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

Please cite as:

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

Most professors and campus administrators want an open environment where all members of the academic community can express their ideas honestly. But in recent years, reports that students and faculty have been self-censoring their views in the classroom and on campus, in general, have increased. These reports are concerning. If this is going on in your classroom or at your university, then it is vital to know: WHICH students are feeling reluctant to speak up, about WHICH topics, and WHY? Are students primarily afraid of the professors, or of other students? Is it happening in all departments, or only in a few? Heterodox Academy’s Campus Expression Survey is an easy-to-administer tool that provides professors and administrators a diagnosis, or X-ray, of what is going on in their classrooms or on their campuses.

Modules and Administration

The Campus Expression Survey consists of three modules. When possible, we recommend a randomized order of presentation for each type of item within each module.

Core Module

The Core Module of the Campus Expression Survey consists of two types of items: Comfort and Consequence. Comfort items assess how comfortable or reluctant students are to share their views in a small classroom setting of 20-30 students. Consequence items assess how concerned students would be about six specific consequences that might occur if they shared their views in a class discussion on a specific topic.

The items in the Core Module repeat for each of five potentially controversial issues: gender, race, politics, sexual orientation, and religion. As a baseline comparison, these items are also asked regarding a non-controversial topic. The full Core Module appears in Appendix A as a block of Comfort items followed by a block of Consequence items.

The controversial issues we offer in the Core Module are merely suggestions. Different issues may be more or less controversial within your local context; the instrument can be modified to capture student comfort discussing any set of issues. However, we recommend always including the non-controversial items in any administration of the Core Module, so they can serve as a baseline for the other topics assessed.

We recommend that you ask all Consequence items at least twice: Once after the presentation of all controversial Comfort items, and once after the presentation of the non-controversial Comfort item. Some researchers may wish to ask the Consequence items after each Comfort item to assess whether student concerns vary by topic. As another variation, researchers may wish to ask the Consequence items only if students indicate that they are either “somewhat reluctant” or “very reluctant” to give their views on a particular topic. As the CES was designed to be flexible, we encourage researchers to explore adaptations that suit their interests and contexts.
Experience on Campus Module

The Experience on Campus Module of the Campus Expression Survey consists of two types of items: Perception and Treatment. Perception items assess student perceptions of how they think different groups of students experience the classroom (e.g., female students; male students; LGBT students). Treatment items ask students about how frequently they have been treated badly or unfairly on campus based on their gender, race, political views, sexual orientation, or religious belief.

Viewpoint Diversity Module

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

Demographic Items

We recommend including a demographic assessment suited to your needs at the end of the survey. We suggest that you include demographic items that correspond to the CES items you choose to administer (e.g., gender, race, politics, sexual orientation, religion), and to potential points of tension at your institution.
Appendix A: Core Module

Comfort Items

We are interested in how you would feel expressing your personal opinions in class discussions on various topics. Try to be as honest as you can, and please give your own opinion when responding to each statement.

Now, please think of being in a class with about 20 to 30 students at your school.

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?

___ 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.

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

___ 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.

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?

___ 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.
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?

___ 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.

**Consequence Items**

If you were to speak up and give your views on one of these CONTROVERSIAL issues during a class discussion, how concerned would you be that the following would occur:

The professor would criticize my views as offensive.

___ Not at all concerned
___ Slightly concerned
___ Somewhat concerned
___ Very concerned
___ Extremely concerned

The professor would give me a lower grade because of my views.

___ Not at all concerned
___ Slightly concerned
___ Somewhat concerned
___ Very concerned
___ Extremely concerned
The professor would say my views are wrong.

___ Not at all concerned
___ Slightly concerned
___ Somewhat concerned
___ Very concerned
___ Extremely concerned

Other students would criticize my views as offensive.

___ Not at all concerned
___ Slightly concerned
___ Somewhat concerned
___ Very concerned
___ Extremely concerned

Someone would post critical comments about my views on social media.

___ Not at all concerned
___ Slightly concerned
___ Somewhat concerned
___ Very concerned
___ Extremely concerned
Someone would file a complaint claiming that my views violated a campus harassment policy or code of conduct.

____Not at all concerned
____Slightly concerned
____Somewhat concerned
____Very concerned
____Extremely concerned

Think about being at your school in a class that was discussing a NON-CONTROVERSIAL issue. How comfortable or reluctant would you feel about speaking up and giving your views on this topic?

____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.

If you were to speak up and give your views about a NON-CONTROVERSIAL issue during a class discussion, how concerned would you be that the following would occur:

The professor would criticize my views as offensive.

____Not at all concerned
____Slightly concerned
____Somewhat concerned
____Very concerned
____Extremely concerned
The professor would give me a lower grade because of my views.

___ Not at all concerned
___ Slightly concerned
___ Somewhat concerned
___ Very concerned
___ Extremely concerned

The professor would say my views are wrong.

___ Not at all concerned
___ Slightly concerned
___ Somewhat concerned
___ Very concerned
___ Extremely concerned

Other students would criticize my views as offensive.

___ Not at all concerned
___ Slightly concerned
___ Somewhat concerned
___ Very concerned
___ Extremely concerned

Someone would post critical comments about my views on social media.

___ Not at all concerned
___ Slightly concerned
___ Somewhat concerned
___ Very concerned
___ Extremely concerned
Perception Items

Now that you have told us how comfortable YOU feel in classroom discussions, please tell us how you think members of various OTHER groups on campus feel in those classroom discussions.

Think about each of the following categories of students at your school. Do you think that students in that category are more comfortable sharing their views in a classroom discussion compared to the average student, less comfortable compared to the average student, or about the same as the average student?

Left-leaning or progressive students

___ 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.

Right-leaning or conservative students

___ 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.

White (Caucasian) students

___ 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.

Black/African-American students

___ 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.
Hispanic/Latino students

___ 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.

Asian students

___ 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.

Female students

___ 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.

Male students

___ 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.

Transgender students

___ 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.
Gay/lesbian/bisexual students

___ 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.

Straight students

___ 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.

Christian students

___ 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.

Jewish students

___ 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.

Muslim students

___ 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.
Atheist students

___ 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.

Is there any other group, not listed above, that you think may be especially uncomfortable sharing their views?

[Open-ended response option]

Treatment Items

The following questions are about your experiences ON CAMPUS IN GENERAL - including classroom activities, public events with speakers, meetings of student organizations, informal gatherings, and conversations with other students.

How frequently are you treated badly or unfairly because of your GENDER?

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

How frequently are you treated badly or unfairly because of your POLITICAL VIEWS?

___ Every day
___ More than once a week
___ Every few weeks
___ A few times a year
___ Once a year or less
___ It never happens
How frequently are you treated badly or unfairly because of your RACE OR ETHNICITY?

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

How frequently are you treated badly or unfairly because of your RELIGIOUS BELIEFS?

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

How frequently are you treated badly or unfairly because of your SEXUAL ORIENTATION?

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

___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
___Don't know

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)?

___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
___Don't know

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)?

___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
___Don't know
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