

## High-Impact Practices and Student-Faculty Interactions for Gender Variant Students



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### Purpose

To examine gender variant students' involvement in high-impact practices (HIPs)

To examine relationships between participation in HIPs and student faculty interaction for gender variant students

### Language Clarification

- Gender variant students
  - Students who do not identify as either cisgender man or woman
- Write-in responses
- References to previous scholarship

### Conceptual Framework

- This study is framed through NSSE's 10 high-impact practices (Kuh, 2001)
- We operate with the premise that student engagement in high-impact practices leads to increased student success (Kuh, 2009)

### Literature Review

- High-Impact Practices across gender identity
- Student-faculty interactions across gender identity
- More research needed for gender variant students

### Methods

1. How does participation in HIPs vary for gender variant students?
2. How do student characteristics, institutional region, and student-faculty interaction relate to HIP participation for gender variant students?

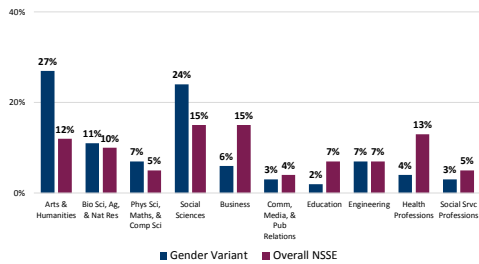
## Data & Sample

- 2014 administration of the National Survey of Student Engagement (NSSE)
  - Measures the time and energy that students invest in activities known to relate to student learning and development
  - 710 four-year colleges and universities in the US and Canada; over 470,000 respondents
- 376,076 first-years and seniors at 692 institutions who responded to the survey question about gender identity
- 64% women, 35% men, 2% prefer not to respond, 1096 students selected "Another gender identity"

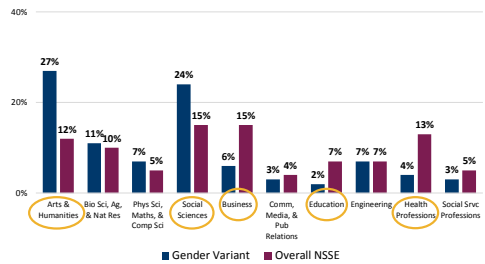
## "Another gender identity"

- Genderqueer
- Nonbinary
- Gender fluid
- Fluid
- Polygender
- Agender
- Gender neutral
- Transgender
- Trans
- FTM
- MTF
- Androgynous
- Androgyne
- Bi-gender
- Nonconforming
- Two spirit
- Third gender
- Pangender

## Senior Major



## Senior Major



## Measures

- Gender identity
- Student-faculty interaction (talk about career plans; work on activities other than coursework; discuss course topics, ideas, or concepts outside of class; discuss academic performance)
- Number of high-impact practices
- Student-level controls: age, grades, major field, racial/ethnic identification, living situation, first-generation status
- Institution-level control: region

## Analyses

- Used a series of OLS regression equations
  - Parallel HLM analyses yielded parallel results
- Significance at  $p < .001$
- First-years and seniors analyzed separately
- Dependent measure: number of HIPs
- Controls: age, grades, major field, racial/ethnic identification, living situation, first-generation status, institutional region
- RQ1 independent measure: gender identity (man, woman, I prefer not to respond; gender variant as reference)
- RQ2 independent measure: SFI. Models were only run for gender variant students

### Results: How does participation in HIPs vary for gender variant students?

#### First-Years

Compared to gender variant students, there are no differences in HIP participation for

- Men
- Women
- Prefer not to respond

#### Seniors

Compared to gender variant students, there are no differences in HIP participation for

- Men
- Prefer not to respond

**Women participate in slightly more HIPS**  
( $\beta=.059, p<.001$ )

### Results: How do student characteristics, institutional region, and SFI relate to HIP participation for gender variant students?

#### First-Years

For gender variant students,

- Only **Student-Faculty Interaction** ( $\beta=.344, p<.001$ ) was a positive predictor of increased HIP participation

#### Seniors

For gender variant students,

- **Student-Faculty Interaction** ( $\beta=.382, p<.001$ ) was a positive predictor of increased HIP participation
- **Living on campus** was as well ( $\beta=.173, p<.001$ )

### Discussion: SFI

- Significant relationship between student-faculty interaction and participation in high-impact practices for gender variant students
- Faculty relationships with students still reflect a pervasive normative environment that favors genderism

### Discussion: Engagement

- Little difference in high-impact participation by gender identity
- Trans\* and gender non-conforming students are still participating in as many high-impact educational experiences as their peers

### Discussion: Living on Campus

- Gender variant students who live on campus participate in more high-impact practices
- Benefits of residential living for trans\* and gender non-conforming students may outweigh the gendered and discriminatory climate for residence life

### Implications: Practice

- Warmer climates
  - Co-curricular environments
  - Classroom climates
- Student-faculty interaction
  - Training and education opportunities
- Policy
  - Inclusive campus policies

## Implications: Research

- Advocacy through research
  - Include different gender identities in data sets
  - Outcome-based research
- We encourage a continued emphasis on gender variant students across all facets of higher education to facilitate success for students with different gender identities

## Final thoughts and questions?

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## Sample Descriptives

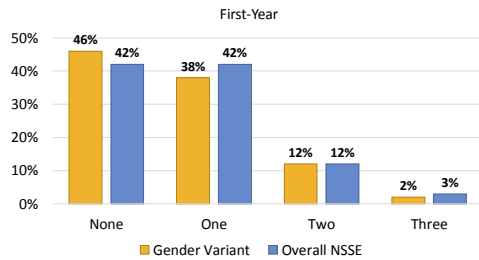
### First-Year

- 6% Asian, Nat. HI, PI
- 6% Black/African Am.
- 6% Hispanic/Latino
- 43% White
- 7% Other
- 16% Canadian White
- 13% Canadian non-White
- 58% living on campus
- 42% first-generation
- 89% <21 years old

### Senior

- 5% Asian, Nat. HI, PI
- 6% Black/African Am.
- 6% Hispanic/Latino
- 51% White
- 7% Other
- 13% Canadian White
- 18% Canadian non-White
- 16% living on campus
- 45% first-generation
- 72% <25 years old

## High-Impact Practices



## High-Impact Practices

