Identifying Faculty Attitudes about LGBT issues: Impact and Solutions

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GOALS

• Identify existing attitudes and knowledge about LGBT issues and persons
• Analyze potential impacts of those attitudes
• Identify needs and further research to help combat negative impacts
• Examine potential inclusions of LGBT material into curriculum
• Evaluate curriculum inclusion on the university as a whole, addressing a hole in the literature.

RESEARCH QUESTIONS

Do existing attitudes about LGBT individuals affect willingness to include relevant material to curriculum? Do these attitudes affect exposure of such issues to students?

LITERATURE REVIEW

• By identifying the existing knowledge base and attitudes of faculty on LGBT attitudes it is possible to examine the effect on education quality.

• Attitudes can be a predictor of behavior, so it’s important to identify attitudes that may influence professional behavior, especially in education. (Myers, 2010)

• Teachers in higher education have rarely been the subject of research, thus the effects of their attitudes on education has not been adequately explored in existing literature

• Teacher attitudes can negatively impact the learning process (Barros & Elia, 1998).

• 46% of gay students and 42% of transgender students reported that their university did not do enough to address issues of sexual orientation or gender identity, and 43% stated that curriculum did not include contributions from LGBT people (Rankin, 2003).

• Inclusion of LGBT issues makes the statement to students that such issues are valid and worthy of study, and can help dispel negative stereotypes (Zosky, 2007).

• The majority of students have little to no exposure to LGBT content in their curricular experience (Zosky, 2007).

METHODS

Participants will be employed full time faculty at the University of North Texas.

Using the Attitudes toward Lesbians and Gay Men Scale—Short Form (ATLG-S) participants are assessed on existing prejudice on a scale of 20-140, with higher scores indicating more negative attitudes of lesbians and gay men.

Participants are also asked questions about existing LGBT content on curriculum and their opinions on the addition of such content, as well as if existing levels of content are acceptable to them.

REFERENCES


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