

INTRODUCTION

The purpose of this report is to examine the frequency of incidents of insensitivity on campus and students' experiences with discrimination and harassment at OSU. Findings include the prevalence of insensitive remarks, of negative portrayal of various groups, and of discrimination. Also included are the types of discrimination or harassment, the locations where discrimination or harassment occurred, and the sources/people responsible for the inappropriate behavior.

Methodology

This report is generated from the Campus Climate for Diversity Survey, a survey of the climate at OSU. The framework for the survey consisted of:

1. Individual factors including demographic characteristics, the extent of contact students had with diverse populations prior to entering the University, and personal actions and beliefs regarding issues of diversity;
2. Environmental experiences including the University as a welcoming environment, the classroom environment, curriculum content and instructional methods, campus life experiences with diversity, experiences as a member of an underrepresented group, and support services;
3. Outcome perceptions including the impact of campus diversity of student learning and development, satisfaction and general impressions of campus since enrolling, and campus climate initiatives to address diversity issues.

The survey instrument was created by reviewing similar instruments from seven other schools and adapting them to Ohio State and the comprehensive nature of this study. Various members of the campus community reviewed the possible questions and offered suggestions on which questions and formats would provide the University with the most helpful data.

With the assistance of the Office of the Registrar, a stratified random sample of 4,000 Ohio State students was selected through the student database of all students at the end of winter quarter, 2000. Students who were scheduled to graduate in March or had not scheduled classes for the spring quarter were not included. African American, Asian/Pacific Islander, Hispanic/Latino, and American Indian/Alaskan Native students were over sampled in order to be able to make comparisons across race/ethnicity. Because only 123 American Indian/Alaskan Native students attended Ohio State at the time of the survey, all were included in the sample.

The collection of the data was coordinated by the Office of the Registrar Testing Services. In this process, students selected were initially contacted during the first week of spring quarter by e-mail informing them that they had been selected to participate in the study. The first mailing of the survey occurred during the second week of April and a postcard reminder immediately followed. A second survey was sent at the end of the first week of May to students who had not yet responded and a final e-mail reminder was sent shortly after the second mailing of the survey. Bookstore gift certificates were offered as incentive for students to complete the survey.

A total of 1,223 surveys were received for a response rate of 30.6 %. Given the extensive length of the survey, the response rate is respectable.

Because certain racial/ethnic groups had a higher chance of selection than other members of the population and because women were more highly represented in the sample than in the population, appropriate weighting was required in order to generate accurate population

representation. As such, mathematical corrections have been made in order to bring the percentage of different racial/ethnic groups (including gender) to represent the percentage in the population. The weight can be thought of as the number of persons that each individual in the survey represents; in other words, each student's responses have been "weighted up" to represent the population totals.

Limitations

As with all survey research, this study has a number of limitations. First is the possible non-response bias and the lack of any controls for such a bias. It is possible that students who took the time to complete the survey are different from those who did not; for example, respondents may have had stronger feelings on issues surrounding diversity than non-respondents. However, the inclusion of the bookstore gift certificates may have provided the incentive for those students who otherwise would not have completed the survey to participate in the study. Second, in examining how certain groups responded to the survey, some comparisons are stronger than others. In some areas, there is low representation of certain groups. For example, students who indicated that they are gay, lesbian, or bisexual must be combined in order to make comparisons across sexual orientation. Other groups including American Indian/Alaskan Native students, international students, and students with disabilities are not highly represented. Third, all surveys are subject to potential sources of imprecision and bias which may be associated with the question wording and/or ordering and the length of the survey.

Demographics

The survey respondents had the following characteristics: (See Appendix A for a complete demographic profile)

- **GENDER:** 59.4% were female; 39.6% male, and 0.2% transgender
- **RANK:** 72% were undergraduate students; 18.1% were graduate students; 8.3%, professional; and 1.5% non-degree. Among the undergraduate students, 11.7% were Rank 1; 17.2% Rank 2; 18.1% Rank 3; and 24% Rank 4.
- **RACE/ETHNICITY:** With regard to race/ethnicity, students responded in the following ways: (Please note that students provided multiple responses when applicable)
 - 8.7% were African American/Black
 - 3.1% were American Indian/Alaskan Native
 - 2.0% were Appalachian
 - 8.0% were Asian/Pacific Islander
 - 8.7% were Hispanic American/Latino(a)
 - 65.6% were White/Caucasian
 - 3.8% were international students
 - 2.3% responded "other"
 - In addition, 3.3% responded that they were multi-racial, and 7.4% provided multiple responses.
- **GPA:** Among the undergraduate students 2.4% had a GPA of less than a 2.0; 39.2% had between a 2.0 and a 2.9; and 52.9% had a 3.0 or above. Among, the graduate and professional students, 0.4% had less than a 2.0; 6.0% had between a 2.0 and a 2.9; and 93.6% had a 3.0 or better. Other students did not provide their GPA.
- **"HOMETOWN":** When asked where they spent most of their lives before college, 22.5% of students responded that they were from a rural area or town, 19.7% from a small city; 25.3% from a large city or metropolitan area; and 32.5% from a suburb.

FINDINGS

Incidents of insensitivity on campus

One indicator of the campus climate is the prevalence of incidents of insensitivity or disparaging remarks directed toward a particular group of people. Tables 1.0 – 3.0 present the findings from three questions regarding students’ experiences with insensitive remarks and with groups being portrayed in a negative manner.

- Among students, they were more likely to make insensitive comments toward racial/ethnic minorities, gay, lesbian, bisexual, or transgender (GLBT) persons, and non-English speakers than they were toward women and persons of specific religious backgrounds.
- With the exception of religious comments, evidence suggests that students frequently make disparaging comments about all groups with at least 60% of students responding that they had heard fellow students make insensitive comments toward women, racial/ethnic minorities, GLBT persons, and non-English speakers 3 or more times.
- Staff, faculty, and administrators were less likely to make insensitive comments than fellow students were. Over 65% of the students who completed the survey had never heard University personnel make disparaging remarks about the various groups of students.
- At the same time, however, 32.9% had heard a faculty or staff member make a disparaging comment about women, 24.6% about non-English speakers, 23.5% about racial/ethnic minorities, 19.7% about GLBT persons, and 15.8% about persons of specific religious backgrounds.
- Over 87% of students responded that they had not been present at a University-affiliated event where women, racial/ethnic minorities, GLBT persons, non-English speakers, or persons of specific religious backgrounds had been portrayed in a negative manner. However, 10-12% had.

Table 1.0: Since coming to the University, how often have you heard fellow students make insensitive or disparaging remarks about...

Responses by %	Women	Racial/ethnic minorities	GLBT* Persons	Non-English speakers	Persons of specific religious beliefs
Never	17.4	14.4	14.4	12.5	29.5
Once or twice	22.9	20.0	16.0	18.0	28.1
3-5 times	14.4	17.2	12.5	15.5	13.0
6-9 times	8.7	10.3	11.8	11.9	6.8
10 or more times	36.6	38.2	45.2	42.1	22.7

Table 2.0: Since coming to the University, how often have you heard a University staff, faculty, administrator, or teaching assistant make insensitive or disparaging remarks about...

Responses by %	Women	Racial/ethnic minorities	GLBT* Persons	Non-English speakers	Persons of specific religious beliefs
Never	67.1	76.5	80.3	75.7	84.2
Once or twice	22.2	13.8	12.6	14.1	9.4
3-5 times	6.6	5.7	3.8	4.8	3.6
6-9 times	1.7	2.1	1.4	2.3	1.7
10 or more times	2.4	1.9	1.9	3.1	1.1

* Gay, lesbian, bisexual, or transgender persons

Table 3.0: Since coming to the University, how often have you been present at University-affiliated events where the following groups were portrayed in a negative manner...

Responses by %	Women	Racial/ethnic minorities	GLBT* Persons	Non-English speakers	Persons of specific religious beliefs
Never	87.7	87.5	87.3	90.1	89.4
Once or twice	7.9	8.2	7.7	6.1	6.2
3-5 times	2.7	2.3	3.1	1.8	2.4
6-9 times	0.7	1.1	0.7	0.8	0.9
10 or more times	1.1	1.0	1.1	1.2	1.1

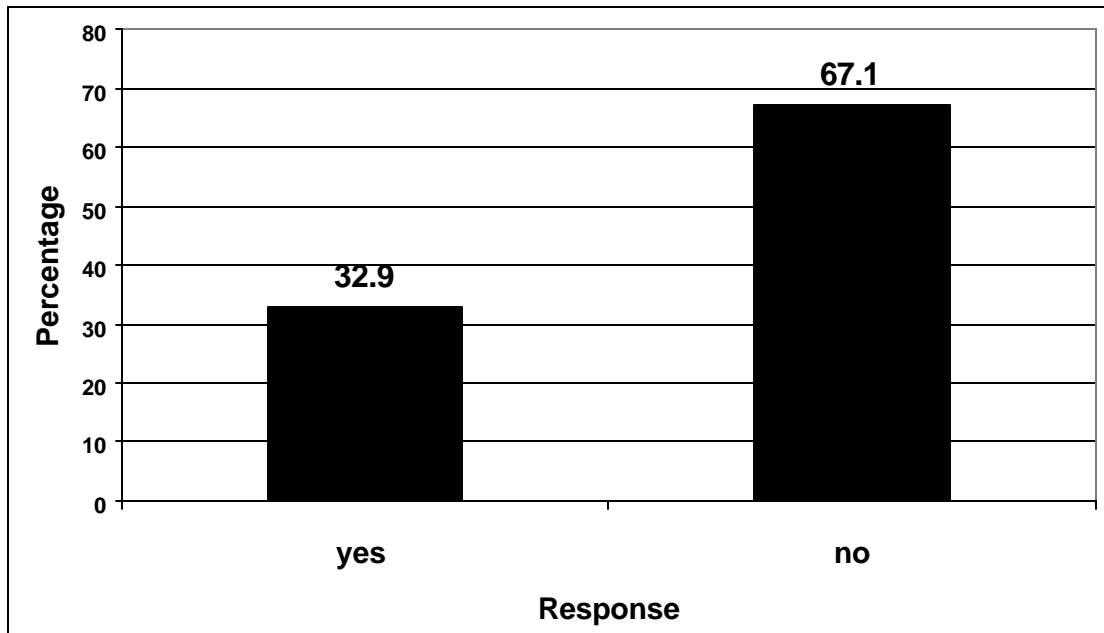
* Gay, lesbian, bisexual, or transgender persons

Students’ experiences with discrimination or harassment

As another measure of campus climate, students were asked a series of questions regarding their personal experiences with discrimination and harassment on campus.

When students were asked whether they had ever felt discriminated against or harassed on campus, almost 33% expressed they had had this experience while 67.1% had not. (See Chart 1)

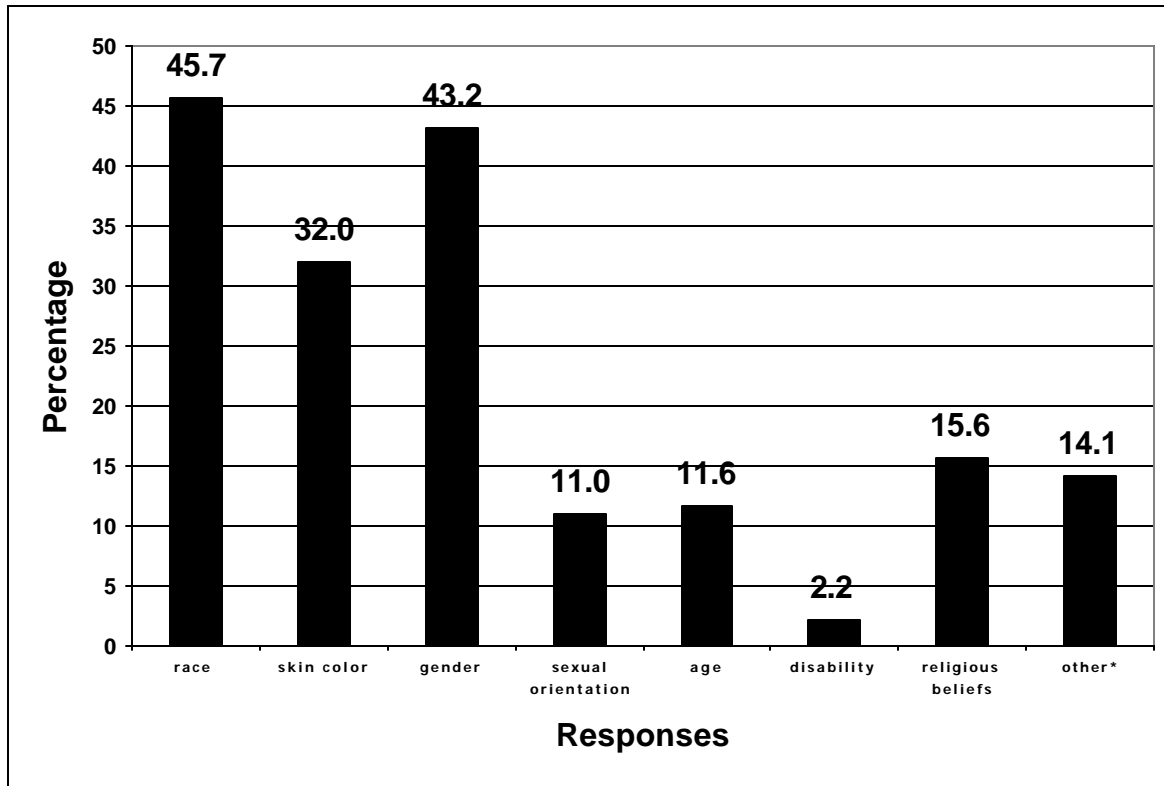
Chart 1: Have you ever felt discriminated against or harassed on campus?



Of the 32.9% of students who reported experiencing discrimination, students reported experiencing the following types of discrimination and harassment: (See Chart 2)

- Racial discrimination was most common with 45.7% responding this way. Gender (43.2%) was also cited as a common basis for discrimination or harassment.
- Similarly, 32.0% responded that skin color contributed to or was the reason for discriminatory or harassing behavior.

Chart 2: Discrimination or harassment was due to...
(Multiple responses, will not equal 100%)

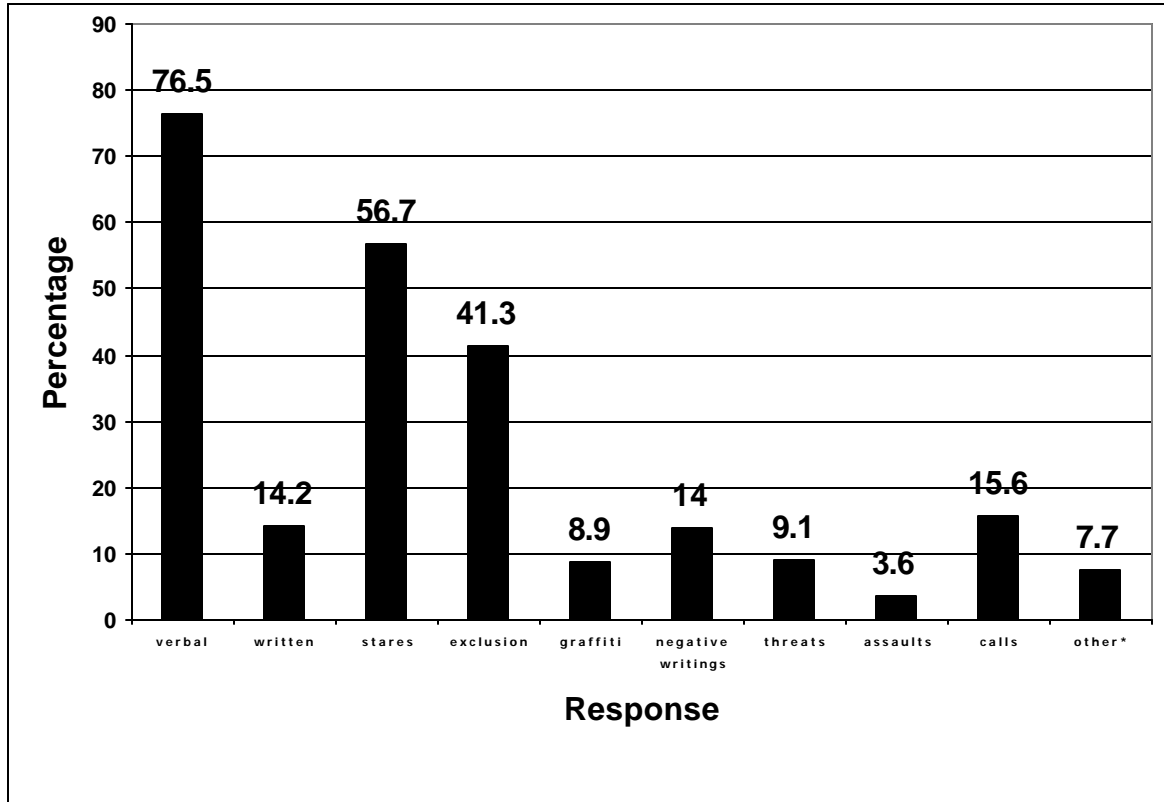


* "other" includes language, socio-economic status, personal beliefs, overall appearance, and political views

Of the students who responded they had felt discriminated against or harassed on campus: (See Chart 3)

- The majority of students (76.5%) had experienced discrimination or harassment in verbal comments.
- Almost 57% had been stared at by others.
- Over 41% had felt they had been excluded in some way.

Chart 3: What discriminatory or harassing behaviors have you experienced on campus?
(Multiple responses, will not equal 100%)

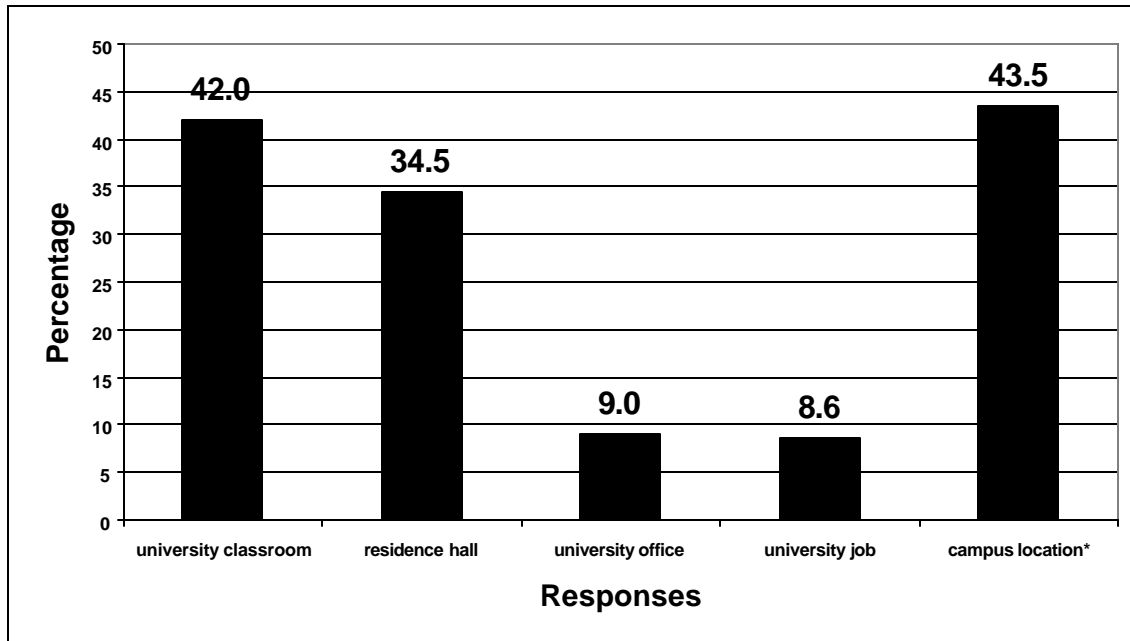


****“other” includes ignoring, harassing mail, group intimidations, followed to their apartment, and emotional/metal abuse**
Key: verbal= verbal comments; written= written comments; negative writings= negative writings in University publications; threats= threats of physical violence; assaults= physical assaults or injuries; calls= anonymous phone calls

When asked about where the discrimination or harassment had occurred: (See Chart 4)

- Almost 44% of students who responded that they had felt discriminated against or harassed on campus specified a variety of locations around the campus area. The majority of students indicated streets or pathways around campus, the Oval, High Street and bus stops as places where the discrimination or harassment had occurred. Other responses included the library, labs, bars, and cafeterias.
- Forty-two percent (42.0%) responded that they had experienced discrimination or harassment in the classroom.
- Over 34% responded that they had experienced discrimination or harassment in the residence halls.

Chart 4: Where did the discrimination or harassment occur?
 (Multiple responses, will not equal 100%)



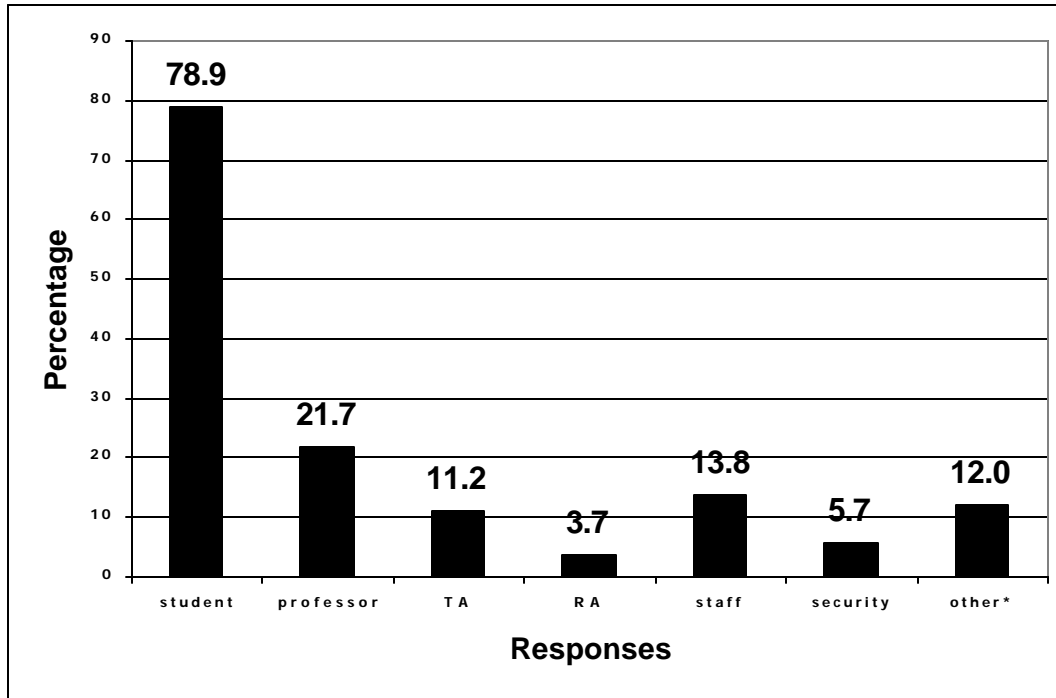
*"campus location" includes the "other" responses students provided.

As to source(s) of that discrimination or harassment: (See Chart 5)

- The majority of respondents indicated another student (78.9%) was responsible for the discriminating or harassing behavior.
- Almost 22% responded that a professor was the source of the discrimination or harassment they experienced.

Chart 5: Who was/were the source(s) of the discrimination or harassment?

(Multiple responses, will not equal 100%)



*“other” includes another racial group, employee and clinical nurse

Key: TA= teaching assistant; RA= residence assistant; staff including administrator; security including campus police

In the last series of questions in the section, students were asked whether they had ever left a campus job because of discrimination. Only 5% of students who had worked on campus and had felt discriminated against or harassed on campus answered they had ever left a campus job because of harassment or inappropriate behavior. (Data not shown)

Appendix A

Campus Climate for Diversity Respondent Demographics

- **GENDER**: 59.4% were female; 39.6% male, and 0.2% transgender
- **SEXUAL ORIENTATION**: 92.4% reported that they were heterosexual; 2.7%, bisexual; 1.7% gay; 0.8% lesbian; and 2.3% other/no response
- **RANK**: 72% were undergraduate students; 18.1% were graduate students; 8.3%, professional; and 1.5% non-degree. Among the undergraduate students, 11.7% were Rank 1; 17.2% Rank 2; 18.1% Rank 3; and 24% Rank 4.
- **AGE**:
 - 5.4% were 18 or younger
 - 29.9% were 19 or 20
 - 23.0% were 21 or 22
 - 11.0% were 23 or 24
 - 7.1% were 25 or 26
 - 5.2% were 27 or 28
 - 4.9% were 29 or 30
 - 3.5% were between the ages of 31 and 35
 - 3.0% were between the ages of 36 and 40
 - 3.5% were over 40
- **STUDENTS WITH DISABILITIES**: 3.2% of the sample responded that they had a disability (visual, hearing, speech, mobility, psychiatric, or learning)
- **RACE/ETHNICITY**: (Please note that students provided multiple responses when applicable)
 - 8.7% were African American/Black
 - 3.1% were American Indian/Alaskan Native
 - 2.0% were Appalachian
 - 8.0% were Asian /Pacific Islander
 - 8.7% were Hispanic American/Latino(a)
 - 65.6% were White/Caucasian
 - 3.8% were international students
 - 2.3% responded “other”
 - In addition, 3.3% responded that they were multi-racial, and 7.4% provided multiple responses.
- **RELIGIOUS IDENTIFICATION**: (in descending order of frequency)
 - 27.3% Roman Catholic
 - 22.7% Protestant
 - 16.8% Non-religious
 - 6.9% Baptist
 - 4.7% Agnostic
 - 3.4% Christian
 - 2.9% Jewish
 - 2.2% Buddhist
 - 2.0% Atheist
 - 1.9% Hindu
 - 1.1% Muslim
 - 1.1% Non-denominational
 - 0.7% Pagan
 - 6.3% Other (including Eastern Orthodox, Greek Orthodox, Church of Jesus Christ of the Latter Day Saints, Pentecostal, Jehovah Witnesses, Amish/Mennonite, Born Again Christian, Quarter, Zoroastrian, Disciples of Christ and more)
- **GPA**: Among the undergraduate students 2.4% had a GPA of less than a 2.0; 39.2% had between a 2.0 and a 2.9; and 52.9% had a 3.0 or above. Among, the graduate and professional students,

0.4% had less than a 2.0; 6.0% had between a 2.0 and a 2.9; and 93.6% had a 3.0 or better. Other students did not provide their GPA.

- **“HOMETOWN”**: When asked where they spent most of their lives before college, 22.5% of students responded that they were from a rural area or town, 19.7% from a small city; 25.3% from a large city or metropolitan area; and 32.5% from a suburb.
- **COLLEGE ENROLLMENT**:

College Enrollment	Percent
Allied Medical Professional	1.3
Architecture	1.8
Arts	10.4
Biology	4.4
Business	7.5
Dentistry	1.2
Education	5.7
Engineering	10.6
Food, Agricultural, & Environmental Sciences	5.3
Human Ecology	5.0
Humanities	5.2
Law	1.8
Math & Physics	3.0
Medicine and Public Health	3.2
Nursing	2.2
Optometry	0.7
Pharmacy	1.2
Social & Behavioral Sciences	11.1
Social Work	1.9
UVC	12.1
Veterinary Medicine	1.8
Non-Degree	2.1