



Institutional Research Reports

University of Kentucky

Results of the Campus Climate Survey

April 2005

Last year, the President's Commission on Women, in collaboration with the Office of Institutional Research, engaged in a concerted effort to evaluate the social and academic climate on UK's campus. The 2003-2006 Strategic Plan: *The Dream & the Challenge* calls upon the University to nurture diversity of thought, culture, gender and ethnicity. The Campus Climate Survey represents an initial effort to assess how comfortable students are working and interacting with diverse student groups, faculty, and staff in a variety of campus settings and situations.

Over 6,500 students completed the 106-item questionnaire during March 2004. The survey was designed to measure dimensions of campus life that contribute to student satisfaction and identify areas where UK needs to improve upon its overall sense of community. Promoting a greater sense of belonging on campus should lead to higher retention rates and increase the likelihood that students will eventually earn their degrees at UK. Dr. Dorothy Brockopp, chair of the President's Commission on Women (PCW), said "Our hope is that the information from this survey will be used by faculty and administrators to improve how we relate to students and assist us in designing ways to help students better relate to each other."

An ad hoc committee composed of PCW members and institutional research staff first met in fall 2002 to develop a strategy for assessing the climate on the UK campus. UK's survey instrument was developed after reviewing various campus climate questionnaires administered at other universities and giving various groups on campus an opportunity for input. As a result, the final survey instrument is broad in scope and includes items to assess a wide range of topics:

- Openness to diversity
- Racial/ethnic relations
- Sexual harassment
- Campus safety
- Level of comfort in various campus settings
- Use of unkind or negative language directed at student groups
- Perceptions of faculty behavior in the classroom

Consisting of 106 items, the final survey was administered to undergraduates on March 2, 2004 at an hour when half of all undergraduates were enrolled in classes. An additional class time was scheduled on the evening of March 3 to accommodate non-traditional students. Of the 9,168 undergraduates enrolled in targeted classes, 58% (5,315) completed the survey. Graduate and first-professional students were asked to complete a web-based version of the survey. Two email reminders were sent to students to maximize response rates. A total of 1,194 graduate students and 180 first-professional students completed the survey, which resulted in response rates of 24% and 13%, respectively.

Table 1

Characteristics of the Sample in Relation to the UK Student Population

	Undergraduate		Graduate		1 st -Professional	
	Sample	Pop.	Sample	Pop.	Sample	Pop.
Level	79%	72%	18%	22%	3%	6%
Male	46%	48%	43%	49%	35%	50%
Female	54%	52%	57%	61%	65%	50%
Black	5%	5%	5%	5%	6%	4%
White	89%	89%	77%	66%	84%	85%
Other	6%	6%	19%	29%	9%	11%

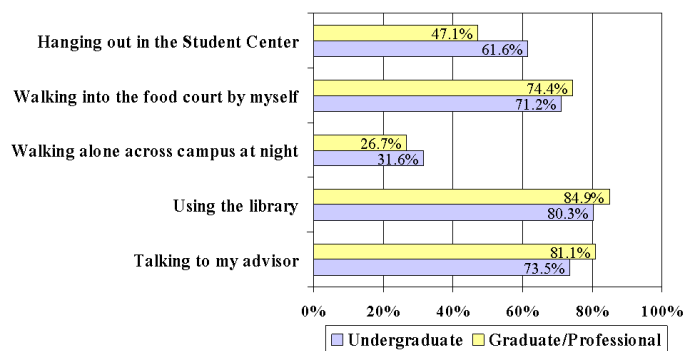
Table 1 shows the demographic characteristics of students who completed the Campus Climate Survey compared to the entire UK student population. The sample is highly representative of the demographic make-up of the study body at the undergraduate level. However, at the first-professional level the ratio of males to females in the sample does not mirror the composition of the first-professional student population. Similarly, the relative mix of white students and students of 'other' races at the graduate level does not accurately reflect the demographics of the graduate student population. To increase the likelihood that Campus Climate Survey results are representative of the UK student body's perceptions, beliefs and opinions, the Office of Institutional Research used a post-stratification algorithm to re-weight students' responses in terms of sex, race/ethnicity, and student level. This procedure minimizes the non-response bias in the answers students gave to the questionnaire.

In presenting the results of the Campus Climate Survey, the Office of Institutional Research decided not to test for group differences on individual survey items. Given the large number of questions appearing on the survey, a complete set of item-by-item comparisons for the various demographic groups of interest would involve over 800 statistical tests. One would expect about 40 of these tests to be statistically significant simply by chance. Instead, IR staff used Principal Components Analysis on selected survey items in an effort to build scales that would assess various dimensions of the campus climate: openness to diversity, perceived freedom to express opinions and beliefs, campus safety concerns, feelings of social isolation, perceived encouragement and respect from faculty, perceived unfairness in classroom management, and overall satisfaction with the UK experience. Group comparisons on these different scales will be presented later in this report.

Students' Comfort in Different Campus Settings

Students were asked to rate their level of comfort in a variety of campus settings. Their evaluations were made on a five-point scale ranging from very uncomfortable to very comfortable. Figure 1 shows students' levels of comfort in campus settings outside of the classroom.

Figure 1
Reported Comfort in Campus Settings
Outside the Classroom
(Percent reporting 'somewhat' or 'very' comfortable)



The graph reveals that undergraduate and graduate/professional students reported being most comfortable while *using the library* and *when talking to their advisor*. Students indicated that they were most uncomfortable while *walking alone across campus at night*. For the most part, the comfort ratings of undergraduates and graduate/professional students showed a relatively high degree of consistency.

The largest discrepancy between the comfort ratings of undergraduates and graduate/professional students could be seen in their evaluation of *hanging out in the Student Center*.

Figure 2
Reported Comfort in Instructional Situations
(Percent reporting 'somewhat' or 'very' comfortable)

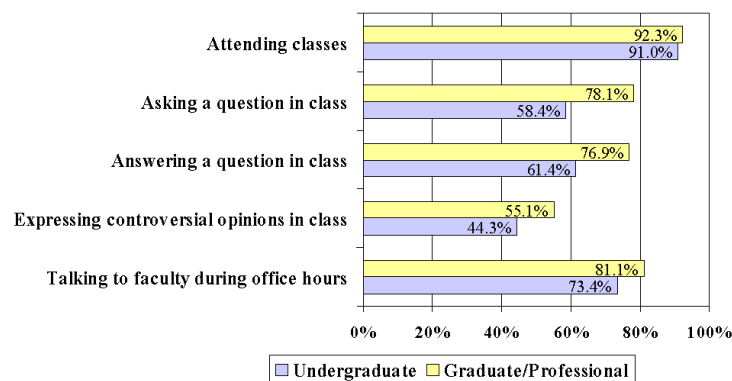


Figure 2 shows students' reported comfort in various instructional situations. Students at all degree levels reported being the most comfortable when they were simply *attending classes*. Nine of 10 students reported being somewhat or very comfortable *attending classes*. Students also reported relatively high comfort levels *talking to faculty during office hours*. This finding is consistent with UK's standing on the "Student Interaction with Faculty" benchmark on the National Survey of Student Engagement. In 2001 and 2003, our first-year students and seniors reported somewhat greater involvement with faculty than their counterparts at large research universities. Not surprisingly, students indicated that they were least comfortable *expressing controversial opinions in class*.

Frequency of Negative Language Directed at Groups

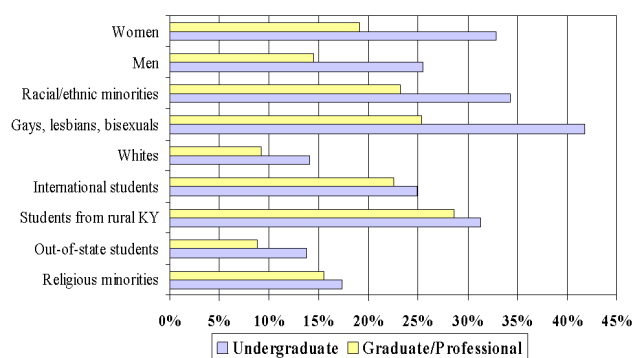
The use of unkind or disparaging language targeted at particular groups of students can have a chilling effect upon the climate on any campus. Negative stereotypes and name-calling create a hostile environment where some students feel marginalized. The Campus Climate Survey assessed the frequency with which certain groups were targets of unkind or hurtful comments made by students and UK employees (i.e., faculty, TAs, and staff members). *Students reported hearing very few negative comments made by UK employees*. And no particular group emerged as a consistent target of hostile language from UK employees. Consequently,

survey results associated with employees' comments are not reported here. Students' perceptions of UK employees' use of negative language (unweighted results by sex, race, and student status) can be found, however, on the IR website: <http://www.uky.edu/IR/survey.shtml>

Figure 3 presents students' evaluations of the frequency with which they have heard unkind or negative language used to describe selected groups during the 2003-04 academic year. Ratings were made on a four-point scale ranging from 'never' to 'frequently.' Undergraduates reported that students' negative remarks were most frequently directed at: gay, lesbian and bisexual students; racial/ethnic minorities; women; and students from rural Kentucky. According to graduate and first-professional students, the most frequent targets of negative language were: students from rural Kentucky; gay, lesbian and bisexual students; racial/ethnic minorities; and international students. Both undergraduates and graduate/professional students reported that white students and out-of-state students were subject to fewer negative remarks, relative to other groups.

Figure 3

How often have you heard *students* make unkind or negative remarks about the following groups?
(Percent reporting 'occasionally' or 'frequently')



Perceptions of Sexual Harassment

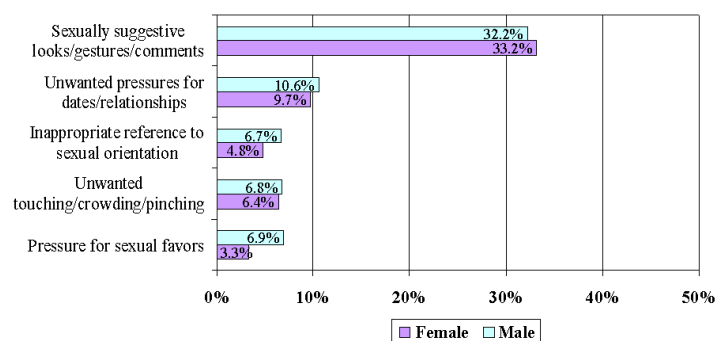
The Campus Climate Survey assessed the frequency with which students reported different forms of sexual harassment by others at UK. Students were instructed to report how often they experienced six different sexually oriented behaviors directed at them from other students and University employees from the beginning of the Fall 2003 Semester to March 2004 when the survey was conducted.

Students reported relatively few behaviors on the part of UK employees that could be construed as forms of sexual harassment. As a result, the survey findings reported here do not focus on perceptions of sexual harassment from faculty, TAs and staff. However, survey findings (unweighted results by sex, race, and student status) for these questions can be found on the IR website: <http://www.uky.edu/IR/survey.shtml>

Perhaps the most striking aspect of the findings on sexual harassment was the similarity in responses given by males and females. It is interesting to speculate whether these results would have been obtained 30 or more years ago, given the prevailing cultural and societal attitudes about gender and sex several decades ago. Figure 4 reveals that about one-third of males and females reported occasionally or frequently experiencing *sexually suggestive looks or gestures from other students*. Responses to this particular item do not necessarily reflect sexual harassment because the question does not attempt to clarify whether these sexually suggestive behaviors were welcome or unwelcome.

Figure 4

Perceptions of Harassment by Other Students
From August 2003 to March 2004
(Percent reporting 'occasionally' or 'frequently')



Note: ratings made on a 4-point scale: never, a few times, occasionally, frequently

One in 10 males and females indicated occasional-to-frequent *unwanted pressures for dates or a relationship*. Roughly one in five students reported occasionally or frequently experiencing *inappropriate references to your sexual orientation* and *unwanted touching, crowding, or pinching*.

Only small percentages of students reported experiencing occasional or frequent *pressures for sexual favors* or *actual or attempted rape (sexual assault)*. Overall, about two percent of students reported being sexually assaulted by another student over the roughly seven-month period. T-tests were not conducted on these individual items, in keeping with our plan to test for group differences only on internally consistent scales containing three or more items. However, it is puzzling that the percentage of males reporting such behaviors was ‘higher’ than the percentage reported by females. It is possible that a small number of males regarded their answers to these questions as a ‘practical joke.’ Examining the results by the sexual preference of students offers an intriguing, but inconclusive avenue of interpretations. About one in 10 males who identified themselves as gay or bisexual reported being sexually assaulted. And 14 percent of males who declined to report their sexual preference indicated that they had been the victims of sexual assault. It is difficult to find a plausible explanation for these findings. Do these results reflect a previously unacknowledged level of sexual violence in the gay community, a refusal to accept responsibility for one’s sexual behavior, or another interpretation?

Many readers will be interested in a recent study by UK’s Center for Violence Against Women, which presents a more in-depth look at sexual assault than the Campus Climate Survey. Interested readers are encouraged to review the findings of this important study on the Center’s website: <http://www.research.uky.edu/crvaw/>

Race and Ethnic Relations on Campus

In designing this survey, the IR office included questions that would form an internally consistent scale measuring perceptions of racial and ethnic tension on campus. However, further analysis revealed that the items did not cluster together as expected to form a reliable indicator of perceived racial friction. It appears that campus race relations involve a complex set of dynamics. Nuances in the meanings of various survey items can produce seemingly inconsistent results. Consequently, IR staff presents results from several of these items and draws certain conclusions based upon the overall pattern of findings.

Figure 5

“It has been difficult to meet and make friends with students of other races/ethnicities”

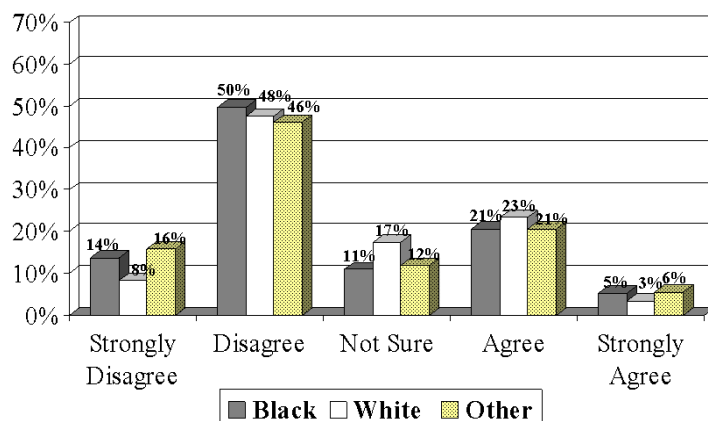


Figure 5 shows students’ level of agreement with the statement, “It has been difficult to meet and make friends with students of other race/ethnicities.” Nearly two-thirds of students of color disagree or strongly disagree with this statement. And 56% of white students also indicate their disagreement with this item. Despite the fact that roughly one-quarter of the students agreed to some extent with this statement, these findings are basically positive and indicate that students have the opportunity to make friends with individuals from diverse groups at UK. This finding, however, raises an important question: With whom do students actually spend most of their time interacting during the academic year?

Figure 6 shows students’ level of agreement with the statement, “My social interactions on campus are largely with students of my race/ethnicity.” Four of five white students agree or strongly agree with this assertion. Over half of the African American students (57%) and nearly half of the students of other races (49%) also agree with this declaration. So while students acknowledge the opportunity to meet and make friends with a diverse group of students, most report interacting primarily with students of their own race or ethnicity.

Figure 6

“My social interactions on campus are largely with students of my race/ethnicity”

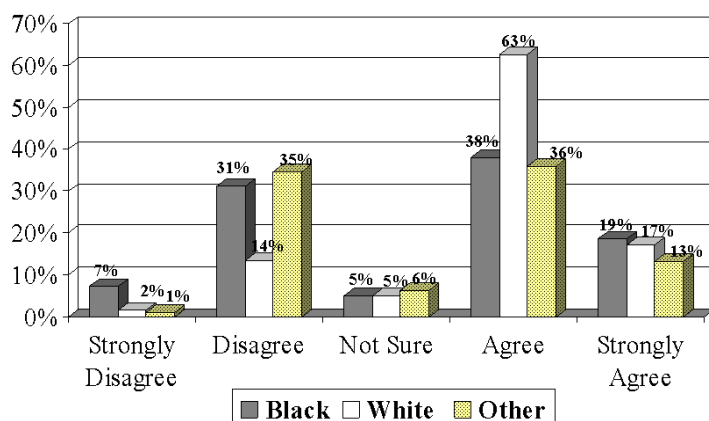


Figure 7

“There are interracial/ethnic tensions in UK classrooms”

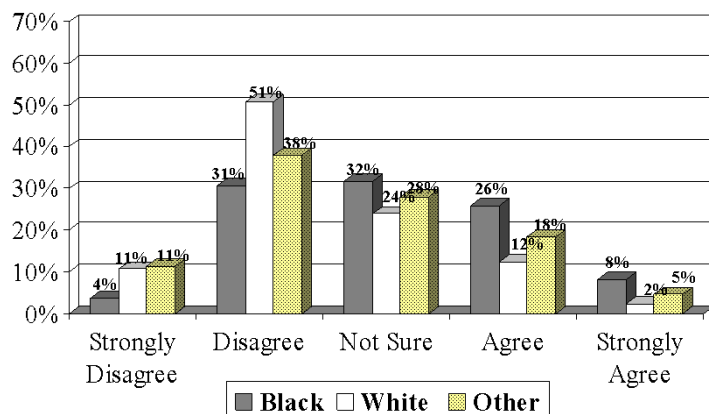
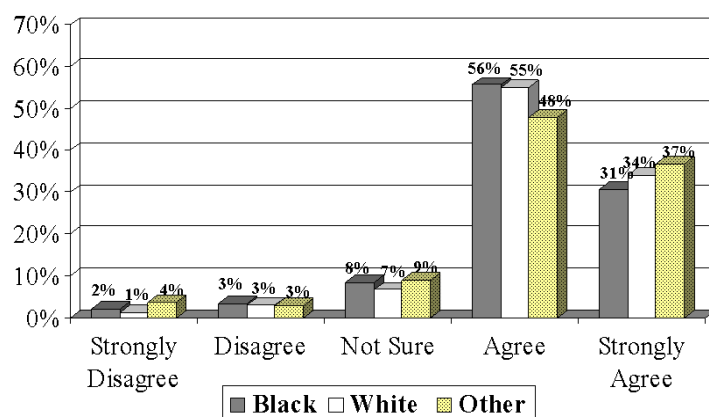


Figure 7 shows that three of five (62%) white students in the sample disagreed or strongly disagreed with the statement, “There are interracial/ethnic tensions in UK classrooms.” Only one-third (35%) of black students and half (49%) of students of other races disagreed to some extent with this statement. However, a substantial percentage of students of all races indicated that they were not sure whether there are interracial tensions in classrooms at UK. In general, students of color appear more likely to acknowledge classroom tensions than white students.

Figure 8

“I am comfortable working on projects with students of different races/ethnicities”



Students of different races clearly indicate that they are at ease working together with diverse groups of students on various projects. Figure 8 reveals that roughly nine of ten students agree to some extent with the statement, “I am comfortable working on projects with students of different races/ethnicities.” Students’ reported comfort level on this question appears to be at odds with the previous item on classroom tensions. It is interesting to speculate whether the same results would have been obtained if this item had been expressed in the third person plural rather than the first person singular. The social psychology literature abounds with studies documenting differences in the way people make inferences about the intentions and dispositions of one’s self and others. Thus, it is possible that students might have been less likely to agree with this statement if it referred to the comfort level of “most students” while working on projects with students of different races/ethnicities.

Based on the items above, we have a somewhat better understanding of race relations on the UK campus. Most students believe it is not difficult to meet and make friends with students of different races. And students report being comfortable working on projects with students of different races. Yet the majority of students report interacting mostly with students of their own race/ethnicity. Responses to the items presented above also suggest that white students perceive less interracial conflict or tension on campus than students of color.

Institutional research staff first used Principal Components Analysis to reduce a large pool of items to a smaller, manageable number of scales. A series of z tests were later conducted on demographic comparisons of interest using the Bonferroni-Holm multiple comparison procedure. Ultimately, this analytical approach produced fewer ‘chance’ findings than if statistical tests had been conducted on each questionnaire item.

Many of the comparisons between scale score means on the Campus Climate Survey are significant at the $p \leq .05$ level and beyond. However, given the large size of this sample, small differences between groups are often statistically significant, a term denoting that the results are unlikely to be attributed to chance alone. *It should be emphasized that small differences between group means can be statistically significant and yet be of little practical importance.*

Openness to Diversity

This scale reflects students’ preferences for educational experiences that expose them to different types of people and viewpoints. The five items comprising the openness to diversity scale (Cronbach’s $\alpha = .74$) were adapted from a scale developed by Ernest Pascarella and his colleagues.¹

Sample scale items include:

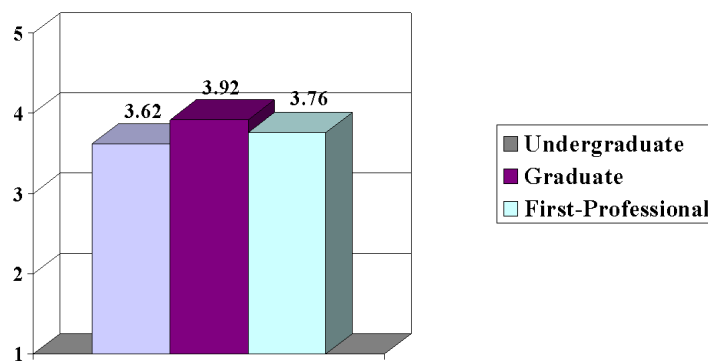
- Learning about people from different cultures is a very important part of college education.
- I enjoy taking classes that challenge my beliefs and values.
- I enjoy discussions with people whose ideas and values are different from my own.

Figure 9 shows that graduate students score significantly higher on an index of openness to diversity than undergraduates and first-professional students.² First-professional students, in turn, score higher on this index than undergraduates.

¹ Pascarella, E.T., Edison, M., Nora, A., Hagedorn, L.S., and Terenzini, P. T. (1996). Influences on students’ openness to diversity and challenge in the first year of college. *Journal of Higher Education* 67: 2.

Figure 9

Mean Item Scores on the Openness to Diversity Scale



Additional analyses reveal that students of color express significantly greater openness to diversity than white students. Black students and students of other races do not differ significantly in their openness to diversity. Finally, women score higher on this scale than their male counterparts.

Perceived Freedom to Express Opinions and Beliefs

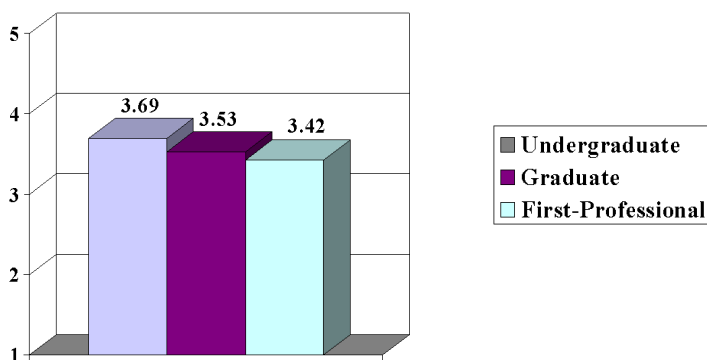
This scale measures one of the defining characteristics of university life, the freedom to express one’s self without fear of reprisal. Three items comprised this scale (Cronbach’s $\alpha = .71$), including:

- Students are able to express freely their opinions on this campus.
- The university provides an environment for the free and open expression of ideas, opinions, and beliefs.
- During the past year, how often have you felt safe to express your views and opinions?

² A few words are in order about the graphs depicted on the following pages. It is a common practice to graph the ‘average sum’ of the scores on a particular ‘factor’ or scale for the groups being compared. However, the number of items comprising the various scales on the Campus Climate Survey ranges from three to six questions. If average sum scores had been used, most of the graphs would differ greatly in terms of their minimum and maximum scores, as well as the increments along the Y-axis. In the interest of providing a common frame of reference for evaluating results across the different scales, the IR Office developed graphs that depict the ‘average item’ scores on a given scale. Since most items were rated on five-point Likert scales, the values on the Y-axis range from 1 to 5. Three items measured on four-point scales were converted to five-point scales before average item scores were computed on those factors.

Undergraduates perceive significantly greater freedom to express opinions and beliefs than graduate and first-professional students (see Figure 10). Students at the graduate and first-professional levels do not differ in their perceptions on this scale. This finding is understandable in view of the different social worlds in which students live and work at the University. Graduate and first-professional students tend to be well known in their respective departments, and they may be anxious occasionally that faculty members will negatively evaluate them by if they freely express themselves. Undergraduates, who are enrolled more frequently in large lecture classes, are not so identifiable and may have less to lose academically and professionally from their candor.

Figure 10
Mean Item Scores on the Freedom to Express Opinions and Beliefs Scale



White students perceive significantly greater freedom to express opinions and beliefs on campus than students of color. Black students and students of other races do not differ in their perceptions of freedom to express opinions and beliefs.

Feelings of Social Isolation

The First-Year Survey Program has shown that students who feel as if they are on the margins of the campus community are less satisfied with their academic careers. Student satisfaction, in turn, is a significant predictor of retention. Five items from the Campus Climate Survey measured students' feelings of being socially isolated on campus (Cronbach's $\alpha = .70$).

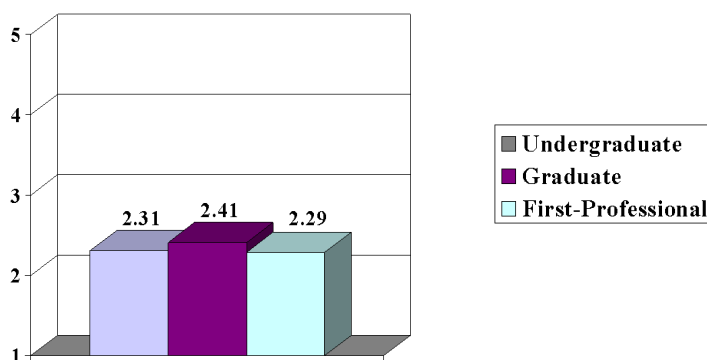
Sample scale items include:

- It is difficult to make female (male) friends.

- During the past year, how often have you felt isolated from others?
- During the past year, how often have you felt supported by your friends? (reverse-scored)

Graduate students report significantly greater feelings of social isolation than first-professional students and undergraduates (see Figure 11). First-professional students and undergraduates do not differ significantly on this index. Graduate students may be slightly more prone to feelings of social isolation because their social lives are often quite different than those of first-professional and undergraduate students. In first-professional programs, such as law and medicine, students are admitted in large cohorts of nearly 100 or more students. There may be greater potential for finding meaningful friendships and casual social interactions among students pursuing the same career goals. Similarly, the number of undergraduates living in student housing and involved in co-curricular activities presents many opportunities for meeting one's social needs. On the other hand, graduate students in small programs may be less likely to meet many students with similar interests.

Figure 11
Mean Item Scores on the Social Isolation Scale



Students of other races report greater feelings of social isolation than either black or white students. However, black and white students do not differ from one another in their level of social isolation. Earlier, we presented results showing that students report interacting mostly with students of their own race. Hispanic, Asian, and American Indian students account for roughly four percent of the total headcount. While these students may be successful in forming close friendships at UK, it would be understandable if many of

those minority students occasionally experienced feelings of social isolation, given the fact that relatively few UK students share their race/ethnicity and related background characteristics.

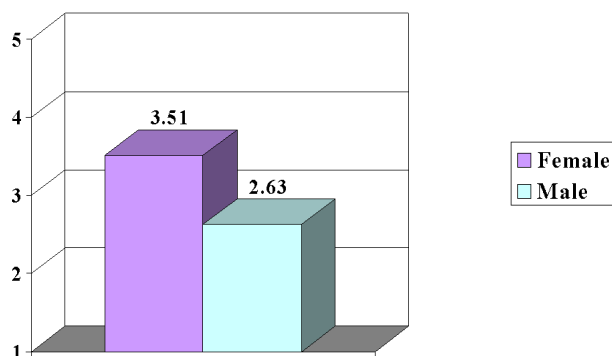
Campus Safety Concerns

In the last two years several high-profile assaults on women have raised questions about campus safety. Three items measured students' perceptions of the relative safety of UK's campus (Cronbach's $\alpha = .64$).

Scale items included:

- I am uncomfortable going places on campus by myself after dark.
- All students can feel safe on this campus. (reverse-scored)
- How comfortable do you feel walking alone across campus at night? (reverse-scored)

Figure 12
Mean Item Scores on the
Campus Safety Concerns Scale



By far, the largest group difference on the Campus Climate Survey emerged on the Campus Safety Concerns scale (see Figure 12). Compared to males, female students were significantly more uncomfortable on campus, particularly after dark. The concern expressed by women is understandable in view of some highly publicized assaults on female students in recent years.

Graduate students express more concerns about the safety of UK's campus than undergraduate and first-professional students, although the magnitude of this difference is not large. Undergraduate and first-professional students do not differ in their level of concerns about campus safety. Graduate students' concerns about campus safety may possibly re-

flect a lifestyle that calls upon them to do research at the library or in labs scattered across campus at odd hours of the day.

The Climate in the Classroom

The final 13 items on the survey were designed to assess the climate in UK classrooms. Principal Components Analysis identified two clusters of items. The questions that comprised the first of these clusters assessed a positive dimension of faculty behaviors in the classroom: perceived encouragement and respect from faculty. The other set of items measured a negative dimension: perceived unfairness in classroom management.

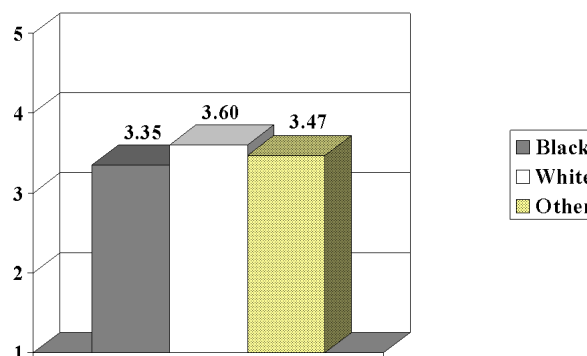
Perceived Encouragement and Respect from Faculty

The institutional research literature has shown that our best institutions cultivate academic and social environments that respect the diverse learning styles and intellectual needs of students. Six items assessed perceptions of the degree to which faculty respect students and encourage them to succeed (Cronbach's $\alpha = .70$).

Sample scale items include:

- My professors encourage me to pursue my academic and career goals.
- I am comfortable asking instructors for academic help.
- When I make a comment in the classroom, the instructor usually takes me seriously.
- My professors present the contributions of minorities (women) in class.

Figure 13
Mean Item Scores on the Perceived Encouragement
And Respect from Faculty Scale



White students perceived significantly greater levels of encouragement and respect from faculty than black students and students of other races (see Figure 13). Students of other races gave higher marks to faculty respect and encouragement than black students. This finding is an important one, whether it reflects actual differences in the classroom support given to students of color or is simply the result of inaccurate perceptions.

Graduate and first-professional students perceive faculty as offering significantly more encouragement and respect than undergraduates. Graduate and first-professional students do not differ in their perceptions of faculty on this dimension.

Females perceive faculty members as providing significantly more encouragement and respect than males.

Perceived Unfairness in Classroom Management

Students expect instructors to be objective and evenhanded in running their classrooms. Conflict over the equitable treatment of students can easily undermine learning. Five items were used to assess students' perceptions of unfairness in classroom management (Cronbach's $\alpha = .77$).

Sample scale items include:

- I have been graded unfairly based on irrelevant factors.
- My professors make unkind remarks about my abilities.
- Sometimes I get singled out in class to speak on behalf of my race/ethnicity.
- Faculty have expectations about my academic performance because of my gender.

Black students perceive significantly greater levels of unfairness in faculty members' management of the classroom than white students and students of other races (see Figure 14). Students of other races perceive more unfairness in the classroom than white students.

Undergraduates perceive significantly more injustice in faculty members' classroom management than graduate students. First-professional and graduate students did not differ from one another on this scale. Male students perceive significantly more inequality in faculty members' classroom management than female students.

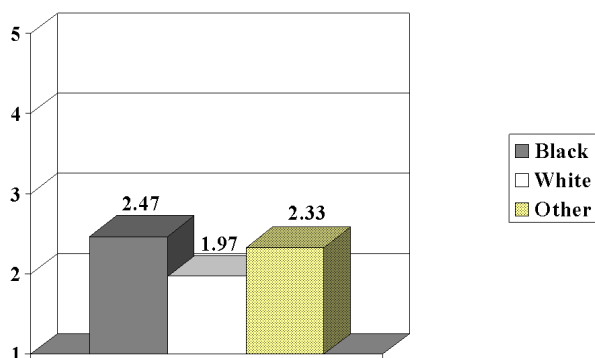
Overall Satisfaction with the UK Experience

Increasing our collective understanding of student satisfaction is a worthwhile undertaking for any institutional research office. Our Freshman Survey Program has shown that first-year students' overall satisfaction with UK is correlated with their: academic success, assessment of instructional and non-instructional services, social engagement, level of stress, and racial/ethnic group membership. Overall satisfaction also plays a significant role in student retention. On the Campus Climate Survey, students' overall satisfaction with the UK experience was assessed by three items on a five-point Likert scale (Cronbach's $\alpha = .88$).

Sample scale items include:

- I am satisfied with my decision to attend college at UK.
- Overall, my experiences at UK have been rewarding.
- I would recommend UK to another student as a good place to go to college.

Figure 14
Mean Item Scores on the Perceived Unfairness
In Classroom Management Scale



A regression model based upon demographic variables and scale scores accounted for 25% of the variance in students' overall satisfaction. *It is important to note that average item scores on the satisfaction questions were well above the scale mid-point (3) in every student group. Thus, diverse groups of students are generally satisfied with their experiences at UK.* The results of the regression analysis clearly show that some demographic groups are more satisfied with their overall experiences than others. But it would be incorrect to infer that students in these other groups are, on average, dissatisfied with the University.

From a demographic standpoint, the regression analysis found that students are more likely to be very satisfied with the UK experience if they are:

- female
- white
- first-generation college students
- at the relative “beginning” of their college education (i.e., first-year students vs. seniors; undergraduates vs. graduates/professionals)

In terms of the factors identified on the survey, the analysis revealed that students are more likely to be very satisfied if they . . .

- are relatively open to diversity
- view the campus as a place where students are free to express opinions and beliefs
- report not feeling socially isolated from other students
- are not overly concerned about campus safety
- perceive relatively less unfairness in the classroom
- view faculty as providing encouragement and respect

Concluding Observations

The results of the Campus Climate Survey point to several issues that should be addressed by UK’s top management and faculty in the months ahead. An urgent priority is to work on making the campus a safer place to work and play. Female students’ concerns about campus safety were very apparent from their responses to the questionnaire. UK is currently developing initiatives to respond to women’s safety concerns.

In 2003, students’ responses on several diversity-related items from the National Survey of Student Engagement were consistent with some of the findings from the Campus Climate Survey. Compared to their peers at other doctoral research extensive institutions, our first-year students reported that their university did less to encourage contact among students from different economic, social, and racial or ethnic backgrounds. Moreover, freshmen indicated that they were less apt to have serious conversations with students of different religious beliefs, political opinions, or personal values. Finally, both first-year students and seniors reported that they were less likely to hold serious conversations with students of a different race or ethnicity. Promoting greater openness to diversity, particularly among undergraduates, is a

worthy goal. College life offers the rare opportunity to explore issues and ideas with people whose values and life-experiences are very different from one’s own.

Climate survey results suggest that faculty need to be attentive to the climate within their classrooms. Compared to their white peers, students of color perceive less support and encouragement for their academic pursuits. And they are more likely to view faculty members as displaying unjust or insensitive practices within the classroom. As previously noted, it is not possible to determine from students’ survey responses whether this viewpoint is grounded in the discriminatory behavior of some faculty members, the inaccurate perceptions of some students, or some combination of the two. At the very least, faculty should be mindful that certain teaching styles and pedagogical practices may be evaluated very differently by students from diverse backgrounds and ethnicities.

UK’s Campus Climate Survey represents a concerted effort to understand how students feel about their experiences at this institution and how they assess its strengths and weaknesses. The research findings provide a baseline for evaluating initiatives to improve the quality of academic and social life for our students. To keep UK on the path of continuous improvement, we recommend administering the survey to students in another three years. At that time, we should be in a position to evaluate how far we have come in nurturing diversity of thought, culture, gender and ethnicity on this campus.



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