2024 Member Needs Assessment Report

Table of Contents

The Consortium of Higher Education LGBT Resource Professionals

Member Needs Assessment Team

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Executive Summary

The Consortium of Higher Education LGBT Resource Professionals Member Needs Assessment (CMNA) Study was designed to help the Consortium better understand our members, their needs, and their experiences as LGBTQIA2S+ resource professionals. This report contains self-reported data from Consortium member about their identities, employment and educational experiences, unit and campus characteristics, campus climate, their experiences with the Consortium, and their needs. It is provided to Consortium members for their use in working to create more equitable and just environments for LGBTQIA2S+ people in higher education. These responses were collected from October 19, 2022 to March 1, 2023.

This study was designed to help the Consortium better understand our members, their needs, and their experiences as LGBTQIA2S+ resource professionals. Our goals were to:
- **Identify common trends** for queer and trans (QT) resource professionals working in the context of higher education.
- **Establish a new baseline** for membership needs in the 'aftermath' of the ongoing pandemic.
- **Make sense** of the type of involvement membership would like to have with the Consortium.

Findings

The study team identified four primary themes:
- **Tenuous Campus Climate:** an unstable, unreliable, and precarious campus environment for LGBTQIA2S+ work.
  - *Sub-themes: institutional challenges, bias and discrimination, and inadequate legislative and policy protections*.
- **Organizational Challenges:** the systemic and administrative barriers to enacting queer and trans justice and liberation imposed by institutions of higher education.
  - *Sub-themes: critical under-resourcing and under-staffing of QT resource work, competing constituencies, and practitioner departures*.
- **Members Seeking Community:** the desires and needs, met and unmet, of Consortium membership for connection and kinship with one another.
  - *Sub-themes: desire for connection, unmet needs, and possibilities for engagement*.
- **Opportunities & Resistance:** the way in which members are resisting this socio-political moment.
  - *Sub-themes: professional advocate development, queer center(ed), Consortium strategies, and the precarity of our work*.

Implications
- **Departures, Exits, & Career Trajectories**

- o   Within the last two years, 76.27% of respondents reported seriously considering leaving or having left a position.
- o   Institutions must appropriately staffing and resourcing QT programs and services, supporting LGBTQIA2S+ justice and belonging work, and protecting staff from politically motivated attacks.
- **Resourcefulness of Practitioners**
  - o   In the face of hostile campus climates and the ongoing threats to our work, practitioners are demonstrating a great deal of resiliency, resourcefulness, and creativity.
  - o   They are collaborating with local organizations and municipalities, refashioning programs and centers to sidestep anti-DEI legislation, and coalition building within and across institutions.
- **Opportunities to Engage**
  - o   Our members desire more engagement facilitated by the Consortium. Specifically, they are interested in support with advocacy, funding, programming, and connection.
  - o   The Consortium must create opportunities for professional service and engagement that are as generative and rewarding as they are challenging and time consuming.
- **Supporting Practitioners & Setting Standards**
  - o   Members want the Consortium to be advocates and to lead within field of higher education in service of QT programs and services and QT resource practitioners.
  - o   The Consortium must consider how to serve and support members in all institutional contexts.

Charge to the Consortium

The study team charges the Consortium Board with developing a response to this document within six months of the release of this document. This response should include: a statement about the report, the review process, and a plan of action. The Board should share with members how each individual collective (Community and Advocacy, Membership Engagement, and Organization and Operations) will implement the findings of this study.

The Study Team
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Introduction

About the Consortium

Founded in 1997, the Consortium of Higher Education LGBT Resource Professionals (henceforth called the Consortium) is a member-based organization working towards the liberation of LGBTQIA2S+[1] people in higher education. We support individuals who work on campuses of postsecondary education to educate and support people of diverse sexualities and genders, as well as advocate for more inclusive policies and practices through an intersectional and racial justice framework. Although many of our members work in QT-specific roles, our members occupy a wide variety of positions and include faculty, staff, graduate students, and senior administrators. Our members are united in their desire to work to transform higher education for QT communities.

Land Acknowledgement

As higher education LGBTQIA2S+professionals committed to a racial justice framework in our work, we recognize that settler colonialism, anti-Blackness and white supremacy are imbricated in our current educational structures. These systems of power directly influence how we understand and view gender and sexuality today.

We also understand the limits of how land acknowledgements are used and framed in higher education. Therefore, we are committed to moving and thinking beyond this practice to be answerable to Indigenous peoples and nations and engage in decolonial ways of envisioning and creating higher education environments where LGBTQIA2S+people, inclusive of all of our intersecting identities, are fully liberated.

We share this brief land acknowledgement:

The Consortium of Higher Education LGBT Professionals is physically located on the traditional homelands of the Lenape Tribe of the Munsee Nation (Munsee Lenape) and the Mohican Nation on the island known as Mannahatta in Lenapehoking, now called Manhattan.

We encourage those in our community to know and recognize whose ancestral and unceded homelands you live upon. You can learn more at: https://native-land.ca/

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[1] LGBTQIA2S+ is one of a variety of acronyms to name queer and trans communities. Acronyms are tricky and can be both regionally and culturally based. In an effort to more broadly name our communities and give voice to the multiple ways that they may be named, we will use this acronym and others interchangeably throughout this document.

Our Study

This report includes results, findings, and implications based upon the 2022-2023 Consortium Member Needs Assessment (CMNA) Study. On October 19, 2022, 478 members of the Consortium were invited to complete the survey through the Consortium's primary listserv.[2] The survey closed on March 1, 2023. 78 members completed the survey.

This study was designed to help the Consortium better understand our members, their needs, and their experiences as LGBTQIA2S+ resource professionals. Our goals were to:

- **Identify common trends** for queer and trans (QT) resource professionals working in the context of higher education.
- **Establish a new baseline** for membership needs in the 'aftermath' of the ongoing pandemic.
- **Make sense** of the type of involvement membership would like to have with the Consortium.

Through this study, we aimed to:

- **Capture the state of our functional area** in an effort to provide membership with relevant data to advocate for themselves, their departments, and their students within their campus contexts.
- **Deepen our understanding** of the experiences of our members as they work toward greater equity for LGBTQIA2S+ people on campuses of higher education.
- **Ascertain if members feel a sense of belonging within the Consortium** and if certain demographic groups feel a deeper sense of belonging than others.
- **Identify the needs of members** and strategies for serving our membership body.

This survey was approved by Michigan State University Institutional Review Board. The co-principal investigators on this study are Dr. Kristen Renn and Jesse Beal. The original study team also include Nicole Newsome and Dr. Kristopher Oliveira.

Survey Design

The survey was designed by Jesse Beal, Nicole Newsome, and Dr. Kristopher Oliveira. The survey authors began developing the survey in February 2022. The survey was based, in part, on previous Consortium studies, including the 2018 self-study report prepared by Matthew Bruno and Demere Woolway. The 2022-2023 study represents a departure from the 2018 study in that the 2018 study focused only on practitioners, or those whose professional roles on campus specifically involve QT programs and services. The 2022-2023 study was designed for all members of the Consortium, including those affiliated or not with higher education institutions. In addition to previous Consortium studies, the

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[2] Consortium membership grew during this study period. Multiple invitations were sent out via email to members. The number of recipients ranged from 478 when the survey opened to 534 when the survey closed. It is important to note that this number is not representative of all Consortium members due to their personal member settings, as well as membership changes over the course of the study period.

survey design team reviewed surveys assessing member needs and sense of belonging and peer-reviewed journal articles on these types of assessments. We also reviewed current literature on QT programs and services, gender and sexuality centers, and practitioner standards.

The authors drafted a survey based on the goals shared previously in this document. These goals operated as semi-structured research questions and informed the survey's scope and design. The survey was divided into five sections:
1. About You, Your Role, and Your Institution
2. Member Needs
3. Sense of Belonging Within the Consortium
4. Engagement with the Consortium
5. Your Experience of Campus Climate

Upon the completion of the first draft of the survey, Consortium Executive Board members were invited to provide feedback and add questions. The survey team incorporated feedback from the Board and developed a final draft. The complete survey was shared with members as a PDF in the invitation to participate. A copy of the survey is available to members for their review upon request.[3]

Analysis

After the survey closed on March 1, 2023, the CMNA team expanded to include two additional members of the Consortium Executive Board: Roman Christiaens and Dr. Andrew Herridge. The new team began meeting to explore the results of the study in summer 2023. The survey generated a robust data set, and it took most of the fall semester for the team to explore the findings. In late fall, the team began a thematic analysis of the findings in addition to analysis of demographic information regarding participants and their roles. Preliminary findings were shared at the ACPA 2024 convention to members of the Consortium and individuals interested in QT centered work.

Context

The study was launched during the third year of the ongoing COVID-19 pandemic. Given the significance of COVID-19 to higher education, and the losses experienced by us all collectively and individually, we felt called to explicitly name the pandemic as a part of the context of this survey. One of the goals of the study was to establish a new baseline for membership needs in the 'aftermath' of the ongoing pandemic. In the current phase of the pandemic, it may be difficult to remember or to think about the fall of 2022 when so many of us were asked to "return to work" in person and, depending on our institutional context, return to "normal." Scholars are beginning to untangle how the pandemic impacted the way we work, as well as the so-called twin phenomena of the "great resignation" and "quiet quitting" (Flaherty, 2022; Schmiedehaus et al., 2023; Sisodia & Jan, 2023; Vidra,

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[3] Members who are interested in accessing the full survey can request a copy from the Community and Advocacy Collective (cac@lgbtcampus.edu).

2022). While we do not know if the pandemic substantially altered individual member's responses, we do understand that the pandemic changed all of us.

Limitations

We recognize a few limitations of the CMNA in our reporting of the data and themes. Firstly, while we were able to garner a robust data set, the response rate of survey participants based on membership numbers was 16%. Therefore, a wide range of members' perspectives, identities, and experiences are not fully captured by survey results. Secondly, the limitations of the study are based on the demographics of participants, as well as their institutional roles. For example, a majority of our participants identified as white, work as staff on their college campuses, and have more than 10+ years of professional experience. Therefore, members who are nonwhite, who identify as trans women, are in student or faculty roles, and with more limited professional experiences were largely underrepresented in our survey. In *Our Participants: A Snapshot*, we explore the demographic information of our participants and highlight the gaps. Finally, we recognize and name that our study interpretations are limited by the worldviews and experiences of our membership team. With that said, our proximity to QT center work provided unique perspectives regarding survey design, data collection, and analysis.

Our Participants: A Snapshot

This report includes self-reported data shared by Consortium members. You will find a more robust exploration of participant demographics in Appendix A. You will also find the questions we asked about social identities, as well as additional visualizations of the data.

Social Identities

Race[4]	Count	Percentage
White	46	59%
Black/African American	5	6%
Asian/Asian American	3	4%
Hispanic/Latinx	6	8%
Hispanic/Latinx, White[5]	3	4%
Black/African American, Multiracial/Biracial, White[6]	3	4%
More than one racial identity, Multiracial/Biracial[7]	12	15%

Gender	Count	Percentage
Cisgender man	18	23%
Cisgender woman	19	24%
Trans man	4	5%
Trans woman[8]	1	1%
Nonbinary; Nonbinary and Transgender[9]	10	13%
Genderqueer	3	4%
Genderqueer; Nonbinary; Transgender[10]	4	5%
Additional TGQ Identities[11]	13	17%
Cis+[12]	6	8%

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[4]Participants could select more than one option, including an open text field.

[5] Respondents selected both "Hispanic/Latinx" and "White."

[6] Respondents selected "Black/African American," "Multiracial/Biracial," and "White."

[7] This is a combined category for respondents selected more than one racial identity. Their responses were included in this category is less than three respondents selected the same categories.

[8] Although in order to protect the privacy of our members, we opted to not share individual identities unless there were at least three respondents, we felt strongly that it was important to name that only one trans woman completed the study.

[9] "Nonbinary; Nonbinary and Transgender" is a combined gender category for all respondents who answered either just "nonbinary" or both "nonbinary" and "transgender."

[10] "*Genderqueer; Nonbinary; Transgender*" is a combined gender category for all respondents who answered selected all three identities: "genderqueer," "nonbinary," and "transgender."

[11] This is a combined gender category for respondents that answered selected more than one answer and less than three people selected their combination of gender identities.

[12] "Cis+" is a combined gender category for all respondents who answered "no" to the gender modality question and then indicted one or more gender terms that are typically considered be a part of the trans
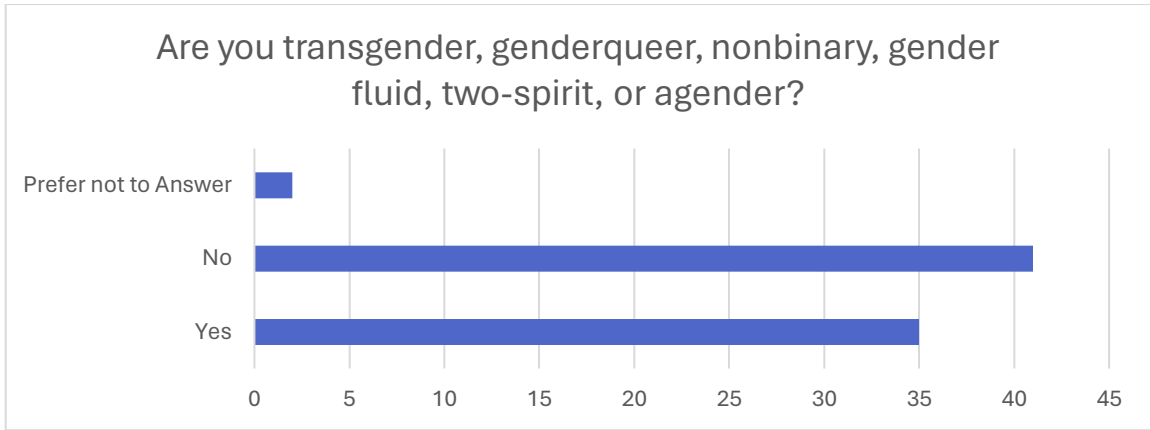
Sexual Identity

Sexual Identity	Count	Percentage
Asexual	1	1
Bisexual/Pansexual	11	14
Gay/Lesbian	22	29
Heterosexual/straight	1	1
Queer	42	55
Asexual	1	1
Bisexual/Pansexual	11	14
Gay/Lesbian	22	29

Disability
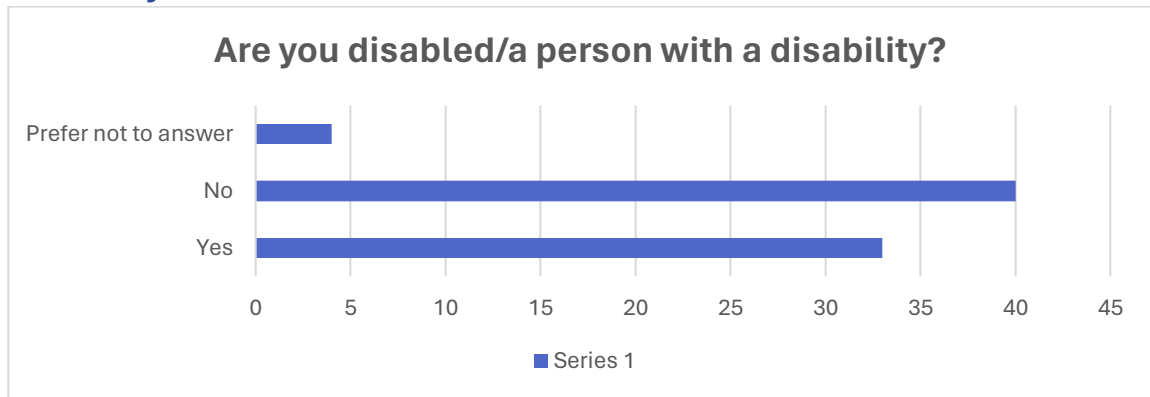
Age

- The mean age of respondents was 38 years old.
- The median age of respondents was 37 years old.

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experience. The gender modality question was: "are you transgender, genderqueer, nonbinary, gender fluid, two-spirit, or agender?" This development challenges any binary configuration for asking gender.

Employment and Career

- 93.3% of respondents were staff, 2.6% were graduate students, and 4% were faculty.

- The mean years of professional experience (not including graduate or undergraduate experience) was 13.35 years.

- Only 21% of respondents have held a graduate assistantship, practicum, or internship in which their role was at least 50% dedicated to LGBTQIA2S+ support services. Of those respondents, 87.5% worked within or reported up to an LGBTQIA2S+ resource center.

- 79.2% of respondents did not work in an LGBTQIA2S+ center as an undergraduate.

- **77.3% or 58 respondents work at least 50% of their time as an LGBTQIA2S+ resource professional.** We will refer to these respondents as **QT resource practitioners** for the remainder of this report.

- Of those QT resource practitioners:
    - The majority of survey respondents held a director title or a director title in addition to another higher title (e.g. assistant dean).

Position Titles of QT Resource Practitioners	Count	Percentage
Director	33	58%
Director + Additional Higher Title	5	9%
Coordinator[13]	11	19%
Assistant Director	6	11%
Another Title Not Listed	2	4%

- Of the QT resource practitioners:
    - 94.7% of respondents were employed full-time.
    - 94.7% of respondents were employed 12 months per year.
    - Only 8.7% of respondents were members of a professional union.

Salaries of QT Resource Practitioners

Mean	$74,377
Median	$70,000
Range (Full-time Salaries)	$45,000 to $142,000

- 91.18% of respondents held a master's degree or a doctoral degree.

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[13] Includes similar job descriptions, such as program specialists.

Degree Attainment for QT Resource Practitioners

	Count	Percentage
Associate's degree	0	0.00%
Bachelor's degree	5	7.35%
Master's degree	45	66.18
Doctorate	18	26.47%

- Respondents held degrees from a wide variety of academic disciplines. 36% of respondents held degrees in student affairs or higher education and 17.3% held degrees in education. 28% utilized the open text field, comprising the 2nd largest group.

- 19.12% of respondents indicated they were currently students. Of those, 84.62% were pursuing a doctorate. 53.3% were studying student affairs/higher education or education.
  - Among respondents who were students, 69.23% received financial support for their academic work through their primary workplace.

Office and Program Characteristics

Type of Office/Center

	Count	Percentage
LGBTQIA2S+ Center or a Separate LGBTQIA2S+ Program/Service	45	79%
Hybrid Offices	7	12%
Institutional Diversity Office	1	2%
A Student Activities Office	2	4%
A Student Affairs Office	1	2%
Other	1	2%

- On average, QT resource practitioners worked in offices or centers with **less than 3 professional staff.**
  - The largest staffing composition was 9 full-time staff for a hybrid center/office[14] and 7 for a QT center.

- 37 QT resource practitioners reported employing **at least one graduate student employee** who works in a center serving and supporting LGBTQIA2S+ communities. The largest staffing composition was 9 graduate employees.

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[14] Hybrid centers or multi-centers are centers that serve multiple campus populations as a part of their formal scope or change (e.g. women's and gender centers that serve women and LGBTQIA2S+ communities).

Graduate Student Staffing

Mean	1.75
Median	1 employee
Range (Full-time Salaries)	1 to 9 employees

- 53 QT resource practitioners reported employing at least one undergraduate student employee that works in a center serving and supporting LGBTQIA2S+ communities. The largest staffing composition was 25 undergraduate employees.

- 78.9% of QT resource practitioners work in units that report up to student life or student affairs.
    - Only 9.62% of QT resource practitioners reported that their unit has an officially recognized dotted line of supervision to a secondary unit (e.g. a dual reporting structure). Of those units, 80% reported to an institutional diversity office as a secondary or dual reporting line.

Reporting Structure

	Count	Percentage
My unit/office reports up to student affairs or student life	45	80%
My unit/office reports up to an institutional diversity office	7	12%
My unit/office reports up to an academic unit (e.g. a provost's office)	1	2%
Another answer not listed above (please specify)	2	4%
A Student Affairs Office	1	2%
Other	1	2%

Full Operating Budget (Inc. Salaries)

	Percentage
Mean	$214,377.94
Median	$188,867.50
Range	$0.00 to $565,000.00

Operating Budget (Exc. Salaries)

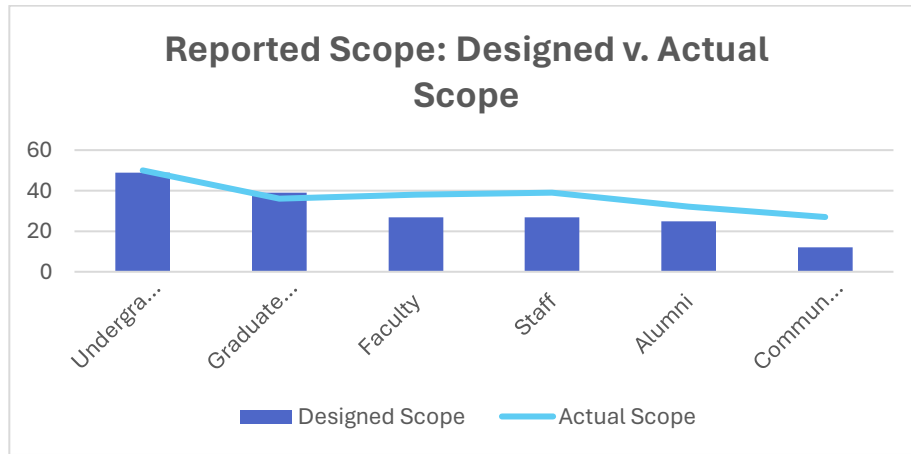|	Percentage
Mean	$91,273.50
Median	$25,000.00
Range	$0.00 to $200,000.00[15]

- Only 9.8% of QT resource practitioners indicated that there was another office (other than their office/unit/center) specifically charged with serving and supporting

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[15] The survey team dropped the highest and lowest responses to this question.

LGBTQIA2S+ populations and working to create a more inclusive and equitable environment for queer and trans people.

- When asked which of the following campus populations their office/program was **designed to serve**, the top constituency was undergraduate students, followed by graduate students. Faculty, staff, alumnx[16], and community members followed.
  - o Notably, when asked what campus populations their office served **in practice**, QT resource professionals reported serving faculty, staff, alumnx, and community members at significantly higher rates than their offices are designed to serve.

Reported Scope: Designed v. Actual Scope

Institutional Characteristics

Institutional Setting	Percentage
Rural	21.21%
Suburban	19.70%
Urban	54.55%
Unsure/prefer not to answer	4.55%

Student Population Size	Percentage
Less than 5,000	19.70%
5,000 - 10,000	13.64%
10,000 - 20,000	22.73%
20,000 - 30,000	13.64%
30,000 - 40,000	9.09%
40,000 - 50,000	15.15%
More than 50,000	6.06%

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[16] Alumnx is a more gender inclusive term to describe graduates from a particular institution.

- 44 of respondents worked at public schools and 20 worked at private schools.

- 6 respondents worked at community colleges or technical schools.

- 12 respondents worked at minority-serving institutions (MSIs), including historically Black colleges and universities (HBCUs), Hispanic serving institutions (HSIs), and Asian American, Native American, and Pacific Islander serving institutions (AANAPISIs). No respondents worked at tribal colleges.

- Only 1.75% worked at religiously affiliated institutions.

Engagement with the Consortium

In this section we share results related to members engagement with the Consortium, including their motivations for joining, their satisfaction with their membership, ways they engage with the Consortium, and their understanding of their relationship with the Consortium. We include direct quotes from respondents to amplify their voices.[17]

Motivation

The **top 6 motivations for joining the Consortium** include:
- Professional development
- Peer support
- Finding community
- Career networking
- To learn skills
- Desire to help others/community outreach

Satisfaction

47.69% of respondents were either somewhat or extremely satisfied with their Consortium Membership. 35.38% were neither satisfied or dissatisfied, 15.38% were somewhat dissatisfied, and 1.54% were extremely dissatisfied.
- Respondents were invited to share reasons for their satisfaction. Some of their reasons included:
  - Quarterly webinars and professional development opportunities
  - Resources from the Consortium and resource sharing among members
  - Sense of community
  - The listserv
- To increase member satisfaction, some respondents suggested:
  - More local and/or regional engagement
  - Community building opportunities
  - More focus on community colleges and MSIs
  - More professional development opportunities

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[17] Respondent quotes are included as they were written, which may include typos and grammatical errors. We only edited their words for brevity, to clarify what was shared, or to redact identifying information.

"The Consortium seems more geared towards individuals who are in full-time LGBTQ campus center jobs. However, many smaller universities (especially public ones like mine) have commissions and committees typically coordinating LGBTQ policies, services and activities via volunteers from faculty, staff and student body. That is the case at my university. I would like more resources for campuses like mine. I appreciate the Consortium membership and my university pays it. It is valuable."

The **top five ways respondents engaged with the Consortium** include:
- Reading messages from our listservs
- Using our policy and practice guidance documents
- Posting a position to the job board
- Sending out messages to our listservs
- Seeking a position through the job board

Engagement Events

I've really appreciated the quarterly webinars as a way to learn, connect with others, and as a potential space for me to present as well.

49% of respondents attended at least one engagement event hosted by the Consortium during the 2021-2022 academic year or in fall 2022.
- Among those who attended one of these engagement events:
  - 98% agreed or somewhat agreed that the events supported their **professional growth**.
  - 84% agreed or somewhat agreed that the engagement events helped them **feel more connected to the community of LGBTQIA2S+ practitioners**.
  - 100% agreed or somewhat agreed that the engagement events were **relevant to their current role**.

93.34% agreed or somewhat agreed that they would attend a future engagement event hosted by the Consortium.

The **top barriers to attending a Consortium engagement event** included:
- "The events did not fit into my schedule"
- "Time (involvement in other activities)"
- "I didn't know about the events"
- "Day/time that the activity is held"
- "Lack of knowledge of activities"

Relationship with the Consortium

The majority of members (77%) expressed pride in being members of the Consortium (22% - strongly agree; 19% - agree; 36% - somewhat agree).
- 80% of members agreed with the statement: "I feel that the Consortium wants me to holistically succeed" (34% - somewhat agree; 36% - agree; 10% - strongly agree).
- Further, 90% indicated they agreed with the statement: "I feel that the Consortium centers or considers the complexities of identity" (20% - somewhat agree; 41% - agree; 29% - strongly agree).

Many members named a **desire to find community and professional peers as a primary reason for their engagement**. This is evidenced throughout the survey across several questions and open text fields.
- The majority of respondents felt that they could be themselves with the Consortium (22% - somewhat agree; 23% - agree; 2% - strongly agree).
- Only 47% of members indicated they felt connected to the Consortium (14% - strongly disagree; 25% - disagree; 19% - somewhat disagree).
- The majority of respondents (58%) disagreed with the statement: "it is hard for people like me to be accepted by the Consortium" (14% - strongly disagree; 25% - disagree; 19% - somewhat disagree).

However, most respondents (59%) indicated that they strongly disagreed (15%), disagreed (27%), or somewhat disagreed (17%) with the statement: "I have close connections with other members of the Consortium."
- Further, **42% indicated they feel that they sometimes do not belong in the Consortium** (27% - somewhat agree; 12% - agree; 3% - strongly agree).

59% of members indicated they see themselves and their identities reflected in the executive board of the Consortium. However, **we are hesitant to view this finding positively.** Notably, the majority of respondents were white, as was the majority of the Board during the survey period. Although there are certainly people holding marginalized identities on our Board, it is important to underscore how the Board reflects dominant whiteness within our mostly white field. **This is not in alignment with our commitment to racial justice.**
- Further, 57% agreed with the statement: "I see myself reflected in the other members who engage with the Consortium" (27% - somewhat agree; 22% - agree; 8% - strongly agree).

Relationship with the Consortium

Legend:
- ■ Strongly agree
- ■ Agree
- ■ Somewhat agree
- ■ Somewhat disagree
- ■ Disagree
- ■ Strongly disagree
- ■ Unsure or Prefer not to answer

Categories:
- I am proud to be a member of the Consortium.
- I have close connections with other members of the Consortium.
- I see myself and my identities reflected in the executive board of the Consortium.
- It is hard for people like me to be accepted by the Consortium.
- I can really be myself with the Consortium.
- I feel that the Consortium wants me to holistically succeed.
- Sometimes, I feel I don't belong in the Consortium.
- I feel that the Consortium centers or considers the complexities of identity.
- I see myself reflected in the other members who engage with the Consortium.
- I feel connected to the Consortium.

Our Collective Work

Development and Implementation of Institution-Wide Policies and Practices

63.3% of respondents were responsible for developing and/or implementing institution-wide policies and practices. Of those respondents, the following either agreed or strongly agreed with the statements below:

- **84%** - I have been successful at institutionalizing policies and practices that are supportive of LGBTQIA2S+ students.
- **62%** - I have been successful at institutionalizing policies and practices that are supportive of LGBTQIA2S+ employees.
- **62%** - I have been successful advocating for additional financial resources for my program/center/position.
- **43%** - I have been successful at advocating for additional staffing for my program/center/position.
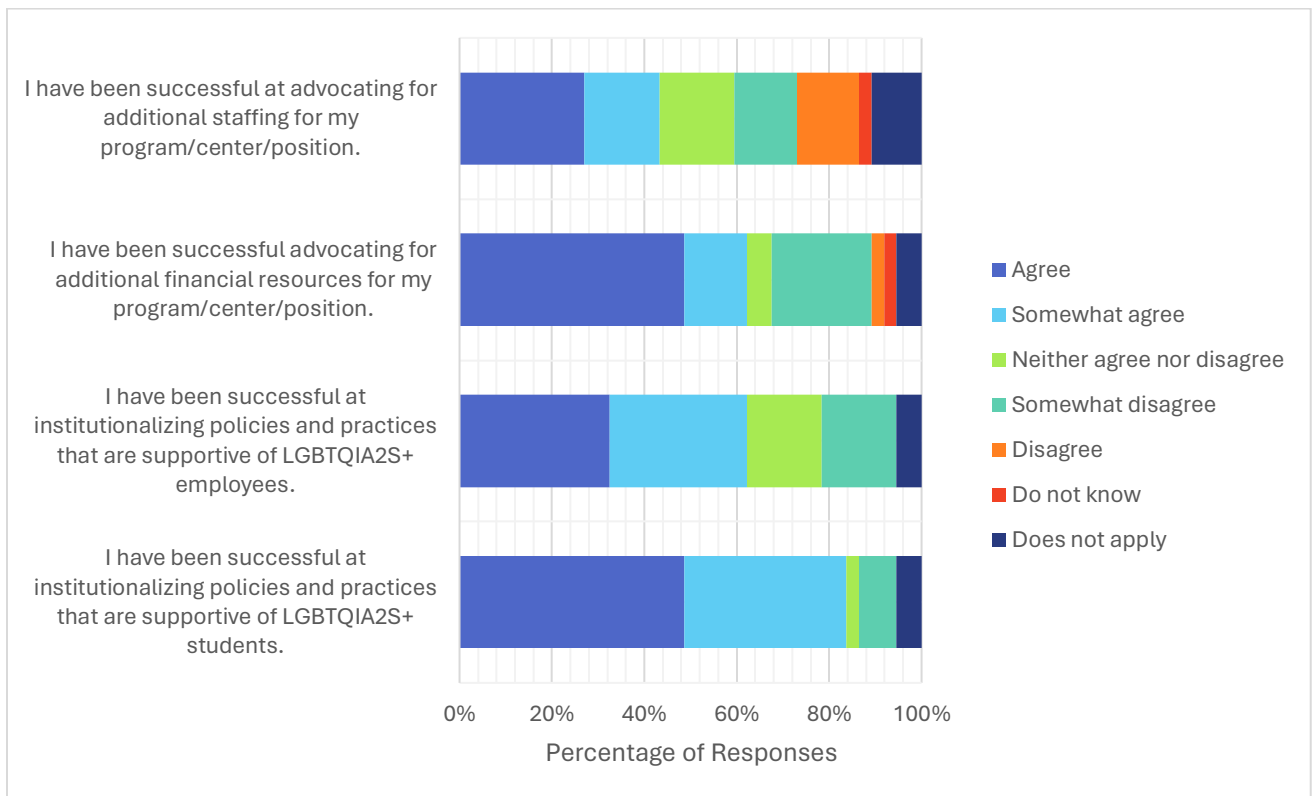
Consulting

93.3% of respondents identified that they were responsible for providing consultation services on LGBTQIA2S+ topics to various institutional actors.

Top consultation requests include:
- Pronouns policies
- All-gender restrooms, locker rooms, and changing rooms
- Workshops and trainings
- Institutional DEI work
- LGBTQIA2S+ inclusive classroom practices
- Gender-Inclusive Housing
- Name policies, as related to diplomas and/or transcripts
- LGBTQIA2S+ data and demographic collection
- Name policies, as related to institutional records
- Name policies, as related to student IDs

Supportive Factors in the Work to Improve Campus Climate

Respondents remarked on a range of support within their institutions including: positions and individuals, key offices, collaborative and coalitional DEI and/or LGBTQIA2S+teams on campus, as well as campus leadership. The following four categories emerged as significant for many respondents. Under each category, we have selected two responses to share from the question: **"What do you feel are the greatest supports to your work on improving campus climate?"**

1. **Role of Supervisor and Team Members:** Respondents highlighted their supervisors and the colleagues they work with in their centers and advocacy spaces as being key to their success in improving campus climate.

   "My supervisor is the greatest support. We do all institutional policy, risk and compliance including Title IX, ADA, and DEI efforts. She is definitely my champion."

   "My supervisor and direct team are great supports."

2. **DEI Teams and Office:** Respondents spoke about DEI offices and teams as being key supports in their ability to improve campus climates. These include identity-based resource centers as well as DEI committees and coalitions across campus.

   "DEI Unit Team of which I am part of."

   "The other DEI-focused centers on campus."

3. **Allies Across Campus:** Respondents also mentioned the role of allies–both those who identify with the LGBTQIA2S+community and those who do not–as being pivotal in advocacy and equity work. In addition to naming specific individuals, respondents also named specific offices, as well as academic departments.

"Colleagues who deeply believe that it is their responsibility to engage in this work as well, not just it being left for me to do as the sole LGBTQIA+ programming."

"LGBTQ+ professionals in other departments are the biggest supporters and drivers of improving campus climate for LGBTQIA2S+ people. There are a few departments and units that have built up a relationship with my office and now integrate LGBTQIA2S+inclusion work into their own, but it's the LGBTQIA2S+individuals who often seek out these relationships in the first place and they are the ones doing the work to advance LGBTQIA2S+advocacy in their areas without necessarily needing our help."

4. **Campus Leadership:** Several respondents also named those in leadership who are able to move LGBTQIA2S+advocacy and equity work forward and impact campus climate on a broader scale.

   "My greatest support is having support from people who can actually 'pull levers.' It's also helpful to be able to point to promising practices that have worked elsewhere. This latter point is useful because it provides evidence of strategies which can work, rather than reinventing the wheel."

   "University administrators like the provost, vice presidents, and chief diversity officer. Other leadership within the DEI offices."

Greatest Challenges to the Work to Improve Campus Climate

Respondents spoke to a wide range of challenges in their work and being able to improve campus climate for LGBTQIA2S+ campus populations. These challenges ranged from lack of resources, lack of support from campus leadership, local and state political environments and the need for comprehensive support from supervisors and offices in the realm of LGBTQIA2S+equity and advocacy. Under each category, we have selected two responses to share from the question: **"What do you feel are the greatest challenges to your work on improving campus climate?"**

1. **Lack of Buy-in from Campus:** Respondents named an overall lack of support and buy-in from allies and key campus partners in being able to further campus climate work.

   "Individuals who are not supportive or who don't want to engage in doing the work that undermine students in particular. Some specific departments come to mind that tend to be insular and not inclusive of diversity."

   "Higher administration officials and those who do not have the time or energy to consider us and make a commitment to our work."

2. **Resource Scarcity:** Respondents mentioned having limited resources, funding, and staffing, which impacted their ability to engage in campus climate work.

"Funding and other resources are the greatest challenges."

"This office has existed for (decades) but it has always been only 1 full time person. It's frustrating because I can feel myself becoming burnt out on LGBTQ topics because I do not have any permanent staffing support."

3. **Exclusive Local and State Environments:** Respondents also spoke about exclusive, neutral, or hostile local and state environments, including the ways in which many states are seeking to delimit funding for DEI work.

"We are in a VERY conservative, evangelical Christian area so elected officials and legislators are not very supportive. State laws and local opposition make it difficult to create change on campus."

"The political environment (the lack of support for higher education from the state government and the increasing negative attacks on higher education for DEI work, for discussing and analyzing race, for supporting LGBTQA+ people) is a real challenge."
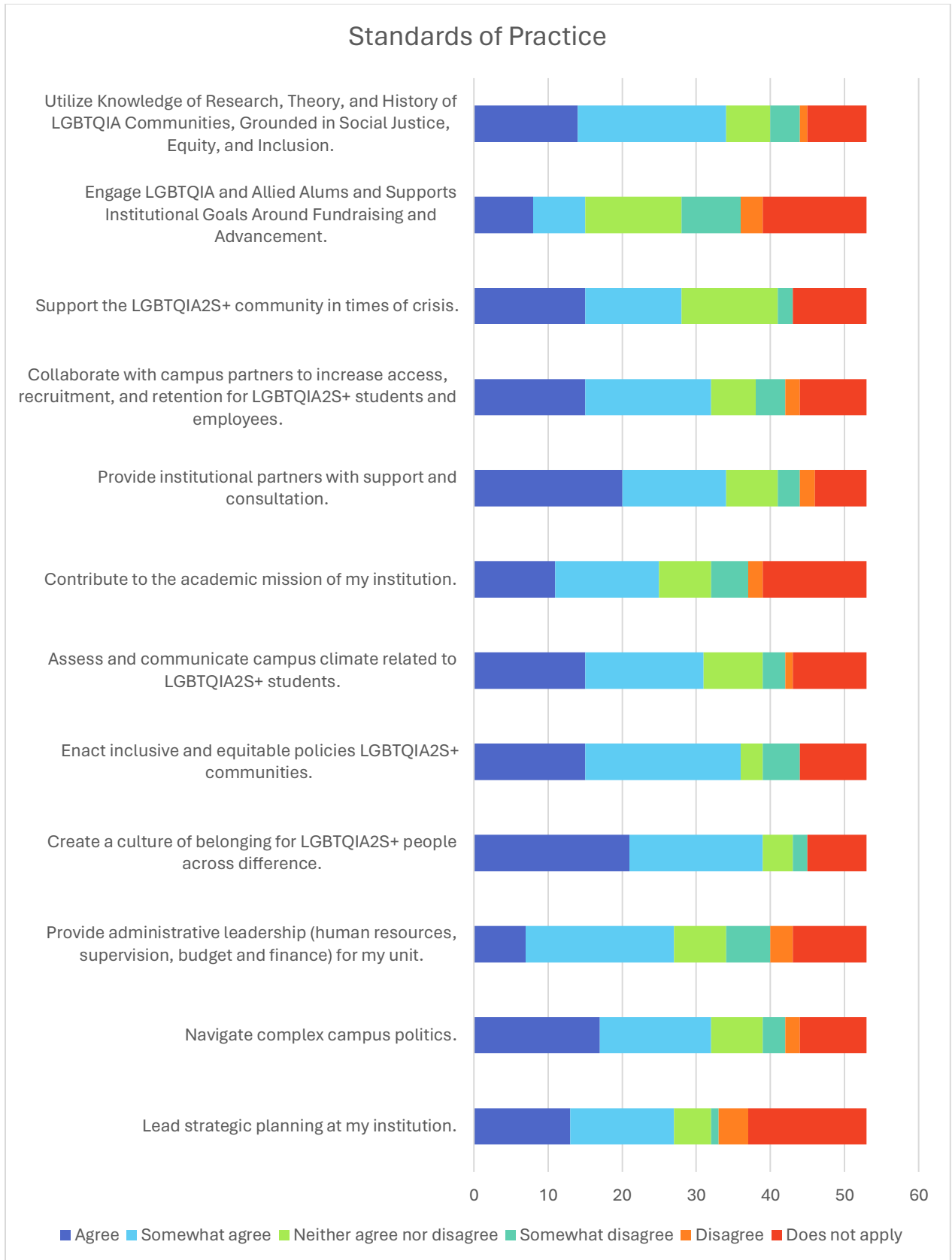
Standards of Practice

Respondents were asked to reflect on the 12 professional competencies for queer and trans resource professionals developed by Bazarsky et al. (2022). Respondents were asked to determine if any of the competencies were developed through their participation in events and experiences through the Consortium.

Respondents shared that the following competencies were **less likely to be developed** through their participation in events and experiences with the Consortium:

- Engaging LGBTQIA and allied alums and supports institutional goals around fundraising and advancement.
- Leading strategic planning at my institution.
- Providing administrative leadership (human resources, supervision, budget, and finance) for my unit.
- Contributing to the academic mission of the University.

Respondents shared that the following competencies were **more likely to be developed** through their participation in events and experiences with the Consortium:

- Creating a culture of belonging for LGBTQIA2S+ people across difference.
- Provide institutional partners with support and consultation.
- Support the LGBTQIA2S+ community in times of crisis.
- Utilizing knowledge of research, theory, and history of LGBTQIA2S+ communities, grounded in social justice, equity, and inclusion.

Standards of Practice

Legend: Agree, Somewhat agree, Neither agree nor disagree, Somewhat disagree, Disagree, Does not apply

Categories (top to bottom):
- Utilize Knowledge of Research, Theory, and History of LGBTQIA Communities, Grounded in Social Justice, Equity, and Inclusion.
- Engage LGBTQIA and Allied Alums and Supports Institutional Goals Around Fundraising and Advancement.
- Support the LGBTQIA2S+ community in times of crisis.
- Collaborate with campus partners to increase access, recruitment, and retention for LGBTQIA2S+ students and employees.
- Provide institutional partners with support and consultation.
- Contribute to the academic mission of my institution.
- Assess and communicate campus climate related to LGBTQIA2S+ students.
- Enact inclusive and equitable policies LGBTQIA2S+ communities.
- Create a culture of belonging for LGBTQIA2S+ people across difference.
- Provide administrative leadership (human resources, supervision, budget and finance) for my unit.
- Navigate complex campus politics.
- Lead strategic planning at my institution.

Member Needs

We asked members: "**how can the Consortium help you make an impact at your institution/in your local community?**" Their responses have been categorized into four primary areas:

1. **Advocacy Support:** Sharing resources and information to assist practitioners in advocating for QT equity, inclusion, justice, and belonging in their institutional contexts. This includes research on LGBTQIA2S+ support services, as well as best, better and promising practices, and benchmarking guides.

   "Put out guiding and benchmarking documents that we can refer to and use in our work"

   "Provide national data on LGBTQ centers, staff numbers, and salaries. Provide national data on queer and trans related initiatives and programs that can be used to pursue change.

2. **Programmatic Support:** Sharing resources to assist practitioners in leading support and programmatic efforts on their campuses. This includes ongoing professional development as well as idea generation for events and programs.

   "I am the only person consistently working to provide programs and opportunities to our LGBTQIA2S+students, and that is only half of my responsibilities, so anything that makes it easier or more efficient for me to provide for students would be helpful, especially educational resources on LGBTQIA2S+history and other topics."

   "A speaker/guest lecture network that would be low or no cost for small institutions who don't have representation from different groups"

3. **Funding Support:** Providing direct funding, assisting practitioners in their advocacy for funding (e.g. letters of support for grants), trainings on how to fundraise, and research that enables practitioners to better advocate for financial resources.

   "Greater opportunities for funding learning opportunities and continual engagement (with regional conferences)."

   "We need REAL ongoing funding and systemwide support."

4. **Connection Support:** Connecting members to one another, including more local and regional engagement. This also included funding for regional engagement.

   "Participate in local efforts such as meetings, conferences and summits."

   "Have an "affinity space" for community colleges to connect."
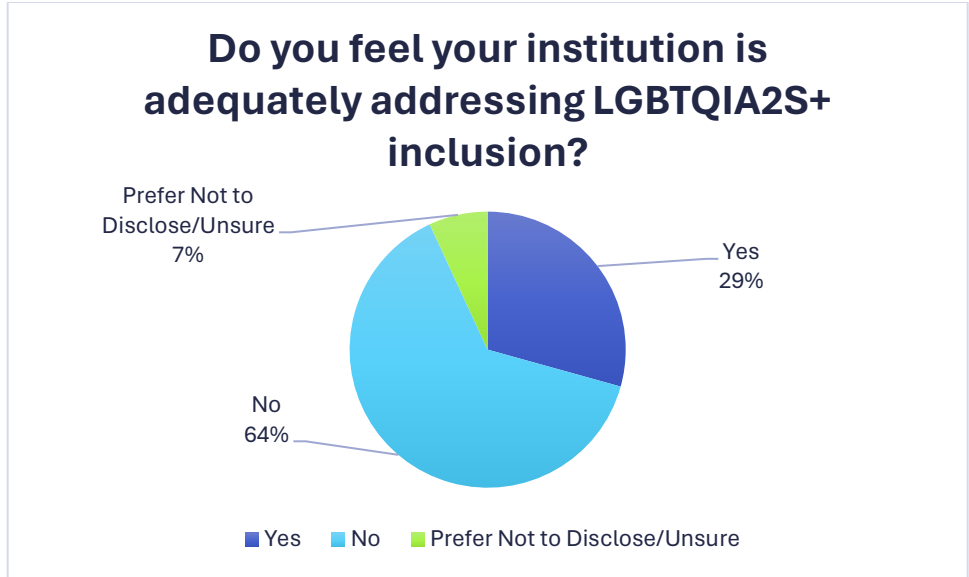
Findings

Tenuous Campus Climate

"Higher ed and identity-based centers have become (always were?) toxic spaces that prey on marginalized folks to do their passion work for low wages, at the expense of their wellness. There are far too many professionals in the field perpetuating systems of oppression WITHIN these spaces."

The first theme we identified within the study was tenuous campus climate. We define tenuous campus climate as an unstable, unreliable, and precarious campus environment for LGBTQIA2S+ work characterized by three sub-themes: institutional challenges, bias and discrimination, and inadequate legislative protections and practice/policy support to improve overall campus climate.
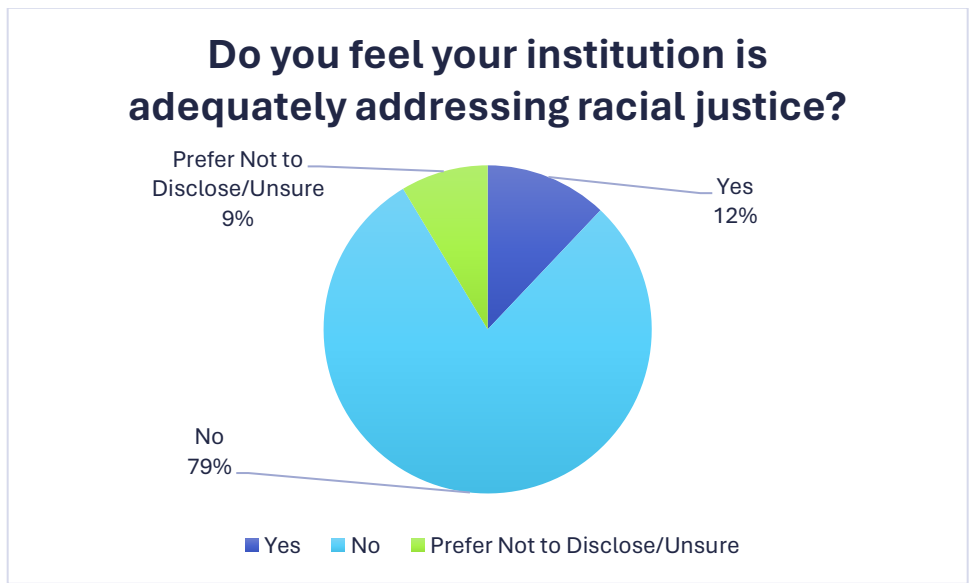
These sub-themes work together to produce the key finding of 'tenuous campus climate' by creating an unstable and unreliable environment for student affairs practitioners doing LGBTQIA2S+ work in resource centers on college campuses. Challenges such as low staff retention and limited institutional support hinder the effective operation of these centers, which is exacerbated by bias and discrimination faced by LGBTQIA2S+students within the campus community. Additionally, inadequate legislative protections and inconsistent enforcement of policies further compound the precarious nature of LGBTQIA2S+ resource centers, highlighting the urgent need for comprehensive support and advocacy initiatives.

Data points that speak to this overall finding include: a high number of respondents believing their campuses are not doing enough to address LGBTQIA2S+inclusion and racial justice, quotes from respondents about their campus populations experiencing bias and discrimination across identities, and quotes from respondents about the political environment, such as the lack of support for higher education from the state government, anti-LGBTQIA2S+bills and legislation, and the increasing negative attacks on higher education for DEI work. As campuses respond by cutting DEI and LGBTQIA2S+ programs, positions, and offices, LGBTQIA2S+ students, staff and faculty are struggling to find support and resources.

Do you feel your institution is adequately addressing LGBTQIA2S+ inclusion?

Prefer Not to Disclose/Unsure
7%

Yes
29%

No
64%

■ Yes   ■ No   ■ Prefer Not to Disclose/Unsure

Subthemes:

Challenges: As highlighted in the previous section, QT resource practitioners are contending with a wide range of challenges to their work and being able to make significant changes to their campus climate for LGBTQIA2S+ students, staff, and faculty. These challenges range from institutional climates that do not adequately invest in addressing LGBTQIA2S+ inclusion and racial justice, resource scarcity within LGBTQIA2S+ centers in order to fully support their students and exclusionary or hostile local, institutional, and state environments. Specific challenges are named in future themes and subthemes.

Do you feel your institution is adequately addressing racial justice?

Prefer Not to Disclose/Unsure
9%

Yes
12%

No
79%

■ Yes   ■ No   ■ Prefer Not to Disclose/Unsure

Biases: A primary challenge facing QT resource practitioners is dealing with biases from campus constituents regarding the role, value and importance of LGBTQIA2S+ and

services. QT resource professionals experience these biases directly, as they navigate various organizational contexts and build relationships with students, staff, faculty, and administration (Broadhurst et al., 2018) while they are often positioned to support LGBTQIA2S+ who face biases directly (Weise et al., 2023). Experiences of bias also seem to be increasing as there are growing numbers of outward and vocal anti-LGBTQIA2S+ individuals. Within this subtheme, it is important to highlight how experiences of bias are exasperated by LGBTQIA2S+ individuals who have multiple marginalized identities and the specific role QT resource center professionals need to play in supporting those individuals in holistic ways.

"In my state the long-term availability of DEI positions is under threat (or will likely soon be). It is a reality that if I stay in this work I'd need to move states."

Legislation: These are unprecedented times for QT resource professionals as they must contend with state-wide anti-DEI legislation and the moves institutions are making to delimit and defund LGBTQIA2S+ programs and services. Notably, the study period occurred from October 2022 to March 2023. This was before the sharp increase in DEI legislation. However, respondents discussed the presence and future threats of legislation to our work. According to the DEI legislation tracker (The Chronicle of Higher Education, 2024), 84 anti-DEI bills have been introduced in 28 states and the U.S. Congress with 12 anti-DEI bills becoming law. This legislation broadly restricts DEI offices and staff, mandatory DEI training, diversity statements and identity-based preferences for hiring admissions. The local and state environments around DEI and LGBTQIA2S+ inclusion are having a severe impact on the well-being of QT resource practitioners and their ability to engage their roles effectively.

Organizational Challenges

"At my last institution the salary was lacking and the position itself was not what I was wanting in my professional life. I am now considering leaving my role, due solely to salary."

The second theme was organizational challenges, the systemic and administrative barriers to enacting queer and trans justice and liberation **imposed by institutions of higher education** which impact QT resource practitioners. Here we elucidate the material and structural constraints experienced by our members. This theme and the previous theme reify one another as organizational challenges are always experienced within and influenced by culture and climate.
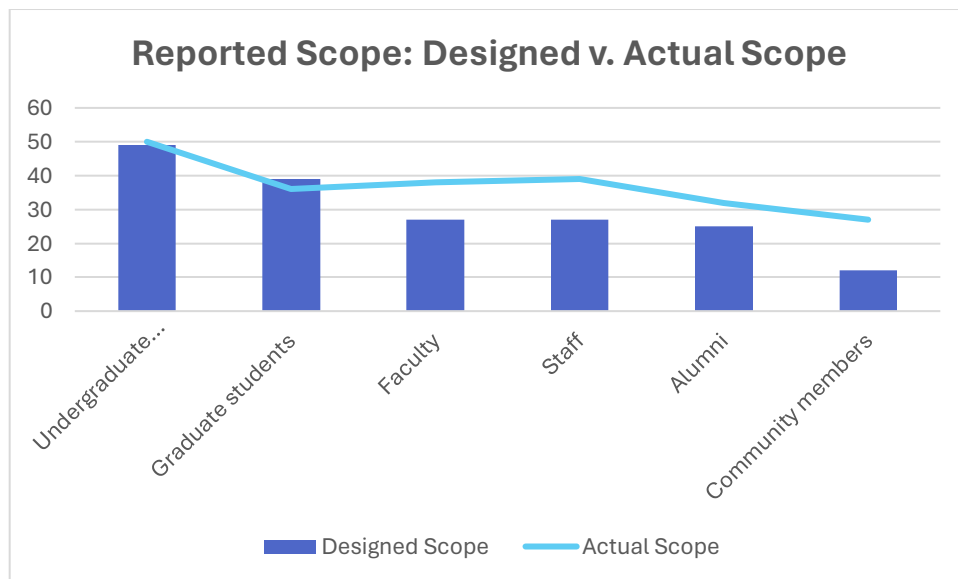
This theme was characterized by three sub-themes: critical under-resourcing and under-staffing of QT resource work, competing constituencies, and practitioner departures.
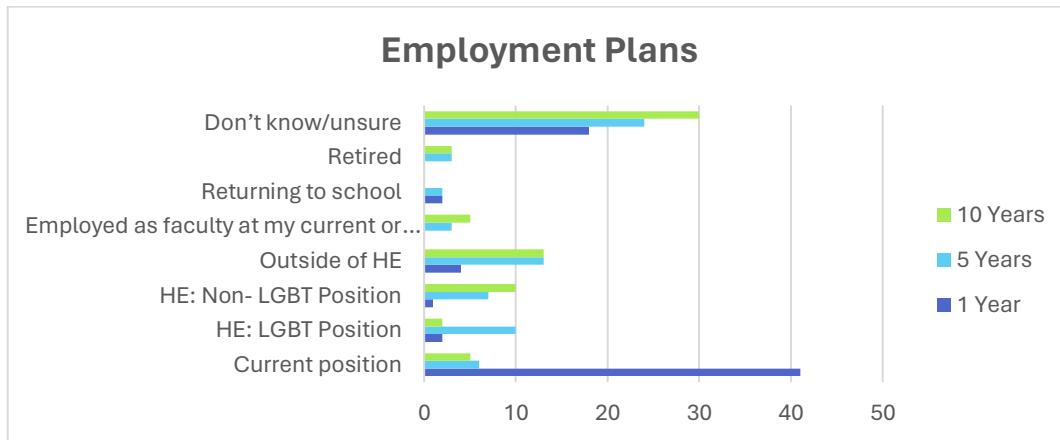
Subthemes:

Critical under-resourcing and under-staffing: The financial under-resourcing and under-staffing of LGBTQIA2S+ programs and services has been well-documented in higher education scholarship (Beal, 2023; Catalano & Tillapaugh, 2020; Duran et al., 2022; Oliveira et al., 2023; Pryor & Hoffman, 2021; Tillapaugh & Catalano, 2019). However, this study provides member-reported data on salaries, staffing levels, and operational budgets. On average, QT resource practitioners work in units with one or two other people. The largest professional staffing composition for a gender and sexuality center is only seven people. The failure of higher education institutions to appropriately resource and staff LGBTQIA2S+ programs and services is, at best, benign neglect.

> *"This office has existed for (decades) but it has always been only 1 full time person. It's frustrating because I can feel myself becoming burnt out on LGBTQ topics because I do not have any permanent staffing support."*

Competing constituencies: The critical under-resourcing and understaffing of this work is exacerbated by the ill-defined and incorrect scoping of QT programs and services. As discussed previously, there were significant discrepancies between the intended or designed scope of QT resource roles and units and the actual scope of these roles and units. Practitioners are left unable to meet the needs of their campus communities, leading to burn-out and burn-through (Anderson, 2021; Oliveira et al., 2023).

Reported Scope: Designed v. Actual Scope

Legend: Designed Scope (bar), Actual Scope (line). X-axis categories: Undergraduate..., Graduate students, Faculty, Staff, Alumni, Community members. Y-axis: 0 to 60.

Practitioner departures: QT resources practitioners are leaving their roles and many are planning to leave higher education. Members cited negative campus climates, bias incidents, unsupportive or abusive supervisors, lack of institutional support, lack of clear career paths, and low salaries. Respondents were asked about their employment plans in one, five, and 10 years. After the first year, there is much uncertainty and increased movement away from current roles and outside of higher education. Thus, our functional area is poised to lose a tremendous amount of talented and dedicated professionals due in large part to issues of climate and resourcing.

Employment Plans

(Horizontal bar chart showing employment plans over 1 Year, 5 Years, and 10 Years time horizons)

Categories (top to bottom): Don't know/unsure, Retired, Returning to school, Employed as faculty at my current or…, Outside of HE, HE: Non- LGBT Position, HE: LGBT Position, Current position

Legend:
- 10 Years (green)
- 5 Years (light blue)
- 1 Year (dark blue)

X-axis: 0, 10, 20, 30, 40, 50

"I have had an overwhelmingly positive work experiences but the conditions of being overworked and underpaid for the past few years have made me question if I should leave."

Members Seeking a Sense of Community

Our third identified theme was members seeking a sense of community. Indeed, 13.9% of respondents listed finding community as one of their core motivations for joining the Consortium. A sense of community was also listed as a reason for member's satisfaction with their Consortium membership. Of those who attended Consortium engagement events, 81% of respondents shared that their attendance helped them feel more connected to the community of LGBTQIA2S+ members. However, only 51% of respondents attended an engagement event during the study's defined engagement period.

This theme was characterized by three sub-themes: desire for connection, unmet needs, and possibilities for engagement.

> *"The Consortium is a phenomenal resource and point of connection and community for me."*

Subthemes:

Desire for connection: The desire to find and build community with peers in similar roles across the Consortium was emphasized by respondents throughout the survey. Indeed, 14.2% joined Consortium for "peer support." 13.9% joined the Consortium "to find community." They lifted up both a desire for personal connections and professional support.

Unmet needs: Their desire to be connected to one another, however, did not directly translate to their experiences as Consortium Members. 41% of respondents said that sometimes they do not feel like they belong in the Consortium. 59% of respondents said that they didn't feel that they had close connections with other members of the Consortium. With that said, only 51% of respondents attended Consortium engagement events that were offered during the study period. With the organizational and legislative challenges we face, our desire to connect may increase and the Consortium's ability to meet potential increases in demand is questionable in our current structure.

> *"Any connections I have with other members are things I had to facilitate on my own, often outside of the consortium network."*

Possibilities for engagement: Members noted that they saw each other as a valuable resource and named the value in increasing and/or enhancing opportunities for members to gather by affinity and region. This type of peer and intra-community connection could support the personal and professional lives of our members.

> *"It is challenging to truly connect with other LGBTQIA+ professionals doing this work. Facilitating connections would be great. I know this is a difficult take though."*

Opportunities & Resistance

While the first three themes revealed member's concerns related to their own organizational cultures and structures, as well as their relationship with the Consortium, members also lifted up ideas related to resisting this socio-political moment. They shared strategies that the Consortium can take up as an organization. In this way, we recognize not only calls to action, but hope. The theme is characterized by four sub-themes:

professional advocate development, queer center(ed), Consortium strategies, and the precarity of our work.

Subthemes:

Professional advocate development: Across their responses members lifted up ideas for what would be useful for them, including their own development. Specifically, they noted that they wanted to build strategies to respond to legal and local campus legislation and policies. They also want more tools to support this work, **such as** guidance documents. The top three policy and practice documents that members would like the Consortium to issue include: LGBTQIA2S+ inclusive data collection practices, serving trans and queer students of color, and suggested practices for supporting trans students. The desire for practitioners to develop as advocates is particularly important when we consider that there is not a clear pipeline into this work; most practitioners were not 'raised' through a QT center.

> *"I would like to improve in serving as an advocate actively rather than passively and proactively, rather than reactively.*

Queer center(ed): Several members critiqued the Consortium for being overly focused on practitioners who work in gender and sexuality resource centers at the expense of QT resource practitioners working in other contexts. We strongly believe in the value and importance of gender and sexuality centers. However, the need to support practitioners doing QT focused work from any area of their institution is critical. Indeed, due to our current political moment, it may be more important than ever before.

> *"The Consortium seems more geared towards individuals who are in full-time LGBTQ campus center jobs. However, many smaller universities (especially public ones like mine) have commissions and committees typically coordinating LGBTQ policies, services and activities via volunteers from faculty, staff and student body."*

Consortium strategies: When asked what the Consortium could do to better support and engage members, several ideas emerged for what the Consortium could possibly take on. Some examples of such ideas were: assessment training, mentorship, management training, dialogue trainings, climate and program assessment, and consultation. The ability to articulate these strategies and desires suggests that despite a tenuous moment for our field, colleagues are able to identify what it takes and to imagine new paths forward. It suggests that queer futures are possible and that these strategies offer potential possibilities for sustaining each other.

The precarity of our work: Many respondents shared concerns about the long-term viability of QT resource work and the impact of anti-DEI legislation on their roles, campuses, and communities. Notably, this study ran from October 2022 to March 2023, at the beginning of the sharp increase of anti-LGBTQIA2S+ and anti-DEI legislation. Members named the political climate as one of the greatest challenges to their work in QT equity, inclusion, justice, and belonging. Others discussed the fear of state retaliation and the threats of attack from bad actors. The fear and uncertainty experienced by members was palpable in their responses. This sub-theme is similar to and reinforces our first theme, tenuous campus climate. In this sub-theme, however, we focus on how practitioners are navigating the current political moment and fighting back.

"In my state the long-term availability of DEI positions is under threat (or will likely soon be). It is a reality that if I stay in this work I'd need to move states."

Implications

Reflecting on the data presented thus far in the report, the study team identified a series of implications for this study for the field of QT programs and services and the Consortium. These implications include career shifts and exits from QT resource work or higher education, the increased awareness and appreciation for the resourcefulness of QT resource practitioners, and additional opportunities for the Consortium to both engage and support members.

Departures, Exits, and Career Trajectories

Within the last two years, 76.27% of respondents reported seriously considering leaving or having left a position. The top reasons respondents named for leaving or considering leaving their current position, including the feeling or experience of being overworked, lack of career opportunities and advancement, low salary, lack of institutional support (resources, funding), and poor management/issues with supervisor. Practitioners are leaving their roles for a variety of reasons. Notably, all of the most common reasons for departure cited by our participants are negative. Institutions can and should address drivers for employee departure.

Practitioners are navigating hostile political environments and treacherous campus climates. Centers and programs are being shuttered due to legislative and financial pressures. We wonder how the continued and coordinated attacks on DEI work and queer and trans communities is impacting our members now. We also wonder about how the worsening climate will impact the field of QT resource work writ large.

Institutions must assess their campus culture and work to protect and expand QT programs and services. Further, they must address the persistent organizational challenges experienced by QT resource professionals. This includes, as a baseline, appropriately staffing and resourcing QT programs and services, supporting LGBTQIA2S+ justice and belonging work, and protecting staff from politically motivated attacks.

Resourcefulness of Practitioners

Second, in the face of hostile campus climates and the ongoing threats to our work, practitioners are demonstrating a great deal of resiliency, resourcefulness, and creativity. These practitioners work in gender and sexuality centers, lead QT programs and services, and/or are supporting QT communities as staff from other areas or as faculty members. They are collaborating with local organizations and municipalities, refashioning programs and centers to sidestep anti-DEI legislation, and coalition building within and across institutions.

How these practitioners are being resourceful in the face of real threats to their work is a testament to their dedication to their work, students, and broader communities. Whether that includes working with faculty to help funnel student support, using general language

(student engagement and belonging) to sidestep anti-DEI legislation, and partnering with community organizations and city councils to create support structures and programming, practitioners have tirelessly created, imagined, and organized for a better future.

Opportunities to Engage

Third, our members desire more engagement facilitated by the Consortium. Specifically, they are interested in support with advocacy, funding, programming, and connection. Members highlighted professional development opportunities held by the Consortium as a strength. However, a resounding call for more opportunities for members to connect to one another was present throughout the study responses.

Although there are many opportunities to engage with the Consortium, including during the study period, few members take advantage of these opportunities. In particular, one of the most rewarding and challenging opportunities for engagement is professional service on the Consortium Board or as a Regional Representative. However, professional service cannot only be extractive, and the Consortium must create opportunities for professional service and engagement that are as generative and rewarding as they are challenging and time consuming.

Supporting Practitioners and Setting Standards

Fourth, members want the Consortium to be leaders in the field of higher education and advocates for QT people. In particular, members suggested more resources to assist them in doing their jobs. Members are interested in more policy and practice guides, benchmarking research, and tools for increasing equity, inclusion, justice, and belonging within their institutional contexts. One of the greatest strengths of the Consortium is the expertise of our members. Cross-campus collaborations create tools that can be used across a variety of institutional contexts. The Consortium must find ways to leverage this expertise to forward QT resource work at all institutions.

Further, given the inequitable resourcing of QT resource work across institutions, the Consortium and especially campuses/institutions with more resources and capacity have a responsibility in helping to develop professional resources for their peers. Although some respondents rightly criticized the centering of larger elite schools within the Consortium, including as manifested in representation on the Consortium Board, the reality is that too often the practitioners with the time and flexibility to engage in professional service come from centers with larger staffs and more organizational support. The Consortium must consider how to serve and support members in all institutional contexts. This, of course, is a challenge given that the Board is comprised of volunteers who are full-time professionals and/or graduate or doctoral students. It is possible that an alternate model is required to meet the needs of members today.

Charge to the Consortium Board

This study and report represent countless hours of effort. Our members engaged with a lengthy and comprehensive survey to help us meet our study goals. We carry a responsibility to honor their stories and allow their words to impact who we are and how we approach our leadership of this organization.

The self-study team charges the Consortium Board with developing a response to this document within six months of the release of this document. In this response, the Directors, in collaboration with each collective, should issue a statement about the report, the review process, and a plan of action. The Board should share with members how each individual collective (Community and Advocacy, Membership Engagement, and Organization and Operations) will implement the findings of this study.

Appendices

Appendix A: Demographics

The following text was displayed in the survey before participants began answering demographic questions:

> Please answer the following questions about you. We are sensitive to the incredibly personal and highly political nature of identity and identity terminology. While the following demographic questions were rigorously discussed and thoughtfully crafted, we understand all questions like this to be imperfect and unable to fully capture our identities. We worked to balance our need for usable data with the importance of individuals being able to self-identify.

The study team understands that further analysis is required to elucidate the role of identity more fully in this study.
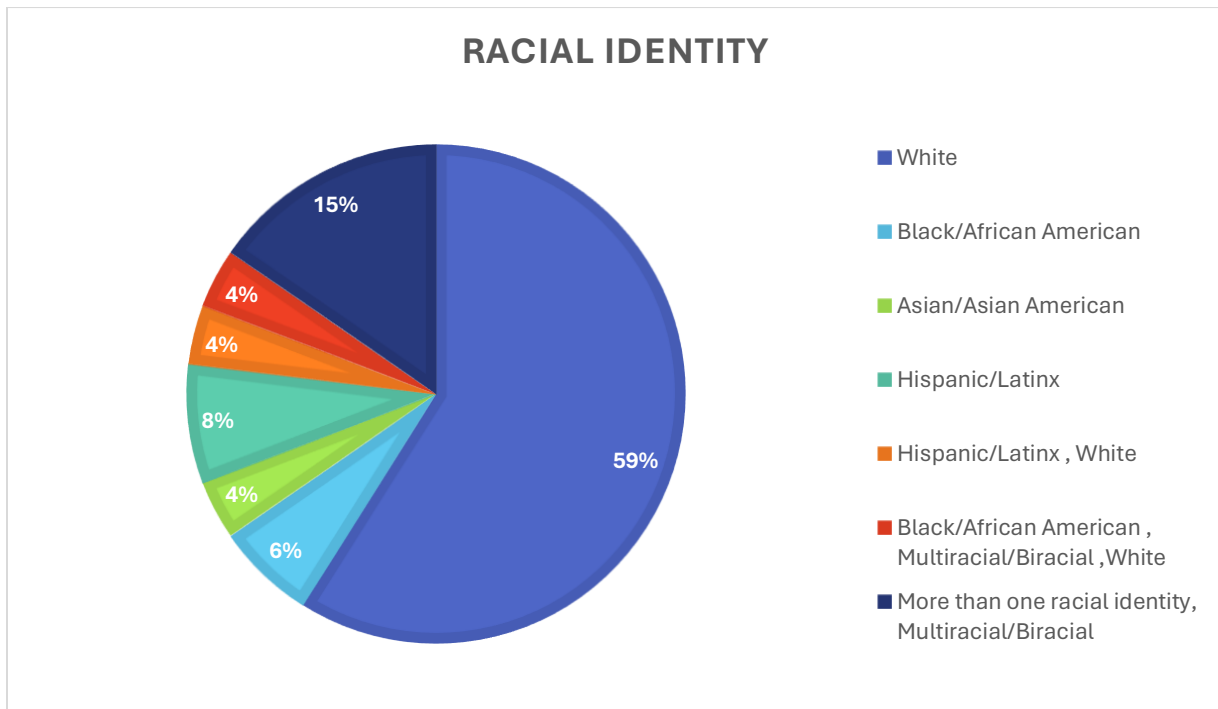
Appendix B: Race and Ethnicity

Participants were asked to answer the following question:

Which term(s) do you use to describe your race and/or ethnicity? - Check all that apply
- o American Indian or Alaskan Native
- o Asian or Asian American
- o Arab or Middle Eastern
- o Black or African American
- o Hispanic or Latine/a/o/x
- o Multiracial or Biracial
- o Native Hawaiian or Pacific Islander
- o White
- o My identity is not listed above (please specify): _____

This question produced a variety of individual responses. In analysis, the study team combined categories only to protect the identity of individuals. If any specific combination of identity terms had less than three responses, it was included with "More than one racial identity, Multiracial/Biracial." If a specific combination had three or more instances, it was included.

RACIAL IDENTITY

Legend:
- White
- Black/African American
- Asian/Asian American
- Hispanic/Latinx
- Hispanic/Latinx , White
- Black/African American , Multiracial/Biracial ,White
- More than one racial identity, Multiracial/Biracial

Pie chart values: 59%, 6%, 4%, 8%, 4%, 4%, 15%

Another way to explore the data, is to look at how many times each option was selected as in the table below:

Race and Ethnicity (Per Selection)	Count	Percentage
American Indian/Alaskan Native	2	2%
Arab, Middle Eastern, or North African	3	3%
Asian/Asian American	6	6%
Black/African American	11	10%
Hispanic/Latinx	14	13%
Multiracial/Biracial	10	9%
My identity is not listed above (please specify): _____	1	1%
Native Hawaiian/Pacific Islander	1	1%
Prefer not to answer	0	0.00%
White	59	10%

Appendix C: Sex and Gender

Birth-Assigned Sex

Participants were asked to answer the following question:

What sex were you assigned at birth?
- o Female
- o Male
- o Intersex
- o Prefer not to answer

We did not use the responses to this question in our analysis and will not share them here. Instead, we focused on gender.
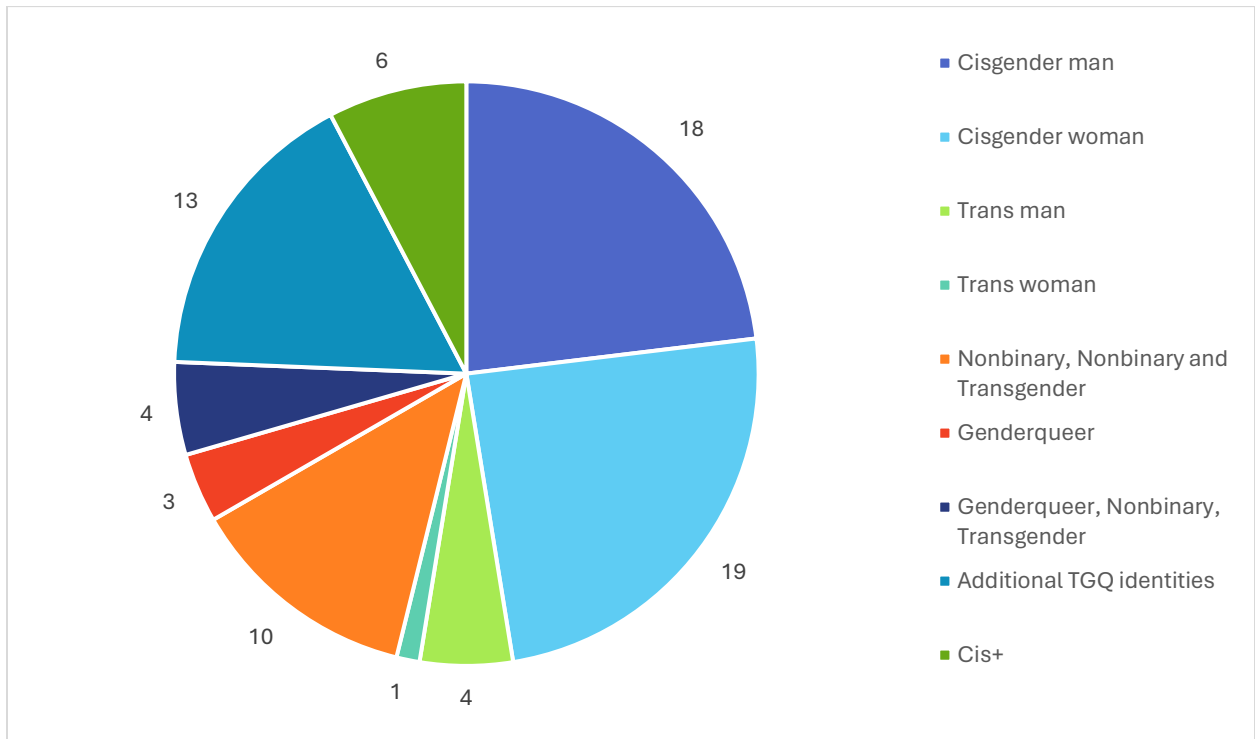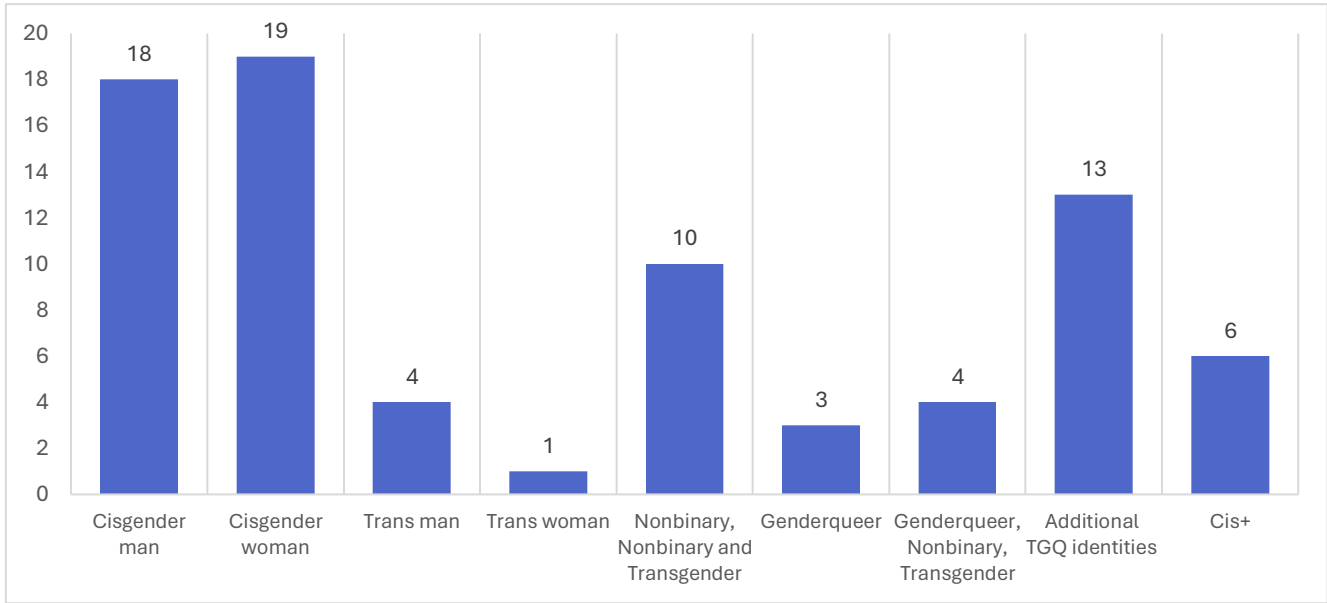
Gender

Participants were asked to answer the following questions:

Are you transgender, genderqueer, nonbinary, two-spirit, and/or agender?
- o Yes
- o No
- o Prefer not to answer

Which term(s) do you use to describe your gender? - check all that apply
- o Agender
- o Cisgender
- o Genderqueer
- o Gender Fluid
- o Man
- o Nonbinary
- o Transgender
- o Two-spirit
- o Woman
- o My identity is not listed above (please specify): _____
- o Prefer not to answer

Appendix D: Sexuality

Participants were asked to answer the following questions:

What is your sexual identity?
○ _____

Although we value agency with how folx identify, we also require categories for social identities to conduct within- and between-community comparative analyses. Which sexual identity category best fits your identity?
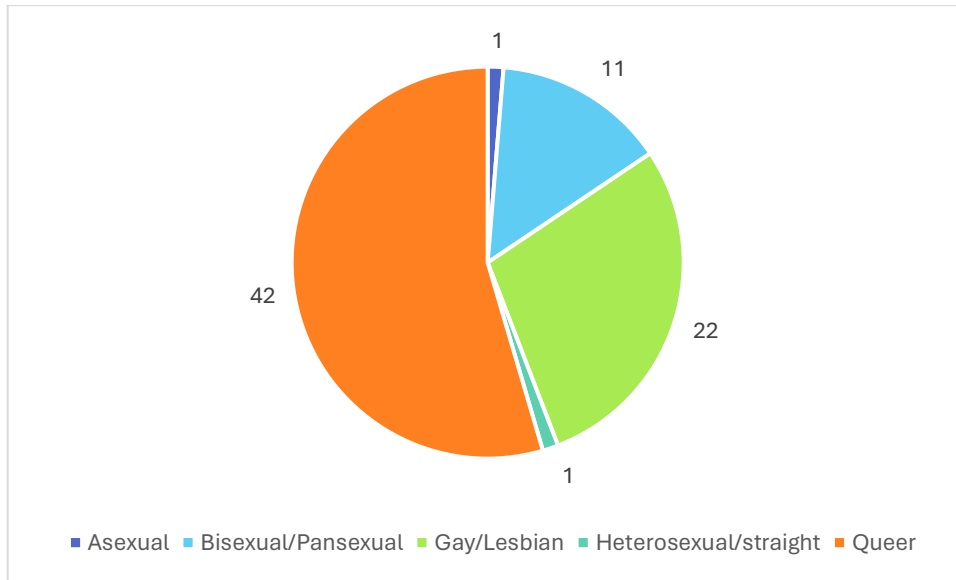○ Asexual
○ Bisexual/pansexual
○ Gay/lesbian
○ Heterosexual/straight
○ Queer

Since the first question was an open text field, we opted to present the responses as a word cloud:[18]

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[18] These are the words used by participants. Spelling errors have not been corrected.

Participant responses to the second question on sexual identity include:

To further explore the nuances of sexual identities, we reviewed the answers to the open text field. In the second question, participants had to answer one of five options. When given more choices, their answers were more nuanced.

Sexuality	Count	Percentage
Gay	12	15%
Bisexual	3	4%
Lesbian	6	8%
Queer	34	44%
Pansexual	3	4%
Heterosexual	1	1%
Queer and lesbian[19]	2	3%
Queer and gay[20]	4	5%
Ace+ [21]	5	6%
Bi+ Identities[22]	8	10%

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[19] Participants replied with lesbian and queer only.
[20] Participants replied with gay and queer only.
[21] Ace+ is a combined identity category for everyone who indicated they are ace, as well as any additional sexual identities.
[22] Bi+ identities is a combined category for everyone who indicated they are bi and/or pan, as well as any additional sexual identities.

Acknowledgements

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