



ADVANCE PROGRAM

UNIVERSITY OF MICHIGAN

Workplace Climate Experiences of LGBTQIA+ Faculty

U-M ADVANCE Program

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Executive Summary

Context

Previous efforts at the University of Michigan (U-M) focused on LGBTQ+ faculty found that faculty who identify as LGBTQ+ feel undervalued, unsupported, and invisible ([Working Group on Supporting LSA's LGBTQ+ Community, 2023](#)). One recommendation from the working group to address these concerns is to “gather, protect, and use data about LGBTQ+ people” to create more visibility of the LGBTQ+ population at U-M ([Working Group on Supporting LSA's LGBTQ+ Community, 2023](#), p. 18). While the ADVANCE Program's Campus-Wide Climate surveys have previously reported on climate experiences by gender and race/ethnicity, rank, and discipline, these surveys have not historically examined climate by gender identity or sexual orientation. The current report expands previous ADVANCE reports on Campus-Wide Climate surveys from the past seven years, focusing on climate experiences over time for faculty who identify as LGBTQIA+ (lesbian, gay, bisexual, transgender, queer, intersex, asexual, and other identities not explicitly mentioned) at U-M. This report examines workplace climate experiences for all faculty who identify as LGBTQIA+ (including tenure-track faculty, clinical faculty, research faculty, lecturer faculty, and faculty on other tracks). It is important to note that the questions in the ADVANCE climate surveys examined for this report do not focus specifically on sexual orientation or gender identity in the workplace and/or ways in which identities influence or interact with workplace experiences. Instead, survey questions address broad aspects of workplace experiences. A report focused on workplace experiences across all tenure-track faculty at U-M is available on the [U-M ADVANCE website](#).

Defining LGBTQIA+ and Inclusive Terminology

We recognize that there are different terms to describe gender identity and sexual orientation. In this report, we use the term LGBTQIA+ identity, which encompasses sexual orientation and gender identity. We recognize that identity is not fixed and may change over time.

Methodology and Data Sources

We used a mixed-methods analysis in this report. We examined changes over time in perceptions of a variety of close-ended items assessing several dimensions of faculty experience in the workplace, including personal leadership engagement, workload equity, interpersonal relationships and social belonging, general well-being, and academic belonging (epistemic exclusion¹/inclusion). To provide more nuanced information about dimensions of workplace experiences, we examined open-ended data from multiple ADVANCE surveys, including the Campus-Wide Climate Survey in 2017, the Campus-Wide Climate Survey in 2023, and Department Climate Assessments conducted across multiple U-M units from Fall 2023 to Winter 2025. Respondents at each time point represent different samples of faculty and were not necessarily the same individuals across surveys.

Five Key Findings

1. Discrimination was the most frequently reported concern for LGBTQIA+ faculty in this analysis. Within open-ended comments, LGBTQIA+ faculty described a wide range of experiences of discrimination based on multiple categories, including track, rank, and various demographic characteristics (e.g., racial-ethnic identity, LGBTQIA+ identity, and disability status). Faculty described how they perceived that discrimination influenced their promotion,

¹ *Epistemic exclusion* is the marginalization of scholarship through devaluation, skepticism, and lack of support.

compensation, and belonging. In addition, LGBTQIA+ faculty in 2023 were more likely to report experiencing unwanted sexual attention compared to LGBTQIA+ faculty in 2017.

2. Personal leadership experiences and perspectives about current leadership varied for LGBTQIA+ faculty. While close-ended data showed no changes over time in perceptions of personal leadership exclusion, within open-ended data, some faculty reported feeling excluded from leadership because of their identities. In addition, within open-ended comments, LGBTQIA+ faculty shared both concerns and support for their current leadership.

3. Workload equity was a concern for LGBTQIA+ faculty. Within close-ended survey results, LGBTQIA+ faculty in 2023 reported lower satisfaction with their teaching load compared to LGBTQIA+ faculty in 2017. Within open-ended comments, faculty described a variety of workload concerns, including being overworked, performing invisible service, and having heavy teaching loads.

4. LGBTQIA+ faculty reported both positive and negative experiences of social belonging and academic belonging.² Although LGBTQIA+ faculty reported significantly lower social belonging in their department/unit on the campus-wide climate survey in 2023 compared to 2017, within open-ended comments, LGBTQIA+ faculty described perceptions of both exclusion and social belonging within their unit. Related to academic belonging, while LGBTQIA+ faculty reported increased experiences of epistemic exclusion over time in close-ended responses, they described both epistemic exclusion and epistemic inclusion within open-ended comments.

5. Close-ended responses showed mainly consistent results over time for general well-being. Additionally, open-ended responses across time indicated concerns related to psychosocial safety and mental or emotional load for LGBTQIA+ faculty. In terms of physical safety, the frequency of concerns about physical safety was consistent over time within a close-ended survey item. LGBTQIA+ faculty reported avoiding certain places less in 2023 compared to 2017, including campus at night, parking lots, and secluded areas. LGBTQIA+ faculty did not discuss physical safety concerns in open-ended comments.

While LGBTQIA+ faculty in 2023 reported they were more reluctant to bring up issues that concern them for fear it would affect their promotion or tenure compared to faculty in 2017, responses to other related survey items were not statistically significantly different over time. Within open-ended comments across time, LGBTQIA+ faculty reported broad psychosocial safety concerns, which include both a reluctance to bring up issues due to fear of retaliation and unclear promotion criteria. LGBTQIA+ faculty also reported having an overwhelming mental or emotional load, including invisible service, and described how this load negatively impacted their mental health.

² *Social belonging* focuses on the quality of a person's perceived social experiences and connectedness to others and *academic belonging* focuses on a person's perceived ability to succeed in their academic field (Good et al., 2012; Lawrie et al., 2025).

Recommendations

We offer the following recommendations for campus leaders to promote a more positive climate for LGBTQIA+ faculty:

- Department chairs and deans can regularly assess climate and culture through climate surveys of units, such as [ADVANCE Department Climate Assessments](#), which protect the confidentiality of participants and inform organizational change. Unit leaders can work toward [building trust](#), [proactively addressing tension](#), and [soliciting feedback](#), such as through 360 reviews.
- Unit leaders can collaborate with [Prevention, Education, Assistance & Resources \(PEAR\)](#), a department of the [Equity, Civil Rights, and Title IX Office](#), to provide sexual and gender-based misconduct prevention education. PEAR can provide policy awareness, prevention training, consultation, and community care for faculty.
- Department chairs and deans could support faculty interested in [leadership development programs](#), such as Harvard's [LGBTQ Leadership Program](#), or programming and mentoring through [LGBTQ Leaders in Higher Education](#).
- Unit leaders can be mindful of [fair distribution of labor](#) within the department. Department chairs could employ strategies from [Equity-Minded Faculty Workloads](#), the American Council on Education's guide to conducting an equity review of workload within the department.

Introduction

This report serves as a companion to the 2023 Campus-Wide Report 1 ([ADVANCE, 2024](#)), which focused specifically on the experiences of tenure-track faculty at the University of Michigan (U-M). In contrast, the current report centers on the workplace climate experiences of all faculty (i.e., tenure-track faculty, clinical faculty, research faculty, lecturer faculty, and faculty on other tracks) who identify as LGBTQIA+ (lesbian, gay, bisexual, transgender, queer, intersex, asexual, and other identities not explicitly mentioned) at U-M.

We focus on multiple dimensions of LGBTQIA+ faculty's experiences in the workplace, including personal leadership engagement, workload equity, and broader campus climate, particularly in relation to experiences of discrimination and well-being. Importantly, this report also addresses several aspects that were not included in our first Campus-Wide Report, such as interpersonal relationships, sense of belonging, epistemic exclusion/inclusion, tokenism, and other dynamics.

To capture a fuller picture of LGBTQIA+ faculty experiences, we draw on both quantitative and qualitative data. This includes Campus-Wide Faculty Climate Survey data from 2017 and 2023, which allow for comparative analysis over time, as well as open-ended responses from LGBTQIA+ faculty in the 2017 Campus-Wide survey. Additionally, we incorporate department-level climate assessment data collected from 2023 to 2025 across multiple units, offering deeper insight into the voices and lived experiences of LGBTQIA+ faculty at U-M.

Defining LGBTQIA+ and Inclusive Terminology

We recognize that there are different terms to describe gender identity and sexual orientation. In this report, we use the term LGBTQIA+ identity, which encompasses sexual orientation and gender identity. We recognize that identity is not fixed and may change over time.

Limitations and Acknowledgements

Through this report, we strive to amplify the voices and needs of LGBTQIA+ faculty at U-M, while acknowledging the limitations of our data and the ongoing work required to create an inclusive academic environment.

It is important to note that information about LGBTQIA+ status in this report is based on voluntary self-disclosure by faculty respondents to the Climate Surveys. As such, the data presented here do not capture the full population of LGBTQIA+ faculty at U-M, and we recognize and acknowledge that many may choose not to disclose their status due to uncertainty, concerns about privacy, stigma, or other factors. Similarly, our findings do not necessarily represent all experiences within the LGBTQIA+ community or the entire faculty population.

Literature Review

A growing body of scholarship has explored the experiences of LGBTQIA+ faculty in higher education, highlighting key areas that shape their professional lives. To examine the dynamic campus experiences of LGBTQIA+ faculty at U-M, this study draws on research across six domains: personal leadership engagement, workload equity, experiences of discrimination, social belonging, academic belonging, and general well-being. Together, these areas provide a comprehensive framework for understanding workplace climate in the academic setting.

Leadership engagement has been identified as a key factor in fostering institutional inclusion. Studies have noted that LGBTQIA+ faculty may encounter varying levels of access to leadership roles or involvement in institutional decision-making processes, with some faculty feeling overlooked for leadership positions due to identity-based bias or being perceived as “non-traditional” representatives of their institutions ([Garvey & Rankin, 2018](#); [Prock et al., 2019](#)).

Workload equity is another recurring theme in the LGBTQIA+ faculty literature. Research suggests that LGBTQIA+ faculty may engage in more mentoring, committee work, diversity-related service, or informal support roles than their cisgender, heterosexual peers, which are not always formally acknowledged in the promotion process ([Bilimoria & Stewart, 2009](#); [Prock et al., 2019](#)).

Discrimination is often reported in various forms, including identity-based bias, microaggressions, and differential treatment in academic and departmental contexts ([Messinger, 2011](#); [Nadal, 2019](#)). Experiences of discrimination negatively impact psychological and physical well-being, with LGBTQIA+ faculty describing both identity-related stressors and supportive factors that enhance their workplace experiences ([Messinger, 2013](#); [Prock et al., 2019](#)).

Sense of belonging, broadly defined as the perception of being valued, respected, and accepted ([Goodenow, 1993](#)), also influences workplace experiences, as social connections with colleagues and departmental culture play a role in shaping inclusion, professional development, and retention ([Bilimoria & Stewart, 2009](#); [Nadal, 2019](#)). Within higher education settings, scholars have described both *social belonging*, focusing more on the quality of a person’s perceived social experiences and connectedness to others, as well as *academic belonging*, focusing on a person’s perceived ability to succeed in their academic field ([Good et al., 2012](#); [Lawrie et al., 2025](#)). Related to academic belonging for faculty, LGBTQIA+ faculty also report epistemic exclusion: the marginalization of scholarship through devaluation, skepticism, and lack of support, especially when it centers on LGBTQIA+ issues or identities ([Prock et al., 2019](#); [Settles et al., 2022](#)). Research highlights that faculty whose work addresses LGBTQIA+ topics may encounter skepticism, pressure to shape research agendas, or limited institutional support ([Bilimoria & Stewart, 2009](#); [Prock et al., 2019](#)).

U-M Context

Across the domains, U-M has developed a range of practices and initiatives to support LGBTQIA+ communities. Such efforts include the work of [the Spectrum Center](#), [gender-inclusive housing](#), [name/pronoun policies](#), [access to workshops](#), and [gender-affirming services](#). Academic initiatives through [the Institute for Research on Women and Gender](#), as well as [campus-wide non-discrimination policies](#), further reinforce these commitments. These institutional efforts reflect ongoing work to build an inclusive environment through both structural and cultural change.

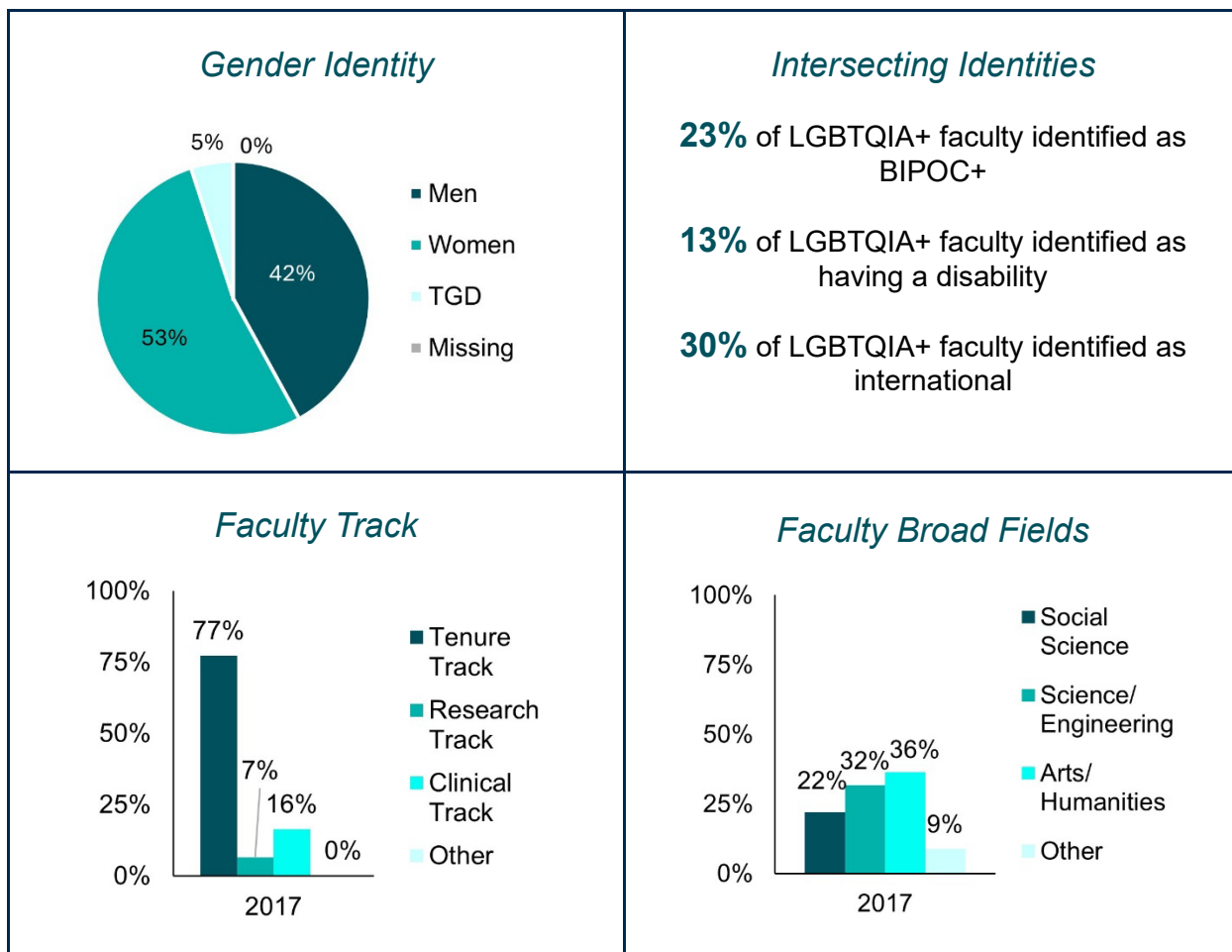
This mixed-methods report examines six key domains that are important to faculty workplace climates. This report assesses how experiences have evolved for LGBTQIA+ faculty in recent years and provides additional detail about the lived experiences of LGBTQIA+ faculty centered around these domains. Report findings can be used to inform future institutional practices and research efforts that support the success of LGBTQIA+ faculty across campus. Key domains included in this report are:

1. Personal Leadership Engagement

2. Workload Equity
3. Experiences of Discrimination
4. Social Belonging
5. Academic Belonging
6. General Well-being

Survey Respondent Demographics

LGBTQIA+ Faculty in the 2017 Campus-Wide Faculty Climate Survey (n = 137)



Note. All faculty demographic data is self-reported, including LGBTQIA+ identity.

BIPOC+: BIPOC (Black, Indigenous, People of Color) includes respondents who identified as a historically underrepresented minority (URM) and Asian/Asian American. The “+” signifies the addition of Arab/Middle Eastern/North African (AMENA) to this group. URM faculty included individuals who self-identify as African American/Black, Hispanic/Latino/a/x, Native American/Alaskan Native, and Native Hawaiian/Pacific Islander. For individuals who self-identified with two or more races, where further details were available, URM also includes those individuals who self-identified with at least one of the categories considered URM.

TGD: Transgender and gender-diverse (TGD) people have a gender identity that different from the sex they were assigned at birth.

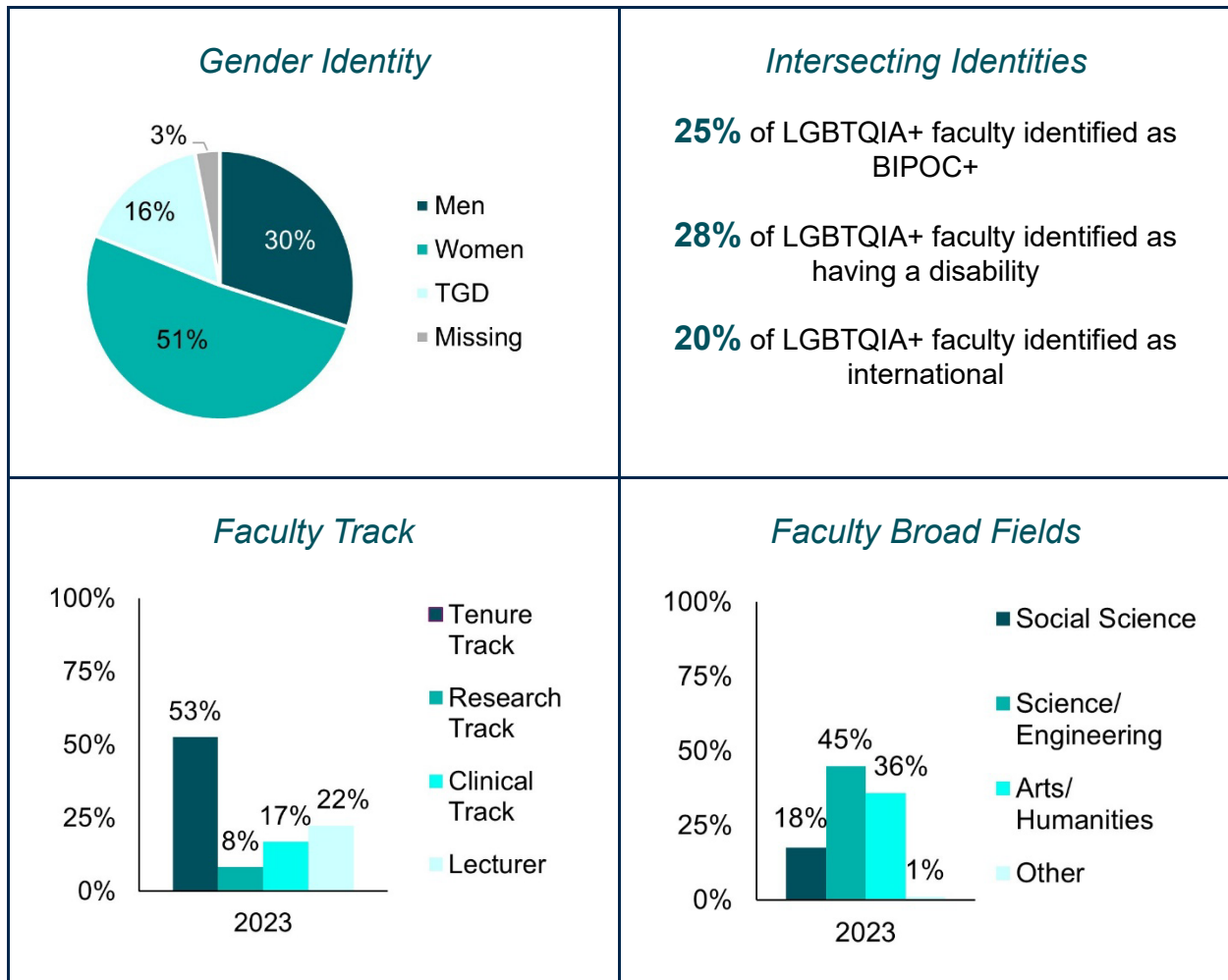
International: Faculty were considered international if they were born outside of the US, Puerto Rico, or US Island area.

Broad fields: Some divisions or departments have undergone reorganization over the years, so we coded the broad field based on its structure and category at the time of the survey. Those who report with interdisciplinary fields or report self-defined fields that don't fit neatly into established categories are grouped as "other."

Faculty track: The campus-wide assessment surveyed tenure track faculty, clinical track faculty, and research track faculty. In addition, the 2017 survey included people from other tracks (e.g. “research scientist”) and the 2023 survey included lecturers.

Missing: This includes faculty who did not respond or selected they preferred not to answer the question.

LGBTQIA+ Faculty in the 2023 Campus-Wide Assessment (n = 268)



Note. All faculty demographic data is self-reported, including LGBTQIA+ identity.

BIPOC+: **BIPOC** (Black, Indigenous, People of Color) includes respondents who identified as a historically underrepresented minority (URM) and Asian/Asian American. The “+” signifies the addition of Arab/Middle Eastern/North African (AMENA) to this group. URM faculty included individuals who self-identify as African American/Black, Hispanic/Latino/a/x, Native American/Alaskan Native, and Native Hawaiian/Pacific Islander. For individuals who self-identified with two or more races, where further details were available, URM also includes those individuals who self-identified with at least one of the categories considered URM.

TGD: Transgender and gender-diverse (TGD) people have a gender identity that different from the sex they were assigned at birth.

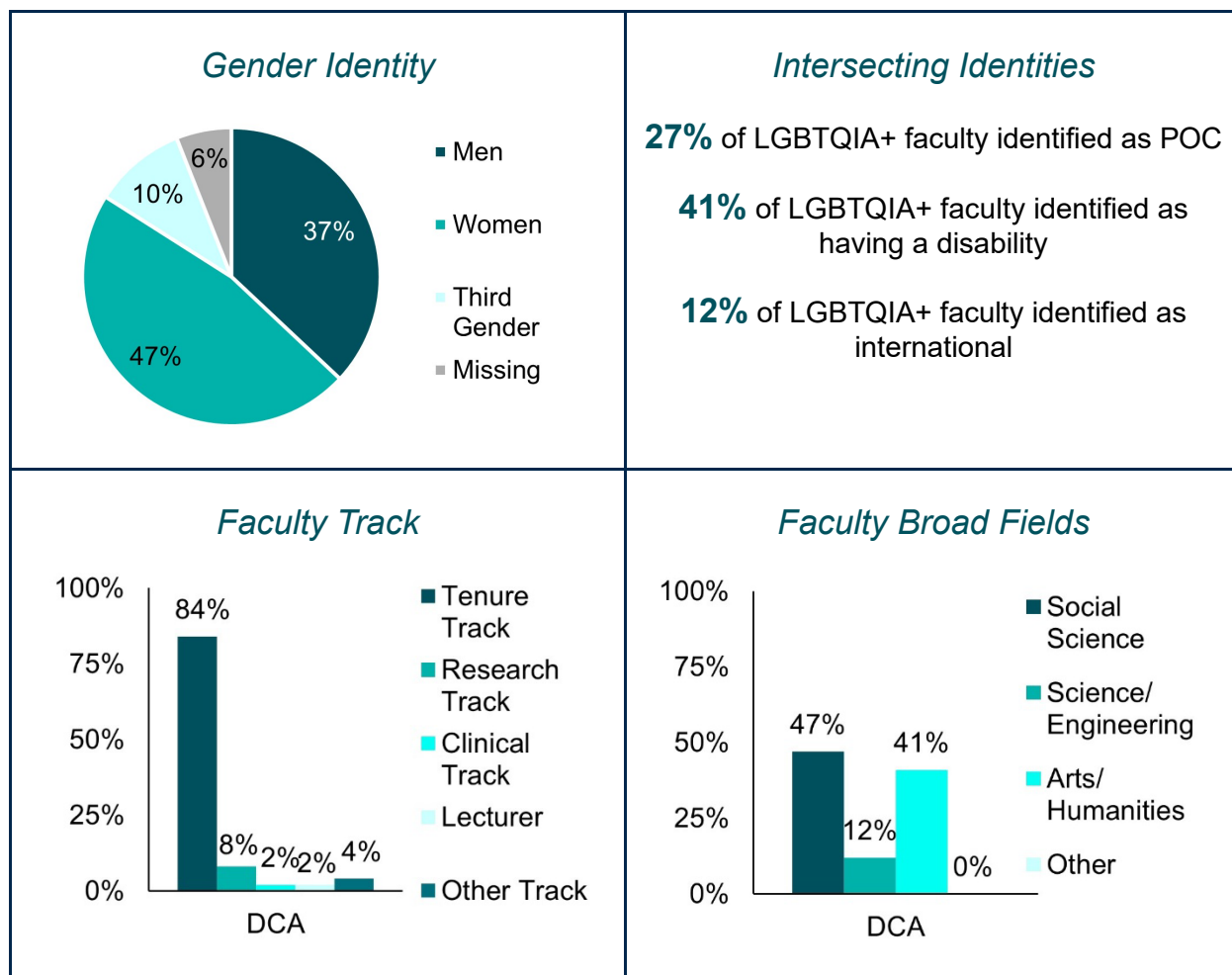
International: Faculty were considered international if they were born outside of the US, Puerto Rico, or US Island area.

Broad fields: Some divisions or departments have undergone reorganization over the years, so we coded the broad field based on its structure and category at the time of the survey. Those who report with interdisciplinary fields or report self-defined fields that don't fit neatly into established categories are grouped as "other."

Faculty track: The campus-wide assessment surveyed tenure track faculty, clinical track faculty, and research track faculty. In addition, the 2017 survey included people from other tracks (e.g. “research scientist”) and the 2023 survey included lecturers.

Missing: This includes faculty who did not respond or selected they preferred not to answer the question.

LGBTQIA+ Faculty in Department Climate Assessments (DCAs) 2023-2025 (n = 49)



Note. All faculty demographic data is self-reported including LGBTQIA+ identity.

Third Gender: includes people who identified as non-binary.

People of Color (POC): includes respondents who do not identify as White.

International: Faculty were considered international if they were born outside of the US, Puerto Rico, or US Island area.

Broad fields: Some divisions or departments have undergone reorganization over the years, so we coded the broad field based on its structure and category at the time of the survey. Those who report with interdisciplinary fields or report self-defined fields that don't fit neatly into established categories are grouped as "other."

Faculty track: In addition, DCAs surveyed people who have a primary appointment in other tracks (e.g., postdoctoral fellow).

Missing: This includes faculty who did not respond or selected they preferred not to answer the question.

Analysis Strategies

Non-deficit approach

Deficit thinking, as explored in *The Evolution of Deficit Thinking: Educational Thought and Practice* (Valencia, 1997), is a framework that attributes the underperformance or challenges of marginalized groups to presumed deficiencies in their cultures, behaviors, or abilities, rather than systemic inequities. Rooted in historical notions of biological determinism and later cultural deficit models, deficit thinking became institutionalized in educational policies and practices, influencing perceptions and resource allocations. Its expansion into global contexts reveals a persistent focus on individual and cultural “faults” while ignoring structural barriers such as discrimination, funding inequities, and biased curricula. Scholars have critiqued deficit thinking for perpetuating stereotypes and cycles of underachievement, advocating instead for asset-based approaches that recognize the resilience, strengths, and knowledge systems of marginalized communities. Valencia (1997) called for a shift toward equity-focused paradigms that dismantle deficit perspectives in education and research.

When researching faculty from marginalized identity groups, such as LGBTQIA+ individuals, people with disabilities, underrepresented minorities, and international faculty, it is critical to adopt a non-deficit approach to avoid perpetuating harmful stereotypes and systemic inequities. Deficit frameworks risk pathologizing these groups by framing their challenges as inherent shortcomings rather than consequences of structural barriers such as institutional bias, exclusionary policies, or underrepresentation (Gonzales & Griffin, 2020). Instead, asset-based approaches emphasize the strengths, expertise, and unique contributions of these faculty members, fostering a fuller understanding of their experiences while challenging inequities. For example, an asset-based lens might explore how LGBTQIA+ faculty create inclusive learning environments or how international faculty bring diverse cultural perspectives to their institutions (Turner et al., 2008). Ultimately, non-deficit approaches not only promote equity in scholarship but also empower institutions to implement transformative changes that benefit faculty and students alike.

Under the non-deficit theoretical framework, our non-deficit research approach centered on the unique experiences of faculty who identify as LGBTQIA+, rather than positioning them in contrast to their non-LGBTQIA+ peers. This decision reflects a commitment to understanding their experiences on their own terms, without framing their experiences as deviations from a presumed norm. Instead of relying on a comparative binary, we explored variation and complexity within the LGBTQIA+ faculty population by examining how their experiences have shifted over time across institutional contexts. Specifically, we analyzed data of different types and from multiple sources – quantitative and qualitative, campus-wide and department-specific surveys, and from both 2017 and 2023 – to trace changes in climate, workload, inclusion, and structural support. This approach allowed us to surface patterns and tensions that may be obscured by deficit-based comparisons, and to highlight the voices and contributions of LGBTQIA+ faculty and their community as central to institutional transformation.

Intersectional Consideration

Intersectionality is a concept introduced by Crenshaw (1989) and further developed by Collins (2009), referring to the ways in which multiple, overlapping social identities (such as race, ethnicity, gender and sexual orientation) and systems of oppression (e.g., white supremacy and patriarchy) intersect to shape individuals’ experiences of privilege and oppression. While

intersectionality has become a key framework for understanding how overlapping social identities shape lived experiences, this report does not conduct an intersectional analysis in the methodological sense. Our study does not compare LGBTQIA+ faculty with non-LGBTQIA+ peers, nor does it disaggregate the LGBTQIA+ group by race, gender, or other identity categories. This is because the number of total LGBTQIA+ faculty respondents was small, and some item-level response rates were very low. Instead, we focus on broad climate experiences as reported by LGBTQIA+ faculty respondents across datasets.

However, we recognize that LGBTQIA+ faculty may hold multiple, intersecting identities, such as race, gender, nationality, and disability status, which can shape their workplace experiences in distinct ways. This was evident in some of the open-ended comments, where respondents reflected on how overlapping aspects of their identities influenced their experiences of inclusion, discrimination, and/or belonging. While these intersectional dynamics were not the primary focus of our analysis, we acknowledge their importance and encourage future research to further explore how intersecting identities affect the workplace climate perceptions of LGBTQIA+ faculty.

Quantitative Methods

To examine changes in the experiences of LGBTQIA+ faculty over time, we conducted comparisons between survey responses collected in 2017 and 2023. For survey items that were inconsistent across both years (and therefore not directly comparable), we report descriptive statistics and highlight meaningful patterns in the data. Some survey items included a time range, and these are reported in the figure titles.

Comparisons were conducted only when there were at least six LGBTQIA+ respondents in each group to ensure adequate sample size and statistical reliability. Due to the data in 2017 and 2023 having unequal group sizes and unequal variances, we used Welch's t-test to compare LGBTQIA+ faculty experiences between years on ordinal outcomes. For binary outcomes³ (i.e., Yes/No responses), we used chi-square tests to compare proportions. To support interpretation, we visualized comparisons with bar charts showing LGBTQIA+ faculty responses in 2017 and 2023, and we supplemented these visuals with tables that report statistical test results. Significance levels are denoted using the following notation: $p < .05$ (*), $p < .01$ (**), and $p < .001$ (***). For more details about statistics, degrees of freedom, p -value, and effect sizes, please see the [Appendix](#).

To visualize findings across groups, we included figures to examine the key domains, and we reported the total number of respondents (n) above the bars for each group in each figure. For figures that contain percentages, exact counts of respondents who answered "yes" are listed in the accompanying text.

³ In the 2023 Campus-Wide survey, for questions with response options "Yes," "No," and "Maybe/I don't know," we grouped "Yes" and "Maybe/I don't know" together as one category and treated "No" as a separate category for binary analysis.

Qualitative Methods

To expand on LGBTQIA+ faculty members' experiences in 2017 and 2023, we compiled open-ended responses from multiple datasets, including the 2017^a and 2023^b Campus-Wide Climate surveys, as well as the aggregate DCA^c dataset, which includes assessments conducted between 2023 and 2025. The footnotes^{abc} will be used throughout the report to indicate the data source of qualitative themes.

We qualitatively analyzed open-ended data through a deductive coding process. We developed a codebook corresponding to the six core areas listed in the introduction, and we added additional codes as they emerged from the data. We coded open-ended responses descriptively to prevent any bias from interpretation of the data. From these codes, we elucidated themes which provided context for the quantitative analyses that precede the qualitative summaries throughout the report. We reported themes when there were at least five responses for a given code across data sources. Some responses were assigned more than one code. We reported frequencies in the text for the overall themes and indicated the number of responses represented (see [Table A9](#) in the Appendix for a full list of qualitative codes and frequencies).

A list of open-ended questions can be found in [Table A8](#) in the Appendix. We compared themes across datasets, which allowed for triangulation of data. Using multiple datasets and methods served as validation strategies for this qualitative analysis while ensuring that there were at least five responses in one or multiple data sources.

In alignment with informed consent protocols, we paraphrased all open-ended comments in this report to protect participant confidentiality.

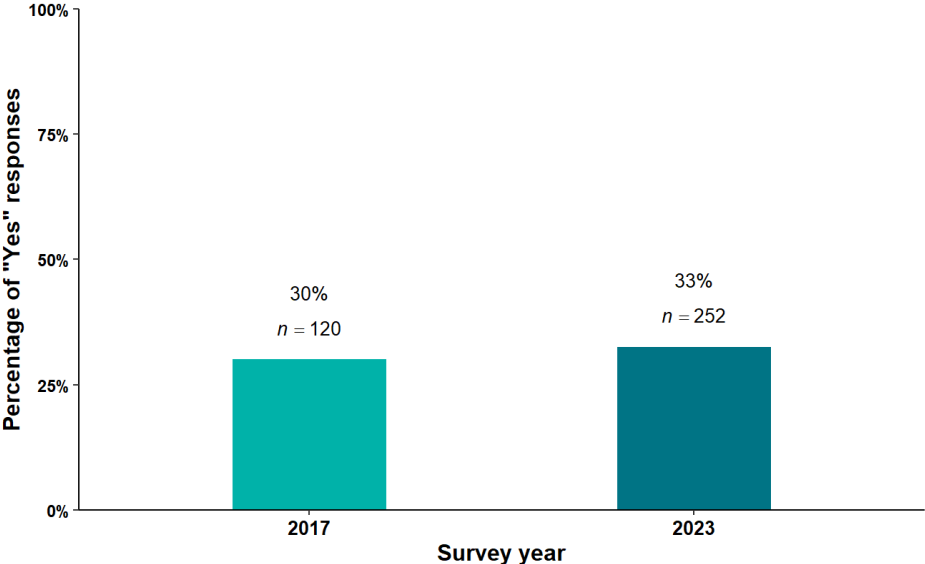
^a Refers to the 2017 Campus-Wide Climate survey

^b Refers to the 2023 Campus-Wide Climate survey

^c Refers to Department Climate Assessments conducted between 2023 and 2025. Climate assessment respondents could opt in to have their responses included in the aggregated DCA dataset.

Personal Leadership Engagement

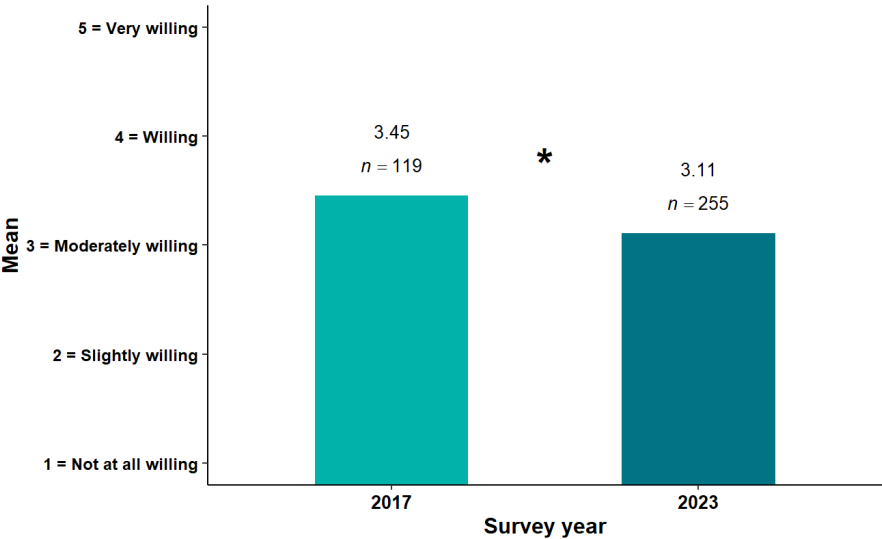
Figure 1. Percentage of LGBTQIA+ faculty who felt excluded from important decision-making committees within their department or college.



Nearly one-third of the surveyed LGBTQIA+ faculty in 2017 (30%, $n = 36/120$) and 33% in 2023 ($n = 83/252$) reported feeling excluded from decision-making committees or leadership positions.

There was no statistically significant difference between faculty's perception of exclusion from decision-making committees in 2017 and 2023.

Figure 2. LGBTQIA+ faculty willingness to take on time-consuming service tasks.



LGBTQIA+ faculty indicated moderate willingness to take on time-consuming services.

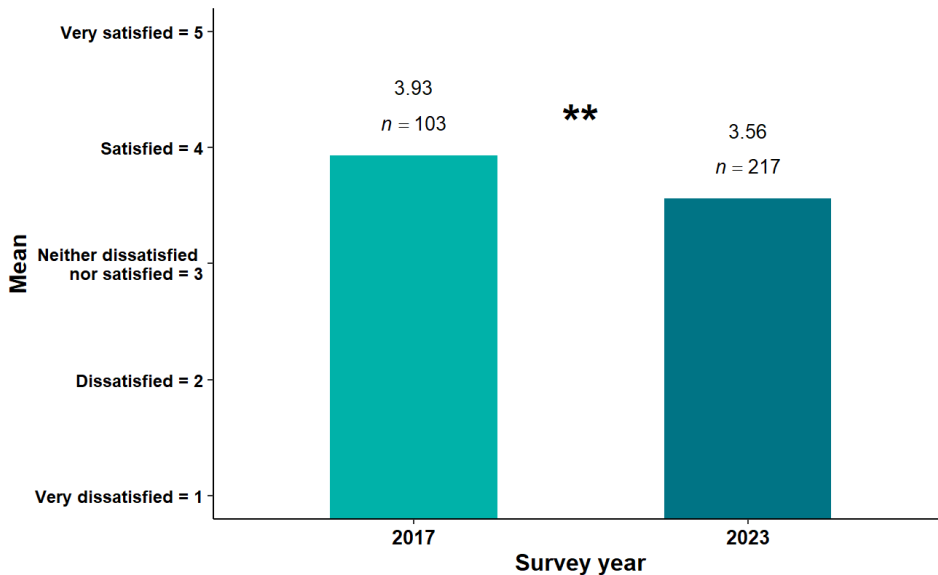
Compared to 2017, faculty in 2023 reported significantly lower willingness to take on time-consuming service tasks.

Qualitative Summary:

In open-ended comments on surveys, some LGBTQIA+ faculty reported feeling **excluded from leadership opportunities** ($n = 12$),^{ab} particularly due to aspects of their identities, including gender, race/ethnicity, sexual orientation, or by track (i.e., lecturer, research, or clinical faculty). Some of these faculty members shared that they were not invited to serve in leadership roles or participate in committees, with some stating that requests for participation were denied.

Workload Equity

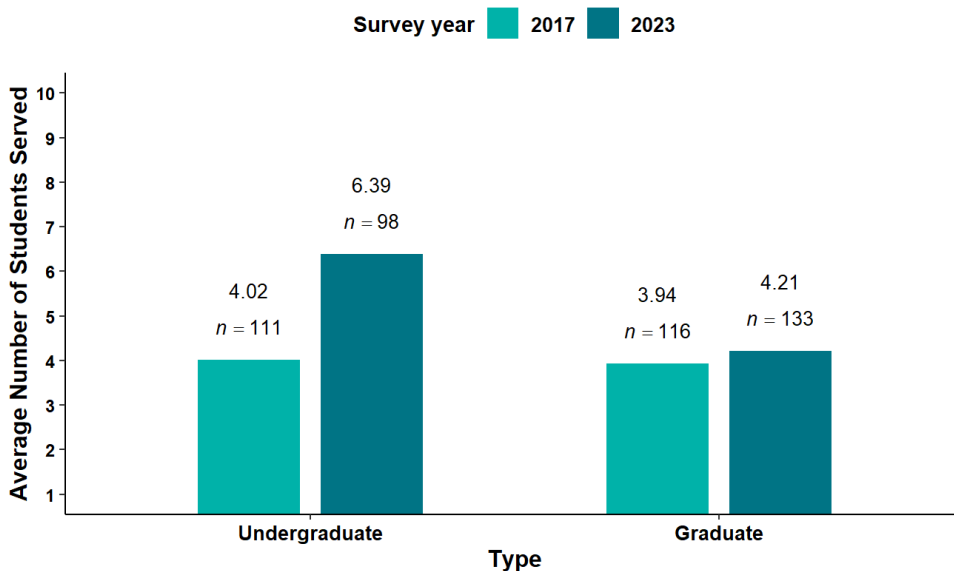
Figure 3. Average LGBTQIA+ faculty satisfaction with their teaching load.



On average, LGBTQIA+ faculty reported *feeling satisfied* with their teaching load.

Compared to 2017, LGBTQIA+ faculty in 2023 were significantly less satisfied with their teaching load.

Figure 4. Average LGBTQIA+ faculty primary advising/mentoring load.



In 2023, on average, LGBTQIA+ faculty reported mentoring around six undergraduate students and four graduate students.

Compared to LGBTQIA+ faculty in 2017, faculty in 2023 reported mentoring more undergraduate students and graduate students; however these differences are not statistically significant.

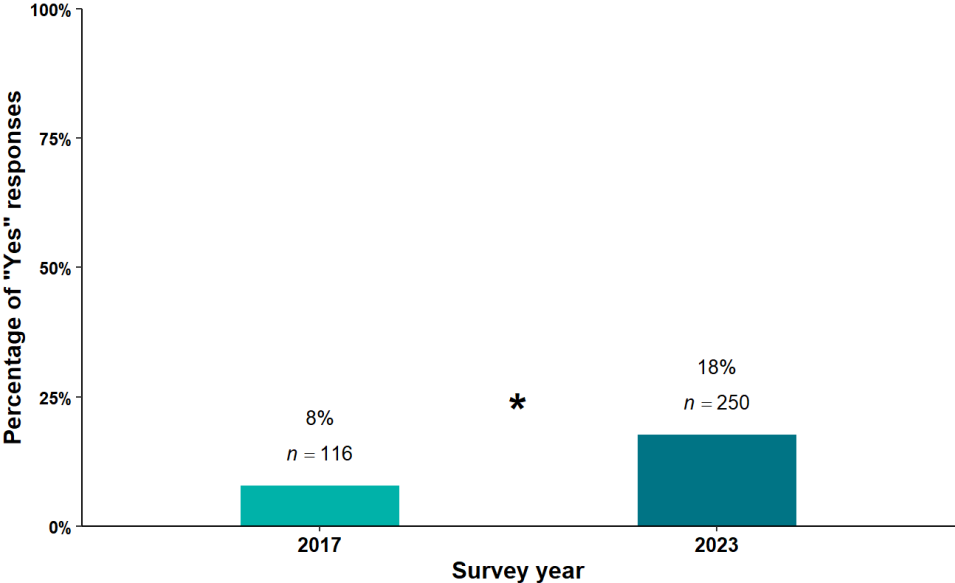
Note. The wording of the mentoring load item differed slightly between the 2017 and 2023 surveys. Please refer to [Table A7](#) in the Appendix for the full survey instruments.

Qualitative Summary:

Some LGBTQIA+ faculty reported feeling **overworked** ($n = 22$),^{abc} with workloads involving teaching, advising, and service work in addition to scholarly endeavors. Many of these respondents indicated that their heavy workloads negatively impacted their work-life balance. Some LGBTQIA+ faculty, particularly women faculty and faculty of color, described the additional workload burden of **invisible service** (e.g., providing emotional support to students, unofficial mentoring, and helping colleagues navigate experiences of marginalization; $n = 8$).^{bc} Some LGBTQIA+ faculty discussed **inequity in teaching load** across tracks and ranks ($n = 7$)^{abc} and that they had requested teaching reductions due to perceptions of unreasonable teaching loads.

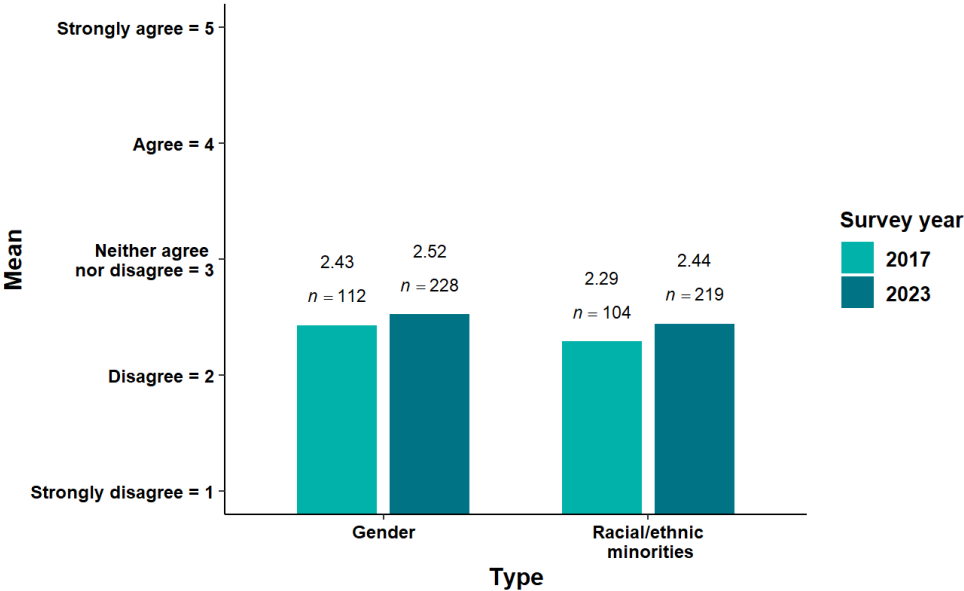
Experiences of Discrimination

Figure 5. Percentage of LGBTQIA+ faculty who experienced any unwanted and uninvited sexual attention within the past 5 years.



Compared to faculty in 2017 (8%, $n = 9/116$), LGBTQIA+ faculty in 2023 (18%, $n = 45/250$) were significantly more likely to report experiencing uninvited or unwanted sexual attention.

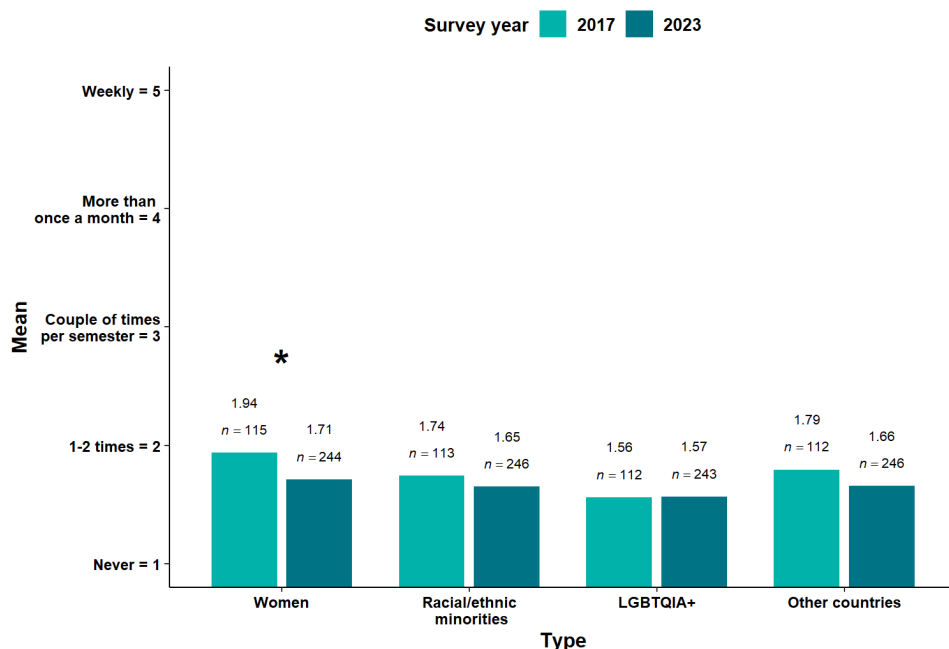
Figure 6. Average LGBTQIA+ faculty agreement that colleagues' expect them to represent their gender or race/ethnicity.



On average, LGBTQIA+ faculty reported disagreement on survey items assessing tokenism (e.g., being expected to represent their gender or race/ethnicity).

There were no significant differences between 2017 and 2023 on survey items assessing tokensim.

Figure 7. Average frequency of LGBTQIA+ faculty hearing insensitive or disparaging comments made by other faculty regarding women, racial/ethnic minorities, LGBTQIA+ individuals, or individuals from other countries within the last 12 months at U-M.



On average, LGBTQIA+ faculty reported hearing insensitive or disparaging comments about all groups (women, racial/ethnic minorities, LGBTQIA+ individuals, people from other countries) around 1-2 times in 2017 and 2023. There were almost no significant differences in the frequency of hearing these comments between 2017 and 2023, with the exception of LGBTQIA+ faculty reporting hearing insensitive or disparaging comments about women faculty less frequently in 2023 compared to 2017.

Note. The time frame referenced in the survey items on insensitive and disparaging comments differed between survey years. The 2017 survey asked about experiences within the past five years, while the 2023 survey focused on the past 12 months. Please refer to [Table A7](#) in the Appendix for the full survey instruments.

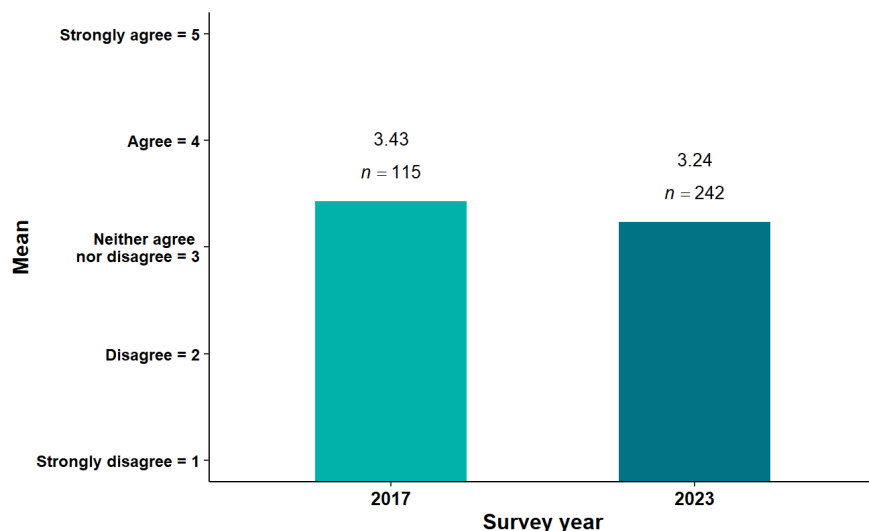
Qualitative Summary:

Many LGBTQIA+ faculty reported witnessing or experiencing various forms of **discrimination** in their respective departments and at the University of Michigan overall. These comments ($n = 147$)^{abc} discussed both subtle (e.g., microaggressions, condescending attitudes, assumptions of inferiority) and overt (e.g., being passed over for opportunities, harassment, exclusion from an application process because of personal identity) discrimination. Some comments included multiple types of discrimination in a single response. The most frequently reported forms of discrimination were by gender ($n = 33$)^{abc}, race/ethnicity ($n = 19$)^{abc}, track ($n = 16$)^{abc}, sexual orientation ($n = 16$)^{abc}, rank ($n = 10$)^{abc}, age ($n = 9$)^{abc}, socioeconomic status ($n = 8$)^{ac} and disability status ($n = 5$)^{abc}. These responses described the perceived influence of discrimination on faculty members’ promotion, compensation, and sense of belonging.

LGBTQIA+ faculty reported hearing **insensitive or disparaging comments** in their departments ($n = 7$)^{abc} which they perceived created a more negative department climate. These comments described gossip and bullying, which contributed to general workplace incivility in their departments. LGBTQIA+ faculty also shared experiences or observations of **sexual harassment** in their department communities ($n = 6$)^{abc} which targeted both women and men. A few of these responses described the presence of men and women colleagues with a reputation for sexual harassment, which impacted these LGBTQIA+ faculty members’ perceived sense of safety in their respective departments.

Social Belonging

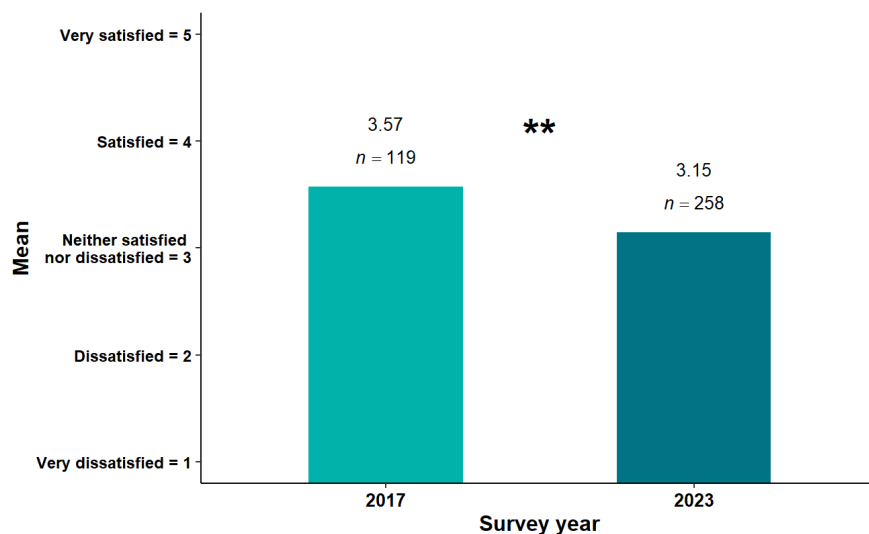
Figure 8. Average LGBTQIA+ faculty reported agreement on feeling social belonging in their department/unit over the past 12 months.



On average, LGBTQIA+ faculty in 2017 and 2023 neither agreed nor disagreed that they felt social belonging⁴ in their department/unit.

There was no statistically significant difference on feelings of social belonging for LGBTQIA+ faculty in 2023 compared to LGBTQIA+ faculty in 2017.

Figure 9. Average faculty satisfaction with the amount of social interaction with members of their department/unit.



In 2017, LGBTQIA+ faculty reported feeling satisfied with the amount of social interaction they had in their departments and/or units. However, in 2023, LGBTQIA+ faculty reported feeling less than satisfied with these interactions. Compared to 2017, LGBTQIA+ faculty in 2023 reported feeling significantly less satisfied with the amount of social interaction they had with members of their department/unit.

⁴ Social belonging was assessed using a scale of six items that examined faculty perceptions of being valued, respected, and feelings of social belonging in their department unit (e.g., "I feel I belong in my department/unit"). See more details in [Table A4](#) and [Table A7](#) in the Appendix.

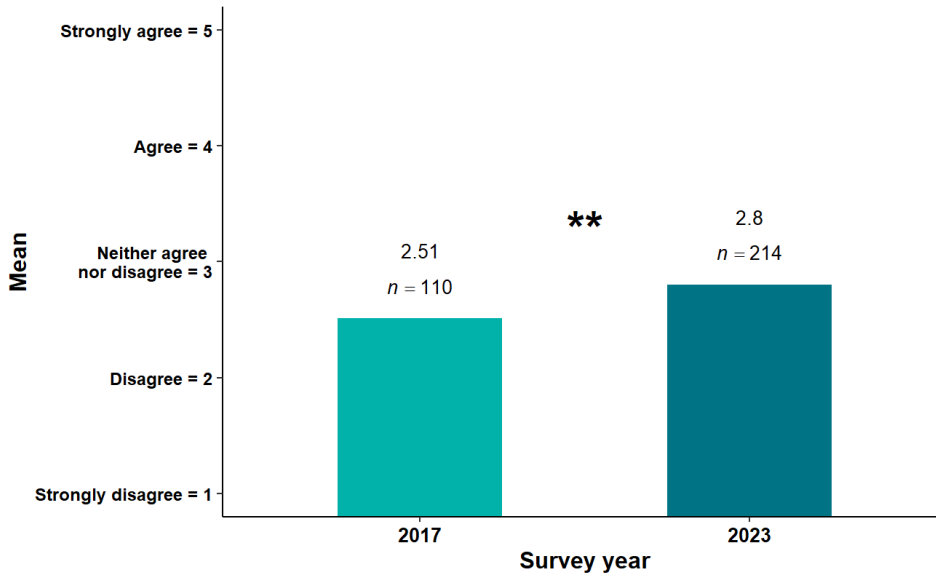
Qualitative Summary:

Some LGBTQIA+ faculty reported that a collegial, welcoming atmosphere, as well as friendly colleagues, supported their sense of **belonging** in their respective departments ($n = 56$).^{abc} These LGBTQIA+ faculty reported that their departments were supportive and respectful workplaces. Similarly, **social interactions and relationships** with colleagues and staff contributed to their sense of belonging ($n = 39$).^{abc} Some of these LGBTQIA+ faculty reported appreciation for regular interactions within their departments and highlighted the value of department social events and faculty meetings for building community. In addition, some faculty also mentioned having **positive relationships with their students** ($n = 6$),^a both graduate and undergraduate, which contributed to their sense of belonging in their departments. Several faculty members shared an appreciation for **opportunities to collaborate** with colleagues, both formally and informally ($n = 10$),^{ac} including the ability to share scholarly endeavors and work together to address concerns.

Conversely, some LGBTQIA+ faculty shared that a lack of genuine support or respect, as well as feelings of isolation, contributed to overall job dissatisfaction and a perceived **lack of belonging** in their respective departments or at the U-M overall ($n = 29$).^{abc} Some LGBTQIA+ faculty described a **general sense of exclusion** in their departments ($n = 24$)^a due to experiences of exclusion from decision-making, hierarchical structures within their departments, with several mentioning exclusionary networks comprised of powerful senior faculty members, indicating unequal power dynamics. Faculty reported **isolation from social interaction** in their departments due to heavy workloads or physical workspace challenges (e.g., departments split across multiple buildings; $n = 13$).^{ac} These faculty also noted a lack of in-person interactions, in part due to these physical space issues.

Academic Belonging

Figure 10. Average LGBTQIA+ faculty reported feelings of epistemic exclusion.



For epistemic exclusion,⁵ higher scores indicate higher reported feelings of epistemic exclusion.

LGBTQIA+ faculty were neutral (neither agree nor disagree) about feelings of epistemic exclusion in both 2017 and 2023; however, LGBTQIA+ faculty in 2023 reported significantly higher feelings of epistemic exclusion compared to LGBTQIA+ faculty in 2017.

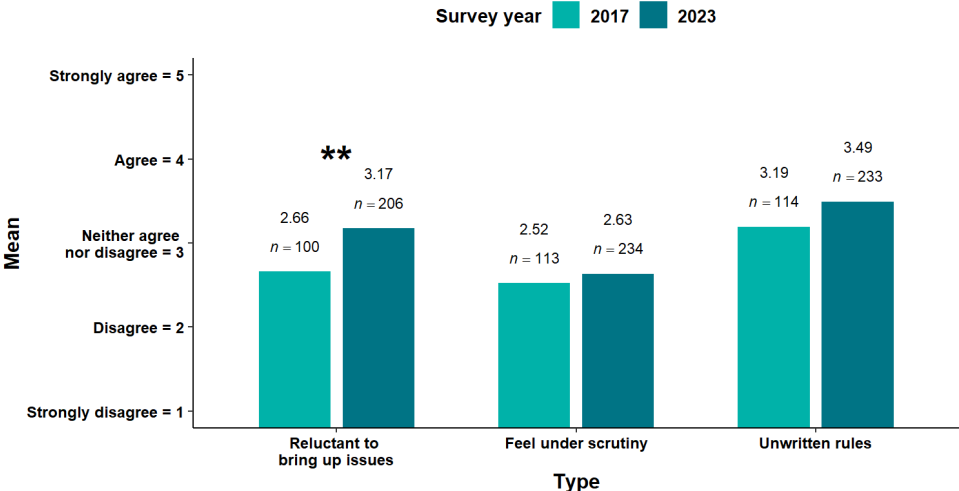
Qualitative Summary:

LGBTQIA+ faculty reported experiences of both epistemic exclusion ($n = 25$)^{abc} and epistemic inclusion ($n = 9$)^{ac} in their respective departments. In terms of epistemic exclusion, some faculty described experiences of discrimination, including elitist remarks, based on their area of study and/or where they earned their highest professional degree. Some of these faculty also reported a lack of support or respect for their research areas, as well as inequities in teaching or resource allocation compared to colleagues in other subfields. Regarding epistemic inclusion, however, some LGBTQIA+ faculty reported that their research area was valued, that they were included in collaborative efforts, and that their professional opinions were solicited and respected by colleagues and/or leadership.

⁵ Epistemic exclusion is the marginalization of scholarship through devaluation, skepticism, and lack of support. See more in the literature review section. Epistemic exclusion was assessed using a scale of six items that examined faculty perceptions about their research interests being valued by their colleagues and feeling pressure to change their research agenda to fit in or be promoted (e.g., “I feel pressured to change my research agenda in order to fit in”). See more details in [Table A5](#) and [Table A7](#) in the Appendix.

General Well-being

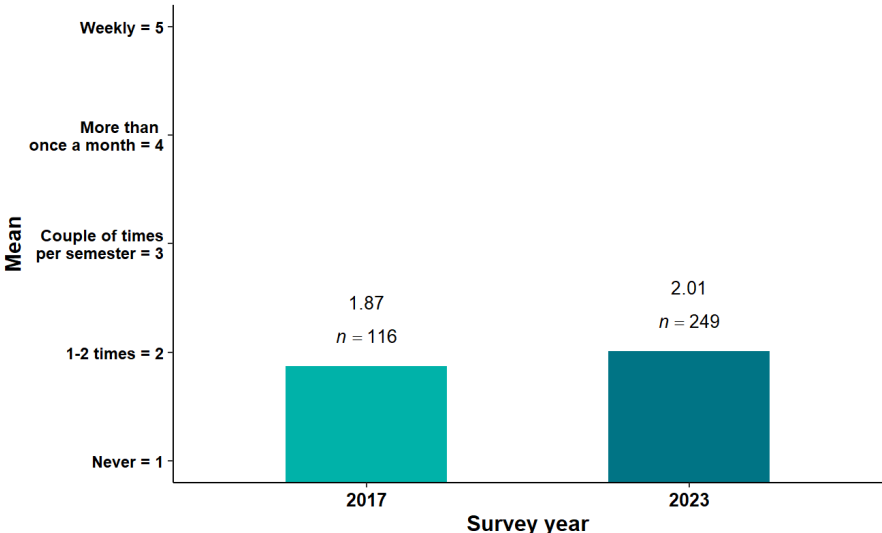
Figure 11. Average LGBTQIA+ faculty agreement about psychological safety concerns.



Compared to LGBTQIA+ faculty in 2017, LGBTQIA+ faculty in 2023 reported stronger agreement that they were reluctant to bring up issues that concern them for fear it would affect their promotion or tenure.

From 2017 to 2023, there were no significant differences in faculty reporting feeling under scrutiny by colleagues or that they felt the presence of unwritten rules concerning how one is expected to interact with colleagues in their unit.

Figure 12. Average frequency of LGBTQIA+ faculty physical safety concerns around U-M workplace in the past 12 months.



On average, LGBTQIA+ faculty reported being concerned about physical safety in the workplace 1-2 times during the past 12 months in both 2017 and 2023. There was no statistically significant difference between 2017 and 2023.

Note. In 2023 only, respondents were asked to exclude concerns due to contagions as they answered this question.

Figure 13. Percentage of LGBTQIA+ faculty who avoided locations or activities at U-M due to fear for physical safety, in the past 12 months, in 2017.

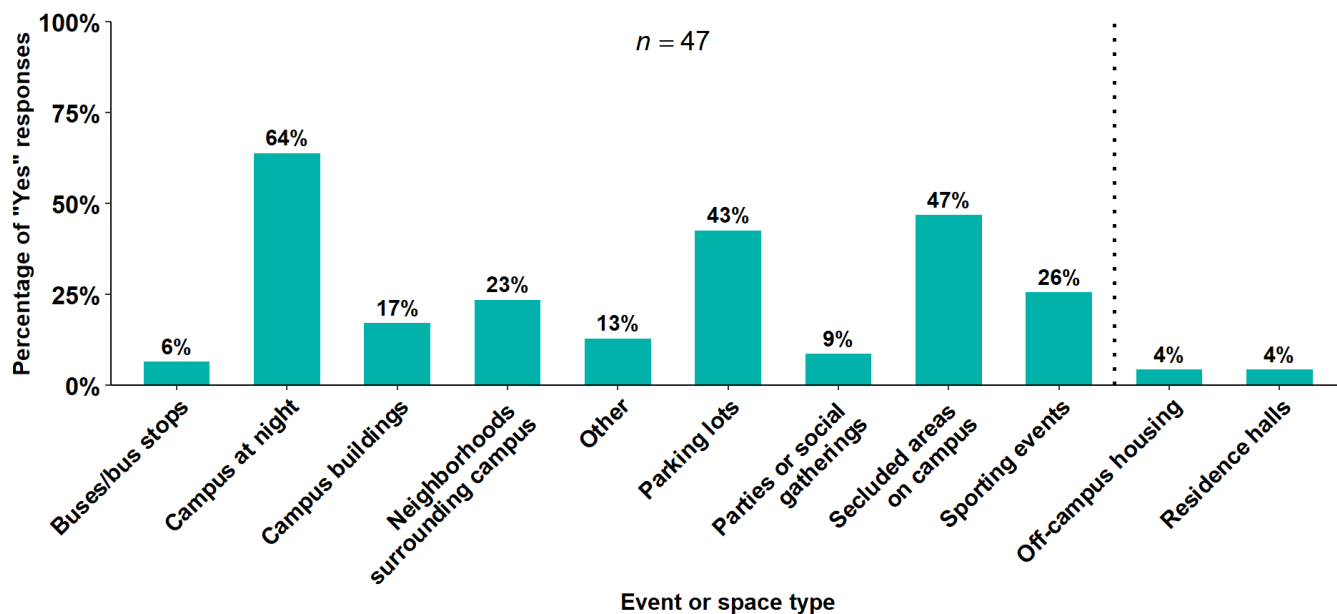
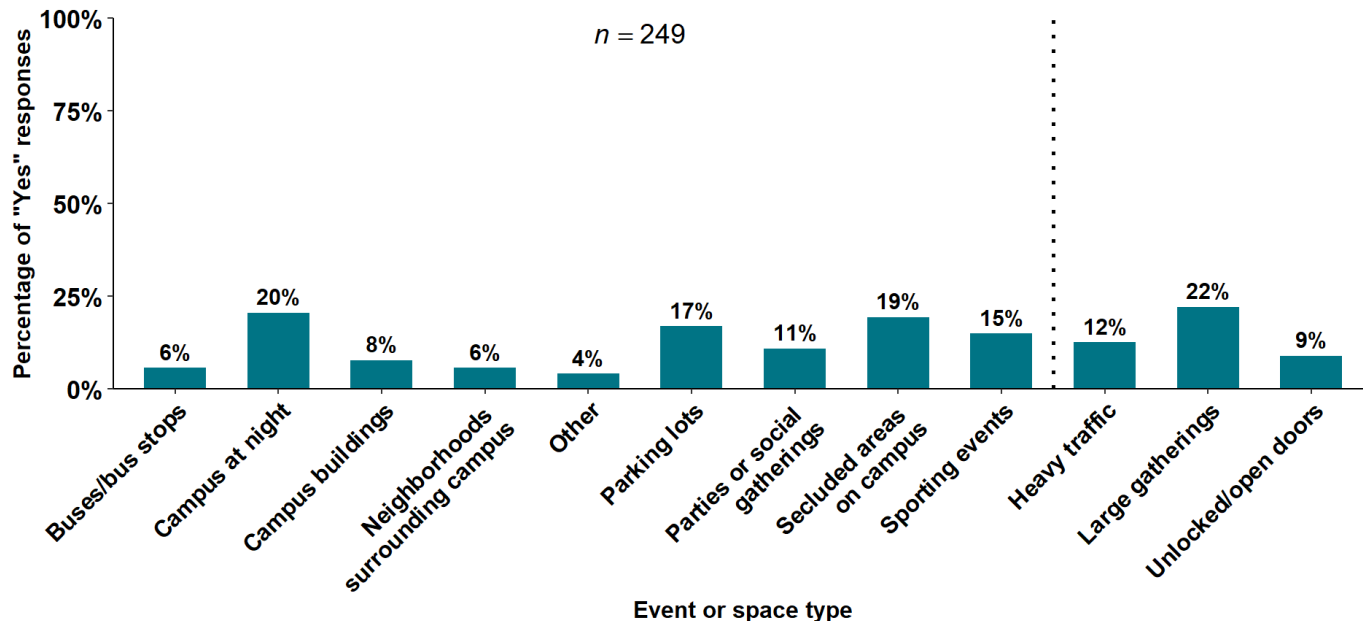


Figure 14. Percentage of LGBTQIA+ faculty who avoided locations or activities at U-M due to fear for physical safety, excluding fear of contagions, in the past 12 months, in 2023.



Note. The figures above (Figures 12 and 13) display all items asked each year. In 2023 only, respondents were asked to exclude concerns due to contagions as they answered this question. Items included in both years are displayed to the left of the dotted line, while items unique to either year are displayed to the right.

Faculty were asked whether they had avoided specific locations or activities on campus in the past year due to concerns for their physical safety. In 2017, walking around campus at night was the most frequently avoided activity among LGBTQIA+ faculty (64%, $n = 30/47$). Nearly half reported avoiding secluded areas (47%, $n = 22/47$) and parking lots. About one-quarter avoided neighborhoods surrounding campus and sporting events.

In 2023, with a substantially larger response pool ($n = 249$), avoidance was generally lower and more distributed across a wider range of items. One-fifth of the LGBTQIA+ faculty reported avoiding large gatherings (22%, $n = 55/249$), walking around campus at night (20%, $n = 50/249$), and secluded areas on campus (19%, $n = 48/249$). A few LGBTQIA+ faculty reported avoiding parking lots, sporting events, or areas with heavy traffic. Given the variation in response options across years, no statistical testing was conducted on these items.

Qualitative Summary:

LGBTQIA+ faculty described several factors impacting their well-being. Many discussed broader **psychosocial safety concerns** ($n = 35$),^{abc} which included unsafe social working conditions or a lack of organizational support within departments or schools/colleges. These faculty also indicated a lack of trust or transparency in relationships with leadership. LGBTQIA+ faculty reported **concerns with their psychological safety** ($n = 21$),^{abc} a subset of psychosocial safety. These faculty shared psychological safety concerns related to a reluctance to bring up climate or harassment issues due to a concern for retaliation. Some of these faculty also indicated that unclear promotion criteria negatively impacted their psychological safety in their departments. LGBTQIA+ faculty discussed experiencing an **overwhelming mental or emotional load** due to invisible service, provision of emotional support to students, or identity-based stressors ($n = 13$).^{abc} Some of these faculty also stated that poor climate or relationships negatively impacted their mental health.

Additional Qualitative Themes

Additional themes emerged from LGBTQIA+ faculty's open-ended comments. These themes did not correspond to close-ended items and were not related to the six key domains of this report. However, these themes were prevalent in LGBTQIA+ faculty's open-ended responses and are reported below.

Perceptions of current leadership

Some LGBTQIA+ faculty described varied perceptions of leadership, including departmental and school/college leaders. Faculty expressed **leadership concerns** ($n = 52$)^{abc} including a lack of respect or protection from leaders, a lack of advocacy, and ineffective department or school/college leadership. Some of these LGBTQIA+ faculty stated that their leadership did not demonstrate respect toward them as scholars or individuals and that they did not feel protected from incivility or poor treatment. Similarly, some of these faculty shared perceptions that their leaders were not advocating for members of their community in terms of workload, compensation, or intellectual innovation. More broadly, some of these faculty remarked on ineffective leadership at the department or school/college levels.

Conversely, some LGBTQIA+ faculty discussed perceptions of **leadership support** ($n = 31$)^{abc} with comments describing leaders who are respectful, fair, and attentive to faculty needs. Some of these faculty also shared positive perceptions of their department chairs, describing leaders who support a positive department climate.

Salary/compensation concerns

Several LGBTQIA+ faculty reported **concerns with salary or compensation** ($n = 16$).^{abc} Faculty discussed feeling underpaid given their workload. These faculty felt uncompensated for invisible service work at the University of Michigan. Moreover, some of these faculty across tracks and ranks described feeling underpaid based on their prior professional experience or in comparison to peer institutions.

Mentorship opportunities

A few LGBTQIA+ faculty reported **insufficient mentorship opportunities** ($n = 8$)^{abc} for faculty across tracks and ranks, particularly early career faculty, citing a need for formal professional advising or guidance. Some of these faculty also desired informal support when facing professional challenges.

Positive aspects of primary department

When prompted to describe positive aspects of their primary departments in the 2017 campus-wide survey, some LGBTQIA+ faculty shared the following aspects that did not fit into the themes listed above: being intellectually motivated, valuing diversity or being attentive to diversity issues, having high-quality faculty or staff, and their primary department supporting autonomy.

Some LGBTQIA+ faculty appreciated that their departments were **intellectually motivated** ($n = 13$).^a These faculty described having intelligent, talented colleagues and being part of strong intellectual communities. These faculty emphasized a focus on intellectual rigor in their departments, which encompassed research, teaching, and other scholarly endeavors.

A portion of LGBTQIA+ faculty also remarked that **diversity was valued in their departments** ($n = 8$).^a Several faculty noted that department leaders were **attentive to diversity issues** and shared a commitment to diversity. These faculty described the inclusion of various aspects of diversity, including race, gender, ability, and thought.

A handful of LGBTQIA+ faculty described the presence of **high-quality faculty or staff** in their department ($n = 7$).^a These faculty reported that the faculty and staff in their department were talented, excellent, and outstanding.

Finally, a few LGBTQIA+ faculty emphasized the value of **autonomy** ($n = 6$).^a These respondents indicated that colleagues and department leadership supported autonomy in research and teaching, which enabled these faculty to make decisions and complete work tasks freely.

Discussion

Discrimination was the most frequently reported concern for LGBTQIA+ faculty in this analysis.

Our close-ended results indicated consistent perceptions over time related to experiences of tokenism by gender and race-ethnicity and similar frequencies of hearing insensitive or disparaging comments about racial-ethnic minorities, LGBTQIA+ faculty, and people from other countries. However, faculty in 2023 reported being more likely to experience unwanted or uninvited sexual attention in 2023 compared to 2017. In addition, within open-ended comments, discrimination was the most frequently reported theme. This theme included reports of discrimination by a variety of demographic groups, including gender, race-ethnicity, and sexual orientation, as well as track and rank, and, for some, multiple types of discrimination. Other faculty described insensitive/disparaging comments and sexual harassment. The frequency of reporting discrimination indicates that this is an important area of concern for LGBTQIA+ faculty. Given that this category encompasses a wide range of discrimination that was both witnessed and experienced, this broader category could benefit from more attention within individual schools/colleges and/or departments to further understand the sources and specific experiences of discrimination.

Personal leadership experiences and perspectives about current leadership varied for LGBTQIA+ faculty.

Given the importance of leadership – both in terms of perceptions about current leadership and opportunities to become a leader – for retention of faculty at U-M ([ADVANCE Program, 2020; 2024](#)), continued focus on leadership is especially important. Within close-ended responses, the percentage of faculty who reported feeling excluded from leadership remained stable over time; however, within open-ended responses, a few faculty reported feeling excluded from leadership opportunities due to a variety of aspects of their identities, such as gender, race/ethnicity, sexual orientation, and track. In 2023, faculty also reported significantly lower willingness to take on time-consuming service tasks compared to in 2017.

Within open-ended comments describing current leadership, faculty described both concerns and support about leadership. Finding ways to continue promoting strong leadership at both the department and school/college level and addressing concerns with leadership is especially important for faculty retention, as leaders play key roles in building climate. Units should consider providing resources to support faculty interested in becoming future leaders through U-M leadership, executive coaching programs and identifying senior leaders who can support leadership potential ([Kezar et al., 2007](#)). In addition, current leaders can employ a wide variety of strategies to be effective in their positions, including focusing on mental health and well-being, and promoting empathy ([Badenhausen, 2025; Neale, 2025](#)); encouraging open and transparent communication ([Norman, 2019](#)); and asking for, and adjusting behaviors based on, feedback ([Jiménez et al., 2017](#)).

Workload equity was a concern for LGBTQIA+ faculty.

Workload equity has important implications for faculty success and retention. Research has found that faculty workloads have increased since the COVID-19 pandemic and that inequities in workload can negatively impact productivity, promotion, and ultimately, retention ([O'Meara et al., 2021](#)). Faculty holding marginalized identities may engage in more invisible service activities than their peers, which may not be valued or recognized by school/college or department leadership and can limit time spent on areas included in formal reviews for promotion and tenure (e.g., scholarship, teaching) ([ADVANCE Program, 2021](#)). Open-ended comments from LGBTQIA+ faculty aligned with these findings, with faculty reporting less satisfaction with their teaching loads over time and being overworked. Further,

LGBTQIA+ faculty reported providing invisible service and described the disproportionate involvement of women and faculty of color in invisible service activities.

LGBTQIA+ faculty reported varied experiences of social and academic belonging.

Given the timing of the 2023 Campus-Wide Climate survey following the physical distancing of the COVID-19 pandemic, it is not surprising to see declines in overall belonging over time. Researchers have highlighted the negative relationship between social isolation and well-being during the COVID-19 pandemic ([Al Issa & Jaleel, 2021](#)). However, despite these challenges, it is important to note that faculty also reported positive experiences of social belonging, in addition to experiences of exclusion. Across open-ended comments, faculty identified the importance of being physically in the same space with colleagues for social interactions and feelings of belonging. In addition to this, faculty described the importance of being connected to their work – including participation in decision-making and scholarly collaborations – for their sense of belonging within open-ended comments.

Related to a perceived ability to succeed in their academic field, often referred to as academic belonging ([Good et al., 2012](#); [Lawrie et al., 2025](#); [Tinto, 1993](#)), faculty reported significantly higher perceptions of epistemic exclusion in 2023 compared to 2017, indicating a negative overall trend of increased experiences of epistemic exclusion. Again, given the timing of the survey and the broader disruption caused by the COVID-19 pandemic to scholarship, research productivity, and promotion—especially for specific fields such as arts and humanities ([ADVANCE Program, 2021](#); [Settles et al., 2021](#)), more negative trends related to the perceived value of scholarship and research may be expected. However, as with social belonging and interpersonal relationships, within open-ended comments faculty described both epistemic exclusion and epistemic inclusion, demonstrating the varied experiences of faculty about the perceived value of their research, scholarly work, and opinions. Taken together, these findings suggest the importance of both social and academic belonging for positive workplace experiences and demonstrate the variation in responses across LGBTQIA+ faculty.

While close-ended responses showed mainly consistent results over time for general well-being, open-ended responses indicated concerns related to psychosocial safety and mental or emotional load for LGBTQIA+ faculty.

Within close-ended responses, there was no significant change in the frequency of physical safety concerns over time. Additionally, only one item assessing psychological safety (faculty were reluctant to raise concerning issues) showed a significant negative shift over time, while two additional items assessing psychological safety remained fairly consistent over time. However, within open-ended comments, faculty highlighted concerns for psychosocial safety (including psychological safety) and an overwhelming mental or emotional load. Given the associations between workplace stress and mental and physical health concerns ([Zambrana et al., 2020](#)), and the general stress, burn-out, and distraction faculty have experienced following the COVID-19 pandemic ([Tugend, 2020](#)), these findings highlight the importance of paying attention to structures in place that support psychosocial safety, psychological safety, and mental health.

Future work is needed to understand more about LGBTQIA+ identity within the workplace.

It is important to note that questions in ADVANCE climate assessments ask about the workplace climate broadly and do not focus on LGBTQIA+ identity within the workplace. The trends that we observe in this report are common challenges for faculty across U-M, including concerns about leadership, climate, workload inequities, and salary ([ADVANCE Program, 2020; 2024](#)). Within open-ended comments in this report, faculty generally did not discuss their LGBTQIA+ identity except as it related to discrimination and exclusion from leadership opportunities. Additionally, other dimensions of identity, including track, rank, race-ethnicity, and disability status, also emerged as perceived reasons for discrimination and exclusion. Given the complexity of intersectional identities and ways in which faculty experience power dynamics and hierarchies in their daily work, it is not surprising that faculty

described other dimensions of their identity besides their LGBTQIA+ identity. Future work is needed that focuses more on LGBTQIA+ identity and workplace experiences specifically, including LGBTQIA+ faculty who hold multiple, marginalized identities.

Recommendations

We offer the following recommendations for campus leaders to promote a more positive climate for LGBTQIA+ faculty:

- Department chairs and deans can regularly assess climate and culture through climate surveys of units, such as [ADVANCE Department Climate Assessments](#), which protect the confidentiality of participants and inform organizational change. Unit leaders can work toward [building trust](#), [proactively addressing tension](#), and [soliciting feedback](#), such as through 360 reviews.
- Unit leaders can collaborate with [Prevention, Education, Assistance & Resources](#) (PEAR), a department of the [Equity, Civil Rights, and Title IX Office](#), to provide sexual and gender-based misconduct prevention education. PEAR can provide policy awareness, prevention training, consultation, and community care for faculty.
- Department chairs and deans could support faculty interested in [leadership development programs](#), such as Harvard's [LGBTQ Leadership Program](#), or programming and mentoring through [LGBTQ Leaders in Higher Education](#).
- Unit leaders can be mindful of [fair distribution of labor](#) within the department. Department chairs could employ strategies from [Equity-Minded Faculty Workloads](#), the American Council on Education's guide to conducting an equity review of workload within the department.

Examples of this work include focusing on:

- Transparency – create a faculty work/activity dashboard for departments or schools/colleges.
- Clarity – create specific guidelines for appropriate amounts of teaching and service for different ranks.
- Accountability – restructure and reduce committees, determining if all committees are needed and creating requirements for each.

U-M Programs & Resources

University efforts could also focus on 1) supporting and/or strengthening existing initiatives on campus designed to support LGBTQIA+ faculty, and 2) regularly evaluating the effectiveness of services and programs offered by the university. Below are some of the groups, programs, services, and resources operating on campus as of April 2026.

- [Faculty and Staff Counseling and Consultation Office \(FASCCO\)](#), including the [LGBTQ+ Faculty & Staff Community Group](#)
- [Lesbian-Gay-Queer Research Initiative \(LGQRI\)](#)
- [Prevention, Education, Assistance & Resources \(PEAR\)](#), a department of the [Equity, Civil Rights, and Title IX Office](#)
- [Spectrum Center](#)
- [U-M Faculty Ombuds](#)
- [University of Michigan LGBT Faculty Alliance \(UMFA\)](#)

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ADVANCE PROGRAM

UNIVERSITY OF MICHIGAN

Appendix: Workplace Climate Experiences of LGBTQIA+ Faculty

Methodology

To examine U-M LGBTQIA+ faculty experiences over time, we conducted comparisons using data from the 2017 and 2023 Campus-Wide Climate Surveys. The analyses focused on survey items that were consistent across both years. In the appendix, we include the comparison table presenting LGBTQIA+ faculty responses from 2017 and 2023. These tables provide a detailed overview of trends across survey items related to faculty experience and workplace climate.

We used Welch's t-test, which accounts for unequal variances and sample sizes. We report the test statistic (t), degrees of freedom (df), p-value (p), and Cohen's d (d) as the measure of effect size. For binary outcome variables, we conducted chi-square tests, reporting the chi-square statistic (χ^2), degrees of freedom (df), p-value (p), and Cramér's V (v) as the effect size. This approach allows us to assess both statistical significance and the practical magnitude of observed differences across the two time points.

Statistical significance is denoted using asterisks in the tables: $p < .05$ (*), $p < .01$ (**), and $p < .001$ (***). We also note marginal trends where p values fall between .05 and .10, using specific symbols "†" to indicate these near-significant findings. These trends may suggest emerging patterns that warrant further attention, even if they do not meet conventional thresholds for significance.

Additionally, the appendix includes the survey items included in the analysis from both the 2017 and 2023 survey instruments. These materials specify the exact survey items, response scales, valid response counts, and survey years, allowing for transparency in how faculty experiences were measured and compared. For all tables, the reported valid response counts (n) is the total number of respondents in each group who answered the question in the survey. Open-ended responses were also collected and are referenced from both the campus-wide surveys and Department Climate Assessment (DCA) datasets. These qualitative data provide valuable context for interpreting patterns observed in the quantitative analyses. Qualitative themes were reported when there were at least five responses for a given code across data sources. Some responses were assigned more than one code. Frequencies were reported in the text for the overall themes and indicate the number of responses represented.

Statistical Comparison of LGBTQIA+ Faculty Experience in 2017 and 2023

Table A1

Personal Leadership Engagement

Variable	Test	Statistic	df	p	Effect Size	Mean/Percent	
						2017	2023
Leadership Exclusion: Do you feel you have been excluded from serving on important decision-making department, unit-level, or college committees?	Chi- square test	0.14	1	.709	0.02	30% (n = 120)	33% (n = 252)
Willingness to Service: How willing are you to take on time-consuming service tasks (e.g., chairing an important committee)?	Welch's t- test	2.59	221.46	.010*	-0.29	3.45 (n = 119)	3.11 (n = 255)

Table A2
Workload Equity

Variable	Test	Statistic	df	p	Effect Size	Mean/Percent	
						2017	2023
Teaching Load: How satisfied are you with your teaching load?	Welch's t test	2.73	194.28	.007**	-0.33	3.93 (n = 103)	3.56 (n = 217)
Mentoring Workload: The number of undergraduate students you currently serve as an advisor/mentor to and your specific role.	Welch's t test	-1.45	143.42	.149	0.20	4.02 (n = 111)	6.39 (n = 98)
Mentoring workload: The number of graduate students you currently serve as an advisor/mentor to and your specific role.	Welch's t test	-0.36	195.86	.722	0.05	3.94 (n = 116)	4.21 (n = 133)

Table A3
Experiences of Discrimination

Variable	Test	Statistic	df	p	Effect Size	Mean/Percent	
						2017	2023
Unwanted Sexual Attention: Within the PAST 5 YEARS have you experienced any unwanted and uninvited sexual attention?	Chi-square test	5.43	1	.020*	0.12	8% (n = 116)	18% (n = 250)
Tokenism: My colleagues expect me to represent "the point of view" of my gender.	Welch's t test	-0.63	205.03	.528	0.07	2.43 (n = 112)	2.52 (n = 228)
Tokenism: My colleagues expect me to represent the "point of view" of my race/ethnicity.	Welch's t test	-0.99	190.04	.324	0.12	2.29 (n = 104)	2.44 (n = 219)
Disparaging Comments: How often have you overheard an insensitive or disparaging comment about women made by faculty?	Welch's t test	2.04	225.44	.042*	-0.23	1.94 (n = 115)	1.71 (n = 244)
Disparaging Comments: How often have you overheard an insensitive or disparaging comment about racial/ethnic minorities made by faculty?	Welch's t test	0.88	205.70	.382	-0.10	1.74 (n = 113)	1.65 (n = 246)
Disparaging Comments: How often have you overheard an insensitive or disparaging comment about people who are LGBTQIA+ made by faculty?	Welch's t test	-0.05	217.26	.958	0.01	1.56 (n = 112)	1.57 (n = 243)

Variable	Test	Statistic	df	p	Effect Size	Mean/Percent	
						2017	2023
Disparaging Comments: How often have you overheard an insensitive or disparaging comment about people who are from other countries made by faculty?	Welch's t test	1.25	195.78	.214	-0.14	1.79 (n = 112)	1.66 (n = 246)

Table A4
Social Belonging

Variable	Test	Statistic	df	p	Effect Size	Mean/Percent	
						2017	2023
Social Belonging: Measures interpersonal relationships, sense of belonging, and overall well-being through perceptions of value, inclusion, respect, community, and equity in the department/unit.	Welch's t test	1.65	203.24	.100	-0.19	3.43 (n = 115)	3.24 (n = 242)
Satisfaction with Social Interaction: Satisfaction with the amount of social interaction with members of my department/unit.	Welch's t test	2.87	201.32	.005**	-0.33	3.57 (n = 119)	3.15 (n = 258)

Table A5
Academic Belonging

Variable	Test	Statistic	df	p	Effect Size	Mean/Percent	
						2017	2023
Epistemic Exclusion: Measures comfort in discussing performance, perceived value of research interests, collegial engagement, and pressures to conform or work harder for legitimacy and career advancement.	Welch's t-test	-2.76	197.94	.006 **	0.33	2.51 (n = 110)	2.8 (n = 214)

Table A6
General Well-being

Variable	Test	Statistic	df	p	Effect Size	Mean/Percent	
						2017	2023
Psychological Safety Concerns: I am/was reluctant to bring up issues that concern me for fear it will/would affect my promotion/tenure.	Welch's t test	-3.01	183.39	.003**	0.37	2.66 (n = 100)	3.17 (n = 206)
Psychological Safety Concerns: I constantly feel under scrutiny by my colleagues.	Welch's t test	-0.74	222.65	.461	0.08	2.52 (n = 113)	2.63 (n = 234)
Psychological Safety Concerns: There are many unwritten rules concerning how one is expected to interact with colleagues in my unit.	Welch's t test	-1.92	200.11	.056 [†]	0.22	3.19 (n = 114)	3.49 (n = 233)
Physical Safety Concerns: In the past 12 months, how often have you been CONCERNED about your PHYSICAL SAFETY around your U-M workplace, excluding concerns due to contagions?	Welch's t test	-1.31	290.42	.191	0.14	1.87 (n = 116)	2.01 (n = 249)

Survey Instruments and Measurement Scales

Table A7

Survey Items and Measurement Details

Topics	Survey Items	Response Code	Survey Group and Responses	
			CW2017	CW2023
Personal Leadership Engagement	<p>Leadership Exclusion</p> <p>Do you feel you have been excluded from serving on important decision-making department, unit-level, or college committees?</p>	<p>0 = No</p> <p>1 = Yes</p>	<i>n</i> = 120	<i>n</i> = 252
	<p>Willingness to Take on Service</p> <p>How willing are you to take on time-consuming service tasks (e.g., chairing an important committee)?</p>	<p>1 = Not at all willing</p> <p>2 = Slightly Willing</p> <p>3 = Moderately Willing</p> <p>4 = Willing</p> <p>5 = Very Willing</p>	<i>n</i> = 119	<i>n</i> = 255
Workload Equity	<p>Teaching Load</p> <p>How satisfied are you with your teaching load?</p>	<p>1 = Very Dissatisfied</p> <p>2 = Dissatisfied</p> <p>3 = Neither Dissatisfied nor Satisfied</p> <p>4 = Satisfied</p> <p>5 = Very Satisfied</p>	<i>n</i> = 103	<i>n</i> = 217

Topics	Survey Items	Response Code	Survey Group and Responses	
			CW2017	CW2023
	<p>Mentoring Load</p> <p>CW2023: For each group, please specify</p> <ul style="list-style-type: none"> the number of students [undergraduate, masters/professional, doctoral students] you currently serve as an advisor/mentor to and your specific role [primary advisor/mentor, secondary advisor/mentor, informal advisor/mentor]. <p>CW2017: In a given year, for how many undergraduate/graduate students do you serve as primary advisor?</p>	<p>Number</p> <p>Undergraduate</p> <p>Graduate</p>	<p><i>n</i> = 111</p> <p><i>n</i> = 116</p>	<p><i>n</i> = 98</p> <p><i>n</i> = 133</p>
Experiences of Discrimination	<p>Unwanted Sexual Attention</p> <p>Within the PAST 5 YEAS, have you experienced any unwanted and uninvited sexual attention?</p>	<p>0 = No</p> <p>1 = Yes/ Maybe/ I don't know</p>	<i>n</i> = 116	<i>n</i> = 250
	<p>Tokenism⁶</p> <ul style="list-style-type: none"> My colleagues expect me to represent “the point of view” of my gender. My colleagues expect me to represent “the point of view” of my race/ethnicity. 	<p>1 = Strongly Disagree</p> <p>2 = Disagree</p> <p>3 = Neither Agree nor Disagree</p> <p>4 = Agree</p> <p>5 = Strongly Agree</p>	<p><i>n</i> = 112</p> <p><i>n</i> = 104</p>	<p><i>n</i> = 228</p> <p><i>n</i> = 219</p>

⁶ We constructed a two-item scale that measured Tokenism. We conducted a factor analysis that indicated that the items loaded on a single factor. The strong Cronbach's alpha (.80 in 2017 and .78 in 2023) indicated good internal consistency supporting the use of these items as a cohesive scale across both years.

Topics	Survey Items	Response Code	Survey Group and Responses	
			CW2017	CW2023
	<p>Insensitive or Disparaging Comments</p> <p>Within the last 12 months, how often have you overheard an insensitive or disparaging comment about [.....] made by faculty?</p> <ul style="list-style-type: none"> • Women • Racial/ethnic minorities • People who are LGBTQIA+ • People who are from other countries 	<p>1 = Never</p> <p>2 = 1-2 times</p> <p>3 = Couple of times per semester</p> <p>4 = More than once a month</p> <p>5 = Weekly</p>	<p><i>n</i> = 115</p> <p><i>n</i> = 113</p> <p><i>n</i> = 112</p> <p><i>n</i> = 112</p>	<p><i>n</i> = 244</p> <p><i>n</i> = 246</p> <p><i>n</i> = 243</p> <p><i>n</i> = 246</p>
Social Belonging	<p>Social Belonging in department/unit⁷</p> <ul style="list-style-type: none"> • I feel valued as an individual in my department/unit. • I feel I belong in my department/unit. • I have considered leaving my department/unit because I felt isolated or unwelcomed (reverse coded). • I have found one or more communities or groups where I feel I belong in my department/unit. • I am treated with respect in my department/unit. • I have to work harder than others to be valued equally in my department/unit (reverse coded). 	<p>1 = Strongly Disagree</p> <p>2 = Disagree</p> <p>3 = Neither Agree nor Disagree</p> <p>4 = Agree</p> <p>5 = Strongly Agree</p>	<i>n</i> = 115	<i>n</i> = 242

⁷ We constructed a six-item scale that measured Social Belonging. We conducted a factor analysis that indicated that the items loaded on a single factor. The strong Cronbach's alpha (.89 in 2017 and .80 in 2023) indicated good internal consistency supporting the use of these items as a cohesive scale across both years.

Topics	Survey Items	Response Code	Survey Group and Responses	
			CW2017	CW2023
	<p>Satisfaction with Social Interaction</p> <p>Amount of social interaction with members of my department/unit.</p>	<p>1 = Very Dissatisfied</p> <p>2 = Dissatisfied</p> <p>3 = Neither Dissatisfied nor Satisfied</p> <p>4 = Satisfied</p> <p>5 = Very Satisfied</p>	<i>n</i> = 119	<i>n</i> = 258
Academic Belonging	<p>Epistemic Exclusion⁸</p> <ul style="list-style-type: none"> • I am comfortable asking questions about performance expectations (reverse coded). • My colleagues solicit my opinions about their research ideas and problems (reverse coded). • My research interests are valued by my colleagues (reverse coded). • I feel pressured to change my research agenda in order to fit in. • I feel/felt pressured to change my research agenda to make tenure/be promoted. • My colleagues have lower expectations of me than of other faculty. • I have/had to work harder than I believe my colleagues do, in order to be/have been perceived as a legitimate scholar. 	<p>1 = Strongly Disagree</p> <p>2 = Disagree</p> <p>3 = Neither Agree nor Disagree</p> <p>4 = Agree</p> <p>5 = Strongly Agree</p>	<i>n</i> = 110	<i>n</i> = 214

⁸ We constructed a seven-item scale that measured Epistemic Exclusion. We conducted a factor analysis that indicated that the items loaded on a single factor. The strong Cronbach's alpha (.81 in 2017 and .83 in 2023) indicated good internal consistency supporting the use of these items as a cohesive scale across both years.

Topics	Survey Items	Response Code	Survey Group and Responses	
			CW2017	CW2023
General Well-being	<p>Psychological Safety Concern</p> <ul style="list-style-type: none"> I am/was reluctant to bring up issues that concern me for fear it will/would affect my promotion/tenure. I constantly feel under scrutiny by my colleagues. There are many unwritten rules concerning how one is expected to interact with colleagues in my unit. 	<p>1 = Strongly Disagree</p> <p>2 = Disagree</p> <p>3 = Neither Agree nor Disagree</p> <p>4 = Agree</p> <p>5 = Strongly Agree</p>	<p><i>n</i> = 100</p> <p><i>n</i> = 113</p> <p><i>n</i> = 114</p>	<p><i>n</i> = 206</p> <p><i>n</i> = 234</p> <p><i>n</i> = 233</p>
	<p>Frequency of Physical Safety Concerns</p> <p>In the past 12 months, how often have you been CONCERNED about your PHYSICAL SAFETY around your U-M workplace, excluding concerns due to contagions?</p>	<p>1 = Never</p> <p>2 = Seldom (1-2 times per year)</p> <p>3 = Sometimes (Couple of times per semester)</p> <p>4 = Often (More than once a month)</p> <p>5 = Very Often (Weekly)</p>	<p><i>n</i> = 116</p>	<p><i>n</i> = 249</p>

Topics	Survey Items	Response Code	Survey Group and Responses	
			CW2017	CW2023
	<p>Avoidance due to Safety Concerns</p> <p>In the past 12 months, which of the following have you AVOIDED at U-M due to fear for your PHYSICAL SAFETY, excluding fear of contagions? (Please check all that apply; 2023)</p> <ul style="list-style-type: none"> • Sporting events • Parties or other social gatherings • Secluded areas on campus • Campus buildings • Buses or bus stops • Parking lots or garages • Other • Campus at night • Large gatherings in general • Heavy vehicle traffic • Unlocked/Open doors • Neighborhoods or other areas surrounding campus 	<p>0 = No</p> <p>1 = Yes</p>		<p><i>n</i> = 249</p>

Topics	Survey Items	Response Code	Survey Group and Responses	
			CW2017	CW2023
	<p>In the past 12 months, which of the following have you avoided at U-M due to fear for your physical safety (Check all that apply; 2017)?</p> <ul style="list-style-type: none"> • Sporting events • Parties or other social gatherings • Secluded areas on campus • Residence halls • Campus buildings • Buses or bus stops • Parking lots or garages • Neighborhoods or other areas surrounding campus • Off-campus housing • Walking around campus at night • Other 	<p>0 = No 1 = Yes</p>	<i>n</i> = 47	

Table A8*Open-ended Questions and Valid Response Counts*

Data source	Open-ended Question	Valid Response Count
DCA	What supports your sense of belonging in your department?	24
	What inhibits your sense of belonging in your department?	23
	Please describe your most important concern about the climate in [department].	24
	Please describe one thing that <u>you would not change</u> about the climate in [department].	21
	Please share any final thoughts for this survey (optional)	10
	[Have you participated in DEI-related activities (e.g., talks, seminars, workshops, etc.) in your department? = Yes] If yes–Elaborating on your responses above, please share more about your perspectives about your department-led DEI activities (e.g., events, talks, seminars, workshops) as well as informal activities (e.g. conversations with colleagues) within your department.	7
	[Have you participated in DEI-related activities (e.g., talks, seminars, workshops, etc.) in your department? = No] You selected that you have not engaged in DEI activities (e.g., talks, seminars, workshops, etc.) in your department. Please share why you have not engaged in DEI activities.	4
CW 2023	Please share any other thoughts, comments, or suggestions that you may have about the topics covered in this survey.	72
CW 2017	Please elaborate on how you felt excluded from participating in important committees.	27
	Please describe/list the most positive or favorable aspects of your primary department/unit.	73

Data source	Open-ended Question	Valid Response Count
	Please describe/list the most negative or unfavorable aspects of your primary department/unit.	77
	(Have you experienced any discriminatory events regarding personal aspects that were not asked about in the previous questions? = Yes) If yes, please describe any other discriminatory events you have experienced.	14
	Please share any other thoughts, comments, or suggestions that you may have about the topics covered in this survey.	33
	(For each of the teaching categories below, please indicate whether that type of teaching represents none, some, most, or all of your teaching activities.) Other (please describe):	7
	(Within the past 5 years, have you experienced any unwanted and uninvited sexual attention? = Yes, Did you make an official report of it to anyone? = No) Why not?	8
	(Please indicate if your professional life has been affected by any of the following in the past five years. Please select all that apply.) Other (please specify):	4

Qualitative Analysis

Table A9

Qualitative Codebook and Response Frequencies

Key Domain	Codes	Definition	Frequency
Interpersonal Relationships/Social Belonging (<i>n</i> = 177)	Belonging	Describes a sense of belonging in a participant's unit, school/college, or U-M overall, including working in a supportive or collegial environment.	56
	Social interaction/relationships	Describes the existence of social interaction or relationships in one's unit.	39
	Lack of belonging	Describes aspects of one's experience at U-M or in one's department that inhibit one's sense of belonging, including a lack of support or respect or general job dissatisfaction.	29
	General exclusion in department	Describes general exclusion in one's department, including exclusion from decision making.	24
	Isolation from social interaction	Describes a lack of social interaction or relationships in one's unit, or exclusion from social interaction or relationships.	13
	Professional collaboration	Describes professional collaboration with colleagues in one's department or within the university.	10
	Positive relationships with students	Describes positive relationships with one's students, both undergraduate and graduate.	6
Additional Qualitative Themes (<i>n</i> = 148)	Leadership concerns	Describes leadership concerns, including a lack of professional or personal support from one's leaders (e.g., department chairs and deans).	52
	Leadership support	Describes professional or personal support from one's leaders, including department chairs and deans.	31

Key Domain	Codes	Definition	Frequency
	Intellectually motivated	Describes a department's focus on intellectual or scholarly work; discusses scholarly endeavors driving a unit's mission.	13
	Salary/compensation	Describes concerns or issues with salary or compensation.	16
	Lack of mentorship	Describes a lack of mentorship between colleagues.	8
	Values diversity/attentive to diversity issues	Describes a department's value of diversity or attentiveness toward diversity issues.	8
	High-quality faculty/staff	Describes talented, excellent faculty or staff members in one's department.	7
	Autonomy	Describes autonomy or independence concerning one's work.	6
Experience of Discrimination (<i>n</i> = 146)	Discrimination - gender	Describes witnessed/experienced discrimination on the basis of gender or sex.	33
	Discrimination - race/ethnicity	Describes witnessed/experienced discrimination on the basis of race/ethnicity.	19
	Discrimination - sexual orientation	Describes witnessed/experienced discrimination on the basis of sexual orientation.	16
	Discrimination - track	Describes witnessed/experienced discrimination on the basis of track.	16
	General discrimination	Describes general experiences of discrimination or witnessed discrimination.	11

Key Domain	Codes	Definition	Frequency
	Discrimination - rank	Describes witnessed/experienced discrimination on the basis of rank.	10
	Discrimination - age	Describes witnessed/experienced discrimination on the basis of age.	9
	Discrimination - socioeconomic status (elitism)	Describes witnessed/experienced discrimination on the basis of socioeconomic status; also describes elitism.	8
	Insensitive/disparaging comments	Describes insensitive or disparaging comments, bullying, or gossip about a participant or one's colleague(s).	7
	Discrimination - other	Describes witnessed/experienced discrimination on the basis of other specific forms of discrimination not otherwise coded.	6
	Sexual harassment	Describes witnessed or experienced sexual harassment.	6
	Discrimination - disability	Describes witnessed/experienced discrimination on the basis of disability.	5
General Well-being (<i>n</i> = 69)	Broad psychosocial safety concern	Describes generally unsafe social working conditions and a lack of trust or transparency.	35
	Psychological safety concern	Within the umbrella of psychosocial safety concern, pertains specifically to a reluctance to raise issues due to a concern for retaliation; also describes unclear promotion criteria.	21
	Mental or emotional load	Describes one's mental or emotional load due to invisible service work or other workplace stressors.	13

Key Domain	Codes	Definition	Frequency
Workload Equity (<i>n</i> = 37)	Overworked	Describes feeling overworked with an overwhelming workload consisting of teaching, research, and service work.	22
	Invisible service	Describes service tasks that are not formally outlined in one's role, including but not limited to providing emotional support to students, unofficial mentoring, and helping colleagues navigate experiences of marginalization.	8
	Teaching load	Describes a participant's teaching load as it relates to one's overall workload.	7
Academic Belonging (Epistemic Exclusion/ Inclusion) (<i>n</i> = 34)	Epistemic exclusion	Describes scholarly isolation due to a devaluation of one's research area or educational background.	25
	Epistemic inclusion	Describes scholarly inclusion due to value placed on one's research area.	9
Personal Leadership Engagement (<i>n</i> = 12)	Excluded from leadership opportunities	Describes exclusion from leadership opportunities.	12