

Summary Findings

The University as a Welcoming Environment Comparisons by Gender & Sexual Orientation

KEY FINDINGS: When considering how gender and sexual orientation affect students' experience at OSU, gay, lesbian, and bisexual students find the campus environment significantly less welcoming than do heterosexual students. Female students find the campus significantly less welcoming than do male students. Based on these two identity factors, gay, lesbian, and bisexual students find the campus the least welcoming.

When students were asked how they felt they are *personally* treated compared to other students on campus, in their classes, and in the Columbus community:

- Women students rated their treatment as being significantly worse than how men rated their treatment in all three settings. The majority of these differences are explained by men's feelings that they are treated better in these settings, rather than women feeling they are treated worse. Approximately 19% of male respondents replied that they are treated better on campus, in their classes, and in the Columbus community compared to other students.
- Gay, lesbian, and bisexual (GLB) students rated their treatment in their classes and in the Columbus community as being significantly worse than how heterosexual students rated their treatment in these settings. These differences are most apparent in relation to how GLB students rated their treatment in the Columbus community with over 17% reporting that they are treated "much worse" or "worse" relative to all other students. In contrast, GLB students rated their on-campus treatment the same as heterosexual students did.

When students were asked how they felt *students of their gender or sexual orientation* are treated relative to all other students on campus:

- Over 17% of female students and 55% of GLB students indicated that they felt that members of their groups are usually treated "much worse" or "worse" relative to all other students on campus. It is important to note, however, that when GLB students rated how they are personally treated compared to other students, only 6.7% reported that they are treated either "much worse" or "worse." Only 5.4% of female students reported that they are personally treated "much worse" or "worse" than other students.
- Over 20% of male students and almost 38% of heterosexual students rated their treatment as "much better" or better" relative to all other students on campus.

Diversity and interaction with others:

- Almost 65% of GLB students reported that the amount of effort OSU is making to improve relations and understanding between people of different sexual orientations is "too little."

- Over 60% of male students, over 55% of female students, almost 54% of GLB students, and close to 60% of heterosexual students indicated that diversity at OSU was not a factor in their decision to attend OSU.
- Heterosexual students (78%) were significantly more likely than GLB students (57%) to agree that OSU promotes respect for diversity. Women (78.9%) were significantly more likely than men (67.2%) to agree that OSU promotes respect for diversity.
- Over 60% of GLB students felt that students at OSU are resentful of others whose sexual orientation is different from their own.

Institutional practices concerning discriminatory behavior:

- Although women were significantly more likely to agree that there are clear procedures for addressing instances of sex discrimination than were men, they were significantly less likely to agree that the campus community is aware of these procedures, that campus assistance is given in cases of discrimination, and that the outcomes of the grievance cases are trustworthy.
- GLB students were significantly more likely to express disagreement regarding the existence of clear procedures for addressing instances of discrimination based on sexual orientation, awareness of grievance procedures for discriminatory behavior, campus responsiveness to complaints, and the trustworthiness of outcomes of cases than were heterosexual students.

Institutional leadership for fostering campus diversity:

- When comparing responses, female, male, and heterosexual students most strongly agreed that staff in the residence halls provides visible leadership for fostering diversity. GLB students most strongly agreed that academic advisors provide visible leadership for fostering diversity.
- Students' responses varied when asked who is the least likely to provide visible leadership for fostering diversity – female and GLB students both listed the president and other OSU administrators, while male and heterosexual students cited academic advisors.