

18-21 MARCH 2024  
**ACPA24 CHICAGO**  
*Reflect. Evolve. Act.*

**100th Anniversary Celebration**

## Keeping score? Connecting Campus Pride Index to perceived student support

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## ACPA LAND ACKNOWLEDGEMENT

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ACPA-College Student Educators International acknowledges that our ACPA24 Convention is taking place on the traditional unceded homelands of the Council of the Three Fires: the Ojibwe, Odawa, and Potawatomi Nations and the Illinois Confederacy: The Peoria and Kaskaskia Nations. Many other tribes, such as the Miami, Ho-Chunk, Menominee, and Sac and Fox, also called this area home. The region has long been a center for Indigenous people to gather, trade, and maintain kinship ties. Today, one of the largest urban American Indian communities in the United States resides in Chicago. Members of this community continue to contribute to the life of this city and to celebrate their heritage, practice traditions, and care for the land and waterways. We acknowledge that we are on occupied land that was forcibly taken and we affirm that while we cannot change history, we can work for justice.

Beyond acknowledging the land and in recognition of modern and historical settler colonialism, including that perpetuated by North American institutions of higher education, ACPA actively commits to supporting Higher Education in decolonizing their practice and scholarship through our mission, values, and the Strategic Imperative for Racial Justice and Decolonization.

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## IU LAND ACKNOWLEDGEMENT

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We wish to acknowledge and honor the Indigenous communities native to this region and recognize that Indiana University Bloomington is built on Indigenous homelands and resources. We recognize the myaamiaki, Lénape, Bodwéwadmik, and saawanwa people as past, present, and future caretakers of this land. We are dedicated to centering Indigenous voices & perspectives, improving community relationships, correcting the narrative, and making the IUB campus a more supportive and inclusive place for Native and Indigenous students, faculty & staff.



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## INCLUSIVE LANGUAGE

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**ACPA24 provides an opportunity to discuss concepts that span a variety of audiences and contexts in higher, post-secondary, and tertiary education.**

**As such, we ask that session participants:**

- Recognize individual gender pronoun use
- Utilize contemporary and relevant language around social identities
- Utilize language that recognizes varying abilities and is not ableist
- Utilize language inclusive of diverse global contexts
- Utilize this space for developmental and educational support of attendees who may be unfamiliar with inclusive language practices

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## Literature Review

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- 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 & Kuvallanka, 2018)
- Campus Pride Index
  - First, most well-known benchmarking tool for LGBTQ campus inclusion (Garvey et al., 2017)
  - Critiques (Nicolazzo, 2016; Pryor & Nachman, 2022)
    - Reliability of measures
    - Self-reporting bias

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## Research Questions

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- Is there a relationship between CPI star rating and student perceptions of a supportive environment?
  - What does this relationship look like at five-star schools by student identity (where student identity is specifically sexual orientation and gender identity)?
  - At non-five star schools by student identity?
  - Between five-star and non-five star schools by student identity?

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## Conceptual Frameworks



- **Non-performatives (Ahmed, 2012)**
  - Non-performatives: Statements that demonstrate institutional commitments, yet which do not follow through in their commitments
- **Benign neglect (Catalano et al., 2023)**
  - Benign neglect: "describes a form of appeasement to diversity work with all the hallmarks of what it might take to transform campuses into more inclusive spaces, yet never enacts such work" (p. 13)



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## Positionality



- 3 queer scholars with extensive backgrounds in researching LGBTQ+ communities through scholarship and directly supporting LGBTQ+ communities in practice
  - Steven: worked in LGBTQ+ Services at a few institutions
    - Also administered the CPI on campus
  - Olivia: volunteered in several LGBTQ+ centers and organizations
  - Allison: uses assessment data to explore the experiences of sexual and gender minorities both at individual institutions and across the United States



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## Methodology



- **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.
- **Analyses: OLS regression models**
  - Controlled for institution type, institution size, geographic location, racial identity
  - Standardized all support outcomes so that coefficients could be interpreted as effect sizes



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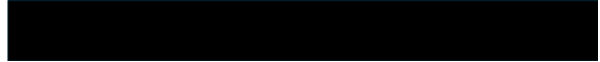
## Finding #1:

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.



	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.



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## 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 having 5 stars is more important than continuously evaluating the campus (Ahmed, 2012)



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## Finding #2:

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



	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.



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## 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

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## 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?

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## 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; cannot expect that alone to change cisheterosexism
- Must consider ways to move beyond CPI

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