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**The State of Higher Education for STEM LGBTQQ Faculty/Staff<sup>1</sup>**

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It has long been understood—an understanding that has been well supported by research-based evidence—that institutional “climate” has a profound effect on any academic community’s ability to carry out its tripartite mission of teaching, research, and service (Bauer, 1996; Boyer, 1990; Peterson & Spencer, 1990; Rankin, 1998; 2003; 2010; Rankin & Reason, 2008; Tierney & Dilley, 1996). With the acknowledgment that institutions differ in the level of attention and emphasis on issues campus climate, it is safe to say that a campus climate offering equitable learning opportunities for all students, academic freedom for all faculty, and fairness in employment for all staff and administrators is one of the primary responsibilities of institutions of higher education. The research also suggests that a challenging campus climate exists for LGBTQQ students, faculty and staff. Based on the literature, a challenging climate leads to decreased productivity, decreased sense of value to the community, decreased retention, and negatively influences educational outcomes (Settles, et al. 2006; Trower & Chait (2002); Pascrell & Terenzini, 2005; Whitt, Edison, Pascarella, Terenzini, & Nora, 2001). Little is available in the literature on LGBTQQ faculty in the STEM fields. This program will engage participants in a review of the results of the 2010 project with regard to the experiences of LGBTQQ faculty and staff in the STEM fields.

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