

Diversity Action Council
Georgetown University

**Diversity at Georgetown
March 2005**

The following is a compilation of data regarding diversity on the Georgetown campus, as compiled by the Office of Planning and Institutional Research (OPIR). The three main topics are Student Perceptions, Student Interactions, and Student and Faculty Demographics. It is important to note that the data collected so far are more focused on race and ethnic, as opposed to other aspects of diversity, such as gender, religion, sexual orientation, and class. Nor do they reflect the experience of an increasing number of students who are multi-racial. Also, the statistics summarized below could be further enriched by more narrative reports of student experience of diversity on campus.

With that in mind, the data on student perceptions of diversity on campus seem to follow a similar trend. First, the longer students are at Georgetown, the more dissatisfied they feel about various aspects of diversity on campus. Also, students of color, especially African-American students, feel more dissatisfied with diversity on campus than other ethnic groups.

In terms of student interactions, most students reported the most interaction with White students and members of their own racial group.

Finally, the racial demographics of students and faculty at Georgetown are generally comparable to other COFHE schools. Georgetown tends to have fewer Asian students and faculty members.

I. Student Perceptions

Ethnic/Racial Diversity on Campus

- More seniors are dissatisfied with the ethnic/racial diversity on campus than freshmen (28% of seniors were very or generally dissatisfied vs. 15% of freshmen).
- More students of color are dissatisfied than white students. Most of the African American students (54%) were very or generally dissatisfied.*
- In the class of 2002, only 8% of African-American students and 14% of Asian students reported very satisfied with the ethnic/racial diversity on campus.†

Climate for Racial Minority Students on Campus

- More seniors are dissatisfied with the campus climate for minority students on campus than freshmen (24% of seniors were very or generally dissatisfied vs. 11% of freshmen).*

*Data from 2004 Georgetown Undergraduate Student Survey, administered in the Fall of 2004 by the Office of Planning & Institutional Research (OPIR)

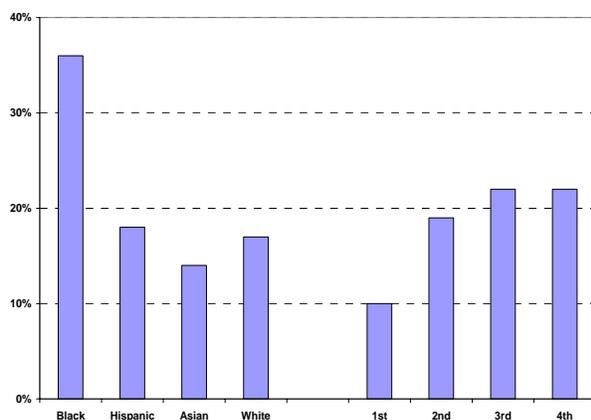
† Data from 2002 Senior Survey, administered by OPIR.

- More students of color are dissatisfied than white students. A little more than half of the African American students (51%) were very or generally dissatisfied.*
- In the class of 2002, only 8% of African-American students and 15% of Asian students reported very satisfied with the ethnic/racial diversity on campus.†

Sense of Community on Campus (see Figure 1)

- Dissatisfaction was highest among African American students (about 35%), male students (20%), and juniors and seniors (about 22%).*
- In the class of 2002, only 11% of African-American students strongly agreed that “Georgetown University embodies a commitment to treat others in a respectful manner, regardless of differences such as race, religion, nationality, ethnicity, gender, sexual orientation.”*

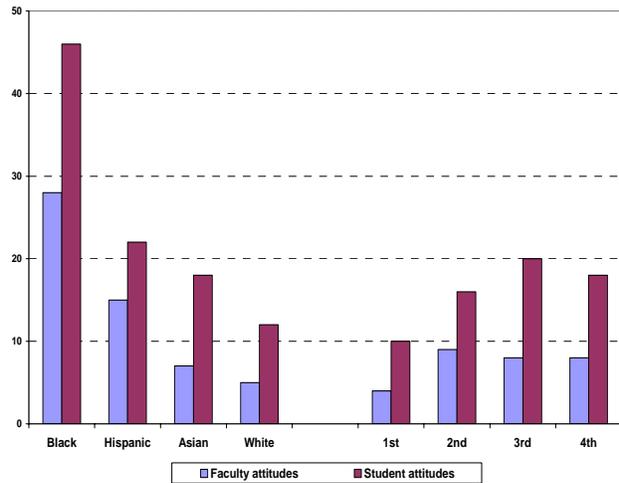
Figure 1. Sense of Community on Campus (percent generally or very dissatisfied)



Faculty and Student Attitudes and Behavior Related to Diversity and Inclusion in the Classroom (see Figure 2)

- All students were more dissatisfied with their fellow students’ behaviors and attitudes in classroom than those of faculty. About 15% of all students were very or generally dissatisfied with student attitudes and behaviors in the classroom while 7% felt the same way about faculty.*
- African-American students experience the highest level of dissatisfaction with the behaviors and attitudes of both students and faculty than students of any other ethnic/racial group. About 45% of African-American students were dissatisfied with their fellow students, while almost 30% of them were dissatisfied with the faculty.*

Figure 2. Perceptions of Faculty and Student Attitudes and Behavior Related to Diversity and Inclusion in the Classroom (percent generally or very dissatisfied)



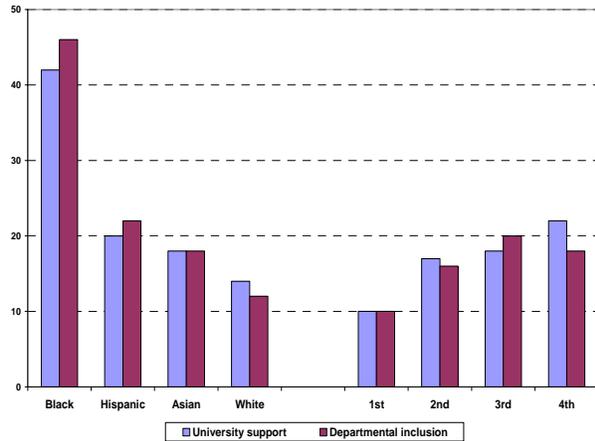
Inclusion of Diverse Identities and Ways of Thinking in the Curriculum (see Figure 3)

- African-American students experience the highest level of dissatisfaction with the level of diversity in the curriculum than students of any other ethnic/racial group. About 45% of African-American students were dissatisfied, whereas about 20% of Hispanic and Asian students reported similar levels of dissatisfaction. More than 10% of White students were generally or very dissatisfied.*
- Students who have been at Georgetown for more than one year tend to be more dissatisfied than first-year students. 17%-18% of the students in the upper classes expressed dissatisfaction, compared to about 8.5% of freshmen.*

Opportunities to Develop Cross-Cultural Skills (see Figure 3)

- African-American students experience the highest level of dissatisfaction with the level of support by the university for students to develop cross-cultural skills. More than 40% of African-American students were dissatisfied.*
- Students who have been at Georgetown for more than one year are substantially more dissatisfied with the opportunities for developing cross-cultural skills than their first-year counterparts.*

Figure 3. Perceptions of departmental and University support (percent generally or very dissatisfied)



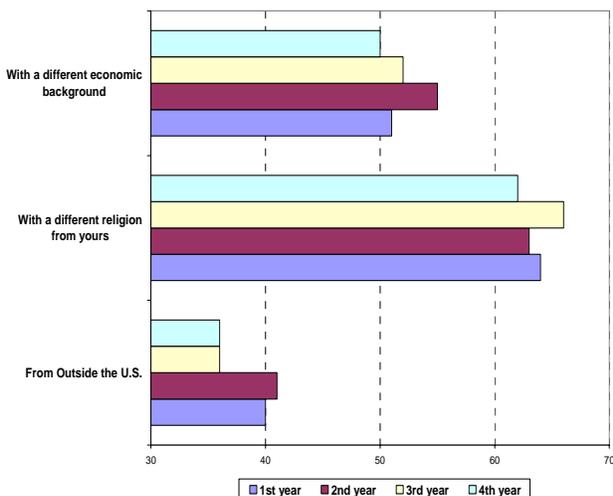
II. Student Interactions

- Asian students reported the least amount of “substantial interaction” with non-White students from other races. * (see Figure 4)
- All students – including White students – reported the most interaction with other White students. * (see Figure 4)
- Fewer seniors reported substantial interactions with those from different economic backgrounds, different religions, and different nationalities than freshmen, sophomores and juniors. * (see Figure 5)

Figure 4.

"Substantial interaction" with students who are:	Respondent race/ethnicity			
	Black	Hispanic	Asian	White
Black	62%	25%	15%	29%
Hispanic	33%	58%	14%	24%
Asian	22%	32%	55%	34%
White	71%	83%	64%	89%

Figure 5.



III. Student and Faculty Demographics (Compared to COFHE Institutions)

- The overall ethnic diversity of undergraduates at Georgetown during Fall 2001 is comparable to other COFHE schools, except for Asian students. Asian students make up 10% of Georgetown’s undergraduate population, while they make up 15% of the COFHE undergraduates.[‡]
- When compared to other COFHE schools, Georgetown’s class of 2008 has a higher proportion of White students, about the same proportion of African-American students, and lower proportions of Hispanic and Asian students. The chart below summarizes this data.
- For the academic year 2001-2002, the proportion of faculty of color at Georgetown is either comparable or higher than the average of the COFHE schools. (See Figure 6 below.)

Figure 6.

	White Non-Hispanic		Black Non-Hispanic		Hispanic		Asian	
	Students (Class of 2008)	Faculty (Fall 2001)						
Georgetown	69.3%	84.2%	7.0%	3.2%	6.6%	4.1%	10.0%	7.6%
COFHE Medians	55.4%	87.3%	7.3%	3.1%	7.7%	2.2%	15.5%	7.0%
COFHE Average	52.3%	86.6%	6.9%	3.1%	7.0%	2.5%	16.1%	7.2%

Source: COFHE

[‡] Data in this section are based on Fall 2001 information that was obtained from AY2002 COFHE Institutional Profiles Project and compiled by OPIR.