



7-23-2021

Freedom of Speech at Ursinus College

Benjamin Henwood
Ursinus College, behenwood@ursinus.edu

Follow this and additional works at: https://digitalcommons.ursinus.edu/bus_econ_sum



Part of the [Constitutional Law Commons](#), [First Amendment Commons](#), and the [Higher Education Commons](#)

[Click here to let us know how access to this document benefits you.](#)

Recommended Citation

Henwood, Benjamin, "Freedom of Speech at Ursinus College" (2021). *Business and Economics Summer Fellows*. 10.

https://digitalcommons.ursinus.edu/bus_econ_sum/10

This Paper is brought to you for free and open access by the Student Research at Digital Commons @ Ursinus College. It has been accepted for inclusion in Business and Economics Summer Fellows by an authorized administrator of Digital Commons @ Ursinus College. For more information, please contact aprock@ursinus.edu.

Freedom of Speech Survey Report
Benjamin Henwood and Dr. Economopoulos
Ursinus College

Table of Contents

Pg.3 – Executive Summary

Pg.5 – Methodology

Pg.6 – Detail Report

Pg.12 – Figures

Pg.21– Survey

Executive Summary

The attitudes of Ursinus students towards freedom of speech are presented below. The survey covers several areas of free speech. Students were asked about self-expression in the classroom and outside in the community. We also asked their reactions to other student's speech and their attitudes towards guest speakers. Finally, we sought Ursinus students' understanding of the first amendment, and its protections.

Self-Expression

- In general, a majority of students surveyed (78%) (-) feel comfortable sharing their ideas and opinions in their classes at Ursinus
- In general, many students surveyed (32%) (-) expressed their ideas and opinions outside of the classroom through discussing their ideas or opinions with their classmates or friends.
- There was little difference between males and females in being comfortable or uncomfortable share their ideas, and there was no difference between male and female in feeling inhibited to share their ideas the classroom. However, there was a 5% difference in males more likely to be comfortable sharing their ideas outside the classroom while females were 4% more likely to stop sharing their ideas outside the classroom.
- In general, each sexuality group was comfortable sharing their ideas (75% each). LGBTQ+ students, however, were 13% more likely to be comfortable sharing their ideas and opinions in the classroom than heterosexual students but were 9% more likely to stop themselves from sharing in class. Outside class heterosexuals were 7% more likely to stop themselves from sharing their ideas and opinions.

Reaction to Expression

A vibrant culture of free expression of ideas and opinions requires both the freedom to share and the reception of your audience. We asked students how would they react to statements made by others.

- Many students (32%) (-) said they would express agreement with what a student said if the student said something that they agreed with and 25% (-) stated they would try to understand the other student's point of view if another student said something that they did not agree with.

FREEDOM OF SPEECH SURVEY REPORT

- A small group of students would avoid interacting with a student in the future if the student said something hurtful (18%) (-) or racist (17%) (-)

Guest Speakers

- A majority of respondents (98%) (+) stated it is important for them to be part of a campus community where they are exposed to the ideas and opinions of other students, even if they are different from their own and 94% (+) stated it is an important part of the college experience to have guest speakers come to campus to share a wide variety of viewpoints on political, social, economic, and other contemporary issues.
- A large majority (92%) (-) stated that Ursinus should invite a wide variety of speakers to campus even if the speaker has viewpoints very different from their own, and 94% (+) supports the speakers right to be heard on campus even if they strongly disagree with the speakers' ideas or opinions. However, 72% (+) of the students would support the withdrawal of invitation to a speaker and 40% (-) felt that racist remarks are justifiable reasons for disinvitations. Only 7% (+) of the students felt that there is no reason to disinvite a speaker.
- Only 19% (-) of students would attend a speaker who they strongly disagreed, but 56% (-) of those who attended state the speaker changed at least one of their attitudes.

First Amendment – Kinds of Speech

To better understand students' ideas on hate speech at Ursinus, we asked students to provide their own definitions and examples of hate speech as well as providing their opinion on how hate speech and hurtful speech should be treated on a college and national level.

- When asked what comes to mind when they think of hate speech, 39% of respondents included “against a group” and “harm” in their response. 37% of the students gave an example of hate speech which the person mentioned a slur or slurs in their response. Only 10% of respondents included violence as being part of hate speech. Some students (12%) included hurtful speech as being hate speech.
- When given a list of definitions of hate speech, 43% (+) claimed “Words directed towards a particular individual or group that characterizes the individual or group in a negative or stereotypical way.” Was the closest definition to what they recorded in their open-ended response when they were asked to provide a definition of hate speech.

FREEDOM OF SPEECH SURVEY REPORT

- A majority of respondents (73%) disagreed with the statement “The ideas of a particular individual can be dismissed if they belong to a particular group.” A smaller majority of respondents (58%) disagreed with the statement “Only individuals of a certain group can speak about the truth or issues facing that group.”
- Most students (59%) (+) were unable to identify that the First Amendment in the United States constitution protects hate speech and even more (65%) (+) believed the First Amendment of the United States Constitution should not protect hate speech.
- Students (66%) were able to identify that the First Amendment of the United States Constitution protects hurtful speech and only (54%) believe that the First Amendment of the United States Constitution *should* protect hurtful speech.
- The protection of hurtful speech varied according to the area of study. Humanities students (58%) believe the First Amendment of the United States Constitution should protect hurtful speech while science (55%) and social sciences (46%) felt the first amendment should be protected.

Ursinus College and the First Amendment

- While a large majority of respondents (76%) did not realize that Ursinus College does not have to abide by the First Amendment rule regarding freedom of speech, 85% believe that Ursinus College *should* have to abide by the First Amendment rule regarding free speech.

Methodology

Ursinus College professor Dr. Andrew Economopoulos and Economics student Benjamin Henwood sent out a piloted version of the 2017 FIRE survey to roughly 200 students. Of these 200 students, 61 responded to the survey. Of the 61 respondents, 24 completed the survey in its entirety. After going over the results of the pilot, a new revised version of the 2017 FIRE Survey was sent to roughly 1600 students. Of those 1600 students, there were 118 complete responses with 112 partially complete responses, putting the response total at 230 responses. The average time to complete the survey 20.4 minutes. Survey respondents were students at Ursinus College ranging from the class of 2024 to the class of 2021. Since the survey was used borrowed from FIRE, we decided to compare our results to FIRE's. When we present our data in the executive summary, an asterisk (*) will denote the data is similar to the national average found in FIRE's results. A plus sign (+) denotes the data is above the national average found in FIRE's results. A minus sign (-) denotes the data is below the national average found in FIRE's results. The online survey was open from June 18th to June 29th and participants were offered incentives for completing the survey. The participants were offered to have their email put into a raffle to receive a \$50 WaWa gift card.

Of the 222 students that responded to the survey only completed responses would be used for research purposes meaning for datasets 118 student's responses were used. Each respondent was asked to identify their class year, gender, sexuality, major, if they live on or off-campus, and the level of their parent's education. The average amount of time it took a respondent to complete the survey was 18 minutes in length.

Data was interpreted using SAS and Qualtrics software to create crosstabs and graphs.

The goal of this survey was to objectively understand the opinions of Ursinus College students regarding the school's policy of free and open inquiry.

Detailed Results

Self-Expression

We asked students whether or not they were comfortable sharing their ideas and opinions in their classes here at Ursinus.

We found that a majority of students at Ursinus (78%) (-) feel comfortable sharing their ideas and opinions in the classroom. We found that whether or not students feel comfortable sharing their ideas in the classroom slightly varies by both gender and sexuality. A majority of males (74%), females (75%), and non-binary students (100%) felt comfortable sharing their ideas in the classroom. However, a majority of students who preferred to not state their gender (57%) did not feel comfortable sharing their ideas in class. Overall, we found female students are 1 percentage point more likely to feel comfortable sharing their ideas and opinions in their classes at Ursinus when compared to their male peers (fig 1)

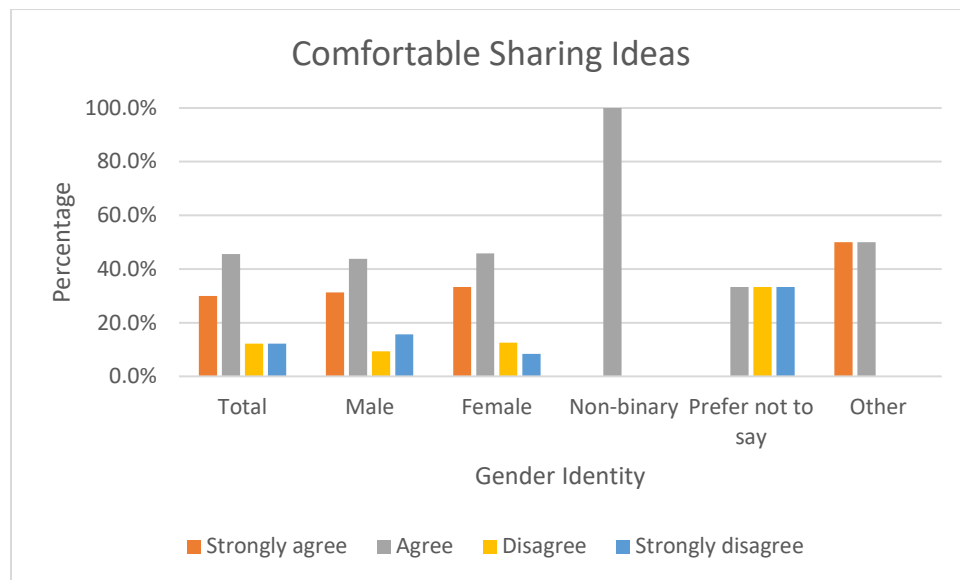
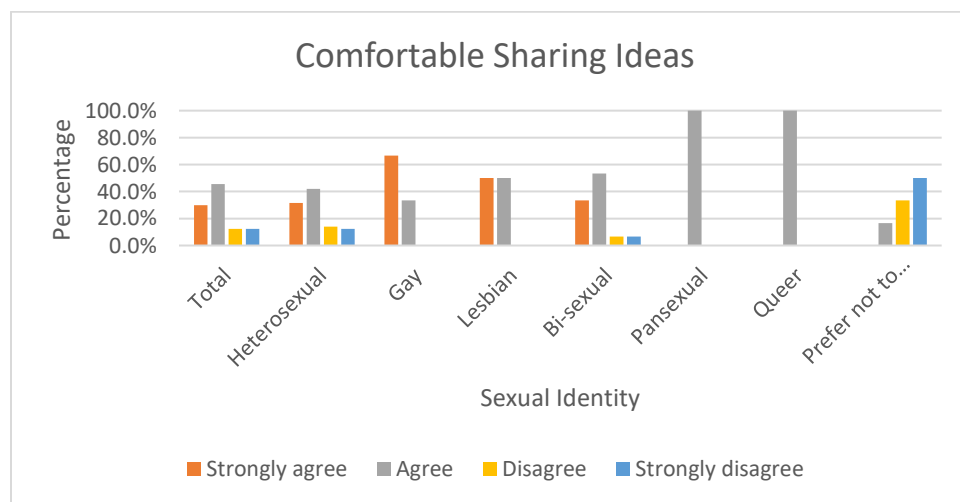


Figure 1. There was slight variation in gender when we asked students how comfortable they felt sharing their ideas in their classes at Ursinus.

In terms of sexuality, comfortability varied quite a bit. A majority of heterosexual students (71%), Gay students (100%), Lesbian students (100%), Bi-sexual students (83%), Pansexual students (67%), and Queer students (100%) were comfortable with sharing their ideas and opinions in their classes. We did find that LGBTQ+ students were more likely to feel comfortable sharing their ideas and their opinions in their classes here at Ursinus. The only outlier were students who preferred not to state their sexuality with 83% of those students feeling uncomfortable sharing their ideas and opinions in their classes here at Ursinus. Overall, we found that LGBTQ+ students are 13 percentage points more likely to feel comfortable sharing their ideas and opinions in their classes at Ursinus when compared to their heterosexual peers (fig 2).



FREEDOM OF SPEECH SURVEY REPORT

Figure 2. There was some variation in sexuality when we asked students how comfortable they felt sharing their ideas in their classes at Ursinus. LGBTQ+ students were more likely to agree or strongly agree with that statement than their heterosexual peers.

Even though a majority of respondents stated they were comfortable sharing their ideas in the classroom, that does not mean they always do so. We found that a majority of respondents (79%) that said they felt comfortable sharing their ideas in the classroom also stated they have stopped sharing their ideas and opinions in the classroom (fig3). When we dove deeper into the data, we did not find significant evidence that comfortability speaking in the classroom had anything to do with graduating year.

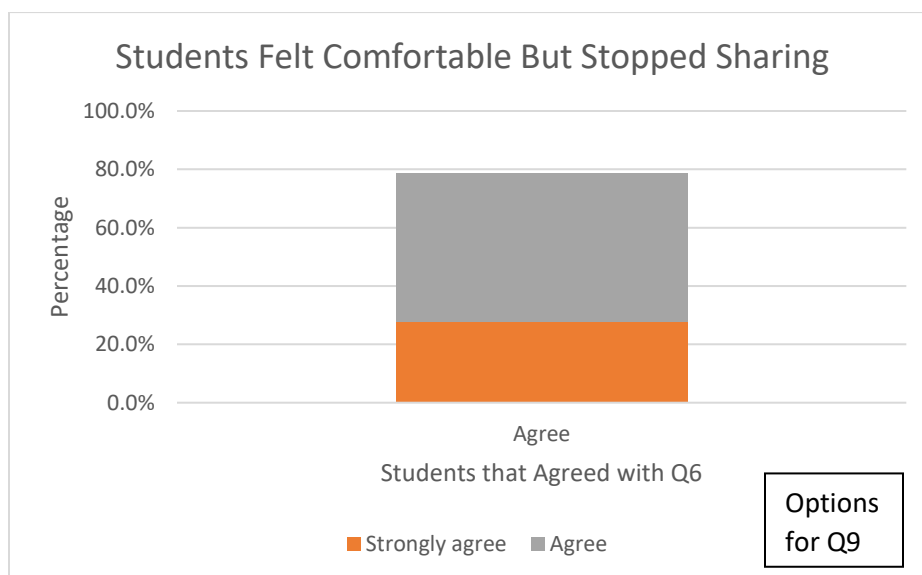


Figure 3. This graph shows the percentage of students that strongly agreed or agreed with stopping themselves from sharing their opinions in the classroom even though they answered they felt comfortable sharing their ideas and opinions in the classroom.

We also found a majority of students (79%) (-) feel comfortable sharing their ideas and opinions on campus when they are out of class. Whether or not a student feels comfortable sharing their ideas and opinions on campus when they are out of class slightly differed by gender, with male students being 5 percentage points more likely to share their ideas and opinions outside of the classroom on campus than their female peers. This showed us female students are less likely to share their ideas outside of the classroom than in. In terms of sexuality, there was no real variation. 75% or more of each sexual identity was comfortable sharing their ideas and opinions outside of the classroom on campus.

Although a majority of respondents felt comfortable sharing their ideas on campus outside of the classroom, we found that students who lived on campus were 29 percentage points more likely to feel comfortable sharing their own opinions and ideas outside of the classroom (fig 4). We also

FREEDOM OF SPEECH SURVEY REPORT

found students that lived off campus were 16 percentage points more likely to feel uncomfortable voicing their ideas and opinions outside of the classroom on campus (fig 5). This could mean students that live at Ursinus are less tolerable of certain ideas and opinions than those who live outside of our campus environment. When we looked at this from the lens of gender and sexuality, there was some variation. Female students were 4 percentage points more likely to stop themselves from voicing their ideas and opinions while outside the classroom on campus and heterosexual students were 7 percentage points more likely to stop sharing voicing their ideas and opinions while outside the classroom on campus.

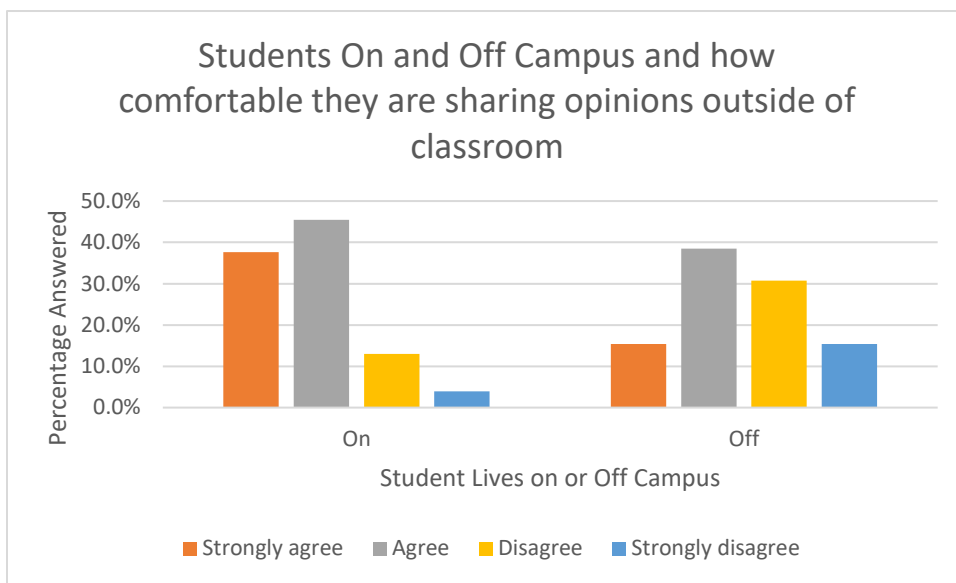


Figure 4. This graph showcases the difference between how comfortable students living off campus feel versus students living on campus feel when it comes to sharing their opinions inside of the classroom.

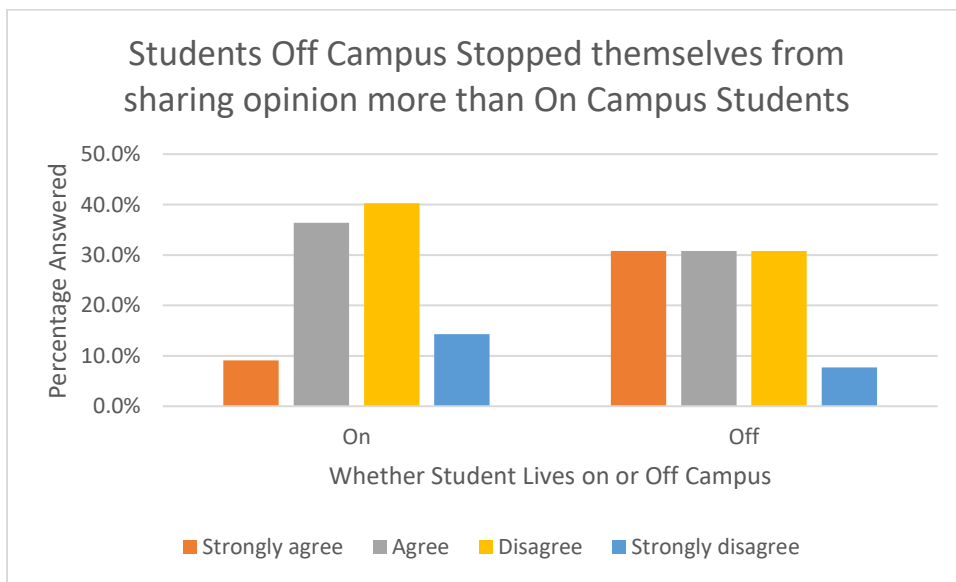


Figure 5. This showcases the difference between on and off campus students when it comes to stopping themselves from sharing their ideas or opinions when outside the classroom.

In short, we did not find much variation in this section of the survey when it came to gender or sex. We were able to conclude that although most students feel comfortable sharing their ideas, most in fact stop themselves from doing so. The biggest variation we saw came between students who lived on and off campus, with students who lived off campus feeling less comfortable sharing their ideas and opinions overall as compared to students who live on campus. This leads us to believe there could be a difference in how tolerant of ideas students who live on campus at Ursinus are versus students that live off campus.

Reaction to Expression

A majority of respondents (98%) (+) stated it is important for them to be part of a campus community where they are exposed to the ideas and opinions of other students, even if they are different from their own. To better understand how students would react to the opinions and ideas of their peers, we asked them how they would react if a student in their class said something that; they agreed with, they strongly disagreed with, was hurtful, and was racist. The top responses for how a student would react if their classmate said something they agree with were; Express agreement with what the other student said (31%) (-), talk with the student outside of class (18%) (-), and to talk with their friends about what the student said (17%) (-). The top responses for how a student would react if their classmate said something they strongly disagreed with was to; try to understand the student's point of view (24%) (-), ask the student questions about what they said (20%) (-), and talk with their friends or classmates about what the student said (13%) (-). The top responses for how a student would react if their classmate said something hurtful was to avoid interacting with that student in the future (20%) (-), to voice their opinion about what that student said (17%) (-), and to talk with their friends or classmates about what that student said (17%) (-). Interestingly enough, we found that 65% of students that would try to understand the student's point of view believed hurtful speech should be protected by the 1st Amendment of the United States Constitution (fig 6). Additionally, we found 65% of students that would have asked the student about what they said also believed hurtful speech should be protected by the 1st Amendment of the U.S. Constitution (fig 6). We found students would be 12 percentage points more willing to understand a student's viewpoint if they did not agree with it when compared to them viewing it as hurtful. Students generally drew the line at Racist speech. The top choices for what a student would do if a classmate said something racist were; Avoid interacting with that student in the future (17%) (-), talking to their friends or classmates about what the student said (15%) (-), or voicing their opinion about what the student said (15%) (-). We can see students are more likely to socially ostracize a student if they were to say something racist and are more open to listening if a student were to say something hurtful and even more open to listening if the student said something they simply did not agree with. Interestingly, students are more likely to avoid interacting with a student that has said something they perceived as hurtful (18%) (-) than when the student has said something racist (17%) (-).

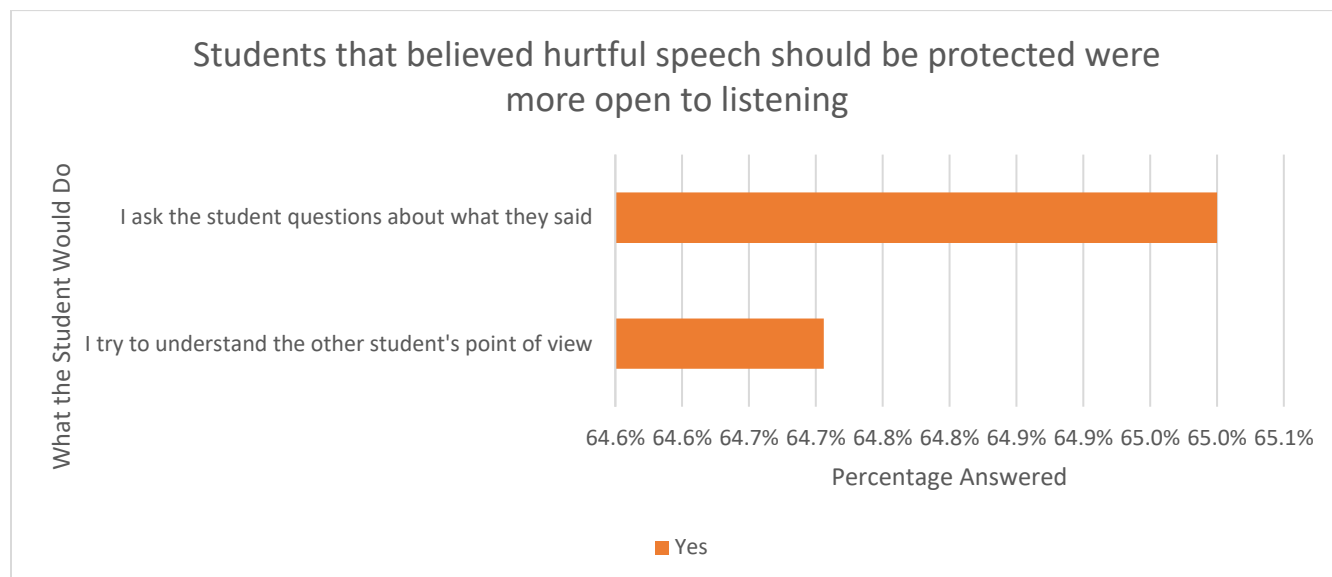


Figure 6. This graph shows the group of students that believed hurtful speech should be protected by the 1st Amendment. These students were more likely to listen to students that said something hurtful during class.

In short, this section of the survey helped us gather that student at Ursinus are generally willing to listen to other students that have different ideas than them. The caveat is students are not willing to listen to other students who say something that can be perceived as hurtful and are even less willing to listen to students that say something racist. We were able to find that students who supported hurtful speech being protected by the 1st amendment were more likely to listen to students that made hurtful or racist comments. In terms of how this affects social life, students at Ursinus are more likely to ignore or avoid students that say something hurtful than those who say something racist. This is interesting because a majority of respondents (40%) (-) stated the top reason they would not allow a guest speaker to speak at the college would be because the speaker has made racist or hateful comments. This leads us to believe students at Ursinus may not be holding their peers to the same standard that they may hold speakers and academics to.

Guest Speakers

A majority of respondents (94%) (+) stated it is an important part of the college experience to have guest speakers come to campus to share a wide variety of viewpoints on political, social, economic, and other contemporary issues. Many respondents (94%) (+) believed the speaker should be allowed to speak at Ursinus even if they strongly disagreed with the point of view of a guest speaker. A majority of respondents (92%) (-) also believed it is important for Ursinus to

FREEDOM OF SPEECH SURVEY REPORT

invite a wide variety of guest speakers to campus, even if these speakers have viewpoints very different from their own. A majority of respondents (56%) (-) stated they had an idea or opinion changed after listening to a guest speaker at Ursinus. A majority of respondents (19%) (-) stated they would attend a guest speakers' event if they strongly disagreed with some of the speakers' ideas and opinions (fig 7). We found that very few students would do something to disrupt or prevent the event from taking place. 2% (-) of students reported they would try to prevent other students from attending the event, 1% (-) of students said they would take down flyers for the event, and less than 1% (*) of students would use violence or disruptive actions to prevent the event from occurring (fig 7)

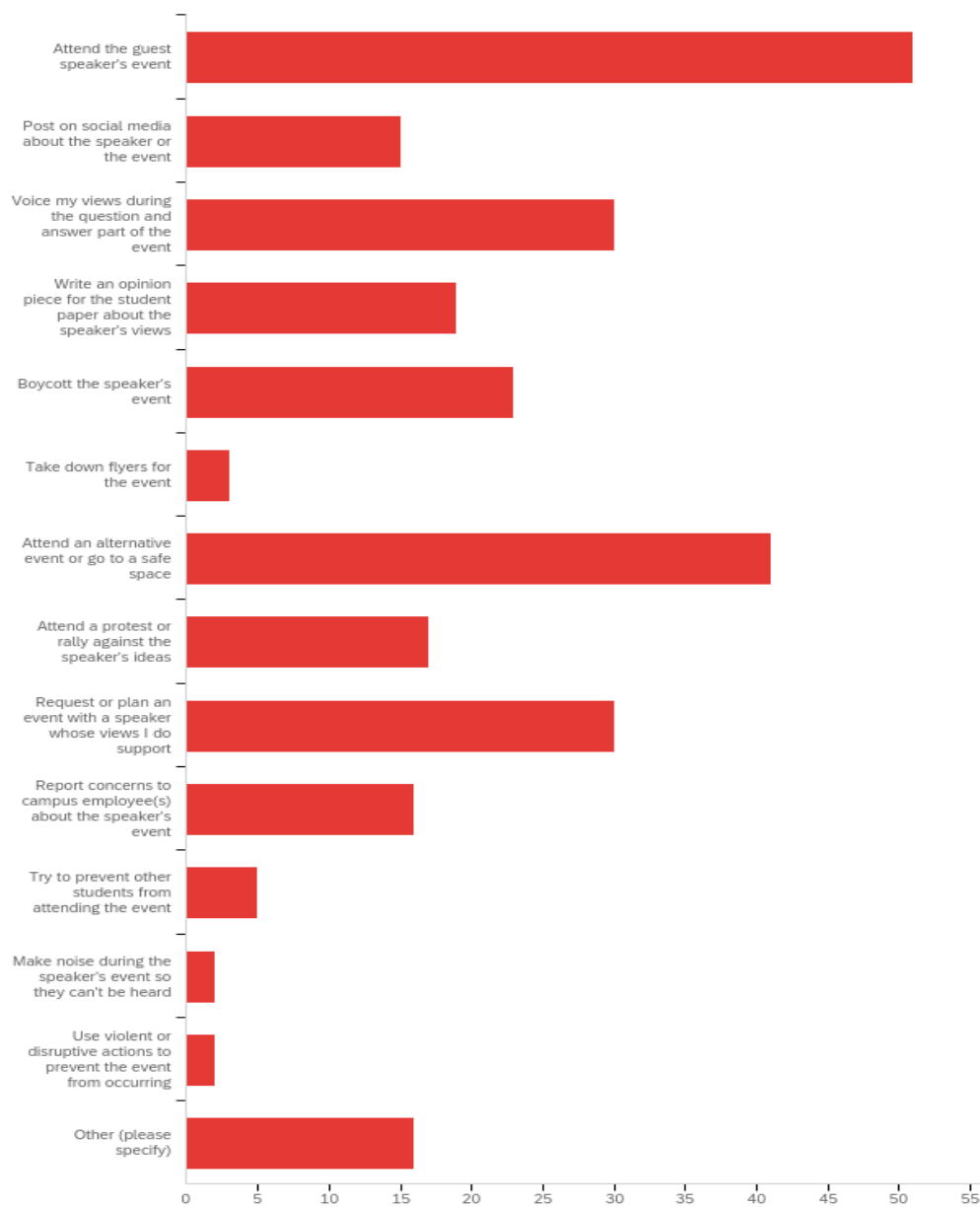


Figure 7. This is a list of things students would do if a speaker that had ideas or opinions, they strongly disagreed with came to speak at Ursinus. The X axis is count instead of percentage.

Disinvitation of Guest Speakers

Even though we found that speakers are a large part of Ursinus community life, we found evidence that students also support disinviting guest speakers to campus for various reasons. Overall, a majority of respondents (72%) (+) believed there are times Ursinus should disinvite guest speakers, even after the event has been announced by the college. The top three reasons participants provided for not allowing a guest speaker to speak was if; the guest speaker has made racist or hateful comments (40%) (-), if the speaker has participated in criminal activity or professional misconduct (18%) (-), or if Ursinus were unable to provide enough security for the event (11%) (-). Only 7% (+) of respondents believed there was no reason a speaker should be disinvited to speak after the event was announced. We gave students a list of 10 different types of speakers and asked them who they wanted to disinvite. The list only included adjectives that could describe a person or their beliefs. The list was of the following ideologies: Ableist, Alt-right, Pro-Israel, Anti-American, Anti-feminist, Anti-immigration, Atheist, Communist, A Blue Lives Matter activist, and a gun control activist. We also provided a “none of the above option” for students who did not believe a speaker should be disinvited or did not see any of these viewpoints as worthy of disinvitation. The top three choices students thought should be disinvited were Ableist (17%) (+), Anti-feminist (15%) (-), and Anti-immigration (15%) (-) (fig 8). The three choices students picked the least were Atheist (2%) (-), A gun control activist (4%) (+), and Pro-Israel (5%) (+) (fig 8). The interesting point of this data is that anti-immigration is not categorized as being prejudiced or hateful, it is categorized as an opinion and political viewpoint. Ursinus students had previously stated they believed it was important to invite guest speakers with varying opinions and ideas and the second most popular choice for disinviting a guest speaker was a speaker that simply had a different opinion. This leads us to believe students may not be as accepting to different ideas as they claim to be. Of the ten speakers we offered to disinvite, 6 of them had had 50% or more of students that agreed with the statement being part of a campus community where they are exposed to ideas different than their own is important willing to disinvite them (fig 9). We also found students were more likely to disinvite an alt-right speaker than a communist speaker.

Overall, this section of the survey allowed us to draw some conclusion about students at Ursinus and their views on guest speakers. We were able to conclude that students at Ursinus believe guest speakers are an important part of their experience here at Ursinus. Students also believe that school should invite speakers that challenge their ideas and opinions. We also learned that although students support guest speakers coming to campus, they also support disinviting guest speakers when appropriate. We found that Ursinus students generally draw the line at prejudiced speakers. Ableism, defined as socially prejudiced against people with physical disabilities, was the top choice for a viewpoint that would warrant disinviting a guest speaker. We also found that

FREEDOM OF SPEECH SURVEY REPORT

Ursinus students are not as accepting to other ideas as they claim to be, as the third most popular choice to disinvite a guest speaker as an “anti-immigration” speaker which is simply a viewpoint and opinion rather than a hateful or prejudiced thought.

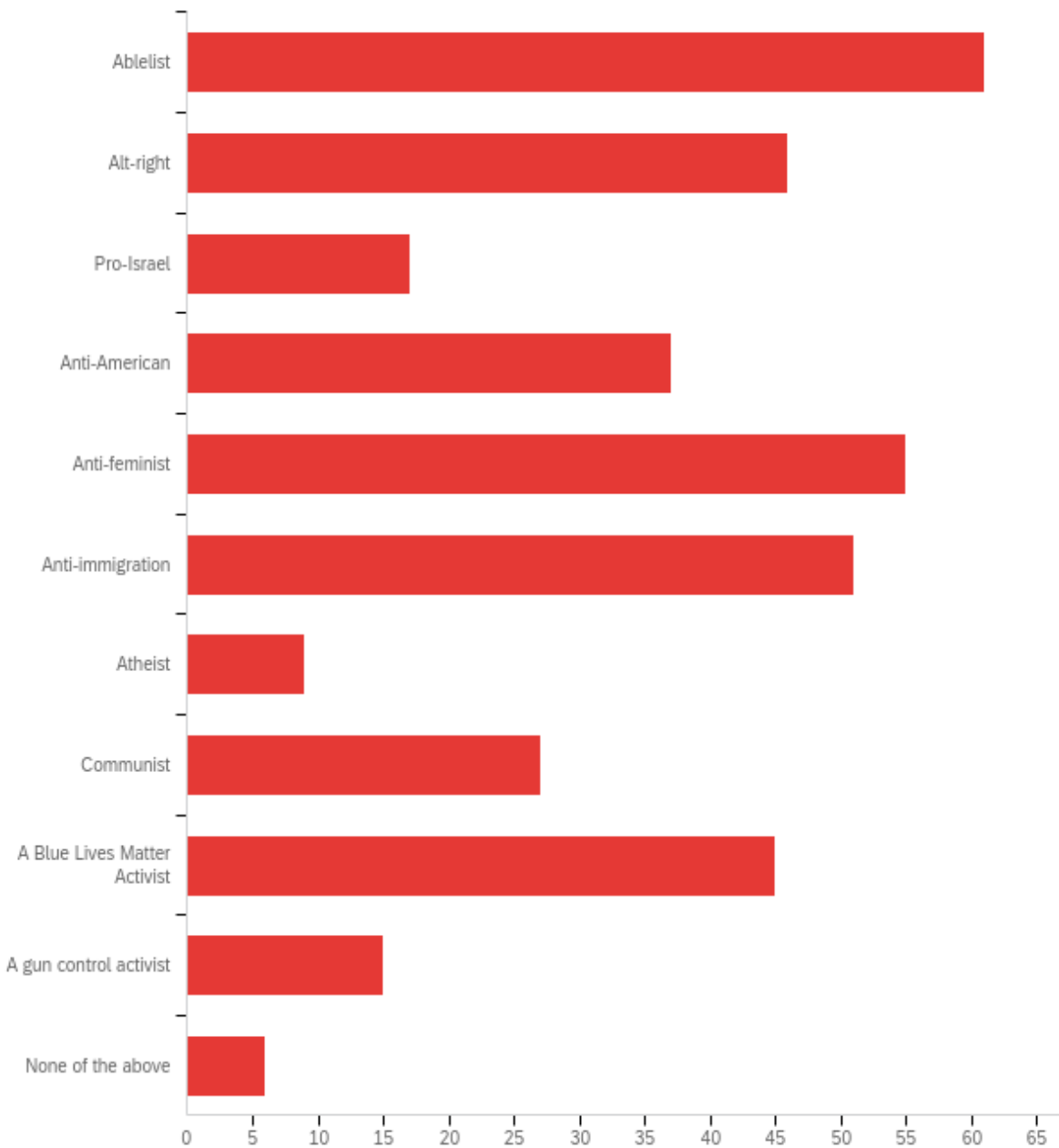


Figure 8. This chart showcases which types of speakers Ursinus students would want to disinvite even after the event were announced. The X axis is count instead of percentage.

FREEDOM OF SPEECH SURVEY REPORT

		SA	A
Q29: I may want my college or university to tell a guest speaker they are no longer invited to speak if the speaker is: (check all that apply)	Ablelist	48%	44%
	Alt-right	36%	35%
	Pro-Israel	10%	16%
	Anti-American	28%	29%
	Anti-feminist	40%	44%
	Anti-immigration	39%	40%
	Atheist	9%	5%
	Communist	18%	24%
	A Blue Lives Matter Activist	30%	40%
	A gun control activist	12%	11%
None of the above	4%	5%	

Figure 9. This table showcases students who reported they wanted to be exposed to ideas other than their own and who they chose to disinvite. We found students that wanted to be exposed to different ideas chose speakers that simply had different opinions over speakers who are defined as downright prejudice. **Q20 - It is important to be part of a campus community where I am exposed to the ideas and opinions of other students, even if they are different from my own, SA – Strongly Agree, A – Agree.**

Hate Speech

The First Amendment of the United States Constitution protects the right to free speech. This includes speech that may be categorized as hateful speech. There is currently no legal definition of hate speech. Because there is no definition of hate speech participants reflected a wide variety of definitions when asked to provide a definition of hate speech.

A majority of respondents (59%) (+) were not able to identify that the 1st Amendment protects hate speech (fig 10). Furthermore, a majority of respondents (65%) (+) did not believe the 1st Amendment should protect hate speech (fig 11). When we broke this down among field of study, the field of study that most believed hate speech should be protected by the 1st Amendment was humanities (27%) followed by sciences (23%) and lastly, social sciences (21%). This data led us to deduce that the variation among majors and opinion on hate speech being protected had very little variation.

The absence of a true definition of hate speech puts the definition of hate speech entirely up to the interpretation of the student. Some students may believe that hate speech is speech that is protected by the 1st amendment, others may think it is speech that is not protected by the 1st amendment, and others may believe a mix of both. The topic of hate speech is currently a hot topic issue at Ursinus given the community outrage over the protestors that would picket on main street speaking words that some students interpreted as hateful.

FREEDOM OF SPEECH SURVEY REPORT

Definitions of Hate Speech

To better understand the views students portrayed when asked if hate speech should be protected, we asked students to define and give us examples of hate speech. We asked this to determine what students defined as hate speech and how this would affect whether or not they felt hate speech should be protected by the 1st Amendment.

When asked what comes to mind when they think of hate speech, 39% of respondents included “against a group” and “harm” in their response. This showed us some students at Ursinus believe hate speech is speech that is supposed to harm a particular group of individuals. When asked to provide an example of hate speech, 37% of respondents mentioned a slur or slurs in their response. This showed us some students at Ursinus believe hate speech can be categorized as derogatory slurs. Slurs listed were primarily racial, religious, and homosexual slurs. When asked to define hate speech, only 10% of respondents believed hate speech can be or include acts of violence. 12% of respondents used the word hurtful to define hate speech. This is quite interesting as a majority of respondents (54%) believed the 1st Amendment should protect hurtful speech. This goes to show that students definitions of hate speech can complicate things as some students believed hate speech is hurt speech but want hate speech to be illegal but hurtful speech to be legal.

Hurtful Speech

We wanted to see if respondents could identify the 1st Amendment of the United States Constitution protects hurtful speech. A majority of respondents (66%) were able to identify the 1st Amendment protects hurtful speech. A majority of respondents (54%) believe the 1st amendment should protect hurtful speech. When we broke down the data deeper, we found slight variation between area of study and opinion on hurtful speech. A majority of humanities (58%) and science (55%) majors believed the 1st amendment should protect hurtful speech. Only 46% of social sciences majors believed the 1st amendment should protect hurtful speech. That is less than half of social science majors at Ursinus. This led us to deduce that humanities and science majors seem more open to and accepting of hurtful speech whereas social science majors are not as accepting or willing to tolerate hurtful speech

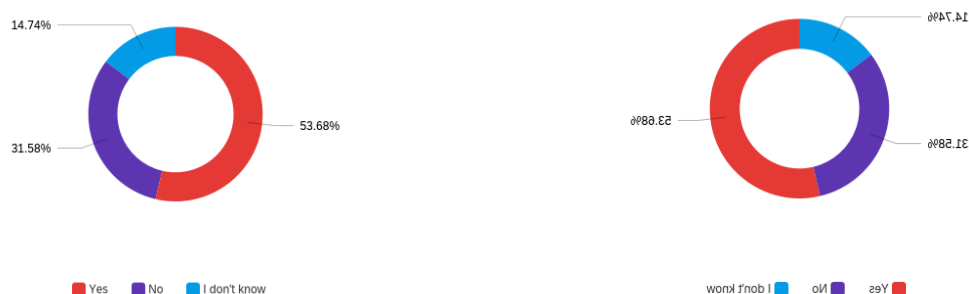


Figure 10. This chart showcases the percentage of students that were able to identify hurtful speech is protected by the 1st Amendment of the United States Constitution.

Figure 11. This chart showcases the percentage of students that believe hurtful speech should be protected by the 1st Amendment of the United States Constitution.

Ursinus and the First Amendment

We were curious as to whether or not students knew Ursinus College does not have to abide by the 1st Amendment rule concerning free speech. A majority of respondents (76%) were incorrect when asked if Ursinus abides by the First Amendment rule. There was some variation by major here, with 35% of humanities majors being able to identify this as compared to only 27% of science majors and 26% of social science majors. We also asked respondents whether or not they believe Ursinus College should have to abide by the 1st amendment rule concerning free speech. A majority of respondents (85%) believe Ursinus should have to abide by the 1st Amendment rule concerning free speech. When we broke it down by major, we found no major variation with 81% of humanities majors, 84% of science majors, and 79% of social science majors believing Ursinus should have to abide by the 1st Amendment rule concerning free speech.

In short, this section of the survey provided us with valuable information concerning student opinion on hateful and hurtful speech. We were able to find that a majority of students at Ursinus were not able to identify hateful speech was in fact protected by the First Amendment of the United States Constitution. Student opinion overwhelmingly supported hate speech not being supported by the 1st Amendment of the United States Constitution. When asked to provide definitions and examples of hate speech, the common theme was that students believed hate speech was speech that was directed towards a particular group. A majority of respondents chose the actual definition of hate speech when asked to choose the definition of hate speech that most fit their definition. When asked about hurtful speech, students were able to identify it was protected by the 1st amendment, and a majority also thought it should be protected by the 1st amendment. The interesting finding was that roughly 12% of respondents used the word hurtful in their hate speech definition. This goes to show how differently hate speech can be interpreted and that some students believe hate speech is hurtful speech but believe hateful speech should be outlawed and hurtful speech should be legal. All in all, we found the Ursinus community has little to no tolerance when it comes to hateful speech but are more tolerant when it comes to hurtful speech.

The Survey

Q1 The goal of this survey is to assess the campuses attitudes towards Ursinus's goals of free and open inquiry. This is part of a summer fellows student project in which we are surveying current graduates and students of Ursinus College. All participants will remain anonymous. The report of the findings of the survey will be reported at the Summer Fellows conference. Those who complete the survey will have the option to be entered into a raffle for a \$50 WaWa giftcard.



Q2 Overall, how satisfied are you with the experience you have had at your college or university?

- Extremely satisfied (1)
 - Somewhat satisfied (2)
 - Somewhat dissatisfied (3)
 - Extremely dissatisfied (4)
-

Q3 Overall, how satisfied are you with the classes you have taken at your college or university?

- Extremely satisfied (1)
 - Somewhat satisfied (2)
 - Somewhat dissatisfied (3)
 - Extremely dissatisfied (4)
-



FREEDOM OF SPEECH SURVEY REPORT

Q4 Which of the following is most important thing you want to gain from your college education? I want to...

- Belong to a campus community where my values are shared (1)
- Explore controversial issues using evidence-based claims (2)
- Grow and learn in a safe and comfortable environment (3)
- Learn how to gather and thoughtfully use evidence to support my ideas (4)
- Better understand how to value diversity (5)
- Understand and evaluate the ideas of others, even when I disagree with them (6)
- Learn how to turn controversial topics into meaningful dialogues (7)
- Be encouraged to share my ideas openly (8)
- Be exposed to diverse intellectual viewpoints (9)
- Explore career options for after college (10)
- Develop my personal identity (11)
- Meet people and develop friendships (12)
- Become a better analytical writer (13)
- See the world from someone else's perspective (14)



FREEDOM OF SPEECH SURVEY REPORT

Q5 Which of the following is least important thing you want to gain from your college education? I want to...

- Belong to a campus community where my values are shared (1)
 - Explore controversial issues using evidence-based claims (2)
 - Grow and learn in a safe and comfortable environment (3)
 - Learn how to gather and thoughtfully use evidence to support my ideas (4)
 - Better understand how to value diversity (5)
 - Understand and evaluate the ideas of others, even when I disagree with them (6)
 - Learn how to turn controversial topics into meaningful dialogues (7)
 - Be encouraged to share my ideas openly (8)
 - Be exposed to diverse intellectual viewpoints (9)
 - Explore career options for after college (10)
 - Develop my personal identity (11)
 - Meet people and develop friendships (12)
 - Become a better analytical writer (13)
 - See the world from someone else's perspective (14)
-



FREEDOM OF SPEECH SURVEY REPORT

Q6 In my college classes, I feel comfortable sharing my ideas and opinions.

- Strongly agree (1)
- Agree (2)
- Disagree (3)
- Strongly disagree (4)

Display This Question:

If In my college classes, I feel comfortable sharing my ideas and opinions. = Strongly disagree

Or In my college classes, I feel comfortable sharing my ideas and opinions. = Disagree



Q7 In my college classes, there are times when I share my ideas and opinions even when I am uncomfortable doing so.

- Strongly agree (1)
- Agree (2)
- Disagree (3)
- Strongly disagree (4)

Display This Question:

If In my college classes, there are times when I share my ideas and opinions even when I am uncomfor... = Strongly agree

Or In my college classes, there are times when I share my ideas and opinions even when I am uncomfor... = Agree



FREEDOM OF SPEECH SURVEY REPORT

Q8 Which of the following were reasons that you shared your ideas or opinions when you felt uncomfortable in class?

- I needed to participate in class because it affects my grade (1)
 - I thought my idea or opinion was correct (2)
 - I thought my idea or opinion was important for others to hear (3)
 - No one else was sharing their ideas or opinions (4)
 - I wanted to point out a mistake that someone made (5)
 - I wanted to present a different viewpoint (6)
 - I disagreed with what others were saying (7)
 - I wanted to add support to my friend or classmate's idea (8)
 - I wanted to stand up for another student who couldn't speak up (9)
 - I wanted to stand up for people in my racial, ethnic, or cultural group (10)
 - Other (please specify) (11) _____
-



Q9 In my college classes, I have stopped myself from sharing my ideas or opinions.

- Strongly agree (1)
 - Agree (2)
 - Disagree (3)
 - Strongly disagree (4)
-

FREEDOM OF SPEECH SURVEY REPORT

Display This Question:

If in my college classes, I have stopped myself from sharing my ideas or opinions. = Strongly agree

Or In my college classes, I have stopped myself from sharing my ideas or opinions. = Agree



Q10 Which of the following were reasons that you stopped yourself from sharing your ideas or opinions in class?

- I thought I might be incorrect or mistaken (1)
- I thought I would offend my classmates (2)
- I thought that my classmates would judge me (3)
- I thought a classmate might report what I said to a campus employee (4)
- I thought the professor would disagree with me (5)
- I thought the professor would give me a lower grade (6)
- I thought the professor might report what I said to a campus employee (7)
- Other (please specify) (8) _____



FREEDOM OF SPEECH SURVEY REPORT

Q11 On your college campus, how have you expressed your ideas and opinions outside of the classroom? [check all that apply]

- Discussing ideas or opinions with my classmates or friends (1)
- Posting on social media about campus issues (2)
- Joining a campus organization or student club (3)
- Attending religious or spiritual events (4)
- Using chalk to write on blackboards or sidewalks (5)
- Creating or displaying artwork for an on-campus event (6)
- Handing out flyers or pamphlets (7)
- Getting involved in a political campaign (8)
- Writing for a campus publication or newspaper (9)
- Attending a speaker event or debate (10)
- Attending or participating in a protest or rally (11)
- Organizing a protest or rally (12)
- Other (please specify) (13) _____



FREEDOM OF SPEECH SURVEY REPORT

Q12 When I spend time on campus outside of my classes, I feel comfortable sharing my own ideas and opinions.

- Strongly agree (1)
- Agree (2)
- Disagree (3)
- Strongly disagree (4)
-



Q13 When I spend time on campus outside of my classes, I have stopped myself from sharing my ideas or opinions.

- Strongly agree (1)
- Agree (2)
- Disagree (3)
- Strongly disagree (4)
-

Display This Question:

If When I spend time on campus outside of my classes, I have stopped myself from sharing my ideas or... = Strongly agree

Or When I spend time on campus outside of my classes, I have stopped myself from sharing my ideas or... = Agree



FREEDOM OF SPEECH SURVEY REPORT

Q14 On your college campus, which of the following were reasons that you stopped yourself from sharing your ideas or opinions outside of the classroom? (check all that apply)

- I thought I might be incorrect or mistaken (1)
 - I thought I might hurt someone's feelings (2)
 - I thought I might offend someone (3)
 - I thought my idea or opinion might be politically incorrect (4)
 - I thought someone would judge me (5)
 - I didn't want to explain my opinion or idea (6)
 - I didn't want to get into a debate, argument, or confrontation (7)
 - I didn't want to lose my job or internship (8)
 - I thought someone might report what I said to a campus employee (9)
 - I thought I might get in trouble with a campus employee (10)
 - Other (please specify) (11) _____
-



FREEDOM OF SPEECH SURVEY REPORT

Q15 It is important to be part of a campus community where I am not exposed to intolerant and offensive ideas

- Strongly agree (1)
- Agree (2)
- Disagree (3)
- Strongly disagree (4)
-



Q16 In my college classes, when another student says something that I agree with, I might respond in the following way(s): (check all that apply)

- I express my agreement with what the student said (1)
- I friend or follow the student on social media (2)
- I post about the experience on social media (3)
- I ask the student about questions they said (4)
- I talk with or email the professor about what the student said (5)
- I talk with my friends or classmates about what the student said (6)
- I work with the student on future class projects or activities (7)
- I talk with the student outside of class (8)
- Other (please specify) (9) _____
-

FREEDOM OF SPEECH SURVEY REPORT



Q17 In my college classes, when another student says something that I strongly disagree with, I might respond in the following way(s): (check all that apply)

- I avoid interacting with that student in the future (1)
 - I post about the experience on social media (2)
 - I voice my opinion about what the student said (3)
 - I try to understand the other student's point of view (4)
 - I ask the student questions about what they said (5)
 - I tell the student to be quiet or to keep their opinion to themselves (6)
 - I talk with or email the professor about what the student said (7)
 - I talk with my friends or classmates about what the student said (8)
 - I leave the classroom (9)
 - I make class uncomfortable for the other student (10)
 - I discuss what the student said with a campus employee (11)
 - Other (please specify) (12) _____
-



FREEDOM OF SPEECH SURVEY REPORT

Q18 In my college classes, when another student says something hurtful, I might respond in the following way(s): (check all that apply)

- I avoid interacting with that student in the future (1)
- I post about the experience on social media (2)
- I voice my opinion about what the student said (3)
- I try to understand the other student's point of view (4)
- I ask the student questions about what they said (5)
- I tell the student to be quiet or to keep their opinion to themselves (6)
- I talk with or email the professor about what the student said (7)
- I talk with my friends or classmates about what the student said (8)
- I leave the classroom (9)
- I make class uncomfortable for the other student (10)
- I discuss what the student said with a campus employee (11)
- Other (please specify) (12) _____



FREEDOM OF SPEECH SURVEY REPORT

Q19 In my college classes, when another student says something racist, I might respond in the following way(s): (check all that apply)

- I avoid interacting with that student in the future (1)
 - I post about the experience on social media (2)
 - I voice my opinion about what the student said (3)
 - I try to understand the other student's point of view (4)
 - I ask the student questions about what they said (5)
 - I tell the student to be quiet or to keep their opinion to themselves (6)
 - I talk with or email the professor about what the student said (7)
 - I talk with my friends or classmates about what the student said (8)
 - I leave the classroom (9)
 - I make class uncomfortable for the other student (10)
 - I discuss what the student said with a campus employee (11)
 - Other (please specify) (12) _____
-



FREEDOM OF SPEECH SURVEY REPORT

Q20 It is important to be part of a campus community where I am exposed to the ideas and opinions of other students, even if they are different from my own.

- Strongly agree (1)
- Agree (2)
- Disagree (3)
- Strongly disagree (4)
-

Q21 In the next section of the survey, we are going to ask you about guest speakers who are invited to campus by your college or university's administration, faculty, or student groups. Again, there are no right or wrong answers to these questions, and we thank you for your participation.



Q22 It is an important part of the college experience to have guest speakers come to campus to share a wide variety of viewpoints on political, social, economic, and other contemporary issues.

- Strongly agree (1)
- Agree (2)
- Disagree (3)
- Strongly disagree (4)
-



FREEDOM OF SPEECH SURVEY REPORT

Q23 After listening to a guest speaker talk on my college campus, I have changed at least one of my attitudes, perspectives, or opinions.

- Strongly agree (1)
- Agree (2)
- Disagree (3)
- Strongly disagree (4)
-



Q24 Even if I disagree strongly with the point of view of a guest speaker, they should be able to talk about their ideas on my college campus.

- Strongly agree (1)
- Agree (2)
- Disagree (3)
- Strongly disagree (4)
-



Q25 My college or university should invite speakers with a variety of ideas and opinions to campus, including speakers whose perspectives are very different from my own.

- Strongly agree (1)
- Agree (2)
- Disagree (3)
- Strongly disagree (4)
-

FREEDOM OF SPEECH SURVEY REPORT



Q26 If a guest speaker with ideas and opinions I strongly disagree with were invited to my college campus, I might do the following: (check all that apply)

- Attend the guest speaker's event (1)
 - Post on social media about the speaker or the event (2)
 - Voice my views during the question and answer part of the event (3)
 - Write an opinion piece for the student paper about the speaker's views (4)
 - Boycott the speaker's event (5)
 - Take down flyers for the event (6)
 - Attend an alternative event or go to a safe space (7)
 - Attend a protest or rally against the speaker's ideas (8)
 - Request or plan an event with a speaker whose views I do support (9)
 - Report concerns to campus employee(s) about the speaker's event (10)
 - Try to prevent other students from attending the event (11)
 - Make noise during the speaker's event so they can't be heard (12)
 - Use violent or disruptive actions to prevent the event from occurring (13)
 - Other (please specify) (14) _____
-



FREEDOM OF SPEECH SURVEY REPORT

Q27 There are times when my college or university should tell a guest speaker they are no longer invited to speak at the school, even after the event was announced.

- Strongly agree (1)
- Agree (2)
- Disagree (3)
- Strongly disagree (4)
-



Q28 What is a reason a college or university should tell a guest speaker they are no longer invited to speak? (check all that apply)

- If the university is unable to provide enough security for the event (1)
- If the speaker has made racist or hateful comments (2)
- If the speaker has participated in criminal activity or professional misconduct (3)
- If the students plan protests against the speaker (4)
- If students, faculty, or alumni write a letter requesting the invitation be withdrawn (5)
- Other (please specify) (6) _____
- There is no reason a college or university should tell a guest speaker they are no longer invited to speak (7)
-



FREEDOM OF SPEECH SURVEY REPORT

Q29 I may want my college or university to tell a guest speaker they are no longer invited to speak if the speaker is: (check all that apply)

- Ablelist (1)
- Alt-right (2)
- Pro-Israel (3)
- Anti-American (4)
- Anti-feminist (5)
- Anti-immigration (6)
- Atheist (7)
- Communist (8)
- A Blue Lives Matter Activist (9)
- A gun control activist (10)
- None of the above (11)



FREEDOM OF SPEECH SURVEY REPORT

Q30 It is important to be part of a campus community where I am exposed to the ideas and opinions of others, even if their ideas and opinions are different from my own.

- Strongly agree (1)
- Agree (2)
- Disagree (3)
- Strongly disagree (4)
-

X→

Q31 I should not have to walk past student protests on my college campus.

- Strongly agree (1)
- Agree (2)
- Disagree (3)
- Strongly disagree (4)
-

X→

Q32 My college campus is a place where students may protest, rally, and express themselves publicly.

- Strongly agree (1)
- Agree (2)
- Disagree (3)
- Strongly disagree (4)
-

FREEDOM OF SPEECH SURVEY REPORT

Q33 The next section asks you to rate how supportive your college or university is to various student groups on campus.



Q34 In your opinion, how supportive is your campus environment toward ...

	Click to write Column 1				
	Strongly Supportive (1)	Supportive (2)	Unsupportive (3)	Strongly Unsupportive (4)	Neutral (5)
African American students (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asian students (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hispanic/Latino students (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Native American students (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
White students (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International students (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immigrant students (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q35 In your opinion, how supportive is your campus environment toward ...

	Click to write Column 1

FREEDOM OF SPEECH SURVEY REPORT

	Strongly Supportive (1)	Supportive (2)	Unsupportive (3)	Strongly Unsupportive (4)	Neutral (5)
Female students (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Male students (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transgender students (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gay students (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesbian students (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bisexual students (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Queer students (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q36 In your opinion, how supportive is your campus environment toward ...

	Click to write Column 1				
	Strongly Supportive (1)	Supportive (2)	Unsupportive (3)	Strongly Unsupportive (4)	Neutral (5)

FREEDOM OF SPEECH SURVEY REPORT

Christian students (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jewish students (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Muslim students (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Buddhist students (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hindu students (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Atheist or agnostic students (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other non-Christian students (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q37 In your opinion, how supportive is your campus environment toward ...

	Click to write Column 1				
	Strongly Supportive (1)	Supportive (2)	Unsupportive (3)	Strongly Unsupportive (4)	Neutral (5)

FREEDOM OF SPEECH SURVEY REPORT

Republican students (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Democrat students (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Libertarian students (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Green party students (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conservative students (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Liberal students (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Moderate or politically independent students (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q38 In your opinion, how supportive is your campus environment toward ...

	Click to write Column 1				
	Strongly Supportive (1)	Supportive (2)	Unsupportive (3)	Strongly Unsupportive (4)	Neutral (5)

FREEDOM OF SPEECH SURVEY REPORT

Students with a disability (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students with a psychological health issue (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students from poor or working-class backgrounds (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students from middle-class backgrounds (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students from upper-class or wealthy backgrounds (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q39 In your opinion, how supportive is your campus environment toward ...

	Click to write Column 1				
	Strongly Supportive (1)	Supportive (2)	Unsupportive (3)	Strongly Unsupportive (4)	Neutral (5)

FREEDOM OF SPEECH SURVEY REPORT

Feminist students (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Men's rights students (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro-choice students (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro-life students (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communist students (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socialist students (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Black Lives Matter supporting students (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All Lives Matter supporting students (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tea Party supporting students (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro-Israel Students (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro-Palestine Students (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q40 For the last section of the survey we are going to ask you about hate speech. Again, there are no right or wrong answers, and we thank you for your participation.

FREEDOM OF SPEECH SURVEY REPORT

Q41 Please take a minute to think about the next question before writing a response. When you think of hate speech, what comes to mind?

Q42 Please take a minute to think about the next question before writing a response. In your opinion, what is an example of hate speech?

Q43 Please take a minute to think about the next question before writing a response. How would you define hate speech?



Q44 Which of the following definitions most closely aligns with the definition of hate speech you just provided to us?

- Racist speech that is intended to insult another person because they belong to a particular racial group (1)
 - A term used to describe negative or controversial statements (2)
 - Powerful and negative speech that can cause harm (ex: stress, exclusion, silence) (3)
 - Words directed towards a particular individual or group that characterizes the individual or group in a negative or stereotypical way (4)
 - A phrase used to describe expression that someone else feels to be hateful (5)
 - None of the above (6)
-

FREEDOM OF SPEECH SURVEY REPORT



Q45 The ideas of a particular individual can be dismissed if they belong to a particular group

- Strongly agree (1)
 - Agree (2)
 - Disagree (4)
 - Strongly disagree (5)
-



Q46 Only individuals of a certain group can speak about the truth of the issues facing that group.

- Strongly agree (1)
 - Agree (2)
 - Disagree (4)
 - Strongly disagree (5)
-



Q47 As you may already know, the First Amendment to the Constitution protects freedom of speech. Does the First Amendment protect hate speech?

- Yes (1)
- No (2)
- I don't know (3)

FREEDOM OF SPEECH SURVEY REPORT



Q48 In your opinion, should the First Amendment to the Constitution protect hate speech?

- Yes (1)
 - No (2)
 - I don't know (3)
-



Q49 As you may already know, the First Amendment to the Constitution protects freedom of speech. Does the First Amendment protect hurtful speech?

- Yes (1)
 - No (2)
 - I don't know (3)
-



Q50 In your opinion, should the First Amendment to the Constitution protect hurtful speech?

- Yes (1)
 - No (2)
 - I don't know (3)
-



FREEDOM OF SPEECH SURVEY REPORT

Q51 If I feel words of another person are offensive, those words should be considered harmful speech.

- Strongly agree (1)
 - Agree (2)
 - Disagree (4)
 - Strongly disagree (5)
-



Q52 True or False: Ursinus College does not have to abide by the First Amendment rule concerning free speech.

- True (1)
 - False (2)
-



Q53 In your opinion, should Ursinus College have to abide by the First Amendment rule concerning free speech?

- Yes (1)
 - No (2)
-

Q54 We're almost done—the following questions will help us to get to know you better and make sure that our survey is representative and inclusive. Thank you so much for taking our survey!



FREEDOM OF SPEECH SURVEY REPORT

Q55 Do you consider yourself to be:

- Male (1)
 - Female (2)
 - Non-binary (3)
 - Transgender (4)
 - Genderfluid (5)
 - Prefer not to say (6)
 - Other (7) _____
-



Q56 Do you consider yourself to be:

- Heterosexual (1)
 - Gay (2)
 - Lesbian (3)
 - Bi-sexual (4)
 - Pansexual (5)
 - Queer (6)
 - Prefer not to say (7)
 - Other (8) _____
-



FREEDOM OF SPEECH SURVEY REPORT

Q57 What is your current class standing?

2021 (1)

2022 (2)

2023 (3)

2024 (4)



FREEDOM OF SPEECH SURVEY REPORT

Q58 What is/are your major(s)? (check all that apply)

- American Studies (1)
- Anthropology (2)
- Applied Physics (3)
- Art (4)
- Art History (5)
- Astrophysics (6)
- Biochemistry and Molecular Biology (7)
- Biology (8)
- Business (Applied Economics) (9)
- Chemistry (10)
- Communications (11)
- Computer Science (12)
- Dance (13)
- East Asian Studies (14)
- Economics (15)
- Educational Studies (16)
- English (17)

FREEDOM OF SPEECH SURVEY REPORT

- Environmental Studies (18)
- French (19)
- German (20)
- Health and Society (21)
- Health Exercise Physiology (22)
- History (23)
- International Relations (24)
- Mathematics (25)
- Media and Communication (26)
- Music (27)
- Neuroscience (28)
- Philosophy (29)
- Physics (30)
- Politics (31)
- Psychology (32)
- Religious Studies (33)
- Sociology (34)
- Spanish (35)

FREEDOM OF SPEECH SURVEY REPORT



Theater (36)



FREEDOM OF SPEECH SURVEY REPORT



Q62 What is/are your major(s)? (check all that apply)

- American Studies (1)
- Anthropology (2)
- Applied Physics (3)
- Art (4)
- Art History (5)
- Astrophysics (6)
- Biochemistry and Molecular Biology (7)
- Biology (8)
- Business (Applied Economics) (9)
- Chemistry (10)
- Communications (11)
- Computer Science (12)
- Dance (13)
- East Asian Studies (14)
- Economics (15)
- Educational Studies (16)
- English (17)

FREEDOM OF SPEECH SURVEY REPORT

- Environmental Studies (18)
- French (19)
- German (20)
- Health and Society (21)
- Health Exercise Physiology (22)
- History (23)
- International Relations (24)
- Mathematics (25)
- Media and Communication (26)
- Music (27)
- Neuroscience (28)
- Philosophy (29)
- Physics (30)
- Politics (31)
- Psychology (32)
- Religious Studies (33)
- Sociology (34)
- Spanish (35)

FREEDOM OF SPEECH SURVEY REPORT



Theater (36)



Q59 Do you live on or off campus?

 On (1) Off (2)

Q60 Did either of your parents attend college or receive a college degree?

 Yes (1) No (2) I don't know (3)

Q61 Thank you for completing the survey! If you'd like to be entered into a raffle for a \$50 WaWa gift card, please provide your Ursinus email below. As a reminder, all participants of this survey will remain anonymous.
