In March 2010 the Diversity Leadership Council developed and distributed a Student Climate Survey to help understand how different groups experience Johns Hopkins. All responses to the survey were anonymous and will be used to help Johns Hopkins University Leadership identify strengths, best practices, and areas that need improvement with regard to diversity and inclusion. Following is the first summary look of the overall results.

Participation Levels
In total, 2,027 undergraduate and graduate students responded to the survey across nine divisions of Johns Hopkins University (Johns Hopkins School of Public Health, Carey Business School, Krieger School of Arts and Sciences, Nitze School of Advanced International Studies, Peabody Institute, School of Education, School of Medicine, School of Nursing, and Whiting School of Engineering). This accounts for approximately 10 percent of the student population. Graduate Masters Students accounted for the majority of responses at 49% while 29% of respondents were Undergraduates. Actual numbers of respondents by division and student status are shown in the pie charts below.
Demographics
In addition to division and student status, survey participants were asked to self-identify with respect to eight demographic characteristics: gender, sexual orientation, Hispanic origin, primary race/ethnicity, citizenship status, disability (and type of disability among those who responded yes), housing arrangement, and enrollment status. The bar graphs below show that the typical survey respondent identified as a white non-Hispanic heterosexual female U.S. citizen graduate student with no known disability living off campus. The charts are stratified by student status in order to gauge any demographic differences between undergraduates and graduates. The most noticeable difference is for housing arrangement, as might be expected. A higher proportion of undergraduate students identified as Asian compared to graduate students (25% versus 16%). More graduate students reported non-resident alien citizenship status than undergraduate students (10% versus 5%). The distributions of all other demographic characteristics were similar between undergraduates and graduates.
Overall, three percent (3%) of respondents considered themselves to have a disability. This is slightly higher than the percentage of students who identify as needing some type of accommodation. Among survey respondents who self-identified as having some disability, 41% reported a learning, 38% a physical, 26% a medical, and 22% a psychological disability. Respondents could report multiple types of disability.

**Key findings**

**General Education Climate**

The first five questions of the survey were intended to measure perceptions of the general education climate: 1) Diversity is reflected in the student body; 2) Diversity is reflected in the faculty, 3) Diversity is fully embraced within the culture, 4) The environment is supportive for all students, 5) Accessibility concerns are addressed for individuals with disabilities. The bar graph below shows that the majority of students perceive the student body to be more diverse than faculty. Eighty one percent (81%) of respondents agree that diversity is reflected in the Johns Hopkins student body while only 64% agree that statement is true for faculty. Respondents agree (72%) that diversity is embraced within the Johns Hopkins culture and that Johns Hopkins provides a supportive environment for all students (76%). Fifty three percent (53%) of respondents agree that Johns Hopkins addresses accessibility concerns for individuals with disabilities, while 40% responded they don’t know.
Encouragement of Communication Among Students

When asked whether or not Johns Hopkins encourages communication among students from different racial and ethnic backgrounds, of different sexual orientations, of different genders or with different mental and physical abilities, levels of response differed for each category. The chart above shows that communication among students of different genders was perceived to be the most encouraged (66%) followed by different racial and
ethnic backgrounds (58%), different sexual orientations (39%), and different mental and physical abilities (36%). A higher proportion of survey participants answered that communication is rarely or never encouraged among students of different sexual orientations (20%) or with different mental and physical abilities (22%) compared to different genders (7%) or different racial and ethnic backgrounds (9%). Eighteen percent (18%) and 20% answered that communication among students of different sexual orientations or with different physical and mental abilities is not applicable compared to 8% for different racial and ethnic backgrounds and 9% for different genders.

**Practice of Civility and Respect**

Students were asked if they perceive that they are treated with civility and respect by departmental staff, faculty, student affairs staff, students, and teaching assistants. The bar graph below shows the distribution of responses first for civility (C) and then for respect (R) for each of the five groups. Since a large proportion of respondents reported these questions are not applicable for teaching assistants (31%), student affairs staff (28%), and departmental staff (7%). The reason respondents reported “not applicable” is unknown. After excluding the not applicable responses, 90%-92% of respondents reported they are always or almost always treated with civility and respect by all five groups. Responses for respect were 1 to 2% lower than for civility for each group.
Acknowledgement and Value of Opinions
Just prior to the civility and respect questions, students were asked if they receive acknowledgement/recognition for educational achievements from each of the five groups described above. Just after the civility and respect questions, students were asked if their opinion is valued by each of the five groups. The bar graph below shows the distribution of responses first for acknowledgement/recognition (A) and then for valued opinion (O) for each of the five groups. Again, “not applicable” responses were excluded: 33% for teaching assistants, 28% for student affairs staff, 17% for departmental staff, 10% for students, and 7% for faculty for acknowledgement/recognition and 37% for student affairs staff, 36% for teaching assistants, 16% for departmental staff, and 4% for students and faculty for valued opinion. After excluding “not applicable”, responses varied significantly. Response rates for “always” or “almost always” for valued opinion were 76% for students, 67% for faculty and student affairs staff, 66% for teaching assistants, and 64% for departmental staff. Response rates for “always” or “almost always” for acknowledgement/recognition were 41% for students, 40% for faculty, 28% for teaching assistants, 27% for departmental staff, and 17% for student affairs staff. Among those who thought it applicable, a high percentage of survey participants reported never receiving acknowledgement/recognition from student affairs staff (47%), departmental staff (27%), and teaching assistants (22%).
Resident Hall Climate & Academic Environment

A total of 586 (29%) respondents reported they have lived in Johns Hopkins residence halls. This subgroup of respondents was asked if they have heard disparaging remarks targeted at someone else due to the following characteristics: age, color, disability, English language proficiency, national origin or ethnicity, gender, marital status, physical appearance, political orientation, pregnancy, race, religion, sexual orientation, socioeconomic status, or veteran status. All respondents were asked if they have heard disparaging remarks based on the same characteristics in the academic environment. The table above shows the ranking of all 15 characteristics from highest to lowest percentage of a "sometimes" response for the residence hall (RH) and academic environment (AE). Reported percentages of disparaging remarks were higher for all rankings in residence halls, denoted by red text. The same four characteristics ranked highest in both environments, although in a slightly different order: physical appearance, political orientation, national origin, and English language proficiency. The same four characteristics ranked in the lowest five in both environments, in the same order: socioeconomic status, pregnancy, marital status, and veteran status.
Involvement with Diversity and Inclusion Activities
Students were asked how often they have attended Johns Hopkins programs, activities, or events that promote diversity and inclusion. The table to the left shows that a higher percentage of undergraduate students reported at least sometimes engaging in such activities compared to graduate students, 48% versus 27%.

Attitudes on Initiatives to Improve Campus Climate
Students were asked what measures they believe would improve the campus climate. The seven specific measures they were asked about are listed in the table below, in descending order of which activity they agree or strongly agree would improve the climate.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Strongly agree or agree</th>
<th>Disagree or Strongly disagree</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have more multicultural events</td>
<td>74%</td>
<td>14%</td>
<td>12%</td>
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<tr>
<td>Strengthen sanctions of members of the Hopkins community who exhibit disrespectful behavior</td>
<td>64%</td>
<td>17%</td>
<td>18%</td>
</tr>
<tr>
<td>Recruit more persons from underrepresented groups for leadership, faculty, and staff positions</td>
<td>59%</td>
<td>25%</td>
<td>15%</td>
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<tr>
<td>Provide more informational inter-group discussion and interaction</td>
<td>57%</td>
<td>25%</td>
<td>17%</td>
</tr>
<tr>
<td>Provide diversity education workshops for faculty, staff, and administrators</td>
<td>56%</td>
<td>26%</td>
<td>15%</td>
</tr>
<tr>
<td>Provide diversity training workshops for students</td>
<td>41%</td>
<td>40%</td>
<td>19%</td>
</tr>
<tr>
<td>Require students to take a general education course focusing on diverse cultural perspectives</td>
<td>38%</td>
<td>47%</td>
<td>17%</td>
</tr>
</tbody>
</table>
Level of Satisfaction with Johns Hopkins
The bar graphs below show results for the final four quantitative questions of the survey. Eighty six percent (86%) of students reported that they would select Johns Hopkins if they had to choose again. Similarly, 72% responded that they would recommend Johns Hopkins to prospective students. Eighty nine percent (89%) of students responded that they are satisfied or very satisfied with the student climate in their division, school or institution. Eighty nine percent (89%) also responded that they were satisfied or very satisfied with and their overall experience at Johns Hopkins.