

Diversity Action Council
 Summary of Diversity at Georgetown Report

Report title:	Diversity at Georgetown, Spring 2005
Purpose:	This report is a compilation of data reflecting student responses about campus diversity in three main categories: student perceptions, student interactions, and student and faculty demographics. It illustrates specific differences in satisfaction rates between students from different racial and ethnic groups regarding perceptions and experiences of diversity at Georgetown.
Basis of data:	Data compiled from the 2004 Georgetown Undergraduate Student Survey, administered in fall 2004 by the Office of Planning and Institutional Research (OPIR). Comparative data is included from the 2002 Senior Survey, administered by OPIR. For comparison, data regarding the percentage of students and faculty at Georgetown and at other Consortium on Financing Higher Education (COFHE) institutions is also included.
Highlights and summary:	<p>This report largely compares the rates of dissatisfaction between White, African American, Hispanic and Asian students by class year. Questions focused on the following:</p> <ul style="list-style-type: none"> • Ethnic/racial diversity on campus • Climate for racial minority students on campus • Sense of community on campus • Faculty and student attitudes and behaviors related to diversity and inclusion in the classroom • Inclusion of diverse identities and ways of thinking in the curriculum • Opportunities to develop cross cultural skills • Student interactions <p>Report findings include:</p> <ul style="list-style-type: none"> • The longer students are at Georgetown, the more dissatisfied they feel about various aspects of diversity on campus • Students of color, particularly African American students, feel more dissatisfied or dissatisfied in higher proportions, than majority (White) students • White students report having the most frequent interaction with White students. Students of color report having the most frequent contact with White students, followed by students of their own racial/ethnic group. This is important to consider in the context of discussions about cliques and group self-segregation among all groups of students • The racial/ethnic demographics of Georgetown students and faculty are generally comparable to other COFHE institutions, though Georgetown tends to have fewer Asian students
Recommendations:	The findings in this report should be more closely considered through repeated analysis of these questions in future OPIR administered surveys. More data should be collected and compared along other dimensions of student diversity, including gender, religion, sexual orientation and class. The statistical summary would also be enriched by narrative reports of student experience of diversity on campus.
Website for complete report:	TBA