

heterodox academy

The Campus Expression Survey: Student Version

ADMINISTRATION MANUAL
UPDATED MARCH 2022

Contents:

This document contains administration instructions for the student version of the Campus Expression Survey, as well as full text of all items in the survey.

Please cite as:

Stevens, S.T., Quirk, P., Jussim, L., & Haidt, J. (2017). The campus expression survey. (Manual available from Heterodox Academy, New York, NY. <http://www.heterodoxacademy.org>).

Contact information:

If you have questions or suggestions about the Campus Expression Survey, please contact Heterodox Academy at questions@heterodoxacademy.org.



campus
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About Heterodox Academy's Campus Expression Survey

The Campus Expression Survey (CES) assesses how freely students can express their opinions on their college or university campus. It consists of multiple flexible modules to suit various purposes and contexts. While all the modules appear in this administration manual for reference, Heterodox Academy (HxA) most routinely administers the Core Module, Campus Expression Climate Module, and Demographics Module.

The modules in this administration manual are designed for full-time undergraduate students on American post-secondary campuses, but they can be adapted for other categories of students and educational contexts.

Developed in 2017 by HxA and piloted in 2018, the CES has been administered annually by HxA to a nationally representative sample of full-time American college students and has been adapted and administered by HxA members on a multitude of campuses across three continents.

To read HxA's 2019, 2020, and 2021 CES reports, visit heterodoxacademy.org/campus-expression-survey.

About the Modules

Core Module

The Core Module of the Campus Expression Survey consists of two sections: "Comfort" and "Consequences." Comfort items assess how comfortable or reluctant students are to share their opinions about certain controversial topics (i.e., gender, race, politics, sexual orientation, and religion) in a classroom setting. Consequences items assess how concerned students feel about eight specific consequences that they might incur when sharing their views on a controversial topic in the classroom.

Beginning with the HxA 2021 CES administration, students were also asked what they would do if another student expressed an opinion on a controversial topic with which they strongly disagreed. This appears as a subsection within the Consequences section called "Consequences (Enacted)."

Campus Expression Climate Module

This module consists of two sets of items: "HxA Values" and "Interaction Quality." The HxA Values items ask about students' perceptions of the expression climate on their campuses. The Interaction Quality items ask about the kinds of interactions students are having in their classes.

Experience on Campus Module

The Experience on Campus Module consists of two types of items: “Perception” and “Treatment.” Perception items assess student perceptions of the way in which other groups of students (e.g., female students, male students, LGBTQ students) experience the classroom. Treatment items ask students how frequently on campus they have experienced poor or unfair treatment based on their gender, race, political views, sexual orientation, or religious beliefs.

Viewpoint Diversity Module

The Viewpoint Diversity Module consists of four items. Three items ask students how diverse the viewpoints among students, faculty, and administrators are on campus. The fourth item asks how often their college or university encourages a wider variety of viewpoints and perspectives.

Demographics Module

HxA’s research team recommends inclusion of a demographic assessment at the end of the survey. This assessment should reflect demographic categories that correspond to the CES items administered (e.g., gender, race, politics, sexual orientation, or religion). In this administration manual, there are two sets of items: “General Demography” and “COVID-19.”

Comfort Items

This subsection consists of five questions that ask how comfortable or reluctant respondents are to state their opinions on certain topics during class discussions. These questions specifically state, “Think about being at your school in a class that was discussing [X topic]. How comfortable or reluctant would you feel about speaking up and giving your views on this topic?”

The referenced topics are:

1. A controversial topic about gender
2. A controversial topic about politics
3. A controversial topic about race or ethnicity
4. A controversial topic about religion
5. A controversial topic about sexual orientation
6. A noncontroversial topic

Response options for the following questions are:

- I would be very comfortable giving my views.
- I would be somewhat comfortable giving my views.
- I would be somewhat reluctant giving my views.
- I would be very reluctant giving my views.

In HxA's administration of the CES each year, the survey also included questions relevant to current events (e.g., Black Lives Matter in 2019 and COVID-19 in 2020). This survey is flexible and can capture student comfort with or reluctance to discuss any set of issues.

HxA's researchers recommend always including the noncontroversial question in any administration of this module. This serves as a baseline comparison for responses to the first four questions.

Present the questions about controversial topics in random order and the question about noncontroversial topics last.

We are interested in how you would feel expressing your personal opinions on various topics during a classroom discussion. When answering each of these questions, imagine yourself in a discussion among 20 to 30 classmates at your college or university. Please answer these questions as honestly as you can.

1. Think about being at your school in a class that was discussing a controversial issue about **gender**.
How comfortable or reluctant would you feel about speaking up and giving your views on this topic?
2. Think about being at your school in a class that was discussing a controversial issue about **politics**.
How comfortable or reluctant would you feel about speaking up and giving your views on this topic?

3. Think about being at your school in a class that was discussing a controversial issue about **race or ethnicity**. How comfortable or reluctant would you feel about speaking up and giving your views on this topic?
4. Think about being at your school in a class that was discussing a controversial issue about **religion**. How comfortable or reluctant would you feel about speaking up and giving your views on this topic?
5. Think about being at your school in a class that was discussing a controversial issue about **sexual orientation**. How comfortable or reluctant would you feel about speaking up and giving your views on this topic?
6. Think about being at your school in a class that was discussing a **noncontroversial** issue. How comfortable or reluctant would you feel about speaking up and giving your views on this topic?

Consequences (Perceived) Items

This subsection consists of eight questions asking if respondents would be concerned about incurring a set of possible consequences for voicing their opinions on a controversial topic.

Note that in 2020 the response options changed from “not at all concerned,” “slightly concerned,” “somewhat concerned,” “very concerned,” or “extremely concerned” to a simple “yes” or “no” option. Either of these scales would suit these questions, and which scale to use is up to the researcher’s discretion.

If you were to speak your opinions about one or more of these controversial issues during a class discussion, would you be concerned that each of the following would occur?

Yes **No**

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | The professor would criticize my views as offensive. |
| <input type="checkbox"/> | <input type="checkbox"/> | The professor would give me a lower grade because of my views. |
| <input type="checkbox"/> | <input type="checkbox"/> | The professor would say my views are wrong. |
| <input type="checkbox"/> | <input type="checkbox"/> | Other students would criticize my views as offensive. |
| <input type="checkbox"/> | <input type="checkbox"/> | Other students would make critical comments about me with other people after class. |
| <input type="checkbox"/> | <input type="checkbox"/> | Someone would post critical comments about my views on social media. |
| <input type="checkbox"/> | <input type="checkbox"/> | Someone would file a complaint claiming that my views violated a campus harassment policy or code of conduct. |
| <input type="checkbox"/> | <input type="checkbox"/> | I would cause others psychological harm. |

If any other concerns would prevent you from speaking your opinion on a controversial topic during class, report them here: [Open-ended response option]

Consequences (Enacted) Items

This subsection contains questions asking if respondents would take any of several actions toward one of their classmates for expressing an opinion on a controversial topic with which they strongly disagreed. These questions take those from the Consequences (Perceived) subsection and reverse the perspective, asking which consequences they would *assign to* (instead of *fear from*) their classmates. These questions measure the extent to which students would reportedly enact critical actions, the fear of which may cause their classmates to censor their opinions.

In HxA's 2019 and 2020 administrations of the CES, avoiding criticism from fellow students was the most frequently reported reason for not voicing an opinion on a controversial topic during class. HxA therefore added questions that ask about this consequence in greater detail, asking respondents if *they* would criticize a classmate (a) directly during class, (b) behind the classmate's back after class, or (c) privately in their own heads.

Think about discussing one of the controversial topics above (i.e., gender, politics, race or ethnicity, religion, and sexual orientation) in a class this semester, during which one of your classmates expresses an opinion with which you strongly disagree. Indicate if you would do any of the following things in response.

Yes **No**

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | I would speak out to criticize that classmate as being offensive during that discussion. |
| <input type="checkbox"/> | <input type="checkbox"/> | I would not say anything during class, but I would make critical comments about it with other people afterward. |
| <input type="checkbox"/> | <input type="checkbox"/> | I would not say or do anything about it, but I would think badly of that student. |
| <input type="checkbox"/> | <input type="checkbox"/> | I would post critical comments about their views on social media (anonymously or not). |
| <input type="checkbox"/> | <input type="checkbox"/> | I would file a harassment complaint claiming that this student's statement violated a campus harassment policy or code of conduct. |
| <input type="checkbox"/> | <input type="checkbox"/> | I would ask questions about their opinion so I can understand it better. |

If you would do anything else in this situation, report it here: [Open-ended response option]

Campus Expression Climate Module

HxA Values

This module asks generally about the expression climate on students' campuses. In the 2021 HxA administration of the CES, these questions were worded slightly differently. They appear below edited for specificity and clarity.

Response options for the following questions are:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

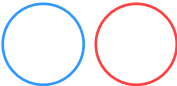






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1. I am able to share ideas and ask questions without fear of retaliation, even if those ideas are offensive to some people.
 2. Regardless of my point of view, I am treated as a valued contributor to conversations.
 3. The climate on my campus prevents me from saying things I believe because others might find them offensive.
 4. My college or university welcomes students and professors with a lot of different points of view.
 5. My college or university encourages students and professors to interact respectfully with people whose beliefs differ from their own.
 6. My college or university encourages students and professors to be open to learning from people whose beliefs differ from their own.

Interaction Quality

How would you rate the level of interaction you have with other students in your classes?

- Low interaction quality (not much opportunity for discussion or to get to know other students)
- Medium interaction quality (some opportunity for discussion or to get to know other students)
- High interaction quality (a lot of opportunity for discussion or to get to know other students)

Which picture below best describes your relationship with other students in your classes? One circle represents you; the other circle represents other students.

- 
- 
- 
- 
- 
- 
- 

How often do you feel psychologically isolated from others?

- Hardly ever
- Some of the time
- Often

Please write five adjectives (separated by commas) that describe your current class experience so far.

[Open-ended response option]

Experience on Campus Module

Perception Items

Response options for the following questions are:

- More comfortable sharing their views than the average student
- Less comfortable sharing their views than the average student
- About the same as the average student

Now that you have told us how comfortable YOU feel during classroom discussions, please tell us how you think members of certain OTHER groups on campus feel in those classroom discussions. Thinking about each of the following groups of students at your college or university, do you think they are more comfortable than, less comfortable than, or about as comfortable as the average student sharing their views during a classroom discussion?

1. Left-leaning or progressive students
2. Right-leaning or conservative students
3. White (Caucasian) students
4. Black/African American students
5. Hispanic/Latino students
6. Asian students
7. Female students
8. Male students
9. Transgender students
10. Gay/lesbian/bisexual students
11. Straight students
12. Christian students
13. Jewish students
14. Muslim students
15. Atheist students
16. Is there any other group, not listed above, that you think may be especially uncomfortable sharing their views? [Open-ended response option]

Treatment Items

Response options for the following questions are:

- Every day
 - More than once a week
 - Every few weeks
 - A few times a year
 - Once a year or less
 - It never happens
-

The following questions are about your experiences **on campus in general**, including classroom activities, speaking at public events, meetings of student organizations, informal gatherings, and conversations with other students.

1. How frequently are you treated badly or unfairly because of your **gender**?
2. How frequently are you treated badly or unfairly because of your **political views**?
3. How frequently are you treated badly or unfairly because of your **race or ethnicity**?
4. How frequently are you treated badly or unfairly because of your **religious beliefs**?
5. How frequently are you treated badly or unfairly because of your **sexual orientation**?

Viewpoint Diversity Module

Response options for the first three questions in this section are:

- Most are to the left of me.
- Most are to the right of me.
- Most have positions close to mine.
- About as many are to the left of me as to the right of me.
- I don't know.

-
1. Thinking about **students** at your college/university, would you say most are politically to the left of you (more liberal) or politically to the right of you (more conservative)?
 2. Thinking about **faculty** at your college/university, would you say most are politically to the left of you (more liberal) or politically to the right of you (more conservative)?
 3. Thinking about **administrators** at your college/university, would you say most are politically to the left of you (more liberal) or politically to the right of you (more conservative)?
 4. How often does your college/university encourage students to consider a wider variety of viewpoints and perspectives?
 - Very frequently
 - Frequently
 - Occasionally
 - Rarely
 - Very rarely
 - Never

Demographics Module

General Demography

Do you currently live in the United States?

- Yes
- No

Are you currently enrolled at a four-year college or university, a community college, or another type of post-secondary institution?

- Four-year college or university
- Community college
- Other type of post-secondary institution
- I do not attend school

What is your current enrollment status?

- Full-time
- Part-time

How many courses are you enrolled in this semester?

- 1
- 2
- 3
- 4
- 5+

How old are you?

- 18
- 19
- 20
- 21
- 22
- 23
- 24

In which U.S. region is your college or university located?

- Northeast (*Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont*)
- Midwest (*Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin*)
- South (*Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, Washington D.C., West Virginia*)
- West (*Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming*)



In which state do you live? [Open-ended response option]

What is the full name of your college or university? (No abbreviations please) [Open-ended response option]

What is the average number of students in your classes? [Open-ended response option]

Is your college or university public or private?

- Public
- Private

What is your current year of study?

- First year (freshman)
- Second year (sophomore)
- Third year (junior)
- Fourth year (senior)
- Fifth year or more (senior)
- Prefer not to say

What is your primary academic area of study?

- Arts
- Biological science
- Business
- Computer science
- Education
- Engineering
- Health profession
- Humanities
- Mathematics/Statistics
- Religion/Theology
- Physical science
- Social science
- Something else
- Prefer not to say

What gender do you identify as?

- Male
- Female
- Nonbinary/nonconforming
- None of the above; we invite you to self-identify:

Do you identify as transgender?

- Yes
- No
- None of the above; we invite you to self-identify:

Which of the following best describes your sexual orientation?

- Straight or heterosexual
- Gay or lesbian
- Bisexual
- Asexual
- None of the above; we invite you to self-identify:

How do you best describe your race/ethnicity?

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino
- Middle Eastern
- Native Hawaiian or Other Pacific Islander
- White
- Multiracial; please specify
- None of the above; we invite you to self-identify:

How important to your sense of identity is your race/ethnicity?

- Not at all important
- Not very important
- Somewhat important
- Very important

Generally speaking, do you think of yourself as a Republican, a Democrat, an Independent, a Libertarian, or none of these?

- Republican
- Democrat
- Independent
- Libertarian
- None of the above; we invite you to self-identify:
- Haven't thought much about this

How important to your sense of identity is your preferred political party?

- Not at all important
- Not very important
- Somewhat important
- Very important

When it comes to politics, do you usually think of yourself as a liberal, conservative, moderate, libertarian, or none of these?

- Very liberal
- Liberal
- Slightly liberal
- Moderate, middle-of-the-road
- Slightly conservative
- Very conservative
- Libertarian
- None of the above; we invite you to self-identify:
- Haven't thought much about this

How do you describe your religious beliefs?

- Agnostic
- Atheist
- Buddhist
- Christian
- Hindu
- Jewish
- Muslim
- None of the above; we invite you to self-identify:

How important to your sense of identity are your **religious beliefs**?

- Not at all important
- Not very important
- Somewhat important
- Very important

I have kept my **religious beliefs** from others on campus or in my classes due to fear of ridicule.

- Does not describe me at all
- Describes me slightly well
- Describes me moderately well
- Describes me very well

This question is only for students who indicate they are Christian:

Which of the following statements comes the closest to describing your view of the Bible?

- The Bible is the actual word of God to be taken literally.
- The Bible is inspired by God, but not to be taken literally.
- The Bible is a collection of fables, history, and moral percepts recorded by humans.

This question is only for students who indicate they are Christian:

Do you believe salvation only comes through Christ?

- Yes
- No

What was your total family income last year from all sources before taxes?

- Less than \$20,000
- \$20,000 to \$29,999
- \$30,000 to \$39,999
- \$40,000 to \$49,999
- \$50,000 to \$74,999
- \$75,000 to \$99,999
- \$100,000 to \$149,999
- \$150,000 to \$199,999
- \$200,000 to \$249,999
- \$250,000 to \$499,999
- \$500,000 or more
- Prefer not to say

COVID-19 Items

Which of the following best describes your current semester?

- Fully in person
- Primarily in person
- Roughly equal portions of in-person and online classes
- Primarily online
- Fully online
- Other

Select the following characteristics present in the online class or classes you're taking this semester:

- I am in at least one synchronous class, meaning all students must log in at the same specified time.
- I am in at least one asynchronous class, meaning there are no specific times you need to be online.
- I complete most of the work independently.
- I complete most of the work in groups.
- I am required to post publicly in discussion forums.
- Other

Select the following precautions present in the in-person class or classes you're taking this semester:

- Masks are required.
- Most students are wearing masks.
- Fewer students are allowed in class than typical semesters.
- Maintain 6 feet of physical distancing.
- Plexiglass installations exist between students.
- Other

Does your college/university have a mask mandate on your campus?

- Yes
- No
- Unsure

Is your college/university requiring students to have the COVID-19 vaccination?

- Yes
- No
- Only if utilizing on-campus housing
- Unsure

Is your college/university tracking student COVID-19 vaccination statuses?

- Yes
- No
- Unsure



Have you or a close family member or friend been sick with COVID-19? Please select all that apply.

- No, neither myself nor close family or friends have been sick with COVID-19.
- Yes, I have been sick with COVID-19.
- Yes, a close family member or friend has been sick with COVID-19.
- Yes, I know several close family members or friends who have been sick with COVID-19.

Are you worried that you may get COVID-19?

- Not at all worried
- Slightly worried
- Somewhat worried
- Very worried
- Extremely worried

Have you received at least one dose of a COVID-19 vaccine?

- Yes
- No
- Prefer not to disclose

Please briefly explain why you have or have not chosen to receive a COVID-19 vaccine. [Open-ended response option]

I support the government and college/university measures to restrict the movement and interaction of people to curb the spread of COVID-19.

- Strongly disagree
- Somewhat disagree
- Neither disagree nor agree
- Somewhat agree
- Strongly agree

I believe COVID-19 is a major threat to the health of the U.S. population.

- Strongly disagree
- Somewhat disagree
- Neither disagree nor agree
- Somewhat agree
- Strongly agree

I am confident that medical scientists are acting in the best interest of the public.

- Strongly disagree
- Somewhat disagree
- Neither disagree nor agree
- Somewhat agree
- Strongly agree

To what degree do you think employers should require their in-person employees to be vaccinated in order to work?

- 1 = Not at all
- 2
- 3
- 4
- 5 = Absolutely

Assuming that all employees are vaccinated, to what degree do you think employers should be requiring in-person work right now?

- 1 = Not at all
- 2
- 3
- 4
- 5 = Absolutely

After you graduate, to what degree is work flexibility (as in, ability to work remotely) important for accepting a job offer?

- 1 = Not at all important
- 2
- 3
- 4
- 5 = Extremely important



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Questions about administering the CES on your campus?

Contact us at questions@heterodoxacademy.org.

About Heterodox Academy

Heterodox Academy is a nonpartisan nonprofit that works to improve the quality of research and education by promoting open inquiry, viewpoint diversity, and constructive disagreement in institutions of higher learning. Our community is made up of more than 5,400 professors, educators, administrators, and students who come from a range of institutions — from large research universities to community colleges, K-12 schools, and higher education organizations. They represent nearly every discipline and are distributed throughout 49 states and the world.

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great minds don't always think alike