

Diversity Action Council
 Summary of New Student Survey on Diversity and Inclusiveness Report

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| Report title: | New Student Survey on Diversity & Inclusiveness at Georgetown University |
| Purpose: | To understand the impressions and expectations of new students regarding diversity at Georgetown, and their orientation to involvement in diversity-related programs or activities during their tenure as students. A second purpose was to establish baseline data for comparison with subsequent assessments of the campus climate for diversity. |
| Basis of data: | <p>Data was compiled from 1019 responses to a brief, written survey distributed to all incoming students attending the NSO Pluralism in Action program at the start of AY 2004-05.</p> <p>The survey contained five questions (paraphrased below) along with an optional section that asked students to self report race/ethnicity.</p> <p>Q1. Please list three words that come to your mind when you think of Georgetown University in relation to diversity and inclusion.</p> <p>Q2. How often do you anticipate participating in cultural events?</p> <p>Q3. How often do you anticipate participating in campus events?</p> <p>Q4. What are your hopes and aspirations for Georgetown campus life as it relates to diversity and inclusion?</p> <p>Q5. What would you anticipate will be the most challenging in terms of diversity and inclusion?</p> |
| Highlights and summary: | <p>The completed surveys provided interesting insight into new students' perceptions and expectations of diversity at Georgetown. Highlights include:</p> <ul style="list-style-type: none"> • Q1: 83% of students listed words with generally positive connotations, while 16% listed words with generally negative connotations. Responses are cross tabulated by self-reported race/ethnicity, and indicate that both majority and minority groups indicated open attitudes toward diversity. • Q2 & Q3: The majority of students expected to participate in both cultural activities and campus events on a monthly basis. Cross tabulations offer breakdowns by race/ethnicity. • Q4: Responses to student hopes and aspirations related to diversity were organized into 10 general categories. Keywords were cross tabulated by race/ethnicity. • Q5: Responses to potential or anticipated problems were categorized into five general categories. Keywords were cross tabulated by race/ethnicity. <p>Two categories of responses to Q5 warrant greater consideration/investigation:</p> <ul style="list-style-type: none"> • "Cliques" or "segregation" was listed as an anticipated challenge by 20% of White and Asian respondents, 12.5% of Black respondents, and 16.5% of respondents of unknown or undisclosed race/ethnicity. This could indicate hesitancy or reluctance on the part of new students to interact with those different from themselves. • Nearly 10% of White and 12% of unknown/undisclosed race/ethnicity reported that "diversity isn't a problem for me." This could indicate a lack of awareness about the adjustments and possible discomfort that comes as a result of living and learning in a diverse community. |

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| Recommendations: | The report offers several recommendations for follow up data gathering and analysis, including: <ul style="list-style-type: none">• Poll the same group of students at a later date to compare responses• Use similar questions as prompts for faculty focus groups• Work with OPIR to use this data to develop further closed-ended questions on future University-wide student surveys |
| Website for complete report: | TBA |