in this instance, it was the participants' abilities to serve a support-giving role, as advocate, that served as motivation. To that end, safety and security was mentioned in regard to creating a safe place where students could go to feel safe and valued. Further, there were factors that were internal and did not draw upon campus climate factors. Mentoring/advising students, as well as the want to make a difference at the campus and community levels were both expressed by participants. I argue that the department providing opportunities for mentoring, advising and connecting the campus and community could technically be a departmental climate component, yet as expressed by the participants was more of an internal factor than a climate-based one. Beyond making a difference in their lives of their students, through mentoring and advising, faculty described more positive perceptions of climate in atmospheres where they felt they could make a difference at the university level, within their local communities, and within the greater community of higher education.

It is a missed opportunity that little research is being done to determine why faculty members, regardless of sexuality, are leaving campus or if elements of campus climate factored into their decision-making process. If data drew a correlation, a campus could create action plans to better their retention efforts. I question whether it might be a case of you do not have to fix the

problems of which you are unaware. This may hold especially true for campuses battling limited resource availability.

One finding that previous studies did not address was the fight for LGBTQ financial resources and does not address the role of exit interviews to determine why LGBTQ faculty left campus for other positions. While campus climate surveys can provide a snapshot of the campus at the time they are administered, they do not address specific reasons for LGBTQ faculty attrition. Prior research touched upon wage differential and dispersion, as well as salary as a key component of satisfaction (Johnsrud, 2002; Ropers-Huilman, 2000; Rosser, 2004; Ambrose, et al., 2005) and providing salary incentives (Dumas-Hines, et al., 2001), but none specifically mentioned a long-term lack of wage adjustment as a factor for leaving. Nor did any study mention higher faculty contributions to insurance and retirement as factors. These are not LGBTQ-specific issues. They do contribute to the overall prevailing attitudes regarding campus climate and create retention challenges.

The one framework component (Figure 2.6) that was not addressed directly, but instead indirectly through discussions around campus climate, departmental climate and motivation, was the concept of satisfaction. As these faculty members have stayed on their current campuses for ten years or more, I assert that more of the campus climate factors than not have contributed to a satisfactory work environment and, in turn, that has led to the participants' choosing to stay at their current institution. In some instances, where the departmental climate was negative, the faculty member was given an advancement opportunity outside the department (at the campus or system level) which allowed her or him to expand the duties of their job and derive satisfaction from said promotion opportunity.

There were topics expressed which contributed to a negative perception of campus climate as well. One was the topic of isolation, geographic and, more prevalently, self-imposed. Those instances of self-imposed isolation typically occurred on campuses with a more negatively-skewed climate perception. Also, the topic of bullying wasn't addressed in previous LGBTQ retention research, but the subject of harassment was briefly touched upon. This is a topic that may be enveloped in the concept of campus climate, however further study is warranted to determine how often the LGBTQ population has met with bullying and/or harassing behavior within their campus experience. It would be my thought that on those campuses where there are higher instances of LGBTQ bullying, there are lower retention rates, but further study with data to verify would strengthen the claim.

One item that could not be deduced was to what extent tenure has affected the participants' decision to stay. I propose that, based on the research of Rosser (2004), faculty members are less likely to leave having invested a significant amount of time on campus. Another consideration is that tenure is not always accepted from institution to institution. That would contribute to the motivation to stay at their given campus. Another topic hinged on themes of power, as they related to having it within an administrator role and wanting it as a faculty member. As all of the participants have held dual roles, they were able to provide insight regarding their increased power and influence within the administrator role. For those who held an administrator role and returned to a primarily faculty role, they expressed dissatisfaction around lack of inclusion within decision-making processes. For some, there was negativity around the perceived lack of fairness in regarding to teaching load. Experiences of harassing and bullying behavior further shaped perceptions of a negative campus climate. One of the distinct challenges that came through in the research is that very rarely are exit interviews conducted to

help identify faculty members' rationales for leaving their campus. Without opportunities to determine why faculty members chose to leave, there are likewise no opportunities to create strategies for climate improvement.

There were three findings that did not directly relate to climate perceptions, but are still interesting to consider when evaluating motivation to stay at a given campus. The first involved the concept of dual academic households. Those faculty members with partners who were also faculty had a tendency to stay at their campus longer due to the challenge of attempting to find two academic positions across various specialties on a new campus. The second finding related to strategies for work/life balance. Faculty members outside interests were quite varied. Those whose outside interests created stronger community ties were more likely to stay in their current roles for a longer period of time. The third related to a vocal administration in regard to diversity issues. University of Missouri (2002), Oregon State University (2005), University of Illinois (2006) and Wisconsin System (2008) all stated that campus constituents wished that administration would be more proactive and vocal in regard to diversity, inclusion and climate issues. Other voices within the research community did not specify the need for the Chancellor to take a lead role regarding campus climate efforts. As campuses continue to administer campus climate surveys, I am curious to see if this will be incorporated into the Chancellor or President's job description. If not, will campus climate become a system-wide initiative with action planning around campus climate survey responses left to each campus?

One thing that became apparent throughout the research was that campus climate, as a broader campus culture concept, was used loosely. Some factors, such as dual academic households and work/life balance really didn't relate to campus climate or culture at all. Whereby most of the research regarding gay and lesbian faculty retention has been related to

campus climate, and while it provided initial structure to the study, faculty responses spoke more to the factors influencing their decision to stay.

Limitations

As with any research, there were limitations faced, and this study was no exception. If anyone were to attempt to replicate the study, there are items with which one should be familiar in regard to how it may affect their study. The first constraint relates to generalizability. This research is only true for those who participated in it, as it regards faculty perspectives and their perceptions are based on their own personal lenses.

Further to generalizability, all participants have been on their campus for at least ten years. That has likely provided them an opportunity to work through any potential personal hate or bias issues. Their commitment to their campus may tell a very different story than those who are not tenured and have only been working at their campus three to five years.

Another limitation relates to sampling. While the purposive sampling was convenient, it did not result in a large number of participants. In an effort to further expand the number of participants, I utilized snowball sampling. Snowball sampling is not typically the best sampling method, as people often reach out to those most like them. Also, given the delicate nature of self-identity and self-disclosure that this study required, sample size is likely to be small.

There were a number of access challenges in regard to soliciting participants. Many of the email requests had to go through campus survey clearinghouses for approval just to disseminate to faculty members. This, along with the self-identification limitations and the time investment to contribute, further reduced the opportunity to find willing participants.

Further, with the interviews having been conducted in 2012, noteworthy social mindset shifts, opportunities and forums for public discussion and discourse around LGBTQ issues, state

legislation and national Supreme Court rulings have shifted the landscape significantly in the past five years. Marriage is now legal in all 50 states. Many states have passed legislation regarding dual parent adoption for same-sex couples and two same-sex parent birth certificate policies. The millennial generation is becoming the new faculty, and centennials are the new students, both with more open-mindedness around sexuality social issues. This all greatly contributes to a positive perception of campus climate.

Implications for Future Study

This study captures a specific point in time in regard to the experiences of LGBTQ faculty and contributes to the field in the following ways. First, this research contributes to the limited perception-based campus climate literature from a Midwestern university context, including a glimpse into differences in perceptions and experiences faculty members based on their self-identified sexual identity. Second, the findings from this study provide a base from which to expand the knowledge about sexual minority faculty experiences in public Midwestern universities.

There are a number of things I would reconsider were I to do this study again. I would likely choose a mixed methods approach that would survey LGBTQ (expanding the scope) tenured faculty regarding their thoughts on climate, ranking their departmental climate, campus climate, state climate and also provide them an opportunity to be contacted to do follow-up interviews to further explore their responses on a one-on-one level. I would propose that mixed methods would garner more respondents in regard to the survey, given the option to remain anonymous, while offering more valuable qualitative data from the interview component. I would also select three campuses and become well-acquainted with faculty groups who may be able to assist, so as not to have to cast a wider net and hope for the best regarding snowball

sampling. Finally, I would not have waited as long to analyze the findings, as previously mentioned within limitations, the shifting social perspectives created a different landscape in 2016 than there was in 2011-2012, causing some of the literature to be outdated and federal policy to be quite different.

Based on factors that presented themselves over the course of research and subsequent analysis, there are a number of related questions and topics that could be considered for future research.

- Do LGBTQ individuals promote at a higher percentage than non-LGBTQ individuals? It was evident in this study, with 100% of faculty serving in dual roles or primarily administrator roles, but is it generalizable outside the confines of my study?
- Compare/Contrast the campus climate perceptions of current LGBTQ Faculty versus LGBTQ Administrators who were formerly faculty but now serve in a strictly administrative role
- Compare/Contrast the campus climate perceptions of current LGBTQ Faculty at public versus private Midwestern universities
- Are there specific retention strategies for the LGBTQ millennial and/or centennial generation faculty?
- To what extent has the movement toward ad hoc/adjunct faculty affected retention of LGBTQ faculty?
- Longitudinal study of campus climate on one campus and how LGBTQ Retention strategic plan implementation affects LGBTQ perceptions of campus climate over time

- Faculty perspectives regarding the effect of campus climate on the retention of LGBTQ faculty: A comparative study between non-tenured/non tenure track LGBTQ faculty and tenured/tenure-track LGBTQ faculty
- What is the role of exit interviews in regard to identifying campus or department climate issues?
- Review any LGBTQ faculty retention programs that have been created and utilize data to determine a best practice retention program. Pilot the retention program over five years at an institution and conduct a longitudinal study to determine the level of program success
- Cross reference sexuality and aptitude to advocacy leadership (w/rubric to evaluate effectiveness)
- Whose responsibility is campus climate? To what extent will campus climate be built into a Chancellor or President's job description? Will it be an initiative taken on at the system level? Action planning around campus climate survey responses is left to each campus?
- Generalizability of work/life strategies beyond this context
- Determine how often the LGBTQ population has met with bullying and/or harassing behavior within their campus experience and compare retention rates for those who have experienced it versus those who have not
- Studying Bisexuals and Transgender faculty in greater detail and compare the gay and lesbians faculty perspectives against those of bisexuals and/or transgender faculty
- Replicate the study in a private corporation/non-academic atmosphere

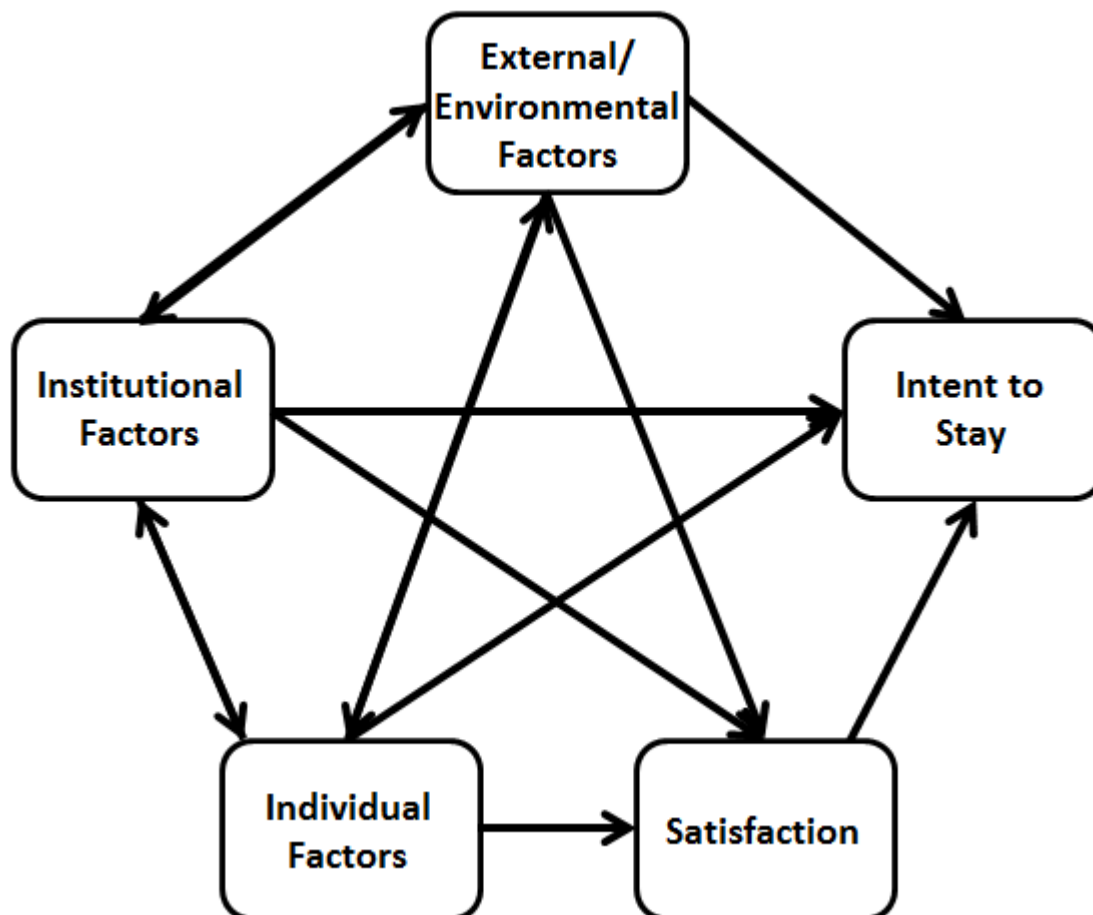
- Study the intersection of dual identities and the preference of one primary label in cases of sexuality and racial identity
- Determine to what effect, if any, LGBTQ-inclusive policies assist with recruitment of self-identifying heterosexual faculty
- Compare/contrast to what extent formal institutional supports versus micro-affirmations (as in Dan's story (Appendix H) contribute to the retention of LGBTQ faculty

Another point to consider for the future, when evaluating the findings, is to question the generalizability of these factors. In other words, which of these factors are population-specific and which may apply to faculty regardless of sexuality. For instance, access to resources, a supportive department and campus, mentoring opportunities, decision-making involvement, fairness regarding teaching load, and promotion opportunities may be general factors which contribute to retention. Representative leadership, inclusive policies, and an LGBTQ Resource Center may be important factors contributing to retention specifically for gay and lesbian faculty members.

I found that the framework proposed earlier does not accurately depict what happens with satisfaction and motivation. If I were to propose a new framework, it would expand upon Rosser's Proposed Conceptual Model for Faculty Intent to Leave the University (Figure 2.6), taking the concept of retention-related factors into consideration. Whereas Rosser looked at demographics, worklife and satisfaction in regard to intent to leave, my newly proposed framework (Figure 6.1) would look at institutional, external/environmental and individual factors in regard to satisfaction and intent to stay. Institutional factors include a supportive department and/or campus, inclusive policies, promotional opportunities, financial resources, decision-

making involvement, curricular development opportunities, mentoring opportunities, identifiable infrastructure (LGBTQ Resource Center), and identifiable leadership. External/environmental factors consider community engagement, local/state/federal policy legislation, geographic location, and availability of appealing alternate job opportunities. Individual factors include having dependents, partner employment opportunities, work/life balance, personal physical health status, and, perhaps, length of time to retirement. All of these factors can individually contribute to satisfaction or to intent to stay in a one-way fashion. External/environmental factors have a two-way relationship with institutional factors, as state and federal legislation can affect a university's capacity to offer inclusive domestic partner benefits policy or availability of resources. Conversely, an institutional factor, such as promotional opportunities, might directly affect one's ability to engage with community organizations to a greater extent. Similarly, there is a two-way relationship between external/environmental factors and individual factors. Again, state and federal legislation, as it relates to definition of marriage and two-parent adoption rights, can greatly affect an individual's family situation. Equally, an individual's work/life balance can directly relate to one's available time to participate in community engagement opportunities. Finally, the connection between institutional and individual factors is a two-way relationship, for instance adequate access to financial resources can potentially mean more jobs, increasing partner employment opportunities or reduced resources leading to early retirement offers. On the other hand, individual factors can also affect institutional factors, such as in the case of a work/life balance, skewed more heavily toward work, potentially creating more promotional opportunities.

Figure 6.1 Chandler's Proposed Conceptual Model for Faculty Intent to Stay at the University



This research provided a dynamic place in history, capturing a snapshot in time.

Revisiting this group in five to ten years to see how the environment and climate have changed, given the continually evolving nature of marriage legislation, non-discrimination policies and societal attitudes could provide further insight as to how faculty perspectives may have changed as a result of societal perceptions changing. Further study may also provide more institutional, external/environmental, and individual factors as they relate to satisfaction and retention, expanding the revised conceptual model.

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Appendix A: Call for Participants Letter

Hello,

You are invited to participate in a research study that examines faculty perspectives of the effects of campus climate on the recruitment and retention of gay and lesbian faculty at a public research university. Interview data will expand understanding of this relationship and will be shared with the field to expand the knowledge base.

The study grew out my experiences as a lesbian university staff member interested in how campus climate may or may not affect recruitment and retention of gay and lesbian tenured faculty.

The interview will take 60-90 minutes and can be done over the phone or via Skype. To ensure confidentiality, your name and institution will not be shared with the data, using pseudonyms in their place. Additionally, your participation is voluntary and you may withdraw from this study at any time.

To be eligible for this study, you must:

- * be a tenured faculty member
- * have worked at your current institution a minimum of ten years
- * self-identify as gay or lesbian

Your responses are greatly appreciated. If you meet all the criteria and wish to participate, please e-mail me at cchandler@wisc.edu or call (920) 379-6217.

You are encouraged to forward this email to other tenured faculty members who meet the criteria.

Thank you,

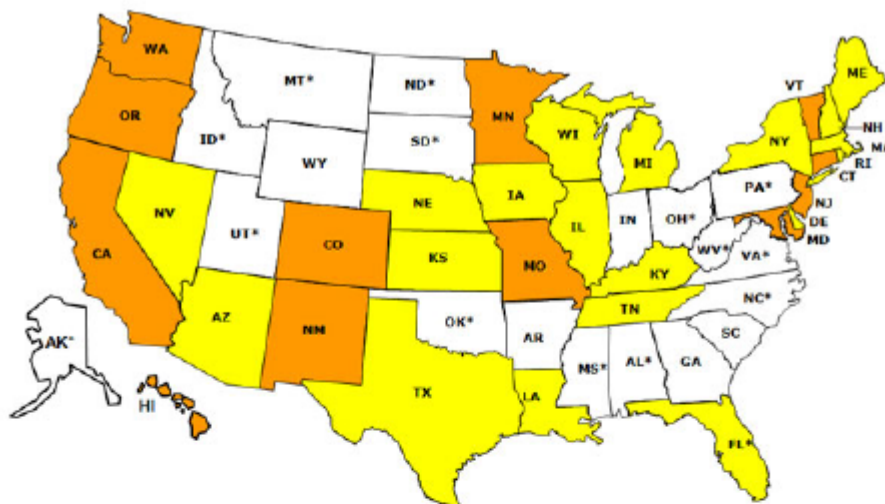
Charity S. Chandler
Doctoral Candidate
University of Wisconsin
College of Education
Educational Leadership & Policy Analysis

Appendix B: Interview Questions


1. To clarify, do you identify as either gay, lesbian, bisexual, transgender, queer or questioning? (If yes, question 2; if no, terminate interview)
2. Please describe what it is like to be a faculty member on your current campus.
3. In what ways, if at all, does your sexuality intersect with your work as a faculty member?
4. Please share a story about something you find rewarding about being a faculty member on your current campus.
5. Please share a story about a challenging moment you faced as a faculty member on your current campus.
6. Please describe a bit about your departmental colleagues and department chair.
7. How long have you been a faculty member
 - a. on any campus?
 - b. on your current campus?
8. From which institution did you earn your Ph.D.? What was the subject matter of your dissertation? What is currently the focus of your research, teaching and service?
9. What is your current classification? If tenured, when and from where did you earn tenure? If you are tenure track, are you on track to earn tenure at your current institution?
10. Have you previously taught at any other campus? Please describe why you left your previous campus? (if applicable) Were there any departmental or campus climate factors that helped influence your decision?
11. What drew you to the position you currently hold?
12. How would you describe the campus climate generally? How would you describe the campus climate in relation to LGTBQ issues?


13. How would you describe the departmental climate generally? How would you describe the departmental climate in relation to LGBTQ issues?
14. Have you ever considered leaving your position at this campus for another position on your current campus? On another campus? If so, why? If no, what it is about your experience on this campus or within your department that encourages you to stay? Are there any departmental or campus climate factors that helped influence your decision?
15. Please describe an instance when you felt supported by your
 - a. department.
 - b. campus/institution.
16. Please explain a situation where you felt you could have been more strongly supported by your
 - a. department.
 - b. campus/institution.
17. How equitably is your time divided between teaching, service and research?
18. Can you identify any departmental or campus policies that you feel contribute to an inclusive workplace?
19. What motivates you on a daily basis?
20. Please explain how you feel you strike a work-life balance.
21. Are there any other general comments or stories you would like to share?

Appendix C: State Hate Crime Laws



All but five states (Arkansas, Georgia, Indiana, South Carolina and Wyoming) have laws addressing the scourge of hate crimes, but there is variation in the list of protected classes. The laws that address hate or bias crimes against GLBT people are as follows.

 States that have a law that addresses hate or bias crimes based on sexual orientation and gender identity. (12 states and D.C.)
California (1999), Colorado (2005), Connecticut (2004), District of Columbia (1989), Hawaii (2003), Maryland (2005), Minnesota (1993), Missouri (2001), New Jersey (2002/ 2008), New Mexico (2003), Oregon (2001/2008), Washington (1993/2009) and Vermont (2001).

 States that have a law that addresses hate or bias crimes based on sexual orientation. (31 states and D.C.)
In addition to those listed above, Arizona (2003), Delaware (2001), Florida (2001), Illinois (2001), Iowa (2002), Kansas (2002), Kentucky (2001), Louisiana (2002), Maine (2001), Massachusetts (2002), Michigan (2002-data collection only), Nebraska (2002), Nevada (2001), New Hampshire (2002), New York (2002), Rhode Island (2001), Tennessee (2001), Texas (2002), and Wisconsin (2002).

* Laws lack GLBT inclusion:

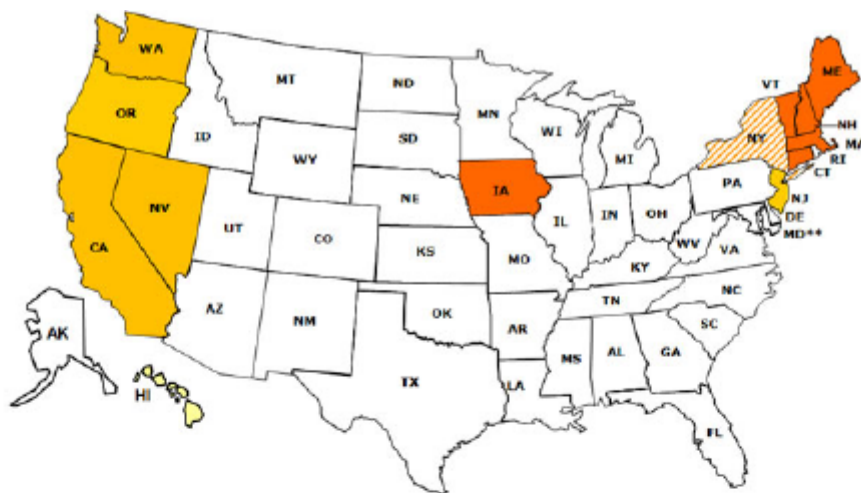
States that have a law that addresses hate or bias crimes based, but do not address sexual orientation or gender identity. (14 states)

Alabama, Alaska, Idaho, Mississippi, Montana, North Carolina, North Dakota, Ohio, Oklahoma, Pennsylvania, South Dakota, Utah (no categories listed), Virginia and West Virginia.

Appendix D: Gay Marriage Rights Timeline

	(Peterson) 2004	Peterson (2005)	Gay Marriage Likely (2006)
Gay marriage bans in state constitution	Alaska, Hawaii, Nebraska, Nevada	Alabama, Alaska, Hawaii, Georgia, Kansas, Kentucky, Louisiana, Michigan, Mississippi, Missouri, Montana, Nebraska, Nevada, North Dakota, Ohio, Oklahoma, Oregon, Utah	
States working on bans/bans pending	Alabama, Georgia, Idaho, Illinois, Iowa, Kansas, Kentucky, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Minnesota, North Carolina, Oklahoma, Pennsylvania, South Carolina, Vermont, Washington		Alaska, Delaware, Illinois, Iowa, Missouri, Massachusetts, Minnesota, New Hampshire, New Jersey, Pennsylvania, Washington, West Virginia
Debating legislation that would prohibit same-sex marriage, strengthen bans	Iowa, Maryland, New Hampshire, New Jersey, Oklahoma, Rhode Island, South Carolina, Tennessee, Utah, Virginia, Washington		
Voluntarily approved domestic partner laws		Vermont, California, Hawaii, Maine, Maryland and New Jersey	New Jersey passes civil unions (New Jersey, 2007) ; New Hampshire Passes Civil Unions in November 2007 (New Hampshire, 2008)
Same-Sex Marriage		California, New York, Massachusetts	
Stating voting on anti-gay marriage amendments			Alabama, Colorado, Idaho, South Carolina, South Dakota, Tennessee, Virginia, Wisconsin (Wisconsin, South Dakota, 2006)

Appendix E: Marriage Equality & Other Recognition Laws



- State issues marriage licenses to same-sex couples (6 states).
 Connecticut (2008), Iowa (2009), Maine * (effective Sept. 2009), Massachusetts (2004), New Hampshire (effective 1/1/2010) and Vermont (effective 9/1/2009).
- State recognizes marriages by same-sex couples legally entered into in another jurisdiction
 New York (2008)
- Statewide law providing the equivalent of state-level spousal rights to same-sex couples within the state (5 states and Washington, DC)
 California (domestic partnerships, 1999, expanded in 2005), District of Columbia (domestic partnerships, 2002), Nevada (domestic partnerships, effective 10/1/2009), New Jersey (civil unions, 2007), Oregon (domestic partnerships, 2008) and Washington * (domestic partnerships, 2007/2009).
- Statewide law providing some statewide spousal rights to same-sex couples within the state (1 state)
 Hawaii (reciprocal beneficiaries, 1997).

* **Maine:** Gov. John Baldacci signed marriage equality legislation May 6, 2009. The new law is scheduled to become effective in mid-September 2009; however, it may face a repeal effort that would place a ballot measure before voters, possibly in November 2009.

* **Washington:** Gov. Chris Gregoire signed the Domestic Partnership Expansion bill May 18, 2009. Most provisions are scheduled to become effective July 26, 2009 unless opponents of the measure gather enough signatures to place a ballot measure before voters.

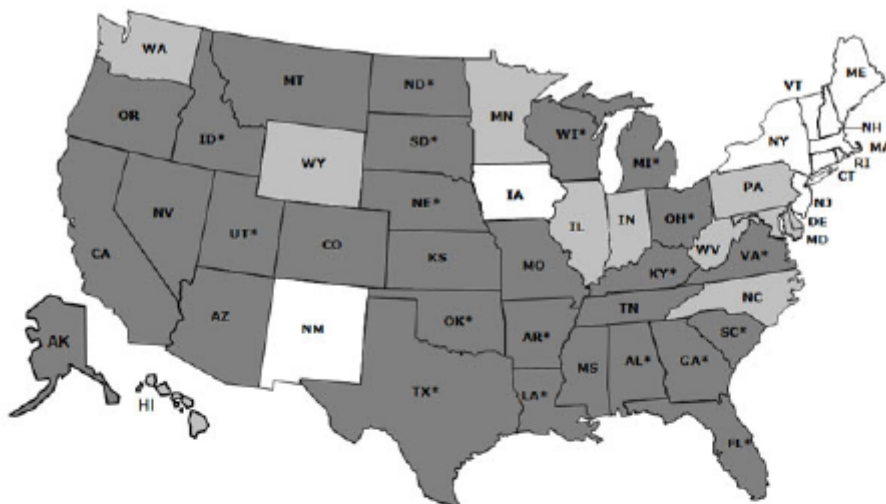
** Maryland does not have a domestic partner registry but does provide certain benefits to statutorily defined domestic partners.

www.hrc.org/state_laws


Updated June 4, 2009

(HRC, 2009)


Appendix F: Statewide Marriage Prohibitions



Statewide prohibitions against marriage for same-sex couples are in place in most states – either in the form of statutory law or amendment to the state’s constitution. States that explicitly bar same-sex couples from marriage are as follows.

 States with constitutional amendments restricting marriage to one man and one woman. (29 states)

Alabama (2006), Alaska (1998), Arizona (2008), Arkansas (2004), California (2008), Colorado, Florida (2008), Georgia (2004), Kansas (2005), Idaho (2006), Kentucky (2004), Louisiana (2004), Michigan (2004), Mississippi (2004), Missouri (2004), Montana (2004), Nebraska (2000), Nevada (2002), North Dakota (2004), Ohio (2004), Oklahoma (2004), Oregon (2004), South Carolina (2006), South Dakota (2006), Tennessee (2006), Texas (2005), Utah (2004), Virginia (2006) and Wisconsin (2006).

 States with law restricting marriage to one man and one woman. (11 states)

In addition to those listed above, Delaware, Hawaii, Illinois, Indiana, Maryland, Minnesota, North Carolina, Pennsylvania, Washington, West Virginia and Wyoming.

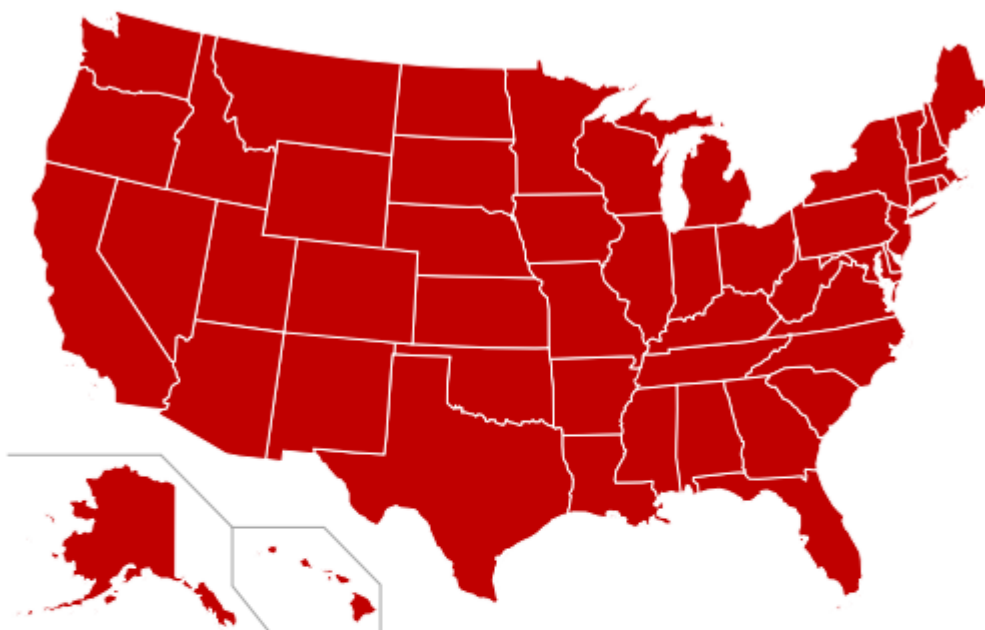
* Broader Consequences: States where the law or amendment has language that does, or may, affect other legal relationships, such as civil unions or domestic partnerships. (18 states): *Alabama, Arkansas, Florida, Georgia, Kentucky, Idaho, Louisiana, Michigan, Nebraska, North Dakota, Ohio, Oklahoma, South Carolina, South Dakota, Texas, Utah, Virginia and Wisconsin.*

Maine: Maine has enacted marriage equality legislation, effective in mid-September 2009. However, this law is may be stayed if opponents of marriage equality gather enough signatures to place a ballot measure before voters

Appendix G: Marriage Equality and Other Relationship Recognition Laws



MARRIAGE EQUALITY AND OTHER RELATIONSHIP RECOGNITION LAWS



Updated November 13, 2015

- States that issue marriage licenses to same-sex couples (50 states & D.C.):** Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming
- States in which same-sex couples legally married prior to a court stay**
- Historical Category: States that provided comprehensive civil unions or domestic partnerships prior to issuing marriage licenses to same-sex couples**
- Historical Category: States that provided limited statewide spousal rights prior to issuing marriage licenses to same-sex couples**

*States that, in addition to marriage equality, provide either civil unions or domestic partnerships to same-sex couples within the state (9 states and D.C.): California (domestic partnerships), Colorado (civil unions), District of Columbia (domestic partnerships), Hawaii (civil unions), Illinois (civil unions) Maine (limited domestic partnerships), Nevada (domestic partnerships), New Jersey (civil unions), Oregon (domestic partnerships), Washington (limited domestic partnerships) and Wisconsin (domestic partnerships).

Appendix H: Dan's Story

One of my colleagues, he was a little older than me at...a traditionally religious affiliated school...and he was kind of old school, southern guy who really never talked about his sexuality. And he had gotten together with a partner and they had a house and they just didn't socialize with other folks. He was an only child. And they just kind of made their life separate and he never mentioned to anybody that he had a partner and, uh, that just came along to work-related events. Dan, my friend, was diagnosed with end stage Renal disease which means you're going to die, but it's going to be quite a while because your kidneys' function deteriorates. And so he and his partner talked about it and about how his partner would see him through that. Then Dan got a phone call saying his partner had died of a heart attack while on a business trip in Europe. So Dan had to make those arrangements and at work all he did was tell people he was taking the afternoon off for personal business when the personal business was to go to the funeral for his partner and bury him. And he was extremely distraught. He had his own long-term terminal diagnosis and the one person he was counting on to care for him was gone. And he had seen my partner and me and another gay man within the group who was at the same institution and his partner, and so Dan came talking to us just in tears because he was having a great deal of difficulty deciding how to cope. And, uh, so we talked to him and actually, I was President-Elect when that happened and that's what led to me coming out. Because I realized that if I hadn't been visible as a gay man, Dan wouldn't have known who to talk to. . . . we saw Dan subsequently. Dan said things had come together and that people at work never knew that he had been with someone, but they knew he was alone and the people that were helping him was his work family. And talked to him and they

were the people who actually helped him as he went through his last stages and died. I had a chance to talk with Dan for a couple of times and I knew how grateful he was to them. I had the opportunity to talk with his dean about six months later and I said, you know, Dan was so appreciative for everything that the people at the medical school did for him. And I said I expect you don't know about Dan's partner, and what had happened to him, and what it would have meant if you folks hadn't been there and the dean was literally shocked that they had never known about Dan's partner. He said, well we all knew Dan was gay, but Dan never raised anything about it, so we didn't. Just, except, what he chose to share with us."