

Beyond the Score: Investigating the Relationship Between the Campus Pride Index and Perceived Student Support

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Land & Labor Acknowledgement

Indiana University Bloomington is built on stolen Indigenous homelands and resources. We recognize the myaamiaki, Lënape, Bodwéwadmik, and saawanwa people as past, present, and future caretakers of this land.

We recognize also that our audience comprises people coming from different areas in the U.S. We encourage all attendees to investigate the colonial history of their institution and develop ways to address this history in support of Indigenous communities. This same call also applies to histories of enslavement and white supremacy related to your institutions.

Agenda

- Literature Review
- Research Questions
- Conceptual Frameworks
- Positionality
- Methodology
- Findings & Discussion
- Implications

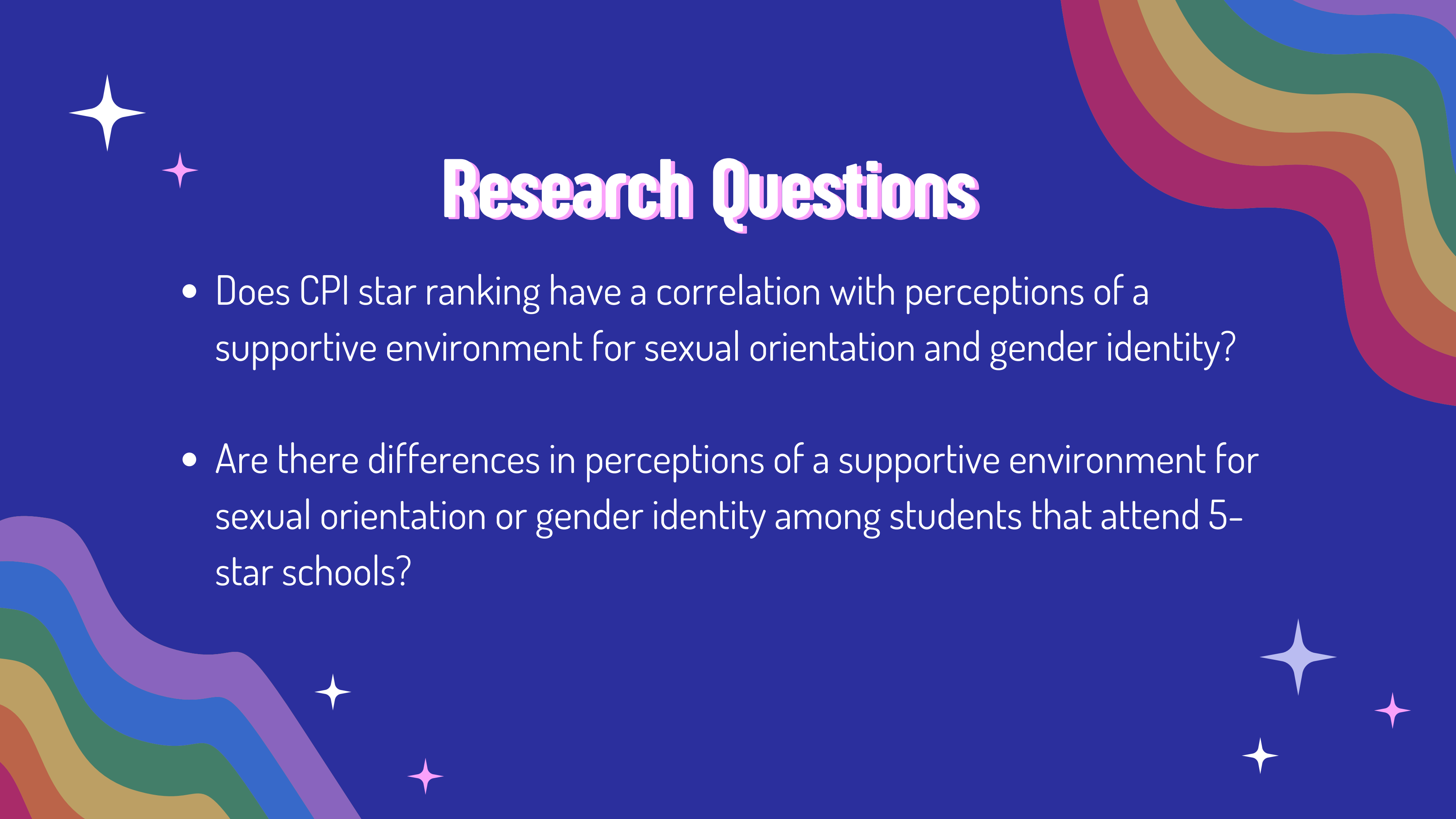


Literature Review



- LGBTQ Assessment in Higher Education
 - Assessment is politics-laden arena (Brown & Gortmaker, 2009)
 - Queer and trans identities trouble quantitative categorization
 - Subgroup differences warrant more examination (Garvey, 2017; Goldberg & Kivalanka, 2018)
- Campus Pride Index
 - First, only national benchmarking tool for LGBTQ campus inclusion (Garvey et al., 2017)
 - Critiques (Nicolazzo, 2017; Pryor & Nachman, 2022)
 - Reliability of measures
 - Self-reporting bias





Research Questions

- Does CPI star ranking have a correlation with perceptions of a supportive environment for sexual orientation and gender identity?
- Are there differences in perceptions of a supportive environment for sexual orientation or gender identity among students that attend 5-star schools?



Conceptual Frameworks



- **Traditionally heterogendered institutions (THIs) (Preston & Hoffman, 2015)**
 - Higher ed institutions create and maintain heterosexism as the default, dominant way of operating
- **Diversity wall (Ahmed, 2012)**
 - People who do DEI work are seen as radicals seeking to disrupt the hegemony of the college and university structure
 - Because they are seen as obstacles, people who do DEI work bump up against the "diversity wall" and struggle to make positive changes






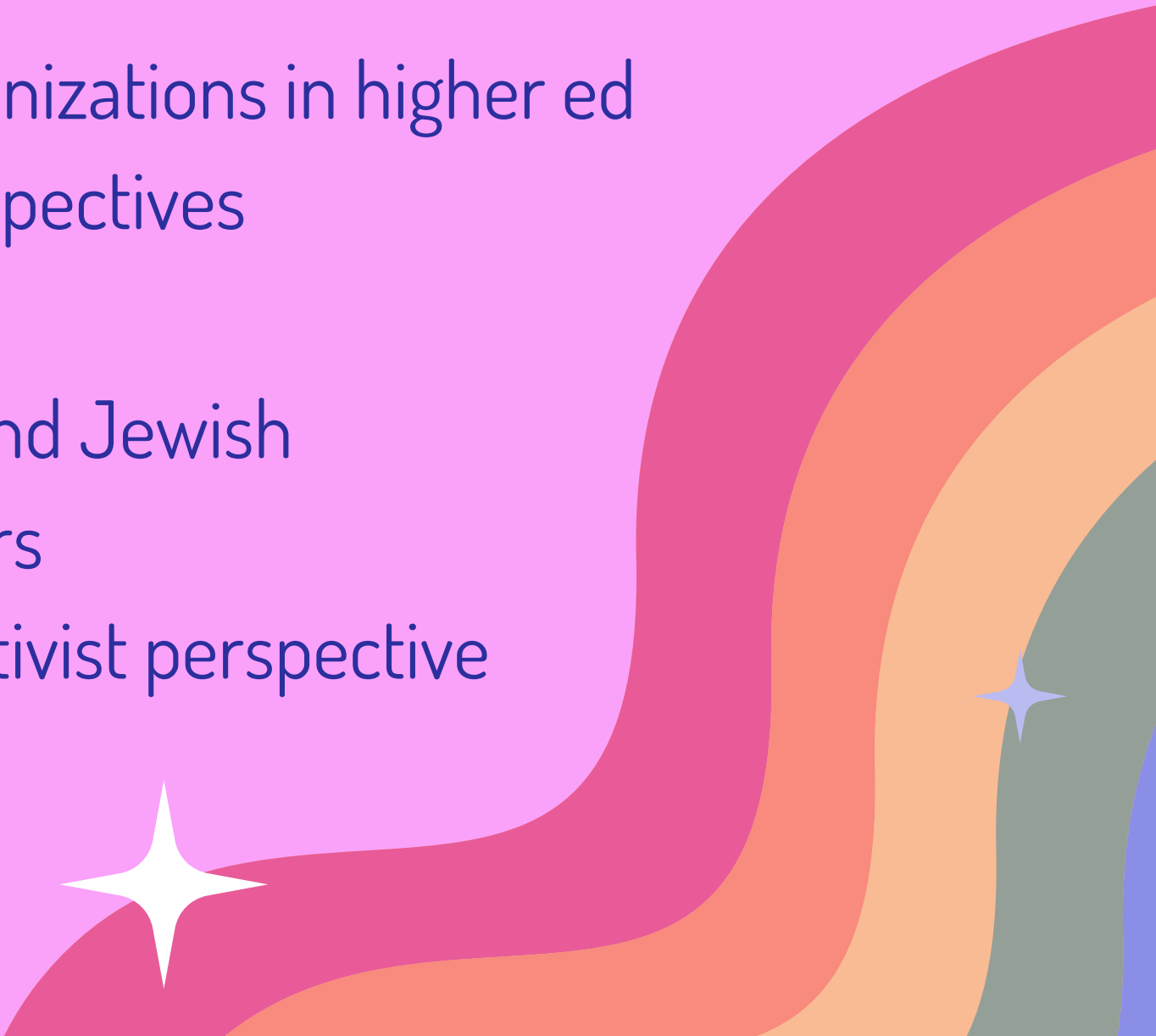


Positionality

- **Olivia**

- White, socialized in whiteness of small Minnesota and Texas towns
- Bisexual; socialized as woman
- Volunteered/worked with multiple LGTBQ organizations in higher ed
- Research based in critical and postmodern perspectives

- **Steven**


- White, queer (gender and sexual orientation), and Jewish
 - Worked in LGBTQ Services for a number of years
 - Approach research from a critical and constructivist perspective
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Methodology - Data Collection

- National Survey of Student Engagement (NSSE)
 - 2021-2022 administrations
 - 118,244 student respondents
 - 237 institutions
- Measures
 - Sexual orientation
 - Straight (heterosexual); Bisexual; Gay; Lesbian; Queer; Questioning or unsure; Another sexual orientation, please specify; I prefer not to respond.
 - Gender identity
 - Man; Woman; Another gender identity; I prefer not to respond.
 - Campus Pride 5-Star Schools
 - 9 institutions had a 5-star rating (~13,000 student respondents)
 - Supportive Environment
 - How much does your institution provide a supportive environment for the following forms of diversity? (e.g., gender identity; sexual orientation) Participants could select from very little; some; quite a bit; very much.

Methodology - Analyses

- RQ1: Does CPI star ranking have a correlation with perceptions of a supportive environment for sexual orientation and gender identity?
 - OLS regressions exploring the relationship between 5-star designation and perceptions of a supportive environment for sexual orientation among LGBTQ+ and minority students.
 - Repeated the regressions, substituting supportive environment for gender identity instead of sexual orientation
- RQ2: Are there differences in perceptions of a supportive environment for sexual orientation or gender identity among students that attend 5-star schools?
 - Filtered to look only at students that attended 5-star-designated institutions
 - OLS regressions exploring differences in perceptions of a supportive environment for sexual orientation, disaggregated by gender or sexual identity
 - Repeated the regressions, substituting supportive environment for gender identity instead of sexual orientation



Results & Discussion

Finding One:

LGBQ+ and gender minority students at 5-star institutions perceived campus to be LESS supportive than LGBQ+ and gender minority peers at non-5-star institutions.

Regression Coefficients for Supportive Environments by Sexual Orientation and Gender Identity by 5-star Designation

	Supportive Environment – Sexual Orientation		Supportive Environment – Gender Identity	
	LGBQ+	Gender Minority	LGBQ+	Gender Minority
	B Sig.	B Sig.	B Sig.	B Sig.
5-star school	-.182***		-.277***	
Non-5-star school	-.127***		-.229***	

Note: * $p < .05$, ** $p < .01$, *** $p < .001$. We only present statistically significant coefficients here ($p < .05$). We standardized outcomes so that unstandardized B could be interpreted as an effect size. All models included controls for institution type, institution size, and geographic region, as well as respondents' racial identity. Gender identity and sexual orientation were controlled for in the models where they were not the variable of interest.



Discussion:

Critiques with/of the CPI

- Discrepancies between 5-star and non-5-star institutions may point to critiques of the CPI and tick-box diversity (Ahmed, 2012)
- If 5 stars are touted as the conclusive signifier of LGBTQ+ inclusion, continued exposure to heterosexism, transphobia, etc. on campus may contribute to more negative campus climates
- **Students may perceive 5-star campuses as performative and perfunctory;** where 5 stars is more important than continuously evaluating the campus (Ahmed, 2012)

★ Finding Two:

Straight students and those who identified as men perceived a GREATER supportive environment than LGBTQ+ and gender minority students ✨

<i>Regression Coefficients for Students at 5-star Schools by Sexual Orientation and Gender Identity for Supportive Environments</i>				
	LGBQ+	Straight	Gender Minority	Men
	B Sig.	B Sig.	B Sig.	B Sig.
Supportive Environment – Sexual Orientation		.039***		.077***
Supportive Environment – Gender Identity				.053**

Note: * $p < .05$, ** $p < .01$, * $p < .001$. We only present statistically significant coefficients here ($p < .05$). We standardized outcomes so that unstandardized B could be interpreted as an effect size. All models included controls for institution type, institution size, and geographic region, as well as respondents' racial identity. Gender identity and sexual orientation were controlled for in the models where they were not the variable of interest.**



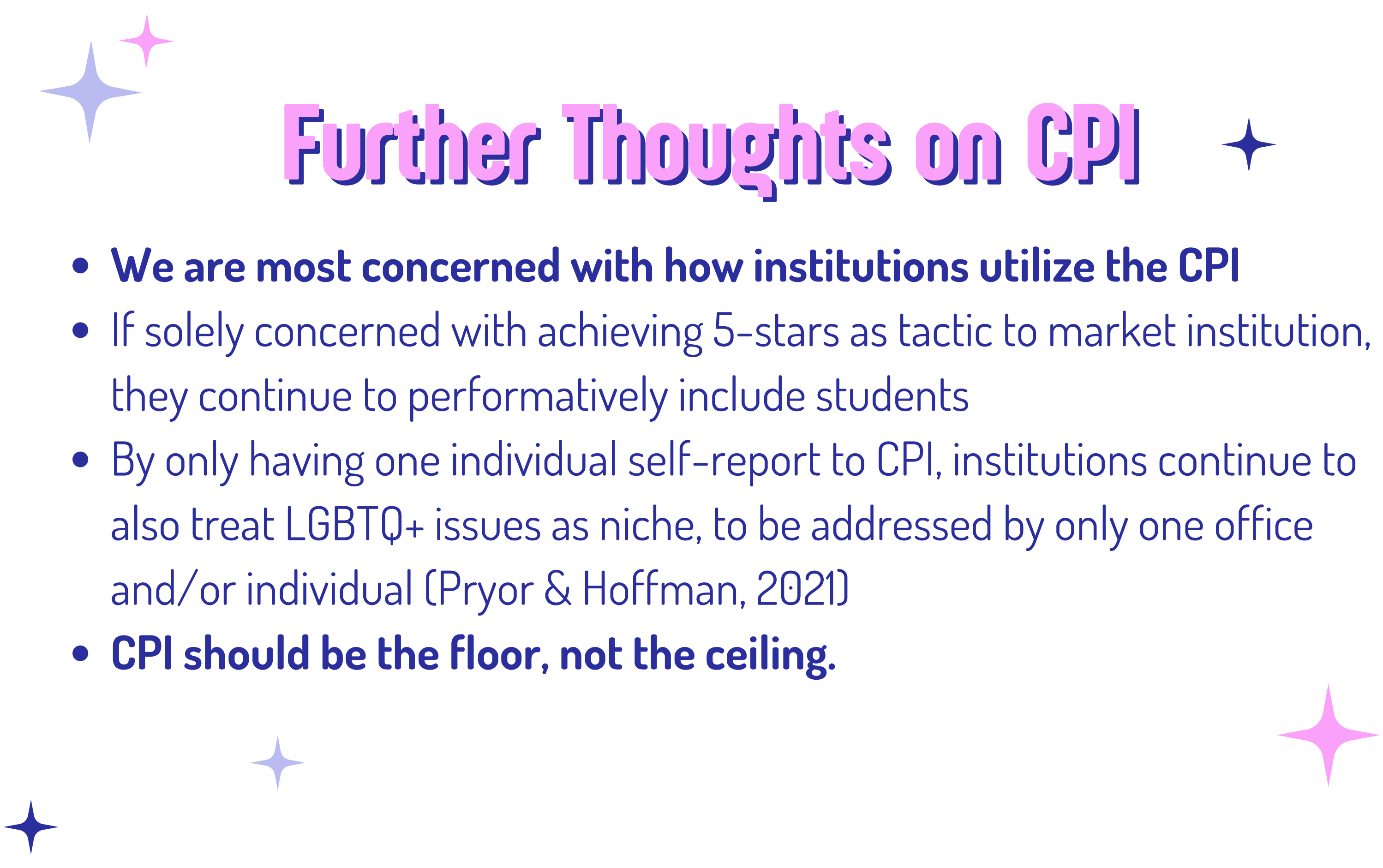
Discussion:

Who is really benefitting?

- Men and straight students perceiving positive environment not a bad outcome; however, it is troublesome when paired with previous finding
- Awareness of what resources are available for queer/trans students is permeating campus, but it is unclear as to whether this is actually affecting attitudes.
- Presence of resources alone is enough to impact perceptions, but may not be enough to be significantly impactful for queer and trans students



Further Thoughts on CPI ✨

- **We are most concerned with how institutions utilize the CPI**
 - If solely concerned with achieving 5-stars as tactic to market institution, they continue to performatively include students
 - By only having one individual self-report to CPI, institutions continue to also treat LGBTQ+ issues as niche, to be addressed by only one office and/or individual (Pryor & Hoffman, 2021)
 - **CPI should be the floor, not the ceiling.**
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Implications - Research

- What are the implications of implementing campus-based assessments on DEI efforts targeted towards both privileged and minoritized identities?
- How have institutions actively engaged CPI to create change on campus?
- Given limitation in gender identity measure, what might the relationship between CPI and trans student perceptions be?



Implications - Practice

- We are not advocating for institutions to stop using CPI
 - Often used to leverage campus partners and garner more funding/resources
- Instead, use CPI intentionally
 - Must understand that resources/support is necessary to creating inclusive environment; but cannot expect that alone to change cisheterosexism
 - Must consider ways to move beyond CPI





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