GENERAL OVERVIEW
In Spring 2021, the UofL Student Climate Survey was sent to all undergraduate, graduate, and professional students not enrolled at an international campus. In total, 19,089 students received invitations to participate in the survey.

A total of 374 students (a 2% response rate) submitted responses to the 2021 Student Campus Climate Survey. The aggregate quantitative data have been shared with the campus community.

This report provides a summary of the qualitative data (open-ended responses) from the survey, by theme, as is standard best practice. The objective of the thematic qualitative analysis is to provide additional context to the quantitative data. Individual comments in their entirety are not included in order to safeguard the confidentiality of the respondents, which was guaranteed in the survey invitation and opening statement.

The last quantitative question asked respondents to rate their level of satisfaction with the climate at UofL. The question was then filtered to into three open-ended questions based on response asking why respondents were Satisfied, Neutral, or Dissatisfied with the climate at UofL.

DEMOGRAPHICS
A total of 191 individuals responded to the open-ended question; their demographics are provided below, along with the overall percentages of the survey population displayed in red within brackets for comparative reference:

Classification: 60 (31.41% [22.9%]) Graduate, 12 (6.28% [8.18%]) Professional, 119 (62.30% [68.9%]) Undergraduate

Race/Ethnicity: 132 (69.11% [68.23%]) White; 23 (12.04% [12.27%]) Black; 12 (6.81% [5.15%]) two or more races; 10 (5.24% [3.00%]) Non-Resident Alien; 7 (3.66% [6.02%]) Hispanic or Latino; 5 (2.62% [4.96%]) Asian; 1 (.52% [.19%]) Race Unknown; 0% [.11%] American Indian/Alaskan Native; 0% [.06%] Native Hawaiian or other Pacific Islander.

Gender (Institutional Data): 100 (52.36% [52.42%]) Female, 86 (45.02% [45.09%]) Male, 5 (2.62% [2.49%]) Unknown

Gender Identity: 4 (2.09%) different identity, 90 (47.12%) female, 74 (38.74%) male, 7 (3.66%) non-binary, 13 (6.81%) selected “prefer not to answer,” 0% Gender nonconforming, 1 (.52%) transgender female, and 2 (1.05%) transgender male

Note: Gender identity was not included in the UofL comparison since UofL official records currently only record “male” and “female”. If you have additional questions regarding the demographic breakdowns, please contact the Office of Institutional Effectiveness at iesurvey@louisville.edu.

METHODOLOGY
The open-ended responses were reviewed by a skilled qualitative analyst to identify themes and sub-themes that were present in the data.

Each response was coded into as many separate themes as applicable, based on the content; in instances where individuals addressed multiple themes within their response, their response was split accordingly and each portion of the comment, or “sentiment” was placed within the appropriate theme and coded as positive, negative, or neutral.

1 Post-docs and House Staff were included in the Employee Climate Survey
Themes that were identified in the 2017 UofL Student Climate Survey Executive Summary were used to code the current sentiments for the General Satisfaction question with additional themes added as warranted.

CONTEXT

On a 5-point scale from “very dissatisfied” to “very satisfied,” respondents were asked the question, “Overall, how satisfied are you with the climate at UofL?” Depending on their response to this prompt, one of three follow-up questions were presented: “Why are you satisfied or very satisfied with the climate at UofL, and what (if any) are your suggestions for improvement?”, “Why are you dissatisfied or very dissatisfied with the climate at UofL, and what (if any) are your suggestions for improvement?” or “Why are you neither satisfied nor dissatisfied with the climate at UofL, and what (if any) are your suggestions for improvement?”. Note that, while the intention of the follow up questions were to allow the respondent to elaborate on their rating of satisfaction, the phrasing of the questions may have unintentionally focused one groups’ responses on positive feedback, another on negative feedback, and the final on neutral experiences. For the purposes of this report, these responses are combined to produce a single qualitative analysis of general satisfaction.

THEMES

A total of 296 sentiments (from the 191 respondents) —98 (33%) positive, 171 (58%) negative, and 27 (9%)—were coded into the themes and subthemes below. The percentage to the right of the theme represents the total number of sentiments related to that theme.

Culture/Climate (7.1%)

**Positive (61.9%)**: I think everyone came in with a good attitude in regards to learning and respect; the university gives off a welcoming feeling; I enjoy the student climate.

**Negative (33.3%)**: “I am glad to be rid of this place forever in a month”; “It is a very sterile environment”; “Feels very hostile and angry would suggest something to cool the feeling of tension especially for students of different political beliefs.”

**Neutral (4.8%)**: “As someone who currently commutes, I am not very familiar with the present climate.”

Community (7.4%)

**Positive (50.0%)**: “UofL is a place where I feel I have a community that is truly looking out for my well-being”; feels like an inclusive and caring place to learn; “the people on campus are good, the staff and faculty are good and honestly, they’re the reasons I stay.”

**Negative (45.5%)**: Aren’t many opportunities for graduate students to meet one another; “I do not feel very welcomed all the time and it can be a place where resentment can grow instead of bringing people together”; “I am an online learner. I feel very disconnected with the university in general.”

**Neutral (4.5%)**: “Campus should feel different. I feel students are isolated from and do not connect with one another, which creates tension.”

Diversity/Inclusion (17.2%)

**Positive (29.4%)**: “For the most part, students have been very inclusive and my professors have been incredible”; environment is very inclusive; people always make you feel included; “The UofL administrators seem to be doing a good job at responding to concerns of diversity.”

**Negative (68.6%)**: “HSC is too tolerant of unacceptable actions perpetrated by students”; more support for gender inclusiveness in the new dorms is still needed. Some support is offered but not enough; political diversity is slacking; lack of long-term recruitment of Black professors.
Neutral (2.0%): “Improve the experience of low-income, first generation college students without encouraging them to join a first-generation college student group seeing as we barely have time to balance work and home and school.”

Faculty (9.8%)

Positive (31.0%): professors generally care about student success and wellbeing; the school and the professors are great; “each one of my professors has been a wonderful influence on my educational goals. They know their craft. I appreciate their insight and opinion.”

Negative (55.2%): “Some of the emails/professors/staff are extremely liberal leaning and make it very clear. I don’t like how today’s politics interferes with my time at UofL”; “the amount of poor [quality] professors is unacceptable. The professors show no respect to students and undermine students when the professor is wrong or in the wrong”; “professors are my main problem.”

Neutral (13.8%): I suggest more personal interactions with faculty; I enjoy the student climate but unsure about climate with professors; “encourage a more understanding environment between professors and low-income students. Encourage a more understanding environment between professors and students in general.”

Academics (6.8%)

Positive (65.0%): “I honestly feel like I made the best choice to attend this program”; great learning environment; “I feel that I am earning a high-quality education in a way that requires me to be responsible and academically-challenged”; I am able to get an education without any disruptions at UofL.

Negative (35.0%): UofL admin should push to increase the rigor of courses to better prepare students for professional/graduate school and the workforce; “I have become numb to the fact I may not complete my degree because of the unnecessary obstacles faced as a nontraditional student”; “the purpose of a university is to educate tomorrow’s leaders and lowering standards as U of L has done is not the way to achieve excellence.”

Student Support Services (9.5%)

Positive (10.7%): creating new first year residence halls along with better food options is a big step in the right direction; the overall level of engagement, even during COVID, was very beneficial to learning; “I feel confident that if I would have encountered any issues during my time with UofL they would have been addressed to my satisfaction.”

Negative (89.3%): “the response to the community park flood and the new residence hall was beyond subpar”; students very upset by the change in dining hours that was made without student consultation; very dissatisfied at lack of guidance or collaboration. It is easy to slip through the cracks; “we need resources and support, and not only when it’s convenient.”

Administration (4.4%)

Positive (15.4%): “All leaders at UofL have personality! From president Neeli to the faculty, they aren’t the typical educators you’d expect to encounter in academia, and that’s a great thing.”

Negative (86.6%): “Stop being so money hungry”; “I think the Administration is Image focused and full of bloated bureaucracy”; “Wish the administration focused on education more than activism”; “I am consistently disappointed by our leadership and their shallow commitments to change.”
Institutional Reputation (1.7%)

Positive (40.0%): “UofL has the great reputation and the culture (and loyalty of a student body who truly loves it), it just needs to support that now”; UofL has taken tremendous strides in improving its reputation after the rough few years before Neeli.

Negative (60.0%): “Everything that is done by administration is for show, and everyone knows it”; “the university could likely have greater influence on the policies within our city and state that would make broader, systemic change for marginalized individuals.”

Discrimination (6.1%)

Positive (22.2%): “I feel that discrimination is not an issue, and I am free to discuss personal problems in my courses”; “I am Latinx and I have not faced any discrimination or harassment. I feel safe”; “I don’t notice any discrimination either to myself or toward others.”

Negative (72.2%): “In two of my classes, my religion has been an issue. In one, it was because of my classmates. In the other, it was because my professor did not approve of it and, as a result, held discussed in class why it was wrong”; “The climate is extremely anti-conservative and actively suppresses conservative voice by falsely labeling them racist or sexist”; “I feel very isolated because of my beliefs and I am afraid to talk about them around students on campus”; “there are still many students throughout the campus that are not so kind about race things”; “to not be deadnamed by the sign on our door or by email or phone calls checking on our gender identity”; “student groups and individuals can be racist, anti-religious, anti-secular, anti-lgbt, etc. and it seems like nothing is done about it.”

Neutral (5.6%): “Never experience discrimination from professors or classmates.”

General (10.1%)

Positive (56.7%): “Has nice vibes to it”; I like it; good school.

Negative (10.0%): “Too many things to summarize here”; “Just am [dissatisfied]”;

Neutral (33.3%): “It’s an ok school”; “I don’t think about it all that much. And if I wasn’t satisfied with it, I’ve already been here for a while, so I’d just deal with it”; “there are many things I agree and disagree with what UOFL does.”

Campus Physical Environment (2.0%)

Positive (16.7%): The location

Negative (66.7%): “It is the area around the school that is a challenge to live in due to the crime rate and many off-campus student housing options are in dangerous areas”; “there have actively been hate crimes on campus since I started at UofL and it is extremely discouraging. Campus often does not feel safe and I worry for students who have experienced worse than I have.”

Neutral (16.7%): “Unsure. I love being at the school, but due to COVID I haven’t really experienced the climate outside of the classroom and my department.”

Financing Education (2.0%)

Negative (100%): “If you want to be a community of care, care that you are bankrupting us for an education with a low financial outlook”; “I’ve loved my experience at UofL even through the pandemic, the only thing that would be better is if tuition would stop increasing!”; think there should be more funding opportunities for MA level students; think there should be more funding opportunities for non-traditional students; difficult to compete for funding with younger students with no outside responsibilities.
Lack of issues/complaints (1.7%)

**Positive (100%)**: “I really am enjoying my experience here, and I have had no issues with anything this far!”; “I don’t have much reason to be dissatisfied in my experience”; “I haven’t had any issues. It’s hard to not be satisfied with having no issues. I have a privileged perspective though, so my response isn’t very meaningful.”

Pandemic (4.7%)

**Positive (7.1%)**: “The steps that faculty, staff, and school leadership took this past year to help everyone get through these very difficult times is impressive. I know of other universities who are doing very little, compared to what UofL has done.”

**Negative (42.9%)**: “I’ll probably be more satisfied once the pandemic is over and restrictions are lifted”; “the covid response has been abhorrent”; “I realize this year has been difficult from everyone, but U of L’s handling of COVID has completely turned me off the university.”

**Neutral (50.0%)**: Hard to tell during a pandemic; have hardly been on campus; haven’t really experienced what the climate is truly like; haven’t had classes on campus yet.

Listening to students (3.7%)

**Positive (18.2%)**: “I feel that I have a platform to speak about my differences as a medical student”

**Negative (81.8%)**: “Faculty and staff resort to the excuse of policy to not take action on clear and immediate threats or to make things right”; “the university needs to listen to students, like actually listen and not resort to half-addressed compromises” more transparency about culture, rules, and policies; need a safe space to share concerns about students on a routine basis.; “student voices should be taken more seriously given that UofL exists only because of them. No students, no school. You wouldn’t have to deal with harsh feedback or outrage from students if you actually did the right thing.”

Accountability/Transparency (4.1%)

**Negative (100%)**: “even when explicitly discriminatory actions are explicitly called out, the most I have seen from upper administration was a slap on the risk, a statement of apology, or an attempt to sweep the incident under the rug”; “more accountability by the professors. They get away with being able to do whatever they want”; “stop asking departments to change and start forcing them too or enforce actual consequences for not adopting new diversity policies and initiatives. Stop telling them training and resources are available, start making them mandatory. And stop saying faculty and staff cannot be forced to do things! They can be if they wish to remain in their roles and either UofL is committed to actual change or it is not.”

Other (1.4%)

**Negative (100%)**: “I am satisfied with the classroom environment, but working there, I work in an unprofessional department where bias runs rampant towards competent capable people, communication skills are at a low and it appears as though thinking is looked down upon”; update your systems; “I am a trans student who has faced quite a few issues at UofL…. Going about changing my name for emails and similar such things was difficult and confusing and there is no one, solid resource to go to about it.”