

UW System Student Views on Freedom of Speech

Summary of Survey Responses

February 1, 2023





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Introduction: Background, Purpose, and Methods

Purpose and Background

The goal of this research is to explore and describe University of Wisconsin (UW) System students' knowledge of First Amendment rights connected to free speech, as well as their attitudes about viewpoint diversity and their experiences with free expression and self-censorship at UW universities.

In November 2021, the Bipartisan Policy Center (BPC) published a report calling for university engagement in fostering respectful and civil discussion around difficult issues on campus. As the BPC Academic Leaders Task Force on Freedom of Expression Co-Chairs put it, "We cannot afford for higher education to become another scene of deep partisan division. As a country, we must be better at robustly and respectfully debating difficult issues across the political spectrum, and college campuses have an essential role in achieving this civic goal."¹ Collecting data to inform university leaders about how their campuses are doing in this regard is strongly recommended by the BPC as a part of continuous quality improvement for universities across the nation. The UW System's *Student Views on Freedom of Expression* survey, conducted at all thirteen UW schools in the fall of 2022, is part of a deliberate effort to gather data that will ultimately inform UW System efforts to encourage and sustain free expression and viewpoint diversity.

Other university systems have taken up this call as well. For example, the University of California's National Center for Free Speech and Civic Engagement has funded multiple campus free speech research projects through a Research Fellows program since 2018.² The University of North Carolina System has also invested substantial resources into understanding student perceptions around freedom of expression in both 2019 and 2021.³

Survey Origin and Funding

The *Student Views on Freedom of Expression* survey was initiated by Principal Investigator and UW-Stout faculty member, Timothy Shiell. Shiell engaged other UW faculty members with interest in the project and obtained funding (approximately \$100,000) through the Menard Center for the Study of Institutions and Innovation at UW-Stout.⁴ UW System's interest in the survey led to the involvement of the nonpartisan Wisconsin Institute for Public Policy and Service (WIPPS), a unit of the University of Wisconsin System Administration. WIPPS took on the role of project management and oversight. The UW System Trust Fund provided additional funding (approximately \$105,000) for student participant gift cards. Finally, it is estimated that UW System personnel have provided over \$25,000 of in-kind support.

Survey Design

Four principal considerations played a significant role in the survey design: 1) previous surveys and research on freedom of expression issues at other universities; 2) input from national and local content experts; 3) best practices in survey design from the literature and expert consultation; and 4) overall length and time to completion, which we tried to limit to under fifteen minutes on average.

In the summer and early fall of 2022, the research team deliberately opened up the design process and sought feedback from state and national free speech experts both within and outside of the University of Wisconsin System; survey design researchers; UW campus administrators; UW campus shared governance leaders; students at multiple UW campuses; and other stakeholders. Not all agreed on the substance of every question or on every word choice, and research team members

¹Academic Leaders Task Force on Freedom of Expression. (2021). *Campus Free Expression: A New Roadmap*. Bipartisan Policy Center. Retrieved January 30, 2023, from <https://bipartisanpolicy.org/report/a-new-roadmap/>.

² See <https://freespeechcenter.universityofcalifornia.edu/about/>.

³ For more on the University of North Carolina's survey report, Free Expression and Constructive Dialogue in the University of North Carolina System, see https://fecdsurveyreport.web.unc.edu/wp-content/uploads/sites/22160/2022/05/FECD_Report_5-17-22.pdf.

⁴ Neither the Menard Center for the Study of Institutions and Innovation (MCSII) donors nor advisory board were consulted on or approved the survey. MCSII policy explicitly states that "MCSII financial supporters have no influence or control over the research design, methodology, analysis, or findings of MCSII funded research or educational activities. MCSII does not accept funding from organizations or individuals whose support is premised on an expectation of influencing or controlling research design, methodology, analysis, or findings."

had to consistently remind ourselves and others that there is no “perfect survey.” However, we are confident that the final instrument was significantly improved thanks to many constructive suggestions from a variety of stakeholders.

As part of the survey design process, the research team members empaneled students at three campuses to test the survey (UW-Stout, UW-Stevens Point, and UW-Eau Claire). In late summer and early fall of 2022, members of the team visited nearly every UW campus and met with shared governance leaders to obtain additional feedback and responded to hundreds of questions and suggestions from campus administrators, faculty, academic staff, and students. The survey benefitted from a thorough review and internal validation of the instrument midway through the process by researchers at the UW Survey Center. We are also tremendously grateful for constructive review and input from a diverse advisory board:

- Franciska Coleman, University of Wisconsin Law School
- Rick Esenberg, Wisconsin Institute for Law and Liberty
- Jonathan Friedman, PEN America
- Janine Geske, Marquette University Board of Trustees
- Tim Higgins, Free Speech for Campus, Inc.
- Jamila Lee-Johnson, UW System
- Ryan Owens, UW-Madison
- Fernando Riveron, Riveron Surgical LLC
- Howard Schweber, UW-Madison
- Sean Stevens, Foundation for Individual Rights in Education
- Jason Yackee, University of Wisconsin Law School
- Tricia Zunker, Ho-Chunk Nation Supreme Court and California School of Law

Ultimately, the research team is responsible for all survey question content and design.

Institutional Review Board Approval

In accordance with Federal Policy for the Protection of Human Subjects (45 CFR 46), research involving human subjects must receive Institutional Review Board (IRB) approval before proceeding. Institutional Review Boards exist at all accredited universities, including all thirteen University of Wisconsin campuses.

The Student Views on Freedom of Speech study involves human subjects. The research team included researchers from three UW System universities: UW-Stout (principal investigator Shiell), UW-Eau Claire (Bleske-Rechek, Kasper, Peterson); and UW Stevens Point (Giordano). IRB Committees from each university where there is a named researcher have authority to review and approve (or not) the project in accordance with federal guidelines.

It is common practice for the principal investigator’s home university to serve as the initial IRB of record. For this study, UW-Stout faculty member and principal investigator, Timothy Shiell, submitted the project for IRB review at UW-Stout. UW-Stout’s IRB conducted a full review of the project and issued a formal letter of approval on October 11, 2022.

Once a project has been reviewed and approved by one university’s IRB, it is common practice for institutions with co-investigators identified on the IRB proposal to review and defer to the originating IRB approval or else enter into a reliance agreement with the originating institution’s IRB. On rare occasions, they may also choose to do a separate review and approval process.

The research team notified all of the UW campus IRBs of the study’s IRB approval from UW-Stout and requested that each review the project to determine if their designated committee would approve, defer, or waive human subject authority. IRBs from UW-Eau Claire and UW-Stevens Point, both with participating faculty members on the research team, chose to review the project to ensure it was compliant with human subject protection requirements. After their review, UW-Eau Claire’s IRB entered into a reliance agreement with UW-Stout’s IRB. UW-Stevens Point’s IRB chose to conduct a full review of the project and provided a separate approval, which was received on November 9, 2022.

None of the remaining ten universities had a participating faculty member on the research team nor were directly engaged in the research. As a result, all ten were considered data collection sites, not collaborating institutions engaged in the research. For this reason, most campus IRBs either deferred to UW-Stout’s IRB authority or waived jurisdiction entirely. (This was the case for UW-La Crosse, UW-Madison, UW-Milwaukee, UW-Parkside, UW-Platteville, UW-River Falls, UW-Superior, and UW-Whitewater.) UW Oshkosh’s IRB chose to create a reliance agreement with UW-Stout’s IRB and

UW-Green Bay's IRB conducted a review and provided independent approval. (Technically, because neither of these university IRBs had jurisdiction over this project, these actions were advisory only.) We also note that UW-Parkside's and UW-Whitewater's IRBs also reviewed the project and provided advisory feedback.

IRB approval or waiver is a necessary, but not a sufficient, condition for a research project involving students to move forward at a university. In all cases, university administrators must also approve projects that involve their students. In this regard, the administrations at all thirteen UW universities approved the *Student Views on Freedom of Speech* project.

Sample Methodology and Participation

The target population consisted of a random sample of degree seeking undergraduate students aged 18 or older (on or before the survey distribution date) enrolled at one of thirteen UW System universities. For reasons of practicality and resource constraints, we used a form of probability sampling known as cluster sampling in which students are randomly selected within their primary sampling unit, in this case the university in which they are enrolled. Part-time students were included in the sample while graduate students were not.⁵ All thirteen comprehensive public universities that comprise the University of Wisconsin System participated:

- 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

Our goal was to achieve a 95% confidence level with a $\pm 4\%$ margin of error for responses on any given question from each campus. Given the overall eligible student enrollments at each campus, this meant receiving between 500 and 600 responses per question per campus. Estimating an average survey response rate of about 10%, we asked each campus (typically their office of institutional research) to provide a randomly generated sample of approximately 5,000 eligible student emails from each institution. For campuses with fewer than 5,000 eligible students, all eligible undergraduate students received an invitation to complete the survey. For those campuses with over 5,000 eligible students, participating universities agreed that we could send an invitation to randomly selected batches (5,000 in the first batch, followed two weeks later by another batch of 2,500 and, if necessary, a final batch of 2,500 in the third week).

Ultimately, over 83,000 students at the thirteen campuses received at least two email invitations. Over 10,500 of those students participated in the survey for a 12.5% response rate (see Table 1 on page 7).

The first batch of invitations was sent via email on the morning of November 14, 2022. Several email reminders went out during the next four weeks and the survey officially closed on December 9, 2022. As we approached or exceeded the targeted number of survey responses for a particular campus, we stopped sending out reminders to students from that campus.⁶

Survey Platform

The survey was distributed online via the Qualtrics platform using a formal UW-designated account. The lists of randomly selected student emails were uploaded into Qualtrics by the lead analyst (who had sole access to the student email lists) and each student received an individualized link (via email) to participate in the survey.⁷ Upon completion of the survey, each student received an automated unique link to a \$10 virtual VISA gift card. This process was accomplished using application programming interface (API) between Qualtrics and a third-party gift card vendor known as Virtual Incentives (with which UW System had an appropriately vetted and procured contract). All communications between the survey platform, the gift card vendor and student participants were protected.⁸

⁵ Although researching graduate students' perceptions about free speech would also be valuable, it was beyond the scope, capacity, and funding of this project.

⁶ However, students who received an invitation were allowed to participate in the survey, even after campus-specific targets were reached until the survey closed on December 9. For this reason, our target response pool exceeded our goals for most campuses.

⁷ For information about Qualtrics data security and compliance, visit: <https://www.qualtrics.com/platform/security/>. Retrieved January 30, 2023.

⁸ For further information about security, privacy and architecture of the Virtual Incentive Reward Platform, see <https://www.virtualincentives.com/wp-content/uploads/2020/08/Security-Privacy-and-Architecture-of-Virtual-Incentives-Reward-Platform-3.pdf>. Retrieved January 30, 2023.

Sample Weighting

For a variety of reasons, weighted sampling was not used in this study. Weighted sampling can be helpful in improving representation of some groups, but particularly in the case of unique substrata (such as college students) and potentially controversial topics (such as freedom of expression), we did not have sufficient data or confidence to assume that one or another demographic group would be more or less likely to participate in the survey.

As it turns out, women were overrepresented in the response pool whereas men were underrepresented. While this is actually typical for surveys in general, it likely has an effect on the results of this survey—given the topics addressed—because, as we demonstrate in the report, females are more likely than males to differ on important characteristics such as identification with a political party (more likely to identify Democrat) and political leaning (more likely to lean liberal). And while overall, response rates for other often underrepresented groups, such as students of color, were similar to the actual population of these students, there are variations across campuses (particularly Madison, where students of color were significantly overrepresented among survey respondents). Again, this can have an effect on the distribution of responses. Readers should keep the overrepresentation of certain groups in mind when interpreting the results.

Statistical Treatment of the Data

Some of the questions we asked have response options that are on a categorical scale of measurement. An example of this type of question would be, “Have you ever...?” with response options of Yes or No. In the data summary, we report the percent of respondents who selected Yes as opposed to No. Some of the questions we asked, particularly those asked as a follow-up to questions with Yes/No responses, have response options that are on an ordinal scale of measurement (such as the following set of options: Rarely, Sometimes, Often, Extremely Often). In the data summary, we treat these data as non-continuous and report the percent of respondents who selected each option (or the percent of respondents who selected one or more specific options). The conventionally calculated 95% margin of error for these variables in our study is plus-or-minus 1.5 percentage points for the pooled sample and 4.4 percentage points within each university (assuming 500 responses). The margin of error will increase for smaller categories and decrease for larger categories. Margin of error statistics reflect uncertainty related to random sampling error but do not account for other possible biases, such as self-selection into the study.

Many of the questions have responses that are on a scale of measurement that could be considered either ordinal or interval, depending on one’s discipline or subdiscipline (such as the following set of options: Not at all, A little, Somewhat, Quite a bit, A great deal). Therefore, in summarizing responses to these questions, we provide summary statistics to coincide with each of those positions. For readers who view these scales of measurement as on an interval scale, with equal psychological space between the options assumed, we have provided means (denoted by the letter M) and standard errors of the means (denoted by SEM); the reader can thus quickly construct a 95% confidence interval around each mean by following the equation: $M \pm 2SEM$. For readers who view these scales of measurement as on an ordinal scale, such that equal psychological space between the options cannot be assumed, we have provided the percent of respondents who selected each option (or the percent of respondents who selected one or more specific options).

For the most part, we have chosen to not report the results of inferential tests that would provide indications of which groups (or campuses) are statistically different from which, for any given outcome variable. One reason is that, given the sample sizes, many differences would be statistically significant and could be overinterpreted as important despite being very small or even trivial in magnitude. A second and related reason is that the number of comparisons would be very large (e.g., comparing each of the thirteen campuses with each other, each of the five academic areas with each other, each of the political leaning groups with each other, and so on); thus, the Type I (false positive) error rate would be substantially inflated. Because we did not generate information about which differences are statistically significant after adjusting for multiple comparisons, and because we have not calculated the specific magnitude of each difference (for example, as indicated by Cohen’s d or Cramer’s V), we caution readers about making comparisons between campuses, particularly because of the variability of respondent composition and the extent to which respondents reflected the given student body.

Results I: Response Rates and Sample Representativeness

The tables in Section I provide a summary of the survey response rates, as well as information on the demographic characteristics of the survey respondents relative to the demographic characteristics on the overall study body. These data are reported for the UW System as a whole and by campus.

Summary: The table below shows that response rates, except for UW-Milwaukee, were at and above the goal rate of 10% (online surveys have typical response rates between 6 and 11%; Manfreda et al., 2008). Although we obtained fewer than 500 respondents from the smaller campuses (UW-Parkside, UW-River Falls, and UW-Superior), student participation at those campuses was well above 10%. Response rates ranged from 9.4% (at UW-Milwaukee) to 19.1% (at UW-Platteville) and averaged 12.5% across all UW System campuses.

Table 1. The number of undergraduate students invited into the survey, the number who responded, and the number retained in the dataset after removing those who displayed clear indicators of being poor responders.*

| | Batch 1 Invitations sent | Batch 2 Invitations sent | Batch 3 Invitations sent | Total invited | # of original respondents | # after removing poor responders | Response rate (%) |
|------------------|---|---|---|--------------------------|--------------------------------------|---|----------------------------------|
| Eau Claire | 5000 | 2500 | | 7500 | 860 | 857 | 11.4 |
| Green Bay** | 4633 | | | 4633 | 630 | 626 | 13.5 |
| La Crosse | 5000 | 2500 | | 7500 | 978 | 973 | 13.0 |
| Madison | 5000 | 2500 | 2500 | 10000 | 1110 | 1108 | 11.1 |
| Milwaukee | 5000 | 2500 | 2500 | 10000 | 938 | 933 | 9.4 |
| Oshkosh | 5000 | 2455 | | 7455 | 773 | 771 | 10.3 |
| Parkside | 3103 | | | 3103 | 394 | 392 | 12.6 |
| Platteville | 5000 | 887 | | 5887 | 1126 | 1122 | 19.1 |
| River Falls | 4286 | | | 4286 | 490 | 489 | 11.4 |
| Stevens Point | 5000 | 2414 | | 7414 | 933 | 930 | 12.5 |
| Stout | 5000 | 1168 | | 6168 | 971 | 969 | 15.7 |
| Superior | 2005 | | | 2005 | 336 | 335 | 16.7 |
| Whitewater | 5000 | 2500 | | 7500 | 812 | 810 | 10.8 |
| Unreported*** | | | | | 175 | 130 | |
| UW System | | | | 83451 | 10526 | 10445 | 12.5 |

*36 respondents were removed for spending less than 3 minutes in the survey; another 39 were removed for skipping multiple sections of the survey. Four respondents under 18 years of age were removed, as were several isolated participants who answered every open-ended question with a flippant response (like “golf”) and answered every numeric question with the same value.

**We learned after the first invitation went out that the original file of 5000 student email addresses from UW-Green Bay included 367 email addresses of graduate students. We removed these graduate student email addresses from the initial batch at UW-Green Bay so that they would not receive any reminder emails.

***175 respondents did not report their campus.

Summary: Table 2 shows that women are over-represented in the student body on most UW System campuses, and women are over-represented in the sample of respondents to a similar degree. The over-representation of women in the sample as a whole is a consistent finding among social scientists conducting survey research as women are more responsive to survey invitations than are men. As shown below, the two campuses that enroll more men than women (Platteville and Stout) also had more male than female respondents. Overall, the survey respondents paralleled that of the overall student body.

Note: Here and throughout, UW System values do not reflect the sum of the values from the thirteen campuses. UW System values reflect the values for any respondent, system wide, who answered the question of interest.

Table 2. Gender makeup of the survey respondents, and gender makeup of the undergraduate student body in fall of 2022, by campus and system wide.

| | Survey Respondents | | | | Student Body | | | |
|------------------|--------------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|
| | Women | | Men | | Women | | Men | |
| | <i>Count</i> | <i>%</i> | <i>Count</i> | <i>%</i> | <i>Count</i> | <i>%</i> | <i>Count</i> | <i>%</i> |
| Eau Claire | 576 | 68.1 | 270 | 31.9 | 5647 | 60.2 | 3732 | 39.8 |
| Green Bay | 408 | 66.8 | 203 | 33.2 | 6062 | 66.2 | 3093 | 33.8 |
| La Crosse | 676 | 70.2 | 287 | 29.8 | 5297 | 56.8 | 4032 | 43.2 |
| Madison | 688 | 62.9 | 406 | 37.1 | 19544 | 52.9 | 17417 | 47.1 |
| Milwaukee | 539 | 59.2 | 372 | 40.8 | 10169 | 54.9 | 8367 | 45.1 |
| Oshkosh | 521 | 68.8 | 236 | 31.2 | 7521 | 59.5 | 5115 | 40.5 |
| Parkside | 246 | 63.7 | 140 | 36.3 | 1817 | 55.8 | 1438 | 44.2 |
| Platteville | 479 | 43.3 | 627 | 56.7 | 2244 | 37.2 | 3783 | 62.8 |
| River Falls | 355 | 73.7 | 127 | 26.3 | 3085 | 64.3 | 1713 | 35.7 |
| Stevens Point | 608 | 66.5 | 306 | 33.5 | 4175 | 56.7 | 3185 | 43.3 |
| Stout | 434 | 46.1 | 508 | 53.9 | 2670 | 42.7 | 3576 | 57.3 |
| Superior | 213 | 65.7 | 111 | 34.3 | 1398 | 63.4 | 808 | 36.6 |
| Whitewater | 452 | 56.5 | 348 | 43.5 | 4645 | 49.5 | 4730 | 50.5 |
| UW System | 6237 | 61.1 | 3976 | 38.9 | 74274 | 54.9 | 60989 | 45.1 |

Note. Percentages are rounded to the nearest whole number. Survey respondent percentages are calculated from only those respondents who answered the question. Student body numbers come from the UW System dashboard available at <https://www.wisconsin.edu/education-reports-statistics/enrollments/>.

Summary: The table below shows that survey respondents had an age distribution that was similar to that of the student body.

Table 3. Age makeup of the survey respondents, and the age makeup of the undergraduate student population in fall of 2022, by campus and system wide.

| | Survey Respondents | | | | | | Student Body | | | | | |
|------------------|--------------------|-------------|--------------|-------------|--------------|------------|--------------|-------------|--------------|-------------|--------------|------------|
| | 18 to 19 | | 20 to 24 | | 25+ | | 19 & under | | 20 to 24 | | 25+ | |
| | <i>Count</i> | <i>%</i> | <i>Count</i> | <i>%</i> | <i>Count</i> | <i>%</i> | <i>Count</i> | <i>%</i> | <i>Count</i> | <i>%</i> | <i>Count</i> | <i>%</i> |
| Eau Claire | 324 | 38.7 | 497 | 59.4 | 16 | 1.9 | 4026 | 42.9 | 4990 | 53.2 | 363 | 3.9 |
| Green Bay | 215 | 35.7 | 247 | 41.0 | 141 | 23.4 | 4505 | 49.2 | 2956 | 32.3 | 1694 | 18.5 |
| La Crosse | 434 | 45.9 | 502 | 53.1 | 10 | 1.1 | 4200 | 45.0 | 4922 | 52.8 | 207 | 2.2 |
| Madison | 469 | 43.9 | 583 | 54.6 | 16 | 1.5 | 16170 | 43.7 | 18705 | 50.6 | 2086 | 5.6 |
| Milwaukee | 312 | 35.5 | 463 | 52.6 | 105 | 11.9 | 6326 | 34.1 | 9191 | 49.6 | 3019 | 16.3 |
| Oshkosh | 267 | 36.0 | 405 | 54.6 | 70 | 9.4 | 7518 | 59.5 | 4111 | 32.5 | 1007 | 8.0 |
| Parkside | 99 | 26.6 | 201 | 54.0 | 72 | 19.4 | 992 | 30.5 | 1602 | 49.2 | 661 | 20.3 |
| Platteville | 454 | 41.8 | 579 | 53.3 | 54 | 5.0 | 2327 | 38.6 | 3231 | 53.6 | 469 | 7.8 |
| River Falls | 189 | 40.1 | 261 | 55.4 | 21 | 4.5 | 2027 | 42.2 | 2447 | 51.0 | 324 | 6.8 |
| Stevens Point | 405 | 45.2 | 424 | 47.3 | 68 | 7.6 | 3216 | 43.7 | 3536 | 48.0 | 608 | 8.3 |
| Stout | 359 | 38.4 | 505 | 54.0 | 72 | 7.7 | 2061 | 33.0 | 3378 | 54.1 | 807 | 12.9 |
| Superior | 94 | 29.4 | 139 | 43.4 | 87 | 27.2 | 677 | 30.7 | 909 | 41.2 | 620 | 28.1 |
| Whitewater | 309 | 39.6 | 407 | 52.2 | 64 | 8.2 | 3708 | 39.6 | 4741 | 50.6 | 926 | 9.9 |
| UW System | 3945 | 39.5 | 5233 | 52.4 | 800 | 8.0 | 57753 | 42.7 | 64719 | 47.8 | 12791 | 9.5 |

Note. Percentages are rounded to the nearest whole number. Survey respondent percentages are calculated from only those respondents who answered the question. Student body numbers come from the UW System dashboard available at <https://www.wisconsin.edu/education-reports-statistics/enrollments/>. System-wide, respondents were distributed across years; of those responding, 26% were in their first year of college, 23% in their second, 23% in their third, 21% in their fourth, and 7% in their fifth year or beyond.

Summary: The vast majority of UW System degree-seeking undergraduates are enrolled full time. A majority of the survey respondents are also enrolled full-time. However, full-time students are over-represented in the sample of respondents in comparison to the student body.

Table 4. Enrollment status of the survey respondents, and the enrollment status makeup of the undergraduate student population in fall of 2022, by campus and system wide.

| | Survey Respondents | | | | Student Body | | | |
|------------------|--------------------|-------------|------------|------------|---------------|-------------|--------------|-------------|
| | Full-Time | | Part-Time | | Full-Time | | Part-Time | |
| | Count | % | Count | % | Count | % | Count | % |
| Eau Claire | 832 | 97.3 | 23 | 2.7 | 8474 | 90.4 | 905 | 9.6 |
| Green Bay | 533 | 85.4 | 91 | 14.6 | 4993 | 54.5 | 4162 | 45.5 |
| La Crosse | 952 | 97.8 | 21 | 2.2 | 8718 | 93.5 | 611 | 6.5 |
| Madison | 1074 | 96.9 | 34 | 3.1 | 33618 | 91.0 | 3343 | 9.0 |
| Milwaukee | 876 | 93.9 | 57 | 6.1 | 14895 | 80.4 | 3641 | 19.6 |
| Oshkosh | 719 | 93.4 | 51 | 6.6 | 6735 | 53.3 | 5901 | 46.7 |
| Parkside | 352 | 89.8 | 40 | 10.2 | 2394 | 73.5 | 861 | 26.5 |
| Platteville | 1066 | 95.1 | 55 | 4.9 | 5321 | 88.3 | 706 | 11.7 |
| River Falls | 473 | 96.7 | 16 | 3.3 | 3969 | 82.7 | 829 | 17.3 |
| Stevens Point | 902 | 97.2 | 26 | 2.8 | 6274 | 85.2 | 1086 | 14.8 |
| Stout | 903 | 93.2 | 66 | 6.8 | 5098 | 81.6 | 1148 | 18.4 |
| Superior | 296 | 88.6 | 38 | 11.4 | 1601 | 72.6 | 605 | 27.4 |
| Whitewater | 759 | 94.1 | 48 | 5.9 | 8079 | 86.2 | 1296 | 13.8 |
| UW System | 9810 | 94.5 | 573 | 5.5 | 110169 | 81.4 | 25094 | 18.6 |

Note. Percentages are rounded to the nearest whole number. Survey respondent percentages are calculated from only those respondents who answered the question. Student body numbers come from the UW System dashboard available at <https://www.wisconsin.edu/education-reports-statistics/enrollments/>.

Summary: At the system level and at most campuses (Eau Claire and River Falls as exceptions), White students are slightly under-represented among survey respondents, based on the racial/ethnic makeup of the student body. Under-representation of White students is most notable at UW-Madison.

Table 5. Racial/ethnic composition of the (non-international) student respondents, and the racial/ethnic status composition of the undergraduate (non-international) student population in fall of 2022, by campus and system wide.

| | Survey Respondents | | | | Student Body | | | |
|------------------|--------------------------------------|-------------|--------------|-------------|---------------|-------------|--------------|-------------|
| | Non-URM (White, not multi-racial) | | URM | | Non-URM | | URM | |
| | <i>Count</i> | <i>%</i> | <i>Count</i> | <i>%</i> | <i>Count</i> | <i>%</i> | <i>Count</i> | <i>%</i> |
| Eau Claire | 760 | 91.5 | 71 | 8.5 | 8378 | 91.3 | 796 | 8.7 |
| Green Bay | 487 | 82.1 | 106 | 17.9 | 7490 | 82.8 | 1558 | 17.2 |
| La Crosse | 862 | 91.3 | 82 | 8.7 | 8555 | 92.3 | 712 | 7.7 |
| Madison | 772 | 75.0 | 257 | 25.0 | 28094 | 84.9 | 5010 | 15.1 |
| Milwaukee | 623 | 70.1 | 266 | 29.9 | 13032 | 71.7 | 5132 | 28.3 |
| Oshkosh | 630 | 84.1 | 119 | 15.9 | 10832 | 86.8 | 1641 | 13.2 |
| Parkside | 241 | 63.9 | 136 | 36.1 | 2174 | 67.8 | 1034 | 32.2 |
| Platteville | 997 | 91.1 | 97 | 8.9 | 5535 | 92.4 | 453 | 7.6 |
| River Falls | 435 | 91.6 | 40 | 8.4 | 4334 | 91.2 | 418 | 8.8 |
| Stevens Point | 804 | 89.0 | 99 | 11.0 | 6565 | 89.6 | 759 | 10.4 |
| Stout | 807 | 88.0 | 110 | 12.0 | 5506 | 90.4 | 585 | 9.6 |
| Superior | 254 | 86.7 | 39 | 13.3 | 1799 | 89.4 | 214 | 10.6 |
| Whitewater | 660 | 83.9 | 127 | 16.1 | 7864 | 84.3 | 1463 | 15.7 |
| UW System | 8379 | 84.4 | 1554 | 15.6 | 110158 | 84.8 | 19775 | 15.2 |

Note. The numbers in this table do not include international students. URM=Under-Represented Minority. Survey respondent percentages are calculated from only those respondents who answered the question (total missing = 298). “URM” includes American Indian (n=29), Asian (n=476), Black (n=178), Hispanic or Latino (n=314), Middle Eastern or North African (n=35), Native Hawaiian or Pacific Islander (n=7), and multiple races/ethnicities (n=675), which could include White as one of two or more options selected). Student body numbers come from the UW System dashboard available at <https://www.wisconsin.edu/education-reports-statistics/enrollments/>. According to this dashboard, “URM” includes African American, American Indian, Southeast Asian, Other Asian American, Hawaiian/Pacific Islander, Hispanic/Latino, and Two or More Races.

Summary: Among both the survey respondents and in the student body as a whole, international students make up a small percentage of undergraduate students. In the sample of respondents, campuses that enroll more international students, like Madison and Superior, also have more international students represented.

Table 6. International student status of the survey respondents, and the international student status of the undergraduate student population in fall of 2022, by campus and system wide.

| | Survey Respondents | | Student Body | |
|------------------|--------------------|------------|--------------|------------|
| | <i>Count</i> | <i>%</i> | <i>Count</i> | <i>%</i> |
| Eau Claire | 10 | 1.2 | 205 | 2.2 |
| Green Bay | 14 | 2.2 | 107 | 1.2 |
| La Crosse | 8 | 0.8 | 62 | 0.7 |
| Madison | 57 | 5.1 | 3857 | 10.4 |
| Milwaukee | 22 | 2.4 | 372 | 2.0 |
| Oshkosh | 7 | 0.9 | 163 | 1.3 |
| Parkside | 6 | 1.5 | 47 | 1.4 |
| Platteville | 6 | 0.5 | 39 | 0.6 |
| River Falls | 1 | 0.2 | 46 | 1.0 |
| Stevens Point | 8 | 0.9 | 36 | 0.5 |
| Stout | 25 | 2.6 | 155 | 2.5 |
| Superior | 31 | 9.3 | 193 | 8.7 |
| Whitewater | 4 | 0.5 | 48 | 0.5 |
| UW System | 203 | 2.0 | 5330 | 3.9 |

Note. Survey respondent percentages are calculated from only those respondents who answered the question. Student body numbers come from the UW System dashboard available at <https://www.wisconsin.edu/education-reports-statistics/enrollments/>.

Additional demographic characteristics of the survey respondents

Summary: Tables 7 through 11 display respondent characteristics for gender identity, sexual orientation, political leaning and affiliation, and primary academic area. These tables illustrate that the survey respondents as a whole are diverse across these characteristics and that we obtained a wide representation of students across all campuses.

Table 7. Self-reported gender identity of the survey respondents, by campus and system wide.

| | Cisgender Man | | Cisgender Woman | | Non-Cisgender | | No Response | |
|------------------|---------------|-------------|-----------------|-------------|---------------|-------------|-------------|-------------|
| | Count | % | Count | % | Count | % | Count | % |
| Eau Claire | 246 | 25.2 | 472 | 55.1 | 87 | 10.2 | 82 | 9.6 |
| Green Bay | 151 | 24.1 | 295 | 47.1 | 67 | 10.7 | 113 | 18.1 |
| La Crosse | 236 | 24.3 | 587 | 60.3 | 64 | 6.6 | 86 | 8.8 |
| Madison | 346 | 31.2 | 600 | 54.2 | 85 | 7.7 | 77 | 6.9 |
| Milwaukee | 280 | 30.0 | 386 | 41.4 | 117 | 12.5 | 150 | 16.1 |
| Oshkosh | 185 | 24.0 | 398 | 51.6 | 85 | 11.0 | 103 | 13.4 |
| Parkside | 112 | 28.6 | 174 | 44.4 | 44 | 11.2 | 62 | 15.8 |
| Platteville | 473 | 42.2 | 356 | 31.7 | 110 | 9.8 | 183 | 16.3 |
| River Falls | 100 | 20.4 | 268 | 54.8 | 54 | 11.0 | 67 | 13.7 |
| Stevens Point | 250 | 26.9 | 461 | 49.6 | 108 | 11.6 | 111 | 11.9 |
| Stout | 386 | 39.8 | 299 | 30.9 | 117 | 12.1 | 167 | 17.2 |
| Superior | 85 | 25.4 | 146 | 43.6 | 42 | 12.5 | 62 | 18.5 |
| Whitewater | 257 | 31.7 | 334 | 41.2 | 79 | 9.8 | 140 | 17.3 |
| UW System | 3099 | 29.7 | 4801 | 46.0 | 1061 | 10.2 | 1484 | 14.2 |

Note. Non-cisgender includes agender, gender fluid, genderqueer, non-binary transgender, non-binary non transgender, trans man, trans woman, two spirit. A large number of respondents did not answer this question (1,484), so (in subsequent tables) comparisons of cisgender and non-cisgender responses should be interpreted with caution.

Table 8. Sexual orientation of the survey respondents, by campus and system wide.

| | Straight/Heterosexual | | Not Heterosexual | | No Response | |
|------------------|-----------------------|-------------|------------------|-------------|-------------|------------|
| | Count | % | Count | % | Count | % |
| Eau Claire | 608 | 70.9 | 237 | 27.7 | 12 | 1.4 |
| Green Bay | 457 | 73.0 | 156 | 24.9 | 13 | 2.1 |
| La Crosse | 762 | 78.3 | 190 | 19.5 | 21 | 2.2 |
| Madison | 810 | 73.1 | 277 | 25.0 | 21 | 1.9 |
| Milwaukee | 660 | 70.7 | 249 | 26.7 | 24 | 2.6 |
| Oshkosh | 568 | 73.7 | 189 | 24.5 | 14 | 1.8 |
| Parkside | 278 | 70.9 | 108 | 27.6 | 6 | 1.5 |
| Platteville | 898 | 80.0 | 205 | 18.3 | 19 | 1.7 |
| River Falls | 350 | 71.6 | 128 | 26.2 | 11 | 2.2 |
| Stevens Point | 625 | 67.2 | 286 | 30.8 | 19 | 2.0 |
| Stout | 664 | 68.5 | 277 | 28.6 | 28 | 2.9 |
| Superior | 228 | 68.1 | 93 | 27.8 | 14 | 4.2 |
| Whitewater | 598 | 73.8 | 192 | 23.7 | 20 | 2.5 |
| UW System | 7561 | 72.4 | 2603 | 24.9 | 281 | 2.7 |

Note. "Not-heterosexual" includes aromantic, asexual, bisexual, gay, lesbian, pansexual, queer.

Table 9. Political leaning of the survey respondents, by campus and system wide.

| | Very Liberal | | Somewhat Liberal | | Moderate | | Somewhat Conservative | | Very Conservative | | No Response | |
|------------------|--------------|-------------|------------------|-------------|--------------|-------------|-----------------------|-------------|-------------------|------------|--------------|------------|
| | <i>Count</i> | <i>%</i> | <i>Count</i> | <i>%</i> | <i>Count</i> | <i>%</i> | <i>Count</i> | <i>%</i> | <i>Count</i> | <i>%</i> | <i>Count</i> | <i>%</i> |
| Eau Claire | 202 | 23.6 | 237 | 27.7 | 193 | 22.5 | 135 | 15.8 | 45 | 5.3 | 45 | 5.3 |
| Green Bay | 122 | 19.5 | 120 | 19.2 | 168 | 26.8 | 106 | 16.9 | 52 | 8.3 | 58 | 9.3 |
| La Crosse | 172 | 17.7 | 229 | 23.5 | 261 | 26.8 | 187 | 19.2 | 75 | 7.7 | 49 | 5.0 |
| Madison | 306 | 27.6 | 330 | 29.8 | 230 | 20.8 | 140 | 12.6 | 36 | 3.2 | 66 | 6.0 |
| Milwaukee | 206 | 22.1 | 207 | 22.2 | 259 | 27.8 | 126 | 13.5 | 48 | 5.1 | 87 | 9.3 |
| Oshkosh | 137 | 17.8 | 149 | 19.3 | 229 | 29.7 | 143 | 18.5 | 55 | 7.1 | 58 | 7.5 |
| Parkside | 88 | 22.4 | 80 | 20.4 | 112 | 28.6 | 48 | 12.2 | 29 | 7.4 | 35 | 8.9 |
| Platteville | 94 | 8.4 | 203 | 18.1 | 315 | 28.1 | 285 | 25.4 | 158 | 14.1 | 67 | 6.0 |
| River Falls | 66 | 13.5 | 106 | 21.7 | 112 | 22.9 | 109 | 22.3 | 56 | 11.5 | 40 | 8.2 |
| Stevens Point | 190 | 20.4 | 217 | 23.3 | 229 | 24.6 | 135 | 14.5 | 83 | 8.9 | 76 | 8.2 |
| Stout | 157 | 16.2 | 182 | 18.8 | 276 | 28.5 | 171 | 17.6 | 92 | 9.5 | 91 | 9.4 |
| Superior | 52 | 15.5 | 68 | 20.3 | 100 | 29.9 | 46 | 13.7 | 38 | 11.3 | 31 | 9.3 |
| Whitewater | 102 | 12.6 | 157 | 19.4 | 215 | 26.5 | 178 | 22.0 | 93 | 11.5 | 65 | 8.0 |
| UW System | 1905 | 18.2 | 2292 | 21.9 | 2715 | 26.0 | 1822 | 17.4 | 869 | 9.0 | 842 | 8.1 |

Note. With the exception of UW-Platteville, there are more *liberal* respondents than *conservative* respondents. The greater prevalence of liberal-leaning relative to conservative-leaning students is consistent with national data on political affiliation among millennials and adults with some college education (Pew Research Center, 2015: <https://www.pewresearch.org/politics/2015/04/07/200674>).

Table 10. Political affiliation of the survey respondents, by campus and system wide.

| | Democratic Party | | Republican Party | | Independent or Unaffiliated | | Other | | No Response | |
|------------------|------------------|-------------|------------------|-------------|-----------------------------|-------------|--------------|-------------|--------------|------------|
| | <i>Count</i> | <i>%</i> | <i>Count</i> | <i>%</i> | <i>Count</i> | <i>%</i> | <i>Count</i> | <i>%</i> | <i>Count</i> | <i>%</i> |
| Eau Claire | 370 | 43.2 | 174 | 20.3 | 173 | 20.2 | 114 | 13.3 | 26 | 3.0 |
| Green Bay | 198 | 31.6 | 144 | 23.0 | 166 | 26.5 | 94 | 15.0 | 24 | 3.8 |
| La Crosse | 378 | 38.8 | 262 | 26.9 | 204 | 21.0 | 97 | 10.0 | 32 | 3.3 |
| Madison | 546 | 49.3 | 148 | 13.4 | 244 | 22.0 | 131 | 11.8 | 39 | 3.5 |
| Milwaukee | 369 | 39.5 | 149 | 16.0 | 240 | 25.7 | 137 | 14.7 | 38 | 4.1 |
| Oshkosh | 242 | 31.4 | 209 | 27.1 | 201 | 26.1 | 100 | 13.0 | 19 | 2.5 |
| Parkside | 141 | 36.0 | 68 | 17.3 | 117 | 29.8 | 47 | 12.0 | 19 | 4.8 |
| Platteville | 261 | 23.3 | 405 | 36.1 | 300 | 26.7 | 131 | 11.7 | 25 | 2.2 |
| River Falls | 129 | 26.4 | 134 | 27.4 | 136 | 27.8 | 65 | 13.3 | 25 | 5.1 |
| Stevens Point | 312 | 33.5 | 197 | 21.2 | 256 | 27.5 | 127 | 13.7 | 38 | 4.1 |
| Stout | 248 | 25.6 | 226 | 23.3 | 291 | 30.0 | 164 | 16.9 | 40 | 4.1 |
| Superior | 80 | 23.9 | 71 | 21.2 | 109 | 32.5 | 58 | 17.3 | 17 | 5.1 |
| Whitewater | 224 | 27.7 | 240 | 29.6 | 226 | 27.9 | 90 | 11.1 | 30 | 3.7 |
| UW System | 3510 | 33.6 | 2442 | 23.4 | 2687 | 25.7 | 1363 | 13.0 | 443 | 4.2 |

Note. "Other" includes Green Party, Libertarian Party, Socialist Party.

Table 11. Primary area of academic study of the survey respondents, by campus and system wide.

| | Humanities | | Social Sciences | | Health Sciences | | Natural Sciences | | Business | | Undeclared | | No Response | |
|------------------|------------|------------|-----------------|-------------|-----------------|------------|------------------|-------------|-------------|-------------|------------|------------|-------------|------------|
| | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % |
| Eau Claire | 58 | 6.8 | 317 | 37.0 | 100 | 11.7 | 152 | 17.7 | 162 | 18.9 | 16 | 1.9 | 52 | 6.1 |
| Green Bay | 48 | 7.7 | 205 | 32.7 | 36 | 5.8 | 142 | 22.7 | 126 | 20.1 | 34 | 5.4 | 35 | 5.6 |
| La Crosse | 45 | 4.6 | 265 | 27.2 | 156 | 16.0 | 205 | 21.1 | 216 | 22.2 | 35 | 3.6 | 51 | 5.2 |
| Madison | 60 | 5.4 | 240 | 21.7 | 81 | 7.3 | 502 | 45.3 | 126 | 11.4 | 39 | 3.5 | 60 | 5.4 |
| Milwaukee | 108 | 11.6 | 180 | 19.3 | 151 | 16.2 | 185 | 19.8 | 214 | 22.9 | 22 | 2.4 | 73 | 7.8 |
| Oshkosh | 61 | 7.9 | 234 | 30.4 | 165 | 21.4 | 97 | 12.6 | 136 | 17.6 | 34 | 4.4 | 44 | 5.7 |
| Parkside | 47 | 12.0 | 108 | 27.6 | 56 | 14.3 | 73 | 18.6 | 74 | 18.9 | 12 | 3.2 | 22 | 5.6 |
| Platteville | 25 | 2.2 | 247 | 22.0 | 26 | 2.3 | 593 | 52.9 | 140 | 12.5 | 20 | 1.8 | 71 | 6.3 |
| River Falls | 36 | 7.4 | 133 | 27.2 | 34 | 7.0 | 192 | 39.3 | 63 | 12.9 | 6 | 1.2 | 25 | 5.1 |
| Stevens Point | 128 | 13.8 | 291 | 31.3 | 78 | 8.4 | 277 | 29.8 | 74 | 8.0 | 26 | 2.8 | 56 | 6.0 |
| Stout | 195 | 20.1 | 158 | 16.3 | 26 | 2.7 | 383 | 39.5 | 130 | 13.4 | 8 | 0.8 | 69 | 7.1 |
| Superior | 41 | 12.2 | 150 | 44.8 | 15 | 4.5 | 48 | 14.3 | 57 | 17.0 | 3 | 0.9 | 21 | 6.3 |
| Whitewater | 49 | 6.0 | 262 | 32.3 | 15 | 1.9 | 111 | 13.7 | 298 | 36.8 | 22 | 2.7 | 53 | 6.5 |
| UW System | 902 | 8.6 | 2796 | 26.8 | 944 | 9.0 | 2969 | 28.4 | 1821 | 17.4 | 281 | 2.7 | 732 | 7.0 |

Note. Students provided their primary area of academic study via open ended response. If a respondent listed more than one (e.g., “biology, with a music minor”), we coded only the first area listed. “Humanities” includes animation, art, cultural anthropology, design, English, graphic design, history, languages, music, philosophy, theatre arts, women’s studies, writing, etc. “Social Sciences” includes communications, criminal justice, economics, education (of any area or level), family studies, forensic investigation, journalism, political science, psychology, public relations, social sciences, social work, sociology, etc. “Health Sciences” includes biomedical science, dietetics, exercise/sport science, global health, health science, kinesiology, medical technology, nursing, pre-med/pre-nursing/pre-PT/pre-PA/pre-dental/pre-pharmacy, public health, radiation therapy, rehabilitation science, etc. “Natural Sciences” include actuarial sciences, agriculture, animal science, anthropology (unspecified), archaeology, architecture, biology, chemistry, computer science, data science, engineering (biomedical/civil/chemical/computer, etc.), environmental science, genetics, materials science, mathematics, natural resources, neuroscience, physics, soil science, wildlife ecology, etc. “Business” includes accounting, business (general/administration/analytics), finance, health care administration, human resource management, information systems, international business, management (of any form), marketing, organizational leadership, real estate, sales, etc. Participants who gave a response that was uncategorizable, such as “arts and sciences” or “basket weaving,” were included in the “no response” category.

It is important to keep in mind, for the pages that follow, that the demographic categories overlap to some degree.

Females are more likely than males to...

- identify as non-cisgender (13% of responding females, 9% of responding males; $\chi^2(1, N = 8889) = 31.02, p < .001, V = .06$)
- identify as non-heterosexual (30% of females, 17% of males; $\chi^2(1, N = 10026) = 246.02, p < .001, V = .16$).
- be majoring in the social sciences (37% vs 16%) or health sciences (13% vs 5%); and less likely to be in the natural sciences (22% vs 45%) or business (16% vs 24%); $\chi^2(5, N = 9594) = 984.24, p < .001, V = .32$).
- identify as a member of the Democratic party (44% vs 22%); and less likely to identify with any of the other parties; $\chi^2(3, N = 9860) = 508.99, p < .001, V = .23$).
- lean liberal (where 1 = Very liberal, 5 = Very conservative; Female $M = 2.51, SD = 1.19$; Male $M = 3.11, SD = 1.20$; $t(7694.28) = 23.73, p < .001$, Cohen's $d = 0.50$).

Non-cisgender respondents are more likely than cisgender respondents to...

- identify as non-heterosexual (63% of non-cisgender respondents vs 22% of cisgender respondents; $\chi^2(1, N = 8897) = 761.08, p < .001, V = .29$).
- identify as non-white (20% of non-cisgender respondents vs 16% of cisgender respondents; $\chi^2(1, N = 8896) = 14.69, p < .001, V = .04$).
- be majoring in the humanities (17% vs 9%); and less likely to be in the natural sciences (26% vs 31%); $\chi^2(5, N = 8516) = 78.61, p < .001, V = .10$).
- identify with an alternative political party (23% vs 13%); and less likely to identify as Republican (15% vs 23%); $\chi^2(3, N = 8788) = 99.66, p < .001, V = .11$).
- lean liberal (where 1 = Very liberal, 5 = Very conservative; Non-cisgender $M = 2.22, SD = 1.20$; Cisgender $M = 2.70, SD = 1.21$; $t(8457) = 11.59, p < .001$, Cohen's $d = 0.40$).

Non-heterosexual respondents are more likely than straight respondents to...

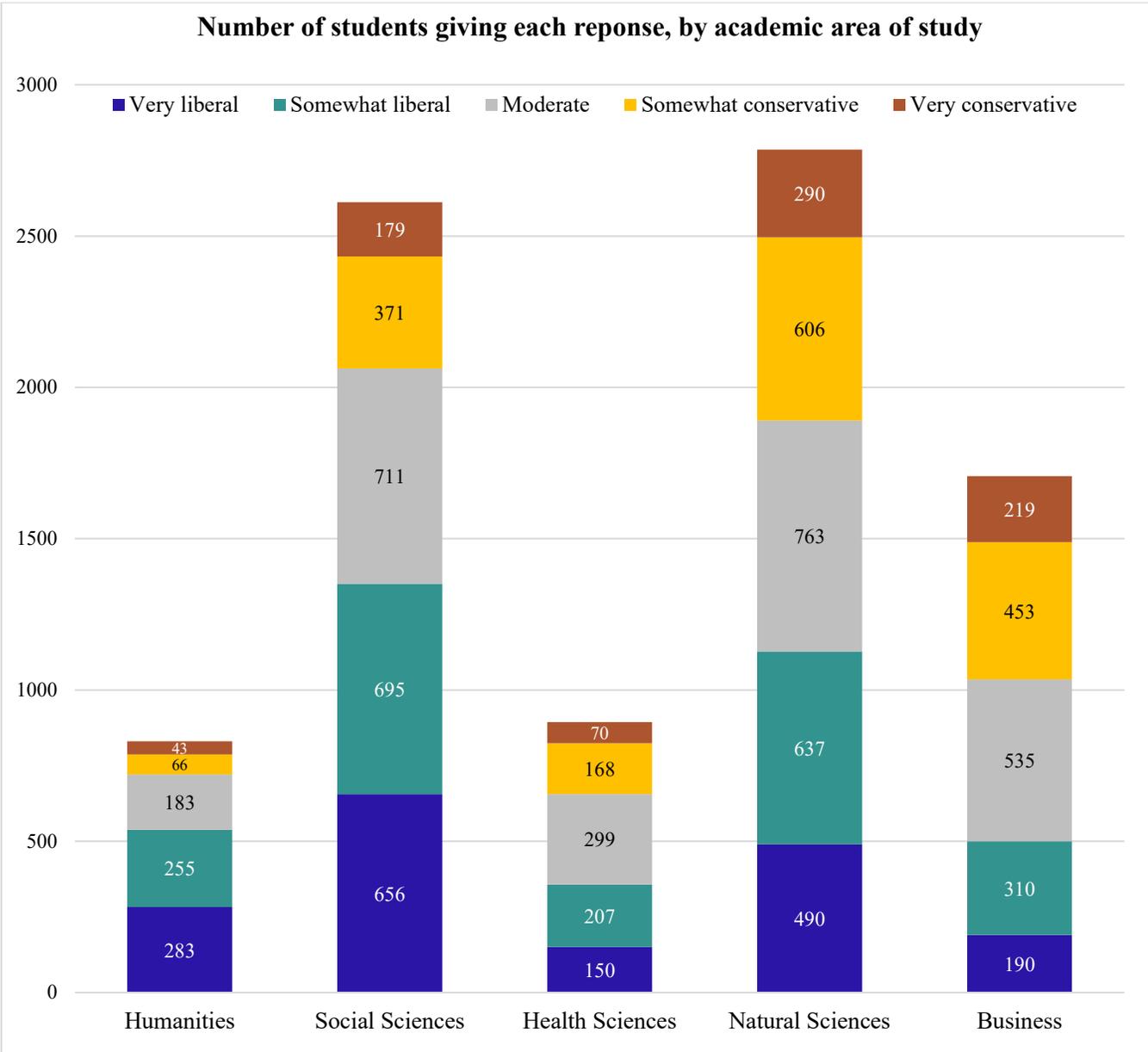
- be female (74% of non-heterosexual respondents vs 57% of straight respondents; $\chi^2(1, N=10026) = 246.02, p < .001, V = .16$).
- be majoring in the humanities (17% of non-heterosexual respondents vs 7% of straight respondents) or social sciences (34% vs 27%); and less likely to be majoring in the health sciences (6% vs 11%) or business (11% vs 22%); $\chi^2(3, N = 9564) = 435.23, p < .001, V = .21$).
- identify as a member of the Democratic party (47% vs 31%) or an alternative party (23% vs 10%); and less likely to identify as Republican; $\chi^2(3, N = 9883) = 877.38, p < .001, V = .30$).
- lean liberal (where 1 = Very liberal, 5 = Very conservative; Non-heterosexual $M = 1.90, SD = 1.02$; Straight $M = 3.01, SD = 1.17$; $t(4632.34) = 44.40, p < .001$, Cohen's $d = 0.98$).

Respondents who are majoring in different broad disciplines also differ systematically in their political views, $\chi^2(15, N = 9468) = 431.97, p < .001, V = .12$.

In every discipline except for business, respondents' most common political affiliation is with the Democratic party. For example, 41% of students in the humanities affiliated with the Democratic party and 10% with the Republican party. In the social sciences, 43% identified with the Democratic party and 19% with the Republican party. Students pursuing business were more likely to identify with the Republican party (37%) than with the Democratic party (27%).

The figure below displays the political leaning of respondents from the various academic areas. In the chart, the difference between business and humanities students is large (Cohen's $d = .79$); the average difference in political leaning between humanities and social sciences students, and between social sciences and natural sciences students, is a bit weaker ($d = .27$).

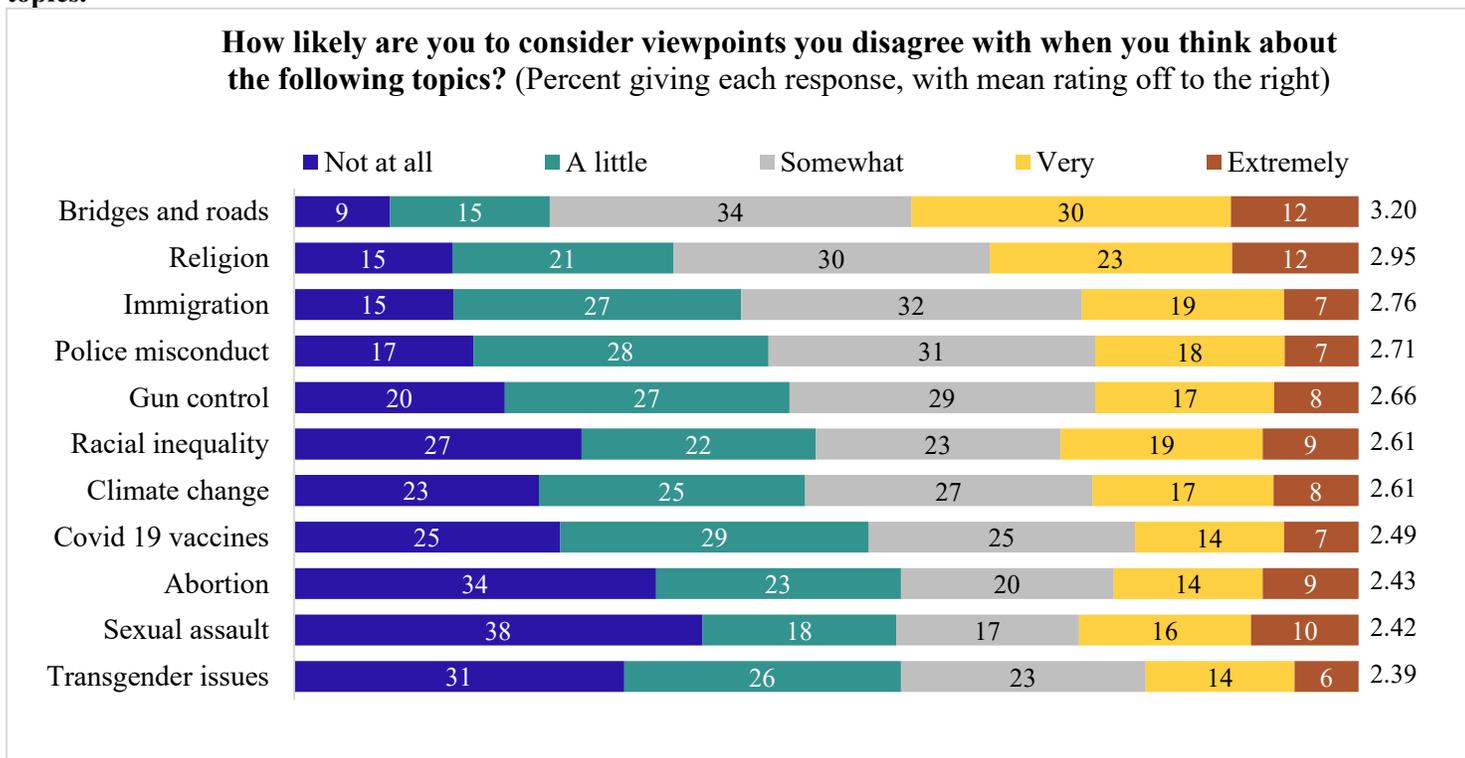
Figure 1. Respondents' political leaning, by primary area of academic study.



Results II: Students' Attitudes about Diverse Viewpoints

Summary: The survey began by asking students how likely they are to consider viewpoints they disagree with when they think about various topics such as religion, immigration, gun control, and abortion (1= *Not at all likely*, 5 = *Extremely likely*). Overall, across a broad range of topics, students are not all that likely to consider viewpoints they disagree with, even for something like funding for bridges and roads. They reported substantially lower likelihood of considering viewpoints they disagree with when thinking about issues like abortion, sexual assault, and transgender issues. Across the various topics, only about 1 in 10 students reported that they would be *extremely likely* to consider viewpoints they disagreed with.

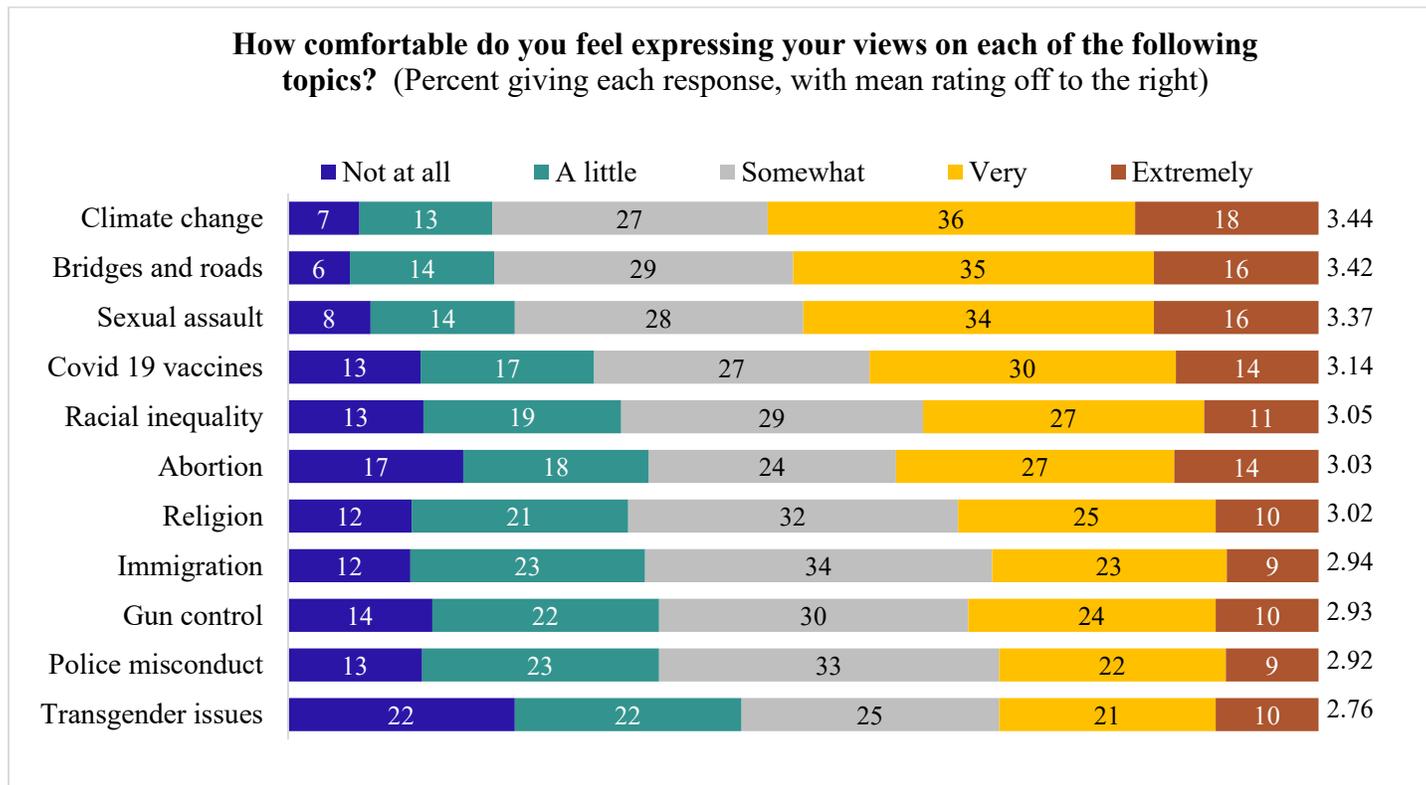
Figure 2. Respondents' likelihood of considering viewpoints they disagree with when thinking about various topics.



Note. Standard error of the mean (SEM) = .01

Summary: Later in the survey, students also reported how comfortable they feel expressing their views on various topics (1 = *Not at all comfortable*, 5 = *Extremely comfortable*). On many issues, students were more likely to select *very comfortable* or *extremely comfortable* than *not at all comfortable* or a *little comfortable*, but the opposite was the case for the topics of gun control (36% saying *not at all* or a *little*), immigration (35%), police misconduct (36%), and transgender issues (44%). For those specific topics, students were more likely to select that that they were a *little* or *not at all comfortable* expressing their views than they were to select that they were *very* or *extremely comfortable* expressing their views.

Figure 3. Respondents' level of comfort expressing their views.



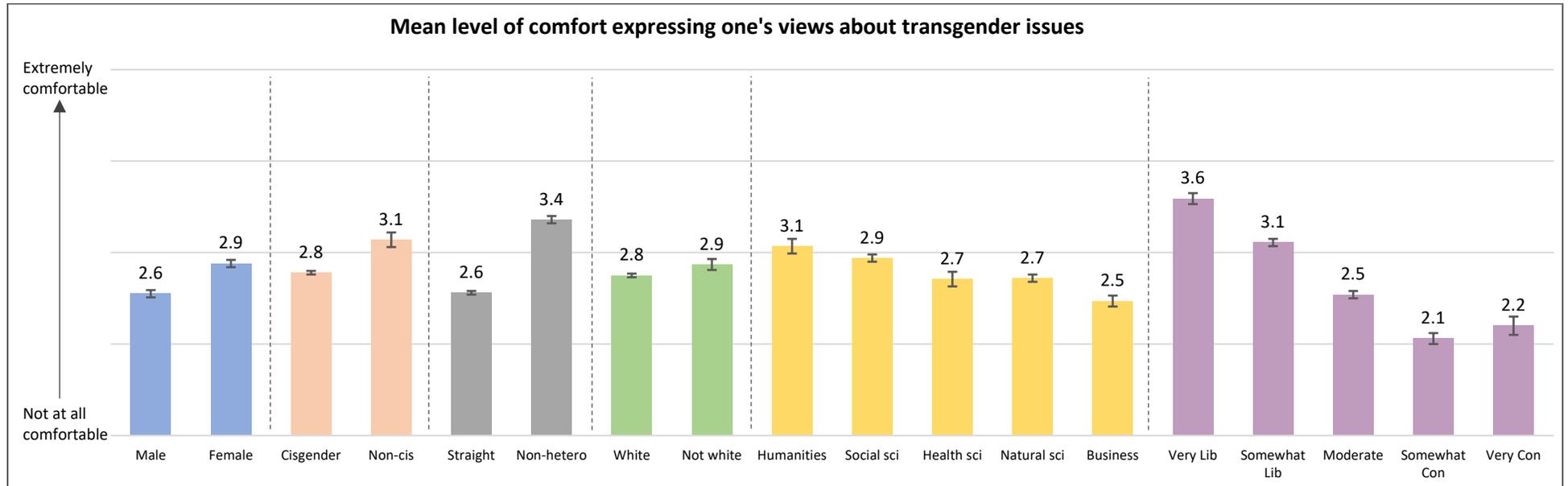
Note. SEM = .01.

Summary: Some groups of students feel relatively more or less comfortable expressing their views. The following tables show students' level of comfort, by demographic group and by campus and system wide, for the topics of transgender issues and abortion, the two topics for which the most respondents reported they were *not at all comfortable* expressing their view (as shown previously in Figure 3).

Table 12. Students' level of comfort expressing their views about transgender issues.

| | <i>M, SEM</i> | <i>% Not at all or a little comfortable</i> | <i>% Very or extremely comfortable</i> |
|---------------------------------------|------------------|---|--|
| <i>By biological sex</i> | | | |
| Male | 2.55, .02 | 50.9 | 26.6 |
| Female | 2.88, .02 | 39.0 | 33.9 |
| <i>By gender identity</i> | | | |
| Cisgender | 2.78, .01 | 42.5 | 31.8 |
| Non-cisgender | 3.14, .04 | 33.0 | 44.0 |
| <i>By sexual orientation</i> | | | |
| Heterosexual | 2.56, .01 | 50.1 | 24.5 |
| Non-heterosexual | 3.36, .02 | 23.7 | 50.8 |
| <i>By race/ethnicity</i> | | | |
| White, not multiracial | 2.75, .01 | 44.0 | 31.0 |
| All others (including international) | 2.87, .03 | 39.0 | 33.2 |
| <i>By academic area</i> | | | |
| Humanities | 3.07, .04 | 32.7 | 41.6 |
| Social Sciences | 2.94, .02 | 37.0 | 36.5 |
| Health Sciences | 2.71, .04 | 44.9 | 27.8 |
| Natural Sciences | 2.72, .02 | 45.1 | 30.4 |
| Business | 2.47, .03 | 53.9 | 23.2 |
| <i>By political party affiliation</i> | | | |
| Democrat | 3.24, .02 | 26.3 | 44.6 |
| Republican | 2.12, .02 | 66.9 | 15.5 |
| Independent/Unaffiliated | 2.65, .02 | 46.1 | 25.6 |
| Other | 2.99, .04 | 37.5 | 40.0 |
| <i>By political leaning</i> | | | |
| Very liberal | 3.59, .03 | 16.3 | 58.9 |
| Somewhat liberal | 3.11, .02 | 29.5 | 38.9 |
| Moderate | 2.54, .02 | 50.4 | 21.9 |
| Somewhat conservative | 2.06, .03 | 68.5 | 12.5 |
| Very conservative | 2.20, .05 | 63.6 | 20.6 |
| <i>By campus</i> | | | |
| Eau Claire | 2.75, .04 | 44.3 | 31.7 |
| Green Bay | 2.72, .05 | 45.8 | 31.6 |
| La Crosse | 2.69, .04 | 46.0 | 27.8 |
| Madison | 2.95, .04 | 36.2 | 38.0 |
| Milwaukee | 3.00, .04 | 35.8 | 30.1 |
| Oshkosh | 2.81, .05 | 40.5 | 30.2 |
| Parkside | 2.93, .07 | 39.5 | 37.2 |
| Platteville | 2.58, .04 | 50.3 | 24.4 |
| River Falls | 2.57, .06 | 49.3 | 24.4 |
| Stevens Point | 2.84, .04 | 40.9 | 33.7 |
| Stout | 2.65, .04 | 45.6 | 28.5 |
| Superior | 2.81, .07 | 38.6 | 33.8 |
| Whitewater | 2.58, .05 | 50.1 | 26.2 |
| <i>UW System</i> | 2.76, .01 | 44% | 32% |

Figure 4. Students' mean level of comfort expressing their views about *transgender issues*.

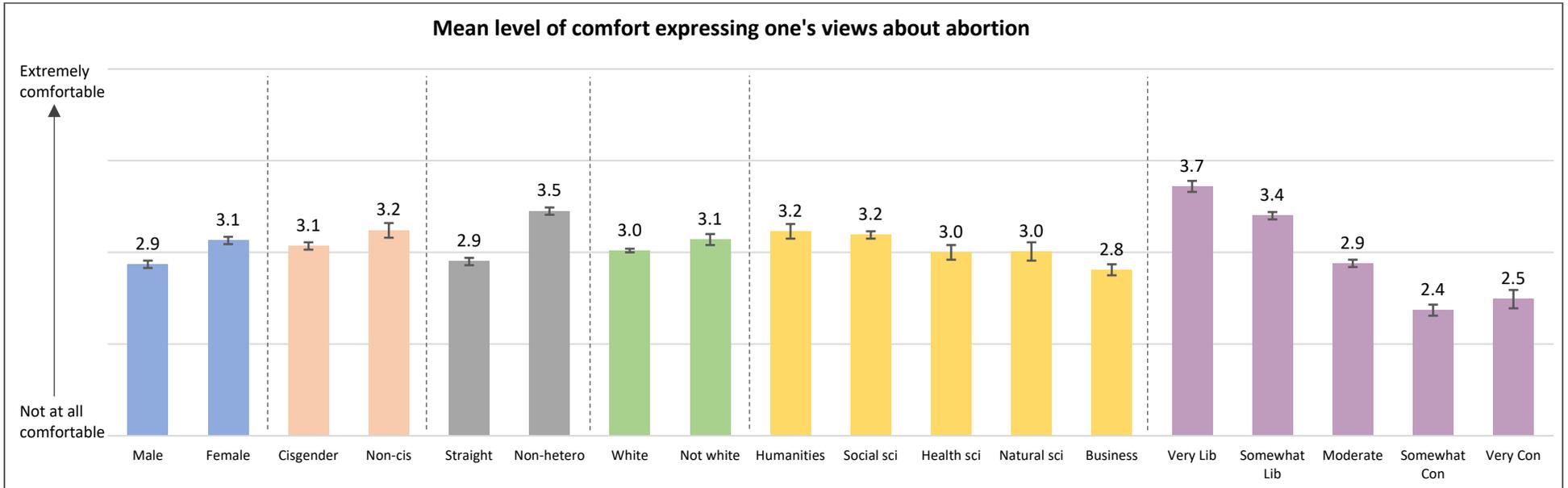


Note. Error bars represent ± 2 SEM. Non-cis = non-cisgender; non-hetero = non-heterosexual; sci = sciences; lib = liberal; con = conservative.

Table 13. Students' level of comfort expressing their views about abortion.

| | <i>M, SEM</i> | <i>% Not at all or a little comfortable</i> | <i>% Very or extremely comfortable</i> |
|---------------------------------------|------------------|---|--|
| <i>By biological sex</i> | | | |
| Male | 2.87, .02 | 39.6 | 35.2 |
| Female | 3.13, .02 | 31.7 | 44.2 |
| <i>By gender identity</i> | | | |
| Cisgender | 3.07, .02 | 33.7 | 42.2 |
| Non-cisgender | 3.24, .04 | 29.0 | 46.6 |
| <i>By sexual orientation</i> | | | |
| Heterosexual | 2.90, .02 | 38.7 | 36.0 |
| Non-heterosexual | 3.45, .02 | 22.3 | 55.6 |
| <i>By race/ethnicity</i> | | | |
| White, not multiracial | 3.02, .01 | 35.1 | 40.4 |
| All others (including international) | 3.14, .03 | 30.7 | 44.2 |
| <i>By academic area</i> | | | |
| Humanities | 3.23, .04 | 28.9 | 48.0 |
| Social Sciences | 3.19, .02 | 30.4 | 47.1 |
| Health Sciences | 3.00, .04 | 36.8 | 39.4 |
| Natural Sciences | 3.01, .05 | 35.0 | 39.4 |
| Business | 2.81, .03 | 40.5 | 33.5 |
| <i>By political party affiliation</i> | | | |
| Democrat | 3.49, .02 | 20.0 | 56.0 |
| Republican | 2.42, .03 | 55.0 | 21.6 |
| Independent/Unaffiliated | 2.93, .02 | 36.9 | 36.1 |
| Other | 3.26, .04 | 29.4 | 49.5 |
| <i>By political leaning</i> | | | |
| Very liberal | 3.72, .03 | 14.5 | 65.7 |
| Somewhat liberal | 3.40, .02 | 21.6 | 52.5 |
| Moderate | 2.88, .02 | 38.7 | 33.0 |
| Somewhat conservative | 2.37, .03 | 56.3 | 19.2 |
| Very conservative | 2.49, .05 | 52.9 | 27.6 |
| <i>By campus</i> | | | |
| Eau Claire | 3.05, .04 | 34.2 | 42.5 |
| Green Bay | 3.04, .05 | 35.0 | 40.9 |
| La Crosse | 3.00, .04 | 36.4 | 38.9 |
| Madison | 3.33, .04 | 24.6 | 52.8 |
| Milwaukee | 3.29, .04 | 26.9 | 50.4 |
| Oshkosh | 3.06, .05 | 34.9 | 41.0 |
| Parkside | 3.23, .07 | 29.2 | 48.2 |
| Platteville | 2.77, .04 | 42.1 | 30.0 |
| River Falls | 2.86, .06 | 39.3 | 32.0 |
| Stevens Point | 3.08, .04 | 33.6 | 42.3 |
| Stout | 2.88, .04 | 39.4 | 36.0 |
| Superior | 2.99, .07 | 34.4 | 37.4 |
| Whitewater | 2.85, .05 | 40.5 | 35.4 |
| <i>UW System</i> | 3.03, .01 | 34.8 | 40.7 |

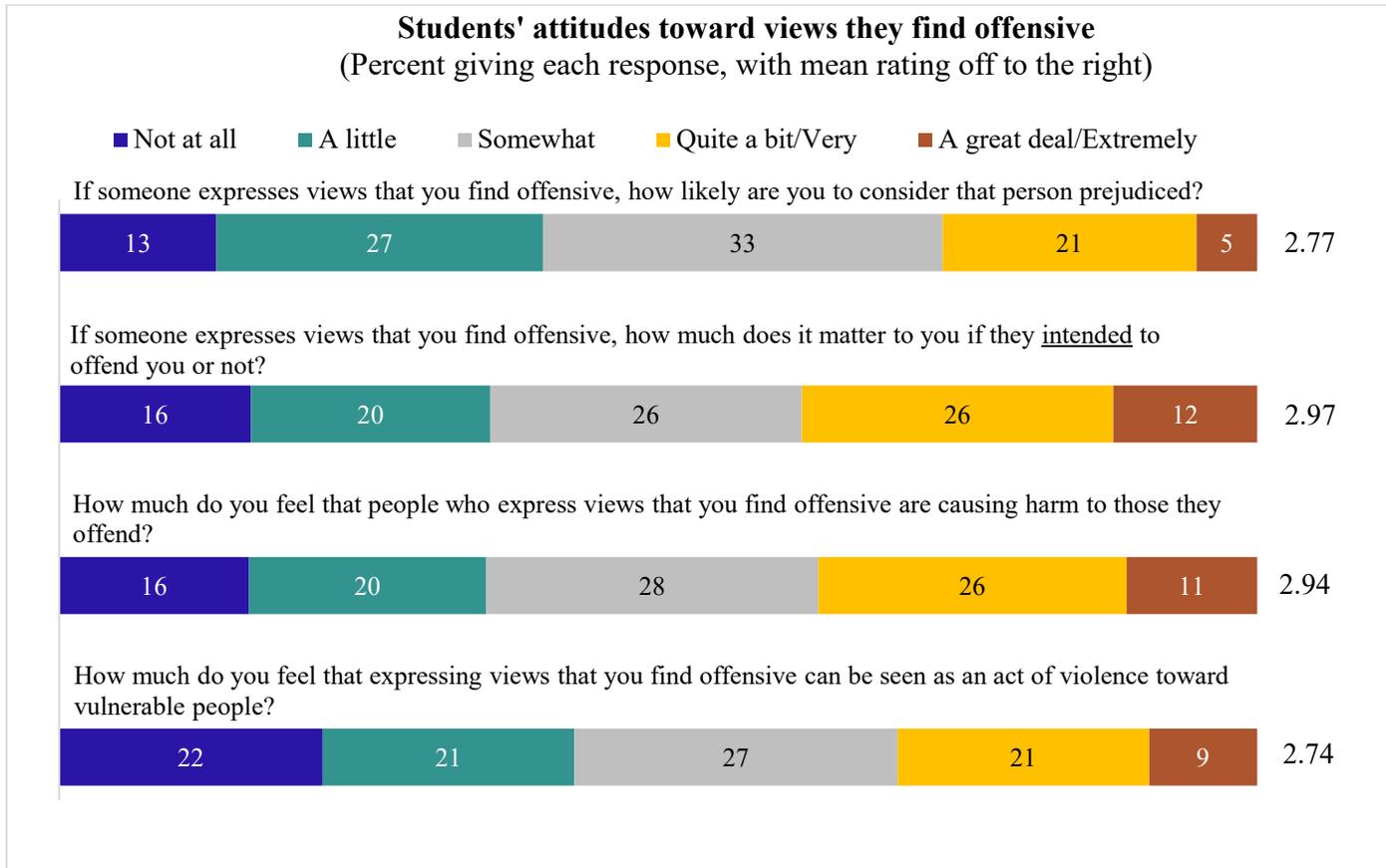
Figure 5. Students' mean level of comfort expressing their views about *abortion*.



Note. Error bars represent ± 2 SEM. Non-cis = non-cisgender; non-hetero = non-heterosexual; sci = sciences; lib = liberal; con = conservative.

Summary: Students provided their attitudes about views they perceive as offensive. In ratings of how much they perceive offensive views as causing *harm to those they offend*, about as many students responded with “not at all” or “a little” (36%) as with “quite a bit” or “a great deal” (37%). In ratings of how much they perceive offensive views as an *act of violence towards vulnerable people*, about 4 of 10 students responded with “not at all” or “a little” (43%), whereas 3 of 10 responded with “quite a bit” or “a great deal” (30%). When asked about whether it matters if someone who expresses views that are offensive *intended to offend or not*, a fairly similar percentage of students responded “quite a bit” or “a great deal” (38%) as those who responded “a little” or “not at all” (36%).

Figure 6. Students’ attitudes about views perceived as offensive.



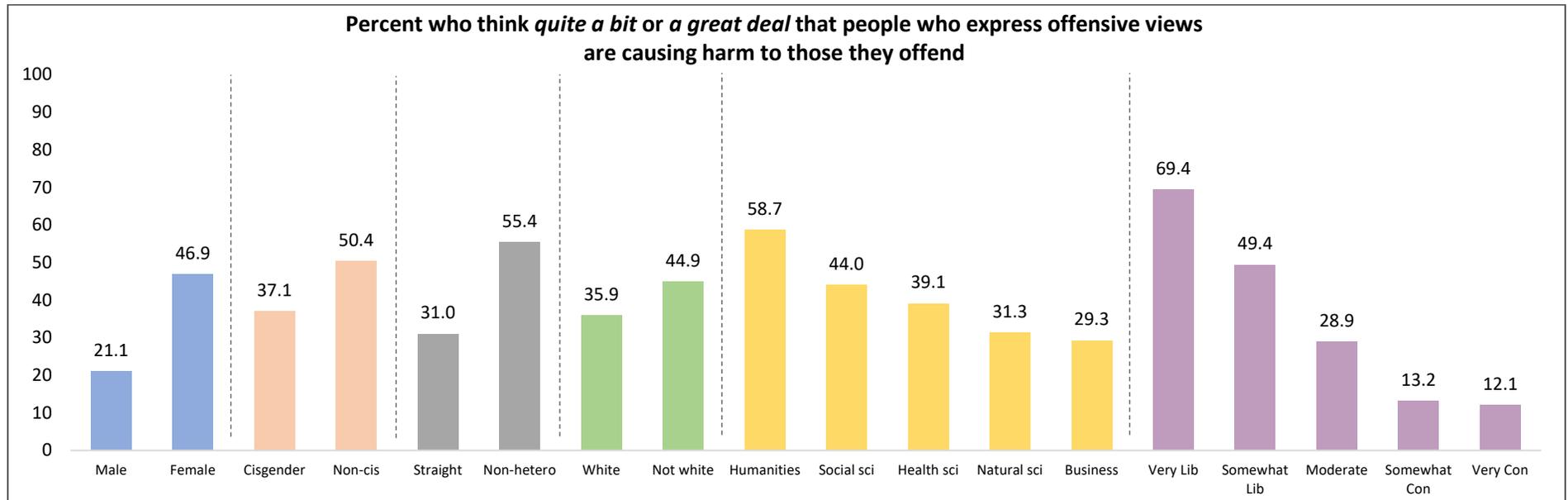
Note. SEM = .01.

Summary: The comparisons below seek to better understand if there are some groups of students who feel relatively more or less strongly that people who express offensive views are causing harm to those they offend.

Table 14. Students' perceptions that people who express offensive views are causing harm.

| | <i>M, SEM</i> | <i>% Not at all or a little</i> | <i>% Quite a bit or a great deal</i> |
|---------------------------------------|------------------|-------------------------------------|--|
| <i>By biological sex</i> | | | |
| Male | 2.45, .02 | 53.5 | 21.1 |
| Female | 3.29, .01 | 24.1 | 46.9 |
| <i>By gender identity</i> | | | |
| Cisgender | 2.97, .01 | 35.5 | 37.1 |
| Non-cisgender | 3.40, .03 | 20.7 | 50.4 |
| <i>By sexual orientation</i> | | | |
| Heterosexual | 2.79, .01 | 41.4 | 31.0 |
| Non-heterosexual | 3.50, .02 | 17.4 | 55.4 |
| <i>By race/ethnicity</i> | | | |
| White, not multiracial | 2.94, .01 | 36.5 | 35.9 |
| All others (including international) | 3.21, .03 | 27.1 | 44.9 |
| <i>By academic area</i> | | | |
| Humanities | 3.30, .04 | 34.3 | 58.7 |
| Social Sciences | 3.19, .02 | 38.6 | 44.0 |
| Health Sciences | 3.07, .04 | 43.3 | 39.1 |
| Natural Sciences | 2.77, .02 | 42.4 | 31.3 |
| Business | 2.73, .03 | 42.8 | 29.3 |
| <i>By political party affiliation</i> | | | |
| Democrat | 3.55, .02 | 16.1 | 56.7 |
| Republican | 2.30, .02 | 58.5 | 15.4 |
| Independent/Unaffiliated | 2.82, .02 | 39.5 | 30.7 |
| Other | 2.97, .04 | 35.8 | 39.3 |
| <i>By political leaning</i> | | | |
| Very liberal | 3.86, .02 | 9.2 | 69.4 |
| Somewhat liberal | 3.39, .02 | 18.9 | 49.4 |
| Moderate | 2.79, .02 | 40.5 | 28.9 |
| Somewhat conservative | 2.24, .03 | 60.6 | 13.2 |
| Very conservative | 2.04, .04 | 68.2 | 12.1 |
| <i>By campus</i> | | | |
| Eau Claire | 3.12, .04 | 30.0 | 42.1 |
| Green Bay | 2.95, .05 | 35.5 | 34.8 |
| La Crosse | 3.05, .04 | 31.3 | 37.9 |
| Madison | 3.29, .04 | 23.9 | 47.4 |
| Milwaukee | 3.19, .04 | 29.4 | 45.0 |
| Oshkosh | 2.96, .04 | 35.7 | 36.2 |
| Parkside | 3.05, .06 | 32.1 | 37.0 |
| Platteville | 2.64, .04 | 46.0 | 26.3 |
| River Falls | 2.88, .06 | 40.0 | 34.4 |
| Stevens Point | 2.97, .04 | 35.2 | 37.6 |
| Stout | 2.72, .04 | 45.4 | 31.2 |
| Superior | 2.96, .07 | 34.6 | 35.8 |
| Whitewater | 2.80, .04 | 41.1 | 32.7 |
| <i>UW System</i> | 2.94, .01 | 36% | 37% |

Figure 7. Respondents' perceptions that people who express offensive views are causing harm.

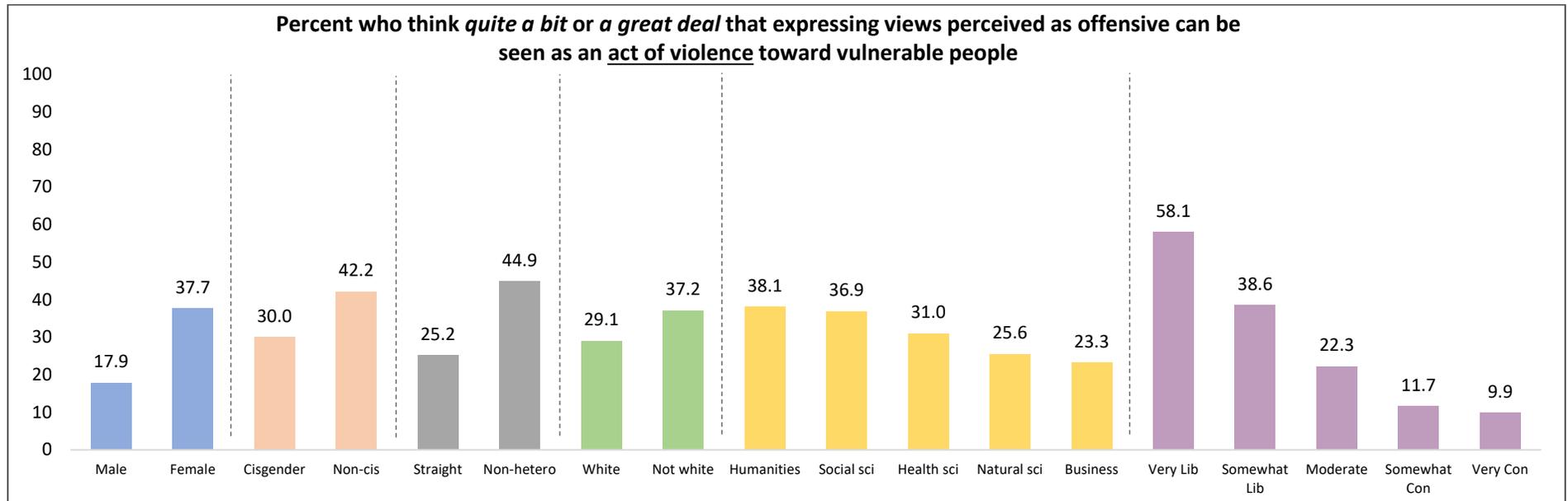


Note. non-cis = non-cisgender; non-hetero = non-heterosexual; sci = sciences; lib = liberal; con = conservative.

Table 15. Students' perceptions that expressing views they find offensive can be seen as an act of violence toward vulnerable people.

| | <i>M, SEM</i> | <i>% Not at all or a little</i> | <i>% Quite a bit or a great deal</i> |
|---------------------------------------|------------------|-------------------------------------|--|
| <i>By biological sex</i> | | | |
| Male | 2.25, .02 | 60.1 | 17.9 |
| Female | 3.06, .02 | 31.8 | 37.7 |
| <i>By gender identity</i> | | | |
| Cisgender | 2.74, .01 | 43.4 | 30.0 |
| Non-cisgender | 3.19, .04 | 27.2 | 42.2 |
| <i>By sexual orientation</i> | | | |
| Heterosexual | 2.59, .01 | 48.1 | 25.2 |
| Non-heterosexual | 3.25, .02 | 26.0 | 44.9 |
| <i>By race/ethnicity</i> | | | |
| White, not multiracial | 2.71, .01 | 43.7 | 29.1 |
| All others (including international) | 3.01, .03 | 34.1 | 37.2 |
| <i>By academic area</i> | | | |
| Humanities | 3.04, .04 | 32.8 | 38.1 |
| Social Sciences | 2.98, .02 | 34.3 | 36.9 |
| Health Sciences | 2.87, .04 | 37.5 | 31.0 |
| Natural Sciences | 2.53, .02 | 50.6 | 25.6 |
| Business | 2.53, .03 | 49.2 | 23.3 |
| <i>By political party affiliation</i> | | | |
| Democrat | 3.30, .02 | 22.6 | 45.0 |
| Republican | 2.13, .02 | 64.3 | 13.4 |
| Independent/Unaffiliated | 2.58, .02 | 48.2 | 23.9 |
| Other | 2.78, .04 | 44.2 | 35.3 |
| <i>By political leaning</i> | | | |
| Very liberal | 3.62, .03 | 15.3 | 58.1 |
| Somewhat liberal | 3.11, .02 | 28.1 | 38.6 |
| Moderate | 2.58, .02 | 47.6 | 22.3 |
| Somewhat conservative | 2.05, .03 | 67.7 | 11.7 |
| Very conservative | 1.86, .04 | 72.8 | 9.9 |
| <i>By campus</i> | | | |
| Eau Claire | 2.90, .04 | 35.8 | 33.0 |
| Green Bay | 2.71, .05 | 43.5 | 28.3 |
| La Crosse | 2.81, .04 | 40.8 | 32.7 |
| Madison | 3.10, .04 | 30.7 | 41.4 |
| Milwaukee | 2.98, .04 | 36.3 | 37.4 |
| Oshkosh | 2.74, .04 | 42.5 | 28.8 |
| Parkside | 2.79, .07 | 41.4 | 27.6 |
| Platteville | 2.37, .04 | 56.3 | 19.9 |
| River Falls | 2.68, .06 | 43.8 | 27.0 |
| Stevens Point | 2.76, .04 | 41.7 | 30.9 |
| Stout | 2.51, .04 | 51.3 | 25.0 |
| Superior | 2.78, .07 | 40.4 | 30.5 |
| Whitewater | 2.62, .05 | 46.5 | 26.0 |
| <i>UW System</i> | 2.74, .01 | 42.7 | 30.0 |

Figure 8. Students' perceptions that expressing views they find offensive can be seen as an act of violence toward vulnerable people.



Note. non-cis = non-cisgender; non-hetero = non-heterosexual; sci = sciences; lib = liberal; con = conservative.

Results III: Students' Attitudes about How to Handle Views Felt to Cause Harm

Table 16. Students' attitudes about how to handle views that are felt to cause harm to certain groups of people.

| | % Not at all | % A little | % Somewhat | % Quite a bit | % A great deal | Mean [95% CI] |
|--|-----------------|---------------|---------------|------------------|-------------------|-------------------|
| 1. If some students feel that certain views expressed on campus cause harm to certain groups of people, how much do you think that university administrators should <u>ban</u> the expression of those views? | 28.8 | 24.0 | 25.8 | 15.6 | 5.8 | 2.45 [2.43, 2.48] |
| 2. If some students feel that certain views expressed on campus cause harm to certain groups of people, how much do you think that university administrators should <u>allow</u> the expression of those views? | 18.6 | 27.1 | 28.1 | 13.7 | 12.6 | 2.75 [2.72, 2.77] |
| 3. If a required reading or assignment for a class includes views that some students feel cause harm to certain groups of people, how much do you think that the instructor should drop the reading/assignment as a requirement? | 28.1 | 24.5 | 24.8 | 15.2 | 7.4 | 2.49 [2.47, 2.52] |
| 4. If a student says something in class that some students feel causes harm to certain groups of people, how much do you think that the instructor should stop that student from talking? | 19.1 | 22.8 | 25.4 | 21.9 | 10.9 | 2.82 [2.80, 2.85] |
| 5. If a topic being discussed in a class includes views that some students feel cause harm to certain groups of people, how much do you think that the class should stop discussing the topic? | 30.8 | 25.7 | 25.1 | 13.3 | 5.2 | 2.36 [2.34, 2.39] |
| 6. If an instructor says something in class that some students feel causes harm to certain groups of people, how much do you think that the students should report the instructor to university administrators? | 11.9 | 20.1 | 25.4 | 25.7 | 16.9 | 3.16 [3.13, 3.18] |
| 7. If a student says something in class that some students feel causes harm to certain groups of people, how much do you think that the students should report that student to university administrators? | 17.3 | 24.7 | 28.4 | 19.7 | 9.9 | 2.80 [2.78, 2.82] |

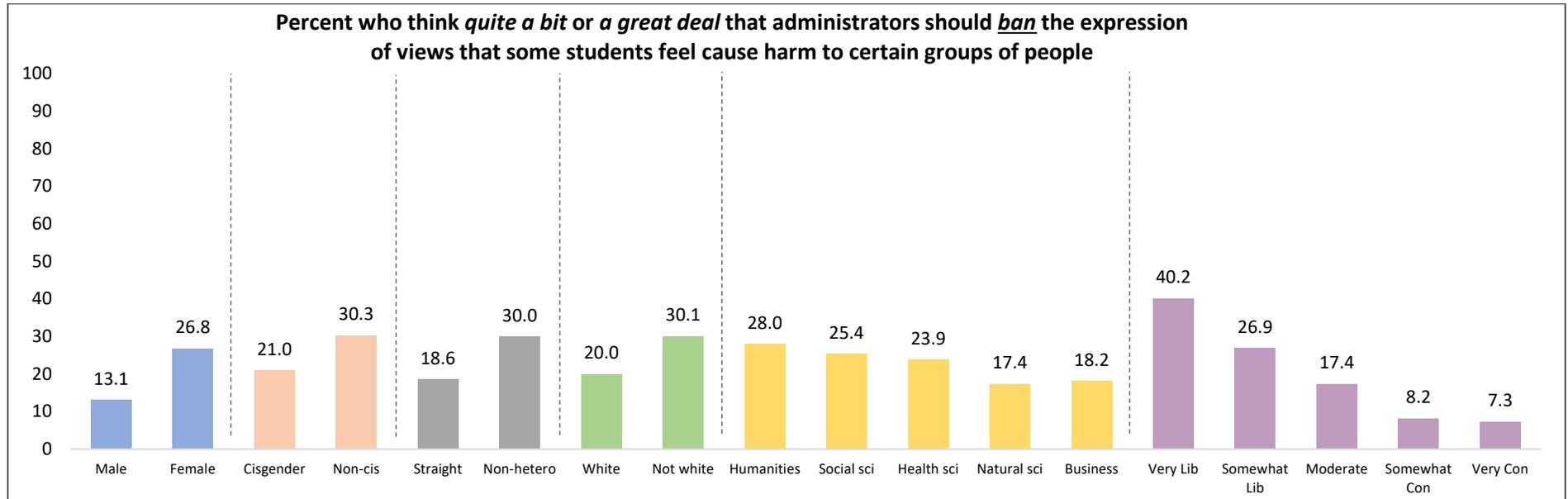
Note. Only respondents who answered each question are included (missing n=15-20).

Summary: Subsequent tables are designed to compare various respondent groups' ratings to the seven different questions about how to handle views that are felt to cause harm.

Table 17. The degree to which students think university administrators should ban the expression of views they feel cause harm (Question 1 in Table 16).

| | <i>M, SEM</i> | <i>% Not at all or a little</i> | <i>% Quite a bit or a great deal</i> |
|---------------------------------------|------------------|---------------------------------|--------------------------------------|
| <i>By biological sex</i> | | | |
| Male | 2.02, .02 | 69.1 | 13.1 |
| Female | 2.73, .02 | 42.6 | 26.8 |
| <i>By gender identity</i> | | | |
| Cisgender | 2.43, .01 | 54.0 | 21.0 |
| Non-cisgender | 2.85, .04 | 38.2 | 30.3 |
| <i>By sexual orientation</i> | | | |
| Heterosexual | 2.34, .01 | 57.3 | 18.6 |
| Non-heterosexual | 2.83, .02 | 39.1 | 30.0 |
| <i>By race/ethnicity</i> | | | |
| White, not multiracial | 2.41, .01 | 54.4 | 20.0 |
| All others (including international) | 2.77, .03 | 41.9 | 30.1 |
| <i>By academic area</i> | | | |
| Humanities | 2.69, .04 | 44.2 | 28.0 |
| Social Sciences | 2.65, .02 | 45.4 | 25.4 |
| Health Sciences | 2.59, .04 | 48.0 | 23.9 |
| Natural Sciences | 2.26, .02 | 60.6 | 17.4 |
| Business | 2.31, .03 | 58.2 | 18.2 |
| <i>By political party affiliation</i> | | | |
| Democrat | 2.95, .02 | 35.6 | 33.0 |
| Republican | 1.92, .02 | 71.5 | 9.5 |
| Independent/Unaffiliated | 2.34, .02 | 57.2 | 17.5 |
| Other | 2.37, .03 | 55.4 | 21.4 |
| <i>By political leaning</i> | | | |
| Very liberal | 3.16, .03 | 27.9 | 40.2 |
| Somewhat liberal | 2.78, .02 | 41.6 | 26.9 |
| Moderate | 2.36, .02 | 56.6 | 17.4 |
| Somewhat conservative | 1.82, .02 | 75.6 | 8.2 |
| Very conservative | 1.67, .03 | 79.7 | 7.3 |
| <i>By campus</i> | | | |
| Eau Claire | 2.52, .04 | 50.1 | 23.6 |
| Green Bay | 2.50, .05 | 51.0 | 22.9 |
| La Crosse | 2.55, .04 | 50.4 | 23.4 |
| Madison | 2.65, .04 | 46.2 | 28.0 |
| Milwaukee | 2.70, .04 | 44.1 | 28.9 |
| Oshkosh | 2.46, .03 | 51.8 | 19.7 |
| Parkside | 2.64, .06 | 46.7 | 25.5 |
| Platteville | 2.18, .03 | 62.8 | 14.4 |
| River Falls | 2.41, .06 | 55.9 | 21.4 |
| Stevens Point | 2.44, .04 | 53.5 | 20.1 |
| Stout | 2.21, .04 | 60.9 | 14.0 |
| Superior | 2.52, .07 | 46.3 | 20.6 |
| Whitewater | 2.32, .04 | 58.9 | 18.9 |
| <i>UW System</i> | 2.45, .01 | 52.8 | 21.4 |

Figure 9. The degree to which students think administrators should ban the expression of views they feel cause harm (Question 1 in Table 16).

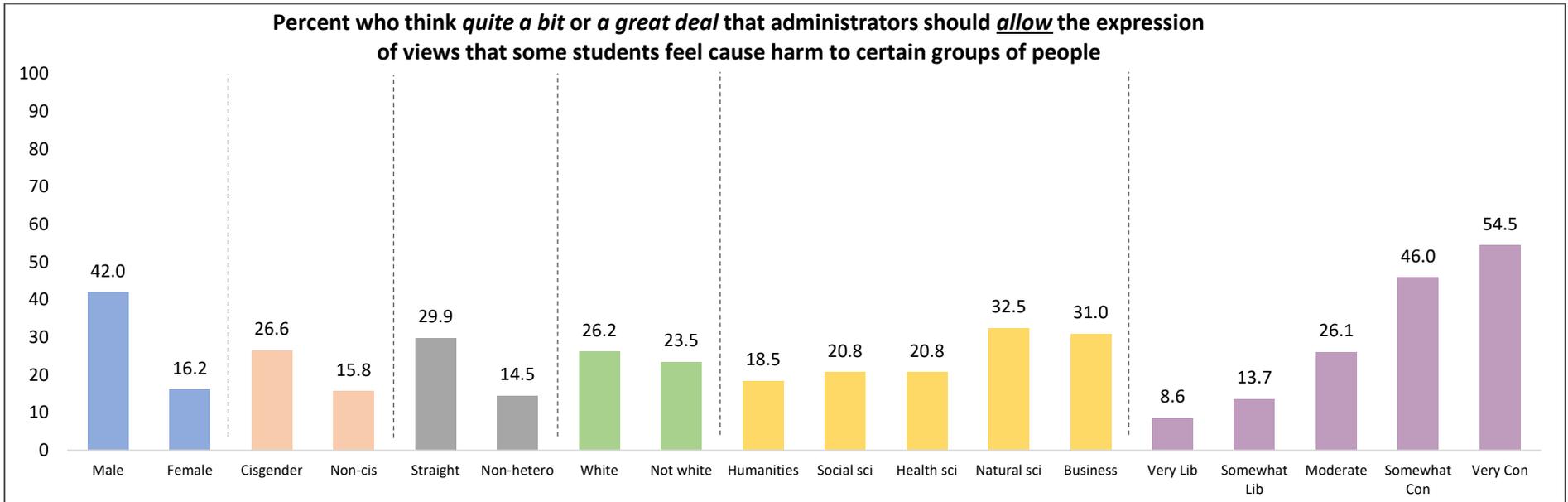


Note. Non-cis = non-cisgender; non-hetero = non-heterosexual; sci = sciences; lib = liberal; con = conservative.

Table 18. The degree to which students think administrators should allow the expression of views they feel cause harm (Question 2 in Table 16).

| | <i>M, SEM</i> | <i>% Not at all or a little</i> | <i>% Quite a bit or a great deal</i> |
|---------------------------------------|-------------------|-------------------------------------|--|
| <i>By biological sex</i> | | | |
| Male | 3.22, .02 | 31.7 | 42.0 |
| Female | 2.45, .01 | 54.5 | 16.2 |
| <i>By gender identity</i> | | | |
| Cisgender | 2.75, .01 | 45.9 | 26.6 |
| Non-cisgender | 2.42, .04 | 55.0 | 15.8 |
| <i>By sexual orientation</i> | | | |
| Heterosexual | 2.87, .02 | 41.2 | 29.9 |
| Non-heterosexual | 2.36, .02 | 59.6 | 14.5 |
| <i>By race/ethnicity</i> | | | |
| White, not multiracial | 2.75, .01 | 45.6 | 26.2 |
| All others (including international) | 2.62, .03 | 48.9 | 23.5 |
| <i>By academic area</i> | | | |
| Humanities | 2.49, .04 | 55.0 | 18.5 |
| Social Sciences | 2.58, .02 | 51.4 | 20.8 |
| Health Sciences | 2.61, .04 | 47.6 | 20.8 |
| Natural Sciences | 2.94, .02 | 39.7 | 32.5 |
| Business | 2.88, .03 | 41.3 | 31.0 |
| <i>By political party affiliation</i> | | | |
| Democrat | 2.28, .02 | 60.8 | 12.3 |
| Republican | 3.24, .03 | 29.6 | 42.0 |
| Independent/Unaffiliated | 2.85, .02 | 41.5 | 27.7 |
| Other | 2.85, .04 | 44.6 | 30.8 |
| <i>By political leaning</i> | | | |
| Very liberal | 2.09, .02 | 68.3 | 8.6 |
| Somewhat liberal | 2.38, .02 | 57.7 | 13.7 |
| Moderate | 2.83, .02 | 40.7 | 26.1 |
| Somewhat conservative | 3.34, .03 | 26.3 | 46.0 |
| Very conservative | 3.56, .05 | 22.8 | 54.5 |
| <i>By campus</i> | | | |
| Eau Claire | 2.61, .04 | 51.5 | 21.9 |
| Green Bay | 2.72, .05 | 47.2 | 25.3 |
| La Crosse | 2.64, .04 | 47.6 | 22.1 |
| Madison | 2.63, .04 | 50.4 | 25.2 |
| Milwaukee | 2.67, .04 | 48.6 | 24.4 |
| Oshkosh | 2.66, .04 | 48.4 | 23.7 |
| Parkside | 2.60, .06 | 48.7 | 23.2 |
| Platteville | 2.94, .04 | 38.8 | 31.5 |
| River Falls | 2.82, .06 | 44.3 | 29.3 |
| Stevens Point | 2.70, .04 | 46.5 | 23.8 |
| Stout | 2.96, .04 | 38.4 | 31.1 |
| Superior | 2.80, .07 | 41.4 | 26.7 |
| Whitewater | 2.87, .05 | 42.8 | 30.5 |
| <i>UW System</i> | 2.75, .015 | 45.7% | 26.3% |

Figure 10. The degree to which students think administrators should allow the expression of views they feel cause harm (Question 2 in Table 16).

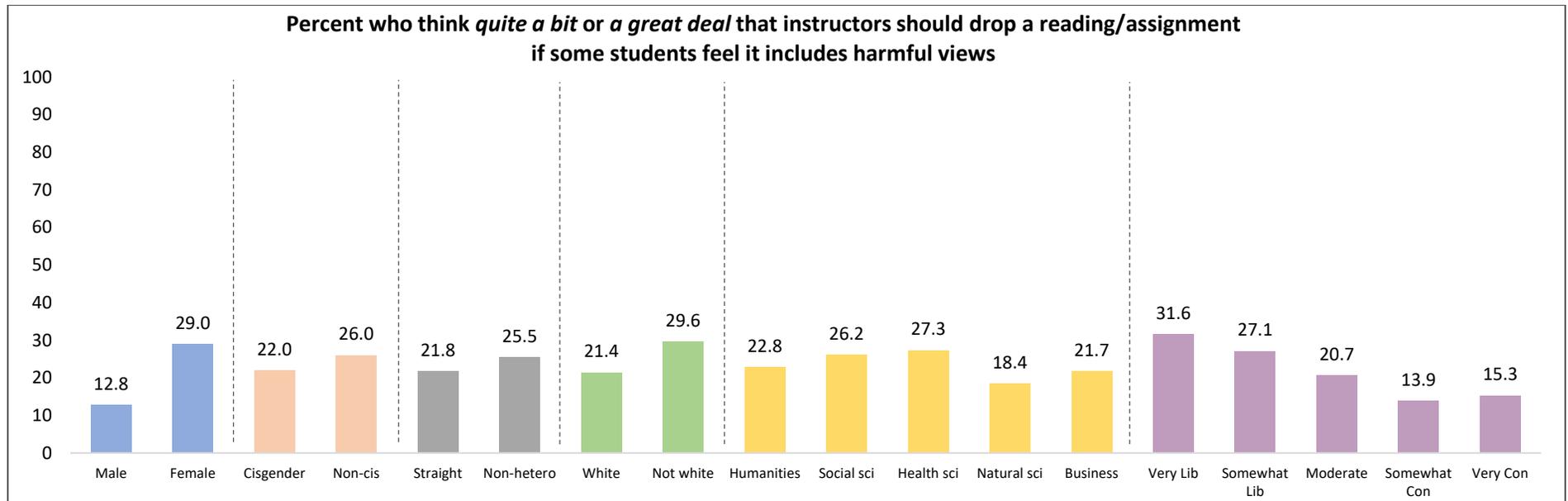


Note. Non-cis = non-cisgender; non-hetero = non-heterosexual; sci = sciences; lib = liberal; con = conservative.

Table 19. The degree to which students think instructors should drop a reading/assignment if some students feel it includes views they feel cause harm (Question 3 in Table 16).

| | <i>M, SEM</i> | <i>% Not at all or a little</i> | <i>% Quite a bit or a great deal</i> |
|---------------------------------------|-------------------|-------------------------------------|--|
| <i>By biological sex</i> | | | |
| Male | 2.04, .02 | 68.4 | 12.8 |
| Female | 2.78, .02 | 42.4 | 29.0 |
| <i>By gender identity</i> | | | |
| Cisgender | 2.45, .01 | 54.1 | 22.0 |
| Non-cisgender | 2.75, .04 | 43.8 | 26.0 |
| <i>By sexual orientation</i> | | | |
| Heterosexual | 2.44, .01 | 54.4 | 21.8 |
| Non-heterosexual | 2.67, .02 | 46.5 | 25.5 |
| <i>By race/ethnicity</i> | | | |
| White, not multiracial | 2.45, .01 | 53.9 | 21.4 |
| All others (including international) | 2.75, .03 | 44.5 | 29.6 |
| <i>By academic area</i> | | | |
| Humanities | 2.54, .04 | 50.4 | 22.8 |
| Social Sciences | 2.65, .02 | 47.8 | 26.2 |
| Health Sciences | 2.68, .04 | 46.5 | 27.3 |
| Natural Sciences | 2.28, .02 | 60.0 | 18.4 |
| Business | 2.46, .03 | 53.3 | 21.7 |
| <i>By political party affiliation</i> | | | |
| Democrat | 2.83, .02 | 41.6 | 30.9 |
| Republican | 2.26, .03 | 59.9 | 17.2 |
| Independent/Unaffiliated | 2.33, .02 | 58.3 | 19.0 |
| Other | 2.32, .03 | 57.7 | 17.6 |
| <i>By political leaning</i> | | | |
| Very liberal | 2.88, .03 | 40.0 | 31.6 |
| Somewhat liberal | 2.69, .03 | 46.3 | 27.1 |
| Moderate | 2.43, .02 | 54.7 | 20.7 |
| Somewhat conservative | 2.12, .03 | 65.7 | 13.9 |
| Very conservative | 2.08, .04 | 65.2 | 15.3 |
| <i>By campus</i> | | | |
| Eau Claire | 2.54, .04 | 51.3 | 22.9 |
| Green Bay | 2.44, .05 | 53.5 | 21.1 |
| La Crosse | 2.64, .04 | 46.7 | 26.6 |
| Madison | 2.64, .04 | 49.2 | 27.5 |
| Milwaukee | 2.70, .04 | 46.4 | 28.3 |
| Oshkosh | 2.53, .05 | 50.8 | 24.9 |
| Parkside | 2.41, .06 | 56.0 | 18.7 |
| Platteville | 2.24, .04 | 60.8 | 17.5 |
| River Falls | 2.44, .05 | 53.1 | 18.8 |
| Stevens Point | 2.56, .04 | 49.9 | 24.7 |
| Stout | 2.28, .04 | 58.9 | 17.5 |
| Superior | 2.45, .07 | 53.9 | 19.5 |
| Whitewater | 2.46, .04 | 54.7 | 20.6 |
| <i>UW System</i> | 2.49, .015 | 52.6 | 22.6 |

Figure 11. The degree to which students think instructors should drop a reading/assignment if some students feel it includes views they feel cause harm (Question 3 in Table 16).

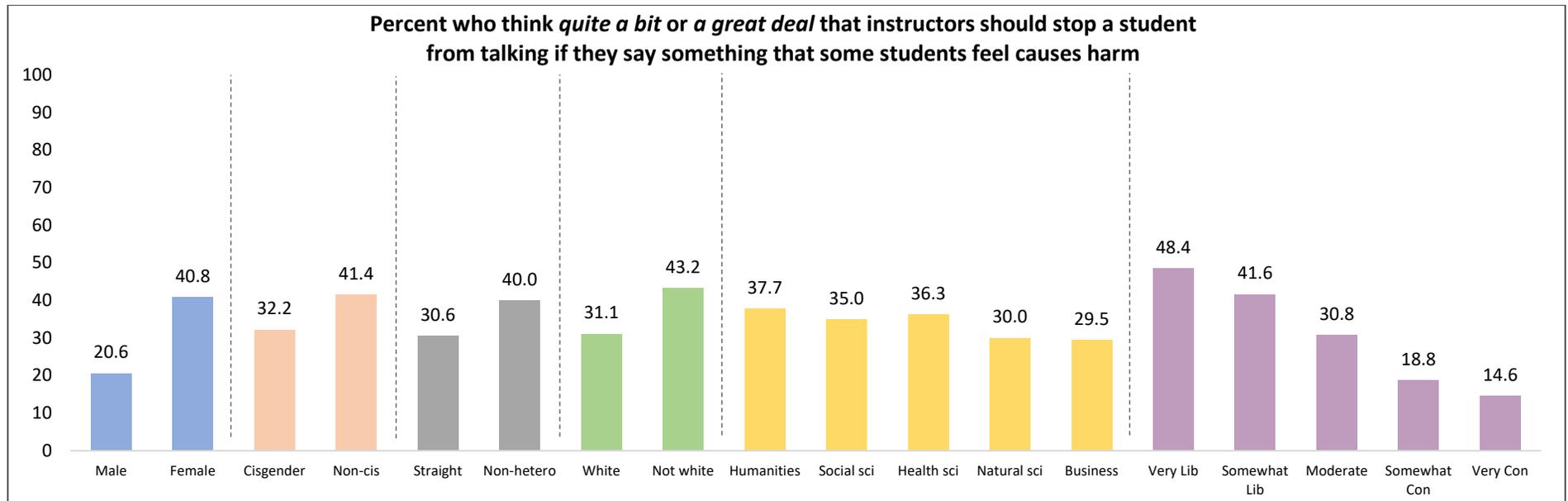


Note. non-cis = non-cisgender; non-hetero = non-heterosexual; sci = sciences; lib = liberal; con = conservative.

Table 20. The degree to which students think instructors should stop a student from talking if some students feel that student says something they feel causes harm (Question 4 in Table 16).

| | <i>M, SEM</i> | <i>% Not at all or a little</i> | <i>% Quite a bit or a great deal</i> |
|---------------------------------------|-------------------|---------------------------------|--------------------------------------|
| <i>By biological sex</i> | | | |
| Male | 2.41, .02 | 56.2 | 20.6 |
| Female | 3.10, .02 | 32.6 | 40.8 |
| <i>By gender identity</i> | | | |
| Cisgender | 2.80, .01 | 43.1 | 32.2 |
| Non-cisgender | 3.15, .04 | 29.9 | 41.4 |
| <i>By sexual orientation</i> | | | |
| Heterosexual | 2.75, .02 | 44.8 | 30.6 |
| Non-heterosexual | 3.09, .02 | 32.7 | 40.0 |
| <i>By race/ethnicity</i> | | | |
| White, not multiracial | 2.78, .01 | 43.2 | 31.1 |
| All others (including international) | 3.16, .03 | 32.4 | 43.2 |
| <i>By academic area</i> | | | |
| Humanities | 2.99, .04 | 36.2 | 37.7 |
| Social Sciences | 2.94, .02 | 38.7 | 35.0 |
| Health Sciences | 2.95, .04 | 38.0 | 36.3 |
| Natural Sciences | 2.70, .02 | 46.7 | 30.0 |
| Business | 2.71, .03 | 44.0 | 29.5 |
| <i>By political party affiliation</i> | | | |
| Democrat | 3.26, .02 | 27.8 | 46.1 |
| Republican | 2.39, .03 | 56.2 | 20.1 |
| Independent/Unaffiliated | 2.74, .02 | 44.6 | 28.9 |
| Other | 2.66, .04 | 47.5 | 29.2 |
| <i>By political leaning</i> | | | |
| Very liberal | 3.33, .03 | 26.1 | 48.4 |
| Somewhat liberal | 3.12, .03 | 32.2 | 41.6 |
| Moderate | 2.80, .02 | 41.6 | 30.8 |
| Somewhat conservative | 2.36, .03 | 58.2 | 18.8 |
| Very conservative | 2.07, .04 | 67.4 | 14.6 |
| <i>By campus</i> | | | |
| Eau Claire | 2.83, .04 | 40.7 | 32.6 |
| Green Bay | 2.84, .05 | 41.1 | 33.1 |
| La Crosse | 2.84, .04 | 41.7 | 32.9 |
| Madison | 2.94, .04 | 37.9 | 36.7 |
| Milwaukee | 3.04, .04 | 35.4 | 39.5 |
| Oshkosh | 2.88, .05 | 40.2 | 36.4 |
| Parkside | 2.81, .06 | 42.1 | 30.5 |
| Platteville | 2.67, .04 | 47.7 | 26.9 |
| River Falls | 2.80, .06 | 41.7 | 31.9 |
| Stevens Point | 2.89, .04 | 39.8 | 35.5 |
| Stout | 2.63, .04 | 48.3 | 27.3 |
| Superior | 2.76, .07 | 43.5 | 29.1 |
| Whitewater | 2.80, .05 | 43.6 | 31.8 |
| <i>UW System</i> | 2.80, .015 | 41.9 | 32.8 |

Figure 12. The degree to which students think instructors should stop a student from talking if some students feel that student says something they feel causes harm (Question 4 in Table 16).

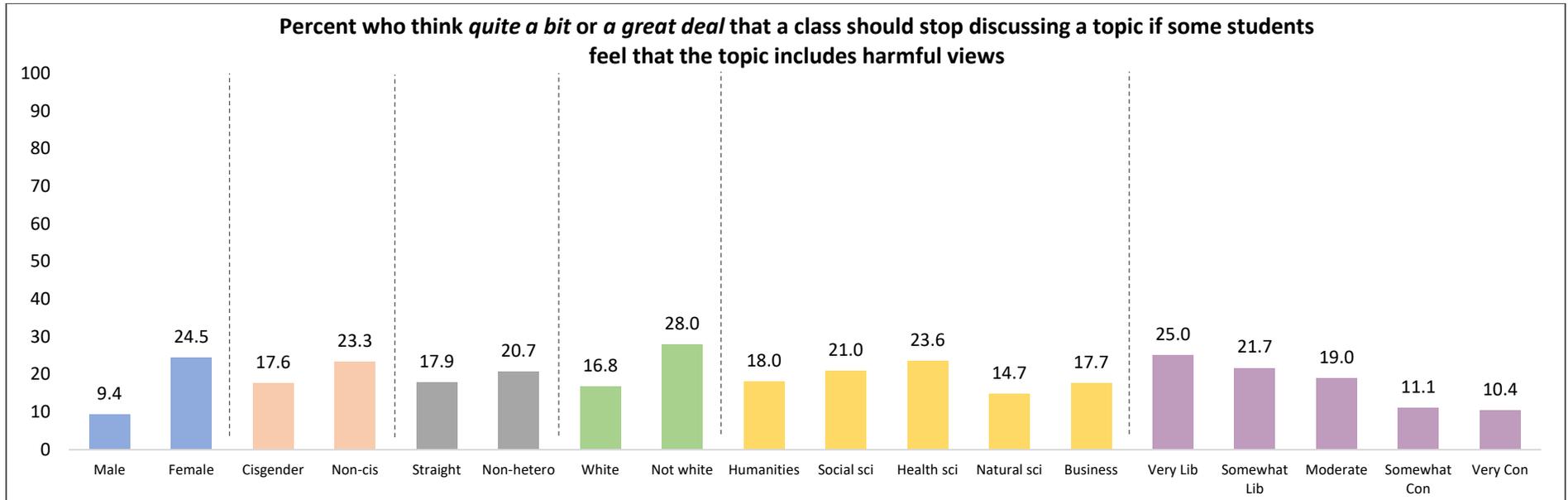


Note. non-cis = non-cisgender; non-hetero = non-heterosexual; sci = sciences; lib = liberal; con = conservative.

Table 21. The degree to which students think the class should stop discussing a topic if some students feel that the topic includes views they feel cause harm (Question 5 in Table 16).

| | <i>M, SEM</i> | <i>% Not at all or a little</i> | <i>% Quite a bit or a great deal</i> |
|---------------------------------------|-------------------|---------------------------------|--------------------------------------|
| <i>By biological sex</i> | | | |
| Male | 1.93, .02 | 72.2 | 9.4 |
| Female | 2.65, .02 | 46.2 | 24.5 |
| <i>By gender identity</i> | | | |
| Cisgender | 2.32, .01 | 58.4 | 17.6 |
| Non-cisgender | 2.64, .04 | 46.4 | 23.3 |
| <i>By sexual orientation</i> | | | |
| Heterosexual | 2.33, .01 | 57.5 | 17.9 |
| Non-heterosexual | 2.49, .02 | 52.1 | 20.7 |
| <i>By race/ethnicity</i> | | | |
| White, not multiracial | 2.31, .01 | 58.2 | 16.8 |
| All others (including international) | 2.69, .03 | 45.4 | 28.0 |
| <i>By academic area</i> | | | |
| Humanities | 2.34, .04 | 58.8 | 18.0 |
| Social Sciences | 2.50, .02 | 51.7 | 21.0 |
| Health Sciences | 2.59, .04 | 47.5 | 23.6 |
| Natural Sciences | 2.18, .02 | 63.6 | 14.7 |
| Business | 2.33, .03 | 56.9 | 17.7 |
| <i>By political party affiliation</i> | | | |
| Democrat | 2.71, .02 | 44.9 | 26.0 |
| Republican | 2.11, .02 | 64.9 | 12.9 |
| Independent/Unaffiliated | 2.26, .02 | 60.2 | 16.0 |
| Other | 2.12, .03 | 65.4 | 13.6 |
| <i>By political leaning</i> | | | |
| Very liberal | 2.64, .03 | 47.9 | 25.0 |
| Somewhat liberal | 2.57, .02 | 50.0 | 21.7 |
| Moderate | 2.40, .02 | 54.6 | 19.0 |
| Somewhat conservative | 2.00, .03 | 69.2 | 11.1 |
| Very conservative | 1.91, .04 | 71.7 | 10.4 |
| <i>By campus</i> | | | |
| Eau Claire | 2.39, .04 | 56.2 | 28.8 |
| Green Bay | 2.38, .05 | 55.8 | 28.1 |
| La Crosse | 2.44, .04 | 53.6 | 19.1 |
| Madison | 2.41, .04 | 55.6 | 19.6 |
| Milwaukee | 2.59, .04 | 48.4 | 24.9 |
| Oshkosh | 2.43, .04 | 54.5 | 19.9 |
| Parkside | 2.34, .06 | 58.1 | 18.4 |
| Platteville | 2.17, .03 | 62.5 | 14.4 |
| River Falls | 2.33, .05 | 57.0 | 16.8 |
| Stevens Point | 2.39, .04 | 56.1 | 18.6 |
| Stout | 2.21, .04 | 61.7 | 16.2 |
| Superior | 2.34, .06 | 55.1 | 16.2 |
| Whitewater | 2.38, .04 | 56.7 | 18.8 |
| <i>UW System</i> | 2.36, .015 | 56.5 | 18.5 |

Figure 13. The degree to which students think the class should stop discussing a topic if some students feel that the topic includes views they feel cause harm (Question 5 in Table 16).

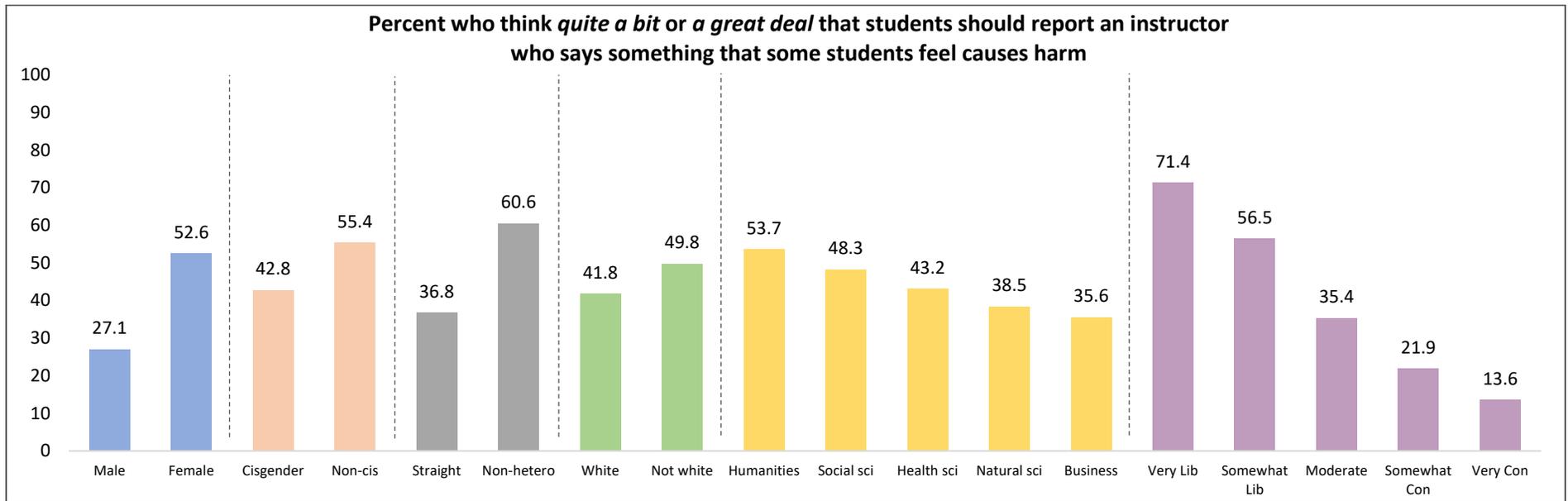


Note. non-cis = non-cisgender; non-hetero = non-heterosexual; sci = sciences; lib = liberal; con = conservative.

Table 22. The degree to which students think students should report an instructor to university administrators if the instructor says something that some students feel causes harm (Question 6 in Table 16).

| | <i>M, SEM</i> | <i>% Not at all or a little</i> | <i>% Quite a bit or a great deal</i> |
|---------------------------------------|-------------------|---------------------------------|--------------------------------------|
| <i>By biological sex</i> | | | |
| Male | 2.67, .02 | 48.2 | 27.1 |
| Female | 3.47, .02 | 21.7 | 52.6 |
| <i>By gender identity</i> | | | |
| Cisgender | 3.15, .01 | 32.5 | 42.8 |
| Non-cisgender | 3.56, .04 | 19.0 | 55.4 |
| <i>By sexual orientation</i> | | | |
| Heterosexual | 2.99, .01 | 36.7 | 36.8 |
| Non-heterosexual | 3.66, .02 | 17.5 | 60.6 |
| <i>By race/ethnicity</i> | | | |
| White, not multiracial | 3.12, .01 | 33.1 | 41.8 |
| All others (including international) | 3.41, .03 | 23.7 | 49.8 |
| <i>By academic area</i> | | | |
| Humanities | 3.48, .04 | 22.5 | 53.7 |
| Social Sciences | 3.34, .02 | 26.2 | 48.3 |
| Health Sciences | 3.21, .04 | 29.2 | 43.2 |
| Natural Sciences | 3.01, .02 | 38.0 | 38.5 |
| Business | 2.95, .03 | 38.2 | 35.6 |
| <i>By political party affiliation</i> | | | |
| Democrat | 3.68, .02 | 15.7 | 61.2 |
| Republican | 2.53, .02 | 51.5 | 21.7 |
| Independent/Unaffiliated | 3.04, .02 | 34.7 | 37.4 |
| Other | 3.18, .04 | 33.0 | 44.6 |
| <i>By political leaning</i> | | | |
| Very liberal | 3.95, .02 | 10.5 | 71.4 |
| Somewhat liberal | 3.54, .02 | 19.3 | 56.5 |
| Moderate | 3.02, .02 | 34.4 | 35.4 |
| Somewhat conservative | 2.55, .03 | 51.2 | 21.9 |
| Very conservative | 2.21, .04 | 62.6 | 13.6 |
| <i>By campus</i> | | | |
| Eau Claire | 3.28, .04 | 27.5 | 47.3 |
| Green Bay | 3.07, .05 | 35.6 | 39.8 |
| La Crosse | 3.29, .04 | 26.6 | 47.6 |
| Madison | 3.42, .04 | 24.3 | 54.0 |
| Milwaukee | 3.38, .04 | 26.2 | 49.7 |
| Oshkosh | 3.19, .05 | 30.5 | 42.9 |
| Parkside | 3.07, .06 | 33.0 | 37.4 |
| Platteville | 2.87, .04 | 41.3 | 31.8 |
| River Falls | 3.12, .06 | 33.1 | 42.0 |
| Stevens Point | 3.18, .04 | 32.0 | 44.9 |
| Stout | 2.97, .04 | 37.8 | 36.5 |
| Superior | 2.97, .07 | 38.3 | 36.9 |
| Whitewater | 3.06, .05 | 34.3 | 38.1 |
| <i>UW System</i> | 3.16, .015 | 32.0 | 42.6 |

Figure 14. The degree to which students think students should report an instructor to university administrators if the instructor says something that some students feel causes harm (Question 6).

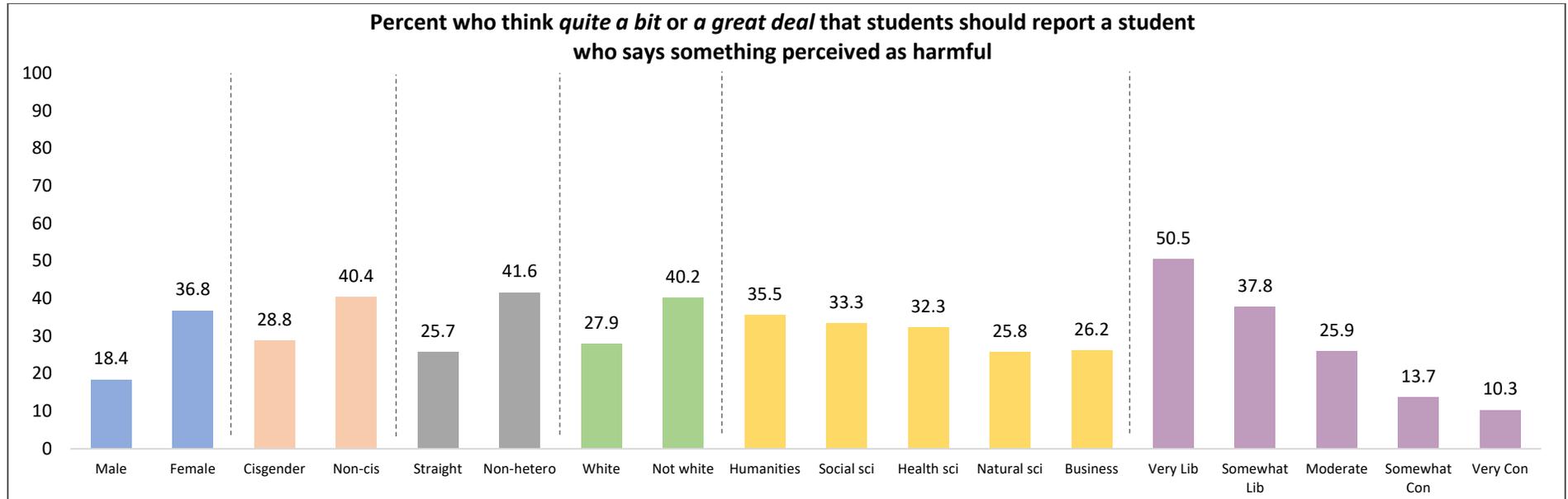


Note. non-cis = non-cisgender; non-hetero = non-heterosexual; sci = sciences; lib = liberal; con = conservative.

Table 23. The degree to which students think that students should report a student to university administrators if the student says something that some students feel causes harm (Question 7 in Table 16).

| | <i>M, SEM</i> | <i>% Not at all or a little</i> | <i>% Quite a bit or a great deal</i> |
|---------------------------------------|------------------|---------------------------------|--------------------------------------|
| <i>By biological sex</i> | | | |
| Male | 2.36, .02 | 58.6 | 18.4 |
| Female | 3.09, .02 | 31.4 | 36.8 |
| <i>By gender identity</i> | | | |
| Cisgender | 2.77, .01 | 43.3 | 28.8 |
| Non-cisgender | 3.20, .04 | 27.5 | 40.4 |
| <i>By sexual orientation</i> | | | |
| Heterosexual | 2.67, .01 | 46.3 | 25.7 |
| Non-heterosexual | 3.20, .02 | 28.5 | 41.6 |
| <i>By race/ethnicity</i> | | | |
| White, not multiracial | 2.75, .01 | 43.6 | 27.9 |
| All others (including international) | 3.14, .03 | 30.6 | 40.2 |
| <i>By academic area</i> | | | |
| Humanities | 3.01, .04 | 35.2 | 35.5 |
| Social Sciences | 2.97, .02 | 36.0 | 33.3 |
| Health Sciences | 2.91, .04 | 37.5 | 32.3 |
| Natural Sciences | 2.63, .02 | 48.8 | 25.8 |
| Business | 2.67, .03 | 46.2 | 26.2 |
| <i>By political party affiliation</i> | | | |
| Democrat | 3.29, .02 | 25.3 | 43.9 |
| Republican | 2.27, .02 | 60.3 | 14.5 |
| Independent/Unaffiliated | 2.69, .02 | 45.7 | 25.3 |
| Other | 2.73, .04 | 44.3 | 29.3 |
| <i>By political leaning</i> | | | |
| Very liberal | 3.45, .03 | 21.2 | 50.5 |
| Somewhat liberal | 3.13, .02 | 30.2 | 37.8 |
| Moderate | 2.75, .02 | 42.5 | 25.9 |
| Somewhat conservative | 2.22, .03 | 63.5 | 13.7 |
| Very conservative | 1.97, .04 | 70.6 | 10.3 |
| <i>By campus</i> | | | |
| Eau Claire | 2.87, .04 | 39.6 | 32.2 |
| Green Bay | 2.79, .05 | 42.8 | 29.4 |
| La Crosse | 2.86, .04 | 40.1 | 30.7 |
| Madison | 2.94, .04 | 36.8 | 33.9 |
| Milwaukee | 3.04, .04 | 33.9 | 36.1 |
| Oshkosh | 2.87, .04 | 40.1 | 31.9 |
| Parkside | 2.76, .06 | 39.8 | 34.0 |
| Platteville | 2.56, .04 | 50.4 | 22.3 |
| River Falls | 2.73, .06 | 47.0 | 28.2 |
| Stevens Point | 2.86, .04 | 41.1 | 32.9 |
| Stout | 2.61, .04 | 48.4 | 24.3 |
| Superior | 2.76, .07 | 41.0 | 26.5 |
| Whitewater | 2.75, .04 | 44.0 | 28.8 |
| <i>UW System</i> | 2.80, .01 | 42.0 | 29.6 |

Figure 15. The degree to which students think that students should report a student to university administrators if the student says something that some students feel causes harm (Question 7 in Table 16).



Note. non-cis = non-cisgender; non-hetero = non-heterosexual; sci = sciences; lib = liberal; con = conservative.

Results IV: Invited Speakers

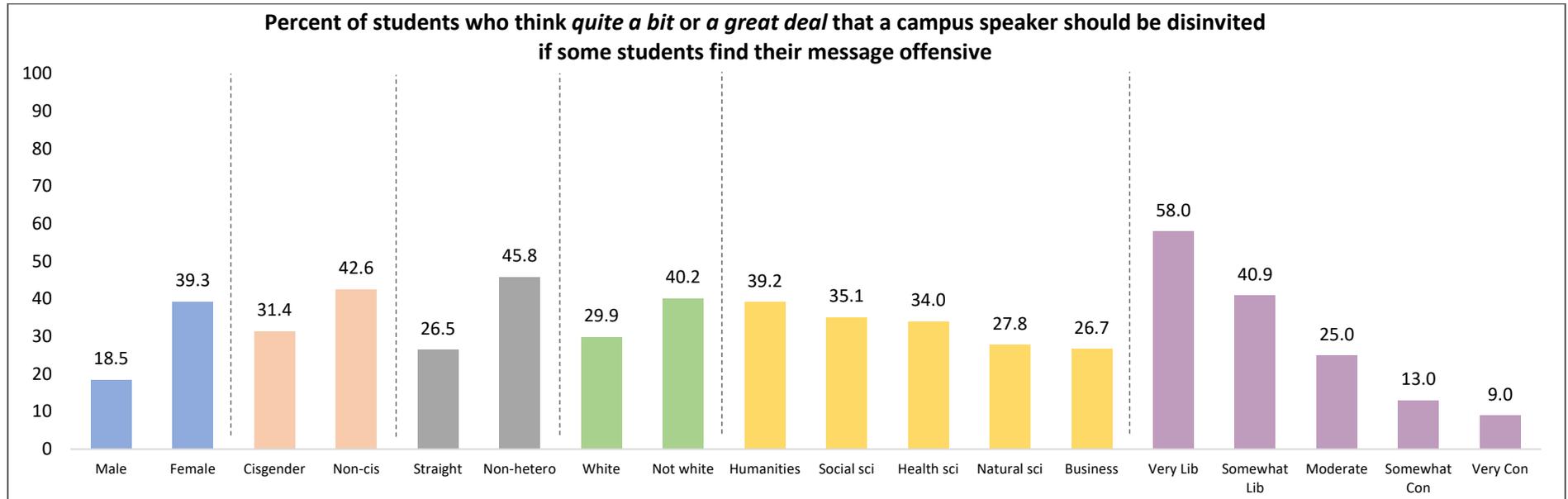
Summary: Participants were introduced to the topic of campus speakers with the statement, “Student groups often invite people to speak on campus.” They were then asked, “If some students feel a speaker’s message is offensive, how much do you think that university administrators should disinvite the speaker?” The percent of students selecting each response option, and the mean rating, is shown below.

| UW System | | | | | |
|--------------|------------|------------|---------------|----------------|-------------------|
| % Not at all | % A little | % Somewhat | % Quite a bit | % A great deal | Mean [95% CI] |
| 25.0 | 19.3 | 24.4 | 20.6 | 10.7 | 2.73 [2.70, 2.76] |

Table 24. The extent to which students think that offensive speakers should be disinvited, by demographic group and by campus and system wide.

| | <i>M, SEM</i> | <i>% Not at all or a little</i> | <i>% Quite a bit or a great deal</i> |
|---------------------------------------|-------------------|-------------------------------------|--|
| <i>By biological sex</i> | | | |
| Male | 2.20, .02 | 62.3 | 18.5 |
| Female | 3.05, .02 | 33.0 | 39.3 |
| <i>By gender identity</i> | | | |
| Cisgender | 2.71, .02 | 45.3 | 31.4 |
| Non-cisgender | 3.18, .04 | 28.3 | 42.6 |
| <i>By sexual orientation</i> | | | |
| Heterosexual | 2.56, .02 | 49.9 | 26.5 |
| Non-heterosexual | 3.24, .02 | 27.4 | 45.8 |
| <i>By race/ethnicity</i> | | | |
| White, not multiracial | 2.68, .01 | 45.9 | 29.9 |
| All others (including international) | 3.05, .03 | 33.3 | 40.2 |
| <i>By academic area</i> | | | |
| Humanities | 3.01, .04 | 34.4 | 39.2 |
| Social Sciences | 2.88, .02 | 38.9 | 35.1 |
| Health Sciences | 2.85, .04 | 39.6 | 34.0 |
| Natural Sciences | 2.55, .03 | 51.4 | 27.8 |
| Business | 2.57, .03 | 49.1 | 26.7 |
| <i>By political party affiliation</i> | | | |
| Democrat | 3.32, .02 | 24.7 | 47.7 |
| Republican | 2.05, .02 | 67.1 | 13.6 |
| Independent/Unaffiliated | 2.58, .02 | 48.5 | 25.5 |
| Other | 2.71, .04 | 45.9 | 33.7 |
| <i>By political leaning</i> | | | |
| Very liberal | 3.60, .03 | 17.6 | 58.0 |
| Somewhat liberal | 3.13, .03 | 30.0 | 40.9 |
| Moderate | 2.58, .02 | 48.8 | 25.0 |
| Somewhat conservative | 2.00, .03 | 68.8 | 13.0 |
| Very conservative | 1.79, .04 | 75.4 | 9.0 |
| <i>By campus</i> | | | |
| Eau Claire | 2.76, .04 | 41.8 | 30.0 |
| Green Bay | 2.67, .05 | 44.6 | 28.9 |
| La Crosse | 2.75, .04 | 43.5 | 30.1 |
| Madison | 3.02, .04 | 36.9 | 42.9 |
| Milwaukee | 2.96, .04 | 36.7 | 38.2 |
| Oshkosh | 2.79, .05 | 42.5 | 33.0 |
| Parkside | 2.76, .07 | 43.1 | 33.1 |
| Platteville | 2.45, .04 | 54.5 | 22.3 |
| River Falls | 2.75, .06 | 42.7 | 32.5 |
| Stevens Point | 2.81, .04 | 40.4 | 33.3 |
| Stout | 2.50, .04 | 51.9 | 25.7 |
| Superior | 2.66, .07 | 44.9 | 27.9 |
| Whitewater | 2.59, .05 | 49.0 | 27.6 |
| <i>UW System</i> | 2.73, .015 | 44.3 | 31.3 |

Figure 16. The extent to which students think that offensive speakers should be disinvited.



Note. non-cis = non-cisgender; non-hetero = non-heterosexual; sci = sciences; lib = liberal; con = conservative.

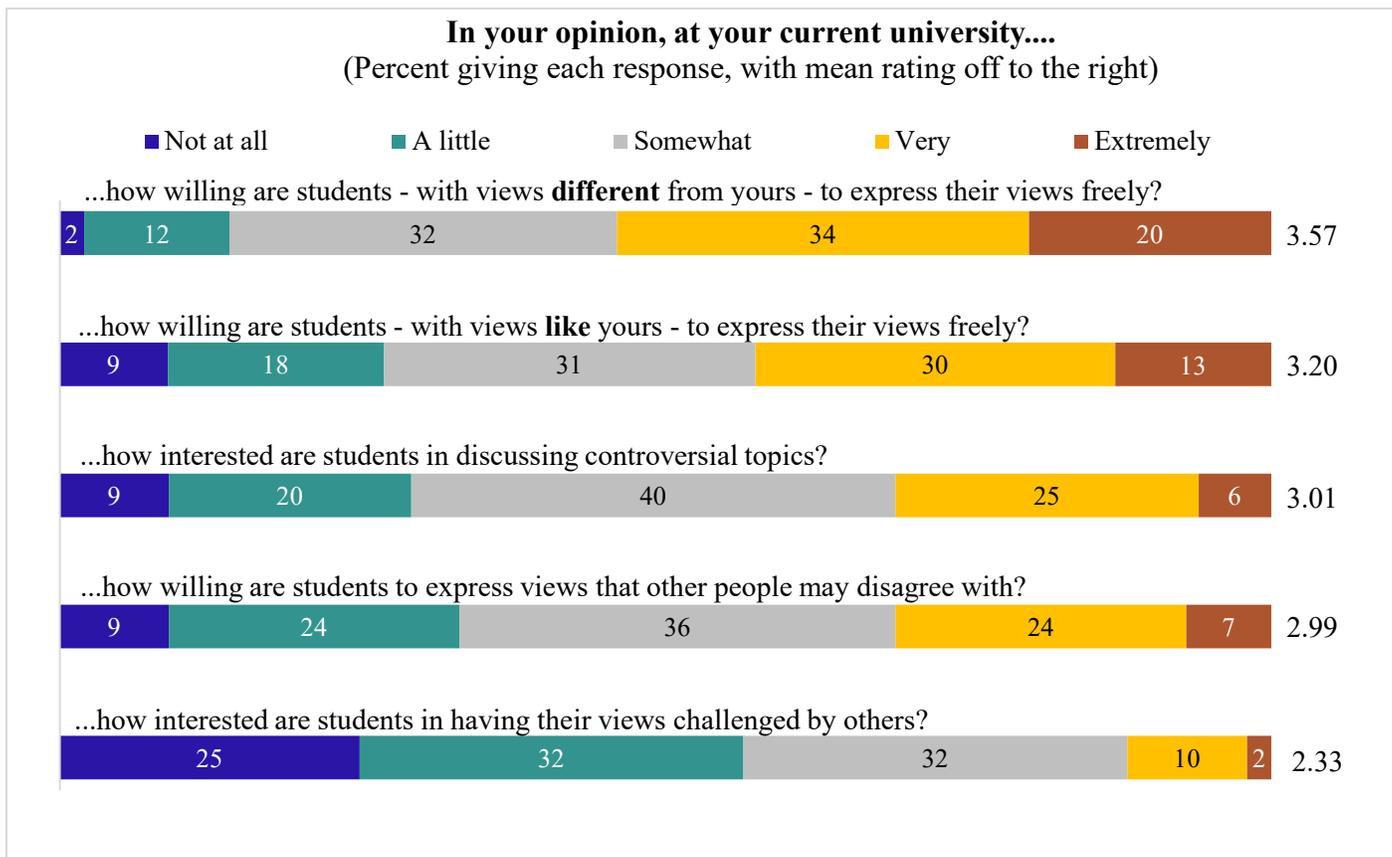
Table 25. Percent of students who say it is acceptable to engage in various behaviors if they feel a speaker's message is offensive.

| | Percent (%) Responding with <i>Yes</i> (Acceptable) | | | | | | |
|---------------------------------------|---|--------------------------------|--|---------------------------|-----------------------------|-----------------------------|--------------------------|
| | Ignore speaker or avoid attending | Attend and ask tough questions | Contact organizers to express concerns | Protest outside the event | Attend with insulting signs | Attend & disrupt with noise | Force speaker from stage |
| <i>By biological sex</i> | | | | | | | |
| Male | 91.6 | 90.9 | 74.9 | 60.6 | 15.9 | 7.1 | 3.6 |
| Female | 90.6 | 88.0 | 88.1 | 52.4 | 8.3 | 7.2 | 2.5 |
| <i>By gender identity</i> | | | | | | | |
| Cisgender | 92.3 | 90.8 | 84.0 | 58.7 | 11.1 | 6.2 | 2.2 |
| Non-cisgender | 86.6 | 85.7 | 85.8 | 58.2 | 17.6 | 17.3 | 7.7 |
| <i>By sexual orientation</i> | | | | | | | |
| Heterosexual | 90.0 | 88.2 | 80.0 | 50.1 | 9.7 | 5.1 | 2.7 |
| Non-heterosexual | 93.7 | 91.8 | 91.9 | 72.8 | 16.7 | 13.9 | 4.3 |
| <i>By race/ethnicity</i> | | | | | | | |
| White, not multiracial | 91.8 | 89.7 | 83.1 | 56.3 | 11.1 | 7.0 | 2.6 |
| All others (including intn'l) | 86.7 | 86.2 | 84.0 | 54.1 | 12.7 | 9.3 | 5.2 |
| <i>By academic area</i> | | | | | | | |
| Humanities | 94.3 | 91.3 | 88.8 | 67.2 | 15.4 | 11.8 | 3.2 |
| Social Sciences | 90.8 | 89.8 | 86.3 | 57.0 | 10.7 | 7.5 | 2.8 |
| Health Sciences | 90.3 | 85.8 | 83.7 | 46.4 | 8.8 | 6.2 | 3.4 |
| Natural Sciences | 92.4 | 91.5 | 82.7 | 60.7 | 12.8 | 7.0 | 2.6 |
| Business | 89.1 | 86.6 | 77.0 | 47.8 | 9.7 | 5.0 | 3.2 |
| <i>By political party affiliation</i> | | | | | | | |
| Democrat | 93.3 | 90.5 | 93.5 | 67.5 | 11.9 | 8.9 | 2.8 |
| Republican | 87.5 | 84.8 | 68.1 | 34.8 | 7.2 | 2.5 | 2.4 |
| Independent/Unaffiliated | 89.8 | 88.8 | 82.1 | 53.0 | 9.8 | 6.2 | 2.8 |
| Other | 94.1 | 94.3 | 83.3 | 72.1 | 21.7 | 15.3 | 6.0 |
| <i>By political leaning</i> | | | | | | | |
| Very liberal | 95.7 | 94.1 | 96.4 | 81.3 | 20.7 | 17.4 | 4.2 |
| Somewhat liberal | 93.9 | 91.0 | 92.8 | 69.3 | 9.9 | 6.0 | 2.1 |
| Moderate | 88.3 | 86.6 | 81.6 | 43.2 | 7.1 | 4.2 | 3.0 |
| Somewhat conservative | 90.3 | 87.8 | 70.0 | 41.0 | 7.7 | 2.4 | 1.9 |
| Very conservative | 85.4 | 85.4 | 59.9 | 38.2 | 9.5 | 3.6 | 3.9 |
| <i>By campus</i> | | | | | | | |
| Eau Claire | 92.2 | 90.8 | 85.2 | 58.7 | 9.7 | 5.7 | 3.1 |
| Green Bay | 91.4 | 88.1 | 81.4 | 50.7 | 8.2 | 5.9 | 2.7 |
| La Crosse | 92.2 | 89.1 | 83.2 | 56.5 | 9.1 | 5.3 | 2.1 |
| Madison | 93.9 | 94.0 | 89.8 | 77.6 | 24.1 | 14.1 | 4.8 |
| Milwaukee | 89.1 | 88.3 | 86.4 | 58.5 | 12.9 | 10.4 | 5.1 |
| Oshkosh | 89.5 | 87.5 | 80.8 | 46.8 | 8.9 | 7.4 | 3.6 |
| Parkside | 91.3 | 89.2 | 83.9 | 53.1 | 8.7 | 6.9 | 3.1 |
| Platteville | 90.3 | 88.4 | 77.9 | 49.7 | 9.8 | 5.3 | 3.0 |
| River Falls | 91.8 | 86.1 | 79.8 | 45.0 | 8.8 | 5.9 | 2.0 |
| Stevens Point | 91.6 | 88.7 | 85.6 | 51.8 | 8.1 | 6.5 | 2.2 |
| Stout | 90.5 | 88.6 | 78.5 | 56.8 | 12.2 | 7.2 | 3.0 |
| Superior | 89.2 | 88.9 | 81.1 | 57.5 | 9.3 | 5.7 | 2.1 |
| Whitewater | 87.9 | 87.6 | 82.3 | 51.7 | 10.7 | 5.8 | 2.9 |
| UW System | 91.0 | 89.1 | 82.9 | 55.8 | 11.4 | 7.3 | 3.1 |

Results V: Atmosphere for Free Expression

Summary: Students were asked a variety of questions to gauge their perceptions of the degree to which their campus community has a positive atmosphere toward engaging with diverse viewpoints. Responses to these questions were on five-point scales (1 = *Not at all*; 5 = *Extremely*) and the questions were presented in random order. Overall, students tended to perceive those with views *different* from their own as being more willing ($M = 3.57$) than students with views *like* their own ($M = 3.20$) to express those views. Students also did not generally perceive other students as being interested in having their views challenged by others (which coincides with trends reported earlier in the document that students' reports also suggest they do not generally consider viewpoints they disagree with when they think about various topics).

Figure 17. Students' perceptions of the atmosphere at their university.

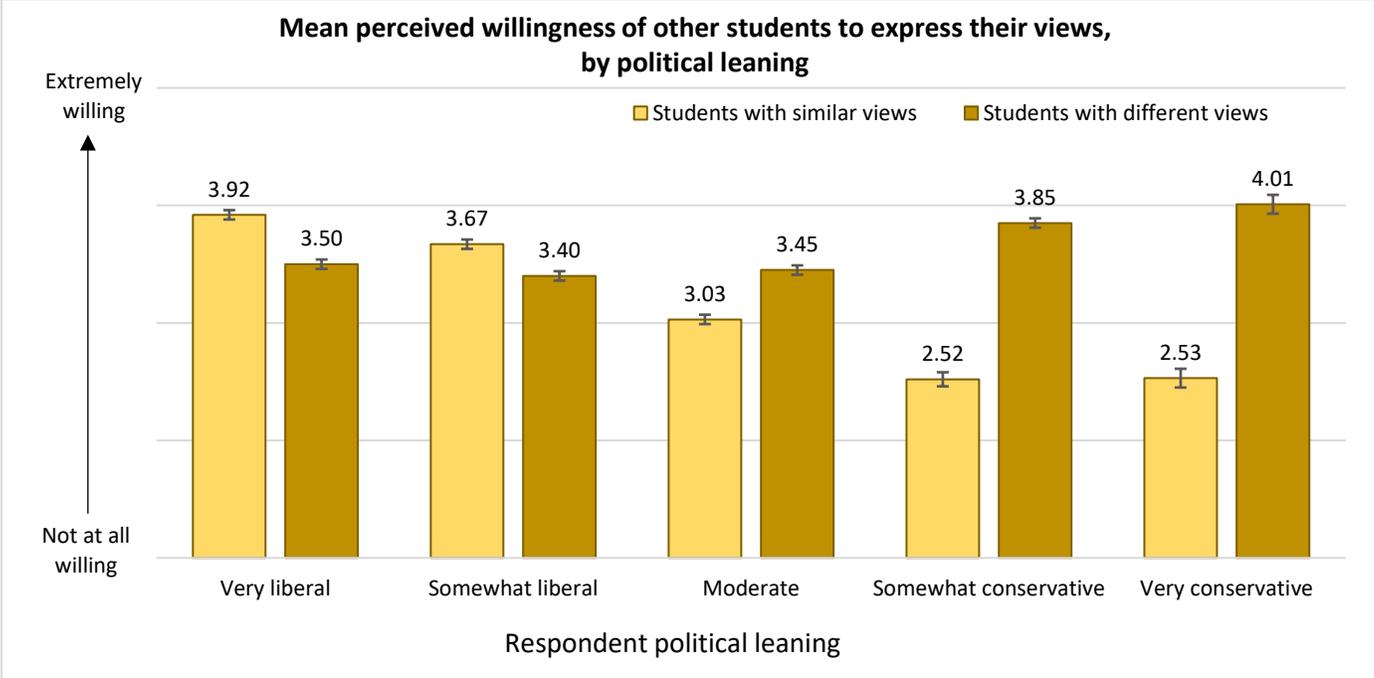


Note. SEM = .01.

Table 26. The degree to which different groups of respondents perceive students with views like theirs, and students with views different from theirs, as willing to share their views.

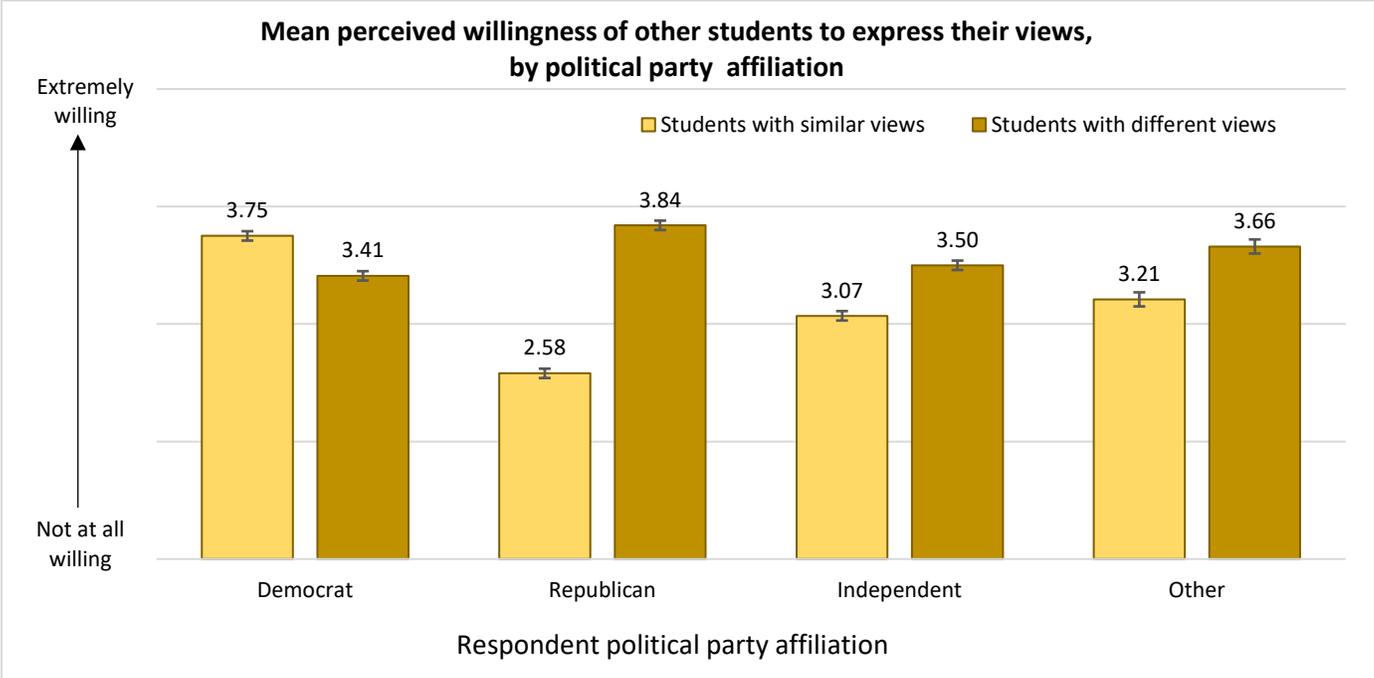
| How willing are students to express their views freely: | Students with views like yours | | Students with views different from yours | |
|---|--------------------------------|-----------------------------|--|-----------------------------|
| | <i>M, SEM</i> | % Very or extremely willing | <i>M, SEM</i> | % Very or extremely willing |
| <i>By biological sex</i> | | | | |
| Male | 2.90, .02 | 32.1 | 3.56, .02 | 52.7 |
| Female | 3.40, .01 | 50.1 | 3.58, .01 | 54.3 |
| <i>By gender identity</i> | | | | |
| Cisgender | 3.23, .01 | 45.7 | 3.60, .01 | 54.8 |
| Non-cisgender | 3.44, .03 | 50.6 | 3.50, .03 | 50.4 |
| <i>By sexual orientation</i> | | | | |
| Heterosexual | 3.07, .01 | 37.6 | 3.57, .01 | 53.7 |
| Non-heterosexual | 3.62, .02 | 59.5 | 3.55, .02 | 53.1 |
| <i>By race/ethnicity</i> | | | | |
| White, not multiracial | 3.20, .01 | 43.2 | 3.59, .01 | 54.5 |
| All others (including intn'l) | 3.30, .03 | 45.0 | 3.46, .03 | 48.5 |
| <i>By academic area</i> | | | | |
| Humanities | 3.44, .04 | 53.0 | 3.61, .03 | 56.1 |
| Social Sciences | 3.39, .02 | 50.5 | 3.60, .02 | 55.1 |
| Health Sciences | 3.18, .04 | 41.7 | 3.50, .03 | 49.5 |
| Natural Sciences | 3.13, .02 | 40.2 | 3.57, .02 | 53.7 |
| Business | 2.97, .03 | 34.0 | 3.61, .03 | 54.8 |
| <i>By political party affiliation</i> | | | | |
| Democrat | 3.75, .02 | 65.0 | 3.41, .02 | 47.0 |
| Republican | 2.58, .02 | 21.5 | 3.84, .02 | 66.2 |
| Independent/Unaffiliated | 3.07, .02 | 34.9 | 3.50, .02 | 49.8 |
| Other | 3.21, .03 | 44.3 | 3.66, .03 | 56.3 |
| <i>By political leaning</i> | | | | |
| Very liberal | 3.92, .02 | 71.9 | 3.50, .02 | 51.9 |
| Somewhat liberal | 3.67, .02 | 61.4 | 3.40, .02 | 46.1 |
| Moderate | 3.03, .02 | 32.6 | 3.45, .02 | 47.1 |
| Somewhat conservative | 2.52, .03 | 19.4 | 3.85, .02 | 66.7 |
| Very conservative | 2.53, .04 | 21.9 | 4.01, .04 | 73.4 |
| <i>By campus</i> | | | | |
| Eau Claire | 3.26, .04 | 50.4 | 3.49, .04 | 50.4 |
| Green Bay | 3.08, .04 | 36.7 | 3.49, .04 | 49.6 |
| La Crosse | 3.25, .04 | 44.5 | 3.68, .03 | 59.2 |
| Madison | 3.49, .04 | 57.1 | 3.53, .03 | 50.3 |
| Milwaukee | 3.33, .04 | 49.0 | 3.55, .04 | 50.9 |
| Oshkosh | 3.18, .04 | 42.2 | 3.48, .04 | 50.1 |
| Parkside | 3.20, .06 | 41.7 | 3.38, .05 | 43.8 |
| Platteville | 3.02, .03 | 30.9 | 3.53, .03 | 51.9 |
| River Falls | 3.06, .05 | 34.7 | 3.66, .04 | 57.4 |
| Stevens Point | 3.28, .04 | 47.7 | 3.67, .03 | 59.8 |
| Stout | 3.09, .04 | 39.4 | 3.64, .03 | 58.5 |
| Superior | 3.04, .06 | 35.2 | 3.47, .05 | 45.6 |
| Whitewater | 3.13, .04 | 38.3 | 3.70, .04 | 59.2 |
| <i>UW System</i> | 3.20, .01 | 42.9 | 3.57, .01 | 53.5 |

Figure 18. Respondents' average ratings of how willing other students are to express their views, as a function of respondents' political leaning.



Note. Error bars represent ± 2 standard errors of the mean. The interaction displayed is a very large effect, $F(4, 9553) = 626.30, p < .001$, partial $\eta^2 = .21$. Liberal students perceive students with different views as less willing than students with views like theirs to express their views, whereas moderate and conservative students perceive those with different views as more willing than students with views like theirs to express their views.

Figure 19. Respondents' average ratings of how willing other students are to express their views, as a function of respondents' political affiliation.

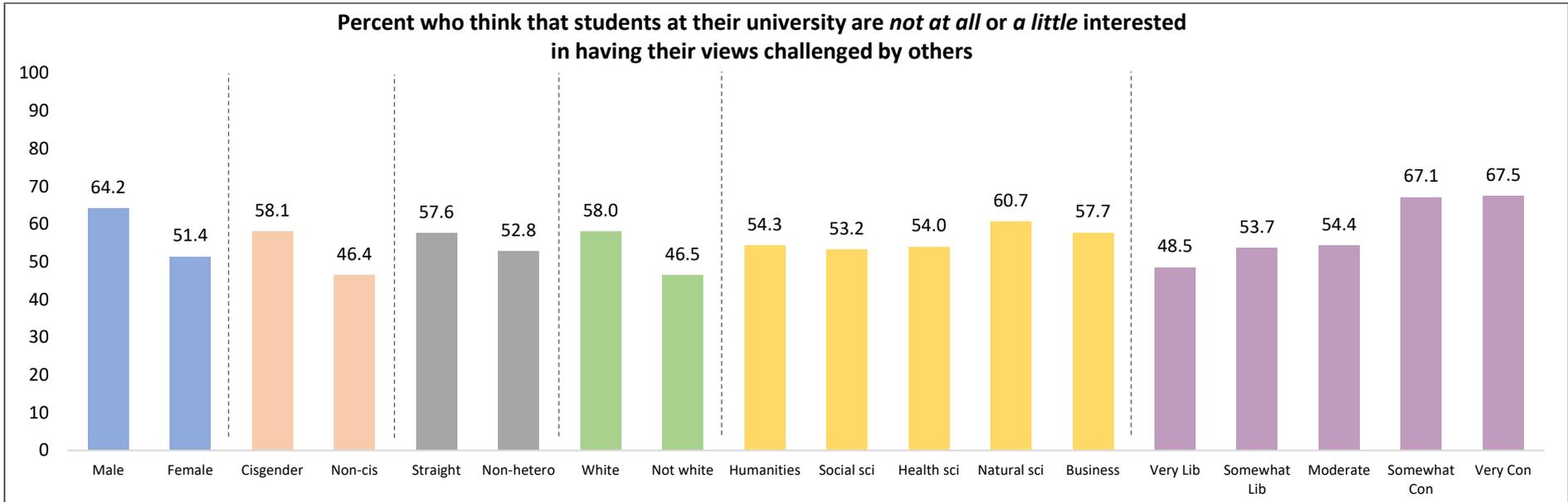


Note. Error bars represent ± 2 standard errors of the mean. The interaction displayed is a large effect, $F(3, 9950) = 609.21, p < .001$, partial $\eta^2 = .16$.

Table 27. The extent to which respondents think that students at their university are interested in having their views challenged by others.

| | <i>M, SEM</i> | <i>% Not at all or a little</i> | <i>% Very or extremely</i> |
|---------------------------------------|------------------|-------------------------------------|--------------------------------|
| <i>By biological sex</i> | | | |
| Male | 2.15, .02 | 64.2 | 8.9 |
| Female | 2.45, .01 | 51.4 | 13.7 |
| <i>By gender identity</i> | | | |
| Cisgender | 2.29, .01 | 58.1 | 11.1 |
| Non-cisgender | 2.57, .03 | 46.4 | 16.6 |
| <i>By sexual orientation</i> | | | |
| Heterosexual | 2.30, .01 | 57.6 | 11.4 |
| Non-heterosexual | 2.43, .02 | 52.8 | 12.9 |
| <i>By race/ethnicity</i> | | | |
| White, not multiracial | 2.30, .01 | 58.0 | 10.7 |
| All others (including international) | 2.55, .03 | 46.5 | 18.0 |
| <i>By academic area</i> | | | |
| Humanities | 2.37, .03 | 54.3 | 12.2 |
| Social Sciences | 2.41, .02 | 53.2 | 13.7 |
| Health Sciences | 2.37, .03 | 54.0 | 13.1 |
| Natural Sciences | 2.24, .02 | 60.7 | 9.5 |
| Business | 2.30, .02 | 57.7 | 11.9 |
| <i>By political party affiliation</i> | | | |
| Democrat | 2.51, .02 | 49.6 | 14.9 |
| Republican | 2.13, .02 | 64.2 | 9.5 |
| Independent/Unaffiliated | 2.31, .02 | 56.7 | 10.9 |
| Other | 2.23, .03 | 60.8 | 9.9 |
| <i>By political leaning</i> | | | |
| Very liberal | 2.52, .02 | 48.5 | 14.7 |
| Somewhat liberal | 2.42, .02 | 53.7 | 12.7 |
| Moderate | 2.38, .02 | 54.4 | 12.5 |
| Somewhat conservative | 2.06, .02 | 67.1 | 7.9 |
| Very conservative | 2.03, .04 | 67.5 | 8.5 |
| <i>By campus</i> | | | |
| Eau Claire | 2.30, .04 | 58.5 | 12.4 |
| Green Bay | 2.41, .04 | 51.0 | 11.6 |
| La Crosse | 2.26, .03 | 60.3 | 10.1 |
| Madison | 2.43, .03 | 53.3 | 16.2 |
| Milwaukee | 2.47, .04 | 50.6 | 16.2 |
| Oshkosh | 2.35, .04 | 53.6 | 12.3 |
| Parkside | 2.50, .05 | 49.4 | 15.8 |
| Platteville | 2.21, .03 | 61.8 | 8.3 |
| River Falls | 2.15, .04 | 63.1 | 6.0 |
| Stevens Point | 2.33, .03 | 56.0 | 10.2 |
| Stout | 2.21, .03 | 61.0 | 9.1 |
| Superior | 2.40, .05 | 52.9 | 10.8 |
| Whitewater | 2.39, .04 | 54.3 | 14.0 |
| <i>UW System</i> | 2.33, .01 | 56.4 | 11.8 |

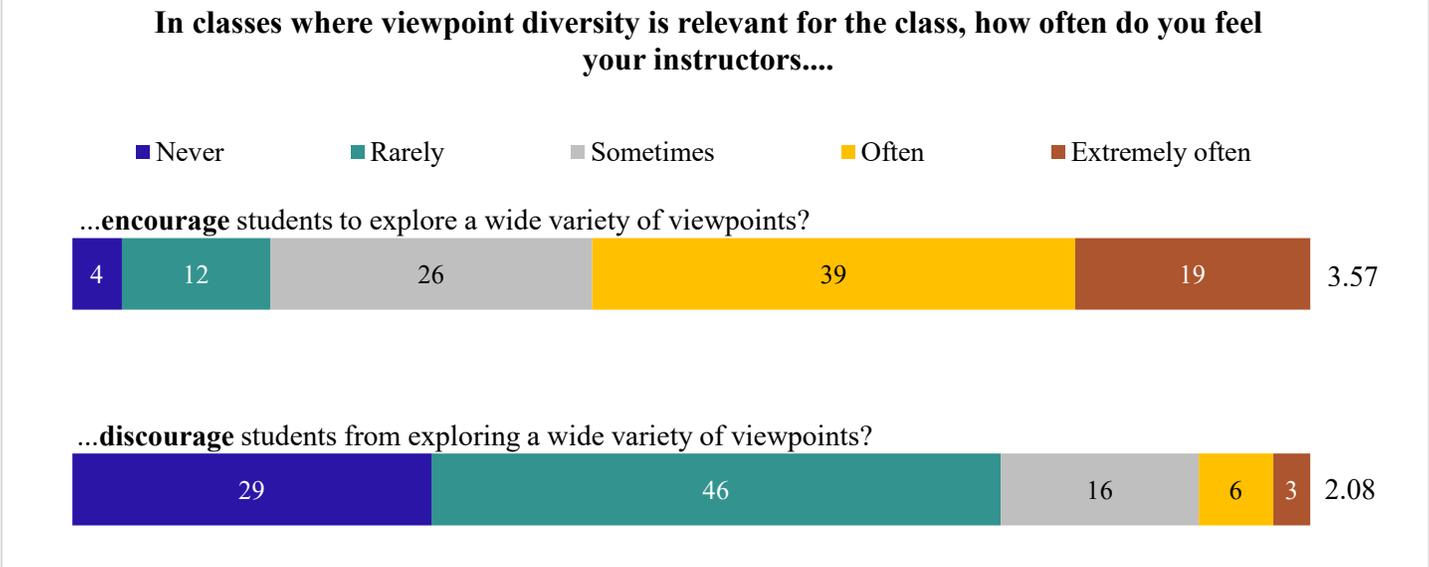
Figure 20. Percent of respondents who think that students at their university are *not at all* or *a little* interested in having their views challenged by others.



Note. non-cis = non-cisgender; non-hetero = non-heterosexual; sci = sciences; lib = liberal; con = conservative.

Summary: Students were asked how often they feel their instructors encourage students to explore, and how often they feel their instructors discourage students from exploring, a wide variety of viewpoints (1 = *Never*, 5 = *Extremely often*). Students reported substantially more frequent encouragement than discouragement of exploring a variety of viewpoints.

Figure 21. Sample-wide responses from students regarding their classroom experiences related to exploring diverse viewpoints.

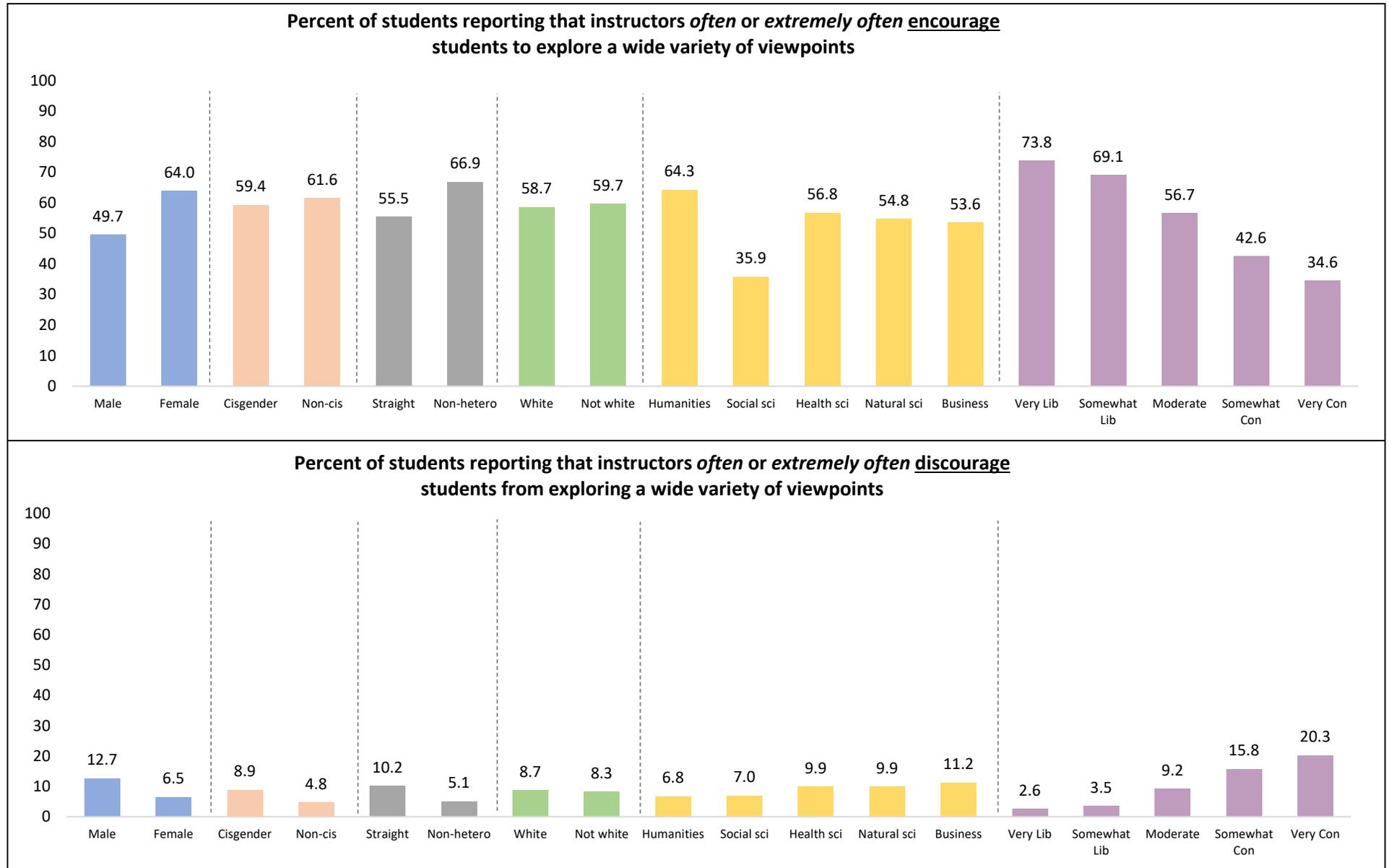


Note. Values within each cell represent the percent of students in the sample giving that response. The mean rating on the 1 to 5 scale is shown at right. SEM = .01.

Table 28. Students' perceptions of how often their instructors encourage and discourage diverse viewpoints in the classroom.

| How often do you feel your instructors.... | ...encourage exploration of varied viewpoints | | ...discourage exploration of varied viewpoints | |
|--|---|-----------------------------------|--|-----------------------------------|
| | <i>M, SEM</i> | <i>% Often or Extremely Often</i> | <i>M, SEM</i> | <i>% Often or Extremely Often</i> |
| <i>By biological sex</i> | | | | |
| Male | 3.37, .02 | 49.7 | 2.20, .02 | 12.7 |
| Female | 3.71, .01 | 64.0 | 2.00, .01 | 6.5 |
| <i>By gender identity</i> | | | | |
| Cisgender | 3.60, .01 | 59.4 | 2.08, .01 | 8.9 |
| Non-cisgender | 3.70, .03 | 61.6 | 1.93, .03 | 4.8 |
| <i>By sexual orientation</i> | | | | |
| Heterosexual | 3.51, .01 | 55.5 | 2.13, .01 | 10.2 |
| Non-heterosexual | 3.78, .02 | 66.9 | 1.92, .02 | 5.1 |
| <i>By race/ethnicity</i> | | | | |
| White, not multiracial | 3.58, .01 | 58.7 | 2.08, .01 | 8.7 |
| All others (including intn'l) | 3.64, .03 | 59.7 | 2.02, .02 | 8.3 |
| <i>By academic area</i> | | | | |
| Humanities | 3.73, .03 | 64.3 | 1.97, .03 | 6.8 |
| Social Sciences | 3.74, .02 | 65.9 | 2.01, .02 | 7.0 |
| Health Sciences | 3.57, .03 | 56.8 | 2.13, .03 | 9.9 |
| Natural Sciences | 3.48, .02 | 54.8 | 2.11, .02 | 9.9 |
| Business | 3.46, .03 | 53.6 | 2.17, .02 | 11.2 |
| <i>By political party affiliation</i> | | | | |
| Democrat | 3.87, .02 | 70.8 | 1.86, .01 | 3.4 |
| Republican | 3.19, .02 | 42.6 | 2.37, .02 | 16.7 |
| Independent/Unaffiliated | 3.57, .02 | 56.9 | 2.08, .02 | 8.5 |
| Other | 3.51, .03 | 56.7 | 2.12, .03 | 10.5 |
| <i>By political leaning</i> | | | | |
| Very liberal | 3.94, .02 | 73.8 | 1.80, .02 | 2.6 |
| Somewhat liberal | 3.83, .02 | 69.1 | 1.87, .02 | 3.5 |
| Moderate | 3.56, .02 | 56.7 | 2.12, .02 | 9.2 |
| Somewhat conservative | 3.20, .03 | 42.6 | 2.36, .03 | 15.8 |
| Very conservative | 2.99, .04 | 34.6 | 2.50, .04 | 20.3 |
| <i>By campus</i> | | | | |
| Eau Claire | 3.59, .04 | 61.0 | 2.09, .03 | 6.1 |
| Green Bay | 3.70, .04 | 62.2 | 1.93, .04 | 8.5 |
| La Crosse | 3.59, .03 | 59.4 | 2.09, .03 | 8.5 |
| Madison | 3.53, .03 | 58.0 | 2.16, .03 | 11.7 |
| Milwaukee | 3.57, .04 | 57.5 | 2.11, .03 | 10.2 |
| Oshkosh | 3.63, .04 | 57.8 | 2.11, .04 | 9.7 |
| Parkside | 3.69, .05 | 63.7 | 1.96, .05 | 6.7 |
| Platteville | 3.41, .03 | 50.9 | 2.12, .03 | 8.8 |
| River Falls | 3.57, .05 | 57.9 | 2.10, .04 | 8.8 |
| Stevens Point | 3.69, .03 | 62.9 | 1.99, .03 | 6.4 |
| Stout | 3.50, .03 | 54.8 | 2.06, .03 | 7.9 |
| Superior | 3.63, .06 | 61.6 | 2.08, .06 | 9.6 |
| Whitewater | 3.60, .04 | 59.7 | 2.11, .04 | 10.6 |
| <i>UW System</i> | 3.57, .01 | 58.1 | 2.08, .01 | 8.9 |

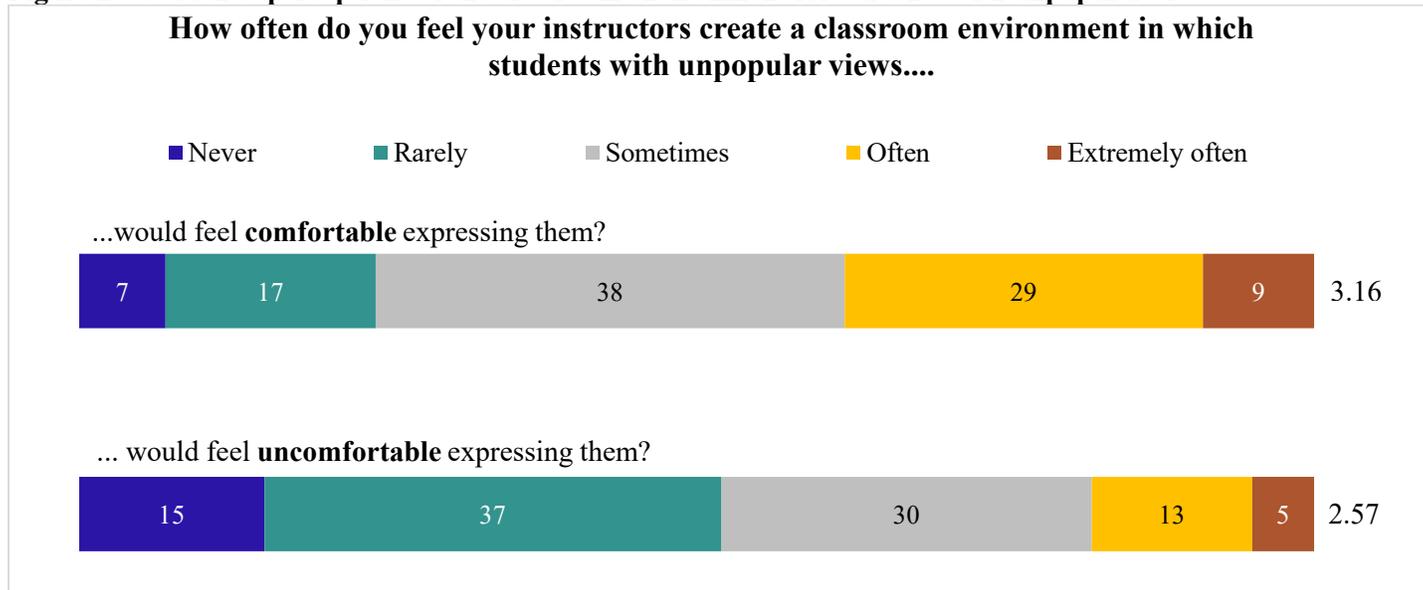
Figure 22. Students' perceptions of how often their instructors encourage and discourage exploration of diverse viewpoints in the classroom.



Note. non-cis = non-cisgender; non-hetero = non-heterosexual; sci = sciences; lib = liberal; con = conservative.

Summary: Students reported how often they feel that their instructors create a classroom environment where students with unpopular views would feel comfortable expressing them, and how often their instructors create a classroom environment where students with unpopular views would feel uncomfortable expressing them. In the sample as a whole, over 75% reported feeling that their instructors *sometimes*, *often*, or *extremely often* created an environment where students would be comfortable sharing unpopular views; that said, nearly 50% responded that their instructors *sometimes*, *often*, or *extremely often* created an environment where students would feel *uncomfortable* expressing unpopular views.

Figure 23. Students' perceptions of the classroom environment for students with unpopular views.

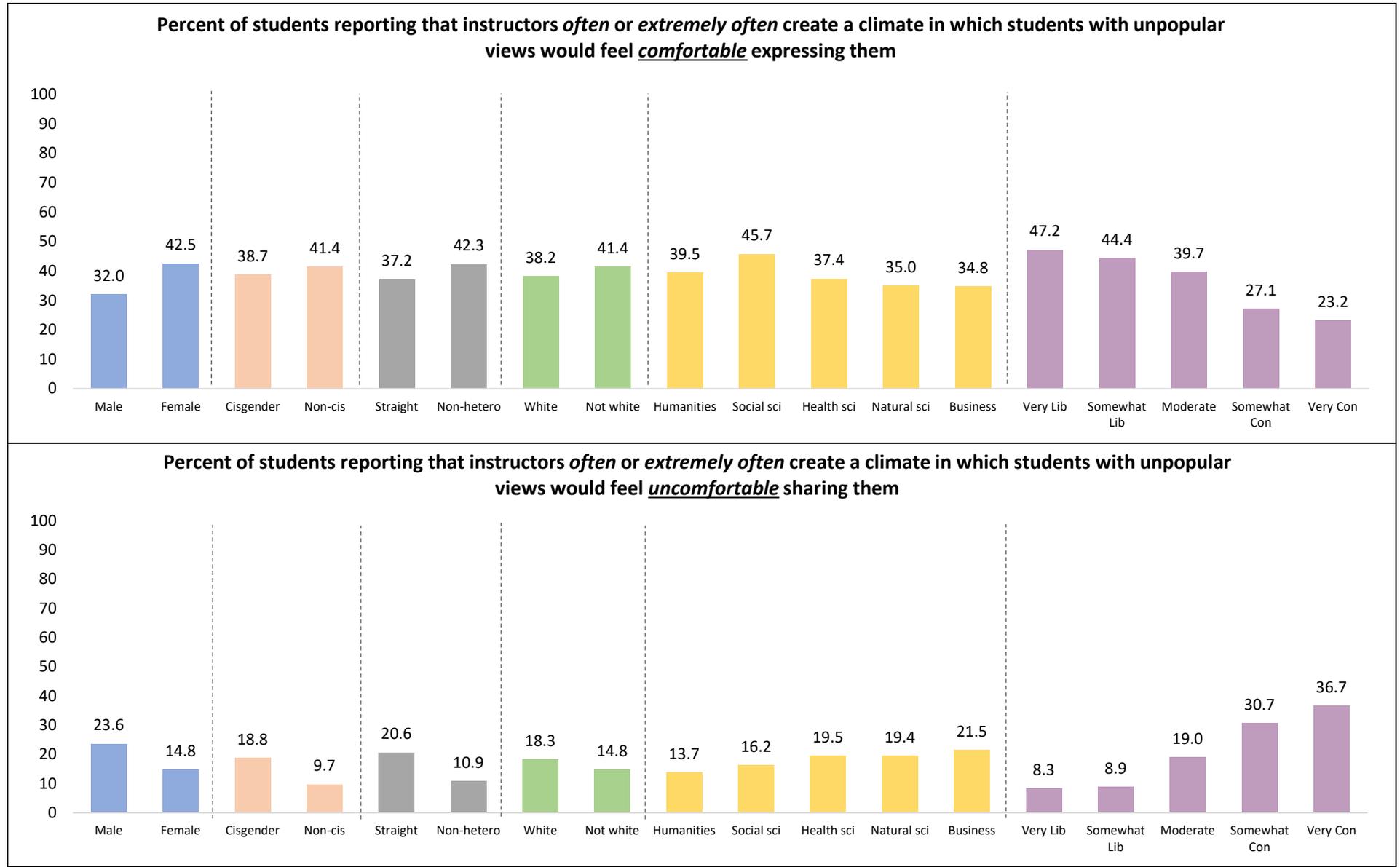


Note. Values within each cell represent the percent of students in the sample giving that response. The mean rating on the 1 to 5 scale is shown at right. SEM = .01.

Table 29. Students' perceptions of how often, in classes where viewpoint diversity is relevant, their instructors create a classroom climate in which students with unpopular views would feel comfortable, or uncomfortable, expressing them.

| How often do you feel your instructors create a classroom climate where students with unpopular views... | ...would feel <i>comfortable</i> expressing them | | ...would feel <i>uncomfortable</i> expressing them | |
|--|--|-----------------------------------|--|-----------------------------------|
| | <i>M, SEM</i> | <i>% Often or Extremely Often</i> | <i>M, SEM</i> | <i>% Often or Extremely Often</i> |
| <i>By biological sex</i> | | | | |
| Male | 2.96, .02 | 32.0 | 2.69, .02 | 23.6 |
| Female | 3.29, .01 | 42.5 | 2.49, .01 | 14.8 |
| <i>By gender identity</i> | | | | |
| Cisgender | 3.17, .01 | 38.7 | 2.58, .01 | 18.8 |
| Non-cisgender | 3.31, .03 | 41.4 | 2.38, .03 | 9.7 |
| <i>By sexual orientation</i> | | | | |
| Heterosexual | 3.11, .01 | 37.2 | 2.62, .01 | 20.6 |
| Non-heterosexual | 3.32, .02 | 42.3 | 2.42, .02 | 10.9 |
| <i>By race/ethnicity</i> | | | | |
| White, not multiracial | 3.16, .01 | 38.2 | 2.58, .01 | 18.3 |
| All others (including international) | 3.26, .03 | 41.4 | 2.43, .03 | 14.8 |
| <i>By academic area</i> | | | | |
| Humanities | 3.27, .03 | 39.5 | 2.45, .03 | 13.7 |
| Social Sciences | 3.34, .02 | 45.7 | 2.50, .02 | 16.2 |
| Health Sciences | 3.14, .03 | 37.4 | 2.60, .04 | 19.5 |
| Natural Sciences | 3.07, .02 | 35.0 | 2.61, .02 | 19.4 |
| Business | 3.05, .03 | 34.8 | 2.65, .03 | 21.5 |
| <i>By political party affiliation</i> | | | | |
| Democrat | 3.43, .02 | 46.6 | 2.36, .02 | 8.9 |
| Republican | 2.82, .02 | 28.5 | 2.88, .02 | 31.2 |
| Independent/Unaffiliated | 3.16, .02 | 37.9 | 2.53, .02 | 17.4 |
| Other | 3.08, .03 | 35.9 | 2.64, .03 | 20.2 |
| <i>By political leaning</i> | | | | |
| Very liberal | 3.45, .02 | 47.2 | 2.34, .02 | 8.3 |
| Somewhat liberal | 3.38, .02 | 44.4 | 2.36, .02 | 8.9 |
| Moderate | 3.20, .02 | 39.7 | 2.56, .02 | 19.0 |
| Somewhat conservative | 2.78, .03 | 27.1 | 2.89, .03 | 30.7 |
| Very conservative | 2.66, .04 | 23.2 | 3.03, .04 | 36.7 |
| <i>By campus</i> | | | | |
| Eau Claire | 3.05, .04 | 34.2 | 2.72, .04 | 21.8 |
| Green Bay | 3.32, .04 | 46.0 | 2.39, .04 | 14.5 |
| La Crosse | 3.10, .03 | 35.2 | 2.66, .03 | 19.2 |
| Madison | 3.10, .03 | 35.9 | 2.72, .03 | 22.2 |
| Milwaukee | 3.15, .04 | 36.7 | 2.56, .04 | 19.1 |
| Oshkosh | 3.22, .04 | 40.0 | 2.58, .04 | 18.1 |
| Parkside | 3.30, .06 | 45.1 | 2.33, .06 | 13.9 |
| Platteville | 3.12, .03 | 35.6 | 2.54, .03 | 17.3 |
| River Falls | 3.21, .05 | 38.9 | 2.56, .05 | 16.2 |
| Stevens Point | 3.25, .03 | 41.9 | 2.47, .03 | 15.5 |
| Stout | 3.10, .03 | 36.1 | 2.52, .03 | 17.1 |
| Superior | 3.27, .06 | 44.4 | 2.46, .06 | 14.1 |
| Whitewater | 3.18, .04 | 41.5 | 2.59, .04 | 20.2 |
| <i>UW System</i> | 3.16, .01 | 38.2 | 2.57, .01 | 18.2 |

Figure 24. Students' perceptions of how often their instructors create a classroom climate in which students with unpopular views would feel comfortable, or uncomfortable, expressing them.

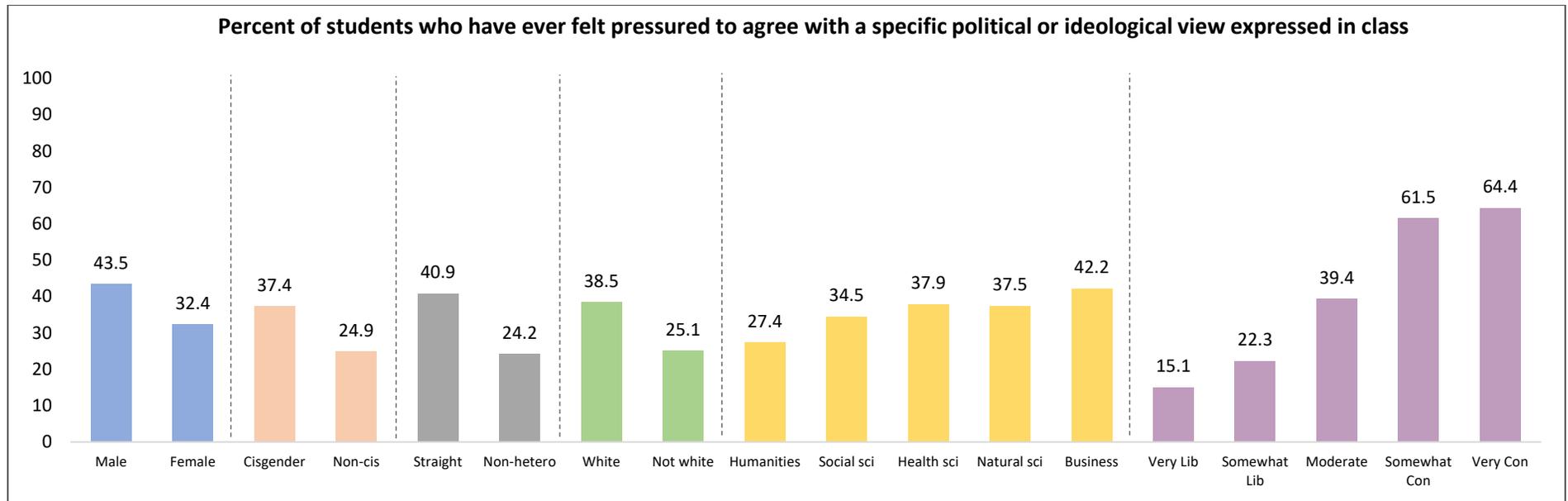


Note. non-cis = non-cisgender; non-hetero = non-heterosexual; sci = sciences; lib = liberal; con = conservative.

Table 30. Students' reports of feeling pressured by an instructor at their current university, either in class or on an assignment, to agree with a specific political or ideological view being expressed in class.

| | Have ever felt pressured by an instructor to agree with a specific view | | <i>Of those who have felt pressured, percent who have felt pressured often or extremely often</i> |
|---------------------------------------|---|--------------|---|
| | <i>Count</i> | <i>%</i> | <i>%</i> |
| <i>By biological sex</i> | | | |
| Male | 1725 | 43.5 | 36.8 |
| Female | 2020 | 32.4 | 31.7 |
| <i>By gender identity</i> | | | |
| Cisgender | 2949 | 37.4 | 36.2 |
| Non-cisgender | 264 | 24.9 | 22.8 |
| <i>By sexual orientation</i> | | | |
| Heterosexual | 3083 | 40.9 | 35.8 |
| Non-heterosexual | 630 | 24.2 | 25.4 |
| <i>By race/ethnicity</i> | | | |
| White, not multiracial | 3239 | 38.5 | 33.5 |
| All others (including international) | 430 | 25.1 | 33.5 |
| <i>By academic area</i> | | | |
| Humanities | 247 | 27.4 | 30.4 |
| Social Sciences | 965 | 34.5 | 33.4 |
| Health Sciences | 358 | 37.9 | 39.4 |
| Natural Sciences | 1112 | 37.5 | 31.0 |
| Business | 768 | 42.2 | 37.9 |
| <i>By political party affiliation</i> | | | |
| Democrat | 689 | 19.7 | 16.3 |
| Republican | 1477 | 60.6 | 44.8 |
| Independent/Unaffiliated | 989 | 36.9 | 28.8 |
| Other | 507 | 37.3 | 37.5 |
| <i>By political leaning</i> | | | |
| Very liberal | 288 | 15.1 | 14.6 |
| Somewhat liberal | 510 | 22.3 | 15.9 |
| Moderate | 1067 | 39.4 | 33.2 |
| Somewhat conservative | 1118 | 61.5 | 38.2 |
| Very conservative | 559 | 64.4 | 53.1 |
| <i>By campus</i> | | | |
| Eau Claire | 367 | 42.8 | 35.2 |
| Green Bay | 187 | 29.9 | 28.4 |
| La Crosse | 395 | 40.7 | 39.5 |
| Madison | 385 | 34.9 | 38.2 |
| Milwaukee | 287 | 30.8 | 36.9 |
| Oshkosh | 304 | 39.5 | 34.9 |
| Parkside | 107 | 27.3 | 37.4 |
| Platteville | 450 | 40.1 | 28.0 |
| River Falls | 217 | 44.5 | 35.5 |
| Stevens Point | 303 | 32.7 | 32.3 |
| Stout | 339 | 35.2 | 32.6 |
| Superior | 102 | 30.4 | 28.4 |
| Whitewater | 331 | 40.9 | 33.2 |
| <i>UW System</i> | 3824 | 36.7% | 34.1% |

Figure 25. Percent of students who report feeling pressured by an instructor at their current university, either in class or on an assignment, to agree with a specific political or ideological view being expressed in class.



Note. This was a yes/no question. non-cis = non-cisgender; non-hetero = non-heterosexual; sci = sciences; lib = liberal; con = conservative.

Results VI: Engaging in Free Expression

Summary: Students were asked two sets of questions. The sets were presented in random order by participant.

- In one set of questions, students were asked whether they have ever expressed their views on a controversial topic in class, and those who said *yes* were asked how often they had expressed their views (*rarely*, *sometimes*, *often*, or *extremely often*). These students were also asked to check any of 10 potential reasons for expressing their views (Figure 27).
- In the other set of questions, students were asked whether they have ever wanted to express their views on a controversial topic in class but decided not to; again, those who said *yes* were asked how often they had decided to not express their views (*rarely*, *sometimes*, *often*, or *extremely often*). These students were also asked to check any of 11 potential reasons for not expressing their views (Figure 28).

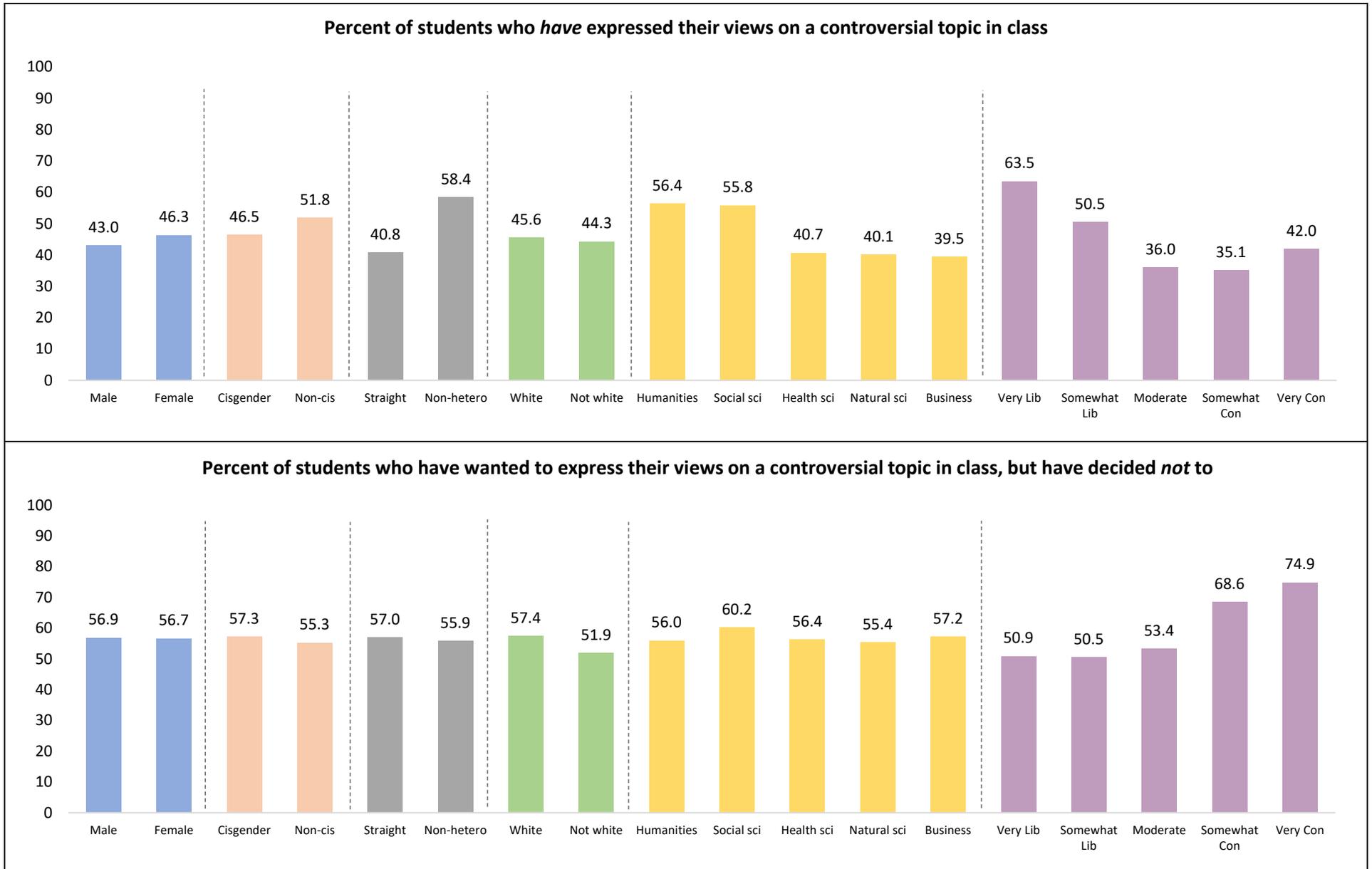
Table 31. Students' reports of expressing their views about a controversial topic in class.

| | How many students <i>have</i> expressed their views on a controversial topic in class | | <i>Of those who have expressed their views, percent (%) who have done so often or extremely often</i> |
|---------------------------------------|---|-------------|---|
| | Count | % | % |
| <i>By biological sex</i> | | | |
| Male | 1704 | 43.0 | 14.7 |
| Female | 2879 | 46.3 | 18.7 |
| <i>By gender identity</i> | | | |
| Cisgender | 3662 | 46.5 | 16.2 |
| Non-cisgender | 548 | 51.8 | 26.5 |
| <i>By sexual orientation</i> | | | |
| Heterosexual | 3075 | 40.8 | 13.5 |
| Non-heterosexual | 1518 | 58.4 | 24.8 |
| <i>By race/ethnicity</i> | | | |
| White, not multiracial | 3830 | 45.6 | 16.9 |
| All others (including international) | 757 | 44.3 | 19.5 |
| <i>By academic area</i> | | | |
| Humanities | 508 | 56.4 | 23.5 |
| Social Sciences | 1558 | 55.8 | 22.6 |
| Health Sciences | 383 | 40.7 | 13.9 |
| Natural Sciences | 1186 | 40.1 | 12.4 |
| Business | 717 | 39.5 | 12.6 |
| <i>By political party affiliation</i> | | | |
| Democrat | 1833 | 52.3 | 19.4 |
| Republican | 852 | 35.0 | 10.6 |
| Independent/Unaffiliated | 1102 | 41.2 | 14.8 |
| Other | 774 | 57.1 | 23.4 |
| <i>By political leaning</i> | | | |
| Very liberal | 1208 | 63.5 | 26.8 |
| Somewhat liberal | 1153 | 50.5 | 16.8 |
| Moderate | 973 | 36.0 | 10.8 |
| Somewhat conservative | 637 | 35.1 | 7.6 |
| Very conservative | 364 | 42.0 | 12.6 |
| <i>By campus</i> | | | |
| Eau Claire | 375 | 43.8 | 14.2 |
| Green Bay | 282 | 45.6 | 16.4 |
| La Crosse | 430 | 44.3 | 18.2 |
| Madison | 490 | 44.3 | 19.1 |
| Milwaukee | 397 | 42.7 | 20.9 |
| Oshkosh | 386 | 50.2 | 16.3 |
| Parkside | 210 | 53.6 | 15.7 |
| Platteville | 457 | 41.0 | 14.0 |
| River Falls | 248 | 50.8 | 11.4 |
| Stevens Point | 415 | 44.7 | 19.3 |
| Stout | 424 | 44.0 | 18.2 |
| Superior | 160 | 48.0 | 18.1 |
| Whitewater | 376 | 46.5 | 18.6 |
| <i>UW System</i> | 4692 | 44.9 | 17.2 |

Table 32. Students' reports of wanting, but deciding not, to express their views about a controversial topic in class.

| | How many students have wanted to express their views but have decided <i>not</i> to | | <i>Of those who have decided <u>not</u> to express their views, percent (%) who have <u>not</u> expressed their views often or extremely often</i> |
|---------------------------------------|---|-------------|--|
| | <i>Count</i> | <i>%</i> | <i>%</i> |
| System wide (respondent n=10,394) | 5902 | 57% | 33% |
| <i>By biological sex</i> | | | |
| Male | 2250 | 56.9 | 35.0 |
| Female | 3520 | 56.7 | 31.7 |
| <i>By gender identity</i> | | | |
| Cisgender | 4508 | 57.3 | 33.2 |
| Non-cisgender | 583 | 55.3 | 24.7 |
| <i>By sexual orientation</i> | | | |
| Heterosexual | 4289 | 57.0 | 34.6 |
| Non-heterosexual | 1450 | 55.9 | 27.9 |
| <i>By race/ethnicity</i> | | | |
| White, not multiracial | 4821 | 57.4 | 32.6 |
| All others (including international) | 886 | 51.9 | 33.0 |
| <i>By academic area</i> | | | |
| Humanities | 501 | 56.0 | 30.9 |
| Social Sciences | 1678 | 60.2 | 34.4 |
| Health Sciences | 530 | 56.4 | 32.3 |
| Natural Sciences | 1634 | 55.4 | 30.7 |
| Business | 1039 | 57.2 | 34.2 |
| <i>By political party affiliation</i> | | | |
| Democrat | 1737 | 49.7 | 20.6 |
| Republican | 1631 | 67.1 | 47.5 |
| Independent/Unaffiliated | 1439 | 53.8 | 31.7 |
| Other | 870 | 64.0 | 33.1 |
| <i>By political leaning</i> | | | |
| Very liberal | 967 | 50.9 | 21.6 |
| Somewhat liberal | 1153 | 50.5 | 20.4 |
| Moderate | 1444 | 53.4 | 31.2 |
| Somewhat conservative | 1240 | 68.6 | 43.7 |
| Very conservative | 650 | 74.9 | 53.8 |
| <i>By campus</i> | | | |
| Eau Claire | 478 | 55.8 | 31.2 |
| Green Bay | 336 | 54.1 | 29.8 |
| La Crosse | 553 | 57.0 | 32.0 |
| Madison | 579 | 52.6 | 30.6 |
| Milwaukee | 463 | 49.9 | 33.3 |
| Oshkosh | 502 | 65.4 | 34.4 |
| Parkside | 217 | 55.4 | 30.9 |
| Platteville | 638 | 57.2 | 34.5 |
| River Falls | 312 | 63.9 | 35.3 |
| Stevens Point | 541 | 58.8 | 34.2 |
| Stout | 570 | 59.3 | 32.9 |
| Superior | 169 | 50.4 | 31.4 |
| Whitewater | 475 | 58.7 | 34.3 |
| <i>UW System</i> | 5902 | 56.8 | 32.9 |

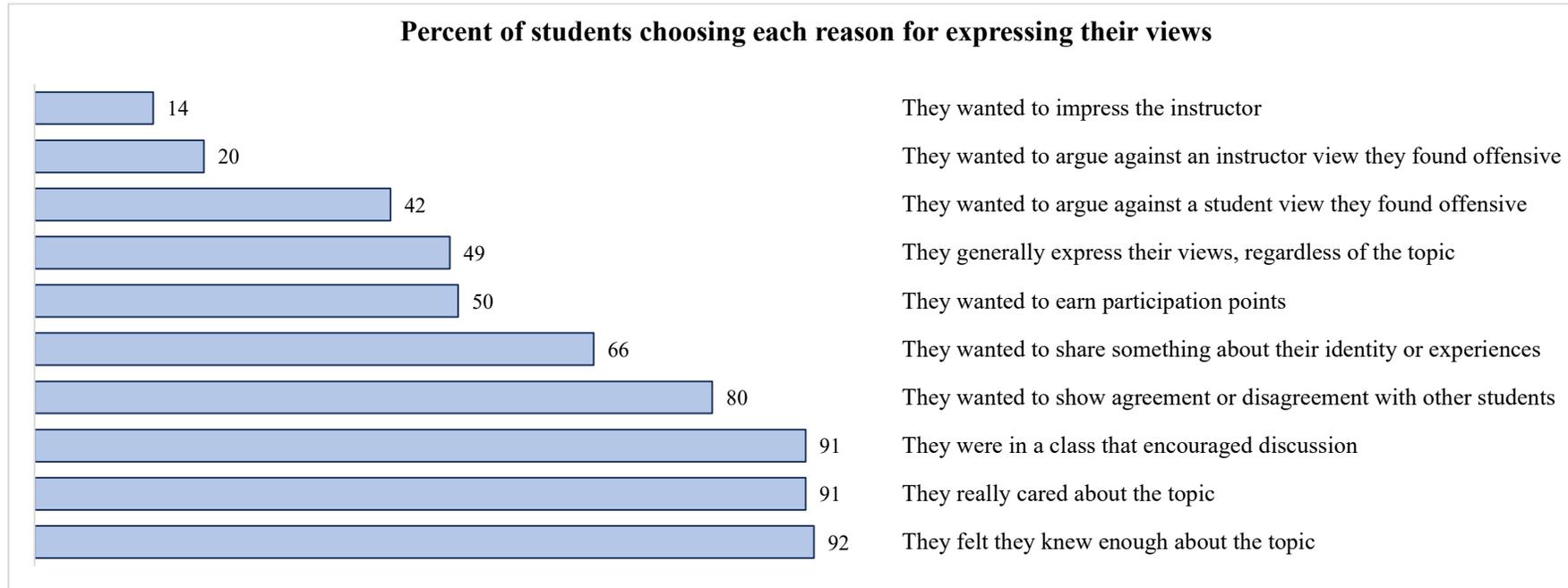
Figure 26. Percent of students who *have* expressed their views on a controversial topic in class, and the percent who have wanted to express their views on controversial topic in class but have decided *not* to.



Note. non-cis = non-cisgender; non-hetero = non-heterosexual; sci = sciences; lib = liberal; con = conservative.

Summary: Students who reported that they have expressed their views on a controversial topic in class were asked why they have done so. Their most commonly chosen reasons were that they wanted to, they cared about the topic, or they felt they knew enough about the topic.

Figure 27. For students who reported expressing their views on a controversial topic in class, their reasons for expressing their views.



Summary: Students who reported that they have decided *not* to express their views on a controversial topic in class were asked why they decided not to. Their most commonly chosen reasons were that they worried other students would disagree or find their views offensive, or they felt they didn't know enough about the topic.

Figure 28. For students who reported deciding *not* to express their views on a controversial topic in class, their reasons for not expressing their views.

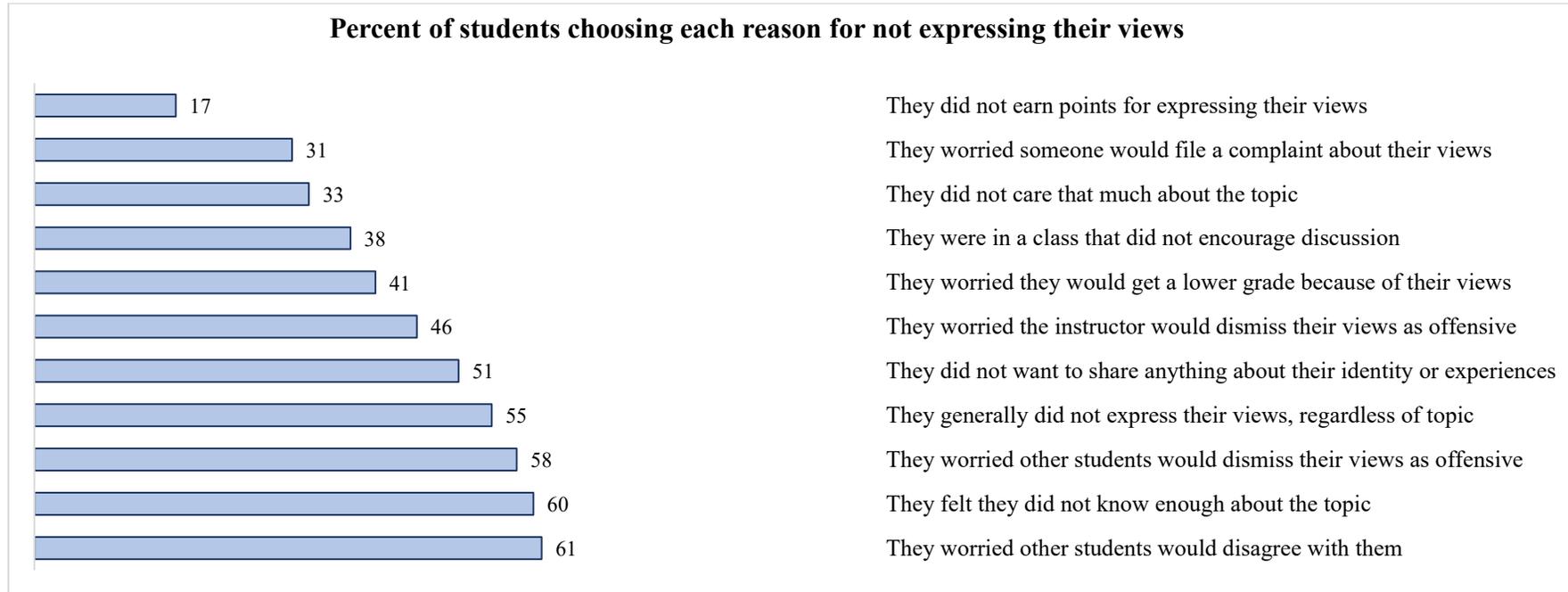
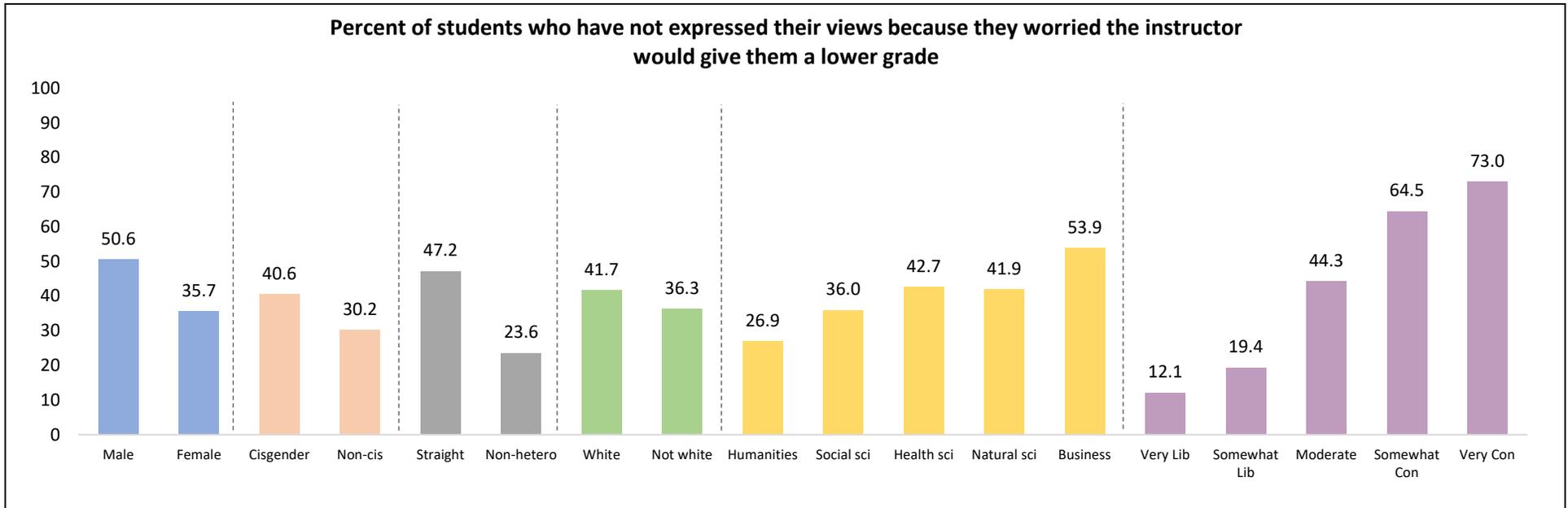


Table 33. Of those who said they did *not* express their views, the percent who reported it was because they were worried about receiving a lower grade, that the instructor would dismiss their views as offensive, or that other students would disagree with them.

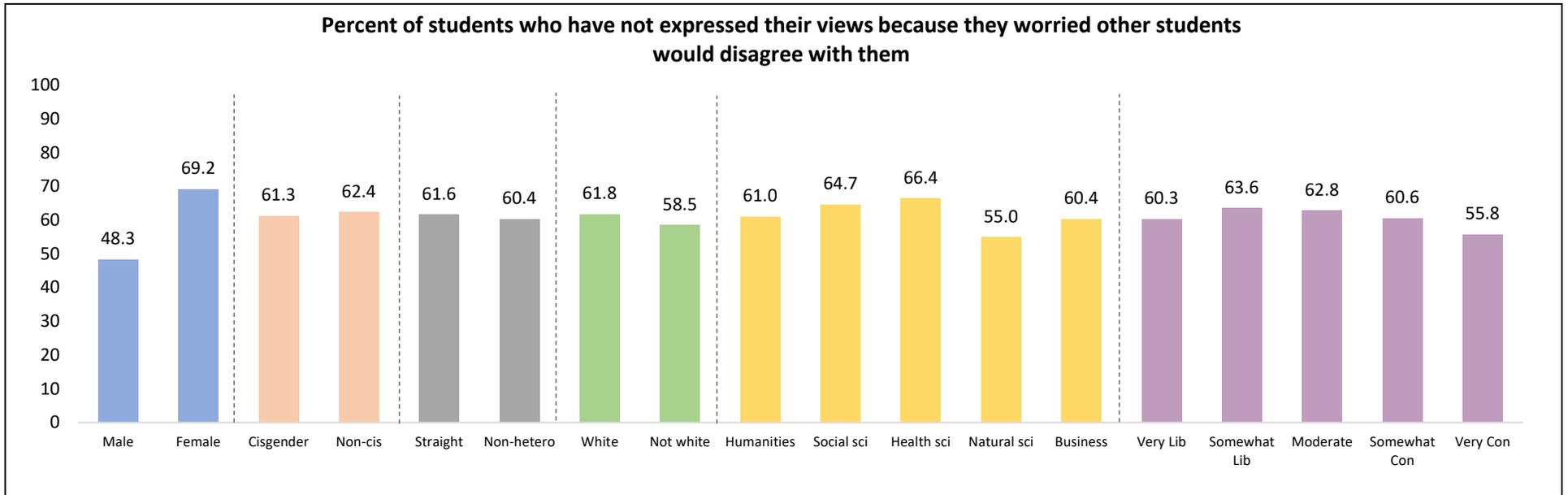
| Of those deciding <i>not</i> to express their views, the percent that decided not to because they... | ...were worried the instructor would give them a lower grade | ...were worried the instructor would dismiss their views as offensive | ...were worried other students would disagree with them |
|---|---|--|--|
| <i>By biological sex</i> | | | |
| Male | 50.6 | 56.9 | 48.3 |
| Female | 35.7 | 39.0 | 69.2 |
| <i>By gender identity</i> | | | |
| Cisgender | 40.6 | 45.8 | 61.3 |
| Non-cisgender | 30.2 | 28.7 | 62.4 |
| <i>By sexual orientation</i> | | | |
| Heterosexual | 47.2 | 52.3 | 61.6 |
| Non-heterosexual | 23.6 | 25.5 | 60.4 |
| <i>By race/ethnicity</i> | | | |
| White, not multiracial | 41.7 | 45.7 | 61.8 |
| All others (including intn'l) | 36.3 | 41.7 | 58.5 |
| <i>By academic area</i> | | | |
| Humanities | 26.9 | 34.8 | 61.0 |
| Social Sciences | 36.0 | 41.3 | 64.7 |
| Health Sciences | 42.7 | 46.7 | 66.4 |
| Natural Sciences | 41.9 | 46.9 | 55.0 |
| Business | 53.9 | 54.3 | 60.4 |
| <i>By political party affiliation</i> | | | |
| Democrat | 19.1 | 21.5 | 65.3 |
| Republican | 68.8 | 73.0 | 63.4 |
| Independent/Unaffiliated | 38.1 | 46.4 | 57.7 |
| Other | 39.4 | 42.1 | 52.3 |
| <i>By political leaning</i> | | | |
| Very liberal | 12.1 | 12.2 | 60.3 |
| Somewhat liberal | 19.4 | 23.6 | 63.6 |
| Moderate | 44.3 | 50.8 | 62.8 |
| Somewhat conservative | 64.5 | 70.6 | 60.6 |
| Very conservative | 73.0 | 77.4 | 55.8 |
| <i>By campus</i> | | | |
| Eau Claire | 43.9 | 48.5 | 68.9 |
| Green Bay | 36.8 | 42.4 | 58.8 |
| La Crosse | 44.7 | 43.7 | 67.2 |
| Madison | 37.8 | 43.7 | 62.8 |
| Milwaukee | 41.1 | 45.6 | 56.0 |
| Oshkosh | 41.4 | 45.6 | 63.1 |
| Parkside | 32.4 | 38.9 | 56.0 |
| Platteville | 45.3 | 48.5 | 56.9 |
| River Falls | 41.9 | 45.5 | 64.8 |
| Stevens Point | 37.5 | 43.8 | 63.6 |
| Stout | 43.1 | 46.0 | 54.5 |
| Superior | 37.1 | 50.6 | 57.1 |
| Whitewater | 45.2 | 50.7 | 59.7 |
| <i>UW System</i> | 41.4 | 45.8 | 60.9 |

Figure 29. Of those who said they have wanted, but decided *not*, to express their views, the percent who reported it was because they were worried the instructor would give them a lower grade.



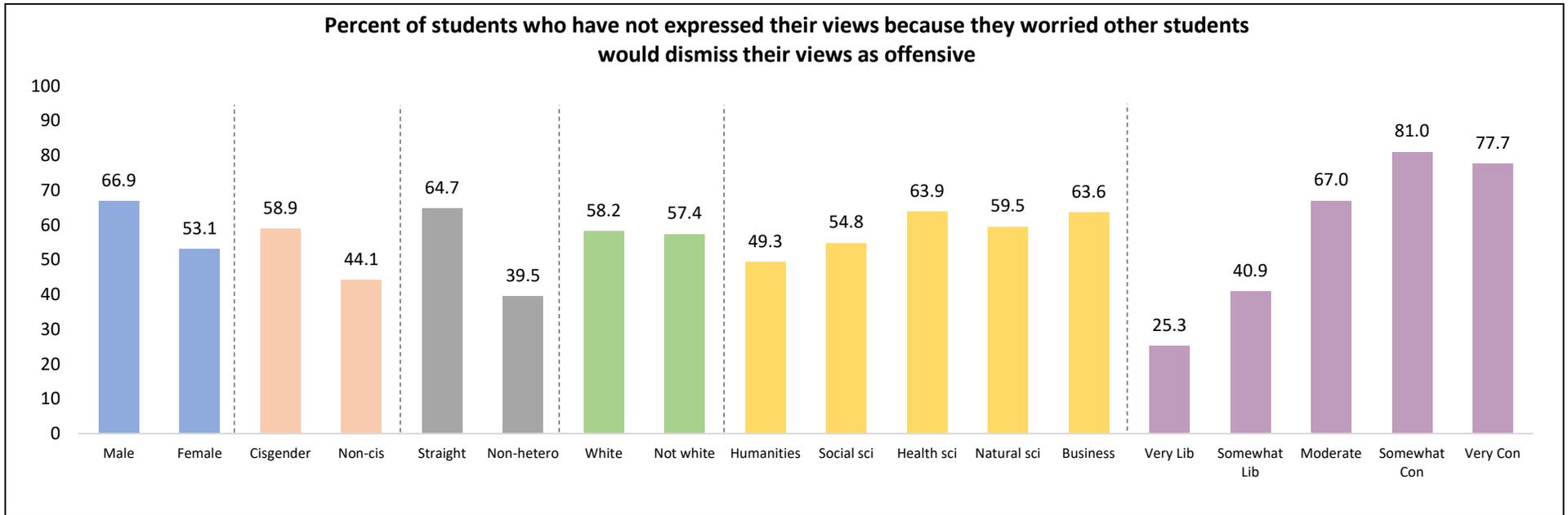
Note. non-cis = non-cisgender; non-hetero = non-heterosexual; sci = sciences; lib = liberal; con = conservative.

Figure 30. Of those who said they have wanted, but decided *not*, to express their views, the percent who reported it was because they were worried other students would disagree with them.



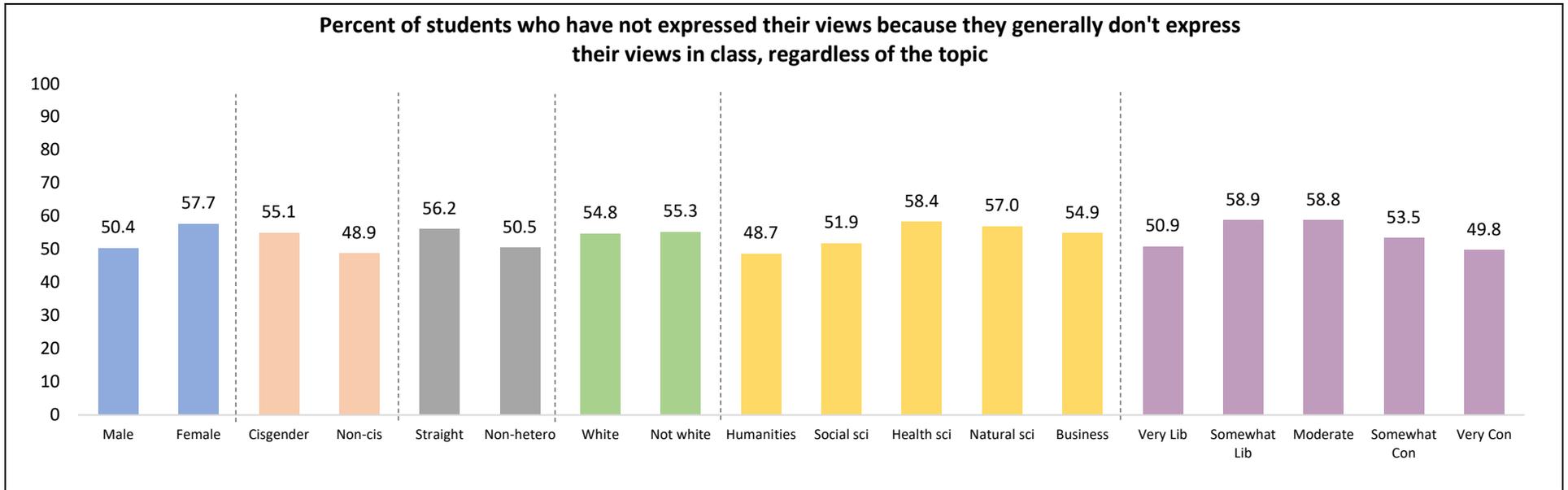
Note. non-cis = non-cisgender; non-hetero = non-heterosexual; sci = sciences; lib = liberal; con = conservative.

Figure 31. Of those who said they have wanted, but decided *not*, to express their views, the percent who reported it was because they were worried other students would dismiss their views as offensive.



Note. non-cis = non-cisgender; non-hetero = non-heterosexual; sci = sciences; lib = liberal; con = conservative.

Figure 32. Of those who said they have wanted, but decided *not*, to express their views, the percent who reported it was because they generally don't express their views in class, regardless of the topic.



Note. non-cis = non-cisgender; non-hetero = non-heterosexual; sci = sciences; lib = liberal; con = conservative.

Summary: Students were asked if they had ever engaged in various free expression behaviors on their campus. For each behavior, those who reported that they had engaged in the behavior were asked if they had received (1) any negative institutional consequences, such as a warning, probation, suspension, or expulsion, for expressing their views; and (2) (for four of the six behaviors) any negative social consequences, such as reputational damage or loss of a friend, for expressing their views. Their reports are shown in the table below.

Table 34. Students' reports of engaging in free expression and experiencing consequences for engaging in free expression behaviors.

| | Engaged in the behavior | | <i>Of those who engaged in the behavior, how many reported experiencing a negative consequence</i> | |
|--|-------------------------|----------|--|---------------------------|
| | <i>Count</i> | <i>%</i> | <i>Institutional consequence</i> | <i>Social consequence</i> |
| | | | <i>Count</i> | <i>Count</i> |
| Expressed views on a controversial topic to other students while in a campus space outside the classroom | 6092 | 58.5 | 171 | 1071 |
| Expressed views on a controversial topic on social media | 3678 | 35.3 | 155 | 1114 |
| Disagreed in writing, such as on a written assignment, with an instructor about a controversial topic | 2746 | 26.4 | 202 | NA |
| Disagreed out loud with an instructor about a controversial topic | 1512 | 14.5 | 160 | NA |
| Expressed political, social, or religious views by assembling or protesting with others on campus | 1055 | 10.1 | 101 | 181 |
| Expressed political, social, or religious views to the public in writing (flyers, letter to the editor, markerboards, sidewalks) | 790 | 7.6 | 126 | 224 |

Note. NA=Not applicable, because students who reported engaging in these two behaviors were asked only whether they had experienced an *institutional* consequence.

The next five tables (Tables 34A thru 34E) display the numbers for students of varying political leanings. The count values in Tables 34A thru 34E will not sum up to the count values in Table 34, because the values in Table 34 reflect the responses of all students who reported their engagement in free expression behaviors, whether or not those students also reported their political leaning.

Table 34A: Very liberal students' reports of engaging in free expression and experiencing consequences for engaging in free expression behaviors.

| | Engaged in the behavior | | <i>Of those who engaged in the behavior, how many reported experiencing a negative consequence</i> | |
|--|-------------------------|------|--|---------------------------|
| | Count | % | <i>Institutional consequence</i> | <i>Social consequence</i> |
| | | | Count | Count |
| Expressed views on a controversial topic to other students while in a campus space outside the classroom | 1325 | 69.7 | 19 | 146 |
| Expressed views on a controversial topic on social media | 1129 | 59.3 | 17 | 242 |
| Disagreed in writing, such as on a written assignment, with an instructor about a controversial topic | 447 | 23.5 | 16 | NA |
| Disagreed out loud with an instructor about a controversial topic | 304 | 16.0 | 12 | NA |
| Expressed political, social, or religious views by assembling or protesting with others on campus | 448 | 23.6 | 17 | 54 |
| Expressed political, social, or religious views to the public in writing (flyers, letter to the editor, markerboards, sidewalks) | 238 | 12.5 | 18 | 38 |

Note. NA=Not applicable, because students who reported engaging in these two behaviors were asked only whether they had experienced an institutional consequence.

Table 34B: Somewhat liberal students' reports of engaging in free expression and experiencing consequences for engaging in free expression behaviors.

| | Engaged in the behavior | | <i>Of those who engaged in the behavior, how many reported experiencing a negative consequence</i> | |
|--|-------------------------|------|--|---------------------------|
| | Count | % | <i>Institutional consequence</i> | <i>Social consequence</i> |
| | | | Count | Count |
| Expressed views on a controversial topic to other students while in a campus space outside the classroom | 1388 | 60.7 | 21 | 163 |
| Expressed views on a controversial topic on social media | 957 | 41.9 | 18 | 234 |
| Disagreed in writing, such as on a written assignment, with an instructor about a controversial topic | 451 | 19.7 | 16 | NA |
| Disagreed out loud with an instructor about a controversial topic | 249 | 10.9 | 19 | NA |
| Expressed political, social, or religious views by assembling or protesting with others on campus | 231 | 10.1 | 11 | 23 |
| Expressed political, social, or religious views to the public in writing (flyers, letter to the editor, markerboards, sidewalks) | 121 | 5.3 | 11 | 20 |

Note. NA=Not applicable, because students who reported engaging in these two behaviors were asked only whether they had experienced an institutional consequence.

Table 34C: Politically moderate students' reports of engaging in free expression and experiencing consequences for engaging in free expression behaviors.

| | Engaged in the behavior | | Of those who engaged in the behavior, how many reported experiencing a negative consequence | |
|--|-------------------------|------|---|---------------------------|
| | Count | % | <i>Institutional consequence</i> | <i>Social consequence</i> |
| | | | Count | Count |
| Expressed views on a controversial topic to other students while in a campus space outside the classroom | 1365 | 50.4 | 51 | 216 |
| Expressed views on a controversial topic on social media | 611 | 22.6 | 48 | 208 |
| Disagreed in writing, such as on a written assignment, with an instructor about a controversial topic | 687 | 25.4 | 73 | NA |
| Disagreed out loud with an instructor about a controversial topic | 344 | 12.7 | 54 | NA |
| Expressed political, social, or religious views by assembling or protesting with others on campus | 149 | 5.5 | 33 | 41 |
| Expressed political, social, or religious views to the public in writing (flyers, letter to the editor, markerboards, sidewalks) | 147 | 5.4 | 36 | 51 |

Note. NA=Not applicable, because students who reported engaging in these two behaviors were asked only whether they had experienced an institutional consequence.

Table 34D: Somewhat conservative students' reports of engaging in free expression and experiencing consequences for engaging in free expression behaviors.

| | Engaged in the behavior | | Of those who engaged in the behavior, how many reported experiencing a negative consequence | |
|--|-------------------------|------|---|---------------------------|
| | Count | % | <i>Institutional consequence</i> | <i>Social consequence</i> |
| | | | Count | Count |
| Expressed views on a controversial topic to other students while in a campus space outside the classroom | 1050 | 57.9 | 32 | 291 |
| Expressed views on a controversial topic on social media | 410 | 22.6 | 34 | 190 |
| Disagreed in writing, such as on a written assignment, with an instructor about a controversial topic | 578 | 31.9 | 37 | NA |
| Disagreed out loud with an instructor about a controversial topic | 257 | 14.2 | 32 | NA |
| Expressed political, social, or religious views by assembling or protesting with others on campus | 68 | 3.8 | 17 | 18 |
| Expressed political, social, or religious views to the public in writing (flyers, letter to the editor, markerboards, sidewalks) | 99 | 5.5 | 28 | 45 |

Note. NA=Not applicable, because students who reported engaging in these two behaviors were asked only whether they had experienced an institutional consequence.

Table 34E: Very conservative students' reports of engaging in free expression and experiencing consequences for engaging in free expression behaviors.

| | Engaged in the behavior | | <i>Of those who engaged in the behavior, how many reported experiencing a negative consequence</i> | |
|--|-------------------------|----------|--|-------------------------------------|
| | <i>Count</i> | <i>%</i> | <i>Institutional consequence Count</i> | <i>Social consequence Count</i> |
| Expressed views on a controversial topic to other students while in a campus space outside the classroom | 529 | 61.0 | 33 | 174 |
| Expressed views on a controversial topic on social media | 318 | 36.7 | 27 | 159 |
| Disagreed in writing, such as on a written assignment, with an instructor about a controversial topic | 364 | 42.0 | 44 | NA |
| Disagreed out loud with an instructor about a controversial topic | 191 | 22.0 | 30 | NA |
| Expressed political, social, or religious views by assembling or protesting with others on campus | 73 | 8.4 | 17 | 34 |
| Expressed political, social, or religious views to the public in writing (flyers, letter to the editor, markerboards, sidewalks) | 107 | 12.4 | 22 | 51 |

Note. NA=Not applicable, because students who reported engaging in these two behaviors were asked only whether they had experienced an *institutional* consequence.

Results VII: First Amendment Views and Knowledge

Summary: Students were asked if, at their current university, they had been taught anything about the First Amendment in their classes (*Yes/No*). Students also rated how much they felt their own First Amendment rights were protected at their university (1 = *Not at all*, 5 = *A great deal*). The results for these questions are displayed in Table 34.

Table 35. Students' perceptions of classroom exposure to the First Amendment and their ratings of how much their rights are protected at their university (1 = *Not at all*, to 5 = *A great deal*).

| | Percent who report they have been taught something about the First Amendment in their classes | Rating of how much their First Amendment rights are protected at their university | Percent who feel their First Amendment rights are <i>not at all</i> or <i>a little</i> protected |
|---------------------------------------|--|--|---|
| | <i>% Yes</i> | <i>M, SEM</i> | <i>%</i> |
| <i>By biological sex</i> | | | |
| Male | 32.6 | 3.50, .02 | 14.8 |
| Female | 31.7 | 3.59, .01 | 10.2 |
| <i>By gender identity</i> | | | |
| Cisgender | 32.6 | 3.58, .01 | 10.4 |
| Non-cisgender | 34.0 | 3.55, .03 | 10.5 |
| <i>By sexual orientation</i> | | | |
| Heterosexual | 31.3 | 3.51, .01 | 12.2 |
| Non-heterosexual | 34.6 | 3.67, .02 | 7.6 |
| <i>By race/ethnicity</i> | | | |
| White, not multiracial | 32.4 | 3.57, .01 | 10.7 |
| All others (including intn'l) | 31.5 | 3.52, .02 | 11.2 |
| <i>By academic area</i> | | | |
| Humanities | 31.8 | 3.69, .03 | 8.2 |
| Social Sciences | 44.3 | 3.64, .02 | 8.3 |
| Health Sciences | 22.4 | 3.49, .03 | 11.1 |
| Natural Sciences | 24.6 | 3.54, .02 | 11.5 |
| Business | 32.4 | 3.43, .02 | 15.0 |
| <i>By political party affiliation</i> | | | |
| Democrat | 35.8 | 3.77, .01 | 5.4 |
| Republican | 29.3 | 3.25, .02 | 18.8 |
| Independent/Unaffiliated | 29.4 | 3.56, .02 | 10.2 |
| Other | 34.0 | 3.52, .03 | 13.7 |
| <i>By political leaning</i> | | | |
| Very liberal | 37.7 | 3.83, .02 | 4.3 |
| Somewhat liberal | 34.4 | 3.75, .02 | 5.8 |
| Moderate | 30.5 | 3.53, .02 | 10.3 |
| Somewhat conservative | 29.7 | 3.32, .02 | 16.8 |
| Very conservative | 26.8 | 3.03, .04 | 27.4 |
| <i>By campus</i> | | | |
| Eau Claire | 35.1 | 3.52, .03 | 11.7 |
| Green Bay | 26.0 | 3.65, .03 | 8.1 |
| La Crosse | 36.9 | 3.48, .03 | 12.4 |
| Madison | 27.1 | 3.59, .03 | 10.2 |
| Milwaukee | 26.9 | 3.54, .03 | 10.4 |
| Oshkosh | 40.7 | 3.56, .03 | 10.4 |
| Parkside | 28.6 | 3.75, .05 | 8.2 |
| Platteville | 36.4 | 3.49, .03 | 12.2 |
| River Falls | 31.8 | 3.44, .04 | 14.3 |
| Stevens Point | 30.0 | 3.60, .03 | 9.3 |
| Stout | 29.9 | 3.48, .03 | 13.1 |
| Superior | 29.6 | 3.59, .05 | 11.1 |
| Whitewater | 34.0 | 3.54, .03 | 12.5 |
| <i>UW System</i> | 32.0 | 3.55, .01 | 11.1 |

Summary: To gauge students' knowledge of the First Amendment, the survey asked students to imagine specific events happening to students at their current university and, for each event, indicate whether it violated the student's First Amendment rights. They imagined other behaviors and indicated whether the behavior was legally protected. In the table below, all of these items are listed, and correct answers are indicated via bold font and green shading.

Table 36. Students' knowledge of First Amendment violations and protections.

| | Yes, this violates the student's rights | No, this does not violate the student's rights | Not sure |
|--|--|---|-----------------|
| The residence hall director removes a political sign from a wall inside a student's dorm room | 78.1 | 9.2 | 12.8 |
| TikTok suspends a student's account because the student posted an anti-vaxx video | 53.7 | 28.4 | 17.8 |
| A university policy bans student protestors from blocking access to buildings on campus | 16.5 | 67.0 | 16.5 |
| Campus housing limits which movies students can watch in the privacy of their dorm room | 86.8 | 5.1 | 8.1 |
| A student's private employer says the student cannot hand out flyers about their campus organization at work | 19.8 | 58.4 | 21.8 |

| | Yes, this behavior is protected | No, this behavior is not protected | Not sure |
|---|--|---|-----------------|
| A student distributes pro-hate group leaflets on a street corner near the campus | 36.6 | 41.4 | 21.9 |
| A student threatens another student with physical violence | 4.0 | 89.1 | 6.9 |
| An instructor criticizes an elected official on their personal Twitter account | 74.8 | 10.9 | 14.3 |
| A group of students tells another student in a face-to-face interaction that their views are not welcome on campus | 34.7 | 40.6 | 24.7 |
| A student accuses a university administrator of taking bribes on Instagram when the student knows the accusation is false | 8.5 | 72.4 | 19.2 |
| A group of students tells another student over social media that persons of their race or ethnicity are not welcome on campus | 15.1 | 66.2 | 18.7 |

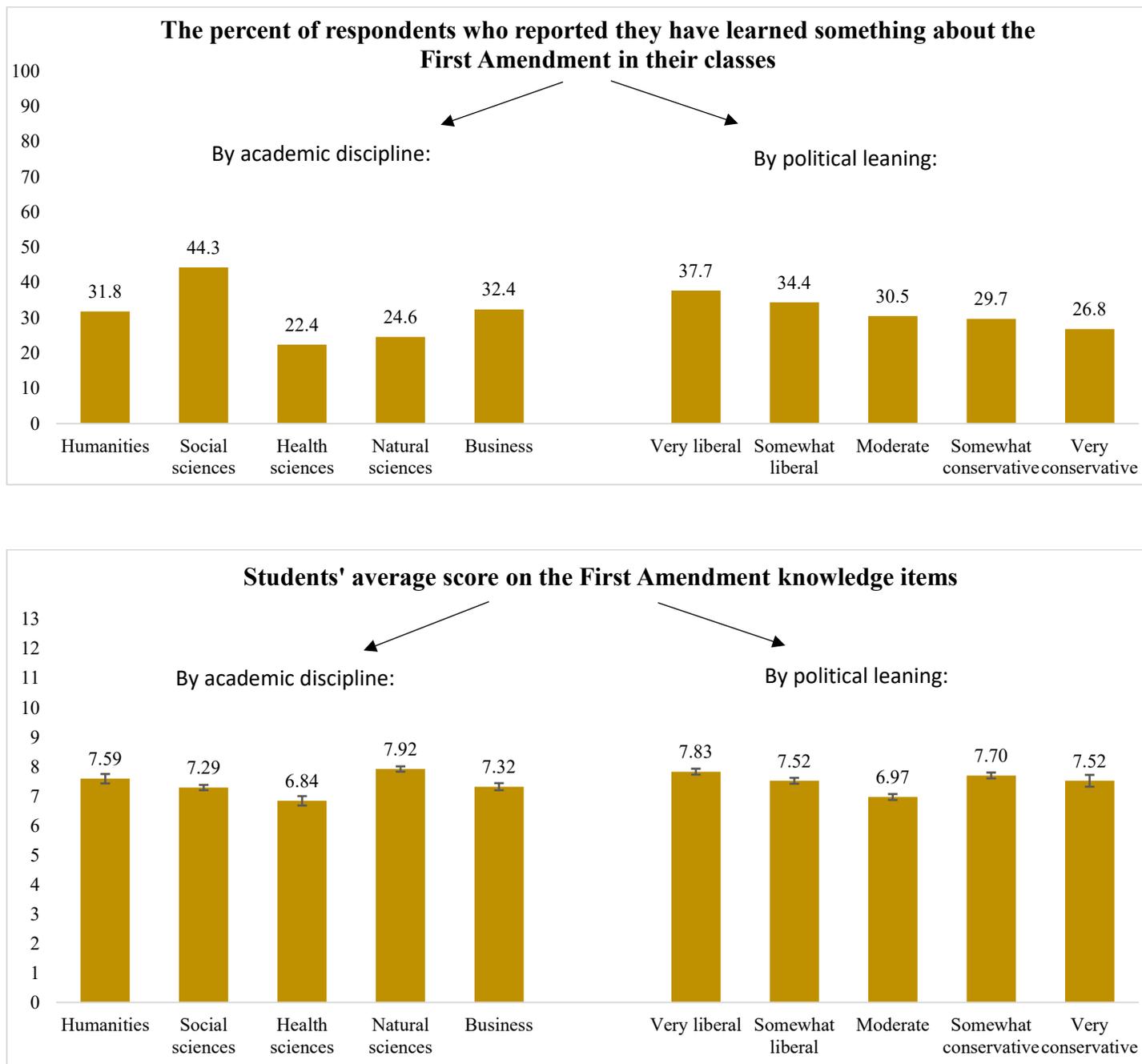
| | Yes | No | Not sure |
|---|-------------|-------------|-----------------|
| Does the First Amendment allow your university to ban hate speech on campus? | 32.4 | 26.4 | 41.5 |
| Does the First Amendment allow your university to ban threats, intimidation, or harassment on campus? | 75.0 | 5.7 | 19.3 |

Table 37. Percent of students who answered each of three specific First Amendment items correctly, followed by students' average score on the full set of items (out of 13).

| Percent of respondents who answered First Amendment items correctly: | Yes, it is protected to tell someone their views are not welcome | Yes, it is protected to say on social media that persons of their race or ethnicity are not welcome | No, their university cannot ban hate speech | Average number correct of 13 <i>M</i> [95% CI] |
|--|--|---|---|---|
| <i>By biological sex</i> | | | | |
| Male | 44.1 | 22.0 | 37.7 | 8.06 [7.98, 8.14] |
| Female | 28.7 | 10.6 | 19.0 | 7.01 [6.95, 7.07] |
| <i>By gender identity</i> | | | | |
| Cisgender | 36.0 | 15.2 | 26.5 | 7.61 [7.56, 7.66] |
| Non-cisgender | 33.5 | 12.8 | 21.4 | 6.98 [6.82, 7.14] |
| <i>By sexual orientation</i> | | | | |
| Heterosexual | 33.3 | 15.7 | 27.6 | 7.33 [7.27, 7.39] |
| Non-heterosexual | 38.4 | 13.1 | 22.2 | 7.66 [7.57, 7.75] |
| <i>By race/ethnicity</i> | | | | |
| White, not multiracial | 35.1 | 14.9 | 26.2 | 7.54 [7.49, 7.59] |
| All others (including intn'l) | 31.6 | 14.7 | 24.7 | 6.79 [6.66, 6.92] |
| <i>By academic area</i> | | | | |
| Humanities | 36.9 | 14.8 | 24.4 | 7.59 [7.43, 7.75] |
| Social Sciences | 33.1 | 13.8 | 23.5 | 7.29 [7.20, 7.38] |
| Health Sciences | 29.2 | 11.1 | 20.5 | 6.84 [6.68, 7.00] |
| Natural Sciences | 40.2 | 17.4 | 30.7 | 7.92 [7.83, 8.01] |
| Business | 32.9 | 15.6 | 28.3 | 7.32 [7.20, 7.44] |
| <i>By political party affiliation</i> | | | | |
| Democrat | 32.8 | 12.2 | 19.3 | 7.37 [7.29, 7.45] |
| Republican | 33.8 | 18.4 | 34.9 | 7.26 [7.15, 7.35] |
| Independent/Unaffiliated | 32.7 | 15.1 | 25.6 | 7.36 [7.26, 7.46] |
| Other | 46.5 | 17.3 | 32.0 | 8.12 [8.00, 8.24] |
| <i>By political leaning</i> | | | | |
| Very liberal | 41.3 | 11.5 | 17.7 | 7.83 [7.73, 7.93] |
| Somewhat liberal | 32.3 | 11.1 | 19.7 | 7.52 [7.42, 7.61] |
| Moderate | 29.1 | 13.8 | 25.5 | 6.97 [6.87, 7.07] |
| Somewhat conservative | 36.1 | 19.9 | 35.6 | 7.70 [7.60, 7.80] |
| Very conservative | 40.7 | 25.5 | 45.0 | 7.52 [7.32, 7.72] |
| <i>By campus</i> | | | | |
| Eau Claire | 35.4 | 13.2 | 23.6 | 7.55 [7.39, 7.71] |
| Green Bay | 30.3 | 12.8 | 23.7 | 7.21 [7.01, 7.41] |
| La Crosse | 33.5 | 13.9 | 25.7 | 7.43 [7.27, 7.57] |
| Madison | 45.0 | 17.2 | 27.4 | 7.96 [7.82, 8.10] |
| Milwaukee | 34.8 | 12.9 | 24.3 | 7.14 [6.96, 7.32] |
| Oshkosh | 32.7 | 14.2 | 24.9 | 7.17 [6.98, 7.35] |
| Parkside | 31.2 | 12.5 | 20.7 | 7.05 [6.79, 7.31] |
| Platteville | 34.9 | 18.0 | 31.3 | 7.46 [7.30, 7.62] |
| River Falls | 30.1 | 13.5 | 27.2 | 7.29 [7.07, 7.51] |
| Stevens Point | 32.1 | 14.1 | 24.5 | 7.42 [7.26, 7.58] |
| Stout | 36.8 | 17.8 | 29.9 | 7.57 [7.41, 7.73] |
| Superior | 28.8 | 12.7 | 20.4 | 6.92 [6.64, 7.20] |
| Whitewater | 34.2 | 17.9 | 30.4 | 7.48 [7.30, 7.66] |
| <i>UW System</i> | 34.7 | 15.1 | 26.4 | 7.41 [7.36, 7.46] |

Summary: In the full sample, respondents who reported they had learned about the First Amendment in their classes scored only slightly better ($M = 7.66$, $SD = 2.42$) on the First Amendment knowledge items we presented, compared to those who reported they had not learned anything about the First Amendment ($M = 7.30$, $SD = 2.56$), $t(6887.41) = 6.84$, $p < .001$, Cohen's $d = 0.14$.

Figure 33. Percent of students who report having learned something about the First Amendment (upper panel), and students' performance on the First Amendment knowledge items (lower panel), by academic discipline and political leaning. Students in different academic disciplines differed in their reports of being taught something about the First Amendment, but those differences did not consistently reveal themselves in parallel levels of First Amendment knowledge (as measured by the items we used). Students of varying political leanings also differed in their reports of being taught about the First Amendment, but differences in performance on the First Amendment knowledge items, by political leaning, did not mirror those learning reports.



Note. Error bars represent ± 2 SEM.

Summary: Students' knowledge of their First Amendment rights was associated with their views about free expression. The table below shows correlation coefficients for the links between performance on the First Amendment knowledge items (0 to 13) and students' attitudes regarding viewpoint diversity and free expression.

Table 38. Relationships between performance on the First Amendment knowledge items and attitudes about free expression of views perceived as offensive or harmful.

| Students who scored <i>lower</i> on the First Amendment knowledge items felt <i>more</i> strongly that... | Correlation coefficient <i>r</i> [95% CI]* |
|---|---|
| ...if a topic being discussed in class includes views that some students feel causes harm to certain groups of people, the class should stop discussing the topic. | -.33 [-.35, -.31] |
| ...if a required reading for a class includes views that some students feel cause harm to certain groups of people, the instructor should drop the reading/assignment as a requirement. | -.25 [-.27, -.23] |
| ...if a student says something in class that some students feel causes harm to certain groups of people, the instructor should stop that student from talking. | -.25 [-.27, -.23] |
| ... university administrators should ban the expression of views if some students feel those views cause harm to certain groups of people. | -.24 [-.26, -.22] |
| ...if a student says something in class that some students feel causes harm to certain groups of people, the students should report that student to university administrators. | -.23 [-.25, -.21] |
| ... university administrators should disinvite a speaker if some students feel their message is offensive. | -.21 [-.23, -.19] |
| ...expressing offensive views can be seen as an act of violence toward vulnerable people. | -.16 [-.18, -.15] |
| ... people who express view they find offensive are causing harm to those they offend. | -.13 [-.15, -.11] |
| ...if an instructor says something in class that some students feel causes harm to certain groups of people, the students should report the instructor to university administrators. | -.12 [-.13, -.10] |

*Given the sample size, all coefficients are statistically significant (two-tailed test; $p < .001$). By convention, coefficients less than $\pm .1$ are considered trivial, around $\pm .1$ are considered weak, $\pm .3$ moderate, and $\pm .5$ strong.

Appendix A: The Survey

STUDENT VIEWS ON FREEDOM OF SPEECH

Researcher Names:

Timothy Shiell, UW-Stout Menard Center for the Study of Institutions and Innovation, shiellt@uwstout.edu
 Eric Giordano, Wisconsin Institute for Public Policy and Service, egiordano@uwsa.edu
 April Bleske-Rechek, UW-Eau Claire Psychology Department, bleskeal@uwec.edu
 Eric Kasper, UW-Eau Claire Political Science Department, kasperet@uwec.edu
 Geoff Peterson, UW-Eau Claire, Assistant Vice Chancellor, Academic Affairs, petersgd@uwec.edu

Participant Invitation:

You are invited to participate in the research study described below. Your participation is entirely voluntary, and you may stop participating or withdraw from the study at any time and for any reason. If you choose to not participate or if you stop participating, 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 at which you are enrolled.

Who Can Participate:

You are invited to participate if you are a degree seeking undergraduate student 18 or older at one of the thirteen UW System campuses.

Study Description:

The goal of this project is to survey degree seeking undergraduate students 18 or older at the thirteen UW System campuses about campus free expression, viewpoint diversity, and self-censorship. The research aims to provide a systematic and objective description of UW System student respondents' perceptions and views. The research team will summarize and interpret students' responses but will not offer any university policy or legislative recommendations.

What You Will Be Asked to Do:

In the survey, you will be asked to respond to a variety of closed-ended rating scale survey items. The items on the survey are divided into the following sections: (1) attitudes about engaging with diverse viewpoints; (2) perceptions of the campus atmosphere regarding diverse viewpoints; (3) experiences with self-expression and self-censorship; and (4) knowledge of First Amendment rights. Some items will ask questions or pertain to hypothetical scenarios related to topics that some people may find controversial or uncomfortable (e.g., abortion, violence related to speech, etc.). The end of the survey includes demographic information (such as your year of study, age, gender identity, etc.), so the researchers can describe the demographic composition of the final sample. Once you submit your responses, your participation in the research is complete.

Time Commitment:

The survey will take approximately 13-15 minutes. The average completion time is under 15 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 Participation Risks:

The survey does not include any personally identifying information or questions. Your responses will remain confidential. You can complete the survey at any time (within the deadline for responses) and location of your choosing. ***In the survey, there is no forced responding; that is, you are not required to respond to any question.***

Participation Benefits:

One benefit to participating is that we can provide you with a small monetary incentive. Upon completing the survey, a third-party company will send a \$10 electronic gift card to the email address at which you received the survey invitation. Please note that you may skip any question and still continue in the survey. Receipt of the gift card is contingent upon survey completion.

Who Will Have Access to Your Data:

Only the lead data analyst, Dr. Bleske-Rechek (UWEC), will have access to the raw data for purposes of cleaning the data and ensuring the deidentification of responses prior to data analysis. The clean, deidentified dataset for analysis will be kept under password protection and accessible only to members of the research team. That working data file, which will contain your survey responses, will not be connected to your identity (such as the email address at which you received the survey invitation).

Data Protection and Future Use:

All data will be kept in password protected files controlled by the lead data analyst, April Bleske-Rechek. The data do not have foreseeable use beyond the completion of the project, which includes dissemination of the results.

Mandated Reporting Requirements:

None

If You Have Questions About the Study, Please Contact:

Tim Shiell, Menard Center for the Study of Institutions and Innovation, 232 ComTech, x1490, shiellt@uwstout.edu

If You Have Concerns About the Study or Your Rights as a Participant, Please Contact the Primary Source of IRB Approval for this Project:

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 to not participate, or to stop participating at any time, without any adverse consequences to you. However, if 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 due to the difficulty identifying an individual survey response.

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.

The first questions ask about how likely you are to consider viewpoints you disagree with when you think about specific issues. There are no right or wrong answers. Please answer as honestly as you can.

How likely are you to consider viewpoints you disagree with when you think about...

| | Not at all likely | A little likely | Somewhat likely | Very likely | Extremely likely |
|-----------------------------------|-------------------|-----------------|-----------------|-------------|------------------|
| ...abortion? | | | | | |
| ...climate change? | | | | | |
| ...Covid 19 vaccines? | | | | | |
| ...funding for bridges and roads? | | | | | |
| ...gun control? | | | | | |
| ...immigration? | | | | | |
| ...police misconduct? | | | | | |
| ...racial inequality? | | | | | |
| ...religion? | | | | | |
| ...sexual assault? | | | | | |
| ...transgender issues? | | | | | |

If someone expresses views that you find offensive, how much does it matter to you if they intended to offend you or not?

- Not at all
- A little
- Somewhat
- Quite a bit
- A great deal

If someone expresses views that you find offensive, how likely are you to consider that person prejudiced?

- Not at all likely
- A little likely
- Somewhat likely
- Very likely
- Extremely likely

How much do you feel that people who express views that you find offensive are causing harm to those they offend?

- Not at all
- A little
- Somewhat
- Quite a bit
- A great deal

How much do you feel that expressing views that you find offensive can be seen as an act of violence toward vulnerable people?

- Not at all
- A little
- Somewhat
- Quite a bit
- A great deal

If some students feel that certain views expressed on campus cause harm to certain groups of people, how much do you think that university administrators should ban the expression of those views?

Not at all – A little - Somewhat – Quite a bit – A great deal

If some students feel that certain views expressed on campus cause harm to certain groups of people, how much do you think that university administrators should allow the expression of those views?

Not at all – A little - Somewhat – Quite a bit – A great deal

If a required reading or assignment for a class includes views that some students feel cause harm to certain groups of people, how much do you think that the instructor should drop the reading/assignment as a requirement?

Not at all – A little - Somewhat – Quite a bit – A great deal

If a student says something in class that some students feel causes harm to certain groups of people, how much do you think that the instructor should stop that student from talking?

Not at all – A little - Somewhat – Quite a bit – A great deal

If a topic being discussed in a class includes views that some students feel cause harm to certain groups of people, how much do you think that the class should stop discussing the topic?

Not at all – A little - Somewhat – Quite a bit – A great deal

If an instructor says something in class that some students feel causes harm to certain groups of people, how much do you think that the students should report the instructor to university administrators?

Not at all – A little - Somewhat – Quite a bit – A great deal

If a student says something in class that some students feel causes harm to certain groups of people, how much do you think that the students should report that student to university administrators?

Not at all – A little - Somewhat – Quite a bit – A great deal

Student groups often invite people to speak on campus.

If some students feel a speaker's message is offensive, how much do you think that university administrators should disinvite the speaker?

Not at all – A little - Somewhat – Quite a bit – A great deal

If some students feel a speaker's message is offensive, which of the following do you think are acceptable things for those students to do to deal with the situation?

Is it acceptable for students to...

| | | |
|---|-----|----|
| ...ignore the speaker or avoid attending the presentation? | Yes | No |
| ...contact the event organizers to express concerns about the speaker's message? | Yes | No |
| ...protest outside the event? | Yes | No |
| ...attend the presentation and ask challenging questions? | Yes | No |
| ...attend the presentation with signs that insult the speaker? | Yes | No |
| ...attend the presentation and continually make noise so the speaker cannot be heard? | Yes | No |
| ...attend the presentation and physically force the speaker from the stage? | Yes | No |

The next questions ask about the atmosphere at your current university.**In your opinion, at your current university...**

...how interested are students in discussing controversial topics?

Not at all
A little
Somewhat
Very
Extremely

...how interested are students in having their views challenged by others?

Not at all
A little
Somewhat
Very
Extremely

...how willing are students to express views that other people may disagree with?

Not at all
A little
Somewhat
Very
Extremely

...how willing are students - with views like yours - to express their views freely?

Not at all
A little
Somewhat
Very
Extremely

...how willing are students - with views different from yours - to express their views freely?

Not at all
A little
Somewhat
Very
Extremely

At your current university, how comfortable do you feel expressing your views on controversial topics?

Not at all comfortable

A little comfortable

Somewhat comfortable

Very comfortable

Extremely comfortable

At your current university, how comfortable do you feel expressing your views on each of the following topics?

| | Not at all comfortable | A little comfortable | Somewhat comfortable | Very comfortable | Extremely comfortable |
|-------------------------------|------------------------|----------------------|----------------------|------------------|-----------------------|
| Abortion | | | | | |
| Climate change | | | | | |
| Covid 19 vaccines | | | | | |
| Funding for bridges and roads | | | | | |
| Gun control | | | | | |
| Immigration | | | | | |
| Police misconduct | | | | | |
| Racial inequality | | | | | |
| Religion | | | | | |
| Sexual assault | | | | | |
| Transgender issues | | | | | |

In the next questions, we are interested in your classroom experiences.

Since you became a student at your current university, in classes where viewpoint diversity is relevant for the class, how often do you feel your instructors...

... encourage students to explore a wide variety of viewpoints?

- Never
- Rarely
- Sometimes
- Often
- Extremely often

Since you became a student at your current university, in classes where viewpoint diversity is relevant for the class, how often do you feel your instructors...

... *discourage* students from exploring a wide variety of viewpoints?

- Never
- Rarely
- Sometimes
- Often
- Extremely often

... create a classroom climate in which students with unpopular views would feel *comfortable* expressing them?

- Never
- Rarely
- Sometimes
- Often
- Extremely often

... create a classroom climate in which students with unpopular views would feel *uncomfortable* expressing them?

- Never
- Rarely
- Sometimes
- Often
- Extremely often

Have you ever felt pressured by an instructor at your current university, either in class or an assignment or exam, to agree with a specific political or ideological view being expressed in class?

- Yes
No
- [If yes] How often have you felt pressured by an instructor at your current university, either in class or an assignment or exam, to agree with a specific political or ideological view being expressed in class?
- Rarely
 - Sometimes
 - Often
 - Extremely often

Since you have been a student at your current university, have you ever expressed your views about a controversial topic in class?

Yes — No

→ [If yes] **Since you have been a student at your current university, how often have you expressed your views about a controversial topic in class?**

- Rarely
- Sometimes
- Often
- Extremely often

→ [If yes] **Please think about the times you expressed your views about a controversial topic in class. Which of the following are reasons you have expressed your views on a controversial topic in class?**

Did you express your views because...

| | | |
|---|-----|----|
| ...you generally express your views in class, regardless of the topic? | Yes | No |
| ...you wanted to earn participation points for expressing your views? | Yes | No |
| ...you really cared about the topic? | Yes | No |
| ...you felt like you knew enough about the topic to express your views? | Yes | No |
| ...you were in a class that was open to or encouraged discussion? | Yes | No |
| ...you wanted to share something about your identity or experiences? | Yes | No |
| ...you wanted to argue against a view from other students that you thought was offensive? | Yes | No |
| ...you wanted to argue against a view from the instructor that you thought was offensive? | Yes | No |
| ...you wanted to show your agreement or disagreement with the views of other students? | Yes | No |
| ...you wanted to impress the instructor? | Yes | No |

Since you have been a student at your current university, have you ever wanted to express your views about a controversial topic in class, but decided not to?

Yes — No

→ [If yes] **Since you have been a student at your current university, how often have you wanted to express your views about a controversial topic in class, but decided not to?**

- Rarely
- Sometimes
- Often
- Extremely often

→ [If yes] **Please think about the times you decided not to express your views about a controversial topic in class. Which of the following are reasons you did not express your views on a controversial topic in class?**

Did you not express your views because...

| | | |
|--|-----|----|
| ...you generally do not express your views in class, regardless of the topic? | Yes | No |
| ...you did not earn participation points for expressing your views? | Yes | No |
| ...you really did not care that much about the topic? | Yes | No |
| ...you felt like you did not know enough about the topic to express your views? | Yes | No |
| ...you were in a class that was not open to or did not encourage discussion? | Yes | No |
| ...you did not want to share anything about your identity or experiences? | Yes | No |
| ...you were worried that other students would disagree with you? | Yes | No |
| ...you were worried that other students would dismiss your views as offensive? | Yes | No |
| ...you were worried that the instructor would dismiss your views as offensive? | Yes | No |
| ...you were worried the instructor would give you a lower grade because of your views? | Yes | No |
| ...you were worried someone would file a complaint that your views were offensive? | Yes | No |

The next questions are about your experiences with free expression behaviors.

Since you have been a student at your current university, have you ever disagreed out loud with one of your instructors about a controversial topic?

Yes No

▶ [If yes]: Did you receive any negative institutional consequences, such as a warning, probation, suspension, or expulsion, for disagreeing out loud with one of your instructors about a controversial topic? Yes No

Since you have been a student at your current university, have you ever disagreed in writing, such as on a written assignment, with one of your instructors about a controversial topic?

Yes No

▶ [If yes]: Did you receive any negative institutional consequences, such as a warning, probation, suspension, or expulsion, for disagreeing in writing with one of your instructors about a controversial topic? Yes No

Since you have been a student at your current university, have you ever expressed your views on a controversial topic on social media?

Yes No

▶ [If yes]: Did you receive any negative institutional consequences, such as a warning, probation, suspension, or expulsion, for expressing your views on a controversial topic on social media? Yes No

Did you experience any negative social consequences, such as reputational damage or loss of a friend, for expressing your views on a controversial topic on social media? Yes No

Since you have been a student at your current university, have you ever expressed your views on a controversial topic to other students while in a campus space outside the classroom, such as in a campus dining hall or residence hall?

Yes No

▶ [If yes]: Did you receive any negative institutional consequences, such as a warning, probation, suspension, or expulsion, for expressing your views on a controversial topic to other students while in a campus space outside the classroom? Yes No

Did you experience any negative social consequences, such as reputational damage or loss of a friend, for expressing your views on a controversial topic to other students while in a campus space outside the classroom? Yes No

Since you have been a student at your current university, have you ever expressed your political, social, or religious views to the public in writing, such as by hanging up flyers, writing a letter to the editor of the university newspaper, or writing on classroom markerboards or sidewalks?

Yes No

▶ [If yes]: Did you receive any negative institutional consequences, such as a warning, probation, suspension, or expulsion, for expressing your political, social, or religious views to the public in writing? Yes No

Did you experience any negative social consequences, such as reputational damage or loss of a friend, for expressing your political, social, or religious views to the public in writing? Yes No

Since you have been a student at your current university, have you ever expressed your political, social, or religious views by assembling or protesting with others on campus, such as on the campus quad or student center?

Yes No

▶ [If yes]: Did you receive any negative institutional consequences, such as a warning, probation, suspension, or expulsion, for expressing your views by assembling or protesting with others on campus? Yes No

Did you experience any negative social consequences, such as reputational damage or loss of a friend, for expressing your views by assembling or protesting with others on campus? Yes No

The next questions are about your knowledge of the First Amendment.

Since you have been a student at your current university, have you been taught anything about the First Amendment in your classes?

- Yes
 - No
- [If yes] Since you have been a student at your current university, how much have you been taught about the First Amendment in your classes?
- A little
 - Some
 - Quite a bit
 - A great deal

Imagine each of the following events happening to students at your current university. For each event, indicate whether you think the event violates the student’s First Amendment rights as you understand them.

| | Yes, this violates the student’s rights | No, this does <i>not</i> violate the student’s rights | Not sure |
|--|--|--|-----------------|
| The residence hall director removes a political sign from a wall inside a student’s dorm room | | | |
| TikTok suspends a student’s account because the student posted an anti-vaxx video | | | |
| A university policy bans student protestors from blocking access to 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 | | | |

Imagine people engaging in the following behaviors at your current university. For each behavior, indicate whether you think the behavior is protected by the student’s First Amendment rights as you understand them.

| | Yes, this behavior is protected | No, this behavior is <i>not</i> protected | Not sure |
|---|--|--|-----------------|
| A student distributes pro-hate group leaflets on a street corner near the campus | | | |
| A student threatens another student with physical violence | | | |
| An instructor criticizes an elected official on their personal Twitter account | | | |
| A group of students tells another student in a face-to-face interaction 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 over social media that persons of their race or ethnicity are not welcome on campus | | | |

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

- Yes
- No
- Not sure

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

Yes

No

Not sure

In your opinion, how much are your First Amendment rights protected at your university?

Not at all

A little

Somewhat

Quite a bit

A great deal

And finally, we have some questions about you. Please remember there is no forced responding; you are not required to respond to any question you would rather not answer.

What is your year of study?

First year

Second year

Third year

Fourth year

Fifth year or more

Which UW System university do you currently 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

How long have you been a student at your current university? Is this your...

First year

Second year

Third year

Fourth year

Fifth year

What is your current enrollment status?

Full-time student

Part-time student

Are you an international student?

Yes

No

What is your primary area of academic study? If you are still exploring, please let us know. _____**How old are you? _____****What is your biological sex?**

Male

Female

Not listed; please tell us: _____

What is your gender identity? (Check all that apply.)

Agender

Cisgender man

Cisgender woman

Gender fluid

Genderqueer

Non-binary (and I **DO** identify as transgender)Non-binary (and I **DO NOT** identify as transgender)

Trans man

Trans woman

Two spirit

Not listed; please tell us: _____

What is your race or ethnicity? (Check all that apply.)

American Indian or Alaskan Native

Asian

Black or African American

Hispanic or Latino

Middle Eastern or North African

Native Hawaiian or Pacific Islander

White

Not listed; please tell us: _____

What is your sexual orientation?

Aromantic

Asexual

Bisexual

Gay

Lesbian

Pansexual

Queer

Straight/heterosexual

Not listed; please tell us: _____

What is your religious affiliation?

Agnostic
 Atheist
 Buddhist
 Catholic
 Hindu
 Jewish
 Muslim
 Protestant
 Unaffiliated
 Not listed; please tell us: _____

Which political party do you most identify with?

Democratic Party
 Green Party
 Libertarian Party
 Republican Party
 Socialist Party
 Independent
 Unaffiliated
 Not listed; please tell us: _____

What is your political leaning?

Very liberal
 Somewhat liberal
 Moderate; middle-of-the-road
 Somewhat conservative
 Very conservative
 Not listed; please tell us: _____

Do you have any comments or questions about this survey, or the topics addressed in this survey? Please provide your feedback below.

[Open comment box]

That's it! Thank you very much for your participation. Please click to the next screen for the end-of-survey message. When you submit your responses, the third-party company will automatically send you an email that contains your \$10 gift card.

Thanks again!

If you have any questions or comments about this project, please contact Tim Shiell, Menard Center for the Study of Institutions and Innovation, 232 ComTech, x1490, shiellt@uwstout.edu.

Appendix B: The Invitation

Subject: Student Views on Freedom of Speech Survey – UW System



Dear Student,

You have been randomly selected to take the *Student Views on Freedom of Speech* survey, sponsored by the University of Wisconsin System and the Menard Center for the Study of Institutions and Innovation. By taking this survey, you will help us have a deeper understanding of how students feel about issues of freedom of speech, viewpoint diversity, and self-censorship at our thirteen public universities across Wisconsin. Your responses are completely confidential. In addition, you are not required to respond to any question you would rather not answer.

The survey will take about 15 minutes. By way of thanks for your time, we would like to offer you a \$10 electronic gift certificate to a vendor of your choice. A unique gift card link will be sent to your email address after you submit the survey.

[*click here to begin survey link*]

Thank you very much for participating.

A handwritten signature in black ink, appearing to read 'Jay Rothman'.

Jay Rothman
President
UW System

For further information about this survey, please contact Timothy Shiell at ShiellT@uwstout.edu.