

**STUDY TITLE: STUDENT PERCEPTIONS OF THEIR FIRST AMENDMENT FREE SPEECH RIGHTS,
VIEWPOINT DIVERSITY, AND SELF-CENSORSHIP**

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Participation invitation:	You are invited to participate in the research study described below. Your participation is entirely voluntary, and you may stop your participation or withdraw from the study at any time and for any reason. If you choose to not participate or to stop your participation, there will be no negative consequences to you. Your decision to participate or not in this study will not change your relationship with the researchers or with the University of Wisconsin campus in which you are enrolled.
Who can participate:	You are invited to participate if you are an undergraduate student at one of the thirteen UW System campuses.
Study description:	The goal of this project is to survey undergraduate students at the thirteen University of Wisconsin System campuses about campus free speech, viewpoint diversity, and self-censorship. The project is funded by the Menard Center for the Study of Institutions and the survey has been designed in collaboration with the Wisconsin Institute for Public Policy and Service. The research aims to provide UW System specific data, that is, there is NOT intent to contribute to generalizable knowledge or make generalizations about non-surveyed students' perceptions (in Wisconsin or elsewhere). The research may contribute to more evidence-based debate and legislative activities regarding contemporary campus free speech controversies in Wisconsin. A research team comprised of free speech experts and survey design experts has created the survey and will oversee data collection and preparation of a final report of findings. They will be assisted in these tasks by a bi-partisan advisory board. The report will summarize and interpret the data but will not include any university policy or legislative recommendations.
What you will be asked to do:	You will be asked to will answer a series of primarily close-ended rating scale survey items, supplemented by a few open-ended text boxes.
Time commitment:	The survey will take approximately 10 minutes.
Participation risks:	The researcher(s) do not believe this study will cause you any discomfort or other risk beyond what you would normally experience in your daily life.
What will be done to minimize your participation risks:	The survey does not include any personally identifying information. Your responses will be anonymous and will remain confidential (original data available only to research team). You can complete the survey at a time (within the deadline for responses) and location of your choosing. Once you submit your responses, your participation in the research is complete.
Participation benefits:	There are no tangible benefits to you for completing the survey.

Confidentiality and Data Protection

Who will have access to your data:	Only the five members of the research team listed above.
Data protection and future use:	All survey responses will be kept in password protected files controlled by the lead designer, April Bleske-Reчек. These responses do not have foreseeable use beyond the completion of the project.
Mandated reporting requirements:	(None)

Protection of Human Research Subjects

If you have questions about this study, please contact:	Tim Shiell, Menard Center for the Study of Institutions and Innovation, Bowman Hall 312A, x1490, shiellt@uwstout.edu
If you have concerns about this study or your rights as a participant, please contact:	Institutional Review Board Chair University of Wisconsin-Stout Robert S. Swanson Learning Center #107715-232-4042 irb@uwstout.edu
Your right to withdraw:	Your participation in this study is entirely voluntary. You may choose not to participate or to stop the study or survey without any adverse consequences to you. However, should you choose to participate and later wish to withdraw from the study, there may be no way to identify your data after it has been submitted. If you are participating in an anonymous survey, once you submit your responses, the data cannot be linked to you and cannot be withdrawn.
UW-Stout IRB approval statement:	This study has been reviewed and approved by the University of Wisconsin-Stout's Institutional Review Board (IRB). The IRB has determined that this study meets the ethical obligations for human subjects research as required by federal law and UW-Stout policies.

By moving to the next screen, you are indicating that you agree to participate in this study, and that you understand that you may stop your participation at any time.

Please click the arrow to begin the survey.

SECTION 1: VIEWPOINT DIVERSITY

In this first section of the survey, we are interested in your attitudes and opinions about viewpoint diversity. There are no right or wrong answers. Please answer as honestly as you can.

How much does each of the following statements describe you?

	Not at all like me	A little like me	Somewhat like me	Quite like me	Very much like me
When thinking about an issue, I consider as many different views and opinions as possible.	<input type="radio"/>				
It is easier for me to tune in to viewpoints I <i>agree</i> with than to viewpoints I <i>don't</i> agree with.	<input type="radio"/>				
I do not tolerate people who hold views that can be harmful to others.	<input type="radio"/>				
I reconsider my opinions when presented with new evidence.	<input type="radio"/>				
I am tolerant of other people's views, but only if those views are not offensive.	<input type="radio"/>				

Please rate the extent to which you agree or disagree with each of the following statements.

	Strongly Disagree	Slightly Disagree	Neutral	Slightly Agree	Strongly Agree
When evaluating the things people say, it is important to consider the impact their words have on other people.	<input type="radio"/>				
When evaluating the things people say, it is important to consider the intentions behind their words.	<input type="radio"/>				
It would be hard to ban "hate speech" because people can't agree which speech is hateful.	<input type="radio"/>				
Giving voice to unpopular or offensive viewpoints encourages healthy academic dialogue.	<input type="radio"/>				
Some speech can be considered an act of violence.	<input type="radio"/>				
Offensive speech causes people psychological harm.	<input type="radio"/>				

Please respond to the following questions.

	Definitely No	Probably No	I'm Neutral	Probably Yes	Definitely Yes
If a required reading/assignment for a college class includes content that some students believe is harmful to a particular identity group, should the professor drop the reading/assignment as a requirement?	<input type="radio"/>				
If a topic being discussed in a college class includes perspectives that some students believe is harmful to a particular identity group, should the class stop discussing the topic?	<input type="radio"/>				
If a professor says something in class that some students believe is harmful to a particular identity group, should the students report the professor to the university?	<input type="radio"/>				
If a student says something in class that some students believe is harmful to a particular identity group, should the students report that student to the university?	<input type="radio"/>				
If a student says something in class that some students believe is harmful to a particular identity group, should the professor stop that student from talking?	<input type="radio"/>				

Student groups often invite speakers to campus to express their views on a range of topics. If some students perceive a speaker's message as offensive or biased against certain groups of people, do you think university administrators should disinvite the speaker?

- Yes, they should disinvite the speaker
 No, they should not disinvite the speaker
 I have no opinion

If some students perceive a speaker's message as offensive or biased against certain groups of people, how do you think the students should deal with the situation? Check any that apply.

- Ignore the speaker/Don't attend the presentation
 Contact the event organizers to express concerns about the speaker's message
 Protest outside the event
 Attend the presentation and ask challenging questions
 Attend the presentation to ridicule the speaker
 Attend the presentation to make noise so the speaker cannot be heard
 Attend the presentation to physically force the speaker from the stage

If you had to choose one of the options below, which do you think is more important for colleges to do?

- Prohibit the expression of ideas if some students feel the ideas are psychologically harmful
 Allow the expression of all types of ideas even if some students feel the ideas are psychologically harmful

SECTION 2: PERCEPTIONS OF CAMPUS CLIMATE

In this section of the survey, we are interested in your perceptions of the atmosphere in your classes and on your campus toward engaging with diverse viewpoints.

Please answer the following questions.

	Never	Rarely	Sometimes	Often	Very Often
How often do your professors encourage students to explore a wide variety of viewpoints and perspectives?	<input type="radio"/>				
How often do your professors create a classroom climate in which people with unpopular views would feel comfortable sharing their opinions?	<input type="radio"/>				
How often do your professors promote their own political views in the classroom?	<input type="radio"/>				
<p><i>If student responds with something other than "Never," then follow up:</i> Please explain the circumstance(s) in which you feel your professors have promoted their own political views. (Text box)</p>					

Please rate the extent to which you agree or disagree with each of the following statements.

	Strongly Disagree	Slightly Disagree	Neutral	Slightly Agree	Strongly Agree
On my campus, students are genuinely interested in discussing controversial ideas.	<input type="radio"/>				
On my campus, it is better to keep quiet than to speak out with an opinion that other people don't agree with.	<input type="radio"/>				
On my campus, students who have views similar to mine feel uncomfortable voicing them.	<input type="radio"/>				
On my campus, if a controversy over offensive speech occurred, the administration would defend the speaker's right to express their views.	<input type="radio"/>				
On my campus, students who have views that differ from mine feel uncomfortable voicing them.	<input type="radio"/>				

SECTION 3: SELF-CENSORSHIP AND COMPELLED SPEECH

In this section of the survey, we are interested in whether you have self-censored in class and, if so, why.

How often have you wanted to speak up in class about a controversial issue, but decided not to?

Never Rarely Sometimes Often Very often

○ ○ ○ ○ ○

If student responds rarely/sometimes/often/very often, then follow up:

Think about the times you wanted to speak up in class about a controversial issue, but decided not to. Why did you not speak up? Check any that apply.

I generally don't speak up in class, regardless of the issue	<input type="checkbox"/>
I really didn't care that much about the issue	<input type="checkbox"/>
I felt like I didn't know enough about the issue to speak up about it	<input type="checkbox"/>
I was in a class that was not open to, or did not encourage, discussion	<input type="checkbox"/>
I felt that speaking up about the issue would be too emotionally taxing for me	<input type="checkbox"/>
I did not want to reveal something about my identity by stating my views	<input type="checkbox"/>
I was worried that other students or the professor would disagree with me	<input type="checkbox"/>
I was worried that other students or the professor would dismiss my views as offensive	<input type="checkbox"/>
I was worried that other students or the professor would feel psychologically harmed by my views	<input type="checkbox"/>
I was worried the professor would give me a lower grade because of my views	<input type="checkbox"/>
I was worried someone would file a complaint claiming my view qualified as harassment	<input type="checkbox"/>
Other; please explain:	<input type="checkbox"/>

How often have you felt pressured by a professor to agree with a specific political or ideological opinion being expressed in class?

Never Rarely Sometimes Often Very often

○ ○ ○ ○ ○

If student responds with anything other than "Never," then follow up: Please explain the circumstance(s) in which you felt pressured by a professor to agree with a specific political or ideological opinion being expressed in class. (Text box)

SECTION 4: FREE EXPRESSION AND ITS CONSEQUENCES

In this section of the survey, we are interested in how you feel about engaging in various “free expression” behaviors, and any consequences you may have experienced from engaging in such behaviors.

Have you engaged in any of the following behaviors?	Check if yes:
Disagreed aloud with one of your professors about a controversial topic	<input type="checkbox"/>
Disagreed in writing (e.g., on a written assignment) with one of your professors about a controversial topic	<input type="checkbox"/>
Expressed your views on a controversial topic during an in-class discussion	<input type="checkbox"/>
Expressed your views on a controversial topic to other students during a discussion in a common campus space, such as a quad, dining hall, or lounge	<input type="checkbox"/>
Expressed an unpopular opinion to your fellow students on social media	<input type="checkbox"/>
Expressed an unpopular opinion to your fellow students while off campus, such as at a restaurant or gathering	<input type="checkbox"/>
Expressed your political/social/religious views on classroom markerboards or campus sidewalks	<input type="checkbox"/>
Hung or distributed papers across campus papers that have your political/social/religious views on them	<input type="checkbox"/>
Expressed your political/social/religious views by assembling or protesting with others on campus (e.g., the campus quad or student center)	<input type="checkbox"/>

Have you experienced a negative consequence from your university -- such as getting a lower grade or being reported, suspended, or expelled -- for any of the following behaviors?

	Check if yes:
Disagreeing aloud with one of your professors about a controversial topic	<input type="checkbox"/>
Disagreeing in writing (e.g., on a written assignment) with one of your professors about a controversial topic	<input type="checkbox"/>
Expressing your views on a controversial topic during an in-class discussion	<input type="checkbox"/>
Expressing your views on a controversial topic to other students during a discussion in a common campus space, such as a quad, dining hall, or lounge	<input type="checkbox"/>
Expressing an unpopular opinion to your fellow students on social media	<input type="checkbox"/>
Expressing an unpopular opinion to your fellow students while off campus, such as at a restaurant or gathering	<input type="checkbox"/>
Expressing your political/social/religious views on classroom markerboards or campus sidewalks	<input type="checkbox"/>
Hanging or distributing across campus papers that have your political/social/religious views on them	<input type="checkbox"/>
Expressing your political/social/religious views by assembling or protesting with others on campus (e.g., the campus quad or student center)	<input type="checkbox"/>

SECTION 5: THE FIRST AMENDMENT

In this section of the survey, we are interested in how much you know about your First Amendment free speech rights.

In classes at your university, how much have you learned about your First Amendment free speech rights?

Not at all A little Some Quite a bit A lot

Imagine each of the following circumstances happening to a student at your university. Please indicate whether you interpret each one as a violation of the student's First Amendment free speech rights as those rights are currently understood by the courts.

	This is a violation of the student's rights	This is <i>not</i> a violation of the student's rights	I'm not sure
The residence hall director removes a political sign from a student's dorm room door			
TikTok suspends a student's account because the student posted an anti-vaxx video			
Administrators on campus prohibit student protestors from blocking access to certain buildings on campus			
Campus housing limits which movies students can watch in the privacy of their dorm room			
A student's private employer says the student cannot hand out flyers about their campus organization at work			

Consider each of the following behaviors. Please indicate whether you interpret each behavior as protected by the student's First Amendment free speech rights as those rights are currently understood by the courts.

	This behavior is protected	This behavior is <i>not</i> protected	I'm not sure
A student distributes pro-Nazi leaflets on a street corner near the university			
A student threatens another student with physical violence			
A professor criticizes an elected official on their personal Twitter feed			
A group of students tells another student that their views are not welcome on campus			
A student accuses a university administrator of taking bribes on Instagram when the student knows the accusation is false			
A group of students tells another student that persons of their ethnicity are not welcome on campus			

Does the First Amendment allow your university to ban “hate speech” on campus?

- Yes No

Does the First Amendment allow your university to ban “threats, intimidation, and harassment” on campus?

- Yes No

SECTION 6: DEMOGRAPHIC INFORMATION

In this section, we ask you basic demographic information. We ask these questions so that we will be able to assess whether the distribution of students responding from each campus is representative of that campus’ student body.

Which UW System university do you attend?

- UW-Eau Claire
- UW-Green Bay
- UW-La Crosse
- UW-Madison
- UW-Milwaukee
- UW-Oshkosh
- UW-Parkside
- UW-Platteville
- UW-River Falls
- UW-Stevens Point
- UW-Stout
- UW-Superior
- UW-Whitewater

What is your current year of study?

- First year
- Second year
- Third year
- Fourth year
- Fifth year or more

How long have you been on this campus?

- This is my first year on this campus
- This is my second year on this campus
- This is my third year on this campus
- This is my fourth year on this campus
- This is my fifth year or beyond on this campus

What is your current enrollment status?

- Full-time student
- Part-time student

Are you an international student?

- Yes
- No

What is your primary academic area of study?

- Undeclared
- Arts
- Biological science
- Business
- Education
- Engineering
- Health profession
- Humanities
- Mathematics/Statistics
- Religion/Theology
- Physical science
- Social science
- Something else: Please specify: _____

If you have declared a major, what is your major? _____

How old are you?

- 18
- 19
- 20
- 21
- 22
- 23
- 24
- 25 or older

What is your gender?

- Man
- Woman
- Non-binary/non-conforming
- Other, please self-identify: _____

Which of the following best describes your racial or ethnic background? (You may choose more than one.)

- American Indian or Alaska Native
- Asian
- Black
- Hispanic/Latino
- Middle Eastern
- Pacific Islander
- White
- Two or more races
- Other, please self-identify: _____

Which of the following best describes your sexual orientation?

- Straight or heterosexual
- Gay or lesbian
- Bisexual or pansexual
- Asexual
- Other, please self-identify: _____

How do you describe your religious beliefs?

- Agnostic
- Atheist
- Buddhist
- Christian
- Hindu
- Jewish
- Muslim
- Other; please self-identify: _____

Generally speaking, which political party do you most identify with?

- Democratic Party
- Green Party
- Libertarian Party
- Republican Party
- Socialist Party
- Unaffiliated/Independent
- Other; please self-identify: _____
- None

Generally speaking, which political ideology do you most identify with?

- Very liberal
- Liberal
- Slightly liberal
- Moderate, Middle-of-the-road
- Slightly conservative
- Conservative
- Very conservative
- Other; please self-identify: _____
- None

That's it! Thank you very much for your participation.

If you have any questions or comments about this project, please contact Tim Shiell, Menard Center for the Study of Institutions and Innovation, Bowman Hall 312A, x1490, shiellt@uwstout.edu.