

University System of Georgia Survey on Student Speech and Discussion

May 2008

Conducted for the Board of Regents
University System of Georgia



The University of Georgia

by

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University System of Georgia Survey
on Student Speech and Discussion

Executive Summary

Explanation of Methods and Procedures

The Survey Research Center at the University of Georgia conducted the University System of Georgia Survey on Student Speech and Discussion under contract from the Board of Regents of the University System of Georgia. Data were generated from a web-based interview administered to a list-assisted proportionate to population probability sample of 15,650 University System of Georgia undergraduate students from 33 of the 35 University System of Georgia institutions between April 17th and May 5th, 2008. Students were sent an initial email invitation to participate on April 17th, and a follow-up email invitation on April 25th. Of the 15,650 email invitations sent to students, 830 were undeliverable, leaving an effective sample of 14,820 students. The survey was voluntary and confidential. The purpose of the survey was to examine attitudes and experiences of students regarding freedom of speech and discussion at University System of Georgia institutions. Estimates based on a sample of this size are subject to a sampling error of +/- 2.8 percent at the 95 percent confidence interval. Sampling error is the probable difference in results between interviewing a sample of undergraduate students at University System of Georgia institutions versus interviewing the entire population of students. Sample surveys are subject to other sources of error such as non-response error and error associated with the wording of questionnaire items. The response rate for the study (1,220/14,820) was 8.2 percent. Table 1 compares sample proportions of gender, race, age, student classification, and type institution against actual population proportions, and it appears a reasonably representative sample of students was obtained. Women, white students, and seniors were slightly over-represented in the data, but not overly so. The demographic distribution of the sample lends confidence that the sample estimates obtained are an accurate representation of student opinion on intellectual diversity.

Frequency distributions summarizing responses to all survey items are presented in Tables 2 – 7. Tables 8 through 36 present crosstabulations of survey items by demographic variables. Transcribed responses to open-end items are presented in Appendix A, and the survey instrument utilized is presented in Appendix B. Appendix C details the Coded Open End Responses.

Comparison of Sample Demographics and Population Proportions

	n	% Sample	% Actual Fall 2007
Current Classification:			
Freshman	303	25.3	38.9
Sophomore	280	23.3	24.7
Junior	252	21.0	16.3
Senior	319	26.6	20.0
Other	46	3.8	----
TOTAL	1200	100.0	99.9
Gender:			
Male	373	33.3	42.1
Female	747	66.7	57.9
TOTAL	1120	100.0	100.0
Race:			
White	749	70.9	60.5
Black	167	15.8	24.0
Asian	50	4.7	6.2
American Indian	8	0.7	0.3
Hispanic/Latino	41	3.9	3.3
Multi-Racial/Unknown	42	4.0	5.7
TOTAL	1057	100.0	100.0
Age:			
18 – 19	284	25.6	---
20 – 21	281	25.4	---
22 – 24	222	20.1	---
25+	320	28.9	---
TOTAL	1107	100.0	---
		Mean = 24.8	Mean = 23.8
Research Universities	344	28.2	25.2
Regional Universities	167	13.7	10.6
State Universities	411	33.7	33.4
State Colleges	226	18.5	12.9
Two-Year Colleges	72	5.9	17.9
TOTAL	1220	100.0	100.0

The following are the most salient points from the survey.

Rating of Overall Academic Experience

- Eighty-five percent of students rated their overall academic experience at the University System of Georgia institution they attend as excellent (25.1 percent) or good (59.5 percent), while only 15.4 percent rated their experience as fair (14.4 percent) or poor (1.0 percent).
- Female students were significantly more likely to rate their academic experience at the University System of Georgia institution they attend as excellent or good (86.4 percent versus 82.5 percent) than were male students.
- White students (87.5 percent) were significantly more likely to rate their academic experience at the University System of Georgia institution they attend as excellent or good than were African-American students (80.1 percent) or students of other races (79.6 percent).
- Students with self-reported Republican party affiliation (88.7 percent) were significantly more likely to rate their academic experience at the University System of Georgia institution they attend as excellent or good than were students with Democratic party affiliation (83.5 percent), students with self-reported independent party affiliation (84.2 percent), or students with some other political affiliation (79.4 percent).

Discussion at USG Institutions

- Eighty-two percent of students at University System of Georgia institutions reported that many (44.4 percent) or a few (37.8 percent) of their courses had a discussion component, while only 17.8 percent reported that not very many (15.5 percent) or none (2.3 percent) of their courses had a discussion component. Seniors (60.1 percent) were significantly more likely to report that many of their classes had a discussion component than were juniors (41.8 percent), sophomores (40.7 percent), or freshmen (31.3 percent). Older students were also significantly more likely to report that many of their classes had a discussion component (age 18-19, 31.0 percent; age 20-21, 46.6 percent; age 22-24, 56.8 percent; and age 25+, 51.4 percent).
- Fifty-one percent of students reported a high level of participation in course discussions while 20.8 percent reported a low level of participation in course discussions, and 28.2 percent a medium level of participation in course discussions. Students age 25 and older were significantly more likely (32.2 percent) to report participating in course discussions than were students aged 22-24 (21.7 percent), students aged 20-21 (13.7 percent), and students aged 18-19 (19.1 percent).
- Nearly 70 percent of students reported being able to freely discuss important public issues in class to a great degree (36.1 percent) or somewhat (32.8 percent), while only 11.0 percent reported being able to freely discuss important public issues not very much at all (3.2 percent) or very little (7.8 percent), and 20.0 percent chose the middle response alternative. Students aged 25 and older were significantly more likely (77.0 percent) to report being able to freely discuss important public issues in class than were students aged 22-24 (67.6 percent), students aged 20-21 (67.4 percent), or students aged 18-19 (66.3 percent).
- Nearly 58 percent of students reported being able to freely discuss religious issues in class to a great degree (28.5 percent) or somewhat (29.1 percent), while 19.9 percent reported being able to

freely discuss important religious issues not very much at all (7.4 percent) or very little (12.5 percent), with 22.5 percent choosing the middle response alternative.

- Nearly 59 percent of students reported that there were a variety of student organizations representing many different political views at their institution (31.0 percent great degree, 27.8 percent somewhat), while 18.3 percent reported that there were not a variety of student organizations representing many different political views (6.9 percent not very much at all, 11.4 percent very little), with 22.8 percent choosing the middle response alternative. Students attending research universities (70.8 percent) and regional universities (61.0 percent) were significantly more likely to report that there were a variety of student organizations representing many different political viewpoints than were students attending state universities (54.6 percent), state colleges (52.4 percent), or two-year colleges (38.6 percent).
- Nearly 49 percent of students reported that there were a variety of student organizations representing many different religious views at their institution (24.2 percent great degree, 24.6 percent somewhat), while 26.5 percent reported that there were not a variety of student organizations representing many different religious views (10.2 percent not very much at all, 16.3 percent very little), with 24.6 percent choosing the middle response alternative. Students attending research universities (69.2 percent) and regional universities (54.7 percent) were significantly more likely to report that there were a variety of student organizations representing many different political viewpoints than were students attending state universities (41.3 percent), state colleges (35.0 percent), or two-year colleges (20.0 percent). Male students (55.2 percent) were significantly more likely than female students to report that there were a variety of student organizations representing many religious viewpoints at their institution than were female students (46.7 percent).
- Nearly 47 percent of students reported that students at their institution were respectful of the political opinions of all students (16.9 percent great degree, 30.6 percent somewhat), while 20.7 percent reported that students were not respectful of the political opinions of all students (6.9 percent not very much at all, 13.8 percent very little), with 31.7 percent choosing the middle response alternative. White students (46.1 percent) were significantly less likely to report that students at their institution were respectful of the political opinions of all students than were African-American students (55.6 percent) and students of other races (50.5 percent).
- Of those students who reported that other students were not respectful of the political opinions of all students at their institution, similar proportions reported there was an anti-Democratic/anti-liberal bias (12.9 percent) and an anti-Republican/anti-conservative bias (10.1 percent). A majority of students (52.8 percent) reported that other students have no respect for views that differ from their own. Nearly 12.0 percent of students cited ignorance/apathy/young age of students as reasons, while lesser proportions cited race (2.8 percent), religion (2.2 percent), being in the South (0.6 percent), or some other reason (6.7 percent).
- Fifty-five percent of students reported that students at their institution were respectful of the religious beliefs of all students (17.3 percent great degree, 38.1 percent somewhat), while 11.3 percent reported that students were not respectful of the religious beliefs of all students (2.6 percent not very much at all, 8.7 percent very little), with 33.3 percent choosing the middle response alternative. African-American students were significantly more likely (60.1 percent) than white students (54.6 percent) or students of other races (55/1 percent) to report that students at their institution were respectful of the religious opinions of all students.

- Of those students who reported that students were not respectful of the religious beliefs of all students, 29.2 percent cited no respect for views that differed from their own, 16.9 percent ignorance/apathy/young age, 36.0 percent a religious bias, 2.2 percent race, and 1.1 percent anti-Democratic/anti-liberal bias. Nearly 15.0 percent cited some other reason as their explanation.
- Only 23 percent of students reported being very (10.8 percent) or somewhat (12.3 percent) active in student organizations at their institution, while 60.0 percent reported being not active at all (44.5 percent) or not very active (15.5 percent), with 16.9 percent choosing the middle response alternative. Students at state universities (64.4 percent), state colleges (67.4 percent), and two-year colleges (67.8 percent) were significantly less likely to report being active in student organizations at the University System of Georgia institution they attend than were students at research universities (50.4 percent) or regional universities (55.0 percent). Older students were significantly more likely to report not being active at all in student organizations (25+, 64.2 percent; 22-24, 40.7 percent; 20-21, 31.5 percent; and 18-19, 37.3 percent).

Student Attitudes toward Free Speech

- Only 13.3 percent of students agreed that professors in their classes had inappropriately presented their own political views in class (5.0 percent strongly agree and 8.3 percent somewhat agree), while 70.5 percent disagreed that professors in their classes had inappropriately presented their own political views in class (39.2 percent strongly disagree and 31.3 percent somewhat disagree). Sixteen percent of students were neutral on the item. Students at regional universities (18.9 percent) were significantly more likely to report that professors had inappropriately presented their own political views in class than were students at research universities (12.3 percent), state universities (14.0 percent), state colleges (11.0 percent), or two-year colleges (6.9 percent). Juniors (14.2 percent) and seniors (18.2 percent) were significantly more likely to agree that professors had inappropriately presented their own political views in class than were freshmen (9.2 percent) or sophomores (9.8 percent).
- Among those students who felt professors had inappropriately presented their political views in class, 8.5 percent reported that this had occurred one time or less, 50.4 percent two to four times, 27.9 percent 5 to 10 times, and 13.2 percent more than 10 times.
- Sixty-two percent of the students who felt professors had inappropriately presented their own political views in class reported that a student tried to argue with the professor if they disagreed with the professor, while 32.0 percent reported that the student did not try to argue with the professor.
- Of those students who reported professors had inappropriately presented their political views in class, 26.3 percent cited criticism of the President/Republicans/Conservatives, 14.9 percent cited criticism of a party/candidate not specified, 3.5 percent criticism of Democrats/Liberals, 3.5 percent that no discussion of views was allowed in class, and 1.8 percent for both race and religion, respectively.
- Only 4.2 percent of students agreed that professors in their classes had inappropriately presented their own religious views in class (1.5 percent strongly agree and 2.7 percent somewhat agree), while 88.1 percent disagreed that professors in their classes had inappropriately presented their own religious views in class (57.3 percent strongly disagree and 28.8 percent somewhat disagree). Ten percent of students were neutral on the item.

- Among those students who felt professors had inappropriately presented their religious views in class, 25.6 percent reported that this had occurred one time or less, 46.2 percent 2 to 4 times, 17.9 percent 5 to 10 times, and 10.2 percent more than 10 times.
- Fifty-two percent of the students who felt professors had inappropriately presented their own religious views in class reported that a student tried to argue with the professor if they disagreed with the professor, while 47.6 percent reported that the student did not try to argue with the professor.
- Of those students who reported that professors had inappropriately presented their own religious views in class, 8.8 percent cited the professor ridiculing other religions, 17.6 the professor being anti-religious, 32.4 percent the professor being pro-religious, and 20.6 percent the professor stating their own personal religious views in class. Nearly 21.0 percent cited something else as their explanation.
- Fifty-five percent of students reported that their institution does a good job of offering speakers with a variety of viewpoints (25.5 percent great degree, 29.8 percent somewhat), while 14.0 percent felt their institution does not do a good job of offering speakers with a variety of viewpoints (4.0 percent strongly disagree, 10.0 percent somewhat disagree). Thirty-one percent of students chose the middle response alternative.
- Only 23 percent of students reported personally having a class where they felt they had to agree with the professors views to get a good grade (12.0 percent great degree, 11.3 percent somewhat), while 65.1 percent reported personally having such a class not very much at all (44.9 percent) or very little (20.2 percent), with 11.6 percent choosing the middle response alternative. Juniors (26.9 percent) and seniors (27.1 percent) were significantly more likely to report that they personally had a class where they felt they had to agree with the professor's view to get a good grade than were freshmen (19.3 percent) or sophomores (19.2 percent). White students were significantly more likely (25.0 percent) than African-American students (15.4 percent) or students of other races (20.3 percent) to report personally having had a class where they felt they had to agree with the professor's view to get a good grade.
- Among those students who felt they had to agree with a professor's view to get a good grade, 4.0 percent explained this as the professor treating students differently or having favorites, 36.1 percent that they had to think like the professor or get a bad grade, and 3.2 percent that they would get a bad grade if the professor did not like them. 6.1 percent cited religious reasons, 12.6 percent political reasons, 0.7 percent their nationality, and 0.7 percent their general disagreement with the professor's views. 13.4 percent felt they had to answer the way the professor wanted them to to get a good grade, 1.8 percent that race played a factor, and 2.2 percent that ageism or sexism played a factor in their grade. 19.1 percent cited some other reason for their belief.
- Among those students who felt they had to agree with a professor's view to get a good grade, 42.3 percent reported that they felt this way because of something the professor said, while 57.7 percent reported it was not because of something the professor said.
- Among those students who felt they had to agree with a professor's view to get a good grade, 63.4 percent reported that this happened one time or less, 32.9 percent two to four times, 3.4 percent five to ten times, and only 0.3 percent more than ten times.

Classroom Environment

- Sixty-nine percent of students reported that their coursework emphasized memorizing facts, ideas, experiences, or theories very much (37.2 percent) or somewhat (32.1 percent), while only 10.1 percent felt their coursework emphasized memorizing facts, ideas, experiences, or theories very little (3.8 percent) or only not very much (6.3 percent). Twenty-one percent chose the middle response alternative to the item. Freshmen (74.3 percent) and sophomores (74.4 percent) were significantly more likely to report their coursework emphasized memorizing facts, ideas, experiences, and theory than were juniors (66.9 percent) and seniors (62.0 percent).
- Seventy-two percent of students reported that their coursework emphasized analyzing basic elements of any idea, experience, or theory very much (34.2 percent) or somewhat (37.7 percent), while only 6.4 percent felt their coursework emphasized analyzing basic elements of any idea, experience, or theory very little (1.5 percent) or only not very much (4.9 percent). Twenty-one percent chose the middle response alternative to the item.
- Sixty-seven percent of students reported that their coursework emphasized synthesizing or organizing ideas, information, arguments, or methods very much (32.3 percent) or somewhat (34.8 percent), while only 10.5 percent felt their coursework emphasized synthesizing or organizing ideas, information, arguments, or methods very little (2.5 percent) or only not very much (8.0 percent). Twenty-two percent chose the middle response alternative to the item. Seniors (77.3 percent) were significantly more likely to report their coursework emphasized synthesizing or organizing ideas, arguments, or methods than were freshmen (63.5 percent), sophomores (64.5 percent), or juniors (62.5 percent). Older students were also significantly more likely than younger students to report their coursework emphasized synthesizing or organizing ideas, arguments, or methods (18 to 19, 62.1 percent; 20 to 21, 63.5 percent; 22 to 24, 72.0 percent; and 25 and older, 70.9 percent).
- Fifty-six percent of students reported that their coursework emphasized making a judgment about the value of ideas, information, arguments, or methods very much (25.6 percent) or somewhat (30.5 percent), while 17.1 percent felt their coursework emphasized making a judgment about the value of ideas, information, arguments, or methods very little (6.0 percent) or only not very much (11.1 percent). Twenty-seven percent chose the middle response alternative to the item.
- Sixty-seven percent of students reported that their coursework emphasized applying theories or concepts to practical problems or in new situations very much (35.2 percent) or somewhat (32.1 percent), while 11.4 percent felt their coursework emphasized applying theories or concepts to practical problems or in new situations very little (6.0 percent) or only not very much (11.1 percent). Twenty-one percent chose the middle response alternative to the item. As students move from freshmen to senior, the emphasis on applying theories or concepts to practical problems or new situations in coursework increases in a significant and monotonic fashion. Fifty-nine percent of freshmen report coursework emphasizing applying theories or concepts to practical problems or new situations, while for sophomores the proportion increases to 67.3 percent, 69.8 percent juniors, and 72.0 percent for seniors. Female students (69.7 percent) were also significantly more likely than male students (62.2 percent) to report coursework emphasizing applying theories or concepts to practical problems or new situations. Students aged 18 to 19 were significantly less likely (59.3 percent) to report coursework emphasizing applying theories or concepts to practical problems or new situations than were students aged 20 to 21 (71.0 percent), students aged 22 to 24 (71.4 percent), and students aged 25 and older (68.8 percent).

- Sixty-four percent of students reported that their coursework emphasized using information they read or heard to perform a new skill very much (31.1 percent) or somewhat (32.7 percent), while 16.1 percent felt their coursework emphasized using information they read or heard to perform a task very little (5.6 percent) or only not very much (10.5 percent). Twenty percent chose the middle response alternative to the item. Female students (66.9 percent) were also significantly more likely than male students (57.5 percent) to report coursework emphasizing applying theories or concepts to practical problems or new situations. African-American students were significantly more likely (73.6 percent) than white students (61.7 percent) or students of other races (63.9 percent) to report coursework emphasizing using information they read or heard to perform a new skill.

Importance of Ideas

- Thirty-one percent of students reported that it was very important (17.9 percent) or somewhat important (14.5) to them that instructors do not challenge their personal beliefs, while 42.6 percent reported that it was unimportant (27.2 percent) or not very important (15.4 percent), with 24.9 choosing the middle response alternative. Female students (36.2 percent) were significantly more likely to report importance of instructors not challenging their personal beliefs than were male students (25.3 percent).
- Fifty-two percent of students reported that it was very important (23.9 percent) or somewhat important (28.5 percent) to them that instructors challenge their beliefs in order to introduce new ideas, while 20.3 percent reported that it was unimportant (10.4 percent) or not very important (9.9 percent), with 27.2 percent choosing the middle response alternative.
- Seventy-two percent of students reported that it was very important (47.8 percent) or somewhat important (24.6 percent) to them that they always feel comfortable in the classroom, while 8.4 percent reported that it was unimportant (2.8 percent) or not very important (5.6 percent), with 19.2 percent choosing the middle response alternative. Female students (76.7 percent) were significantly more likely to report importance of always feeling comfortable in the classroom than were male students (64.0 percent). African-American students were significantly more likely (81.9 percent) than white students (70.9 percent) or students of another race (70.2 percent) to report importance of always feeling comfortable in the classroom.
- Seventy-eight percent of students reported that it was very important (42.7 percent) or somewhat important (35.3 percent) to them that they feel the excitement of being introduced to different ideas, while only 6.5 percent reported that it was unimportant (2.2 percent) or not very important (4.3 percent), with 15.5 choosing the middle response alternative. Male students (70.7 percent) were significantly more likely to report importance of feeling the excitement of being introduced to different ideas than were female students (61.7 percent). Students aged 18 to 19 were significantly less likely (71.9 percent) to report importance of feeling the excitement of being introduced to different ideas than were students aged 20 to 21 (77.2 percent), students aged 22 to 24 (82.5 percent), or students aged 25 or older (81.9 percent).
- Sixty-five percent of students reported that it was very important (33.1 percent) or somewhat important (31.5 percent) to them that they debate different points of view with their friends, while only 11.6 percent reported that it was unimportant (3.3 percent) or not very important (8.3 percent), with 23.7 choosing the middle response alternative.

Campus Free Speech Zones

- Fifty-two percent of students reported that their campus has a free speech zone, while 47.6 percent reported their campus did not. Younger students were significantly more likely to report that their campus had a free speech zone than were older students (students aged 18 to 19, 56.7 percent; students aged 20 to 21, 60.4 percent; students aged 22 to 24, 51.9 percent; and students aged 25 and older, 41.6 percent).
- A majority of students (64.5 percent) felt that free speech zones serve a useful purpose, 20.9 percent that they did not, 4.7 percent that it depended on the situation, and 6.9 percent were not sure or did not know. 2.9 percent of students provided responses that could not be coded into the four primary categories.

Sample Demographics

- Twenty-five percent of respondents to the survey reported being freshmen, 23.3 percent sophomores, 21.0 percent juniors, 26.6 percent seniors, and 3.8 percent some other classification.
- Two percent of respondents reported having studied at their current college or university less than 1 year, 33.9 percent 1 year, 25.4 percent 2 years, 15.7 percent 3 years, 12.9 percent 4 years, and 10.5 percent 5 years or more. The average years studied at their current institution was 2.5 years.
- 34.6 percent of respondents reported majoring in the sciences, 16.0 percent in business, 25.9 percent in the liberal arts, 11.2 percent in education, and 12.3 percent in some other academic discipline.
- 33.3 percent of respondents reported being male and 66.7 percent female.
- Seventy-one percent of respondents reported being white or Caucasian, 15.8 percent black or African-American, 4.7 percent Asian, 0.7 percent American Indian, 3.9 percent Hispanic or Latino, and 4.0 percent multi-racial or some other race.
- Twenty-six percent of respondents reported being 18-19 years old, 25.4 percent 20-21 years old, 20.1 percent 22-24 years old, and 28.9 percent 25 years old or older. The average age of respondents was 24.8 years old.
- Ninety-three percent of respondents reported their sexual orientation as heterosexual, 2.7 as homosexual, 3.0 percent as bi-sexual, 0.1 percent as transgendered, and 1.6 percent as some other sexual orientation.
- Among participating respondents, 8.5 percent reported that the highest level of education attained by either of their parents was less than high school graduate, 11.4 percent high school graduate or GED, 30.9 percent some college or technical school, 25.5 percent a bachelor's degree, and 23.6 percent post graduate study or a professional degree.
- Twenty-eight percent of respondents reported attending a research university, 13.7 percent a regional university, 33.7 percent a state university, 18.5 percent a state college, and 5.9 percent a two-year college within the University System of Georgia.

- Thirty-four percent of respondents self-reported their party affiliation as Republican, 34.1 percent as Democrat, 20.2 percent as Independent, and 11.5 percent as some other political ideology.
- Thirty-five percent of respondents reported their religious preference as Protestant, 14.1 percent Catholic, 1.3 percent Jewish, 0.8 percent Muslim, 1.2 percent Hindu, 14.6 percent no religious preference, and 33.2 percent some other religious preference. Among those students reporting “Other,” many reported a denomination or more specific form of the religions listed. When these responses were coded, the distribution shifted to 57.1 percent of respondents reporting their religious preference as Protestant, 14.4 percent Catholic, 1.4 percent Jewish, 0.8 percent Muslim, 1.2 percent Hindu, 1.0 percent Buddhist, 14.6 percent no religious preference, and 9.4 percent some other religious preference. 21.4 percent of the total number of respondents did not respond to this question.
- Thirty-one percent of respondents consider themselves to be from an Evangelical Protestant denomination.

SUMMARY TABLES

Table 1

Demographic Characteristics

	n	%
Current Classification		
Freshman	303	25.3
Sophomore	280	23.3
Junior	252	21.0
Senior	319	26.6
Other	46	3.8
TOTAL	1200	100.0
Years Studied at Current College/University		
< 1 year	19	1.6
1 year	406	33.9
2 years	305	25.4
3 years	188	15.7
4 years	155	12.9
5+ years	126	10.5
TOTAL	1199	100.0
Mean Years = 2.54		
Overall Rating of Academic Experience		
Excellent	298	25.1
Good	707	59.5
Fair	171	14.4
Poor	13	1.0
TOTAL	1189	100.0
Major		
Sciences	415	34.6
Business	192	16.0
Liberal Arts/Humanities/Social Sciences	310	25.9
Education	134	11.2
Other	147	12.3
TOTAL	1198	100.0

Table 1

Demographic Characteristics (continued)

Gender	n	%
Male	373	33.3
Female	747	66.7
TOTAL	1120	100.0
Race		
White	749	70.9
Black	167	15.8
Asian	50	4.7
American Indian	8	0.7
Hispanic/Latino	41	3.9
Multi-Racial	42	4.0
TOTAL	1057	100.0
Age		
18 – 19	284	25.6
20 – 21	281	25.4
22 – 24	222	20.1
25+	320	28.9
TOTAL	1107	100.0
Mean Age = 24.76		
Sexual Orientation		
Heterosexual	996	92.6
Homosexual	29	2.7
Bisexual	32	3.0
Transgendered	1	0.1
Other	17	1.6
TOTAL	1075	100.0
Highest Grade Parent Education		
< HS Graduate	95	8.5
HS Graduate/GED	127	11.4
Some College/Technical School	344	30.9
Bachelor's Degree	284	25.5
Post-Graduate/Professional	262	23.6
TOTAL	1112	99.9

Table 1
Demographic Characteristics (continued)

Institution	n	%
Abraham Baldwin Agricultural College	22	1.8
Albany State University	11	0.9
Armstrong Atlantic State University	12	0.9
Atlanta Metropolitan College	0	0.0
Augusta State University	41	3.4
Bainbridge College	0	0.0
Clayton State University	33	2.7
Coastal Georgia Community College	2	0.2
Columbus State University	36	3.0
Dalton State University	34	2.8
Darton College	16	1.3
East Georgia College	13	1.1
Fort Valley State	3	0.2
Gainesville State College	74	6.1
Georgia College & State University	49	4.0
Georgia Gwinnett College	12	0.9
Georgia Highlands	21	1.7
Georgia Institute of Technology	91	7.5
Georgia Perimeter College	12	0.9
Georgia Southern University	95	7.8
Georgia Southwestern State University	14	1.1
Georgia State University	118	9.7
Gordon College	32	2.6
Kennesaw State University	137	11.2
Macon State College	43	3.5
Medical College of Georgia	28	2.3
Middle Georgia College	9	0.7
North Georgia College & State University	29	2.4
Savannah State University	7	0.6
Southern Polytechnic State University	33	2.7
South Georgia College	0	0.0
University of Georgia	107	8.8
University of West Georgia	13	1.1
Valdosta State University	72	5.9
Waycross College	1	0.1
TOTAL	1220	99.9
Research Universities	344	28.2
Regional Universities	167	13.7
State Universities	411	33.7
State Colleges	226	18.5
Two-Year Colleges	72	5.9
TOTAL	1220	100.0

Table 2
Frequency of Discussion at USG Campuses

	n	%
How Many Courses Have Discussion Component		
Many	531	44.4
A Few	452	37.8
Not Very Many	185	15.5
None	27	2.3
TOTAL	1195	100.0
Level of Participation in Course Discussions		
Not Very Much at All	86	7.4
2	157	13.4
3	329	28.2
4	347	29.7
To a Great Degree	248	21.3
TOTAL	1167	100.0
Freely Discuss Important Public Issues in Class		
Not Very Much at All	37	3.2
2	89	7.8
3	227	20.0
4	373	32.8
To a Great Degree	411	36.1
TOTAL	1137	99.9
Freely Discuss Religious Issues in Class		
Not Very Much at All	81	7.4
2	136	12.5
3	246	22.5
4	317	29.1
To a Great Degree	311	28.5
TOTAL	1091	100.0
Variety of Student Organizations Representing Many Different Political Views		
Not Very Much at All	73	6.9
2	120	11.4
3	240	22.8
4	292	27.8
To a Great Degree	326	31.0
TOTAL	1051	99.9

Table 2
Frequency of Discussion at USG Campuses (continued)

	n	%
Variety of Student Organizations Representing Many Different Religious Views		
Not Very Much at All	105	10.2
2	167	16.3
3	253	24.6
4	253	24.6
To a Great Degree	248	24.2
TOTAL	1026	99.9
Respectful of Political Opinions of all Students		
Not Very Much at All	76	6.9
2	152	13.8
3	350	31.7
4	338	30.6
To a Great Degree	187	16.9
TOTAL	1103	99.9
Respectful of Religious Beliefs of Others		
Not Very Much at All	29	2.6
2	95	8.7
3	364	33.3
4	417	38.1
To a Great Degree	189	17.3
TOTAL	1094	100.0
How Active in Student Organizations		
Very Active	120	10.8
2	137	12.3
3	188	16.9
4	172	15.5
Not Active at All	494	44.5
TOTAL	1111	100.0

Table 3
Student Attitudes toward Free Speech

	n	%
Professors in My Classes Have Sometimes Inappropriately Presented Their Own Political Views in Class		
Strongly Disagree	410	39.2
2	327	31.3
3	170	16.2
4	87	8.3
Strongly Agree	52	5.0
TOTAL	1046	100.0
Number of Times Occurred		
0 – 1	11	8.5
2 – 4	65	50.4
5 – 10	36	27.9
11 +	17	13.2
TOTAL	129	100.0
Student Try to Argue if They Disagreed With Professor		
Yes	85	62.0
No	52	38.0
TOTAL	137	100.0
Professors in My Classes Have Sometimes Inappropriately Presented Their Own Religious Views in Class		
Strongly Disagree	593	57.3
2	298	28.8
3	100	9.7
4	28	2.7
Strongly Agree	16	1.5
TOTAL	1035	100.0
Number of Times Occurred		
0 – 1	10	25.6
2 – 4	18	46.2
5 – 10	7	17.9
11 +	4	10.2
TOTAL	39	99.9
Student Try to Argue if They Disagreed With Professor		
Yes	22	52.4
No	20	47.6
TOTAL	42	100.0

Table 3
Student Attitudes toward Free Speech (continued)

	n	%
Institution Does Good Job of Offering Speakers with Variety of Viewpoints		
Strongly Disagree	38	4.0
2	96	10.0
3	293	30.7
4	284	29.8
To a Great Degree	243	25.5
TOTAL	954	100.0
Personally Had Class Where I Felt I Had to Agree with the Professor's Views To Get A Good Grade		
Strongly Disagree	498	44.9
2	224	20.2
3	129	11.6
4	126	11.3
To a Great Degree	133	12.0
TOTAL	1110	100.0
Was Feeling Because of Something Specific Professor Said		
Yes	184	42.3
No	251	57.7
TOTAL	435	100.0
Number Times Occurred		
0 – 1	204	63.4
2 – 4	106	32.9
5 – 10	11	3.4
11 +	1	0.3
TOTAL	322	100.0

Table 4
Classroom Environment

	n	%
How Much Has Coursework Emphasized Memorizing Facts, Ideas, Experiences, or Theory		
Very Little	42	3.8
2	70	6.3
3	230	20.6
4	358	32.1
Very Much	415	37.2
TOTAL	1115	100.0
How Much Has Coursework Emphasized Analyzing Basic Elements of Any Idea, Experience, or Theory		
Very Little	17	1.5
2	54	4.9
3	234	21.4
4	413	37.7
Very Much	378	34.5
TOTAL	1096	100.0
How Much Has Coursework Emphasized Synthesizing/Organizing Ideas, Information, Arguments, or Methods		
Very Little	28	2.5
2	88	8.0
3	246	22.3
4	383	34.8
Very Much	356	32.3
TOTAL	1101	99.9
How Much Has Coursework Emphasized Making Judgments about the Value of Ideas, Information, Arguments, or Methods		
Very Little	66	6.0
2	122	11.1
3	293	26.7
4	335	30.5
Very Much	281	25.6
TOTAL	1097	99.9

Table 4
Classroom Environment (continued)

	n	%
How Much Has Coursework Emphasized Applying Theories or Concepts to Practical Problems or in New Situations		
Very Little	43	3.9
2	84	7.5
3	236	21.3
4	356	32.1
Very Much	391	35.2
TOTAL	1110	100.0
How Much Has Coursework Emphasized Using Information You Have Read or Heard to Perform a New Task		
Very Little	62	5.6
2	116	10.5
3	221	20.1
4	360	32.7
Very Much	342	31.1
TOTAL	1101	100.0

Table 5
Importance of Ideas

	n	%
How Important to You That Instructors Do Not Challenge Your Personal Beliefs		
Unimportant	288	27.2
2	163	15.4
3	264	24.9
4	154	14.5
Very Important	190	17.9
TOTAL	1059	99.9
How Important to You That Instructors Challenge Beliefs in Order to Introduce New Ideas		
Unimportant	111	10.4
2	106	9.9
3	290	27.2
4	303	28.5
Very Important	255	23.9
TOTAL	1065	99.9
How Important to You That You Always Feel Comfortable in the Classroom		
Unimportant	31	2.8
2	63	5.6
3	212	19.2
4	272	24.6
Very Important	529	47.8
TOTAL	1107	100.0
How Important to You That You Feel the Excitement of Being Introduced to Different Ideas		
Unimportant	24	2.2
2	47	4.3
3	171	15.5
4	389	35.3
Very Important	471	42.7
TOTAL	1102	100.0
How Important to You That You Debate Different Points of View with Your Friends		
Unimportant	37	3.3
2	92	8.3
3	261	23.7
4	348	31.5
Very Important	365	33.1
TOTAL	1103	99.9

Table 6
Free Speech Zones, Political Affiliation, and Religious Preference

	n	%
Campus Have Free Speech Zone		
Yes	571	52.4
No	518	47.6
TOTAL	1089	100.0
Political Ideology		
Strong Republican	72	6.5
Moderate Republican	230	20.6
Weak Republican	81	7.3
Weak Democrat	63	5.7
Moderate Democrat	224	20.1
Strong Democrat	92	8.3
Independent	225	20.2
Other	128	11.5
TOTAL	1115	100.0
Religious Preference		
Protestant	328	34.8
Catholic	133	14.1
Jewish	12	1.3
Muslim	8	0.8
Hindu	11	1.2
None	138	14.6
Other	313	33.2
TOTAL	943	100.0
Consider Self From Evangelical Protestant Denomination		
Yes	340	31.0
No	757	69.0
TOTAL	1097	100.0

**CROSSTABULATIONS OF SURVEY ITEMS
BY DEMOGRAPHIC VARIABLES**

Table 7
Academic Experience, Major, Courses with Discussion Components, and Student Organizations
by Institution Type

	Research	Regional	State University	State College	Two-Year College
Rate Academic Experience					
Excellent	26.4	24.1	24.9	22.1	31.7
Good	55.8	66.0	60.2	60.4	54.0
Fair	16.0	8.6	14.4	16.6	12.7
Poor	1.8	1.2	0.5	0.9	1.6
p < .385					
Major					
Sciences	45.7	24.7	31.2	33.5	27.0
Business	15.6	17.3	16.5	15.4	14.3
Liberal Arts	23.9	31.5	30.0	17.6	23.8
Education	4.1	17.9	13.1	13.6	11.1
Other	10.6	8.6	9.2	19.9	23.8
p < .001					
How Many Courses Have Had Discussion Component					
Many	41.3	47.8	52.4	35.9	30.2
A Few	37.2	37.9	33.3	44.1	49.2
Not Very Many	19.5	12.4	12.9	15.9	17.5
None	2.1	1.9	1.5	4.1	3.2
p < .002					
Degree Participate in Course Discussions					
Not Very Much	8.2	7.0	7.8	4.8	10.0
2	14.5	12.7	12.3	15.7	10.0
3	34.1	29.1	24.3	25.2	30.0
4	25.4	33.5	31.6	29.5	31.7
Great Degree	17.8	17.7	24.0	24.8	18.3
p < .166					
How Active Are You in Student Organizations					
Very Active	18.2	6.0	9.3	7.0	6.8
2	14.9	12.1	11.6	11.1	8.5
3	16.6	26.8	14.6	14.6	16.9
4	15.3	20.1	13.9	13.6	22.0
Not Active at All	35.1	34.9	50.5	53.8	45.8
p < .001					

Table 8

Discussion of Political and Religious Issues in Class
by Institution Type

	Research	Regional	State University	State College	Two-Year College
Freely Discuss Important Public Issues in Class					
Low	10.2	13.0	10.3	11.9	13.6
Neutral	21.0	20.1	18.3	20.0	25.4
High	68.9	66.9	71.4	68.1	61.0
p < .853					
Freely Discuss Religious Issues in Class					
Low	17.7	19.9	20.7	21.1	21.8
Neutral	26.7	21.2	20.5	22.1	20.0
High	55.7	58.9	58.8	56.9	58.2
p < .781					
Variety of Student Organizations Representing Many Different Political Viewpoints					
Low	13.8	14.4	20.6	21.5	28.1
Neutral	15.4	24.7	24.8	26.2	33.3
High	70.8	61.0	54.6	52.4	38.6
p < .001					
Variety of Student Organizations Representing Many Religious Viewpoints					
Low	13.1	19.6	33.9	34.4	41.8
Neutral	17.6	25.7	24.8	30.6	38.2
High	69.2	54.7	41.3	35.0	20.0
p < .001					
Respectful of Political Opinions of all Students					
Low	23.6	24.8	17.7	21.3	12.1
Neutral	22.4	36.6	36.6	32.7	34.5
High	54.0	38.6	45.7	46.0	53.4
p < .001					
Respectful of Religious Opinions of all Students					
Low	10.7	10.9	12.7	10.9	8.5
Neutral	30.5	36.7	31.7	35.1	42.4
High	58.8	52.4	55.6	54.0	49.2
p < .675					

Table 9
 Inappropriate Presentation of Views in Class by Professors
 by Institution Type

	Research	Regional	State University	State College	Two-Year College
Professor Inappropriately Presented Own Political Views in Class					
Disagree	73.0	60.8	65.8	77.5	87.9
Neutral	14.7	20.3	20.1	11.5	5.2
Agree	12.3	18.9	14.0	11.0	6.9
p < .001					
Number of Times Occurred					
0 – 1	8.8	12.0	4.0	16.7	0.0
2 – 4	47.1	40.0	58.0	44.4	50.0
5 – 10	29.4	32.0	24.0	22.2	50.0
11+	14.7	16.0	14.0	16.7	0.0
p < .875					
Student Argue with Professor					
Yes	43.2	57.7	68.6	78.9	100.0
No	56.8	42.3	31.4	21.1	0.0
p < .022					
Professor Inappropriately Presented Own Religious Views in Class					
Disagree	89.1	81.7	85.7	85.5	86.0
Neutral	9.2	9.9	10.2	10.1	7.0
Agree	1.7	8.5	4.1	4.5	7.0
p < .124					
Number of Times Occurred					
0 – 1	20.0	16.7	21.4	50.0	25.0
2 – 4	80.0	50.0	35.7	33.3	25.0
5 – 10	0.0	25.0	14.3	0.0	50.0
11+	0.0	8.3	28.6	16.7	0.0
p < .390					
Student Argue with Professor					
Yes	60.0	45.5	50.0	50.0	75.0
No	40.0	54.5	50.0	50.0	25.0
p < .878					

Table 9 (continued)

Inappropriate Presentation of Views in Class by Professors
by Institution Type

	Research	Regional	State University	State College	Two-Year College
Institution Does Good Job Offering Speakers with Variety of Viewpoints					
Disagree	11.7	13.3	14.4	15.9	20.0
Neutral	28.2	28.9	31.3	34.7	32.0
Agree	60.1	57.8	54.4	49.4	48.0
p < .496					
Personally Had Class Where Felt Had to Agree with Professor's View to Get Good Grade					
Disagree	66.1	62.2	62.9	68.0	70.7
Neutral	12.3	12.2	11.3	11.3	10.3
Agree	21.6	25.7	25.8	20.7	19.0
p < .836					
Feeling Because of Something Professor Said					
Yes	39.0	46.0	47.8	36.6	27.3
No	61.0	54.0	52.2	63.4	72.7
p < .208					
Number of Times Occurred					
0 – 1	67.0	63.6	60.2	65.4	56.3
2 – 4	29.5	34.1	35.0	28.8	43.8
5 – 10	3.4	35.0	28.8	3.8	0.0
11+	0.0	28.8	43.8	0.0	0.0
p < .952					

Table 10
Content Emphasized in Classroom
by Institution Type

	Research	Regional	State University	State College	Two-Year College
How Much Coursework Emphasized Memorizing Facts, Ideas, Experiences, Theory					
Very Little	9.9	11.3	11.6	8.4	3.3
Neutral	17.3	19.9	24.5	18.8	21.3
Very Much	72.8	68.9	63.9	72.8	75.4
p < .140					
How Much Coursework Emphasized Analyzing Basic Elements of Any Idea, Experience, Theory					
Very Little	6.8	5.4	5.7	7.2	10.0
Neutral	17.8	21.5	22.2	23.6	26.7
Very Much	75.4	73.2	72.1	69.2	63.3
p < .591					
How Much Coursework Emphasized Synthesizing/Organizing Ideas, Information, Arguments, Methods					
Very Little	9.4	15.3	8.3	10.5	18.6
Neutral	18.6	16.7	27.5	22.0	23.7
Very Much	72.0	68.0	64.2	67.5	57.6
p < .009					
How Much Coursework Emphasized Making Judgments about Value/Soundness of Information, Arguments, Methods					
Very Little	18.8	13.4	15.8	17.4	25.4
Neutral	26.6	28.9	25.9	26.7	27.1
Very Much	54.5	57.7	58.3	55.9	47.5
p < .629					
How Much Coursework Emphasized Applying Theories/Concepts to Practical Problems or New Situations					
Very Little	8.6	12.8	10.3	16.5	13.3
Neutral	19.5	17.4	23.7	21.5	23.3
Very Much	71.9	69.8	66.0	62.0	63.3
p < .135					
How Much Coursework Emphasized Using Information Read/Heard to Perform New Skill					
Very Little	14.4	14.1	17.1	18.9	15.3
Neutral	22.2	14.1	21.0	17.9	25.4
Very Much	63.4	71.8	61.9	63.2	59.3
p < .349					

Table 10 (continued)

Content Emphasized in Classroom,
by Institution Type

	Research	Regional	State University	State College	Two-Year College
How Important to You Is It That Instructors Don't Challenge Beliefs					
Unimportant	46.9	31.9	45.0	39.2	42.6
Neutral	23.1	33.3	21.6	27.8	25.9
Important	30.0	34.8	33.4	33.0	31.5
p < .088					
How Important to You Is It That Instructors Challenge Your Beliefs in Order to Introduce New Ideas					
Unimportant	19.2	16.3	20.6	26.2	15.5
Neutral	28.5	28.4	24.5	27.2	36.2
Important	52.2	55.3	54.9	46.6	48.3
p < .244					
How Important to You Is It That You Always Feel Comfortable in the Classroom					
Unimportant	9.1	4.7	9.8	8.3	6.8
Neutral	21.4	18.9	18.6	16.2	22.0
Important	69.6	76.4	71.6	75.5	71.2
p < .578					
How Important to You Is It That You Feel the Excitement of Being Introduced to Different Ideas					
Unimportant	7.4	7.5	4.7	8.4	3.4
Neutral	13.6	21.1	14.3	16.3	16.9
Important	79.0	71.4	81.0	75.2	79.7
p < .237					
How Important to You Is It That You Feel the Excitement of Being Introduced to Different Ideas					
Unimportant	12.3	10.9	11.1	11.9	13.3
Neutral	25.6	21.8	19.9	28.2	26.7
Important	62.0	67.3	68.9	59.9	60.0
p < .442					

Table 11
Free Speech Zones
by Institution Type

	Research	Regional	State University	State College	Two-Year College
Campus Have Free Speech Zone					
Yes	61.9	68.7	53.0	29.4	35.6
No	38.1	31.3	47.0	70.6	64.4
p < .001					

Table 12
Academic Experience, Major, Courses with Discussion Components, and Student Organizations,
by Student Classification

	Freshman	Sophomore	Junior	Senior
Rate Academic Experience				
Excellent	22.6	21.7	26.7	28.9
Good	62.0	62.1	57.4	57.9
Fair	14.5	15.5	14.7	11.9
Poor	1.0	0.7	1.2	1.3
p < .624				
Major				
Sciences	34.4	36.8	33.3	34.3
Business	14.6	16.8	18.7	15.7
Liberal Arts	19.5	25.7	29.8	29.9
Education	8.3	11.8	8.3	13.2
Other	23.2	8.9	9.9	6.9
p < .001				
How Many Courses Have Had Discussion Component				
Many	31.3	40.7	41.8	60.1
A Few	45.0	40.0	42.6	27.7
Not Very Many	20.0	17.9	13.9	11.0
None	3.7	1.4	1.6	1.3
p < .001				
Degree Participate in Course Discussions				
Not Very Much	10.3	5.9	8.1	5.1
2	15.2	16.5	12.5	10.9
3	26.2	36.3	24.6	27.5
4	27.6	25.3	33.1	32.3
Great Degree	20.7	16.1	21.8	24.3
p < .007				
How Active Are You in Student Organizations				
Very Active	10.8	11.5	11.5	9.4
2	10.8	14.2	12.4	12.4
3	20.9	13.5	17.5	16.1
4	13.7	14.2	15.4	19.1
Not Active at All	43.9	46.5	43.2	43.0
p < .579				

Table 13

Discussion of Political and Religious Issues in Class
by Student Classification

	Freshman	Sophomore	Junior	Senior
Freely Discuss Important Public Issues in Class				
Low	10.0	10.8	12.1	11.4
Neutral	23.2	19.0	17.9	20.9
High	66.8	70.3	70.0	67.6
p < .802				
Freely Discuss Religious Issues in Class				
Low	18.7	21.2	19.5	20.6
Neutral	21.3	22.0	23.8	22.6
High	59.9	56.8	56.7	56.8
p < .976				
Variety of Student Organizations Representing Many Different Political Viewpoints				
Low	16.5	19.4	22.4	16.3
Neutral	24.9	22.2	19.7	24.1
High	58.6	58.5	57.8	59.6
p < .543				
Variety of Student Organizations Representing Many Religious Viewpoints				
Low	25.3	26.9	27.8	27.0
Neutral	26.9	29.3	19.9	22.3
High	47.8	43.8	52.3	50.7
p < .269				
Respectful of Political Opinions of all Students				
Low	17.6	22.2	21.8	21.2
Neutral	28.8	31.4	31.0	36.0
High	53.6	46.4	47.3	42.8
p < .261				
Respectful of Religious Opinions of all Students				
Low	9.6	8.6	12.9	13.7
Neutral	28.8	36.6	32.2	35.5
High	61.6	54.9	54.9	50.9
p < .109				

Table 14
 Inappropriate Presentation of Views in Class by Professors
 by Student Classification

	Freshman	Sophomore	Junior	Senior
Professor Inappropriately Presented Own Political Views in Class				
Disagree	75.8	75.1	68.8	63.9
Neutral	15.0	15.1	17.6	17.9
Agree	9.2	9.8	14.2	18.2
p < .016				
Number of Times Occurred				
0 – 1	4.3	23.8	13.8	0.0
2 – 4	43.5	33.3	55.2	60.0
5 – 10	39.1	28.6	24.1	24.0
11+	13.0	14.3	6.9	16.0
p < .048				
Student Argue with Professor				
Yes	65.2	58.3	53.3	69.2
No	34.8	41.7	46.7	30.8
p < .506				
Professor Inappropriately Presented Own Religious Views in Class				
Disagree	88.3	86.4	83.0	86.0
Neutral	9.3	8.2	13.8	8.2
Agree	2.3	5.3	3.2	5.7
p < .116				
Number of Times Occurred				
0 – 1	16.7	9.1	42.9	26.7
2 – 4	49.9	54.5	42.9	33.3
5 – 10	16.7	27.3	14.3	13.3
11+	16.7	9.1	0.0	26.7
p < .698				
Student Argue with Professor				
Yes	100.0	58.3	28.6	40.0
No	0.0	41.7	71.4	60.0
p < .043				

Table 14 (continued)

Inappropriate Presentation of Views in Class by Professors
by Student Classification

	Freshman	Sophomore	Junior	Senior
Institution Does Good Job Offering Speakers with Variety of Viewpoints				
Disagree	14.0	13.5	14.9	13.2
Neutral	33.6	25.8	30.4	32.8
Agree	52.4	60.7	54.6	54.0
p < .570				
Personally Had Class Where Felt Had to Agree with Professor's View To Get Good Grade				
Disagree	71.4	69.2	60.3	59.7
Neutral	9.3	11.5	12.8	13.2
Agree	19.3	19.2	26.9	27.1
p < .032				
Feeling Because of Something Professor Said				
Yes	40.9	44.6	43.6	38.9
No	59.1	55.4	56.4	61.1
p < .827				
Number of Times Occurred				
0 – 1	71.6	75.4	59.8	53.2
2 – 4	23.9	21.5	36.6	41.5
5 – 10	3.0	3.1	3.7	4.3
11+	1.5	0.0	0.0	1.1
p < .171				

Table 15
Content Emphasized in Classroom
by Student Classification

	Freshman	Sophomore	Junior	Senior
How Much Coursework Emphasized Memorizing Facts, Ideas, Experiences, Theory				
Very Little	7.1	8.5	9.7	14.0
Neutral	18.6	17.1	23.3	24.0
Very Much	74.3	74.4	66.9	62.0
p < .010				
How Much Coursework Emphasized Analyzing Basic Elements of Any Idea, Experience, Theory				
Very Little	7.6	7.5	7.3	3.4
Neutral	21.8	25.2	18.9	20.1
Very Much	70.5	67.3	73.8	76.5
p < .128				
How Much Coursework Emphasized Synthesizing/Organizing Ideas, Information, Arguments, Methods				
Very Little	10.1	12.9	12.1	6.8
Neutral	26.4	22.7	25.4	15.9
Very Much	63.5	64.5	62.5	77.3
p < .002				
How Much Coursework Emphasized Making Judgments about Value/Soundness of Information, Arguments, Methods				
Very Little	17.2	19.4	21.1	12.8
Neutral	28.1	29.8	27.2	24.5
Very Much	54.7	50.8	51.7	62.8
p < .059				
How Much Coursework Emphasized Applying Theories/Concepts to Practical Problems or New Situations				
Very Little	15.9	12.1	11.1	7.7
Neutral	25.4	20.6	19.1	20.3
Very Much	58.7	67.3	69.8	72.0
p < .016				
How Much Coursework Emphasized Using Information Read/Heard to Perform New Skill				
Very Little	19.3	16.8	16.5	12.5
Neutral	21.1	19.1	22.1	20.2
Very Much	59.6	64.1	61.5	67.3
p < .390				

Table 15 (continued)

Content Emphasized in Classroom
by Student Classification

	Freshman	Sophomore	Junior	Senior
How Important to You Is It That Instructors Don't Challenge Beliefs				
Unimportant	19.3	16.8	16.5	12.5
Neutral	21.1	19.1	22.1	20.2
Important	59.6	64.1	61.5	67.3
p < .390				
How Important to You Is It That Instructors Challenge Your Beliefs in Order to Introduce New Ideas				
Unimportant	44.1	39.8	45.7	38.7
Neutral	24.5	21.7	24.9	29.6
Important	31.4	38.6	29.4	31.7
p < .171				
How Important to You Is It That You Always Feel Comfortable in the Classroom				
Unimportant	23.5	25.4	15.6	17.0
Neutral	23.5	29.8	28.1	29.8
Important	53.1	44.8	56.3	53.3
p < .025				
How Important to You Is It That You Feel the Excitement of Being Introduced to Different Ideas				
Unimportant	7.2	9.7	10.8	6.4
Neutral	17.9	17.4	20.3	19.5
Important	74.9	73.0	68.8	74.1
p < .476				
How Important to You Is It That You Feel the Excitement of Being Introduced to Different Ideas				
Unimportant	7.2	9.1	4.3	5.1
Neutral	18.0	17.7	14.2	13.5
Important	74.8	73.2	81.5	81.5
p < .116				

Table 16
Free Speech Zones
by Student Classification

	Freshman	Sophomore	Junior	Senior
Campus Have Free Speech Zone				
Yes	53.4	52.9	57.6	49.0
No	46.6	47.1	42.4	51.0

p < .274

Table 17
Academic Experience, Major, Courses with Discussion Components, and Student Organizations
by Gender

	Male	Female
Rate Academic Experience		
Excellent	29.1	24.2
Good	53.4	62.2
Fair	16.4	12.8
Poor	1.1	0.8
p < .044		
Major		
Sciences	43.2	29.2
Business	20.1	14.5
Liberal Arts	23.6	27.2
Education	5.6	14.3
Other	7.5	14.9
p < .001		
How Many Courses Have Had Discussion Component		
Many	46.5	45.8
A Few	39.2	35.5
Not Very Many	13.4	16.1
None	0.8	2.7
p < .096		
Degree Participate in Course Discussions		
Not Very Much	6.8	7.3
2	13.3	12.9
3	28.3	27.6
4	29.9	30.4
Great Degree	21.7	21.9
p < .997		
How Active Are You in Student Organizations		
Very Active	12.5	10.3
2	13.3	11.5
3	17.0	17.2
4	18.1	14.6
Not Active at All	39.1	46.4
p < .167		

Table 18
Discussion of Political and Religious Issues in Class
by Gender

	Male	Female
Freely Discuss Important Public Issues in Class		
Low	11.8	10.3
Neutral	16.0	21.1
High	72.2	68.6
p < .122		
Freely Discuss Religious Issues in Class		
Low	17.3	19.7
Neutral	21.1	23.0
High	61.6	57.2
p < .400		
Variety of Student Organizations Representing Many Different Political Viewpoints		
Low	15.4	18.9
Neutral	24.1	22.3
High	60.5	58.8
p < .361		
Variety of Student Organizations Representing Many Religious Viewpoints		
Low	20.1	28.3
Neutral	24.7	25.0
High	55.2	46.7
p < .012		
Respectful of Political Opinions of all Students		
Low	19.6	19.7
Neutral	33.5	31.2
High	46.9	49.1
p < .724		
Respectful of Religious Opinions of all Students		
Low	11.9	10.9
Neutral	32.4	33.5
High	55.7	55.6
p < .853		

Table 19
Inappropriate Presentation of Views in Class by Professors
By Gender

	Male	Female
Professor Inappropriately Presented Own Political Views in Class		
Disagree	70.1	71.0
Neutral	16.2	15.8
Agree	13.6	13.1
p < .955		
Number of Times Occurred		
0 – 1	10.9	7.1
2 – 4	43.5	52.4
5 – 10	26.1	28.6
11+	19.6	11.9
p < .527		
Student Argue with Professor		
Yes	59.6	64.8
No	40.4	35.2
p < .551		
Professor Inappropriately Presented Own Religious Views in Class		
Disagree	88.4	84.6
Neutral	8.1	10.6
Agree	3.5	4.8
p < .263		
Number of Times Occurred		
0 – 1	25.0	24.1
2 – 4	33.3	48.3
5 – 10	16.7	17.2
11+	25.0	10.3
p < .641		
Student Argue with Professor		
Yes	45.5	54.8
No	54.5	45.2
p < .592		

Table 19 (continued)

Inappropriate Presentation of Views in Class by Professors
by Gender

	Male	Female
Institution Does Good Job Offering Speakers with Variety of Viewpoints		
Disagree	16.6	12.9
Neutral	32.3	29.7
Agree	51.1	57.3
p < .142		
Personally Had Class Where Felt Had to Agree with Professor's View to Get Good Grade		
Disagree	65.2	65.8
Neutral	10.8	12.0
Agree	24.0	22.2
p < .698		
Feeling Because of Something Professor Said		
Yes	38.4	44.9
No	61.6	55.1
p < .197		
Number of Times Occurred		
0 – 1	55.4	66.7
2 – 4	39.6	29.6
5 – 10	4.0	3.2
11+	1.0	0.5
p < .276		

Table 20
Content Emphasized in Classroom
by Gender

	Male	Female
How Much Coursework Emphasized Memorizing Facts, Ideas, Experiences, Theory		
Very Little	9.7	10.2
Neutral	21.6	19.7
Very Much	68.7	70.1
p < .761		
How Much Coursework Emphasized Analyzing Basic Elements of Any Idea, Experience, Theory		
Very Little	7.5	5.9
Neutral	21.0	21.3
Very Much	71.5	72.7
p < .623		
How Much Coursework Emphasized Synthesizing/Organizing Ideas, Information, Arguments, Methods		
Very Little	12.3	9.6
Neutral	21.9	22.4
Very Much	65.8	68.0
p < .385		
How Much Coursework Emphasized Making Judgments about Value/Soundness of Information, Arguments, Methods		
Very Little	20.1	15.5
Neutral	28.4	25.7
Very Much	51.5	58.7
p < .054		
How Much Coursework Emphasized Applying Theories/Concepts to Practical Problems or New Situations		
Very Little	15.7	9.4
Neutral	22.2	20.9
Very Much	62.2	69.7
p < .005		
How Much Coursework Emphasized Using Information Read/Heard to Perform New Skill		
Very Little	21.6	13.3
Neutral	20.8	19.8
Very Much	57.5	66.9
p < .001		

Table 20 (continued)

Content Emphasized in Classroom
by Gender

	Male	Female
How Important to You Is It That Instructors Don't Challenge Beliefs		
Unimportant	50.0	38.6
Neutral	24.7	25.2
Important	25.3	36.2
p < .001		
How Important to You Is It That Instructors Challenge Your Beliefs in Order to Introduce New Ideas		
Unimportant	20.3	20.6
Neutral	25.4	27.8
Important	54.4	51.6
p < .647		
How Important to You Is It That You Always Feel Comfortable in the Classroom		
Unimportant	12.5	6.3
Neutral	23.6	17.0
Important	64.0	76.7
p < .001		
How Important to You Is It That You Feel the Excitement of Being Introduced to Different Ideas		
Unimportant	7.4	5.9
Neutral	18.8	13.8
Important	73.8	80.3
p < .050		
How Important to You Is It That You Feel the Excitement of Being Introduced to Different Ideas		
Unimportant	10.6	12.2
Neutral	18.7	26.1
Important	70.7	61.7
p < .010		

Table 21
Free Speech Zones
by Gender

	Male	Female
Campus Have Free Speech Zone		
Yes	53.2	51.8
No	46.8	48.2

p < .662

Table 22
Academic Experience, Major, Courses with Discussion Components, and Student Organizations
by Race/Ethnicity

	White	African-American	Other
Rate Academic Experience			
Excellent	28.7	16.3	23.4
Good	58.8	63.8	56.2
Fair	11.8	19.9	17.5
Poor	0.7	0.0	2.5
p < .001			
Major			
Sciences	33.6	24.6	41.6
Business	15.9	17.4	18.3
Liberal Arts	27.9	26.9	18.8
Education	12.1	12.6	6.4
Other	10.4	18.6	14.9
p < .001			
How Many Courses Have Had Discussion Component			
Many	47.2	49.7	37.6
A Few	37.3	34.7	37.1
Not Very Many	13.8	12.6	22.8
None	1.7	3.0	2.5
p < .023			
Degree Participate in Course Discussions			
Not Very Much	20.9	14.8	21.7
2	25.6	30.2	33.8
3	53.5	33.8	44.4
4			
Great Degree			
p < .047			
How Active Are You in Student Organizations			
Very Active	10.3	12.8	12.2
2	10.7	13.4	17.0
3	17.5	14.6	17.6
4	17.6	11.0	12.2
Not Active at All	43.9	48.2	41.0
p < .103			

Table 23
Discussion of Political and Religious Issues in Class
by Race/Ethnicity

	White	African-American	Other
Freely Discuss Important Public Issues in Class			
Low	9.8	7.4	17.8
Neutral	19.8	17.2	18.8
High	70.4	75.5	63.4
p < .009			
Freely Discuss Religious Issues in Class			
Low	18.8	12.2	25.4
Neutral	23.4	21.8	19.3
High	57.8	66.0	55.2
p < .030			
Variety of Student Organizations Representing Many Different Political Viewpoints			
Low	17.7	13.4	21.6
Neutral	22.2	26.8	22.2
High	60.1	59.7	56.3
p < .334			
Variety of Student Organizations Representing Many Religious Viewpoints			
Low	24.0	26.4	30.9
Neutral	25.4	27.7	20.6
High	50.6	45.9	48.6
p < .289			
Respectful of Political Opinions of all Students			
Low	18.4	15.9	26.3
Neutral	35.0	28.5	23.2
High	46.6	55.6	50.5
p < .004			
Respectful of Religious Opinions of all Students			
Low	11.0	5.7	16.6
Neutral	34.4	34.2	28.3
High	54.6	60.1	55.1
p < .021			

Table 24
 Inappropriate Presentation of Views in Class by Professors
 By Race/Ethnicity

	White	African-American	Other
Professor Inappropriately Presented Own Political Views in Class			
Disagree	69.5	76.6	71.0
Neutral	16.6	14.5	14.8
Agree	13.9	9.0	14.2
p < .451			
Number of Times Occurred			
0 – 1	10.4	8.3	0.0
2 – 4	47.9	41.7	59.1
5 – 10	27.1	41.7	22.7
11+	14.6	8.3	18.2
p < .613			
Student Argue with Professor			
Yes	58.8	76.9	70.8
No	41.2	23.1	29.2
p < .294			
Professor Inappropriately Presented Own Religious Views in Class			
Disagree	86.0	87.2	85.1
Neutral	9.7	8.1	10.7
Agree	4.3	4.7	4.2
p < .955			
Number of Times Occurred			
0 – 1	25.0	33.3	14.3
2 – 4	39.3	33.3	71.4
5 – 10	21.4	16.7	0.0
11+	14.3	16.7	14.3
p < .742			
Student Argue with Professor			
Yes	58.6	42.9	33.3
No	41.4	57.1	66.7
p < .454			

Table 24 (continued)

Inappropriate Presentation of Views in Class by Professors
by Race/Ethnicity

	White	African-American	Other
Institution Does Good Job Offering Speakers with Variety of Viewpoints			
Disagree	13.5	12.8	17.5
Neutral	32.0	26.2	28.1
Agree	54.5	61.1	54.4
p < .369			
Personally Had Class Where Felt Had to Agree with Professor's View to Get Good Grade			
Disagree	62.6	77.8	67.2
Neutral	12.5	6.8	12.5
Agree	25.0	15.4	20.3
p < .006			
Feeling Because of Something Professor Said			
Yes	42.3	41.3	43.8
No	57.7	58.7	56.2
p < .959			
Number of Times Occurred			
0 – 1	66.1	46.9	62.7
2 – 4	30.0	50.0	31.4
5 – 10	3.9	0.0	3.9
11+	0.0	3.1	0.0
p < .054			

Table 25
Content Emphasized in Classroom
by Race/Ethnicity

	White	African-American	Other
How Much Coursework Emphasized Memorizing Facts, Ideas, Experiences, Theory			
Very Little	10.8	5.5	10.4
Neutral	19.9	23.8	19.4
Very Much	69.3	70.7	70.1
p < .282			
How Much Coursework Emphasized Analyzing Basic Elements of Any Idea, Experience, Theory			
Very Little	6.9	3.7	7.2
Neutral	21.4	23.9	19.0
Very Much	71.7	72.4	73.8
p < .492			
How Much Coursework Emphasized Synthesizing/Organizing Ideas, Information, Arguments, Methods			
Very Little	10.1	11.0	11.6
Neutral	23.0	20.1	21.2
Very Much	66.9	68.9	67.2
p < .901			
How Much Coursework Emphasized Making Judgments about Value/Soundness of Information, Arguments, Methods			
Very Little	17.6	13.6	18.8
Neutral	27.3	25.3	25.5
Very Much	55.1	61.1	55.7
p < .603			
How Much Coursework Emphasized Applying Theories/Concepts to Practical Problems or New Situations			
Very Little	11.9	9.1	11.7
Neutral	21.9	19.4	20.4
Very Much	66.2	71.5	67.9
p < .731			
How Much Coursework Emphasized Using Information Read/Heard to Perform New Skill			
Very Little	18.3	11.0	12.0
Neutral	19.9	15.3	24.1
Very Much	61.7	73.6	63.9
p < .011			

Table 25 (continued)

Content Emphasized in Classroom
by Race/Ethnicity

	White	African-American	Other
How Important to You Is It That Instructors Don't Challenge Beliefs			
Unimportant	43.6	36.8	44.8
Neutral	26.2	21.9	21.3
Important	30.3	41.3	33.9
p < .076			
How Important to You Is It That Instructors Challenge Your Beliefs in Order to Introduce New Ideas			
Unimportant	19.6	21.9	21.9
Neutral	28.4	23.1	25.7
Important	52.0	55.0	52.5
p < .677			
How Important to You Is It That You Always Feel Comfortable in the Classroom			
Unimportant	9.6	4.2	7.6
Neutral	19.4	13.9	22.2
Important	70.9	81.9	70.2
p < .029			
How Important to You Is It That You Feel the Excitement of Being Introduced to Different Ideas			
Unimportant	6.8	3.0	7.7
Neutral	15.6	14.5	14.9
Important	77.6	82.5	77.4
p < .369			
How Important to You Is It That You Feel the Excitement of Being Introduced to Different Ideas			
Unimportant	12.8	8.4	10.4
Neutral	24.6	22.2	20.8
Important	62.7	69.5	68.8
p < .274			

Table 26
Free Speech Zones
by Race/Ethnicity

	White	Black	Other
Campus Have Free Speech Zone			
Yes	51.8	56.8	50.8
No	48.2	43.2	49.2

p < .457

Table 27

Academic Experience, Major, Courses with Discussion Components, and Student Organizations
by Age

	18-19	20-21	22-24	25+
Rate Academic Experience				
Excellent	21.5	24.3	28.1	29.8
Good	62.7	61.1	58.4	55.5
Fair	15.1	13.9	11.8	14.1
Poor	0.7	0.7	1.8	0.6
p < .384				
Major				
Sciences	38.0	30.6	36.0	30.3
Business	15.8	15.7	15.3	18.4
Liberal Arts	21.5	32.4	30.6	21.9
Education	7.7	10.3	10.4	16.6
Other	16.9	11.0	7.7	12.8
p < .001				
How Many Courses Have Had Discussion Component				
Many	31.0	46.6	56.8	51.4
A Few	46.8	36.3	29.3	33.5
Not Very Many	19.7	16.0	13.5	11.3
None	2.5	1.1	0.5	3.8
p < .001				
Degree Participate in Course Discussions				
Not Very Much	10.4	7.6	7.2	3.5
2	17.3	16.2	11.8	7.4
3	27.3	34.3	30.8	20.3
4	25.9	28.2	28.5	36.7
Great Degree	19.1	13.7	21.7	32.2
p < .001				
How Active Are You in Student Organizations				
Very Active	12.5	16.8	10.6	4.8
2	13.3	15.8	16.2	5.2
3	23.2	19.0	14.8	11.3
4	13.7	16.8	17.6	14.5
Not Active at All	37.3	31.5	40.7	64.2
p < .001				

Table 28
Discussion of Political and Religious Issues in Class
by Age

	18-19	21-22	22-24	25+
Freely Discuss Important Public Issues in Class				
Low	8.7	11.7	13.4	10.2
Neutral	25.0	20.9	19.0	12.8
High	66.3	67.4	67.6	77.0
p < .006				
Freely Discuss Religious Issues in Class				
Low	17.7	19.1	19.9	19.3
Neutral	24.9	22.5	22.7	19.9
High	57.4	58.4	57.3	60.8
p < .895				
Variety of Student Organizations Representing Many Different Political Viewpoints				
Low	16.0	21.2	17.2	16.6
Neutral	23.3	21.6	22.1	24.2
High	60.7	57.2	60.8	59.2
p < .775				
Variety of Student Organizations Representing Many Religious Viewpoints				
Low	21.3	27.5	28.6	26.2
Neutral	27.5	24.0	23.1	23.8
High	51.2	48.4	48.2	50.0
p < .625				
Respectful of Political Opinions of all Students				
Low	21.5	22.5	17.1	16.8
Neutral	27.9	33.2	35.2	32.3
High	50.6	44.3	47.7	50.9
p < .298				
Respectful of Religious Opinions of all Students				
Low	7.9	13.0	9.4	13.3
Neutral	30.8	33.7	36.3	32.7
High	61.3	53.3	54.2	54.1
p < .217				

Table 29
 Inappropriate Presentation of Views in Class by Professors
 By Age

	18-19	20-21	22-24	25+
Professor Inappropriately Presented Own Political Views in Class				
Disagree	74.6	68.8	66.2	72.4
Neutral	16.5	17.2	15.2	15.0
Agree	8.8	14.1	18.6	12.6
p < .107				
Number of Times Occurred				
0 – 1	4.5	17.6	5.1	6.1
2 – 4	40.9	44.1	48.7	60.6
5 – 10	36.4	32.4	25.6	21.2
11+	18.2	5.9	20.5	12.1
p < .324				
Student Argue with Professor				
Yes	56.5	51.4	66.7	72.2
No	43.5	48.6	33.3	27.8
p < .271				
Professor Inappropriately Presented Own Religious Views in Class				
Disagree	87.3	87.3	85.6	84.9
Neutral	10.4	7.9	10.1	9.9
Agree	2.3	4.8	4.3	5.3
p < .633				
Number of Times Occurred				
0 – 1	16.7	8.3	44.4	25.0
2 – 4	66.7	50.0	33.3	41.7
5 – 10	16.7	41.7	0.0	8.3
11+	0.0	0.0	22.2	25.0
p < .112				
Student Argue with Professor				
Yes	100.0	36.4	25.0	53.3
No	0.0	63.6	75.0	46.7
p < .031				

Table 29 (continued)

Inappropriate Presentation of Views in Class by Professors
by Age

	18-19	20-21	22-24	25+
Institution Does Good Job Offering Speakers with Variety of Viewpoints				
Disagree	12.6	13.9	12.5	16.6
Neutral	30.1	27.9	35.9	28.9
Agree	57.3	58.2	51.6	54.5
p < .495				
Personally Had Class Where Felt Had to Agree with Professor's View to Get Good Grade				
Disagree	70.5	59.3	60.1	70.5
Neutral	9.4	15.8	11.9	9.3
Agree	20.1	24.9	28.0	20.2
p < .012				
Feeling Because of Something Professor Said				
Yes	46.7	42.7	41.5	40.2
No	53.3	57.3	58.5	59.8
p < .823				
Number of Times Occurred				
0 – 1	68.1	67.0	57.7	59.3
2 – 4	27.5	30.9	36.6	35.8
5 – 10	4.3	2.1	4.2	3.7
11+	0.0	0.0	1.4	1.2
p < .819				

Table 30
Content Emphasized in Classroom
by Age

	18-19	20-21	22-24	25+
How Much Coursework Emphasized Memorizing Facts, Ideas, Experiences, Theory				
Very Little	9.2	10.8	9.1	10.5
Neutral	15.6	20.2	21.4	24.1
Very Much	75.2	69.0	69.5	65.4
p < .229				
How Much Coursework Emphasized Analyzing Basic Elements of Any Idea, Experience, Theory				
Very Little	6.8	6.6	5.6	6.5
Neutral	21.4	23.4	18.6	21.8
Very Much	71.8	70.0	75.8	71.8
p < .897				
How Much Coursework Emphasized Synthesizing/Organizing Ideas, Information, Arguments, Methods				
Very Little	11.4	14.2	8.7	7.8
Neutral	26.4	22.3	19.3	21.4
Very Much	62.1	63.5	72.0	70.9
p < .046				
How Much Coursework Emphasized Making Judgments about Value/Soundness of Information, Arguments, Methods				
Very Little	19.5	19.6	14.7	15.1
Neutral	28.2	29.9	21.6	26.4
Very Much	52.3	50.6	63.8	58.5
p < .074				
How Much Coursework Emphasized Applying Theories/Concepts to Practical Problems or New Situations				
Very Little	12.9	10.5	10.5	11.5
Neutral	27.9	18.5	18.2	19.7
Very Much	59.3	71.0	71.4	68.8
p < .046				
How Much Coursework Emphasized Using Information Read/Heard to Perform New Skill				
Very Little	16.8	19.0	16.1	12.9
Neutral	23.7	18.3	17.4	19.3
Very Much	59.5	62.6	66.5	67.8
p < .201				

Table 30 (continued)

Content Emphasized in Classroom
by Age

	18-19	20-21	22-24	25+
How Important to You Is It That Instructors Don't Challenge Beliefs				
Unimportant	44.6	38.7	42.4	43.8
Neutral	24.0	26.1	28.6	22.5
Important	31.5	35.2	29.0	33.7
p < .556				
How Important to You Is It That Instructors Challenge Your Beliefs in Order to Introduce New Ideas				
Unimportant	24.7	18.9	18.4	19.4
Neutral	24.3	27.9	26.9	29.4
Important	51.0	53.2	54.7	51.1
p < .526				
How Important to You Is It That You Always Feel Comfortable in the Classroom				
Unimportant	9.3	6.9	5.0	11.1
Neutral	18.1	18.6	22.4	17.8
Important	72.6	74.5	72.6	71.1
p < .196				
How Important to You Is It That You Feel the Excitement of Being Introduced to Different Ideas				
Unimportant	9.6	6.6	3.7	5.1
Neutral	18.5	16.2	13.8	13.0
Important	71.9	77.2	82.5	81.9
p < .031				
How Important to You Is It That You Feel the Excitement of Being Introduced to Different Ideas				
Unimportant	13.4	11.7	9.6	11.7
Neutral	29.2	21.9	20.1	23.4
Important	57.4	66.4	70.3	64.9
p < .120				

Table 31
Free Speech Zones
by Age

	18-19	20-21	22-24	25+
Campus Have Free Speech Zone				
Yes	56.7	60.4	51.9	41.6
No	43.3	39.6	48.1	58.4

p < .001

Table 32

Academic Experience, Major, Courses with Discussion Components, and Student Organizations
by Party Affiliation

	Republican	Democrat	Independent	Other
Rate Academic Experience				
Excellent	30.6	22.8	27.0	18.3
Good	58.1	60.7	57.2	61.1
Fair	10.7	15.9	14.0	19.0
Poor	0.5	0.5	1.8	1.6
p < .034				
Major				
Sciences	37.9	30.3	32.9	33.6
Business	19.8	13.2	19.1	10.9
Liberal Arts	18.5	33.0	27.6	25.8
Education	13.8	9.8	10.2	10.2
Other	9.9	13.7	10.2	19.5
p < .001				
How Many Courses Have Had Discussion Component				
Many	45.3	47.5	47.1	43.0
A Few	38.7	33.8	37.8	37.5
Not Very Many	13.9	16.4	13.3	18.0
None	2.1	2.4	1.8	1.6
p < .890				
Degree Participate in Course Discussions				
Not Very Much	5.6	7.8	6.3	11.2
2	14.7	12.3	10.4	15.2
3	29.4	28.7	26.1	23.2
4	31.0	28.2	31.5	30.4
Great Degree	19.3	23.1	25.7	20.0
p < .401				
How Active Are You in Student Organizations				
Very Active	10.5	13.0	9.7	8.4
2	14.0	12.4	9.3	11.8
3	18.3	15.9	19.0	11.8
4	16.9	15.2	14.8	16.0
Not Active at All	40.3	43.5	47.2	52.1
p < .447				

Table 33

Discussion of Political and Religious Issues in Class
by Party Affiliation

	Republican	Democrat	Independent	Other
Freely Discuss Important Public Issues in Class				
Low	12.7	9.2	9.2	12.4
Neutral	23.3	17.0	15.2	21.5
High	63.9	73.8	75.6	66.1
p < .038				
Freely Discuss Religious Issues in Class				
Low	21.9	16.7	15.5	23.7
Neutral	25.2	22.9	19.8	16.7
High	52.9	60.5	64.7	59.6
p < .051				
Variety of Student Organizations Representing Many Different Political Viewpoints				
Low	16.0	18.4	16.8	21.7
Neutral	20.9	23.7	25.0	23.5
High	63.0	57.9	58.2	54.8
p < .644				
Variety of Student Organizations Representing Many Religious Viewpoints				
Low	19.4	29.6	26.7	30.6
Neutral	27.0	22.7	25.1	24.3
High	53.6	47.7	48.2	45.0
p < .072				
Respectful of Political Opinions of all Students				
Low	16.8	22.7	16.2	23.5
Neutral	33.2	29.1	34.3	33.0
High	50.0	48.2	33.0	43.5
p < .259				
Respectful of Religious Opinions of all Students				
Low	9.4	10.4	11.6	17.8
Neutral	34.6	34.8	32.4	25.4
High	56.0	54.8	56.0	56.8
p < .188				

Table 34
Inappropriate Presentation of Views in Class by Professors
by Party Affiliation

	Republican	Democrat	Independent	Other
Professor Inappropriately Presented Own Political Views in Class				
Disagree	67.7	72.4	72.1	72.1
Neutral	15.2	17.9	14.7	16.2
Agree	17.1	9.7	13.2	11.7
p < .153				
Number of Times Occurred				
0 – 1	11.9	6.5	7.7	0.0
2 – 4	54.2	45.2	50.0	30.8
5 – 10	25.4	29.0	23.1	46.2
11+	8.5	19.4	19.2	23.1
p < .507				
Student Argue with Professor				
Yes	57.4	66.7	66.7	69.2
No	42.6	33.3	33.3	30.8
p < .710				
Professor Inappropriately Presented Own Religious Views in Class				
Disagree	86.4	86.7	83.6	85.7
Neutral	10.2	8.1	12.1	9.5
Agree	3.4	5.2	4.3	4.8
p < .714				
Number of Times Occurred				
0 – 1	36.4	23.5	25.0	0.0
2 – 4	36.4	52.9	12.5	80.0
5 – 10	18.2	5.9	37.5	20.0
11+	9.1	17.6	25.0	0.0
p < .311				
Student Argue with Professor				
Yes	63.6	44.4	50.0	60.0
No	36.4	55.6	50.0	40.0
p < .766				

Table 34 (continued)

Inappropriate Presentation of Views in Class by Professors
by Party Affiliation

	Republican	Democrat	Independent	Other
Institution Does Good Job Offering Speakers with Variety of Viewpoints				
Disagree	15.6	11.9	15.6	13.5
Neutral	29.6	25.4	37.5	37.5
Agree	54.8	62.7	46.9	49.0
p < .015				
Personally Had Class Where Felt Had to Agree with Professor's View to Get Good Grade				
Disagree	60.6	70.3	67.0	63.6
Neutral	14.2	10.4	11.3	7.4
Agree	25.2	19.3	7.4	28.9
p < .054				
Feeling Because of Something Professor Said				
Yes	42.6	44.7	48.1	30.8
No	57.4	55.3	51.9	69.2
p < .240				
Number of Times Occurred				
0 – 1	71.8	58.8	55.7	65.0
2 – 4	26.4	35.1	40.0	30.0
5 – 10	1.8	5.2	2.9	5.0
11+	0.0	1.0	1.4	0.0
p < .448				

Table 35
Content Emphasized in Classroom
by Party Affiliation

	Republican	Democrat	Independent	Other
How Much Coursework Emphasized Memorizing Facts, Ideas, Experiences, Theory				
Very Little	11.9	9.0	10.3	6.5
Neutral	20.8	19.4	21.1	21.8
Very Much	67.3	71.5	68.6	71.8
p < .643				
How Much Coursework Emphasized Analyzing Basic Elements of Any Idea, Experience, Theory				
Very Little	6.2	5.7	6.5	9.7
Neutral	21.7	20.5	24.4	16.1
Very Much	72.1	24.4	16.1	74.2
p < .475				
How Much Coursework Emphasized Synthesizing/Organizing Ideas, Information, Arguments, Methods				
Very Little	11.1	6.9	12.4	16.9
Neutral	24.3	22.8	18.4	21.8
Very Much	64.7	70.3	69.1	61.3
p < .028				
How Much Coursework Emphasized Making Judgments about Value/Soundness of Information, Arguments, Methods				
Very Little	19.0	14.1	17.3	20.3
Neutral	28.2	27.6	23.6	25.2
Very Much	52.8	58.4	59.1	54.5
p < .389				
How Much Coursework Emphasized Applying Theories/Concepts to Practical Problems or New Situations				
Very Little	10.2	9.5	14.0	17.6
Neutral	20.6	20.4	21.6	24.0
Very Much	69.3	21.6	64.4	58.4
p < .123				
How Much Coursework Emphasized Using Information Read/Heard to Perform New Skill				
Very Little	14.9	15.4	17.3	18.9
Neutral	20.4	18.9	20.5	21.3
Very Much	64.7	65.7	62.3	59.8
p < .896				

Table 35 (continued)

Content Emphasized in Classroom
by Party Affiliation

	Republican	Democrat	Independent	Other
How Important to You Is It That Instructors Don't Challenge Beliefs				
Unimportant	37.0	43.2	50.5	42.2
Neutral	25.8	24.9	23.6	26.7
Important	37.2	31.9	25.9	31.0
p < .068				
How Important to You Is It That Instructors Challenge Your Beliefs in Order to Introduce New Ideas				
Unimportant	23.7	17.9	15.5	27.4
Neutral	35.8	23.1	22.1	21.4
Important	40.5	59.0	62.4	51.3
p < .001				
How Important to You Is It That You Always Feel Comfortable in the Classroom				
Unimportant	8.5	7.5	10.3	6.4
Neutral	18.6	15.3	25.1	23.2
Important	72.9	77.2	64.6	70.4
p < .040				
How Important to You Is It That You Feel the Excitement of Being Introduced to Different Ideas				
Unimportant	11.7	2.7	3.2	5.7
Neutral	19.2	12.6	14.4	15.6
Important	69.1	84.7	82.4	78.7
p < .001				
How Important to You Is It That You Feel the Excitement of Being Introduced to Different Ideas				
Unimportant	14.4	9.9	10.8	10.7
Neutral	30.1	20.9	17.1	22.1
Important	55.6	69.2	72.1	67.2
p < .001				

Table 36
 Free Speech Zones
 by Party Affiliation

	Republican	Democrat	Independent	Other
Campus Have Free Speech Zone				
Yes	50.1	57.7	47.1	52.0
No	49.9	42.3	52.9	48.0

p < .061

APPENDIX A

TRANSCRIBED RESPONSES TO OPEN END ITEMS

Q1 – What is your current classification? ('Other' Responses)

900 2nd degree seeking
724 4+1 Senior
909 4th year coop
227 6th Year Senior
730 ACCEL student
578 Alumni
969 Alumni
1001 Alumni
389 Certificate student
111 Finished my junior year 25 years ago and starting back
7 Graduate
37 Graduate
303 Graduate
689 Graduate
958 Graduate
1157 Graduate
1200 Graduate
827 Graduate doing a second degree in Math
10 Graduate Student
12 Graduate student
28 Graduate student
216 Graduate Student
295 Graduate student
932 Graduate Student
1103 Graduate student
1177 Graduate Student
657 Graduate student in final semester
719 Have 121 credit hours but no degree.
94 I am almost finished with my 3rd yr. of college
397 I can't remember the title; I'm over 60 and entitled to go to school
395 I have been in college for more then four years
1068 Joint Enrollment Student, High School Senior
207 Joint-Enrolled
118 Joint-Enrollment Honors Student (Senior in High
739 Part-time certificate
69 Post bac
234 Post bac student starting my Master's program
9 Post-Baccalaureate
333 Post-baccalaureate
964 Returning for a second bachelor degree
617 Second bachelorette degree
548 Sophomore by year. Junior by hours.
1153 Staff
454 This is my first year, but in hours, I'm a sophomore
592 Working on Masters in Education

422 Working on second bachelor's degree

Q11 – Please explain why you feel students aren't respectful of the political beliefs of others at your institution?

- 1110 A few months ago I was at a [REDACTED] Dem. Meeting and we found out that some of the Hiliry posters that we had put up were being torn down by a McCain supporter.
- 998 Actually, I feel that students at this school, [REDACTED], and many other colleges and universities in the state university system of Georgia are "politically savvy". They can't tell you the difference between a Democrat or Independent. I believe the students need to realize how important it is to stay "in touch" with politics because it affects their everyday lives. Especially engineering, civil in particular, because the legislators determine how much funds are allocated for road projects which translates into jobs for engineering majors, particularly civil. But back to the question I feel honestly they can care less.
- 309 Any time politics have been discussed in any of my classes there has been a prejudice against republicans. Nothing mean really; just an air of superiority from the democrats.
- 361 As a member of SGA, I find it rare that any students will bring up any party affiliation or whether they are liberal or conservative. The ones, however, that do bring forth their party affiliations seem to be on a mission to destroy other people's beliefs. This is why, in my opinion, that I feel as though students are not respectful to my political opinions, nor the opinions of other students on campus.
- 1134 At [REDACTED], it is usually only one opinion that matters -- if you don't share that opinion or fit that mold, then you are not considered as important. Personally I have run into this problem in class with instructors, in class with peers, and mostly in the Financial Aid Office -- where I am truly considered second class.
- 234 At [REDACTED], if you are white, it is very often that you are treated as if your opinion does not matter. If the topic of race is being discussed, and you would like to say something about your own race (if you're white) you are either disregarded or viewed as a racist. This is a very often occurrence at [[REDACTED]].
- 887 basically everyone has a bias towards something or someone, and their views
- 759 Because everyone has their own opinion and not many people are willing to listen to the opinions of others.
- 1011 Because I have had encounters with students who have called me names & cursed me in emails as a result of speaking up, period. I have just blocked them from all communication in order to avoid another confrontation.
- 369 Because in the small southern town in which we live, the community and school represents a majority opinion seen on campus. Although we have diversity, no one ever cares or sees it. Fliers are torn down, preachers come and preach...
- 61 Because most liberals under the age of 25 are douche bags.
- 357 Because of the age of the students. They are "always right" so everyone's opinion is the right one and many people don't want to hear any other options or opinions.
- 401 Because people as a whole aren't respectful of other people's views and opinions.
- 180 Because they are all taught that state is number one. People don't matter and that we should bomb the entire fertile crescent.
- 42 Because they are assholes, me included

- 787 Because they are ignorant
- 703 Because they are mostly naive, jaded, and disrespectful sheep that grew up in the suburbs that stand for nothing (religious, political, etc...) they see the world as they want to see it.
- 278 Because they think that there is only one opinion that is correct and that is theirs. They want to believe what they believe and wrongfully accuse you of something when they know nothing about who you are at all.
- 1016 Because [REDACTED] is a liberal college, many of the professors use the time they have in class to expound on their own personal opinions. Seeing as how you are in a classroom setting, students are not encouraged to disagree with the speaker. If I was a liberal, I am sure I would feel much more at home
- 518 Being a conservative while being in college has given me the chance to be told that I'm wrong by many students. One topic that I feel very passionately about is the right to bear arms, and never have I expressed my opinions on this issue without another student attacking my opinion as though the mere thought of someone with an opposing view was someone worth crushing to wipe away that thought. Also, on a larger scale, there are demonstrations in the quad area. When there was an anti-abortion group there demonstrating, people from the pro-choice camp felt the need to be there, and they were holding signs that said, "Keep your religion out of my uterus." I'm not saying that they did not have the right to be there; I would fight for that right. I'm just saying that it doesn't seem very respectful to be yelling and carrying on with a sign like that when another person is trying to talk about his own ideas.
- 573 Closed minded, raised to have certain beliefs which has carried into the college years.
- 97 Conservatives and liberals don't get along. You don't talk to a conservative about environmental issues, which is a big part of my stance in politics. It is hard to discuss life changing topics with people who choose to not believe that facts are true.
- 503 Deep south. many people are strictly republican and will not associate with people who hold different views.
- 781 During the recent presidential campaign, several posters representing facts about the various candidates in a very objective and level way were posted around my dorm. Within a week, the republican candidates' posters had been graffitied with obscenities and persecution toward the soldiers in Iraq. Being fresh out of the military, I was appalled, especially that the posters were allowed to remain up, even with the graffiti. I have also come under great persecution from my fellow students for serving in the armed forces.
- 367 Each individual has a different opinion. Maybe it's just the people that I hang out with, but it seems like nobody cares and those that do always think that their opinion is the right one, so there's constant arguments over opinions.
- 1043 Every person that has followed politics or has claimed to be a member of a certain party will have preconceived ideas about the opposing party. People are not accepting with new ideas and any idea that criticizes or rebukes ones ideas.
- 1034 Everyone is mostly young and ignorant and just does not respect one another and their opinions as they should.
- 281 Everyone is so close minded and feels so strongly about their beliefs that no one takes the time to listen to those of others.
- 25 For example, the presidential primary is this year in November and Georgia voters were able to cast a pre-primary vote in January and February 2008. Some students made

- negative comments of other students who like or have voted for certain candidates. These negative expressions or comments tend to be about the presidential candidate's ethnicity, religion (whether the student knows the truth or not), and sometimes character. Students and some instructors/professors need to learn to respect other's opinions. They do not have to agree; sort of like agree to disagree politely.
- 1174 general intolerant predisposition coupled with low educational achievement
- 98 [REDACTED] mission in teaching today seems to discuss only persecution of African-Americans. While there is no doubt, this is and has been a significant problem in Georgia other groups Hispanics, Women, Jews, and Muslims have also faced persecution and continue to do so. The atmosphere at [REDACTED] replicates the feeling of a Barack Obama fundraiser and as a result there is little serious discussion of any other political candidate. While I may not agree with the opinions of Republicans, there is little respect at [REDACTED] for differing opinions of anyone. I have little confidence that even if the University System of Georgia wants to change Georgia State to create a tolerance of differing views, it is possible.
- 459 [REDACTED] students have a hard time believing in anything.
- 838 Honestly, if you feel someone's opinion is idiotic, why would you be required to respect it. There's a difference between respecting the person (which everyone seems to do) and respecting the opinion. As a communist/socialist, my opinion is often on the receiving end of this disrespect, but I understand the sentiment. The university system should stop caring about some mythical equality of ideas and focus on more important matters.
- 964 I am a 40 year old student returning to college. Due to lived life experiences my opinions differ very much from those of my college professors. They do not take this into account. Many of them are evangelical Christians. While I am a Christian as well, I do not believe they should wear their thoughts on their sleeves.
- 626 I am a nontraditional student and feel this generation is all about themselves and their opinion.
- 108 I am a small red dot on a very blue campus.... (no pun intended). All the professors are very liberal and like to make bashes against what is good and right
- 652 I am currently at a [REDACTED]. [REDACTED], so most of the people who attend are in the corps and have aspirations of joining the military. Most are strict republican Christians and will fight to death to anyone who has a conflicting opinion. Not a lot of people here are open to new ideas. I'm transferring to [REDACTED] next year so I'm hoping my experience there will be a bit more diverse.
- 793 I am quite liberal and I and I feel in all but my sociology courses that republicans reign and that it is assumed that I am a republican. I have voiced my opinions in these classes and the response is varied from rolling eyes to being offended to [pursing lips. I don't consider myself a crazy liberal, I'm no Hugo Chavez, but I do however like Barack Obama. I could only imagine how it would be if I were socialist.
- 254 I believe it is because most of the students have a simplified and biased view of political issues, and generally take a stance that is based on whatever they heard last on tv rather than on critical thinking.
- 790 I don't feel that I can openly discuss politics or my political views at my school because of ridicule from other students. Students say harsh things and can be very disrespectful when others present views that are not in accordance with what is expected. I have see students be ignored, condemned, or chastised by other students for voicing their political views in class. However, I have never witnessed a professor display these actions toward a student if their views did not match. Professors at [REDACTED] are very open and allow students to voice their opinion, no matter what it is.
- 880 I don't think I said that. I think some professors are very outspoken in their political beliefs and are not respectful of the differing political beliefs of some students

- 203 I don't think that other students are respectful of political opinions differing from their own because they have been socialized throughout life to believe that their opinions are more right than others.
- 1087 I feel like if you are not with the conservative minded people in the class they will criticize you without having a logical or educated reason for doing so. Most of the time they just want to hear what they think is correct and not a different opinion even if that opinion is just as good as theirs or better for more people than theirs as well.
- 1014 I feel like the previous education and experiences did allow for much diversity. This is a small town in [REDACTED], and people are one sided. Some people only had one or two African Americans in their graduating class. I think that some diversity courses should be offered, forcing all races to participate in activities together. So they can get to know one another's culture.
- 282 I feel like the students who have the most influence are liberal. I have witnessed countless times when a student states their support of a conservative ideal only to be demonized by the majority of the class and/or professor. It makes trying to be tolerant of other political beliefs difficult when you are constantly "called-out" for your personal stances, even when you support them sufficiently.
- 721 I feel students aren't respectful of others because most students are trying to win you over to the politician they like. They always bring up the negative aspects instead of the issue surrounding us.
- 454 I feel that many students are not respectful in responding to some political opinions. I find myself defending my views from attacks and not debates. Some students here just don't know where to draw the line between fighting and arguing/debating.
- 199 I feel that most people in my school are extremely left wing and express those opinions freely. Those with opposing views are segregated and often made fun of because they think differently. I also think my teachers make their opinions extremely evident and so students tend to want to follow their lead.
- 910 I feel that students are often immature about topics and judge people based on their religion. This makes it very hard for people to discuss their feelings and beliefs without being criticized.
- 416 I feel that, in my personal experiences, many individuals have been very closed-minded and irrational when it comes to political discussions. It seems that so many of the students in my classes are extremely right-wing for either religious reasons or because they're against taxes or because they are following in their parents footsteps. I feel like being liberal in *any* way (not solely on the whole) is frowned upon, especially if these "liberal" opinions on certain topics are not consistent with Christian views (i.e. pro-choice). I've seen students get attacked just because someone *thought* the person might be a liberal, and I don't believe that this behavior is respectful in any way.
- 848 I feel the majority of the student body is very conservative
- 252 I go a very conservative campus. If you aren't a Republican or view the world in an even slightly leftist view, you're considered UnAmerican.
- 732 I have heard way too much backtalk about the "crazies" on the "other" side. There isn't a sense of open mindedness to see the other person's point of view.
- 1052 I have just never heard any students speak out. All classes are lectures with everybody listening to the teacher talk.
- 1054 I just feel like a lot of studies get very defensive and are very close-minded to other people's views.
- 537 I live in the South.
- 1179 I personally feel that it is every person's right to have and express any opinion they want in regards to any topic whatsoever. Some students, however, mock or criticize these opinions or beliefs because they find them contrary to their own. I am completely for students who disagree with other people's opinions and believe that it is as much their right to vocalize their

- disagreement of a person's opinion as it is to have an opinion in the first place. However, some students feel the need to express their disagreement in a rude or condescending manner. I'm all for people having beliefs, but I absolutely despise rudeness. By all means disagree, but do it with some respect.
- 62 I rather not go into too much detail, however I have felt that one of the republican groups on campus (when engaged in a public debate) were rude and insensitive with their comments that was made at a meeting that took place a few years ago. I believe other groups also had members that may have stated things, however my perception was that the atmosphere promoted by the republican organization was not one that respected the beliefs of other people and agree to disagree.
- 544 I say that to say they are not that respectful because we all come from different backgrounds and they can not respectful or disrespectful of my views because they may not relate to them.
- 217 I think it just has a lot to do with the placement of the school and people who attend... but essentially, there are a lot of religious people who are strong conservatives, they are mostly close-minded and don't think of the benefits and all the things they could learn if they would just open their mind up a bit...
- 829 I think people are close minded especially because this school is in South Georgia.
- 815 I think students are respectful of the diverse political opinions around campus.
- 797 I think the vast majority of middle class white people in South Georgia are Republican, and many students automatically associate political representation with the Republican party because their parents do. If you say anything about being liberal or democrat - you might as well wave a red flag because the next word mentioned in disgust is "pro-choice?"
- 736 I was once criticized for expressing my views on a particular candidate. I was told because of my opinions/views that is one of the reasons why our Country was in so much turmoil.
- 52 I watch the students and the teachers try to separate themselves into little boxes or classifications. This idea of individualism and selfishness destroys the bonds of love and true respect that one can nurture when just accepting people entirely. Maybe the school, or university system is trying to head that way, but I do not believe that they are aggressively handling the issues. All across America, and on campus, people are not respecting political opinions. We had a bomb scare on campus, and a man was found with a full arsenal of weapons, and somehow I do not believe that the university system of America is trying to teach its citizens brotherly love. It seems like the university system is trying to mold a society of complacent, stressed, indebted, and enslaved generation of Americans who just conform to whatever the government and private industries throw at them. It is a true shame that the youth of America must suffer through ineffective and wasteful educational institutions that this corrupt government has set up. Georgia is of the lowest states in America when it comes to receiving quality education, because the state doesn't pay its teachers anything worth trying to make the teachers actually do their job. So of course our University system does not encourage respect of political opinions, because look at its student body! Do you see everyone in their own little groups? This University is not unified and respectful, nor is the city of [REDACTED]. The students are disconnected from reality and have to channel their energies into unimportant projects that aren't really helping anyone. There should be more community involvement/outreach, community building and educating, enrichment and philanthropic activities all the way around. The school should be a center for 'Higher Education' for the city of [REDACTED], it shouldn't be a place to learn about 'things' and waste time. Every single citizen of [REDACTED] should have the right to a Higher Education.
- 439 If an idea or opinion does not fit into a politically correct view of the world it will not be tolerated
- 1064 I'm not very sure. We as a whole have not learned to be tolerate.
- 128 In courses where highly debatable subjects come up, sometimes students can be disrespectful and/or don't realize that some things they say may offend others.

- 423 In many cases, students seem afraid to agree with a student discussing certain topics should the opinion go against that of the professor. In other words, one of my professors was blatantly anti-Muslim or Islam and made quite a few slurs against the prophet, his message, and his lifestyle as well as the message from the holy Quran. I later spoke to him about his negative interpretations of most aspects of that religion and how biased I thought he was. Since then, he has toned down his negativity. If there were Muslims in this class, then they certainly didn't speak up probably for fear of reprisals. Most of the students either nodded in approval of the professor's message, or laughed along with him. In my opinion, it seems as if many teachers aren't accepting or open to contrasting opinions, so fellow students will certainly not feel free to express contrary opinions. There are a few of us though who are so passionate about certain topics and rights, that we run the risk of speaking out---basically daring the professor to show his true feelings or stop us from expressing ours. Professors should encourage knowledge seeking individuals and experienced students to discuss certain topics so the other students can learn about them and not remain ignorant. Ignorance can be eliminated, if knowledge is allowed to prevail.
- 563 In my political science class this year, many people were at it due to different opinions of politics. Some people think that just because you do not agree with them, that you are considered to be dumb, stupid, and foolish. It is disrespectful when your peers are looking at you and making jeers when you feel differently from them in your personal opinions.
- 602 In several classes I have completed there seems to be a lot of very opinionated students who lack any respect for the professor and other students. If any political issues arise these same students are very rude and act as if their opinion is the only one that matters. These same students seem to get a kick out of causing animosity in the classrooms.
- 158 It is a hard question to answer because yes some students are very respectful but then again there are others who take aggressive stances against anything they don't agree with. It is no real different than most other environments.
- 11 It is my opinion that because [REDACTED] has so many non-traditional students who have not been a part of an intellectual environment in some years, they are not well acquainted with the courtesies due to other students in an academic environment. Younger, more conservative students who live at home, may not have been part of an academic setting long enough to learn ways in which to disagree with another student without becoming argumentative.
- 237 It isn't that other students are necessarily disrespectful so much as they are just not very open to other political opinions. From class discussions it appears that a lot of students tend to be of the same political opinion and are not open to hearing other political opinions and sometimes even dismiss other opinions.
- 1096 It just seems like a lot of students have their minds set on one ideal or political party, and it is very seldom to have a peaceful discussion about politics without someone's feelings getting hurt.
- 4 It seems as if only being democrat are having democratic views are excepted.
- 946 Its close minded down here. People don't feel as though they have to be respectful of other people's opinions, when it's common courtesy to do so.
- 141 It's more along the religious side of things. I think that religion is an extremely difficult topic to discuss rationally, and not very many people here are good at it.
- 567 It's not as if they aren't respectful, there just aren't any real political outlets at my school. There may occasionally be a political discussion group but no one really cares enough to attend.
- 726 Its not talked about.
- 1172 Just from my own experience, which is not very much, I've encountered several situations where I, or someone else in the class had an opposing view to the class majority (at least the vocal ones), and were basically ridiculed as if our opinion didn't matter. The unfortunate part about it was the teacher's tolerance message that should have been brought up, or lack thereof.
- 104 Just self absorbed, too young.

- 1042 Living in the South, most of the students come from a conservative background, and as such are very conservative. Often, students whose politics are very cemented get in the way of good conversation about politics.
- 700 Many groups look down at one another, and post controversial remarks in the speak your mind section of the newspaper.
- 446 Many individuals are very close minded and are quickly offended by any contradictory information they receive from other students. The tensions between given religions yield very heated political discussions, especially with the upcoming elections. Oftentimes political affiliations are assumed because of a person's race, or the race that they are not. There are so many different components to a political opinion that it is virtually impossible to avoid a bitter disagreement.
- 886 Many people are close-minded here.
- 1129 Many people that I know and have met are not respectful or willing to hear out different or alternative opinions to their own mainstream perspectives. A general intolerance
- 851 Many students are very closed-minded and feel that things other than their own views are not valid. They can be very harsh when criticizing other views.
- 1153 Many students are very closed-minded when it comes to hearing opposing or dissenting viewpoints. They do not give the opportunity for their mind to be changed, it is more of a talking at than a talking to.
- 460 Many students aren't willing to see things from a different point of view...there are many that are respectful, but often times if students disagree about political opinions it may start an argument.
- 1173 Many students at [REDACTED] are of a certain race and therefore many of them have the same political views. My views are different than those students and I have never felt safe in expressing my opinion around most of those students at [REDACTED] for fear of being harassed.
- 917 Many students look down upon others that have differing political views than their own without analyzing the facts at all. They assume that they are always right.
- 843 Many that attend college have a one track mind when it comes to their political standpoint. Provided that we attend an institution, such freedoms allow one with a strong political view to easily deny other students view in politics.
- 70 Most of the students are very young and don't have any life experience, therefore, I don't feel that they understand the political issues that we are encountering at this time.
- 590 Most of the students do not care enough about politics to learn what's really going on. The students have opinions based on their parent's ideals or based upon the one specific issue that a politician supports.
- 8 Most of the students were caught up in the swell of the political arena this election year. Most did not look at the entire picture and were caught up in their own world to see the viewpoints of those not in their economic status. Most are set in their viewpoints of their culture and their family histories to open discussion of other possibilities and viewpoints. Some were not concerned with politics but with being in the current "in" group, not seeing through the rhetoric of the campaigns. More students, especially university students, should be more open to world viewpoints and critical thinking.
- 1004 Most of them are sheltered closet minded religious pompous asses.
- 663 Most people here are fairly conservative, reflecting the general view of the surrounding community. I have found conservative people to be less tolerant of people who have different opinions than they do.
- 475 Mostly it's the religious-political views. I've had students from Christian organizations approach me in the cafeteria, and when I told them I'm an Atheist, they then wanted to continue to press their view.
- 162 My institution is located in a small town with little cultural diversity. I had transferred from a larger school and had previously felt much more comfortable. I see a lot of extreme

conservatives who know little about the rest of the world, and thus refuse to respect any opinion other than their own. I suppose small town colleges are meant for small town minds.

1210 My school is primarily Republican and most people are not open to other parties. I too am a Republican, but the majority of the campus gives off a "republican pride" that gets annoying.

1095 My school is very liberal and conservative opinions are not well received.

898 Not necessarily a feeling as is an observation; regardless, students at universities, or at least students who do not perform as well as others, are more openly critical as a first reaction than observant or reflective. I cannot say for sure how much of the actual population of students tend to be 'disrespectful', but my experience has been positive for the most part, the students I have been involved with are very respectful of different ideas and respectful to those whom have such opinions. Regardless, there are still those who have no respect for other's opinions.

853 Obviously Georgia is a very conservative state and has been for years. Being a political science major, the people in my classes have strong opinions. A huge majority of those that I have encountered tend to hold conservative views. It is an integral part of the Republican party (conservative party) not to respect those that are different from themselves. (i.e. It is generally unacceptable by members holding these views to not be Christian, hold certain moral values, or believe in abolishing certain social freedoms.)

322 Often, when students voice opinions that aren't in accordance with the majority, they are made to feel as if their opinions are stupid and are treated as outsiders.

598 On my campus there are not many organizations for students to voice their opinion about politics. One of the reasons for that, I believe, is due to the lack of students willing to participate in an organization like that.

289 Others feel that if you don't think like they think then you should either not speak at all or change the way you think to reflect their thinking.

824 People are just very passionate about what they believe, and some are not very open to other opinions other than those like their own.

78 People are so close minded. if it is not what they believe, they will argue you to the nth degree that you are wrong.

569 People are very arrogant and don't want to open their eyes and listen to other people's opinions or views.

1041 People are very bias and conservative

713 People are very opinionated, and they feel that their own voice should be heard. I am not sure if it is disrespectful to disagree or argue about political opinions in a classroom, or if it is healthy.

655 people aren't open minded and feel like they are always right

335 People do not support events to learn more about the group or organization on [REDACTED] campus. College Republicans are racist, so that turns people off when even thinking about learning more about the Republican viewpoint.

514 People just have their own ideas of what they think is right, and they won't stop and listen to someone who thinks differently from them. A lot of it has to do with being on the "band wagon of acceptance."

279 People wearing vulgar shirts with political statements on them.

453 Political discussions can be a "minefield" in any environment. Unfortunately, most students are 18-20 years old and thus tend to be very exuberant with their views. This same age range usually has not had a "pay your own way job" or paid taxes. For these reasons, political discussions with your typical student tend to be tedious and one sided.

1194 Politics are a touchy subject.

653 Politics aren't usually discussed at all - folks just don't care about politics from what I have seen.

265 Simple prejudice. There is an overwhelmingly liberal political perspective at this university.

240 Some people here are very ignorant

54 Some students are not open-minded and tend to snicker at any opinions different than their own.

- 390 Some students are very immature and will laugh or make fun of students for even participating in a discussion.
- 451 Some students have a one track mind and don't really care what anyone else thinks if it opposes their views.
- 230 Sometimes it seems that many students aren't open-minded enough of other's opinions. In debates people tend to get upset if someone doesn't agree with them or if they feel the other person's opinion is wrong.
- 1161 Sometimes people regard you as stupid or dumb for having some types of political opinions. They don't always respect the viewpoints of the other students around them.
- 956 Students are close minded, they were born and raised with a certain set of values that you would expect from someone from South Georgia, and if you try to show them another point of view they try to debunk your thoughts on the matter, especially in fields such as religion, and politics.
- 750 Students are indoctrinated to believe one way about different issues, and therefore many are not very open to other ideas. Plus, with the election year, everyone has strong ideas about their own political beliefs and thinks anyone in disagreement is wrong or doesn't know what they're talking about.
- 1165 Students are not respectful of others political opinions at my university because they are not tolerant of anyone else's opinions.
- 1136 Students are very disrespectful and closed minded about many religious and political issues. I feel very uncomfortable being in a university system where the students do not value diversity and different backgrounds. I am anxious to leave South Georgia area and return to Atlanta. However, I feel my professors have all been accepting of any students who have different opinions on life or religion. I feel much of the problem is due to a campus wide worshiping of Greek societies who talk very down to anyone who is not wearing "boat shoes", croakies, and do not have on a beauty pageant crown. Many students feel scared to speak up in classes because of these Greek organizations.
- 224 Students at [REDACTED] are not very open minded to an ideology that may be different from their own. Students do not know how to approach different political opinions of others because they are unfortunately very narrow minded and may have perhaps been raised that way.
- 976 Students can become extremely disrespectful and rude when discussing politics, to the point where I don't even want to be there. I have been in classes where yelling matches have occurred over legislation or issues.
- 243 Students do not think what they say after they say it. It may be a debate of some sort discussing political issues, but the opposing students only know half of the story. They will only elaborate on the things they know and not take in what was said on the other side.
- 480 Students have their own beliefs, and often think that is the only way to be. It seems like it would mostly be conservative people, but in my experience, although I am pretty liberal, I am most annoyed by other liberal-minded people who feel that their own opinions cannot and should not be challenged.
- 74 Students normally followed the lead of their parental guidance and therefore remain narrow minded to other viewpoints given to diverse people. There is a racial division amongst students at the university and among some of the professors teaching the courses.
- 323 Students seem to believe that only their view is the correct view when in all actuality all views are the same. Also when people on campus began to discuss politics you can always hear the arguing especially at the place I work at.
- 211 The atmosphere at the campus is highly liberal. The overwhelming majority of my professors have been openly liberal. During class discussion they laugh off any conservative opinions. Some even lecture against Conservatism and Christianity. These professors affect the majority of students on the campus and therefore they too are condescending of conservatives.
- 961 The campus is generally conservative and political views that reach outside of that realm are met with resistance. I believe that pre-existing views of students are often not challenged when they

- are freshmen and sophomores. I also believe, that occasionally professors allow their personal views to sway the opinions of new students who internalize them easily.
- 205 The commentary is usually targeted in a joking manner towards liberals and leftists. Anything in the conservative Republican forum can be expressed without snickering or awkward stares from the other students. This also depends on the class.
- 643 The institution I attend isn't a very multicultural one.
- 463 The majority of students have very liberal views and force these opinions on the student body through the various school media (e.g. the school paper). The vast majority of student organizations represent these views, and there are very few organizations for students with conservative political outlooks. There is not one conservative voice writing for the school paper, which is constantly diminutive toward other political views. I don't think the entire political landscape of the student body is adequately represented or respected.
- 87 The majority of the students here are neither Christian nor Jewish, and they feel that it is OK to make fun of both of these religions. There is a great deal of anti-Semitism here, but it is ignored by almost everybody. If you say one derogatory thing about Muhammad, then people will jump down your throat. Apparently it's fine though to use degrading comments about Jews. Also, if you claim to be a Christian, then you are almost as poorly received as if you were Jewish. It is also fine to offend Christians both behind their back, and to their face.
- 1084 The number of times I've seen students almost become violent with another student over politics is a big factor in why I think many students either aren't respectful or just don't care. From personal experience, I've been verbally attacked a quite a few times for my political stance, despite being sure to choose my words carefully so as to not cause offense.
- 96 The only reason I can think of is that some people don't like change and so when others have their own opinion or view, some people won't accept that and so they act as though they can't be respectful or mindful to the fact that there are other people in the world that may view things a little different than them.
- 59 The students are very typical religious conservatives. There isn't anything that lends an opportunity to those who are not Christian.
- 695 The students do not understand the issues at hand. This is the cause of problems most of the time.
- 984 There are a lot of students who feel they are right and if you don't have the same opinion as they do then you are wrong and shouldn't be heard.
- 353 There are so many hardcore liberals or conservatives at the school that they bad talk the views and other people with that view. The liberal students appear to me to be a lot more vocal and less respectful of other people's views, speaking of the one's from prior classes or students that I know.
- 1209 There is a lot of criticism and most of people think they are right.
- 457 There is a wide variety of religions and races that attend my college. I feel that the students who come from the close surrounding areas are closed minded about the many Asian exchange students.
- 561 There seems to be one way of thinking and if anyone is not part of the same thought process then you are basically an outcast. They seem to have a very strong belief that there is no other way of thinking but their own. There is not enough diversity for them to consider anything else, so it is not alone their fault.
- 929 There's much of a diverse population, and you want to stay clear of your political ideology, to stay unjudged. Many people have been politically socialized in many different ways. And I believe race and geographic locations are a big part.
- 955 They are ignorant and only feel that they are right, no one else's opinion matters but their own.
- 280 They are ignorant.
- 1092 They are not given as much exposure as "mainstream" political parties, issues, etc.
- 1216 They are too many people who aren't open to others' beliefs.

723 they are very closed minded and they are very judgmental by just the way a person looks.
Majority of the people here are Caucasian and they plan on keeping it that way.

206 They do not understand the concept of keeping an open mind.

996 They don't listen and prefer to stop a conversation if their point of view is being contradicted.
They also get very loud/angry/insulting if they feel threatened by someone else's ideas.

136 they oppose peoples' point of view

952 They say that they support a certain Presidential candidate and when I state my opinion on who I would vote for they become defensive about it. We had this discussion in my political science class and one student was asked "why didn't you vote for John Kerry last election?" The student replied I just didn't like him and the teacher then asked "Did you even research his platform views or anything about him?" The student simply said no and to this day they will argue with you about political candidates even when they haven't done any research on who they're voting for.

512 They tend to think the way the professors' want them to which is one sided. When mine differs they don't like it because they feel I am challenging a "fact". When the topic of global warming comes up it is discussed as if it is proven beyond a doubt. People don't like it when you say otherwise.

7 This varies from department to department, however from my experience and the experiences I have discussed with my peers, I can boldly say that political differences cause heated debates where many students do not feel free to voice their opinions. Those who do, suffer greatly socially for their participation in such discussions.

383 To a certain degree, almost any discussion is lead in a liberal sense. When a different point of view is addressed, it is always shot down, because it "could be against someone else's views."
Any type of conservative thought is squashed in the classroom.

656 Topics concerning individual political opinions are avoided in class discussions and it is rare that politics are brought up at all.

621 Very few of the younger students are at all open-minded. I am an adult learner, and many of the younger students have a lemming mentality.

841 Very little student diversity.

888 We live in a very conservative town and a majority of these students have a very strong, typically unsupported, conservative opinion. The only religious organization available to students at our institution is the Baptist Student Union, which obviously doesn't cater to students outside the Baptist affiliation. Also, there are certainly no LGBT outreach programs available to students.

1003 Well based on my own beliefs I have had many people tell me that I am stupid for a decision I have made as on individual. It seems as though around this school if you make a certain decision people don't respect that decision based on their own views.

628 Well I know that by me going to school as a minority and I am an Obama fan all the way; Therefore, I hear a lot of undercover racist comments. I hear things like he won't fit in the white house because he want have anybody like him. They had a nerve to tell me that they said this because he has different views than any other men that have been at the white house. Excuse me but that was such bullshit to be telling me that.

1010 Well I've never been confronted with any issues

84 Whenever there is a political group meeting outside having little events to push their political organizations, other people from other political views yell things at them and harass them. This happens to all political groups around the campus.

44 When I was talking to a friend of mine on Front Campus, I said something about Obama. A passing student pushed me and said "Fuck Obama."

226 When it comes to Democrats vs. Republicans, respect on campus is decent. However, when we're talking about political opinions such as the right to express truly controversial or out-of-the-mainstream views, people are incredibly intolerant of freedom of speech. Time and again, I've heard students and University employees refer to intolerant speech as "harassment" or

- "incitement to immediate violence." Hardly any of these cases reflect the actual legal definitions of these terms. As is evident in rules such as the University's vague and overbroad "Acts of Intolerance" housing policy, so long as students subscribe to mainstream views, they are allowed to participate in dialog. The moment real dialog begins -- the result of listening to truly different viewpoints -- intolerance of other viewpoints shows itself in the form of attempts at censorship and intimidation. On-campus minority organizations, which might be rightfully angered by hateful speech, unfortunately often turn their efforts to abridgment of guaranteed freedoms. It is shameful that the University is bullied by such organizations on a regular basis.
- 935 Whenever there are several diverse groups of people in a certain place, respect generally decreases. While there are many people that are respectful of others opinions and views, there are also many that criticize due to somebody having a different opinion than their own. At my institution, there are people from many different cultures, races and economic standings. This is why I believe that students are not respectful of other's political opinions. It is a very touchy subject for many, and a conversation between people of different political beliefs would more than likely turn in to a very heated and disrespectful debate.
- 371 With the United States' political atmosphere being as binary and oppositional as it is, it seems that there is also an overarching "with us or against us" mentality among students.
- 1013 Within my classes, race is often a controversial issue. A group of students of one race does not interact well or respect the views of others.
- 148 Would not like to answer.

Q13 – Please explain why you feel students aren't respectful of the religious beliefs of others at your institution.

- 457 A few of the people I have experienced are very devout to their own religion and do not wish to hear about other religions
- 1129 Again a general intolerance and lack of respect or willingness to understand
- 955 Again, ignorance plays a big role in this. Students are not used to 'foreign' religions and rarely do they accept it.
- 514 Again, people have their own ideas about religion, and anything anyone else says is wrong no matter what.
- 361 At my University, many students seem to be categorized. Members of Black Student Union hang out with Black Student Union members, Whites seem to hang out with Whites and Arabs with Arabs. As a student representative, this division among students is not healthy and will ultimately lead to further discriminations in the future.
- 150 Because they are not educated/informed about other religions.
- 946 Because if it doesn't pertain to their particular beliefs, people usually don't care.
- 369 Because a day cannot go by where I see a Christian event, a Christian preacher or a converter..... and no one representing any other thought.
- 340 Because everyone has their own belief and they thing they are right. Just like I might feel.
- 1101 Because I don't know if there are any?
- 422 Because the majority of students are Christian (specifically, conservative Southern Christian) and haven't experienced or thought about other religions. I am atheist, and though professors have never discriminated against me for my religious beliefs (or lack thereof), other students have in almost every instance I've actually been courageous enough to reveal my beliefs. Only in one class [[REDACTED]] have people actually been respectful and asked me questions about it in a non-judgmental way. And that was primarily because the professor set up a classroom community where we all feel comfortable with each other and trust each other.
- 278 Because they criticize every belief that is different from theirs. They do not even try to see another's view point of any situation. I am a Christian, but I am friends with people who are not.

Many of my peers criticize others to a great extent and say harsh things to people who do not believe the same as them. What they do not look at is another point of view. What they should be asking themselves is "How would I feel if another person told me what I believe is wrong and what they believe is right?" Also, they should take this opportunity to learn something new about their peers and others. This information may be very helpful to them in the future.

701 Because they do not care.

503 Bible belt. People will stop being friends over differences in religion.

4 Christianity is the religion of this campus. No other reputation is given at all.

641 Closed minded people that make fun of everything that they are not part and not willing to understand the religions.

780 Everyone is entitled to their own beliefs but some students just aren't interested in hearing others speak about their beliefs.

1174 Extrapolation from general population

1068 For the most part they are, but many times there are religious groups out on campus shouting at others who may not share they're beliefs. However, everyone has the right to free speech.

703 From what I've seen in class discussions... I do not believe that hardly anyone thinks before they speak. And what is the minority to say? They keep quiet through it all (offended or not).

754 [REDACTED] is a very diverse school. There are many different religions represented and although they are not openly accepted they do not seem to be discriminated upon.

356 Having recently moved from metro Atlanta, I have been surprised by the expressed intolerance of students to other religious beliefs than their own. This seems to be true to the [REDACTED] Georgia area as a whole, not just the student body. As an example of student intolerance, during intro to psych we were discussing homosexuality and a fellow student said it was in the bible that all gays were going to hell and that if he didn't let them know that he was wrong he wasn't doing his Christian duty. When another student disagreed the majority of the class started yelling that the dissenting student wasn't a true Christian.

214 I am a Christian. I feel sometimes that it is hard to tell others about my beliefs because people call me narrow minded or mock my God.

367 I am very respectful of everyone's religious beliefs, but there were many times when others would ask me questions about why I'm Hindu and make remarks like there is only one God. I am the type of person to never speak down upon another's religion, so I would expect the same from others too.

323 I believe that the media has a big impact on how people view different religions in our society.

416 I believe that to a certain degree students are respectful of other religious beliefs (at least on the outside). But I'm very cautious when it comes to allowing people to know how I feel about religion and what my personal beliefs are because I think that many people (especially in the south) strongly identify with their religions, and therefore, if someone doesn't share their beliefs (and more specifically if someone doesn't believe in God periods), they may be less likely to want to get to know that person or may even lose respect for that person. I think that many Christians have this idea that if someone isn't religious, they lack morals. From my experience, I've actually found that many agnostic individuals (or even atheists) actually engage in more traditional Christian-value based behaviors than many Christians.

169 I do not feel that students interact with each other enough to discuss their religious beliefs. Most students seem to keep to themselves so why would you share your religious beliefs with them?

1091 I do think that they are respectful at certain times. I don't feel that they would feel the need to ask someone why they practice certain religions and why they wear their clothes the way they do. I just think that they would rather make fun of someone than to get to know them at times.

205 I don't really think it is a respect issue as much as it is unfamiliarity with religions other than their own, which is Christian for the majority. They do not take into account or consider that not every one sitting in the class has the same beliefs as they do.

- 523 I feel as though religions have become an identification or separating factor... much like racism used to be in the early sixties and seventies. As a student with strong religious beliefs and high standards, which are not accepted by most college students, I feel as though I am pressured to compromise and feel criticized when I voice my opinion. I feel because I am a Christian that I am slightly persecuted for my beliefs. It is almost like my opinion is counted out just because I believe in the traditional values Christianity. It appears that if I do not believe in all the other religions then I am not a respectful person yet to those who do not believe in Christianity they should be respectful for their openness.
- 355 I feel that many of the students that attend [REDACTED] are from a Christian background and do not have the capacity or desire to try to understand other religions or cultures.
- 644 I feel that most of the students would prefer not to be faced with other people's beliefs. There doesn't seem to be very many strong Christians who are willing to be unashamed.
- 353 I feel that religious students are respectful of other people's beliefs, but those students that do not have religious beliefs are apparently unable to just not believe anything, rather they seem to build up a hate for religion and people that have a strong faith to whatever they believe. Similarly to the politics question, I hear many people (mostly extreme liberals, many of whom are known homosexuals or hippies) that just bash religion (mainly Christianity) and people who believe it.
- 297 I feel that some students are not respectful because whenever you deliver your views about your religion there is sometimes negative feedback.
- 961 I feel that the military aspect of the university, along with the fact that we are in the largely protestant Christian south, perpetuates a sort of extra-critical and at times hostile view of unfamiliar religions (especially Islam).
- 998 I feel that the students don't really care what one's religious beliefs are.
- 1112 I have been asked time and again whether or not I am a Muslim. Sometimes, I had answered yes to see their reactions and it has been very negative.
- 799 I have noticed that people do not question their own beliefs. Often because of the current politics of world and also because of sheer ignorance, people are closed to other beliefs. I find that religious dogma is widespread.
- 1134 I hold a very high standard morally and ethically. Most "religions" are tolerated well at [[REDACTED]], but if you are a white, right wing republican, fundamental Baptist -- nope, not many are knocking down my door to discuss religion. Even when it comes up in class and I share my opinion, the laughter is obvious. I do want to stress that I'm not a weirdo or a snake handling freak. I simply believe there is only one way to Heaven -- through the blood of Jesus Christ. You must be saved to go to Heaven. To be saved, you must believe in the virgin birth; believe in the trinity of the Father, Son and Holy Spirit; truly repent of your sins and ask for forgiveness. This is the only way to Heaven. I usually am not that blunt or strong stated in class, but I don't think that this belief is so "out there" that it should be mocked. It has been openly mocked in class. Not debated, but mocked.
- 712 I just feel that many students have been raised with certain beliefs and are judgmental on different ones.
- 771 I think students at the institution I attend are not very respectful of religious beliefs other than Christian. This is probably because of a higher-than-thou approach that a majority of the students have in conjunction with making several comments that are insensitive to others' religious (& political) beliefs.
- 793 In the library there are slurs referring to Muslims and Allah carved into the wall in the silent study section. I realize that I am in a predominantly Christian area, but I feel that there could be more clubs that encourage tolerance for atheists, and other non-Christians. I find that people are especially intolerant of people who were raised Christian and then chose not to be any longer, like myself. Last semester I was an anthropology major and that apparently just screams atheist and when I told a girl who asked (she was in my sociology class which is now my major) that

- my major was anthropology she actually said eww. I also find that probably in defense that people who have chosen not to be Christian are not tolerant of Christian views. They think of Christians as naive or even uneducated.
- 446 In a sense, they are respectful because they do not deliberately anyone from practicing their religions. However, there is almost always a sense of superiority for one's own religion, and the competing ego's of the students cause disrespect by voicing opinions about another individual's lifestyle. Religion is a very sensitive aspect of one's being, therefore it is almost impossible to avoid offending another. Many people are raised on the fundamental principles of their family's religion and challenging such an ingrained aspect of personality causes great discomfort and a sense of loss. The lack of respect also stems from ignorance and/or insecurity of one's religion, or lack thereof, and a fear of the unknown.
- 1153 In a town where Christianity prevails, these people simply do not want to hear what you have to say. They will pretend to be listening, but at their heart, they are really just trying to "save" you.
- 162 In this area, you will not find many people who do not belong to one of the thousands of Southern Baptist churches. I mean no disrespect to Christians, but they are not often the most accepting or open-minded people. I, being an atheist, can find little to talk about with most people at my institution- be it religion, politics, or what have you.
- 964 It is even worse with the students. I had lunch yesterday with 2 students from my class. They want the Christian thoughts even more placed in the study.
- 282 It seems as though many students are very outspoken against other religions. Strangely enough, most of the hostility I have witnessed has actually been against Christianity. It is not so much disrespect, rather a blunt dismissal of Christian beliefs and values.
- 1198 It's not so much that people aren't respectful of other's unique religious beliefs. It is more an issue of people being narrow-minded and closed off to understanding other people's religions. That being said, it is not appropriate for my freedom of abstinence from these organizations to be infringed upon because people feel the need to shout to everyone what their beliefs are and try to scare us into believing their ideas.
- 726 Its not spoken of and shared.
- 108 Many folks turn down their nose at religious talk and religious gatherings
- 170 Many of the students don't want to be associated with any religious institution and, don't want to hear about any others. Today a student in one of my classes was talking about the feeling of how the churches were intolerant of the homosexuals, and I was sitting two rows at the back of the student talking in the classroom and was able to see the body language and facial expressions of most of the class because they were looking at the student. Two thirds of the class were looking and listening and the rest had looking away and sneering and or shaking their heads.
- 986 Many students are very set in what they believe and are reluctant to see another's point of view.
- 600 Many students feel that during college they can forget most religious ideas and do what they want. Even though religious organizations exist they are not visited as frequent as others such as Greek organizations.
- 70 Most of the students are "Southern Baptists" and believe that is the only religion. They are not open to new ideas.
- 459 Most people at [REDACTED] are atheists.
- 23 Most students feel that the Baptist get special treatment as they have a set space, and no other group does. This creates resentment.
- 1125 My answer is really n/a.
- 531 No prayer or religious days off from school.
- 1084 On campus, there are only Christian faith based religious organizations. If I mention that I am not Christian, I find myself being criticized for "lacking Jesus" in my life. Additionally, many people that I know will not answer the question or lie if they are asked their religion, for fear of how the Christian majority would react. I've heard Muslim students referred to in derogatory terms. If that's not disrespect, I don't know what is.

- 252 Once again, I go to a conservative campus. The vast majority of students are Southern Baptist. Most students don't very much about non Christian religions. It really dampens class discussion sometimes because students make absolutely ridiculous statements and have no idea what they're talking about. I had someone argue about evolution the other day. It gets tiring.
- 52 People don't know enough about religions to make a decision to respect it or not. Most people are ignorant because the bible was taken out of the schools which completely removed learning about morality and ethics. The silly people who took the bible out and replaced it with science, which obviously doesn't emphasize ethics or morality, because science thinks that humans act like machines. Unfortunately, no one thought that replacing classes on JUST the Bible, with classes of every religion would be a good idea. If schools set up a regimen of world religions courses, their students would be far more understanding and tolerant of other peoples. Maybe one day, the education system will fix this wretched mistake of forgetting morality, ethics, and brotherly love. Most students from abroad are very tolerant of other religions, because they get to study them and experience them first hand. Unfortunately at this school, you only get a day or two on a given subject like Islam/Jihad or Buddhism. A rough overview is all the students get. The students will not retain a thing.
- 178 People feel like if you do not have their religious beliefs that you are "wrong".
- 475 Please see above answer.
- 74 Religion is a one-sided view point. Since the beginning of time, religion is difficult to understand and communicate openly.
- 781 Religious slurs are common, and persecution of those who openly practice their faith (Christians, Jews, Muslims, Buddhists alike) is common. I have witnessed, and intervened more than once, when a young man wearing a Jewish headdress was openly harassed by his fellow students. Same with several Muslim students, and one Buddhist young lady wearing traditional garmets.
- 104 Same as before.
- 663 Same as previous answer.
- 1014 Same reason as before. Small town, narrow minds. There are certain groups that promote tolerance, but for the most part, everyone is a Christian, and they believe that that is the only way to be. The only right way to be.
- 141 See other answer.
- 656 students avoid discussion of personal religious beliefs in class and if the topic is brought up, arguments are likely to begin. These arguments usually pull the discussion away from its original subject.
- 24 The institution is located in a fairly rural community and many of the students hold similar beliefs in Christianity. It is therefore difficult for an atheist to be respected when he or she is giving an opinion.
- 579 The majority of students, from what I see, are Christian and have been raised to think their religion is the "right" one. Because there are so many like this, the others are overshadowed. I only know of one religious organization on campus and it of course is Christian, so because the others aren't recognized by the school, I feel that they have been pushed aside. The students see this and think that same way.
- 87 The majority of the students here are neither Christian nor Jewish, and they feel that it is OK to make fun of both of these religions. There is a great deal of anti-Semitism here, but it is ignored by almost everybody. If you say one derogatory thing about Muhammad, then people will jump down your throat. Apparently it's fine though to use degrading comments about Jews. Also, if you claim to be a Christian, then you are almost as poorly received as if you were Jewish. It is also fine to offend Christians both behind their back, and to their face.
- 240 The same reason as before some students are very ignorant and rude.
- 590 The students don't really care about other religions. They make it apparent during class and tend to talk down about beliefs other than their own.

598 There are not many people who are of many different religions on my campus. When many of the students see other students dress according to their religion, they tend to be made fun of them.

56 There are people at [REDACTED] who are very close minded and fundamentalist in religious views. The activities around here can, at times, be very open to people coming and going, but a few of these activities have gone as far as offending students of different views and personally attacking them based on their own respective belief.

713 There is a strong Christian majority at the school, there are several Christian organizations that post their propaganda everywhere from bathroom stalls to telephone poles. There doesn't seem to be any differing religious viewpoints represented.

383 There is not much room to even talk about religion anywhere. People become offended when the topic of religion is addressed, even though it is a very important topic in today's events around the world.

99 There is one organization in particular which has made it a goal to harass and belittle the religious beliefs of others.

280 They are ignorant/afraid/taught not to be friends with them.

723 They criticize even before getting to know the religion fully

281 They do not care at all about other students.

206 They seem to be extremely "religiocentric" if you will. They can only view the world from their own religious perspective.

43 This institution may have a variety of international students, however, the majority of the population is Christian. I feel that because so many students are Christian that the student population that practice different religions may feel that an organization started for their specific religious group would not be successful due to a low number in membership, therefore discouraging the new religious group to exist at all.

501 This is the Bible belt. There is little tolerance for persons who are WICCA, Jewish, Islamic, or any other non-Christian faith. In fact there is horror and mortification expressed if one strays from the main stream path publicly. I did an anthropology study on Wicca for a class called The Anthropology of Religion. It was an eye opening experience to interview Wiccans from Augusta, GA and other parts of GA. Some would not allow themselves to be identified by name in my paper for fear of professional and or personal repercussions. The student body in this respect appears to be a reflection of the social fabric of the larger community.

100 Underlying beliefs and prejudices that grow stronger in college

1217 We are in the bible belt. If you aren't protestant Christian, people tell you that you are going to hell or try to witness to you. It's really a shame. I try to live a spiritual life and even pray...but just because I don't pray to Jesus Christ, people assume that I'm a heathen.

1194 We live in America. So with the "freedom" to speak and express yourself, others want to exercise their right to not listen when the view does not support the mainstream.

471 well now of days students don't really talk about religious beliefs because it is an issue that nobody want to discuss

968 Well they tend to be very nice to people of different backgrounds *when they're around them.* But there's a lot of criticism when they're not around.

376 When disclosing such a taboo/private topic, it seems that many students hold very strong religious convictions. I attempted at discussing the topic of abortion rights in response to gender inequality and how our current social structure is still trying to regulate the female body. A religious conservative student in the class became very upset and made sure her voice was heard. The professor mediated the topic and then changed it quickly even though I could tell the professor agreed with me. To me respect is the ability to hear others opinions, to attempt at understanding where they are coming from despite the individuals religious belief. I never asked anyone to take on my opinion!

829 Yet again, I think the majority of people here have closed minds to religions outside of their own.

Q16 – In what ways have professors presented their own political views in class?

- 269 A professor asks for students' political opinions, but then interjects as soon as the student begins. "NO" and then projects his/her opinion over the students' without listening. A professor rants about the same political issue.
- 430 Bashing certain candidates or pumping one up. etc
- 522 Basically, a teacher or two in particular have taken every possible opportunity to bring up some tragic political tragedy in today's society; the problem is they have a very eccentric, fringe political and social view on society, so they come across as nutcases. The vast majority of teachers are very good about this topic, but of course there will be a few bad apples....such as [[REDACTED]] at [[REDACTED]]!
- 703 Blatant comments. Inappropriate mildly racist chit chat.
- 359 Blatantly bashing current leaders etc...
- 488 By criticizing the opponent party.
- 750 By discussing how little the U.S. spends on health care vs. how much is spent on the Iraq war.
- 383 By only looking at one side of the political spectrum. By using political candidates from only one party as a "great example" of something makes the class bias.
- 946 By openly discussing their political views and getting annoyed and quickly changing the subject when someone challenges their opinion.
- 36 By openly offering political opinions when discussing issues such as healthcare
- 1061 By repeatedly stating their a conservative or their on the "Right" side of the spectrum
- 130 By stating their views and then shutting down the conversation so that no one can disagree with them.
- 1064 By stating them or grading work unfairly if you do not have the same views
- 655 By telling us what they believe and if anyone thinks otherwise they push their views on us
- 69 Commented about current political leaders when not necessary.
- 74 Creating tests that uses suggestive language, discussing one candidate over the others, using test questions about politics as bonus questions and it does relate to the subject matter.
- 10 During a class I have taken on World Music, often my professor would spend half an hour or more discussing how much he disliked Bush and his regime.
- 296 Economics teacher was "Bush Bashing" almost every class period. Always saying that "this is happening because of President Bush", and it's all his fault. He also repeatedly bragged about his home country (India) and how they were doing things better then the U.S.A. and that India's Economy will surpass us.
- 1016 Evolution is not a fact, it's a theory; but it is described as the only scientific viewpoint. Liberalism in Sociology classes is stated and claimed as Gospel.
- 73 History professor openly disrespects the U.S. government. Only teaches his view of history. Consistently disagrees with the text.
- 216 I am in a public administration program, so it is intrinsic to the discussion of policies and current events. Most are good at being unbiased.
- 638 I feel that more emphasis is put on topics that pertain to their own political views.
- 1095 I had a political science teacher (a grad student) who was very open of her hatred for George Bush and all things Republican. She had no ability to present both sides of an issue. I also had a sociology teacher who was very liberal in his attitudes toward sexuality and was openly critical of anyone who felt the Bible was against such things.
- 14 I had a professor that hated George Bush and loved to talk about how much he hated him in class. I support George Bush, so I did not feel comfortable with him doing this.
- 1150 I had an education teacher who basically said if you don't agree with me then you are wrong, if you don't support Bush you are dumb, get on the bandwagon folks! She was VERY closed minded.

- 809 I have had a few professors that accepted the opinions of others and allowed free discussion. I have had more professors that are teachers because they feel they can brain wash the students into believing their own opinions and they seem to get a thrill from it. I had one professor that I felt very strongly had an agenda to teach female students to become feminists. I turned in a paper that was well written (I had it reviewed by a student tutor before turning it in) that disagreed with her views and I was asked to retype it. I wrote another paper agreeing with her viewpoints but left many grammatical errors and I passed with an A. This was for an English class.
- 282 I have had a few professors who basically state their views openly. I do not necessarily see this as a "bad" thing, but I feel they are more apt to show favoritism towards students who agree with them.
- 1136 I have had a few professors, both male and female, who have spoken their opinions on abortion, religion, and the government.
- 195 I have had professors belittle the President in class. I have had them publicly use inflammatory remarks regarding Republican and Libertarian party members. Currently I have one that teaches scientific theories as fact and has openly stated that only those in disagreement with her views are politically motivated. This same teacher uses politically based questions on her tests that are purely statements of opinion, however answering them with an opinion differing from hers will result in a wrong answer. This type of political indoctrination on the part of any authority figure is inappropriate and unethical and [REDACTED] should be ashamed of herself.
- 479 I have had professors express their opinions on many subjects in order to bring about debate or at least discussions related to the topic.
- 512 I have had professors state they want an open dialog on political and religious beliefs. The teacher stated they were Atheist and their goal was to convince us that religions had caused most of the wars, crimes and hatred in the world.
- 1134 I have had to sit through more lectures condemning President Bush and people in his cabinet than you could imagine. How this is even appropriate in a Mathematics class amazes me. Of course when I mention previously impeached adulterous ex-Presidents, the conversation kind of dwindles off ... it's hard to defend the actions of some when all you do is bash for the sake of bashing. Jumping on bandwagons is another pet peeve of mine at [REDACTED].
- 473 I have only had it happen a few times from one teacher, but it came as remarks on certain subjects in class, such as policy issues. It was very seldomly, but it became distracting.
- 353 I took an ethics class and the professor told us where he stood on one issue of 10-15 discussed, but he had a good reason for what he believed (a tragedy in his past). Another teacher came out and said "When I worked for the Democrats...". Finally other teachers have claimed to agree with certain students with extreme political views.
- 691 In a very positive manner.
- 309 In class discussions some professors have let on to their views but never in a way where anyone else wasn't free to oppose or give their views.
- 21 In critical thinking my professor talked about how students from his country were far more advanced than the U.S. Philosophy was basically the same, we spent about 3 hours listening to our professor tell us his opinion on everything from religion to world politics. If you tried to join the conversation he went on to something else.
- 875 In my Ethics class my professor always told us his views but he never pushed his views on us. He was very open to other opinions and views.
- 644 In my Govt - Political Science class. The instructor is obviously a Democrat & has no appreciation for a Christian Conservative, especially a non-traditional student.
- 361 In one of my classes I had a professor acknowledge that a student was dressed in military uniform and then proceeded to talk about how the military was killing innocent people and that it disgraces him to be an American. The student then stood up and took a barrage from several other students, which of whom they all sat down. The professor was the only one left debating

- this military soldier, and it seemed to me he tried to get the soldier to agree with him, which he did not.
- 393 In one of my classes, the discussion often deviates from the intended class subject onto politics. It seems that this professor uses certain broad themes covered in the class (Religion, Sexuality) to discuss his or her own political beliefs. This certain professor has openly made anti-gay comments and has used several class periods to discuss his or her belief that spirituality (or an individual's personal pursuit of a higher power) is detrimental to society, and that diversity among members of a society can ultimately lead to the collapse of the society.
- 518 In the past, they have presented materials that are obviously leftist and under the guise that they are unbiased sources.
- 1197 In the way they present things, they sometimes twist it in a way in which you can tell what they think about the subject.
- 391 It bothers me when they talk party sides. Most college and university institutions are liberal and then they bash those of us who are conservative. It bothers me.
- 748 It seems that they try and make it seem like only their views are right
- 225 Mainly by integrating their views into the material, and by picking and choosing what topics will receive large amounts of attention.
- 226 Making Bush jokes ad nauseum; in a political science class, stating points of major contention (i.e. ideas about welfare, universal healthcare, the war) as fact and asking students to agree with the stated viewpoint; in history and political science, presenting historical points of contention (i.e. passage of the 17th amendment, LBJ's Great Society program) as times of American triumph. In fact, many students believed some of these historical "accomplishments" have caused more problems than they have solved, and alternate viewpoints should be considered.
- 690 Making fun of government leaders.
- 377 Making negative comments about the current President, the state of our country politically. And they do not say it in a way that is to lead discussion, it is said in a way to make sure everyone knows their opinion or like they think we all have the same opinion as them. They also relate other negative times in our history to our current situation and blame it on the President. I do not care what you think of our President, you should be respectful of him. It is only a handful of professors who does this.
- 211 Many professors include in their lecture their liberal opinions as fact and even test on it.
- 713 Most professors avoid it, but there are those who have disclosed their political opinions to the class, but sometimes it is because the students might ask.
- 295 My current professor is more concerned with pressing his political views than teaching the subject of the class. I currently have a very high B or a low A and have yet to learn anything about the subject in which we are studying. Instead I suddenly have a deep knowledge of the extreme left. Every class is an indoctrination.
- 501 My Global Issues professor did her best to preach her political views. It amused me as a non-traditional student until I realized how many young impressionable students were actually hanging on her every word. Now one of my Finance professors goes to great lengths to tell us he is not going to taint the class with his views and then proceeds to do that very thing. I come to college to learn specific subjects, not listen to the personal view points of the professors. It seems to many of them use teaching as an opportunity to attempt to influence impressionable minds.
- 728 My History class for instance was totally talked by my professors view in which I felt I didn't learn anything about history from all views.
- 274 My history teacher makes jokes about President Bush.
- 1096 My Political Science professor told our class that the war in Iraq was the start of the next Vietnam war! She was constantly bashing republicans left and right in EVERY lecture.

- 271 My professor presented her view as an example followed by an countering opinion; both opinions were shown as equal- neither wrong nor right, however, opinions on other matters would have proven the example just as well.
- 215 My sociology professor discusses our president and I do not feel it is his place to say how good or bad of a job the president is doing.
- 878 Not allowed to speak freely about personal views.
- 366 Not really at all in class. Occasionally when in his/her office I have been able to tell political views. but they are never pressed on me!
- 983 Nothing too major, just dropping hints here and there.
- 223 One of my teachers talked about family problems in class.
- 467 One prof. is very conservative. I am conservative also, but I have cringed at some of the comments he's made regarding Obama and Clinton. A couple of black females have seemed offended about his comments about blacks in general and Clinton as woman president.
- 1099 One professor I had always talked negatively about capitalism and the current administration. I have had many professors that refer to different things that I have been able to tell their political affiliation.
- 964 One professor said that she was very happy that gasoline prices were rising and she was happy with the current administration because of it. She proceeded to tell the students that she owned a lot of oil stocks. Now, these students are struggling to fill their tanks each week to come to class. I thought how glowing over the price of fuel was very inappropriate.
- 11 Only a few professors have inserted their own political views into class material, not presenting it as their personal opinions but as fact. Most of the time, these professors' views focused on race relations and prejudice facing black people.
- 118 Only one of my eight professors has spoken inappropriately. A science professor said many times that "Global warming is a load of crap" and that the Nobel Committee was deluded/stupid/wrong about global warming. This professor not only stated her own opinions frequently but also regardless of what the class subject was. She would be in the middle of the day's lecture and would interrupt herself to talk about political parties, global warming and environmentalism in an extremely degrading and inappropriate manner. She was not at all humble in her beliefs but rather stated them as law and tried to force them upon students. She ridiculed other scientists and praised herself but offered no evidence of her own research.
- 126 Presented articles from liberally-biased newspapers on only one side of a political/religious argument. Consistently referred to those articles and asked exams questions relating to the article with his interpretation of the issue.
- 25 Professor [[REDACTED]], about 2-4 years ago, told me that the highest percent of people who receive or pay for abortions in the USA are black women. I asked him to show me the statistics, however, he just replied with a snug gesture and continued with his lesson plan.
- 105 Professor made a statement degrading a certain religion.
- 547 Professors express their dislike for the president and opinions on other political matters such as the war. I have also heard professors giving their opinions on "terrorists" that seem to be somewhat anti-American. I feel these opinions are inappropriate in a classroom as college students do not need to be told what to think about these issues...we can think for ourselves!
- 1165 Professors have come right out and told students who they were going to vote for in an election year, as well as criticized the other parties member for being a bad politician or whatever. I have also had professors who have told us from the beginning that they are a republican or democrat and we need to accept this.
- 771 Professors of mine have discussed several controversial subjects in class. A couple times, it sort of upset some of the students – i.e., one professor criticized the US Gov't for lack of community health programs. Some students (not including me) were upset by this.
- 1174 Religious topics should not even be mentioned unless it's a religious debate (which would not be very appropriate since we don't have a theology program). It's far too easy to figure out (not just

- assume, but understand) a professor's perspective based on what they have said, sometimes even when presenting both sides.
- 1160 Silly jokes about their views on where they stand. Showing political comics or videos. Nothing too serious, sometimes it just gets old. We get it.
- 676 Some of my professors will comment on political issues and make it obvious that they are either conservative or democrat.
- 1088 Stating how they feel about the current issues in today's society. What will they do in a specific situation. Stating their political sides vs. the other.
- 773 Stating that you are stupid if you agree with other political views.
- 995 Strongly outspoken about political party ideals and believed that all students should have the same.
- 477 Such as the way he/she views the world.
- 896 Talk about what they believed was the correct way to do things.
- 795 Talking about what candidate they will vote for. Expressing views about other political parties. Letting us know that they are liberal or conservative.
- 194 Telling us that they are right and our view is wrong. If we believe something they don't, they will tell us that they don't believe or get caught up in "that crap".
- 89 The continuous drilling of their beliefs without viewing the other possibilities.
- 70 The political science teacher made it very clear that she despised our president and the Republican organization. She also made it clear at all times that her views were more important than what others thought.
- 52 There are too many ways for me to count. I see their apathy and lack of care, and then I also see the restrained impassioned teachers who feel as if they are incapable of having a voice too! I see their cynicism and their power-hungry natures.
- 606 There have been a few who have gotten on the "soapbox" to preach their opinions.
- 892 There have been some biased comments made for one party or another. It was in a joking manner and I was not offended, though it is possible that a person could be. Most college age students should be able to handle the joke.
- 78 There is no real way to explain this question besides the fact that professors preach what they believe and usually do not care what others believe because we are just "college aged kids"
- 1074 There was only that I thought in his own mind was trying to get people to participate but was very intimidating to others outside his view period. Over all the rest of the people I had were for the most part very good, and professional.
- 523 They challenge the beliefs I have as though they were completely wrong. It would be better if they approached the subject from a neutral perspective.
- 207 They directly tell you that the president is stupid or that a political party is incorrect.
- 423 They either laugh at other types that they disagree with, or they don't promote the ones they disagree with so their political views are encouraged simply through familiarity. Subtle brainwashing is just as effective if not more than blatant conditioning.
- 797 They have outright discussed who they voted for, and encouraged others to do so in the next election.
- 398 They have presented their views implicitly. They sometimes omit conflicting points of view that could somehow threaten their own views. So, it is not like they make their point of view explicit, but when one omits others, and make use of the authority teachers have, it is likely that some students have the teacher's words as true. A Professor has to be comprehensive and expose knowledge just as it is, without being scared of denying his/her own point -of -view...
- 955 They have presented their views on gay marriage, women's rights, and affirmative action.
- 1130 They inject their liberal views into the discussion and don't allow dissenting voices to be heard. Marxist and socialist ideas are given more time than capitalist ideas in 2 Sociology classes Race and Ethnicity, and Gender in Society. The teacher dismisses any criticism made on some Marxist-socialist views made in the books. Also its biased towards the democratic parties in the

- same book , and its anti-Christian . There isn't any counter opinion in the book, nor is it allowed in the class if I try to make them.
- 565 They just say what they think.
- 448 They might use it as an example, or to tell some of their background so that we can understand where the professor is coming from in the discussion.
- 252 They never outright say what their views are, but they strongly hint towards their political opinion.
- 199 They often present their own political views in class through conversation or the way they present topics.
- 62 They referring to those professors would state other general views, (that may have not been said by any student particular), stupid, or make other groups feel inferior and when challenged, they see no wrong with their statements.
- 626 They take what you say and show you that you are wrong and their opinion is correct.
- 872 They would mostly just make small remarks, "cracks", about our current administration and previous administrations.
- 514 They've talked about how bad the current president is or tried to get the class to vote one way or another on the upcoming election.
- 566 Those professors who have presented their own political views have done so subtly and were almost always respectful. On occasion they have openly bashed a certain political party.
- 1065 Through the guise of a one-way discussion that only involves the professor. I have also noticed that International students are more sensitive to subtle criticism of professors than American nationals.
- 755 Views on environmental and legal issues. Some lectures seemed to come straight from "An Inconvenient Truth".
- 880 Wearing button on their shirts in class while teaching promoting a particular candidate. Have stickers on briefcases brought to class of particular candidates. Telling the class that the healthcare plan of one particular candidate is the way to fix the healthcare crisis in this country and the other candidates are wrong (in essence) and being disrespectful to students who voice a differing political opinion about healthcare. I am only talking about ONE professor I have had.
- 686 Well it comes up in almost every class since this is an election year. They haven't abused their position, but I know most of my teacher's political views from class.
- 369 Well, for starters one said on the first day, "Sell back your textbooks, we are teaching this class my way... I hate democrats, gotta a problem with that, leave." But I would like to thank the [REDACTED] history department for always remaining fair and balanced.
- 753 When discussing events in the news or popular political topics a professor may push his opinion.
- 1198 Without explicitly stating their opinions, I have had professors bash political parties and their agendas without substantial evidence for their arguments. I am open for discussion, but they need to bring substantiated arguments to the table.
- 1062 You can just tell which way your professor "leans" politically by the way they comment about certain things. It's not offensive, you can just tell if you pay attention.

Q19 – What happened?

- 753 A heated argument followed where both the professor and the student stated their opinions. Some students showed support for the other student. Then the professor finally changed the subject
- 488 A joke about it was given and let go
- 703 A question would be asked...and they would reply with their opinion.
- 1165 All of the professors were willing to listen to the students arguments but for the most part at the end would tear them apart and make them look and feel stupid for disagreeing with a professor.

130 As I stated, the Professor shut down the conversation by changing the subject or making a glib
comment that disrupted the flow of conversation.

644 Discussion was ended & moved on to another topic.

771 Each time the professor brought up her beliefs, the individuals who disagreed with her initially
were visibly uncomfortable & spoke in a soft whisper amongst themselves. As the discussion
continued, the students became noticeably angry, but never lashed out at the teacher.

369 Either the student dropped the class (me) or argued back and was ridiculed by the class, or the
relationship between the professor and student as learner and scholar was negated.

514 Everyone remained silent and either didn't pay attention or shook their heads.

690 Everyone stayed quiet. The professor was a large man and was "cool" to most of his students.

606 Generally the student was allowed to state their opinion.

274 He calls President Bush crap for brains and shurb. He always talks about the war and how his
marker is a "weapon of mass destruction".

295 He usually speaks over or ignores them. It is supposedly a discussion class yet it is 3 hours of
him indoctrinating and 15 minutes of students attempting to get in any word possible.

398 I don't know...nothing big really...perhaps the professors do it out of distraction ...regardless, it is
still a mistake...

875 I don't remember exactly. I took the class about 2 years ago but I do remember on a regular basis
one student in particular always standing up for a different opinion than the professor.

1095 I just explained this in the last box.

195 If a student disagrees she restates her personal opinions as fact based on other scientific studies.
Science does not contain facts, even gravity is a theory. She is in a position of authority and
many of the kids in class are still intimidated by the teacher at the front of the room. When she
points out that they are wrong and politically motivated she takes the initial steps to
indoctrinating a student in her views and does not encourage self expression or investigation
which are necessary for true learning to occur.

501 In Global Issues, it was I who argued. I feared for my grade the rest of the semester but I felt
strongly that if she could voice her anti-American opinion, I could ask her why she is teaching
and living in the USA instead of India! The finance professor welcomes comments and
exchanges.

11 In one case, professor A began class with a discussion about race and it escalated into a shouting
match between several students and the professor. Professor A made all of the white students
extremely uncomfortable when they offered participation by saying that she had 'heard enough
of our point of view' aka the white perspective. I recall one student withdrew from the class
before midterms because of the confrontational nature of this class. There was an outcry against
the professor in course surveys and she was fired. Professor B mentioned race repeatedly in
class and seemed to disapprove that most of the classroom discussion was initiated by white
students and that the black students sat quiet through most of the classes. He allowed a group of
black students to accuse myself and another white student of unfairly taking up time in class and
he looked on as they advised the other girl and me to stop talking in class from then on. No
complaint was filed and he remains on staff.

282 In some cases the professor will simply disagree with the student. In others, the professor will
respectfully listen and respond to the student.

809 It affected the student's grade.

686 It turned into a class debate. There was no anger - it was just a debate between opposing
opinions

309 It was just in discussions, it was more like good natured debates. Informative and allowed you to
hear both sides.

512 It was me and the teacher just said my opinion was wrong.

- 353 Most people kept quiet, though I knew some people disagreed, they just did not want to speak up because they were the minority (including myself) because it would just turn into a bashing hatefest.
- 1198 My professors are typically open for discussion, but the students are ill-equipped to argue with professors who know quite well how to formulate and win arguments. It is a lack of self-education on the student's part that is a problem.
- 964 No one argued or disagreed with her as she dictates our grades.
- 126 No one argued with the professor. It was obvious that the floor was not open for debate on the issue.
- 518 No students disagreed. They took the information as canon.
- 1134 Not much of anything -- the student wasn't even allowed to finish the opposing opinion.
- 430 Nothing.
- 1062 Nothing dramatic enough for me to remember details. No one gets upset.
- 566 Nothing happened. We went on to discuss other things.
- 1064 Nothing much. It was just an argument.
- 872 Nothing really happened. Mostly laughter and agreement. These comments were not meant to offend anyone.
- 477 Nothing the argument dissipated soon after. I think the professor realized he crossed the "line".
- 89 nothing the teacher still continues with his own political and religious beliefs
- 795 Nothing, everyone just kept quiet. Some argued for the other presidential candidate
- 359 Nothing.
- 797 Nothing. I listened, but kept my own opinions.
- 676 One of my classes was having a discussion about the war in Iraq and what happens if we voted another republican candidate. My professor commented that he did not agree about the war and obviously not going to vote for the republican.
- 216 Opinions are valued.
- 69 Professor made comments and no one said anything. People know politics and religion are not something you can have a casual conversation about. Many thought it was unnecessary and just avoided the issue.
- 1168 She argued back
- 70 She didn't let the student finish what they were saying. She was just like the media, always trying to sway things to her way of thinking.
- 1150 She just continued her lesson and we all rolled our eyes.
- 118 Some students stated different opinions, respectfully. Students pointed out the merits of environmentalism or the validity of other scientific evidence. In the class of 200, most seemed apathetic. When students disagreed, the professor heard their opinions but gave them no merit. She was not demeaning directly to the students but rather began the lecture again. She would then begin ranting about her views on another day.
- 1088 Sort of a debate about why they disagree and agree with one of another verbally.
- 547 Students are able to speak freely. However, there are not as many students who speak out against the majority opinion of the class/professor.
- 1065 -Students don't argue with professors for concern about their grades and matriculation through the department/school. -Students are more apt to engage other students unless the professor serves as a poor moderator and wants to cut students off who share.
- 199 Students simply agree to earn the approval of the teacher.
- 296 Students who disagreed just looked around as if he was really saying what he said. No one really said anything.
- 1130 Teacher dismissed them, or changed the topic. The teacher in my Sociology classes wouldn't give me a chance to speak after that, and she didn't ask answer my questions when I raised my hand. She also made comments like " I will come to you last because you take us into

- "Different" arguments" implying that I waste the class' time. The teacher also doesn't give time for any discussion of hot topics.
- 25 The instructor or professor gave a snug or intimidating gesture, and continued with his/her lesson plan.
- 225 The majority of the times that I have encountered this particular scenario it has been in a class which is designed to raise awareness of cultural diversity. The professor appears to delight in presenting biased statistics, and then prompt her students' feedback by posing loaded questions. Often responses are reluctant because the students are forced to choose between playing along and allowing the teacher to make whatever point it is she getting to, answer in fashion which speaks to their character yet avoids the point which the exercise was designed to make, or refuse to answer making reference to the transparency of the intended purpose of the exercise and risk losing points for participation. None of the times in which students have objected in the class has the professor responded in a negative or derogatory manner towards the student; however, the continued presence of pointed debate has influenced me so much that often I chose not to converse at all in class.
- 467 The prof. tried to explain his point of view. He was very friendly and encouraged discussion. I think the students felt comforted by his responses.
- 271 The professor actually asked for a student with an opposing view to help demonstrate, so there was not any conflict or strain.
- 995 The professor bashed them and then sent a long email discouraged how we were constrained by our institutions.
- 728 The professor called you names and yelled or she would say she didn't want to talk about that. Your opinion didn't matter.
- 383 The professor came back with some ridiculous argument and changed the subject immediately.
- 423 The professor changed the subject and hurried on with the lesson, or he agreed mildly with the idea of different choices, but everyone felt the pressure to not argue back.
- 14 The professor cut him off and did not want to hear what the student had to say.
- 74 The professor demeanor changed against the student and there was obviously an unfair advantage, so the student dropped the class.
- 211 The professor had the last word, told them they were wrong and misinformed.
- 73 The professor just told the student to check his sources and do better research.
- 983 the professor let the student argue their point, and there would be class discussion, if it was relevant to the topic.
- 773 The professor made some sarcastic comments
- 626 The professor made the student feel stupid.
- 226 The professor nodded, again asked the class to agree with his originally stated viewpoint (to mixed responses), and moved on. No actual dialog was fostered.
- 1136 The professor rebutted.
- 946 The professor shut up.
- 78 The professor tried hard to prove the student wrong.
- 393 The professor would let the student speak, and then counter back with more reasons to justify his or her opinions. Often, the professor will continue on with the previous discussion into the next class period, even though none of the opinions discussed come from the book or are needed to complete the approaching tests.
- 21 The professor would say I am not going to argue this point and he would move on to another subject.
- 827 The Professor turned red.
- 1096 The student just gave up his argument because the professor usually never let him get a word in edgewise.
- 361 The student took a barrage from fellow classmates and the professor, but after the student pleaded his case the only one left debating him was his professor.

523 The student voiced their opinion and the professor listened but still stood on what he believed.
448 The student was just explaining why he thought differently than the professor.
62 The student within my class quieted himself so that he would not be misjudged by the professor regarding grades or other course work. To clarify so that he would get the same opportunity as a student favored slightly by the professor.
473 The teacher always handled the situation very well. She would respect the point made by the student or correct them on any small misunderstandings without embarrassing them.
638 The teacher constantly brings up her opinion lightly as fact. She says them more as side comments.
955 The teacher didn't change his mind and just said the student was ignorant
252 The teacher made some stupid right wing comment. The student promptly thought of an example that contradicted the teacher. The teacher then conceded that the student had a "very good point" and moved on with the discussion. The teacher didn't push anything down the students' throats. Most of the time these occurrences happen because a student makes an outrageous comment and the teacher doesn't try to make them think about the other side.
878 The teacher said I was "wrong and should not tell her how to act in class."
391 The teacher said their opinion and that was it.
880 The teacher would not entertain any discussion.
748 The teacher would say "everyone is entitled to their own opinion" but still emphasize that they were right.
52 There is a debate. An eventual resolution where you may agree to disagree. But then I have personally been singled out and made out as a figure of opposition.
479 There was sometimes heated conversations but usually the instructor would calm the situation.
896 They argued back, and told them what was wrong with their thoughts.
1160 They didn't argue, they both just went back and forth over what they thought was right. It was appropriate, and both were mostly respectful.
655 They got sent out for not agreeing.
1189 They talked about it.
1174 This survey is too long with too many open ended questions.
377 Usually the professor will answer back and begin an argument or another student will respond.
564 Was shot down by the professor and "proven" incorrect.
223 We all shut up and let her move on to another boring lecture.
36 We have one professor who is very conservative and extremely religious (Baptist). When discussing women's health, it is apparent that she finds decisions such as a voluntary abortion, to be repugnant and immoral. She can be quite abrasive to students that disagree with her.
10 We let him rant because it wasn't really worth engaging him.
269 We move on.
1016 We were cut off, not allowed to speak, or personally attacked for beliefs. A common counter is that our own morals and values can not apply to the situation. It's frustrating, but it comes with professors who obviously can't survive in the real world. They can't do anything but spit out their own opinion. That's why they teach.
1074 Well a student had a view that many of us agreed with and he was trying to express his opinion, which was asking for all of us to participate. He was told he was going to be "shut down" once and for all. The class did not appreciate how the student was treated. Also many times we were told we were not graduate students and therefore in today's educational levels we were about the grade level and capability of "high school students". Things like this happen many times. Late to class, but we had better be there, or else. As many of us were older students returning to school none of this was not well received either. We just learned to keep quiet and let him run his show.
522 Well in one case a student argued with her senseless rambling. She became extremely upset, and made the course a living heck for her the rest of the semester. The teacher ([REDACTED])

graded so unfairly against the teacher that another professor, with the guidance of the dean, had to be involved. The student used tact and a lot of effort and still managed to pass the class with a very respectable grade. The second time was when she (same teacher as above) attended an on-campus political club meeting. I have no problems with teachers attending club meetings, and even encourage their attendance. In this case, the teacher made an irrational point on a topic, I refuted her claim with a blinding blaze of logic and rationale, and she simply could not handle being wrong. She really showed her true colors in this setting, though, since she had no authority over her peer and could not cope with the situation. She erupted in the club, left the room for a half hour, came back and used the rest of the remaining club meetings to make pointed personal jabs at me at every opportunity. Once again, the bad apples are easy to remember, but this is by no means a representative sample of the teacher population. Quite the contrary; [REDACTED] is by far the most neutral and encouraging school I have attended thus far!

1099 Well, in the one class that it happens a lot it was more of a just sit there and let him lecture. Even though he was obvious about his views he did let others express their opinions. I felt though I was being lectured by a liberal.

Q21 – In what ways have professors presented their own religious views in class?

423 As stated before, they laugh or ridicule other views or customs. They also compare their religion with the level of morality of other ones determining that theirs is more right...again mainly due to familiarity.

1016 Blah. They state them.

656 By allowing students to post answers in an online discussion that are strongly influenced by their personal religious beliefs. These answers are off-topic and are not answering the original question. Points will not be taken off from the assignment because of the nature of the answer

36 By condemning actions of class members as immoral or unethical, when it was a matter of personal choice and outside the scope of the classroom setting. We have professors that openly talk about "God" and "Jesus" when there are class members who are either not religious or have other religious beliefs (Jewish, Muslim)...the department is very protestant-religion centered and much of what is taught in terms of personal choice is from that viewpoint

130 By stating that the Bible is not worth the paper it is printed on...need I say more.

982 By telling the class he was atheist, and didn't care what anybody thought or had to say. The class didn't ask him about his religious belief. I guess he thought it was necessary to tell us. He even brought an atheist group in class to talk to us.

74 Discussing their participation and what is wrong with other religions.

617 I actually had a professor who cut down my religious beliefs, or at least made me feel dumb for having my view. I was so distraught by his mannerisms, that I walked out of that class and ended up taking an F in the class because I could not stand the teacher any longer.

353 I had a professor claim that they proved that God does not exist because they proved that praying for people does not work. I believe this is an impossible study to perform, being prayer is faith based.

52 I had to rewrite a paper for a professor because they felt that my paper was completely off base. I gave it to my fellow classmates to read and they completely understand where I'm coming from. I was forced to rewrite my 20 page paper, and I wrote a completely new 20 page paper to replace the old one in a matter of days just so that I could clarify my points even more. Basically put, if I would have given my paper to a different professor that understood basic spiritual principals in context to reality, I would have received an A for both work and content. Yet other students turned in crap for content, because I read their work and they received higher grades. It was clear that the teacher had a bias against me, and she was dead set on proving a point to me, so she gave me a B. I went to go see the teacher to confront her about the grade that she gave me.

- She said that it was not worthy of the B that she even gave me. I ended up telling her that she was clearly biased and she was deliberately grading me unfairly, and she changed my grade to an A. I told her that I didn't care about the grade, I just couldn't believe that she would be so harsh against spiritual opinions in context to theatrical use.
- 863 If religion came up in a debate, some teachers would state their religious views to justify their opinion.
- 976 In philosophy class, one professor made many people uncomfortable by expressing his atheist views. I myself am an atheist, but it is not his place to put down Christianity simply because he is a professor. Also, many other professors infuse Christian beliefs subtly into their lectures, which makes me uneasy since I am not Christian.
- 11 It is extremely rare that any professor asserts his or her views of religion in class. Professor A from the earlier question assigned the class a final paper which was an in-depth interpretation of a long poem which could clearly be interpreted as having Christian overtones.
- 686 I've had teachers slam Christianity left and right for no reason. Same with Islam, though it was more subtle.
- 728 My history teacher pretty much talked as if what she believed in was law.
- 422 One of my professors basically implied that unless someone believes in god, he/she shouldn't be teaching impressionable young minds. Also, the same professor said that creationism is just as "scientific" as evolution, and another professor agreed with a student that said that people who are atheists are only doing so because they are rebelling against their parents/society. I wasn't offended or anything by any of these statements, just severely annoyed.
- 229 One of my professors criticized Christian beliefs & tried to disprove the Bible. He forced his belief of evolution on us during class for about 30-45 minutes.
- 393 One of my professors has expressed blatant disapproval of religious diversity in society, and has used class time to discuss his or her personal position on abortion, gay marriage, and spirituality.
- 655 One teacher told me I was nasty because I was a product of rape and that it was against god for my mom to have me.
- 4 Professors constantly add God to their lectures and make blatant references to Christianity as the only way.
- 144 Singing hymns on their way into class. References to god when not appropriate to subject material.
- 54 The idea of "God" and Christian thought is often mentioned, even in passing, by many professors in a manner as if they believe that everyone in their classroom shares the same beliefs as them and agree with their views.
- 62 The professor to me did not give out other course material that reflected other students' beliefs in the class. Although I am a Christian, I don't feel it is fair to force others to read Christian literature and not provide literature from other beliefs or religions.
- 1150 The same professor was very religious and was always talking about God and her views and how everyone else was wrong.
- 23 There is only one professor that has done this... she taught my C-Session Political and Social Rhetoric class... she would make snide remarks about the speeches we talked about.
- 797 They have said what they believe.
- 966 They haven't.
- 206 They seem to think the entire student population shares their perspective.
- 316 They would mention God or a Christian church they go to in town, and how it relates to the subject matter we were talking about.
- 472 This has not been the case in the past couple of years (as I have entered into upper-level courses), but in earlier classes I have witnessed this several times. There have been quite a few instructors that have mentioned their own religious organizations and / or beliefs. I use to say that for the first three years, I did not have one professor who did not at least mention God and the fact that

- he or she was a strong Christian. I don't have a problem with this, but immediately felt that it was a little inappropriate in a college classroom from an instructor.
- 192 This incident took place in a clinical setting. A professor told the student that he was of a certain religion and implied the way the student was dressed was inappropriate in regards to his views and his religion.
- 1065 Through lectures and not discussions. It was totally one-way. If students have an open mind the religious views aren't bad, they just don't lend themselves to be questioned.
- 369 Well, having a Christian textbook for an English 1102 class, writing about Christian morality and how one cannot be moral with god. How about being told that Gilgamesh copied the bible, and that all the sources of flood come from the bible alone.
- 366 When we are discussing it for education classes and we are all discussing our views they jump in and tell theirs. But it seems natural and non threatening.

Q24 – What happened?

- 4 The teacher stated in my Anthropology class that culture is the ability to imitate God, we all just copied what she said.
- 23 No one said anything... I'm sure that in a class where most of the grade is totally up to her they felt they couldn't.
- 36 See previous answer.
- 52 You just heard it. Open discussions as well.
- 74 An intense argument without a win-win solution.
- 130 The conversation was ended by changing the subject to disable the student from completing the response.
- 144 A student commented on a professor's discussion on whether an author's literature meant to imply that things happened by chance, by fate, or by will of God. Many students in the class agreed that the literature indicated that the speaker felt things happened by chance. However, the professor said that since the students could not prove anything happened by chance, their answers were incorrect. While students were able to back up their opinions, the professor counted "chance" wrong and was unwilling to make corrections to the grades on grounds that the students could not "prove" their point. When the professor was asked to prove that things happened due to fate or the will of God, the professor became angry and refused to continue teaching the class, stating that the students were unwilling to participate in class since they were angry about the professor's decision.
- 192 The student did not say anything to the professor. She told other students about it and we talked about it amongst ourselves but nothing was said to the professor or other faculty.
- 206 In one class a proclaimed Christian professor mentioned how Jews somehow deserved the Holocaust for killing Jesus. This greatly offended a Jewish student. This student tried to reason with their instructor but was basically just overtalked until silent.
- 214 The professor made the student(s) seem foolish to the rest of the class.
- 229 It just made matters worse, he wasn't willing to listen/accept to our arguments. He kind of made it like a 'I'm right, you're wrong' situation.
- 316 They (the prof.) continued with the class. My classmates didn't really talk about it much after class.
- 353 She said it so quickly I did not realize what she said at first, and somebody else agreed with me after class. It was like a cheap shot comment.
- 366 We listened and then went on with the discussion.
- 369 Student left traditional classroom setting for an independent study method. Student complained to department.

393 The professor would let the student say his or her opinions, and then the professor would counter back with what he or she believes.

422 I already typed it out in the previous text box. Basically, there's a lot of discrimination against non-religious people -- atheists, agnostics, etc. People try hard to be respectful of all religions and beliefs but apparently it doesn't extend to people who aren't religious.

423 The subject was changed so the student would calm down. The professor tried to explain that he wasn't against any religion as a whole, just certain aspects and customs.

617 I stood up for myself, and later had others in the class thank me for standing up for my, and our, religious beliefs. This was the class that I ended up walking out of. I would have withdrawn, but it was after the date to withdraw without academic penalty.

655 She ignored me for the rest of the day and skipped over me, in the meantime she made fun of me and I cried.

686 A little more heated debate, but nothing inappropriate or wildly offensive was said. Just because my professor expresses their religious views doesn't make it offensive. So what if we disagree? My professors where this has happened have actually done well moderating what said, despite themselves being in the debates.

728 Yelled at or was called names.

797 They said what they believe in, and I think that is fine. I think everyone should know where they stand. Personally, it does not bother me to hear what a professor's religion is because I know where I stand, and I know my God. I can only pray that they will know Him if they don't already.

863 The student would state their opinions and the teacher was willing to listen to everyone's views.

966 Nothing.

976 The professor argued back, using his scholarly background as a platform. Which is unfair. The student was simply expressing that she was uncomfortable and trying to defend her religion.

982 After class, a lot of the students spoke amongst each other.

1016 Same as always. We were told our opinion wasn't valid, and we were here to learn, not argue.

1150 Nothing, by this time, we were all just annoyed with her and pretty much ignored her comments.

Q31.2 – Was your feeling because of something specific the professor said? Please explain.

341 A group of students in this particular class would have the same assignment with basically the same answers yet older and students of differing race than the professor would receive inferior grades

52 Acting class is very subjective. So is directing class. You commonly have to try and think just like them in order to get good grades. They program you. That's the whole point. They allow room for growth in different areas, but only as much as they want you to.

73 Again the history professor expected us to know what his views were in order to pass his tests. The text that he required for the class we never used. so studying the text would have not done any good.

225 Again, the same class(cultural diversity) I feel that I have to participate in exercises which are biased and my refusal to play along will have an adverse effect on my grade.

299 Agreeing with the professor on a topic is easier in general.

69 An upper level science class. Not everyone agrees with the issue of Evolution and all the ideas behind it.

281 Any English class at this university. There is no uniform way to write a paper and if you do not write the way your English professor likes it, then you cannot make a good grade.

104 Art classes are somewhat up to the professor's view point.

12 At another institution, I wrote a paper equating Christ to the main character in the book. The teacher was incensed because the main character was not white.

- 278 Because in general I do not want to say anything that would make any of my professors not like me because you never know what reaction might be when you oppose what they believe by believing something else.
- 928 Being an alien I have a different understanding and view on world issues. I felt at times that examples that were used in class were somewhat directed to my nationality.
- 632 Different reasons.
- 667 Do not argue against me.
- 241 Don't remember.
- 198 Dr. [[REDACTED]], no longer with the University System, repeatedly criticized others, who quoted the Bible in our Intro to Religion class. Papers with opinions other than his were returned with lower grades and no notes, whereas papers that agreed with him received higher grades and many comments affirming the thoughts presented in the class. Dr. [[REDACTED]] would argue with students presenting projects in Presidency class, especially if the student appeared to espouse pro Republican viewpoints.
- 843 Few times professors teach according to their beliefs...sometimes feel the tests to be based off the teachings provided by the professor and not the course syllabus.
- 585 He asked leading questions. Although they seemed open-minded, we all knew he wanted us to answer a specific way.
- 33 He continually discussed his religious, political and personal views. I got the impression that any other views in the class were not heard or even really given the opportunity.
- 1160 He didn't say anything that really made us feel like that. You just don't know if they do think like that, so you just have to smile and nod.
- 553 He felt very strongly and talked about the issue a lot.
- 352 He had a theory about the foundations of our country and how no religion had any influence on our constitution, and I strongly disagreed.
- 233 He has favorites.
- 39 He just likes to hear what he wants. He doesn't care too much for other people's thought or opinions.
- 1111 He liked it when people had their own opinion, he just preferred it to go along with his own. And he didn't like for people to smile when he was trying to say something he thought was important.
- 555 He was always trying to make jokes, and if you didn't laugh you looked like the odd ball. And after a while I felt he recognized me more for not laughing than for doing great work in his class.
- 273 He was very, you could say, "extreme" from the mean viewpoints of the majority. If we spoke about something different than what he agreed with in class he would belittle us. I know many people, including myself, just gave up because the grade is more important.
- 777 He/She made it clear through class discussions that in their opinion nobody leads a normal boring religious life. College students drink on the weekends and do not think about their actions. People in this class that were religious, abstinent, and sober often felt like they could not be fully accepted by the teacher.
- 155 I am afraid to speak out in class about personal things because I am afraid my professor may hold it against me.
- 78 I am of strong Christian faith and the professor I had believed that there was no God... so I just kept quiet in his class because I felt he would down-grade me if I spoke up about my religion.
- 531 I am right & this often is the right answer. Also told to avoid controversial topics like abortion or race.
- 600 I cannot remember a certain example, however during some classes, especially those that involve papers, I have felt that I have to agree with a professor.
- 145 I can't remember the reason however I remember having a teacher in my first two years that I felt like I needed to do current event type assignments on certain topics in order to get decent grades.
- 980 I did not share the same political views as one of my extremely liberal professors. His conspiracy theories ranged from Saddam didn't really kill all those people, the U.S. government made all

- that up in an effort to start a war! To gas stations paying off the weather channels to make up fake hurricane warnings and evacuations in order to take advantage of the American people by price gouging. He would stand in front of the class and speak about how he hates conservatives and does not get along with them. He stated on more than one occasion that he thinks they are stupid and frequently proves it when he gets in arguments with them. While I don't consider myself a conservative, I am not nearly as radical as my professor was. In his eyes, I may as well have been the leader of the Christian Coalition. Because of all of this, I felt pressured to either agree with him or keep my mouth shut and stay under the radar. I went with the latter and got a "B". Every student that shared his opinion received an "A". I am not arguing about my grade. I turned in "B" work and received the grade I earned. However, I know that some of the "A" grades should have been closer to "B"s and "C"s.
- 252 I didn't feel like my grade would be severely affected. However, underclassmen shouldn't have real opinions any way because they usually don't have the information to back up what they think. The best way to get good at making an argument is to look at what your teacher says and argue for or against it. Often, the best way to learn how to make a good argument of your own is to learn how to argue for something you disagree with. I've written in favor of an argument I didn't agree with for a challenge.
- 237 I didn't feel that I had to agree with the professor because my viewpoints were already in agreement but I could tell that for other students with differing opinions that in order to do well in the class they would have to agree with the professor on the test. This was only one class and in regards to gender.
- 423 I disagreed with his opinions and explanations about certain religious topics.
- 879 I don't know.
- 1129 I don't know. I guess sometimes I have felt a little bit of pressure to "have" to agree with a professors point of view.
- 592 I don't recall a time when a professor stated any religious viewpoint.
- 1062 I don't remember enough details. Things like this have not been a big deal to me--nothing serious or offensive has happened. You just get to know how your teachers want to you write, and you write that way as long as it doesn't really go against your morals.
- 199 I feel like a lot of times in the social work field teachers make their own political beliefs known and when writing papers and essays you feel like your thoughts have to align with their beliefs in order to get a good grade.
- 154 I feel like my instructor never clearly states what she expects of her students on tests, projects, and reports. She then proceeds to grade subjectively; she does not use the same standards for all her students. For instance, I was giving a report and my instructor made a spectacle of me in front of the class. My presentation clearly reflected the specifications she gave the class.
- 1100 I feel that some of the teachers in the regular education department, treat the special education majors as if they are inferior.
- 1122 I feel you have to watch what you say around some professors they might take it personally.
- 1171 I felt I had to not voice opinions aloud in one of my classes because they differed from the professors. It was a rare incident being as it only happened in one class. I felt this way because after I offered my opinion that varied from hers I noticed the way she graded my exams changed. She went from allowing factual information alone as sufficient to wanting in depth answers that weren't possible due to the amount of material covered in the class.
- 1056 I felt like my professor was biased and gave me a bad grade because she disagreed with my view.
- 1156 I felt like the professor believe that because of their experience, they know what's right or wrong instead of learning from the given textbook.
- 893 I felt that if I disagreed with the professor or did not see his point of view that my grades were greatly affected. When asked what was different from my first paper that the second one received a lower grade, the answer was that the grade on the second paper was not bad. He could not give me a clear answer. I felt that I received this grade because he thought I was a

- student who had complained about an assignment he had given us towards the end of the semester. It was not me who complained but every class that I had with this professor my grades got worse and worse. He could not offer me answer to what I was doing wrong or would he help me in fixing the problem. I had visited him in his office several times for help but was given short answers or ignored. He was no help at all. He had me to the point where I was ready to quit school all together but instead I changed my major to avoid having to take anymore of his classes.
- 548 I felt that the teacher forced his opinion about certain pieces of literature upon all of his students. He negatively received any dissenting opinion and worked to keep those bringing up different viewpoints quiet.
- 849 I guess it comes down to the fact that I am mostly an on-line student and much older than most students attending my college. Disagreeing with an instructor in an on-line setting is difficult at best, but when the instructor doesn't seem to understand the disagreement, that concerns me. Yes, I have done my part in attempting. Maybe it's just me?
- 143 I had a science teacher that always talked about how she was a foster child and that we didn't have it bad enough. I just always agreed with her so that she wouldn't judge me different. too she didn't help the ones who weren't doing that great, but she was always willing to be nice and helpful to the students who made the great grades.
- 618 I had a class with [[REDACTED]]. I felt that she would group students to who they were sitting by. Even if they didn't know one another before that class. She didn't see students as individuals. In my opinion she was very judgmental. This has been the only class that I have ever felt this way. I would never take her again for any other class and I don't recommend others to take her either.
- 631 I had a comparative literature professor explicitly tell our class that it didn't matter how well an author was actually able to write, or even if an author lied, as long a piece brought to light an issue. I suggested one in which an author couldn't be definitively shown to be lying (in this particular issue, an author gave a "historical" account of an event several hundred miles away from where she was conclusively known to be during said event) or could write in a more universally appealing fashion might be more effective at conveying the same message. I was explicitly told after voicing this that I was insensitive to other cultures and perpetuated a negative system. My professor also implicitly suggested I was racist and sexist. I withdrew from the class a few weeks later.
- 19 I had a professor that pressed his political views on us.
- 354 I had a professor that would consistently give me poor grades on his projects that were subjective in nature, because, I assume, he didn't like my attitude. I am, many would say, a pretty funny guy, but not at the expense of the topic at hand. I took advantage of this professors office hours, and asked repeatedly how I might improve my performance on said projects, to no avail though, I continued to get Cs on all the projects, regardless of whether or not I applied his advice regarding improving my grade.
- 925 I had a professor who I and some other students felt would give bad grades on papers if she didn't agree with your point.
- 472 I had a professor who told me directly that she no longer wanted to hear from the white students in her class. The instructor was African American and we were in a discussion about whether or not we would ever "want" to be black. She said that none of us ever did and I disagreed, providing an example. She told me and the rest of the class that she no longer wanted to hear from the white students. This occurred on SEVERAL occasions in this class. I never spoke another word in her class. And I am a straight A student and always participate in class discussions. It was a hard class to get through.
- 941 I had a Sociology professor who was racist and disrespectful. She would say demeaning things about her students in her other classes and fellow professors. She would embarrass students who voiced an opinion that differed from her own, making several students cry during class.

- Everyone knew that you had to be on her good side to get a good grade. She even tried to give me a B in a class where I earned a high A, but I petitioned the grade and she eventually changed it. In retrospect, I believe she was fired due to so many complaints.
- 901 I had a sociology professor who was very outspoken with his negative ideas about marriage among other things and I felt he was trying to impose his ideas onto the class, which had 150 people in it many of whom dropped because of his beliefs.
- 908 I had a teacher one time who was very sexist and opinionated. Your grade directly reflected how you went with her opinion. I was warned of this beforehand, and since I am a male I was told to keep my mouth shut and not my head. Seeing as how I like to argue and disagree, I went against this and came out with a C. My class work was much better than many of my classmates who received better grades.
- 451 I had a teacher that just came across as really demanding. It was a new experience for me. She expected so much out of everyone. I gave a presentation one day in class and she verbally attacked me because I didn't specifically use the word conformity even though everything I said was about conformity just using different words.
- 805 I had a teacher who asked us to do an analysis that was very opinionated based on a musical performance. If our interpretation of the artist's intentions weren't the same as his, we got major points deducted. In my case I got points taken off because I discussed a Shakira performance in which I believed her style of dancing was extremely provocative. He disagreed with that interpretation and took off an absurd amount of points for it, given that it was solely opinion based.
- 795 I had an all essay exam class which the professor wanted me to regurgitate what he said in class which was based off of his own views.
- 355 I had an anthropology class in which the professor was from Palestine. He often went to a pro-Palestinian website and facilitated unprofessional, one-sided discussions about the problems in between the Palestinians and Israelis. I had very strong feelings about the issue and when I tried to voice them he was not receptive to hearing my point of view and he argued in a way that made me nervous and unwilling to speak.
- 784 I had an ethics class in which the standard Christian morality was not allowed to be used to explain our viewpoint.
- 371 I had one class in which the professor seemed to grade very personally. this was not at all based on politics, but many of us felt that this professor did not give the grade one earned if there was some reason (minor or otherwise) that she did not like you.
- 1153 I had one class where the professor was very anti-Christian and very pro-Eastern thought. She would chastise students for their beliefs is she thought they were unfounded (but, in her defense, they were unfounded in a good many cases). Her intimidation of these other students made it difficult for people to express other opinions.
- 635 I had one English class where I felt like I could only get a good grade on the papers I wrote if I wrote about a topic that my teacher wanted to hear about. I wrote a paper on religion and felt as though my grade was highly skewed based upon my teacher not agreeing with my personal opinions
- 512 I had to write to papers. In the first one a contradicted what the professor had taught and got a C. On the next one I agreed with him and got an A. I believe it was solely based on my decision to write what he wanted to here.
- 393 I have felt that because I have expressed varying opinions with my professor in class I may be given a lower grade on essays in class, even though this professor has said that he or she will never harm a student's grade just because he or she disagreed with their opinions.
- 473 I have had a couple of teachers that were very objective in their grading. On some subjects, such as women's rights. On opinion-based questions, it just seemed like a better idea to put their feelings instead of mine.

- 383 I have had certain professors that have their own view points and disregard others who are different. Notes, quizzes and tests are all in their opinion, so if you don't think like them, you don't get a good grade.
- 518 I have had professors let students into the fact that they were politically one way or the other, and I personally don't see how that should affect the class.
- 1047 I have had several professors that I could not disagree with them. If I did then my grade would drop.
- 507 I have had teachers who specifically don't like a person, place, thing, or idea, but yet we have to write about them, and as a student wanting to get a good grade you sometimes have to follow the teacher, even if you don't feel this way.
- 721 I have my own opinion about whatever decision I come up with. I am not a person to be persuaded by something someone else says.
- 737 I have never felt that I had to agree with the professor's political or religious viewpoint in order to do well in the class. I have, however, from time to time felt that I had to agree with the professor on subjects related to the course that may have been opinion as opposed to fact-based in order to do well in the class. I think that it's not the best way to learn the subject matter, but I can understand that it is sometimes difficult to accept viewpoints contrary to your own in an area in which you are an expert.
- 1188 I have not had any pressure at this school to have a certain mindset in order to agree with the teacher and get a better grade.
- 735 I have only had one professor that has acted this way at this school. Every other professor I have had is very respectful of others' ideas. This particular professor not only insults religious ideas, but other cultures as well. He is very well informed on his topic, but the way in which he presents his feelings about religion and other cultures are completely inappropriate and not relative to the class discussions.
- 615 I just feel like the professor wanted us to think exactly like she does. And a few times on assignments I felt like I was not entitled to my opinion, but had to agree with hers or write down what I think she would agree with.
- 704 I just felt as though I had to agree with my professor because it is his class and what he says goes, and I wasn't trying to disagree and get on his bad side.
- 528 I just felt like I had to change the way I wrote papers in order to get a good grade from this professor. Because he/she was very opinionated and brought personal problems with them to class.
- 245 I just wanted a good grade, so I took his side in an argumentative paper in lit.
- 529 I knew from other students that the grade they received was based on if your writings agreed with the professors point of view made in class.
- 407 I knew that my professor held a certain viewpoint because other students who expressed this viewpoint in papers earned higher grades than me. It may have just been a coincidence though
- 298 I learned to write on the topic the teacher wanted in order to get a better grade.
- 861 I refuse to explain.
- 380 I said I don't remember.
- 636 I simply feel that I should be able to have freedom of speech and my own personal beliefs according to core values and beliefs that I possess. I am an individual and should be treated as so.
- 876 I talked to a teacher of mine today and they told me I was very disrespectful by leaving the room and mistakingly closing the door too hard (I was coughing a lot and wanted to leave the class before I made a scene). When the teacher came to me about this she walked by me as she spoke, did not look at me and I tried to tell her it was an accident and apologize for it but she kept walking and even started walking faster away from me. I visited her after class to apologize again but it was obvious she did not care what I was trying to say or hear my apology and explanation. She simply told me it was unacceptable and I should not have come to class or

- while coughing I should have said excuse me, I'm sorry. The same teacher told me I was rude by answering one of her questions. She asked the class about our thoughts and feeling about a particular scene in a movie and I answered "Honestly....I was actually quite bored at this part. I wanted the rest of the film to begin." I made sure I said it nicely, and tried to make sure I said this in a way that it would not be taken wrong. She told me my opinion (that she asked for) was rude and not appropriate. When I tried to explain what I was saying to her, she yet again, did not care what I was saying. She does force her opinion out there and does not consider what I have to say, I feel like I've had no say in things that involve me when it comes to this teacher. It seems like it is her way (how she see's it) or the highway. I've seen interactions like this with her and other students as well. To clarify the question of "How many classes did this occur in?" it was one teacher, but the personal events took place in two class periods.
- 422 I think this happens a lot lower-division classes. I remember it when I came to my institution the first time more than this time, because I'm mainly taking upper-division classes this time. In philosophy, political science, and some English classes, the professors seemed to be more respectful of political and religious opinions. As far as beyond politics and religion, in a lot of classes if you disagree with the professor's interpretations of texts, they make you feel like you're an idiot -- even if you can support your answer textually. This doesn't just happen here. I've been to two other colleges and it happens there too, plus it happened in my high school.
- 1113 I tried to explain an issue I had as suggested per Disability Services and the professor's response was "I don't care." He cut me off before I had a chance to complete the sentence.
- 728 I was made to feel bad when the subject of civil rights came up and she tried to make a point out to me and the only other African-American in class by degrading a white student. The comments she made I felt were racial motivated.
- 964 I was singled out in a course and failed because I am an older student. I was later told by a group of students that she does this because she expects the older students to be more knowledgeable.
- 586 I wasn't really sure if I agreed with what they said
- 647 I would say that the information taught was very heavily weighed onto a certain side, biased to either a certain religion, political view, etc. depending on the ideals of the teacher. In these instances, one must learn more and lean themselves towards this topic in order to be successful in the course.
- 162 I wrote a paper early on in the semester concerning ideology very different than that of my professor's. The assignment's only objective was to explain something. Anything. The paper was very well written and researched, and there was little controversy and no tools of persuasion in the essay. I received a very poor grade with more personal notes attached to the paper than actual corrections. From that point on, I only wrote about mundane topics or topics that she would want to read about. I never got another note or any grade less than an "A" again.
- 84 I wrote an essay about my views on High School English, and it was a good essay, and many of my peers liked it, saying it was the best essay in the class. But when I got it back, it got a D, even though there were very few grammatical errors, or any errors at all. When other peers saw the comments on it they believed that he had given it that grade because I was offending his opinion that English was important, mainly because other students had also written papers that expressed their beliefs on things, and he had said things about how he didn't agree with their view points and they also got very low grades.
- 557 If the exam asks a question that requires an opinion as an answer, many professors have counted my answer wrong because it wasn't their point of view that they presented in class.
- 1011 If you try to constructively interject you are penalized for doing so. I WILL NEVER PROVIDE ANY ASSISTANCE OR INPUT TO ANY PROFESSOR AT [REDACTED] DUE TO MY ENCOUNTER WITH BEING TARGETED FOR DOING SO FROM MAKING AN "A" TO AN "D". I WAS TOLD BY PERSONNEL THAT IF I HAD RESPONDED OR TRIED TO DEFEND MYSELF THIS PROFESSOR IS VINDICTIVE ENOUGH TO EFFECT MY GRADE. AS A RESULT OF NO REPLY, THIS FURTHER INFURIATED THEM BY NOT

RESPONDING TO THEIR COMMENTS, I RECEIVED THE ABOVE...SO THEREFORE, I WILL NEVER, EVER AGAIN SAY ONE WORD UNTIL AFTER I'VE RECEIVED MY GRADES. YOU WILL NEVER HAVE ANY HONESTY FROM STUDENTS UNTIL THE PROFESSORS ARE REPLACED, AND APPARENTLY [REDACTED] HAS A HUGE TURNOVER SO ITS JUST A MATTER OF TIME.

- 394 In a couple classes I have had, which had lower number of students (around 25). During class discussion, I would sometimes question their view point or ask about other possibilities (especially in ways ok knowing). One of my teachers would attack President Bush often and I would counter him most of the time, leading to a long argument not even relevant to the class. I feel like because of these and other discussions, my other grades were purposefully lessened.
- 588 In a paper I knew that it would be easier to pick a certain side rather than the other because the professor agreed with that one so he would like the answers better.
- 358 In a philosophy class I was pretty much taught what my teacher thought and I did not agree with what he said. But if I wanted to do good in the class and tests I needed to understand and think like my teacher.
- 262 In an English class the professor was a very liberal minded person and I wrote with that perspective so that she was more likely agree with the paper than to find faults in my view point
- 226 In an essay for a history class, three characters were presented as people who faced personal injustices. One of the characters was Tom Joad, who allegedly faced economic injustice. I think calling Joad's horrible circumstances an "injustice" is a possibility, but an arguable viewpoint. Rather than entertain such a dialog in my essay, I assumed since the prompt said he suffered injustice, I was expected to write about injustice. In this way, my concern for a grade trumped my concern for educational dialog.
- 597 In GOVERNMENT MY TEACHER TALKED AGAINST PRIVATE SCHOOLS AND I HAD ALWAYS ATTENDED A PRIVATE SCHOOL.
- 357 In my astronomy class, I feel like I have to answer the questions as they were taught in class even though I don't believe some of the teachings because I am a creationist.
- 1182 In my classes for Sensation and Perception, Industrial Psychology, Psychology of Adjustment, and History and Systems of Modern Psychology, the professor for all of the above mentioned classes, Dr. [[REDACTED]], continuously showed his strong opinions regarding the mentality of college students. No matter what the case, he notoriously made it clear that no opinion of ANY student was tolerated at any time. In class discussions were rare and limited to only about 5-10 minutes or so. Because he is the only professor available to teach so many of the course we must have in psychology, we are forced to deal with his pessimistic and detached teaching style.
- 821 In my design classes, my professors had design philosophies that were very rigid. My grade was connected to how confident my professor was in the potential success of my designs - and he suddenly became more optimistic when my group followed his design ideas.
- 41 In my global issues class the professor has strong beliefs and opinions that I think he tries to push on his students. Speaking your own opinion is not a good idea because he will not let you talk. So I just went along with what he said and forgot about it.
- 662 In my international studies class in order to make an A on essay exams you have to support the professors opinion and point of view.
- 781 In my logic class, I noticed that my grade was not based upon the accuracy of my arguments, but on how closely my argument matched that of my grader. Even though the teacher, and the grader, stated that multiple arguments were correct, only the argument that the grader came up with was accepted on the test.
- 152 In my political science class, we had weekly group presentations where we would report on current events. When the topic of the Iraq war was brought up, the teacher made some comments about how they did not agree with US troops being in Iraq. My opinion differs, especially since I have a sibling who is a soldier in Iraq. I felt if I spoke on the positive opinion of US troops in Iraq then my grade would suffer.

- 131 In my science, technology, and international affairs class, the professor was concerned about global warming almost to the point of paranoia. I personally do not believe that the science behind the current political debate on the potential human cause of warming is completely sound. However, I felt that I would be graded more difficultly on writing assignments if I dissented than if I accepted the premise of something I believe to be unproven to be fact.
- 990 In one class, the teacher made it very well known what his beliefs were. It was my religion class, so we all shared our beliefs. Most the students said whatever they wanted when we had class discussions, however in our papers, if we wrote too much on our personal experiences with churches we visited, we'd find almost every time that he would go through our papers and find the smallest details to mark off for when other students that he agreed more with, could get away with these "errors".
- 501 In one of my philosophy classes, I wrote a reflection paper in which I dared to say that one might be born homosexual the same as one is born left handed. That is could be a wiring issue in the brain. The professor took me to task until I had to somewhat agree with him that I was wrong. He was slightly homophobic!
- 1037 In some cases one simply couldn't argue with the teacher without the professor making them feel inferior in some way.
- 1054 In some cases the professor would pick favorites because they related to him or her better than others.
- 197 In some classes, such as English, the grades students get will sometimes depend on whether the professors are interested in the topic or not. Although professors do their best to avoid this, students know that giving what the professors want will usually get good grades.
- 207 In the more subjective classes I have been in (English, philosophy, etc) I have always had to adjust my writing style and my ideas to reflect a style of writing and thought that matched the professors. What one professor might have praised me on would bring low grades from a different professor.
- 11 In the situation of Professor A, despite the fact that some classmates objected to having coursework related to religious, we completed the work anyway because the cost of arguing far outweighed the benefits of complaint.
- 29 It happens when you read the body language of a professor when they know that they are right and I don't have a good enough argument against it but I do not feel that it is entirely true. There may be a hint of it off.
- 108 It is very obvious that the professor judges you on a personal level, not just on your academics. So I felt in these two particular classes I had to nod and smile at everything they said so they would think they were liked. That's it.... they want to be "cool" and everybody's favorite professor. So, I played the game.
- 562 It is widely accepted as a simple matter-of-fact among students that, in courses like English or comparative literature, students have to gauge teachers' opinions on the subject matter in order to write what their particular teacher would deem a "good" paper. This is a sad consequence of the subjectiveness of these classes. It takes a very open-minded teacher to fairly assess work that does not coincide with their opinions, and in my experience at [REDACTED], I haven't yet come across such open-mindedness in my professors.
- 624 It just felt like for that particular teacher it was either what he thought or the highway. I haven't felt that in other classes but several students that have had his class have felt the same way and were afraid to speak up in his class.
- 712 It just seemed in one of my classes if my paper didn't fit with more of what the professor thought that it received a lower grade.
- 159 It was an English class where we read notably liberal journalists articles and wrote a reaction on them. I you tended to agree with the stances you got better grades on the assignments.
- 770 It was an English class. When the professor asked for student's opinions about the presented story, she would say that our (students') opinions were very off topic and not related to the story,

- but many students felt that in an English class, where the discussion focused on illusions and parallels and analogies, symbolism, that there was room for open interpretation among different ideas presented. On exams, normally if the opinion expressed in the essay didn't parallel to the professors, points were taken off. And when talking to the professor about our understand of the material, she often told us we were wrong and didn't leave room for us to argue our reasoning for giving the answer given.
- 997 It was fall semester of 2007, and I just felt like if I didn't believe what she did I wouldn't get a good grade. She wouldn't say things, it was the faces she would make when something was said about what she didn't agree with or believe in.
- 366 it was just a easier way of dealing with it. I just didn't say anything--- it was related to the presidential elections coming up. He had very strong views and I had only mild ones... I wasn't worth an "argument".
- 1192 It was just a general feeling that a certain work of literature *had* to be interpreted within the bounds of a specific political opinion in order to please the professor. Then again, it was a 16th century play--neither the time period nor the genre are my specialty. I might have been overly sensitive.
- 542 It was just an overall feeling that was present in the class. Nothing specifically spoken, just a feeling.
- 692 It was merely a difference of opinion about the course. His point of view was that of a liberal stand point, whereas mine was the exact opposite.
- 740 It was more of the way information was presented.
- 57 it was more the professor's attitude that implied such.
- 379 It was nothing specific that the professor said. You can learn a lot from how the professor grades. Many professors I have had will lecture very passionately about something. Later we will have some form of essay on that same topic. Anything other than what the professor discussed, opinion-wise, would be graded poorly. Those who regurgitated verbatim what the professor expressed previously in class received very high marks on their work.
- 43 It was rather unspoken. But I noticed when I answered from the professor's viewpoint I got a higher grade.
- 513 It was the prof's implied views toward specific points.
- 465 It was the way the professor wanted us to do the work, she basically said that her way is the only way even though the book says something different and comes up with the same answer. So it was either her way or no way at all.
- 308 It wasn't what was said, it was what was perceived by myself and others as posted on e-mails. The tone of the professor's response was very liberal and critical. The professor asked for real and honest responses and then cut a student to pieces on a public board.
- 955 It's just the way he is. He tries to change my paper topics to match his belief system.
- 514 I've had professors say, "this is the right way to think about this" and "if you don't answer the question like this it's wrong, even though your view may be correct."
- 764 I've had professors that like to take certain research to heart and if you don't agree with them, even if you back up your point or opinion with evidence, they will give you a bad grade.
- 653 Just a feeling I got from the class.
- 141 Just an English professor who does not support genetically modified food. I do, but I had to modify my papers to reflect that I do not support it either.
- 862 Just because of the way the professor carried himself in sort of a "feminine" way, and because he said he was once a conservative growing up b/c of his parent's views, but during his college years realized that he wasn't conservative, which pretty much leaves being liberal left. It's not that he ever counted me off for handing in papers with conservative views, but I also avoided writing with conservative views. Better safe than sorry and at other schools I've been to I have definitely had to watch what I write about b/c of "liberal professors"... Berry College.

- 907 Just heard from other students that you had to agree with this teacher or they wouldn't like you and you would probably get a bad grade.
- 94 Just maybe that they thought it was the best thing, and of course if you act like you agree, they'll tend to like you more and be more helpful towards your way.
- 793 Last semester I had to write a paper on archaeologists and cultural anthropologists feuding over the rights of native Americans and their rights to the bodies of their ancestors when archaeologists want to excavate burial grounds. My teacher presented toe tiff in a very biased manner and I just figured he would probably grade me harder (subconsciously or otherwise) if I wrote in favor of the opposing view. There are other examples of this same phenomena.
- 996 Mainly politics, a lot of small comments about politics.
- 400 Many of the questions on their tests and assignments required answers that were slanted towards their personal opinions on subject matter.
- 384 Math class. If the problem wasn't explained in the way he/she explained it, the problem was counted wrong. This may be because there is only 1 way to explain the problem?
- 1180 Mostly how he acted. Like if someone said something that conflicted with what he said you could tell that is upset him and he strongly stated his view point on the issue. Really he had to be right all the time!
- 796 Most classes are fine, but there was one professor who would make her views on religion and politics well known. She comes from a foreign country where a specific religion is dominant, so the way it came across, her view on practice and belief of this religion was the only right way. Tradition should be taken lightly, taken only as tradition, and the religion is essentially a bunch of stories. Anyone who believed otherwise or from a more traditional branch was made to feel less worthy or silly. The problem was not her beliefs, but that she voiced them so harshly as a professor. She lost professional credit for her obvious bias.
- 857 Most of my classes are science based classes. I depend strongly on the professor's opinion because they are the professional from the job industry. I do offer my opinion when possible.
- 247 Most professors are very liberal and politically correct, especially when concerning issues of slavery, The War Between The States, the Confederate Flag, Georgia's history and other sensitive issues of the day. As a history major this meant a deal to me because it conflicts with my personal beliefs. I felt that I had to conform to their opinion on history in order to receive a good grade even though I had my own facts to back up my points.
- 867 My American Gov. teacher was an extremist. I felt strange about disagreeing with her in class.
- 129 My English classes freshman year were poorly themed in relation to the general coursework at [REDACTED], and I felt that I had to alter my thinking and expectations of what a good English course should be.
- 762 My English professor did not like me for missing his class during an extended absence due to a death in the family. He disagreed with everything in my papers and refused to give me a good grade because I took the opposite standpoint than when we were in class.
- 261 My English professor freshmen year was an idiot. I hated him, everyone hated him.
- 582 My English teacher second semester was impossible. I felt that if I did not succumb to her standards I will fail the class.
- 837 My first class in college the teacher walked and said he is a republican, doesn't believe in the HOPE, and has only given 3 A's in 7 years teaching. Throughout the class he would randomly select people and say something he believed in and would ask their opinion. If the students disagreed he would tell them they are wrong.
- 929 My Government teacher is a republican, although she has not officially stated that in class. However not in my instance but someone one else may sway their opinion that way to impress.
- 527 My history professor told us that there was no god, and that Alexander Hamilton was the most important man in history. He made us write an essay on Hamilton and why he was so great, etc. Another one of my professors is a Marxist. She monopolized our class time by going on and on about Karl Marx and neglecting to speak about the other theorists in our text book.

- 1095 My political science teacher lectured on the wrongness of many U.S. Political policies. In our essay test questions, we were to explain the positions and their problems. I felt I needed to give back the information I had received in lecture in order to perform well on her tests.
- 224 My professor felt as if she needed to compensate for her own shortcomings as a teacher by picking on students' performances in her class. I especially felt the need to work harder because she had a bias tendency towards what I was and was not capable of understanding within her class. This certain individual meant well, but was very judgmental in regards to how she thought her students should perform in her class and what they should be interested in according to her knowledge.
- 276 My professor had tenure, and it was a required class, and unfortunately it felt like if you spoke out, the professor would single you out the rest of the period. It was better to not say anything.
- 1064 My professor is a lesbian and a feminist. If I or anyone in the class especially males writes a sexist paper it will receive a low grade.
- 619 My professor was just very opinionated and it was easier to just agree with what was said and have the professor like me than to disagree and have the professor dislike me.
- 844 My professors have never said anything to influence their students in any particular way of thinking. They share their opinion, yes, but they always prefix their statements with "This is how I, and only I, feel about."
- 182 My teacher basically said that parents who discipline their children physically, by spanking, will have children that grow up committing crimes, hurting people, and what not. I completely disagree seeing as my parents spanked me when I was little and I am a very well rounded person. On a test a question like that was asked and I answered it the way I thought it should be, rather than with the WRONG information they had provided.
- 392 My teacher would not come right out and say how he felt about a certain issue but you could tell on the way he taught the material what he thought was right.
- 1044 Nothing to explain.
- 4 Often times, it is hard for professors and people period to remain objective. Personal often get involved and if someone dramatically disagrees with the professor your grade can reflect that.
- 431 OK, so even though literature, and the interpretation of, is a fairly open practice, I have had professors that have given me poor grades because I did not regurgitate what they said in class. I do understand that when giving a differing opinion, it must be well supported, well written, and most importantly well thought out. All of these things I have done and still been counted against.
- 590 One history professor expected all test questions to be answered from her point of view. She wanted everything to be her way, even if the answer was correct she would count it wrong if she didn't like the way it was worded.
- 256 One of my professors was a huge liberal and presented the material through his personal magnifying glass, so we all felt that if we disagreed we would get bad grades
- 1138 One Professor is just very opinionated and I feel that if I were to disagree with this person that he/she would not be very open to it. It is a big class so it is hard to disagree loud enough where the professor could hear or get offended enough.
- 534 One professor's attitudes and political opinions were obvious based on her lectures. Although she never said so, I believe disagreeing with her point of view would result in lower grades on papers.
- 797 One time I was confused with what a Christian really was my freshman year, and I had a teacher that wanted us to write about the bible in the form of a creation MYTH versus evolution creation. I ended up writing my paper to side with evolution, even though I don't believe in it.
- 911 Other students who have had my teacher told me that in order to earn a good grade in her class, you had to hold the same opinions as she did.

- 47 Previously, I had a professor in a class where a professor gave the students a hard time when they didn't agree with statements made in class. I wasn't personally affected except to witness the altercation and it made me realize it was just easier to listen and not speak in the class.
- 469 Professor did not agree with my political party affiliation and made negative comments concerning the party.
- 541 Professor had strong feelings toward subjects and did not like to be contradicted. I mostly just sat there in silence to avoid any possible problems.
- 1194 Professors are like politicians. They act like the students are lesser individuals because of their expertise and experience. If a professor appears to be in favor of their students, they are playing to a hidden personal agenda. This includes the notion that most professors care about their careers which somehow excludes the personal relationship with everyone of their students. I think this is a problem of the state in which requirements are set up by politicians and lobbyists that promote a "second rate" education in order to keep us ignorant of worldly affairs.
- 1065 Professors don't have to say anything, just the general non-verbals demonstrate what type of class climate a student is in.
- 771 Professors in my institution truly pick favorites. For instance, one student was allowed to miss a week and a half of class to go on a Christian Mission Trip while another student who had to miss one day of class to chaperone a high school trip to Italy was threatened to fail the course that semester. I can't recall other similar events that have occurred, but issues like this are a very common reality of my institution. I am not exactly sure about the number of times/classes in which similar events have taken place.
- 1017 Professors always seem to give higher scores when you 1)take their advice 2)don't directly disagree 3)support their opinions/views in class writings.
- 985 Racial discussion and religious discussion
- 369 See above Christian English class, he graded my papers poorly because I disagreed with him.
- 655 She always makes an argument with everyone who doesn't agree with her. She does it to the point where you feel like you have to agree with her otherwise she's just going to keep making you feel like crap.
- 1117 She didn't agree with my opinion. I felt like just because she didn't feel the same way that she really didn't care.
- 1135 She didn't like it if people believed differently than she did and took it out on our grades if we spoke up.
- 878 She said something I felt was Inappropriate. I expressed my opinion and she rolled her eyes at me.
- 626 She wanted discussion but she would always make sure you agreed with her opinion to be successful.
- 387 She was really rude to you if you did not have the same opinion that she had. I spoke against her and I am failing her class now.
- 350 She was very feminist, and would make outlandish comments likes, "Marriage is nothing more than legalized prostitution."
- 158 Some of the classes are on somewhat subjective curriculum so the right answer is the answer the professor agrees with. IT is rarely because of a religious or political view but a ideal in philosophy or psychology.
- 74 Some of the professors I've taken classes with, uses their power as an instructor to make the student submit to his/her style of teaching. He/she discuss topics that are not relevant to the subject matter, consistently tell jokes that are inappropriate and if anyone objects, then when an examine is given in essay format, the student that objected generally loses points based on their opinions from previous discussions.
- 1165 Some professors do not allow students to think critically instead they just want the students to regurgitate everything they say in a lecture.
- 1085 Some professors give bad grades on papers if they disagree with the opinions stated in the paper

460 Some teachers are very set in their ways, disagreeing with them usually puts you on their bad side.

361 Sometimes a professor will talk about personal experiences and not the research. I feel as though if something negative happens to a professor in regards to an item that he/she teaches then it is usually noted as a personal experience and not research. The professor should not only use personal data, but also field research and/or conflicting data.

571 Sometimes I had to brown nose my way to make an A. This is because some tests are highly opinionated and therefore required the student to select the answer based on what the teacher believes is correct. Not what the student and the book find as correct.

1179 Sometimes it can be obvious how a professor feels about certain topics. i'm not necessarily afraid to tell them that I feel differently about a particular subject that they do, but I have found that if my professor is overly liberal, I try to make my papers a little more liberal-minded so that I am more likely to get a better grade. If they are overly conservative, I am more likely to make my papers more conservative than I would really like. It's not necessarily their fault, it's mine. I'm sort of a people pleaser who likes to avoid confrontation.

44 Sometimes when you're in a class, you know that you're going to have to agree with the professor on everything to make a good grade.

195 Specifically it was because of what I have stated earlier. She teaches certain theories as fact, belittles differing views and tests accordingly. Unless you put on your white sneakers and drink the poison Koolaid you can't pass her test.

502 Students can surmise a professor's attitude toward something based on comments that don't necessarily directly tell his/her viewpoints.

703 take political science 1101.

62 Teachers naturally favor students that show favor to them, certain students know the power of having a good decor with a professor will help them. Basically if a professor shows to much passion on a belief that may offend someone, certain students may not always voice their reaction or opinion.

551 Test questions and essays would often be matters of opinion and though the professor was trying to provoke thought, it seemed as if thoughts that did not agree w/his/hers did not get as good of grades even when otherwise well presented.

508 The class is a required course for all Political Science Students. However, the course is not a Political Science Class. The course Ethics was supposed to teach the students the different philosophers in the past and how their philosophies affect the Western Hemisphere and today's time period. However, the teacher has a critical view and does not come across as an open minded teacher. When a student asks a question, the teacher brushes the question unless the question is in the context of his beliefs or it coincides with his presentation. However, if you (the student) do not understand the material, how are you (the student) going to write the essay or complete the exam. Another class. The class was a mandatory class for all political Science students. The teacher did not have an open view of how WWI or any war began; unless, the detail accounts came from the encyclopedia.

856 The class was a core class but being a PR and sociology major I am very outspoken on social and political views. He was very extreme right wing and I felt required to think like him to get a good grade. I argued with him in class although he did not like it. Now since I am only in major classes, especially sociology, I feel more "at home" in class.

1161 The class was a writing class, and if we did not write on a subject that she thought was "intellectually stimulating," we would receive a lower grade- of course her version of "intellectually stimulating" could have been quite different from another professor's because she based this idea on how she viewed things, and did not keep an open mind.

205 The class was intro philosophy and god and religion was brought up endlessly. The class should have been theology. The reason for the focus on his viewpoint was due to every paper I wrote

- whether it was existentialism or another detour from god, it was opposing him and I felt like the step-child of the class.
- 117 The course was a literature course and a portion of the curriculum was studying the bible. It became apparent early on in the course some of the professor's opinions and I felt I had to answer essay questions on the test in agreement with his opinion or risk not doing well on the essay questions. This was the only course I ever had such an experience at my university.
- 641 The instructor was talking about the Middle East and had said that they had a better system of gov. and we should be looking to them for ideas.
- 126 The particular class that comes to mind was concerned with American History in the 1700-1800's. We were presented with lots of information on issues relating to current (at that time) political agendas including Guantanamo Bay, and the Patriot Act.
- 523 The Professor believed so strongly that his view was the logical and most intellectual view so I felt my perspective would be inaccurate in his eyes.
- 1087 The professor did not say it but if you were outspoken that person got a lot more attention than the average student in the class. If they submit something then that work will be graded more critically than the work of the other students in the class. They will receive less consideration when they make a mistake than other students as well.
- 92 The professor I had for one of my Literature classes would voice his opinion about something in a story. He would then ask the class for their opinion and when a student would give their opinion, the professor would in so many words tell them that their opinion was wrong and give a list of reasons why. He would also voice his opinion about his religious views without being sensitive to the class' views on the issue. Many of the people in my class felt he was forcing his opinions on us while at the same time realizing that he was the only one in the class with those opinions. Many people were offended by this teaching techniques.
- 830 The professor implied that in this particular class, there was only one appropriate answer (his own), and that if we ventured away from that line of thought, despite its legitimacy, we would be wrong. I strongly feel that my critical thinking and creative skills were limited in this class.
- 1142 The professor in my class discussed his views about his interaction with certain organizations. I felt if I did not agree, then he would judge me and not give me as good of a grade as the students that agreed with him. I will never register for a class that he is a professor of as long as I am here. Even if that means I don't graduate on time!!
- 211 The professor lectured about how the United States was the scum of the Earth, a few students defended our country, and he denounced them.
- 727 The professor made a point in letting the class know their viewpoints are the only correct way.
- 97 The professor made sure to let us all know that he was better than we were, so regardless of whether he taught material properly or to an extent that we were able to learn, he was always correct - which was a horrible way to teach.
- 7 The professor of which I speak tended to grade according to whether he agreed with your paper topic or ideas as opposed to the content or the demonstration of academic understanding.
- 396 The professor openly admitted his atheistic beliefs and his loyalty to the theory of evolution and could have stopped there but persisted in discussing religious values with a student after class. I didn't feel the need to accept atheism to participate in class but he expressed his religious and political views too much.
- 386 The professor projected either a liberal or conservative view of the materials. Agreeing with this view would ensure a good grade on the paper or essay question.
- 95 The professor showed many anti-Iraq war movies/documentaries. We had the option between two essay topics. Since I knew I did not agree with his war views, I felt I had to choose the other topic.
- 870 The professor stated that she didn't understand how people felt the way that they did and that evidence proved her correct. So no matter of how I may have personally felt it didn't matter if I didn't agree with her I was wrong (it was a diversity class).

- 1101 The professor used profane language and I don't agree with using bad words, yet I didn't want to address him about it for fear of him not liking me or not giving me good grades.
- 56 The professor was a very close minded political nut, and in order to get a good grade in the class students had to agree and suck up to whatever close minded political view he expressed. It was not a very open environment.
- 148 The professor was talking about hurricane Katrina right after it occurred and was stating racist remarks about how white people were the only ones saved and that rich white people don't care about black people. I felt extremely offended and I felt that it was inappropriate. She then continued to show us the video clip of Kanye West saying on national TV that George Bush doesn't like black people.
- 1148 The professor was very liberal and expressed it often.
- 753 The professor was very opinionated and rarely let others say their opinions so to do well on papers I would just write what he wanted to hear.
- 1133 The professor was very out spoken and everyday he had an opinion to tell us about. He went on to tell us about how he felt about the president and previous presidents. He expressed his opinion on how they tend to give the less fortunate handouts they really don't need and being one of the less fortunate I was really offended. He always seemed to look down on those who didn't have much as others or who didn't entertain his harsh comments.
- 1149 The professor would ignore responses that he did not agree with and call on the next person.
- 144 The same professor I spoke of in the previous response often counted answers wrong if he did not agree on the answer. Nearly all forms of literature allow room for personal interpretation, especially poetry. Particularly during the poetry unit of the class, the professor claimed that we were allowed to protest a grade if we could explain why we chose a different answer than the one he claimed to be correct. In nearly every case, the professor was unwilling to give points for an answer when a student explained and defended their choice with quotes from the text.
- 577 The teacher had very strong views on multiculturalism in the classroom and if a student were to argue or give another point of view she seemed not to listen and just continue imposing her view.
- 266 The teacher is a feminist. I don't necessarily believe it is required to agree with her to get a good grade, but it would help.
- 395 The teacher said that all elementary schools were conservative and that we as future teachers should therefore be that way too. It was explained that no other hair colors then "natural" tones (because dyed blonde hair still counted somehow) would be acceptable. Definitely no tattoos or anything like that and so on. She made it so that this was an unchangeable fact and that we as future elementary school students needed to fall in line with that view as well. Being different I was watched more closely for disagreeing comments in class after I opposed this view.
- 524 The teacher taught only what he believed and much of the assignments were to explain what he believed and defend his beliefs rather than my own viewpoints.
- 1052 The teacher was just real biased toward certain things.
- 1042 The way a professor will encourage debate may be in trying to play "devil's advocate" when it is not necessary for discussion. Certain teachers make their opinions on politics very clear, and while they may let you speak, they might ignore your thoughts, too.
- 202 The way the professor talked and worked, it seemed like any conflicting belief would not be well received.
- 449 There have been experiences where after a class discussion and a disagreement occurred the professor has pulled me and/or another student aside and specifically said "this is my classroom and if you just agree with whatever I say you will pass and if you can't do that don't bother to come back to my classroom".
- 479 There is an understanding among students with certain professors that you agree with what is taught and you pass the class. There are arrogant professors that teach as though they have all of the correct answers, so you learn it their way or withdraw from the class.

110 There is one particular art class in which I feel that the grading is based on what the teacher personally likes and what he personally considers art. I don't think that it is fair because everyone has different opinions on "good" and "bad" as well as "art" and "not art". It seems like you have to stick to specific styles of art (mainly abstract expressionism) and he discourages you from experimenting and trying out multiple styles to really find what suits you best. Also he has stated that he bases his grades on comparisons of students as well. I've never had a class that graded based on how well I did in comparison to other students. Especially since this class has several upper divisions in it. Therefore there are students who are taking the class for the first time and students that have taken it for the 5th or more times. I don't see how it is right to compare those people and grade accordingly. I understand that grading in art classes is subjective. I agree with this and I understand why. However, grading should come from subjective evaluations of objective data. Grading should not be based on whether or not the teacher likes it and how well one student does versus another.

232 There should be a back button in this thing. I don't guess I really had to agree with a professor for a good grade in the sense that ya'll are asking here.

1069 There was a paper that we had to submit a few rough drafts for and the first two which (I believe) had differing viewpoints from his, were graded harshly, but when I wrote a draft that was within his viewpoint, I was graded much more leniently.

961 There were not outward comments that led me to believe this but more so grading practices. If I tended to agree with a professor's argument I would receive a higher grade even if the methods used to argue to opposing points were comparable.

323 These two professors are the type that if you don't agree with what they say and even worse is when taking essay test. It was a horrible experience

591 They grade you based on what they believe. Not on what is required. I have felt discriminated because other students didn't get the same response to the same issue. They should not be able to take off points just because they think they are right.

1001 They would ignore other topics or say something like, "no, that doesn't matter, it's the way I said it that's right."

8 This actually happened in another state, CA, so it doesn't apply to this college. A professor at this institution seems to gravitate to those students with viewpoints similar to theirs. I don't feel that it is blatant or on purpose and they are probably not aware of it.

115 This is engineering related. Not religious. I don't always agree with the way engineering subjects are taught. What do tests say-- absolutely nothing. We need more projects. That's engineering.

313 This particular professor was just unbelievably rude to most and all of the students in the class. I was almost afraid to ask a question or challenge one of their answers.

567 This particular professor wouldn't so much get upset if you didn't agree with him but he'd make extremely sarcastic remarks regarding whatever your opposing view point was.

722 This was a very liberal professor (Sociology) who had a tendency to make statements that were politically charged toward his way of thinking. There were older non-traditional students, along with several police officers attending the class who disagreed with some of the statements the instructor espoused. During a discussion after class, we all decided not to take the professor to task regarding his political beliefs. We felt that discretion was the better part of valor and kept our collective mouth shut rather than take a chance of getting a lower grade based on our beliefs.

1074 This was the same person I spoke of before. Everything he thought or said was right and you learned not to disagree with him. Yet still this is an aspect of life we all have to deal with. I made it, yet I am not considering graduate classes if I have to take him again. As far as learning form the class the biggest thing I learned was how to deal with difficult people.

841 Through professor actions you can tell that they prefer certain students who have similar views as theirs.

89 To get answers right on tests I had to go along with their beliefs on issues.

102 Tone of voice tells me that "anyone who disagrees is an idiot".

- 98 Two professors in the [REDACTED] have very distinct views on certain groups. While I typically remain neutral 2 strong students who did "A" like work had their grades lowered because of their political opinions.
- 1172 Unfortunately this class was a while ago and I don't remember the specifics. I just remember having a feeling that my views should be aligned with the teachers to do good in the course.
- 381 Usually the professor has his or her own point of view. this has happened more specifically in 1-2 classes here at [REDACTED].
- 942 Very full of himself and the only point of view of things were his and only his but I don't think he is still here but not sure.
- 859 We had to write persuasive papers in one of my English courses. The teacher let us choose whichever topic we choose, as well as our stance. On the topic I wanted to write about, education, she made it clear which side she felt was the right one. I gave her my paper for review and although she didn't say anything aloud, I could see it on her face that she didn't like what I had to say. I had chosen the opposite point of view. She only told me it needed a little more work and dismissed it. I really needed a good grade for the class, so I switched to her point of view and packed it as much as I could to show that I really did feel that way. I got an A.
- 607 We will call him Dr. D as to not reveal any names. He is constantly referring to his Southern Baptist life... talking about many different subjects. It is not so much that he talks about the subjects but the fact that he will not then open the class up for debate about the subject. He does not give room for a discussion on that topic. Now... this has been the only professor that has been doing this in my 2 years at this university. Overall I have been so impressed with my classes.
- 304 Well we were talking about racism, and he said white people have something different from any other color in the U.S. and it's a white privilege. Some of the kids were disagreeing with him and he would get really worked up and it seemed as if some of the students didn't believe him he would look at them like they were ignorant.
- 206 Well... You have to do this in any class that requires a paper. You have to write with the audience in mind. It is generally not a good idea to write about a topic that may irritate the one who grades your paper....
- 1134 When the class starts day one with obvious opinions held by a professor and no opportunity to disagree -- you know it is a class where all you are required to do is to regurgitate the lecture. It's usually and easy A, but there isn't much learning being done.
- 773 When we had to write papers dealing with political issues, it seemed as though you had to agree with the opinions of the professor because in class he/she made it seem ridiculous to not agree.
- 1130 When writing papers on critical analysis there are times when you have to put a politically correct point of view, or there is a feeling that it may receive negative feedback. This also happens in presentations during my Race class in sociology, or gender in society. Now this is a feeling, rather than some known consequence, but still both serve the same purpose of forcing me to alter my viewpoint.
- 295 When your professor completely ignores you or gives you dirty looks for attempting to offer a rebuttal, you learn it is best not to argue.
- 804 Where she said that she dislikes babies. At first I didn't understand but she was having a problem where her husband was dying and she wanted to have children. She is really young but he was at the last stage of his problem so they weren't able to have kids. But the sad thing was that he died April 20,2008 and I see why she doesn't like kids because she wanted her own and couldn't.
- 572 While there was not one specific comment, it was the general viewpoint that was expressed repeatedly that indicated a opinion that to not believe or see the wisdom of one political ideology would indicate the inability to be critically intelligent on the part of the student.

Q34 – Can you give me an example of this?

631 *see explanation*

262 A paper on what the student feels about traditions. Should they remain constant or is there room for change and modification

62 A professor once stated that slavery was not that cruel as literature or cinema makes it out to be. I stated to associates around me my disagreement. However due to the fact that he made a statement that he knew well in advance people would not feel okay with, and still elaborated on the topic. I decided that my A was not something I wanted to risk, knowing that I had not studied very hard on the last exam (risk meaning making sure that my essay was looked at especially hard).

278 A professor stated that they believe that student's in this generation take things to heart when it comes to being discriminated against. I just kept my mouth shut, because in reality they have a right to believe what they believe and I have no right to challenge that or make me an easy target of any problems.

158 A simple thing like nature verses nurture and debates on why society acts the way they do. Usually you can have a differing idea if you defend it. However it is almost always easier just to agree with the professor.

728 A student asked about a picture on her power point and she called him an idiot and looked at me and the only other black person and said I guess ya'll get that a lot.

572 Again, it was more of a casual general attitude, but one area of specificity would be that to not see that income redistribution was the proper and intelligent method of taxation in the United States would indicate that the student was both callous and obviously did not have the intelligence to completely understand the complexities of social and economic environments.

92 All listed in first paragraph.

632 A lot of different ways.

8 An assignment early in the semester was graded very subjectively as I had read some of the others. I felt my assignment was as good as others but felt the viewpoint maybe was not shared. I had been vocal in class on these issues and discussions but when asked to furnish these opinions on paper they were not valued.

886 Any time a student would put out their opinion, the professor would always disagree and explain, yet the topics were opinion-based, not based on facts.

232 Can you give "me" who are you?... no.

383 Certain economics professors have their own opinions on how the economy should be, and instead don't teach the basic concept of economics. I would rather decide on my own if something sounds right or wrong, fair or unfair, etc. rather than a professor tell me the way they think things should be.

801 Classes like Political Science and Sociology are like that to me. The professors believe so strongly one way I feel I need to agree with them to pass to class. This isn't true in all situations but it has happened to me.

465 College Algebra Class.

69 Comments proving why Evolution is the only way and how no other belief is possible.

1054 Considering an idea of one student over another because the professor has a better relationship with the other student.

15 Don't feel the need.

1011 Don't have the energy any longer to expend on this...NO. It's not made easy or clearly how to go about refuting such tactics, so why make it easy for you?

102 Don't want to waste my time.

- 19 Dr. [[REDACTED]] at [REDACTED] tried to make me feel stupid because I disagreed with him. He went on to say he had a Ph.D. in Sociology (therefore he was right) and I didn't. He asked us what we thought only to extinguish it. The discussion was that criminals should be dealt with more mercifully because they have low socioeconomic status. The class was "Intro to Cultural Diversity".
- 281 Engl 1101 and 1102.
- 195 Every test or quiz she has given has questions similar to the following The fact that Al Gore is a politician qualifies him as an expert on the environment and climate change. True or False Failure to answer this as true means you miss the question on your test. Al Gore is not an expert in anything, least of all the environment.
- 1017 Ex. Native Americans were savagely treated by white man-agreeing with this point of view -- Ex. Hemingway was the greatest writer ever or the worst.
- 784 For a paper, we were not allowed to use the Christian viewpoint in debating the morality of our subject, which could have anything to do with business, medical, and legal ethics.
- 870 For example if I didn't agree with affirmative action and she did she would get very adamant about the reason for it and the justification for it but if I offered my opinion she would disregard what I had to say so it was simply easier to agree.
- 737 For example, in a marketing class, a professor may prefer to use a Trait Theory of personality as opposed to a Neo-Freudian Theory, and expect students to do the same, when in fact both theories are completely relevant and can be used to explain behavior.
- 655 For one she got mad at a girl for having a baby, and another student for smoking and she just kept on talking and telling us how she felt even though the other students were upset and didn't want to talk about it.
- 233 Has Favorites.
- 549 Have had professors that are very opinionated.
- 256 He always said bush is an idiot.
- 33 He discussed his opinion on health care and he stressed his strong democratic opinion.
- 423 He said that a certain prophet married someone for money so he could better himself, and he copied parts of several religions to make up one. He made curt rude remarks about how women were treated as a whole in this religion. He later toned things down when I objected.
- 366 He wanted Clinton to win... I was all like nah, but it didn't seem as important to me.
- 1142 He was an environmental activist. I live on the coast in Savannah. I love boating and going to the beach. He made it seem like we would be going to hell and hurting the environment if we go out on the boat and participate in activities that could possibly hurt any animals. I think he should teach what he is supposed to teach and not bring his personal opinions and religious views into class. I ended up with a D in the course. I will not ever take another class that he teaches as long as I live. The students that agreed with him and did everything he said and attended all of his activities ended up with an A.
- 1111 He was teaching and said something that I thought was kind of funny so I smiled and he threatened to send me out of the classroom.
- 41 His religious beliefs.
- 1133 HOPE help pays tuitions for those who qualify and one of the qualifications is income. He said that hope only helps put people who really won't finish in school for a while. It was a waste of money.
- 856 I already did.
- 205 I already did.
- 990 I already did.
- 857 I am a transfer student from another college, so I had to take a bridging course in order get credits for courses already taken. In class, the professor often gave an example for formulas dealing with real life situations.
- 541 I am not sure of a particular example. It was more of an everyday thing than a one time thing.

266 I believe that was an example.

619 I can not think of one off the top of my head.

361 I cannot remember an exact example, because when a professor goes on about their own personal experiences which contradict field research, that I have read or seen, then I tend to tune them out. It sometimes may affect my grade, but personally I do not pay to go to a University System of Georgia school to hear my professor talk against the research that has been proven.

199 I can't think of one.

1153 I did in the last response.

206 I do not think there is a way around this and it is part of the whole process of education.

721 I don't have an example; it never occurred with me.

1138 I don't have one specific example, but the professor is very forceful and makes it clear what he/she believes.

469 I don't recall the exact conversation, but it was during class, and involved this professor making a comment that the political party I am affiliated with was much to laugh about.

380 I don't remember.

129 I don't understand the question.

371 I earned an "a" on each test and assignment in the class, had perfect attendance, and received a "b."

615 I felt I would have to write opinions in a certain way to please the teacher to get a good grade on an assignment. If I had my own opinion, I feel like I did worse than I should have.

753 I had a paper to write and wrote things that agreed with the professor's opinion.

514 I had an interpersonal communication class where the professor specifically told me my answer was CORRECT, but that this other answer was "better" in her opinion and maybe I should think more like her to do well.

562 I have attempted to present opposing opinions during class to my teachers, but most often my professor will reword the question in a way that suits their argument. I believe this is unintentional in most cases, but it discourages open discussion of various viewpoints.

56 I illustrated this in the last explanatory question asked.

148 I just did.

352 I just did

893 I just did

350 I just did.

527 I just did.

590 I just did.

862 I just did.

908 I just did.

1095 I just did.

1192 I just did.

793 I just did. And there are probably more than two but I can only think of two specific instances.

797 I just did. Oops.

997 I just did....

675 I just felt I had to give the professor what he wanted to hear.

387 I just told you! It was over a story that we had to read!

582 I made a statement that was reasonable and she shut it down in front of half the class.

996 I prefer not to.

473 I really can not think of a specific example.

43 I remember my Principles of Management professor presented several personal views in his lectures that were not apart of the textbook making it difficult to answer questions on tests because of the uncertainty of whether to choose the textbook answer or the teacher's answer.

880 I said "I don't know".

- 431 I thought about Mark Twain's "The Adventure's of Huckleberry Finn" and did not agree with the instructor because I opted to not take the race/discrimination angle to her definition.
- 1165 I took a sociology class where the professor despised psychology and everyone who studied it. I felt like I had to agree with him and keep my mouth shut for fear of my grade even though I along with several other people in the class were psych majors.
- 395 I wanted to dye my hair bright red or blue and still student teach. The teacher said I couldn't. If I did something like that I would be written up or kicked out of the [REDACTED] education program. Also I said that there could be liberal elementary school teachers too. She didn't like that view point.
- 7 I was an English Major. In a particular professor's class, "A" Papers were papers that basically repeated said professor's statements, made in class, back to him. A friend of mine, who graduated with honors and was the editor for the school newspaper, received a C because the professor disagreed that the elephant in George Orwell's "Shooting an Elephant" could represent the British as opposed to the professor's interpretation that the elephant represented the Indian Culture. She wrote this paper because he dismissed her idea in class, calling it stupid and she wanted the opportunity to approach the topic with him again with research to back her up.
- 861 I will not.
- 98 I will tell you more about this after graduation, but due to retaliation I have to wait until my grades are recorded and my diploma certified.
- 407 I wrote a paper from a certain viewpoint. Several of my classmates took a different viewpoint and earned higher grades, so for future papers I took their viewpoint and earned higher grades as well. It seemed to me like the professor preferred this other viewpoint.
- 155 I wrote a paper on animal killing and my professor was not in agreement. I believe she graded on feelings instead of academic conduct.
- 662 I wrote a paper on the importance of international studies and didn't necessarily agree with the professors opinions and my grade suffered.
- 1179 I'd rather not.
- 74 Identified an example under the previous question.
- 1087 If I have expressed a difference in opinion than the professor and they do not put their stamp of approval on that idea then that individual should not apply it when they are writing papers or in a practicum setting. If they do then they are putting themselves at risk of failing or being criticized more severely than their peers.
- 925 If I wrote a paper that used excessentialist arguments about sex or gender I am sure I would get a low B or a C. Also as a man in a class of mostly women I felt I was questioned harder by my professor to defend a position.
- 1030 I'm not altogether sure if it pertains to the question really and it was in an English class. I cancelled the class quite early so there isn't much to expand on.
- 523 In a literature class we constantly discussed religion and I felt the entire aim of the class instruction was to disprove specific religions.
- 712 In a paper that I wrote twice I still received a failing grade even on the revised version.
- 849 In a programming class where ALL students had done (very) poorly on an exam. When I asked the instructor for help in determining what I could have done wrong, and pointed out a few specific questions that were "questionable" of intent. I FEEL like the answer was more of an I'm right and you're the student.
- 636 In an Educational issues class, my professor had her own opinions while I had mine. She was not very fond of what I had to say or white. I received a grade less than in B in this particular class.
- 247 In English class my professor said that "anyone thinking the country would be better off if the South had won the War is dead wrong and deserves a swift punch in the gut."
- 213 In English if you have a different opinion than the teacher, they often tell you that you are wrong.
- 1130 In gender class, we had an extremely biased textbook chapter that demonized Christians by misrepresenting their views on certain issues in my view), and it also demonized the republican

- party. When I pointed out that this was very biased for a college textbook, and that there wasn't any counter argument provided for any sort of balance the teacher didn't pay any attention to my views and ignored any dissenters in the class. Then we had to write a journal, and I did explain my views, but I restrained them in order to avoid any future problems. I must point out that the teacher wasn't very opinionated, but she just didn't want to hear other views somehow.
- 29 In my global issues class we had a lot of different opinions when it came to the major issues we talked about in class, but when the teacher would sometimes talk about one side of the issue then suddenly skip over the opposite side because it is not as important.
- 1047 In my world history class, I disagreed with the way she was presenting the Iran world. I was borderline A/B and I got a B.
- 727 In one class, the professor asked if anyone had a bible. When myself and my friend raised our hands, he laughed out loud and made some comment in front of the class to let everyone know it was stupid we had them with us.
- 518 In one of my classes, my professor said something to the effect of, "I'm a knee-jerk liberal, just so you know." It made me feel as though any opposing conservative opinions might cause a "knee-jerk" reaction and could result in a lower grade. The class was on argument and required a lot of writing, so I tried not to seem more conservative.
- 84 In the last part.
- 1188 It hasn't happened so I have no example.
- 830 It occurred in a large lecture class, and students would question the professor as to the subject and be "shot down."
- 295 It was 1-2 months ago. I can't give you anything specific. It was something about the surplus run by Bill Clinton the last time.
- 806 It was a class about popular opinions, but it just seemed as though we only could agree with the professor said and not really have our own opinions.
- 942 It was a government class and I felt it was his way or his point of view of things.
- 358 It was mostly on religion. But, I do not want to give an example.
- 299 Its a general statement that the professor is making comments to get to a point. You have one side of the equation, why try to figure the other when you already info on his side.
- 796 Just blatantly negative statements...if we had to miss school for a holiday she would just act as though she has no idea what we were doing it for, and couldn't quite believe that we would miss school (and her _class_) for a silly holiday. She would also make huge generalization like "well all the religious people do such and such and it's because of this."
- 308 Just did.
- 841 Just have seen it happen.
- 624 Just the way that he stated his opinion of the stories we read in a way that made it seem like there should be no other views of those stories.
- 97 Kid - "So Mr. Soandso, ..." Prof - "It's Dr. I have my PhD. I'm a doctor. And you need to call me by that title. It's either Dr. or Professor. I'm not a Mr." Kid - "... ... Ok. So, I have a question about this... (Question is asked)" Prof - "You should know how to do that. So back to our topic."
- 357 Like our professor taught us that the moon was created because early in the years of the solar system when something the size of mars hit the earth and knocked off a chunk of the mantle and it began orbiting the earth and that was the moon. I think that's just a made up scientific hypothesis that has no basis and is not at all true -- but if that's asked on the final that is what I will write because I want to do well in the class.
- 1135 Men and paying child support- she hated men I think and thought that they shouldn't even get a check, it should all go to the ex-wife. The prof didn't want to hear another side of the issue.
- 73 Midterm exam was based on his opinion of the history period we were covering. It contained nothing out of the departmental approved text.

- 740 Most of the presentation bashed on conservative politics while promoting liberal politics. Example is that 3 lectures were devoted to fox news being biased whereas no other news agencies were called into question.
- 589 My economics teacher is convinced he knows everything and he's probably only five or six years older than me. I feel like I have to jump through some pretty ridiculous hoops just to pass his class.
- 557 My English class freshman year- many of the essays were opinions/arguments and she would count off if she disagreed.
- 762 My English professor refused to agree with any of my viewpoints in my papers or in class. Whenever I would participate in class discussions, he would automatically tell me that my viewpoint was wrong, even if he had the viewpoint stated in different words.
- 781 My first test was a series of arguments that I was required to diagram. Before the test, the class was told that if the diagram was logically accurate, it would be accepted. However, three of my eight diagrams were not accepted, even when I presented my arguments to the grader and he agreed that they were logically accurate.
- 183 My Human Development professor mentioned his Christian beliefs many times in class.
- 507 My IDS teacher believed that all men are created from one African tribe on earth and we had to write our final paper on how those people got to the different continents. I personally believe in creation and I have had several teachers who don't and want the big bang version either on the test or in a paper.
- 245 My professor's view about animal testing was against it. I am also against it, and I thought it would be a good idea to take that side of the argument for a paper I wrote. I ended up getting a good grade mostly for the ideas I wrote. He agreed with them all I'm pretty sure.
- 210 No
- 218 No
- 297 No
- 362 No
- 427 No
- 600 No
- 704 No
- 795 No
- 896 No
- 1001 No
- 1043 No
- 1044 No
- 1004 No comment.
- 1062 No, I can't remember.
- 1129 No, not really
- 78 No.
- 664 No.
- 1160 No.
- 844 None that I can recall at the moment.
- 386 Not exactly.
- 542 Not really
- 1122 Not really
- 653 Not really. It is hard to explain.
- 47 Nothing in particular stands out because this happen back in the beginning of my collegiate education.
- 692 Nothing specific.

- 52 Okay For instance 'No. I don't think that Hamlet would be like that there, I think he would be more reserved.' Well it's my interpretation of Hamlet, not yours! I did my homework. I know what I'm talking about. Why won't you let the kids experiment and grow.
- 144 On a quiz, the professor asked students to give the connotation of the word "mother". Students gave answers such as caring, nurturing, loving, etc. The professor marked these answers wrong and said that when asked to give the connotation of a word, the only possible answers were "positive" or "negative".
- 3 On essay tests, for example
- 237 On the tests the professor was looking for the answer they gave in class. Although it could be argued from different viewpoints the professor wanted what they said in class about the topic as the answer on the test.
- 524 One assignment was to present our world view, but when assignments were turned in, if you didn't specify a "higher power" that you believed in, points were taken off.
- 198 One group in Dr. [[REDACTED]] class presented a comparison of Carter and Reagan. Dr. [[REDACTED]] gave a lower grade to the group and angrily pointed out many of Reagan's economic faults and Carter's foreign relation successes the group had yet to touch on. Another group presented Clinton's budget and compared his economic plan with Reagan's. The presented less information, cited only Wikipedia, and agreed with Clinton. Dr. [[REDACTED]] asked no questions and gave them an A.
- 381 One teacher has strong views about what a good designer is... and if you are unable to meet this criteria, he/she does not like you as much as the other more skilled students who have the ability to draw and showcase their abilities.
- 929 Only the republicans speak out in the class however she covers the ground needed for that day.
- 1064 Papers that are sexist get low grades.
- 607 Perfection (the concept of it) is impossible to obtain in life. I came back with well what about in dreams? My dreams are often perfect. He said no that is not correct and we moved on. It doesn't bother me that he did not believe what I said was true but more the fact that he won't entertain the idea.
- 197 Picking a topic that may be interesting to the English professor.
- 154 Please see my previous caption.
- 472 Please see previous answer.
- 771 Please see previous testimony.
- 531 Previous answer.
- 577 Previous page...
- 1103 Professor has very adamant views about a belief related to education and attempts to get everyone to agree
- 143 Psychology teacher. She was always very opinionated in her views of the subject and world. However, after getting to personally know her I started to see her view points differently.
- 89 Questions on exams about controversial issues had to be answered by how he felt.
- 1069 Read previous
- 955 Research paper topic on gay marriage Pro Gay marriage is wrong, you are arguing for gay marriage. Me because I agree with that Pro But it's wrong, why would you agree with that? ...discussion continues. I ended up changing my topic completely so I could get a good grade.
- 571 Same answer as last. Teachers make the tests. Students must answer the tests according to the teachers' beliefs on the issues.
- 141 See above answer.
- 369 See above Christian English class.
- 355 See last answer.
- 126 See last comment. The class was several semesters ago. I do not remember specific details.
- 226 See previous answer
- 252 see previous answer

- 876 See previous answer. Sorry.
- 131 See previous box.
- 1113 See previous comment
- 1101 See previous explanation.
- 770 See previous question
- 821 See previous statement.
- 722 See the explanation before.
- 964 She kept myself and another student (male, older) after class and had us write our information and notes over. The other student dropped out of college.
- 618 She said that the ones you sit by usually reflect your grade. I just turned 23 years old. I started college when I was 21. If I don't know how to do my own work and pay attention when I need to then I wouldn't pay for college with my own money. There were a few things that made me feel worse about her. There was one girl who she favored even though she had missed many days. Another was that she called students out sarcastically in class about how they were performing. She even talked to a student harshly after she had complained about a grade.
- 941 She would say how stupid the class before ours was, and that they all did poorly on the exam. She was a very light skinned African American, and she would make racial slurs against African Americans in general.
- 894 Some professors do not like when you challenge them and do not agree with their view point.
- 94 Sometimes I don't always agree with what is said in class, if the teacher makes a joke or what not but if I laugh at it, or smile, the teacher is nice, however If I don't pay attention to it, the teacher can sometimes just not be helpful.
- 1052 Talking about which presidential candidate is better and why.
- 777 Teacher cusses in class daily. Teacher discusses a reading about sex and acts like we are all addicts because we are young college students.
- 1100 Teachers should know that "People first language" should be used. Teachers saying "regular" or "normal" kids are not appropriate to use.
- 115 Tests versus projects.
- 393 The class was assigned to complete a creative writing essay in which the student analyzed American society from the viewpoint of an immigrant. I felt that I could not truly write about how I see society, because even though my essay was well written, I worried that the professor would take off points for disagreeing with me, so I rewrote my essay numerous times until it was almost void of political viewpoints.
- 551 The classes were a few semesters ago and I don't recall specific instances.
- 225 The first one that comes to mind is an exercise titled "My first interview". A short film is shown where three African American fifth graders are introduced and a short explanation of the home life each experiences is given. There are also three statistics given in the video, the first one in three black men will find themselves incarcerated at some point in their lives, one in three black males will drop out of high school and one in three black males will graduate from high school. I will not ask what the other third of black men who do not drop out of high school and don't graduate are, because the stats were not cited and the video was fifteen minutes out of a Saturday morning that could have been better spent engaged in a laboriously painful bowel movement induced by all you can eat hot wings. After reaching a stopping point in the video the professor handed out questionnaires which listed the three fifth graders mentioned before leaving spaces for what you thought the student would do; go to jail, graduate, not graduate. I asked the teacher if she was serious, and asked her if we had to pick one for each. She refused to answer, at this point had this truly been an interview I would have walked out, I would not have even entertained the opportunity say they would all graduate, and would have been insulted by an institution that would present me question like this. Unfortunately having already spent three quarters of a semester in this class I was a little more invested in it than I would be an interview for a school, and not looking forward to having to take the class again went along with the

- exercise so the professor could make her point. After the answers were shared the video was turned back on, the principal of the school came on and proceeded to verbally attack three quarters of the class for sending a five year old to jail, and condemning another to drop out. Material like this is an irrelevant waste of time.
- 591 The first test, the teacher asked us to pull out a scantron for the test. I didn't have one because I didn't know where to get them. So I asked another student if I could borrow one. The teacher made me give it back and she took off points because I didn't have one. A couple of weeks later, another student forgot their scantrons, she allowed them to borrow one and didn't take off points. One day I was five minutes late exactly. There is construction going on around the school so there is always bad traffic. She took off points for a quiz grade that no one else took because I was late. She should not be able to play with my grades like that because I am paying money out of my pocket to be in school. It discourages students from school.
- 1182 The opinions of the students were not tolerated nor welcome in in-class discussions. The professor, Dr. [[REDACTED]], made it clear everyday that is opinion was the only one that counted. In-class discussions were extremely rare and limited.
- 513 The prof would express his own emotional response instead of a rational one. Actually I don't think that it is such a bad idea after all.
- 110 The professor has outright told me and other students that a specific painting is an "A" and another one is not. The reasons he gives are basically about sticking to one genre. Also he dislikes when you have various paintings in different styles. He encourages you to pick a style of painting and stay with it. I would understand if I had taken the other various levels of class, but this is my first time in his class. Also he told me straight out that he grades in comparison to other students because "it's hard not to".
- 95 The professor showed many anti-Iraq war movies/documentaries. We had the option between two essay topics. Since I knew I did not agree with his war views, I felt I had to choose the other topic.
- 1156 The professor teach on their own experience instead of the college textbook
- 878 The teacher said "god-damn it"
- 108 The teachers favor certain students and I found that I would mimic these students to gain the attention of my professors.
- 152 There was another class, Film Culture, where the teacher did or did not like certain films we would screen. When it was time to discuss the film, the teacher would make faces at students' opinions if they were different than their own.
- 224 This certain individual made me rewrite an essay five times for her class before she actually graded it, and although I had a B in her class from the beginning of the semester towards the end, she still made it a priority to see that she had the option of failing me based solely on my overall writing and not what was placed on the syllabus.
- 501 This homophobic professor who no longer teaches at [REDACTED], had an extremely effeminate appearance and voice. He most likely had suffered the stigma even though he was married with 2 kids.
- 422 This is getting repetitive. I already answered this.
- 1082 This only happened once. The problem was handled.
- 735 This professor has made several remarks about other religions but some I remember in particular where he said, "Various religions talk about miracles, magic, and all that...what the hell does that mean to me? Why the hell do I care about that stuff?" And in another instance he stated "You know those Muslims, they're always running around everywhere."...which other students and I found to make no sense whatsoever and is not relative to the class material at all. In another instance he asked the class, "What do monks do?" class "pray" professor "right, they pray...all day and all night they pray. Thank God for the monks because if they didn't sit around and pray all day I don't know what the hell the world would be like." This is only one professor at this University that I have ever witnessed to be so disrespectful.

- 1056 This professor restricted us on topics that we could write about. I felt that the grade I received was not justified.
- 479 Too many to list.
- 773 We had to write a paper analyzing a social movement. I felt if I didn't appear to be liberal enough in my thinking I would have been penalized for it and therefore I chose to write about something I otherwise would not have agreed with for the sake of getting a decent grade.
- 234 We had very different views and I tried to respectfully present mine but then I realized that it was very probable that my grade would suffer.
- 1074 Well like I said before the examples are the same, you just soon learned to just agree, have a little discussion to get the class over and get out. Actually the last class I had with this person we all let on break and decided what response we would all have so we could just get the class over and get out.
- 313 When challenged by a student if one of the answers was wrong, they said there is no way its wrong. Then a couple days later, they said it in fact was wrong.
- 1194 When students want to promote their ideas. The teacher does their best to water it down and keep the class from actually having a discussion that is passionate about religious views. This means religious views that are personal, not views that support a singular religious institution.
- 1161 When writing a paper on a poem, I interpreted the author's thought in one way, and she did not agree, so I received a B on the paper.
- 644 Would prefer not to.
- 961 Writing an essay for an exam in which my opinion conflicted with that of a professor earned me a lower score. The only comments as to why this was so were references to the professor's personal opinions.

Q46 – Do you think free speech zones serve as useful purpose?

- 90 A free speech zone can be useful, as far as providing exposure to a different culture or idea that someone would not normally pay attention to had they not seen or heard about the idea in passing.
- 348 A free speech zone is necessary to give an individual the freedom to say what needs to be said.
- 266 Absolutely
- 752 Absolutely
- 347 Absolutely not! We live in a 2000 mile wide "free speech zone", and I do not need a designated one on my campus. This country was founded on the basis of freedom. I have the freedom to say whatever I want, where ever I want, whenever I want. I do not need a specified area for me to let my opinions be let out. I just have the tact and respect for others to know when and where I should say certain things. I should not have to worry about offending someone and trying to please everyone. In fact, it offends me to see how caught up in this "we don't want to hurt anyone or make anyone feel uncomfortable" attitude this school system and nation has become. I do NOT need someone else to stand up for me and try to protect what I believe, keep me in a comfort zone, and tell me what I believe is right now matter what it is. Contrary to now common belief, not everyone's opinion is correct. Whether mine is or not is up for me to decide, and not for a school board to tell me. If one of my professors challenges it, then I'll stand up for what I believe. And if he or she proves me wrong, then obviously I am wrong, and I will accept that. If he or she makes me feel uncomfortable, what does it matter? Last time I checked, the constitution does not have anything about "being uncomfortable". We should not have a free speech zone on this campus, and we definitely should not be kept from our freedom in any other area on campus. (Unless of course, it is being a disruption or a threat to others.)
- 226 ABSOLUTELY NOT. Having a free speech ZONE is so utterly backwards and in conflict with the goals of higher education that I don't know where to begin. This is

America...EVERYWHERE is a free speech zone! While I respect the University's right to restrict the time, place, and manner of speech, free speech zones (which are often small and difficult to schedule reservations for) are NOT the proper solution. Any group should be able to apply for a permit to demonstrate within, for instance, 100 yards of a building where class is taking place. As long as noise restrictions are met, so as to keep from disturbing class, there should not be a problem. Zoning free speech to one or two areas of campus is an asinine practice that should be halted immediately.

374 Absolutely!

1053 Absolutely. Free speech zones provide an outlet focused on ones point of views. If you'd like to listen then stop and listen. And if you'd not like to listen, then continue walking on by. The problem I feel is when the free speech zone is designated in an area where it becomes a distraction. For example, in front of the library. This has to be the worst place for such a zone. This is especially when there is music playing (music considered as free speech) directly in front of the library doors where students are studying and learning).

781 Absolutely. If more students would use them as a podium for speeches and oratory, I think it would not only serve to support free speech, but also serve to spark debate amongst the speakers and their audience and maybe bring back the oral heritage of this fine institution (several monuments on campus explain where important speeches from students were held).

823 Absolutely. It's one of the many things this country was founded on!

207 Absolutely. In college campuses you have a lot of people who are just finding their voice, and giving them an opportunity to express the things they think of really allows for great things to happen.

425 Absolutely. It allows students to express varying opinions on campus without intruding on people's personal beliefs. It is equal opportunity and all opinions are allowed expression in the free speech area.

727 Absolutely. it gives others an option to find a new route to class if they really want to remain close-minded on issues being talked about. it also lets people know where they can go to hear the viewpoints of others.

663 Absolutely. Listening to opinions different from yours opens your mind.

1014 Absolutely. It would be scary to speak though, b/c some people can have extreme views, and some may extremely disagree with those views, and act upon them.

674 Actually, there wasn't an I don't know answer... I HAVE seen some bigoted/religious zealots on campus in a particular spot... I don't care to hear some peoples' freedom of speech, when it is garbage like "Jesus hates Fags" (no, really, I've seen that on big sign at the religious zealot pow-wow)

811 Although I feel that speech zones serve a useful purpose, they are not necessary. According to the First Amendment, we are given the right to free speech, as long as they do not offend someone based on race, sexual preference, religion and that a person can respond to what was said as well.

184 America is a free speech zone. If I have something to say I don't feel like I need a specially designated area in which to say it.

512 Any place should be free speech because it is one of our rights.

242 As a method to vent your frustration...yes. People need to be able to express their point of view...even if it's not widely accepted. They at least need to be able to express it and have someone listen.

1094 As long as it does not disrupt the students that are trying to focus on classes, studying or getting to and from classes free speech zones can serve a useful purpose to raising awareness to issues in the world or on campus.

889 As long as those listening want to listen and can leave it they want, it can be beneficial to have a free speech zone.

736 At times, depending of the topic.

- 313 At times, if not bothering those that are uninterested.
- 924 At times.
- 1003 Considering that the free speech zone at my school isn't really a free speech zone it doesn't serve a useful purpose.
- 756 Could to some degree, but I don't think there are very many people who would actually listen. It would be almost like a venting box and people would probably make fun of you for sitting around talking to no one specific.
- 361 Definitely. My University has recently completed a project called the [REDACTED], which is adjacent to the [REDACTED] Student Activity Center. I believe that this place would be a great to have students voice their opinions, and leave for open debate, without allowing students to be attacked by numerous other students' views.
- 998 Definitely! I feel there should be an area on campus where students can express themselves verbally or artistically. Also I do believe that the radio station at [REDACTED] needs to have a strong signal (i.e. like [REDACTED]) where students can express their views and also offer a variety of music from classical to house to hip hop.
- 412 Definitely. Although most people I know feel comfortable sharing their opinions in any campus environment.
- 279 Depends.
- 906 Do not know
- 725 Do not know if this exist or not on my campus. I am sure that to tradional students these zones are important.
- 213 Dont know
- 390 Don't know
- 690 Don't know
- 724 Don't know if we actually have one or not on campus and haven't been exposed to one before so no opinion.
- 302 Don't know if we have one or not.
- 321 Don't know what it is.
- 928 Don't know. I don't imagine a purpose of it in campus. Or maybe I should rephrase it - I feel like there is plenty of freedom for young people in us colleges. Creation of certain space where people can share their opinion and views...it will be cafeteria, library, Starbucks.
- 816 Don't really care.
- 1082 For students to speak their mind.
- 463 Free speech is protected in the Constitution, so I think every zone should be a free speech zone.
- 483 Free speech is the right of every United States citizen. So no, having a "zone" for it is not a useful idea at all since the entire campus falls inside the United States of America.
- 774 Free speech should be allowed anywhere on campus someone wants to use. Free speech is not something that can or should be regulated to zones. While a zone may be in a public place its still limiting a persons free speech to where they can be.
- 333 Free speech should be available anywhere, not just a designated area.
- 338 Free speech zones can serve a useful purpose. However, the students would need to learn how to properly take advantage of said free speech zone. Otherwise, free speech turns into an argument or a fight. The problem is that now-a-days people don't know how to exercise free speech without being obnoxious or even oppressive. Free speech zones can have a useful purpose though.
- 9 Free speech zones give students the opportunity to hear a laundry list of opinions from a variety of sources (credible and not).
- 887 From personal experience, whether their is a "free speech zone" or not, people are going to tell you what they think
- 103 Generally speaking, "free speech zones" on my campus take place pretty much everywhere but are heavily concentrated near the student center. However, my campus is mainly an

- engineering school, not a liberal arts school. Most of the people that I have met during my 5 years in school are relatively conservative, but not overly vocal about their political beliefs. Also, I have met many religious people (mainly Christian, like myself) and while they are devote in their beliefs (like me) they DO NOT openly criticize others for not having the same religious beliefs as their own. I have never felt threatened about my personal religious beliefs whatsoever, and in a campus that is as diverse as mine, that is a good thing. Because of my experience, I really don't think I can answer your question very. What I can say is that freedom of speech is a good thing, and every institution should guarantee that students will have the right to voice their opinion whenever they want, wherever they want without feeling threatened. I don't think it should be limited to a "zone".
- 589 Going to a liberal arts college, I personally think that a free speech zone is useful. Everyone at my school has different opinions, beliefs, and views and we need a space to communicate those differences to others. I think that sometimes people can abuse the free speech zone, but no college is perfect.
- 1176 Have not had the experience of seeing one used.
- 827 Hmm. I don't think so.
- 449 I absolutely agree. But only when they are not used to hurt anyone in a prejudice type manner. But these areas are still very important especially in such a historical election year. I personally would definitely take advantage of this area if we had one.
- 28 I am all for free speech, but I am against giving a public forum to anyone who wants to stand there and yell about it. It seems like the most extreme views get expressed the loudest.
- 411 I am not familiar with the idea of a free speech zone, but I think that it could definitely be very useful for conveying different points of view on campus. Political, religious, or simply personal ideas could be discussed openly, and I believe that the majority of the student body at my school would be accepting of such an opportunity.
- 870 I am not sure
- 126 I am not sure exactly what one is or how it would work. I suppose it would be a good idea.
- 1074 I am not sure there was one. As I said I am a non- traditional student
- 699 I am not sure what a "free speech zone" is. I have never heard of this concept. I would assume, not knowing exactly what it entails, that it would be a useful idea. Sort of like an in person blog. I would think a moderator would be essential to such a zone. In all, I think it may help students to learn to craft arguments and present them, which would be beneficial in any career field.
- 490 I am not sure. I have not been involved with any.
- 1113 I am not sure. I have never experienced a school that offered a free speech zone.
- 158 I am not totally sure we have one, but I know there are places where people go rather than invade the classroom or learning environments. I think there needs to be a place where someone can express themselves that is away from the residential or classroom areas.
- 240 I am sure that they can serve as useful purposes.
- 608 I answered "yes" to the previous question, but I'm not sure that was the correct answer. I assume that my college has a free speech zone, however, I am a commuting student, so I am not on campus enough to know if such a place truly exists. I think, if monitored properly, a free speech zone could be useful. However, I am well aware at how opinionated the public can be. I feel that if such area is not managed well, it could be a breeding place for hotheads to vent their frustrations about anything from politics to peanut butter. Unfortunately, we do not live in a gripe-free society.
- 443 I assume a free speech zone would be a zone that anyone could enter and yell whatever they have to say that they are thinking. Free speech zones, if they existed, would largely be avoided and ignored by the public. I most likely would avoid them myself as they would be misused. Free speech zones though, in reality, exist anywhere one can successfully survive.
- 170 I believe that free speech is very important everywhere. As a Military retiree I believe that free speech is more important than anything else and it does not require a free speech zone at all.

- 107 I believe a free speech zone does serve a useful purpose. It is important that one is able to express their ideas and beliefs and others have the opportunity to learn from them.
- 420 I believe free speech zones can be productive, but I also believe it possible that free speech zones can also lead to conflict. As long as all sides have a fair say, free speech zones are ok.
- 144 I believe free speech zones would be very useful. They would allow students to hear the perspectives of others and introduce their own ideas and beliefs. Of course, the zones would need to be moderated in some manner in order to prevent disruptions and make sure that the areas were being used for discussion rather than judgment or dispute.
- 917 I believe it infringes on my first amendment rights everywhere else on campus.
- 815 I believe no matter what political, religious, etc., view an individual has, they should have the right to express their opinion.
- 1151 I believe such zones could be very useful. There are many opinions, about the institution in particular, that if provided a comfortable environment would be expressed and could be beneficial.
- 517 I believe that free speech zones do serve a useful purpose. It allows students the ability to share their points of views about a variety of issues, concerns and introduces other students to new ideas.
- 993 I believe that the free speech zones are very important. As much as I personally dislike the 'Tate Preachers', I believe it is important that they are able to freely express what they believe to be true. Regardless of how much you disagree with a person's beliefs I believe it is important for them to be able to have free speech and opinions.
- 1091 I believe that this would cause a bunch of conflict in the area in which my school resides because of the area. The school is in a downtown area with a homeless population. I feel that they would use this more than the students.
- 1195 I believe these zones can be purposeful if used effectively. Most of my experience with these zones have been of little interest to me because the people speaking here have been babbling and grandstanding about ideas that I don't share.
- 558 I can see how it would be useful but I have never even heard of one, so I don't know how successful it could be.
- 1051 I can't see how it would hurt. It might be a good venue to get out ideas or vent about issues pertaining to the school or what's going on in the world around us.
- 719 I definitely do.
- 154 I do agree my classmates and I should have opportunities and outlets to discuss topics. P.S. (Regarding the proceeding question.) I hope you get the memo RACE is a concept that needs to be abolished. It serves no positive societal function. Try ETHNICITY... if you must.
- 393 I do believe so, because there is not very much comfort in a classroom to speak openly about what one believes, as one is often afraid of being made to feel wrong for believing what they do.
- 88 I do believe that free speech zones serve a useful purpose. I want to be able to go to class without having to have everybody with an opinion blocking paths. If people want to protest or speak about something, they can sign up for a time and then i'll know where and when they're going to be so that I can attend if I feel like it. I am all for free speech, but there is a time and place for it.
- 284 I do believe that free speech zones serve a useful purpose. I feel that my instructors allow free speech in the classroom. While I do not share the same religious and political beliefs as my peers, I feel comfortable expressing these beliefs in the classroom. I feel that the institution I attend, allows this outside of the classroom as well.
- 113 I do feel that free speech zones are important because, people's opinion may make a big difference for college students. It is also good, because some students may have the same idea, but afraid to speak up.
- 600 I do not feel the need to have them on my campus. I am not very outspoken and rarely express my opinion to people I do not know. I am also not very concerned with political issues.

904 i do not know much about them, but I feel it would be extremely useful and therapeutic. It would also be a great place for people to learn new things.

790 I do not know if [REDACTED] has a free speech zone or not. I have never heard of one on our campus. I don't know if they serve a useful purpose because I am not familiar with them and their rationale.

1210 I do not know what "free speech zones" are.

957 I do not know what these are, therefore I can not give an accurate opinion on them.

1136 I do not know.

894 I do not know. Now everyone needs to be careful about what he or she says. Someone may use your words (beliefs, etc.) against you.

77 I do not think that REDATCED has one, but sure, I feel that freedom of speech in a university setting is quite important.

275 I do not think that there should be designated "zones." Why is it freedom is only allowed in some spots but not in others?

612 I do think that free speech zones serve a useful purpose. They allow anyone to express ideas without the criticism of the public.

271 I do think the zones are helpful and ease any conflicts brought on by what those speakers might be saying/demonstrating.

50 I do think they are useful, but at times I feel that some controversial speakers make the experience of walking to or from class uncomfortable.

151 I do think they serve a useful purpose. Students can get anything they may need to off their minds without being criticized.

287 I do, however, I think that some individuals can use it to be offensive to others without considering their views as well. Some try to push their personal views on others without considering other perspectives.

428 I do. I think that by allowing students an area in which they can "rant and rave" there will be better representation of all the ideas on the campus. There are sessions for students to speak at and even clubs and organizations are able to present ideas and causes. But this is a more formal and planned scenario. There should be somewhere students can go on campus that is more causal and laid-back.

441 I do. I think it gives people a place to speak their mind without disrespecting others.

541 I don't feel that it would be helpful in the college that I attend. I do however feel it would be useful in [REDACTED].

661 I don't know.

681 I don't know.

718 I don't know.

747 I don't know how useful they are but they need to be there for people that want to use them.

1112 I don't know of any free speech zone on campus. I don't believe that free speech should be limited by creating an area for it.

625 I don't know. We don't have one.

11 I don't know what type of free speech would occur in these zones. If it was relevant to the school experience or any other policy affecting students, I think that would be fine. Establishing free speech zones which encompass classrooms themselves and reminding students of the importance of free speech in class.

309 I don't know, I've never heard of free speech zones.

373 I don't know. I don't actually know if that is even what we have. I just know that if the students go to the green or even right outside the student center they can use a megaphone and say basically anything they want to whoever they want. I don't know that too many people do this, or that too many listen when they do, but I am sure if they reach even one person it was worth it.

1063 I don't know. I guess it kind of serves the purpose that if someone wants to speak then they can without feeling they will be condemned.

- 504 I don't know. I personally would not use a free speech zone.
52 I don't know. It has not been publicized much
836 I don't know. it sometimes gets abused by radical individuals who go there every day and preach their beliefs to others.
272 I don't know. Never experienced it.
1110 I don't know...I've never had one available at anyplace that I went to school.
1135 I don't know-maybe. I guess it depends on if there is an audience there to listen, if there isn't then the zone does not serve any purpose.
210 I don't really care about it that much.
312 I don't really know if we have one
579 I don't really know. I have only seen one person use it, and he is just a townie that comes every couple months.
499 I don't think free speech zones serve much purpose at my campus because people usually talk to whomever without much opposition. I have not encountered any problems so far with free speech being limited.
963 I don't think it should be necessary.
237 I don't think that there should only be one zone people should be able to express their beliefs anywhere they want to especially in an institute of higher learning. But yes, I do think that speech zones are useful because it allows people to hear new ideas.
259 I don't think that they get used very much on my campus, seeing how we're all so busy learning in our math and science classes. We are aware of the politics going on outside of our campus, but we don't really have time to preach to the masses or argue all the time.
416 I feel like everywhere should be a free speech zone...
617 I feel so, as long as those who are taking part in the free speech do not take advantage of their opportunity and as long as there is not a lot of offending going on. With too much freedom, somebody is bound to be offended; so as long as it is somewhat filtered, and tasteful, I think free speech zones are proper.
1173 I feel that a free speech zone would provide a useful purpose, but at REDATCED I do not think that it would be helpful to those students who would use the free speech zone. Those students would probably put themselves in danger by speaking out against certain issues.
871 I feel that our classrooms are an open forum and there is no need for a 'free speech zone.' I feel such a thing would only attract individuals seeking attention, not really expressing ideas.
1073 I feel that the free speech zone is great for those who want to use it.
789 I feel that these free speech zones are not wholly necessary if the institution has supports free speech through all activities that are associated with the university and the campus that is under its jurisdiction.
634 I feel you can express yourself anywhere you like, but it should be purposeful. I have ample opportunity to express my opinions in class on the relevant topics. I have never felt the need for additional areas to express myself.
152 I guess.
773 I guess.
15 I guess it could be.
228 I guess it does. I don't really understand why people have to have a designated spot.
649 I guess so only because it offers another chance for people to get an idea of others opinions. Especially if they have not been introduced to anything of that nature before.
941 I guess that they could be an alternative to psychotherapy to relieve stress
485 I guess they serve a purpose to people who need to be heard. I personally find the speech zone lame.
1104 I guess they would serve some purpose
245 I guess they would, I just feel like our campus could use more things before that.

- 1121 I guess this means that there is a free speech zone so I guess it serves a useful purpose. I mean I'm always on the go and really don't have too much time to talk anyone, so for others, sure.
- 670 I guess, but not really.
- 39 I guess. I don't really have an opinion.
- 907 I guess. I have never used it.
- 1099 I guess. I know it makes since. But sometimes it is a pain to have to walk past these people when going to class. But I do know that free speech is important, so really I am okay with it.
- 236 I have always felt that the entire US is a free space zone. One has to have a degree of courage to speak when one's views go against the norm. In order to encourage others to listen one must also present one's arguments in a clear, well thought out manner and do so in a tone that is not combative or confrontational.
- 788 I have heard about it but never been there. I just know that it is available if I wish to use it. I think that it is a good idea. I just don't know if when I person does speak if anyone listens and hears them?
- 1150 I have no idea.
- 1134 I have never been exposed to a free speech zone, but if true free speech is allowed, then I think this would be a good idea. I can't imagine there wouldn't need to be some sort of security or such, though.
- 1165 I have never been in one but yes I believe by the way that it sounds that it would be beneficial to have these "zones" in several places on campus.
- 1088 I have never been there, but hopefully it does.
- 837 I have never used them
- 534 I have no experience with a free speech zone.
- 1024 I have no idea what the point of a free speech zone is. Like forcing someone to listen to someone else even if they aren't interested? If people want someone to talk to then start getting to know some people... make some friends... find out who you can talk to about different things. Simple as that.
- 908 I have no idea what you're talking about
- 713 I have not heard of them, but they sound useful.
- 992 I have not seen any activity that would require a free speech zone.
- 777 I haven't been, but I would imagine they do for people who want to be heard.
- 283 I haven't seen it in use yet, so I can't really say. I suppose it depends on how important the issue being discussed was to me.
- 653 I haven't seen one, nor know how they would be used by today's students.
- 1201 I haven't given the idea much though. My gut instinct is that, as we have the right to speak freely anyway, there is no need for a free speech zone, however, upon further consideration, it occurs to me that if nothing else, such a location will end to draw people from various areas who wish to have intelligent conversations. If these areas are effective in generating such conversation, then I think they serve a useful purpose. If they do not, then I do not feel that they are useful. As I have not had time to look into the subject, I can not say for sure.
- 295 I honestly do not know if my campus has one...but it is of no importance. I have come to expect my universities to be filled with "institutionalized" professors who are completely out of touch with society. That said, in my 6 graduate courses I have had 1 excellent professor (the dean of the business school) and 2 very good professors. The current professor just happens to be the worst possible case scenario.
- 250 I know that there have been instances of people who travel from university to university in order for their opinions to be heard and I am sure that if it were not for those areas they would not have a place to speak.
- 595 I like to think the entire campus is a 'free speech zone'.
- 791 I love the free speech zone!

- 350 I love the idea of having a central location for free speech to occur. One location is much easier for motivated students to find than, several unknown sites. A free speech zone also organizes the call to action from a crowd in a mannerly fashion. However, I strongly disagree with the concept that free speech should be limited to one outside zone. I feel that free speech is appropriate in all outside areas, so as long as the action of the speech does not interfere with the running of any school, business, church, home, or any other government acknowledged institution.
- 770 I need more information about a free-speech zone.
- 902 I personally have never participated in one but do feel they serve a useful purpose for those who might value them.
- 434 I personally haven't used a free speech zone, but I do believe that they are helpful to individuals that may need to speak with professors about certain topics that may be unclear. I have found that nearly all of my professors at [REDACTED] make themselves available after classes to discuss anything that their students feel is important.
- 587 I personally never participate in them.
- 444 I personally only talk religion and politics with open minded people who won't judge. Most people in society are very judgmental on those issues. I think it would serve a good purpose, but the amount of use comes into question. I know bible thumpers would gladly use it; that in turn runs a lot of people off. Mainly the individuals that really want to discuss things in order to hear/see new/different view point for better understanding themselves, not for converting others.
- 672 I really don't know. All I am trying to do is get through school I don't participate in any activities
- 1175 I see absolutely no need for such a zone. Such a zone would imply that we are not free to speak openly in the "non-free" zones.
- 162 I suppose it could, but I think it could possibly open up a pandora's box as well. We already have enough street preachers, white supremacists, and hatemongers off-campus. I'd rather not have to deal with that in a learning environment. On the other hand, if someone has something important to say, I'll always listen.
- 10 I suppose so, but people with something to say will find a venue in which to say it.
- 784 I suppose so. I am not aware of one on our campus, however, so I cannot say.
- 999 I suppose they could. I've never really had any contact with one.
- 602 I suppose they would, but at the same time I feel that it may become an area for a lot of animosity to build. Younger students feel the need to voice their opinions with no concern for others.
- 750 I suppose, but ideally free speech should not have to be contained to a certain part of the campus.
- 249 I suppose. I never really considered it. As far as I'm aware, people speak freely where ever they are on our campus. I don't see a need for someone to stand on a corner and "preach" to the crowd about their views.
- 631 I think "free speech zones" actually discourage free speech outside of the classroom. Everywhere that's not disrupting academic environments should be for free speech. At the [REDACTED], the "free speech zone" can be reserved, thus limiting access to it, and is usually reserved by either groups that don't do anything related to free speech (e.g. local bands and student organizations) or hate groups.
- 743 I think anywhere can be a free speech zone; however, I think it has a good concept behind it - to remind students they DO have a right to free speech.
- 786 I think every zone ought to be a free speech zone.
- 1179 I think everywhere should be a free speech zone.
- 922 I think everywhere should be a free speech zone..
- 1194 I think free speech is necessary, but free speech zones need to have designated signs to inform the public.
- 76 I think free speech zones on our campus serves a good purpose to a certain extent. There have been times where there are protests in the plaza. One time we had to protests back to back. One day it was pro choice, and the other pro life. I can accept seeing photos, and hearing people speak their minds, but I would not want those people to scold at me for not answering them the

- way I think (that's what happened). If it's peaceful then I am up for the free speech zones because it's never bad to hear what others believe.
- 814 I think free speech zones preserve first amendment rights - especially when it comes to potentially inflammatory speech. While I rarely appreciate the people who choose to take advantage of the free speech zones I respect and appreciate that these places exist and I am thankful that we have them.
- 354 I think free speech zones, whether or not it is the intention, imply that one is not allowed to speak freely in other areas, and it appears as if the University is developing into a fascist institution for indoctrination. I can understand "Free Speech Zones" where people with bullhorns are concerned, classes should not be disturbed by demonstrators, but anyone should be able to go anywhere on campus and say, through their own unaided voice, whatever the hell they please, obviously short of "Fire" in an auditorium or any other such dangerous speech. The advent of the free speech zone may have been a response to people with bullhorns, but corralling people's free speech seems a little drastic, and not in keeping with the intent The Constitution gives for affording us this right.
- 1068 I think in theory they are great ideas. Some people, particularly religious groups, use the zone to force their ideas on others and verbally harass other students. If used correctly, however, they could be very useful to open student's minds to other ideas.
- 230 I think it allows students to say what they feel the need to say without being punished. It gives freedom of speech literal meaning.
- 619 I think it could as long as people would not take advantage of it and start a riot or become aggressive and offensive of other people. As long as that is not taking place and it was just were people could discuss what they think about certain things that i thing it would be useful because it would expand thoughts and ideas and challenge people to think deeper about what they believe in.
- 1034 I think it could cause unnecessary arguments and fights on campus. It could easily be taken out of the free speech zone.
- 96 I think it could. I think maybe at my school since it is a relatively small campus, I think a free speech zone would help out a lot and give a positive outlook for those who wish to talk and address things and get whatever off their chest. So, yes, I do believe it would serve a useful purpose.
- 395 I think it does and does not. It really depends on what it is used for. Our free speech zone is a little block where the religious extremists go to yell hateful things to students walking by. Like that all women that wear short skirts and have sex before marriage are going to hell and that all gay, lesbian, or bisexual people are evil. It's hurtful and annoying. I don't think that is a good use for the free speech zone.
- 294 I think it does because it's a way to meet new people, new points of view, new cultures, etc.
- 367 I think it does.
- 1083 I think it does. I think a lot of nuts end up using it, but that's why it is there. It is there for anyone to use and express their opinions.
- 489 I think it is important that all students feel free to express their opinion without fear of being criticized.
- 630 I think it is in a convenient place for students who do want to listen.
- 1035 I think it is up to each individual.
- 693 I think it seems a bit of a redundant idea. There should not need to be free speech zones because we -should- have free speech everywhere on campus. A university should be about sharing ideas and not about trying to be PC.
- 384 I think it should only be for those who are students at the campus. It should not be for anyone outside the campus to come and speak.
- 716 I think it would allow students to voice their opinions and views without feeling that there would be consequences.

- 435 I think it's kind of silly that there has to be a designated zone for free speech in a country where freedom of speech is right.
- 37 I think people should have the ability anywhere within limits to speak freely. If a separate space is needed then what they have to say may not be appropriate for all.
- 624 I think so because then people don't feel that they have no voice and even though they might not feel able to speak in class they can go to that area even though they might still not be listened to depending on their ideas.
- 199 I think so if applied properly.
- 344 I think that free speech zones are a good idea. I think the only issue that might arrive out of that is people who are expressing an idea or opinion might use too offensive of words and offend some people--maybe unintentionally, maybe intentionally.
- 169 I think that if there are or if there is going to be a free speech zone that the college should take more responsibility in letting the student know that it is available. I do feel that a free speech zone would serve its purpose to a certain extent.
- 636 I think that it could be accepted if one was proposed. It would allow students to have conversations about similar interests in order to build upon new ideas. Friends can also be made.
- 406 I think that it could create unnecessary strife. I am neutral on the situation.
- 543 I think that it will be useful, but I am pretty sure that my campus doesn't have one...
- 760 I think that it would be a tough situation because I think arguments would break out if people could just say anything and everything that they wanted. I'm not sure if my school has one or not.
- 31 I think that people should feel free to discuss their opinions anywhere on campus. I believe that discussions are fine. Fights are not.
- 454 I think that people speak (shout) freely all over campus. So they are a little helpful for people that might be more afraid of objections. But for the most part, people, even though they are generally met with hostile backfire, speak out everywhere.
- 521 I think that students should always have free speech zones. They are very purposeful in allowing students to voice their opinion in a mannerly way without feeling like they will be picked on or looked at in a negative way. Free speech also allows the student to voice their opinion when they think that something is unfair or can be done in a better way than it has been done in the past. At [REDACTED], I think that the faculty and staff is fair in hearing the students out and if they can help change something, they do whatever they can to help out.
- 819 I think that they are useful because they allow students to see other viewpoints on issues instead of just being isolated to their own beliefs.
- 542 I think that they can serve a useful purpose however I could see this also being something that could turn ugly as well. If people didn't go there with an open mind and a willingness to listen and not argue it would be easy for someone to get offended or upset easily.
- 952 I think that they do because some people choose not to hear both sides of the of story on certain topics but I'm very interested to learn about new ideas. I might not always agree with someone and their beliefs but I make sure to at least listen to what they have to say. Free speech zones would give people a place to talk openly about anything and it's up to the professors and students about not getting offended about any statements during those free speech zones.
- 1021 I think that they have a purpose. But this purpose should not be held on school grounds. Those individuals should express themselves somewhere else. We are here to learn, not have views forced upon us while we are walking around to class.
- 656 I think that they serve a very useful purpose as long as everyone is given an equal chance to share their views or opinions. My concern is that this will not happen because of some bias of administration and that those with unconventional viewpoints will not be given the same protection.
- 200 I think that they theoretically serve a useful purpose. Of course, people have to use those free speech zones for the zones to serve that purpose.

- 844 I think that they would have their pros and cons. I also think it depends on the campus environment for whether they would work or not. I do not believe that a free speech zone would serve a purpose at my college.
- 13 I think that this allows students with different views to express themselves without offending anyone
- 1075 I think that would be very useful but we have to keep in mind that some people are close minded. This I fear may cause some problems at the University.
- 706 I think the concept is good. However, students should feel comfortable enough anywhere around campus to express their opinions at the appropriate times.
- 51 I think the idea of free speech zones is an interesting idea. However, the idea of free speech should not be limited to a designated workspace, but should be practiced throughout college campuses as appropriate to situation and appropriate language, etc. If a free speech zone is simply a quorum for presentation of ideas, especially by different speakers I think it is a useful concept, although practice of the principles of free speech should be unlimited regardless of it is in the "free speech zone" or not.
- 983 I think the whole campus, the whole city should be a free-speech zone.
- 4 I think they are quite useful.
- 751 I think they can be beneficial at times, but often very controversial.
- 1054 I think they can but mostly they do not and just become some spectacle.
- 524 I think they can make trouble, but they can be useful to present beliefs in a place that is relatively safe.
- 544 I think they do serve a vital purpose because it correlates with the amendment freedom of speech but what goes against it is if other people (staff, teachers, Deans, Presidents at the school, directors, and leaders) do not agree with your freedom of speech (what the person is trying to say) they will try to implement some type of law to prevent you from speaking and that is a problem.
- 798 I think they do to an extent. If someone doesn't want to hear it they can just leave. But I don't think that a college campus is the place where someone would go to find God, their political parties, or themselves.
- 257 I think they do, if kept civil. When such zones are kept civil people are able to discuss differing viewpoints and can either work out their differences or come to a better and more positive understanding of each others opinions. Like I said the key is to keep such zones civil and intelligent so they don't fall into simple accusations, name-calling, etc...
- 87 I think they do, since we live in a country which promises that everyone has the right to have their opinion heard. I would be very disappointed if Georgia Tech were to prevent people from having their say in the free speech zone.
- 451 I think they do. They introduce students to new view points and it encourages students to be more open.
- 807 I think they serve a purpose if they are used appropriately, and don't turn into a place where people go to slander one another or just keep arguing/interrupting to get their point of view across.
- 320 I think they serve a useful purpose, but I do not feel like the area is used very often.
- 1204 I think they serve a useful purpose, but I feel it is not utilized enough and instead people choose other forms of speech such as chalk on the sidewalks.
- 866 I think they serve a useful purpose for people who want to exercise their freedom of speech.
- 1084 I think they would if people actually used them for more than just getting away with playing extremely loud derogatory rap music in them and if non-student evangelicals would stop using a University free speech zone to tell us we're all going to hell (especially sororities, apparently). The idea of having a free speech zone is wonderful, but if it's only used for the above stated purpose, than it is being wasted.

- 114 I think they would if we had them. There are a lot of people with different opinions and it would serve a useful purpose if that worked
- 339 I think they would only cause a problem here because people tend to be very outspoken about things they do not know a lot about. If there was a place they could rant and rave whenever I feel that a lot of students may be affected negatively rather than positively.
- 901 I think, as long as it doesn't disrupt classes, the entire campus should allow free speech. According to the Constitution we all have a right to free speech, so why does there need to be a specific area designated for free speech?
- 360 I thought Free Speech was already given to us as a basic right which technically makes the entire campus a "free speech zone". They are not labeled as such.
- 300 I understand why they were created but our free speech zone has caused a lot of problems. I do think it is important that people are allowed to say what they think but if an organization or individual cannot respect the rules for registering for time in the free speech zone or use that time to verbally abuse and harass students who just want to go to class they should not be allowed back. Our problem with the free speech zone is when "religious" people come and tell each person that they are going to hell without ever knowing them. Others make up songs about students burning in hell and sing them joyfully all day. These are very compelling reasons, in my opinion, to tighten the policies in the free speech zone. Harassing or harmful speech should never be allowed. That encroaches on the listeners rights.
- 227 I usually just laugh at most of the people out there, but that's only because most of them seem like members of a radical group. Actually, I don't think I've ever actually listened to anyone. I tune them out.
- 508 I will assume that the Free Speech is part of the First Amendment and I will agree that zone will be a great idea; however, if the free speech zones are being violated by the type of speeches, then who is going to regulate the speeches. What restrictions are imposed on the speeches? I would say a Free speech Zone would be a great idea; as long as the material/speech is heavily cited, meaning the material could be cited from some place else unless its theories. Other than that, I think the zones would be a great addition to the University System.
- 380 I wish they didn't have to be in existence. Shouldn't American in general be a free speech zone?
- 527 I would expect violence to erupt.
- 522 I would like to say 'No', but I can't. I believe that it is useful in the fact that it effectively demonstrates the true state of affairs on the political and social view of students, both on a campus and in society in general. This shows that instead of enforcing a few basic rational rules (such as no disrupting the classrooms, don't be loud here or here, etc...), that it is more favorable to totally restrict our freedoms and Rights to a very certain specified area. Much the same way that students are considered adults by the state and federal government, yet cannot simply defend their own lives by carrying a properly licensed weapon on campus (Another can of worms, yes I know, but it supports my point. "Who needs a gun at school?!?!") Well, any rational responsible adult who is attending a location that statistically has a very high crime rate, one compared to the average mall's crime rate...) By restricting such simple fundamental freedoms in this manner, it puts the truth right in the student's face instead of being buried in some handbook's pages.
- 1095 I would not participate in it.
- 874 I would not use them, but for people who want their opinions to be heard, I believe they serve that purpose.
- 487 I would think so for those who are interest.
- 94 I would think so, but I'm not sure I recall our institution having one, I'm not exactly sure.
- 618 I wouldn't disagree to having one. I think it would be interesting.
- 590 I wouldn't know but I would think so.
- 67 If a person is in a tough situation it would be a good place to go. So, yes it does serve a purpose.
- 98 If in class professors do not allow for discussion of differing viewpoints then yes.

262 if it makes another person feel like they got their point across and "they sleep better at night" I don't care, if I disagree, then I go about my business and tune them out.

1011 If only for organizational purposes.

748 If people feel the need to speak freely then sure

567 If people go it, it will.

248 If people pay attention. Most kids are just on their way to class. We had an anti-abortion display that caught a lot of people's attention, but people were also really turned off by it. Most of the students do not want to get into a discussion on their way to wherever they are going.

8 If someone feels the need to express themselves, it is fine as long it is not meant to harm or ridicule anyone else.

112 If someone has something to say and there are people who want to listen then so be it.

332 If students are looking to find a view then yes. If they have their view already established they will not likely change and so the free speech zone ultimately serves no purpose other than allowing some students to express themselves.

436 If taken at the extremes, this zone can rouse student into a riotous state during heavy political turmoil. It can lead to the banning together of like-minds whose soul purpose is to undermine authority. However, for the majority of individuals, having a zone can be beneficial. It can be a place of safety and refuge. It can be a place where those of one view find others of the same view and in bonding together find comfort with one another. This can be most beneficial for incoming freshman who are looking for a peer group to bond with during their first few days at a new school. The same can be stated of transfer students. Overall, the idea is beneficial.

898 If 'useful' is a euphemism for 'entertaining', then yes, it does serve a useful purpose.

1108 If [REDACTED] has a speech zone, then I'm unaware of it. Having a speech zone would be beneficial. Everyone needs to talk at some point. Sometimes it's easier to talk to a stranger than someone you know, because you don't have to worry about his/her opinion.

702 If we had one I think so. We as a society are generally very opinionated and need to be able to have somewhere to say what we have to say and not be penalized for it

1188 I'm not even sure where it is because it's never been an important issue to me where I have to be heard or listened to. I suppose it serves a good purpose, but I don't think people are worried about being in this area to express their views.

137 I'm not familiar with the concept. It seems to me that everywhere should be a free speech zone.

793 I'm not really sure. I think that people should be able to voice there concerns reasonably anywhere on campus.

984 I'm not sure about that. Sometimes this could cause conflicts that aren't very nice.

239 I'm not sure because I don't think that my institution has a free speech zone.

110 I'm not sure I completely understand what free speech zones are. I'm assuming it's an area where anyone can go to start talking about anything and passersby are free to listen and join in. I think that it's important to have the ability to do that but I'm not sure it's completely necessary to section off campus into "free speech zones". If I'm not mistaken one cannot arrange areas where free speech can and cannot happen.

640 I'm not sure if my school has one, but I think it does

205 I'm not sure if we have one or not. I would assume it is useful to vent to complete strangers.

1159 I'm not sure that I have ever heard of a free speech zone. It sounds like a good idea. I believe a lot of people could have things to say that need to be heard.

438 I'm not sure what a free speech zone is. I have never heard of it. However, I do feel it is important to have someone who is unbiased that you can go to that will listen to your ideas or problems.

601 I'm not sure.

1062 I'm sure that they do. I actually don't know for sure if my school has one, but there was no "I don't know" option for that question, and because I think my school is fairly diverse and reasonably open-minded, I guess we probably have a free speech zone. I honestly don't know enough about them to give a detailed response. But they sound good in theory.

- 400 In a fashion yes, but I don't believe there should be "zones". We should be allowed to practice free speech wherever we wish.
- 446 In a sense, yes, they do. But in essence, a designated free speech zone implies that the rest of the campus is a restricted speech zone. In terms of political campaigning or organized organizations or events with the intent to recruit individuals, the space is imperative to secure the safety and security of all individuals.
- 754 In accordance with the first amendment every area is actually a free speech zone. As long as the free speech is not potentially harmful ("calling fire in a crowded theater). My campus is particularly apathetic but I do feel that we could utilize improved race relations. Overall free speech zones seem a bit redundant and pointless
- 599 In depends on the subject but overall it can be a good thing for students.
- 27 In practice, no. It segments free speech into a contained and ineffective area of campus.
- 965 In some cases yes, especially if there is a "non-retribution" right to using it. For instance, if a person were to say something extremely controversial (but not violent or not inciting riots, etc.) and be able to back it up or support their argument, they wouldn't be punished or harshly censored by administration or other students; yes, free speech zones could serve a useful purpose. Especially if they were used frequently to discuss current issues or problems faced by an institution. However, I believe that a lot of the problems in our time are being "discussed" entirely too much, and appropriate action is not being taken. Rather than having free speech zones, student government organizations or specially appointed councils consisting of students, faculty, and or staff, with a purpose to analyze critical issues and take action, would be a more appropriate alternative to free speech zones.
- 276 In some cases yes, in others no. Unfortunately some people deliberately come to our campus to spread their "ideas", and make it intimidating and uncomfortable for people to even be in the area. The area is in a main area of campus, where a lot of the speakers will try to force religious ideals on students.
- 317 In theory, the free speech zones serve a very useful purpose, but the reality of the matter is that the only group I know to have used the free speech zone did not confine themselves to the zone- they un-welcomely paraded around campus and embarrassed us and our town by appearing after football games.
- 281 In theory, yes. However, due to the closed-mindedness of most of the students here, it usually only leads to conflicts without resolve.
- 445 In theory, yes. In practice, no. The only groups that utilize the free speech zone are fundamentalist Christians who yell at students and tell us we're all going to hell.
- 559 It allows for individuals to promote a cause, although students are not frequently receptive. It is important for people to be able to share their point of view with others because these interactions promote learning and even if individuals do not agree, at the bare minimum it provides an opportunity for exposure.
- 780 It allows people to speak their minds and address any issue that may be bothering them.
- 462 It allows students to express there opinions which are up held by the first amendment. Some speakers attract crowds, while others just seem to ramble off on a personal tangent.
- 742 It brings evil protesters, however it also brings students who stand up against these stupid protesters.
- 383 It can if it's for a good cause. If it's a fundraiser for a charity, I will support it. If it is able to unit the student body in some way or another than I think it's great. If used for someone to complain to the whole world about their problems or protest something, I personally don't want to hear it. However they still have a right to do what they want.
- 834 it could be a very useful thing on campus
- 593 It depends on how effective the speaker is and if he or she is condemning.
- 224 It depends on who is speaking
- 477 It depends!

- 370 It depends.
- 562 It does serve an important function--symbolically, politically, and socially.
- 495 It has its pros and cons. For pros its a way we can practice our constitutional right to free speech and allows us to express ourselves. For cons it can cause trouble and rile up people.
- 376 It holds a very important purpose! It allows students to express their viewpoints freely and gives them an audience so their voice may actually be heard while possibly allowing them to make a impact on someone's life. It would be a great way to call people to action or support/start a grassroots movement. The cons of this however are the possibility of censoring. Is seems as if it is a way to hide those individuals, who wish to speak out, from the rest of the campus. An individual should have freedom of speech everywhere not just in a specific zone. Put this free speech zone in the middle of the commons, have a mediator, and those who do not want to listen can go some where else!
- 977 It is Liberal Arts School.
- 759 It is as long as there is an understanding that this specific area is a free speech zone, so that no one will have to get offended because of what someone may say.
- 1209 It is nice that they are available but they are not always used appropriately or in a productive way.
- 835 It probably would as it would give students the ability to speak freely and if someone didn't want to listen, they would not have to listen.
- 6 It seems unnecessary, especially at a smaller college. I understand [REDACTED] having such an environment, but a small school? The groups are usually too homogeneous.
- 651 It would depend, on the situation.
- 105 I've never been a part of it.
- 1153 I've never been around one, so I cannot say. Our campus has public places where people typically perform demonstrations, and it's nice to have that freedom.
- 497 I've never heard of a "free speech zone". Students and professors seem to communicate freely at my university, so I do not believe there is a need for such "zone".
- 801 I've never heard of them before, but I'd imagine that they would be a good thing. People could go discuss whatever they wanted to and people could debate or just listen.
- 981 I've never heard of this but it sounds like a good idea except that maybe some people could get out of hand if they argued with someone in the zone that very strongly disagreed with them.
- 109 I've never used one. I feel that some people may abuse this, to spread views that are more harmful than helpful in others' personal growth.
- 667 Kind of.
- 118 Many people seem to offer their opinions regardless of a "free speech zone." Perhaps it would be helpful but it does not seem necessary.
- 937 Maybe.
- 691 Maybe, depends on topic.
- 1085 Maybe, if someone uses the free speech zone to tear down someone or insult someone's beliefs then a free speech zone could be harmful, on the other hand if this free speech zone is used to present new ideas or to promote something it could be useful.
- 472 Maybe, if this space is reserved for current students of the university.
- 1018 Maybe.
- 685 Maybe. It would be a problem getting students interested. It's more of who's going to listen to you when you're freely talking about random issues most people don't care about. I wouldn't do it.
- 35 Maybe... I have no opinion on the matter.
- 129 Moderately. At a technically oriented institute, and as a technical major, I don't see as much importance in such an area as I imagine a humanities major might. I respect free speech and think that colleges and universities should support it. I can't see myself frequenting such a place though.

- 859 Most of the time. Unless it is that group of religious protestors who hold up hateful signs and tell everyone they are going to hell. I think that should not be allowed because it incites anger and possible violence. It upsets people and does nothing but allow these Bible bangers to shove religion down the throats of people who didn't ask for it. If they wanted to hear what they had to say, they'd seek them out at their churches, etc. I choose not to listen, and I know that is also my freedom, but I wish they weren't allowed on a college campus. Separation of religion and school, right?
- 480 Mostly they seemed to be used for people that come up and do religious rants, i.e. "You are all going to hell." I don't think that is very useful, but that is all that I know it is used for.
- 301 N/a
- 1125 n/a
- 469 N/A - I am a night student and do not experience much of the usual 'campus life'
- 48 no
- 61 no
- 84 NO
- 86 no
- 99 No
- 150 no
- 173 No
- 211 No
- 241 No
- 256 no
- 308 No
- 342 no
- 387 no
- 391 No
- 442 No
- 551 no
- 680 no
- 734 no
- 740 no
- 855 No
- 927 no
- 1005 No
- 1010 no
- 1039 No
- 1048 no
- 1103 no
- 1184 no
- 686 No - Unless I've been wildly misguided by my political science classes, I'm pretty sure that the first amendment applies to everywhere within reason.
- 369 No because all of America should be a free speech zone, not one to be confined within a signed up slot.
- 455 No because people have different views and arguments can get heated and cause all sorts of problems!!!
- 560 No experience with this but I have nothing to share that I feel I need a forum or designated space to communicate. I would feel that this would invite fanatical or useless views that I would probably not be interested in sitting in on. There are opportunities in the school newspaper or possibly on the school radio station that would give well founded ideas a place to be shared. Also in classes where opinion is important (political science, business, communication, to name a few) there have always been opportunities to share a point of view and enter into discussion

- about it a class setting. The designation of a free speech zone seems as useless as much of the information that would be shared would be.
- 597 No. I think that free speech zones can be dangerous opportunities. I think that it is good to be able to say what you please but not at the chance of hurting or offending others in a classroom or on campus unless the matter of subject was known about and presented before the speech.
- 705 No. I don't want to hear terrorists and hippies complaining about nonsense.
- 1009 No not for me personally.
- 654 No not really. People will believe what they want to believe no matter how hard someone kicks and screams about a topic.
- 293 No opinion
- 668 No opinion
- 397 No opinion.
- 831 No Opinion.
- 824 No opinion...we don't have one.
- 1038 No!!!
- 932 No, because that would lead to group forming. By group forming I mean that there will be people, who will take sides. For example, if we implement a free speech zone, one group would be happy and other would not so happy with it. I believe that students should have a common goal at the school to accomplish the goal at hand and that is to enhance each and every student's knowledge and help them develop critical skills needed in the real world. Having a free speech zone would create different groups with different goal, which is not helpful.
- 353 No, because the only people who listen completely disagree with the speaker so it turns into an inappropriate comedy event for them (usually atheists who hate Christianity).
- 646 No, because they aren't really free. I have personally had experiences in past schools where words I had spoken in a supposedly free speech zone had been used against myself and my family.
- 108 No, because those just outside of the zone will disrespect you. Everyone is scared of using the zones because of the ridicule they may face.
- 3 No, I believe the whole campus environment should focus on free speech...that is what I believe higher education should be all about
- 615 No, I do not think they do.
- 635 No, I think people will talk wherever they would like to.
- 868 No, I think we as a society should not be so offended when other people express their views no matter where that may be.
- 979 No, it is illogical that we should have only such and such zone where you must sign up well ahead in advance to speak your mind. Free speech zones should be non-existent on a map; that is they should reside everywhere on campus and not be specified to a certain place or places. The idea is a good one, but why limit the regions? What is wrong with making the entirety of a college campus a free speech zone? After all, we do live in America, home of the free.
- 146 No, it's a bunch of loud mouth people who want to force you to listen to their opinions, they feel their opinion is the best opinion and the only opinion. Basically it's annoying and usually the people who talk a lot are the ones who are no nothing!
- 70 No, it's just an avenue for the big mouths.
- 285 No, it's stupid. People can talk to whoever they want whenever they want. Today someone came up to me and started talking to me randomly. I listened and talked back. Then they listened and talked back. That kind of thing happens. Either people will listen to you or they won't. The idea of a "Free Speech Zone" is stupid. I only answered yes to the preceding question because I believe on my campus everywhere is a free speech zone. I mean are you serious? I hope this isn't what the survey is centered around. I thought it would be more free speech in the classroom. If you are taking this survey to find out the legitimacy and practicality of a "free speech zone" on

- campus, guess what? YOU'RE DUMB! You really need to reconsider your place in life, because what you're doing now is entirely useless.
- 258 No, mainly because the only time it is used is by wrath-based Christian evangelists who strive to tell people they are going to hell. I have not seen the free speech zone used otherwise but by annoying speakers who try to press their strong beliefs on others not willing to accept or debate other views.
- 717 No, most people have others that they can and do talk to.
- 177 No, not really.
- 548 No, not really.
- 365 No, not really. I highly doubt anyone is going to change their mind about anything being said from the top of a soap box. I would imagine most of the topics brought up in the "free speech zone" are on religion or politics anyway. The two things that very few people are open minded enough to listen to a differing opinion. Most people talking in a "free speech zone" are only going to be "preaching to the choir" as the saying goes.
- 1181 No, not really. if someone has something very important to say, I think they will speak anywhere they want to just to get their point across
- 914 No, protests do not persuade people. I've never even considered the idea of a free speech zone. I see no problem in someone expressing their views anywhere they please.
- 1170 No, That goes against "FREE SPEECH". Why should we confine to a zone. I understand teachers pushing their political or religious views is not OK in a classroom. As students we should be encouraged to question all ideas and concepts before we adapt them as our own. We should also do our own research too. People are free to think and have an opinion on anything. Humans were given the power of choice.
- 41 No, the whole school should be a free speech zone.
- 1004 No, they are a waste of space, if you want to talk go somewhere else.
- 452 no, we should be able to talk about whatever we want, wherever we are.
- 732 No, you should have the freedom of speech anywhere. There is no need to designate a certain area for free speech.
- 59 No.
- 174 No.
- 183 No.
- 202 No.
- 282 No.
- 399 No.
- 765 No.
- 688 No. An individual should not have to find a designated spot to speak their views. As long as it is appropriate, a student should be able to voice their views right there. This is all a part of the communication process.
- 433 No. Free speech should be tolerated anywhere on the campus, but not necessarily in the classroom.
- 219 No. Having a specific zone for free speech implies that it is not allowed/accepted elsewhere.
- 1146 No. Free Speech is a constitutional right, irrespective of where you are. Putting physical boundaries around free speech limits free speech and encourages unconstitutional behavior.
- 280 No. Free speech zones give the impression that our first amendment rights do not exist elsewhere.
- 122 No. I do not think that students should create controversy.
- 611 NO. I think that you should be able to say what you feel where ever you want. Within guidelines that is such as no racism or bashing on someone for their beliefs.
- 1172 No. I think we live in a free country so why have a 'zone' labeled free speech just for that purpose. I have no problem with the concept, but I would prefer to call it something else. Maybe like talker's corner or something.

- 598 No. If many of the students had a place to really voice their opinions of the school, the school would view it as the students are protesting. I really don't think the professors at our school would listen to what we had to say.
- 453 No. In fact they serve to limit free speech. Speech that is limited to a certain marked zone is by definition NOT free speech. The State of Georgia is fortunate that there has not been a serious Constitutional challenge to the policy of having "free speech" zones on a campus.
- 806 No. Our entire campus is a free speech zone, so no where can you not say something. I don't think you should be able to restrict when and where you can say something, which is why I enjoy my campus here at [REDACTED].
- 324 No. Simple because according to law we have freedom of speech. Therefore, we should not have a designated area to express our thoughts we should be able to express them anywhere on campus as long as violence is avoided.
- 749 No. The presence of a free speech zone implies that the rest of the campus is not a free speech zone.
- 1198 No. They imply that our rights as American citizens have already been stripped away. Free speech does not belong in a zone. It is our reality every step we take on US soil.
- 194 No. They speak anywhere.
- 703 No. Who has the time but anti-gay religious whackos? Who by the way are incredibly distracting and offensive. Even the true Christians cannot stand them.
- 97 No. You can speak your mind whenever and wherever you want to, so what is the point of a free speech zone? My amendment rights guarantee that this whole country is a free speech zone.
- 514 No...not at [REDACTED]. There are too many people who don't encourage free speech.
- 223 No, so many crazy people giving free bibles, pretty funny.
- 448 Not all the time. When President Bush was down here, the free speech zone was well away from where he was, and while I see this as the university trying to keep order, the protestors should have been allowed closer.
- 74 NOT AT ALL!!!
- 355 Not for myself, as I do not feel the need to have people listen to me, but I guess it serves a purpose for people who want to hear themselves talk.
- 273 Not many people use it. There was a "preacher" that came. He was kind of crazy. I heard that he did the same sort of thing at other colleges as well, trying to get some kid to somehow hurt him, so he could sue.
- 1141 Not necessarily. I understand the need, I just think that the spot would be better served with a public fountain.
- 191 Not necessarily. It depends on the school's subject strength. (i.e. a school that majors in public speaking should probably see to it that the school has a free speech zone)
- 799 Not necessarily. Often people hold their beliefs so strongly that they do not want to listen to other opinions. Free speech zones could backfire.
- 1213 Not on campus. I see them as being an opportunity for fights, riots, or other displays of disagreement to break out. Considering the past on campus conflicts that have resulted in death and injury in our country, I would be fearful to attend a zone such as this. I would fear that someone would come armed and dangerous, or seek me out in private for making a comment or expressing a belief that they violently opposed. Please do not implement this type of zone on campus. Our professors provide an open forum within the classroom and are there to act as a facilitator, should things begin to lean in the wrong direction. I believe that in addition, there are other forums more safe, within a controlled environment, for thoughts, feelings and beliefs to be publicly displayed. The security typically at universities is not equipped, nor trained, to handle a violent situation. They serve as a presence and contribute more in the way of parking violations than in responding to domestic disputes. I would feel extremely uncomfortable with such zones on campus and would go far out of my way to stay away from them. Let's just keep the campus as a learning center and let the politics reside elsewhere. I would hate to see potentially

- unstable, stressed, depressed, students add to the aforementioned conditions by listening to others who may not exhibit consideration, thoughtfulness and common sense to make their points. This could result in a situation that could disable many students from attending school and learning (and possible lose their lives). While I am in 100% agreement with free speech; the university campus is not the appropriate location to implement a free speech "free for all" zone.
- 252 Not on my campus.
- 396 Not particularly because I believe that only political science majors would take advantage of the free speech zone. A free speech event would be more useful and popular. I would be more likely to attend an event based on freedom of speech than a zone that permitted me to say whatever I wanted. Besides, the free speech zone may take an ignorant turn if rude and immature people use it to voice "certain words" that they don't have the courage to say normally or in front of those people in which it is referring to.
- 274 Not really
- 459 Not really
- 479 Not really
- 553 Not really
- 632 Not really
- 802 Not really
- 971 Not really
- 115 Not really at [REDACTED].
- 1033 Not really because if someone really wants to voice their opinion they can do it anywhere and to anyone who wants to hear it.
- 323 Not really because in order to use the free speech zone you must reserve a space which means that its not really free speech.
- 81 Not really, all places should be free speech zones (as long as it doesn't bother anyone of course). Freedom of speech is one of rights we have as citizens of US. Sure, you need to take in the consideration that some people don't really want to hear what you have to say, especially if they are doing something (studying, playing games, reading, eating) but no one should be made to only make speeches in certain areas.
- 65 Not really, especially if the entire campus is free speech and no one utilizes the space
- 5 Not really, there is a thing called freedom of speech, a person shouldn't be limited to one area where they can talk about anything.
- 978 Not really, there should be free speech wherever you are. A person should be able to voice opinions or thoughts in a appropriate manner anywhere, and not just in a certain location or room.
- 676 Not really.
- 964 Not really.
- 989 Not really.
- 178 Not really. I think this would make students argue and possibly cause confrontation. Especially in today's world. Everyone knows that you really don't have "freedom of speech". This is only true if the head honchos agree with your points of view.
- 92 Not really. I have lived in the town that my college is in all my life. I have only seen this free speech area used a couple of times. Most people voice their opinion wherever they are at that time
- 19 Not really. No one here uses it.
- 833 Not really. People that want to hear what you have to say will stop and listen.
- 946 Not really. People who shout in public annoy the hell out of me.
- 197 Not really. Providing free speech zones just make students feel that they have no right to speak freely outside the zones. And people rarely stay at the free speech zones, especially during the winter because the zones are located outdoors.

- 44 Not really. The only person I can think of that uses it is the crazy minister who tells everyone they're going to hell.
- 206 Not really... Isn't America itself a free speech zone? School should not be the place to incite riot and outrage. It should be a place where people come together with the understanding that there are other perspectives and a desire to understand them. By designating a free speech zone it seems likely it will be primarily used by extremists of every belief to dole out inflammatory hate speech.
- 167 Not sure
- 478 Not sure
- 905 Not sure
- 378 Not sure exactly. I suppose it would only be beneficial if there were people to use it. I don't think I would and could not tell how many people would.
- 143 Not sure since we do not currently have one.
- 36 Not sure, I would have to see how it works on other campuses. In theory, it sounds good but not sure it would be utilized at our university
- 778 Not sure, sometimes.
- 1064 Not sure.
- 482 Not when students use it to yell at people and insult them by calling them names and telling them they are going to hell.
- 797 Often times, the people that use them, use them inappropriately - so, no.
- 25 On the [REDACTED] campus, it is not referred to as a "free speech zone", however, there is a student center where students can meet for leisure time.
- 130 Only in so much as the person has the research and study time in to make the statements he/she is making. In other words it only works when the words mean something besides just an unplanned and ill thought out argument for the sake of arguing.
- 1119 Only when it is done appropriately.
- 161 People get to say what they want and discuss ideas. It's good for them.
- 730 Perhaps, but there does not need to be a designated place for such discussion. Shouldn't students be allowed to discuss anything they want anywhere they want? (providing it is not disturbing others - such as in the library.)
- 141 Perhaps.
- 813 Personally, I do not take advantage of such zones, but those who feel compelled to do so should have the right to say what they feel the need to say. I do think that these serve a useful purpose even though I may not make use of them.
- 49 Personally, I think we should be able to speak freely no matter where we are as long as we do it with tact.
- 808 Possibly. I think that some people use it in a poor way. For example, we have had religious fanatics use it, and it was very offensive.
- 185 Possibly. I do not know much about it and our campus is not very diverse.
- 475 Probably
- 1079 Probably
- 722 Right now I am interested in graduating as soon as possible. As an older non-traditional student, having a specific place to go to be able to express my ideas is unimportant now.
- 739 Should be no need for on ... students should be comfortable everywhere on campus.
- 422 Shouldn't most of campus be a free speech zone? It's sad that we have to actually designate one. This speaks to the lack of tolerance even in higher education.
- 299 Shouldn't the campus be a free speech zone in general? There doesn't seem to need to be a designated area.
- 1043 Some times they can other times no.
- 95 Sometimes
- 461 Sometimes

- 841 Sometimes
- 1145 Sometimes
- 1189 Sometimes
- 1133 Sometimes I do but people tend to use freedom of speech to offend others. So the useful purpose depends on the purpose they using it.
- 1012 Sometimes that can really create a problem. But, overall, I think that free speech zone could be tried out to see how it goes.
- 664 Sometimes.
- 1138 Sometimes. It depends on the subject. I think that religious "speeches" are a bit extreme. Not because it is religion, because all of the people I have seen speak have been too forceful and are no open minded enough. They want everyone to believe what they think and that is it and I don't agree with that. I think it is useful when just talking about. For example, going out there and saying something along the lines of "we believe in god and want you to come see what we are about" is fine but not "you're going to hell if you don't believe in god!".
- 1050 Sometimes. It truly depends on the maturity levels of the students.
- 943 Sometimes. We have had controversial speakers who do a lot of instigating and riling up the students which is unnecessary.
- 93 Somewhat
- 1212 Student center, outside.
- 148 Sure
- 304 Sure
- 305 Sure
- 352 Sure
- 533 Sure
- 644 Sure
- 650 Sure
- 909 Sure
- 940 Sure
- 1052 Sure
- 1193 Sure so long as they are respectful of others around them.
- 296 Sure they are useful, but free speech should be common place, not just a protected area.
- 62 Sure they do, I may not always like what certain people have to say, however it's good for the development of peoples mind.
- 853 Sure, free speech zones are a great idea as long as they do discriminate among who is allowed to use them. In our free speech zones, you only have free speech if you register/ have permission for your display/ speech/ protest, etc. By having to "jump the hurdles" free speech is not being granted. Free speech is not regulated. Therefore, I feel that on our campus, free speech zones don't technically exist. To prove my point, excessively large and offensive anti-abortion billboards of aborted babies were allowed in our free speech zones, but members of a certain fraternity displaying pornographic images to a few random passersby was not. The abortion posters were so large they could be seen from all over campus therefore not contained only in the free speech zone. The porn images were small (held by those involved) and contained within the free speech zone. Both sets of images were extremely offensive and to be quite frank I'd rather be forced to see naked images than ripped apart children. It's much less traumatic. Since the abortion photos were registered and the porn was not, the former was considered free speech while the latter was sanctioned. Free speech does not exist on this campus if it is at the discretion of others.
- 805 Sure, they serve as a place where people can go to hear about new things and ideas. However, the right to speak about your views, opinions, or beliefs should not be confined to that area.
- 1030 Sure, why not. Forums for opportunity to expand the mind is great.
- 652 Sure.

753 Sure.

1160 Sure. But sometimes people are obnoxious with the privilege.

606 Sure. My campus may have one that I am not aware of. I am a non-traditional commuter, so I'm not as aware as I could be.

1016 Sure. This country is founded on free speech. Every one has a right, regardless of the stupidity they decide to declare. It just baffles me that there has to be a zone.

247 Sure. I don't care. My thoughts have always been, if you don't want to hear it, then don't listen. People can say whatever they want and not offend me. I hate people that get mad at what others say.

817 Sure. If people utilize it.

234 Sure. If we have one, I just do not know where it is.

267 Sure. it gives students the opportunity to express their opinions. i do believe that the information they present should be limited. For example, earlier this year a group came in protesting abortion. I believe this group went a little too far due to their graphic images. If they wanted to display these images they should have done so to where it did not force their beliefs on anyone, but they placed these billboards in a place where most students must pass to go to class. I did not agree with their methods and believe that protests like this should not be allowed.

862 Sure. I've never had to use a "free speech zone", but I guess that would be like talking with a councilor or within an organization or something like that.

1183 Sure. Universities that do not provide a free speech zone are really doing a disservice to their students and education as whole.

60 Sure. Why not?

970 That is hard to say. You see these people trying to be a sort of modern day Socrates. I dont know. For the most part I would like to not be bothered. My inquiries are for me to make, not for someone else to make for me.

131 The free speech zone at [REDACTED] is used primarily by homophobic, fringe Christian groups that basically obnoxiously shout at students in order to get them to shout back. It serves no civil purpose, since the students generally talk about ideas in different settings.

1114 The idea is sound enough, but when actually put into practice, I'm not so sure. The only people that seem to use it are spreading religious (i.e. Christian) messages. Mostly it doesn't bother me, but there's one man who shows up maybe twice a year and I believe his only purpose is to stir up anger and excitement among the student body. A free speech zone should be a public forum where people can share and debate their ideas and maybe come to an understanding. That's not possible when dealing with religious radicals as they don't go by reason. I'd argue that no religion has reason at its base, but most of them tend to keep it to themselves. I think the worst thing anyone can give men like that is a crowd. He should still be allowed to say whatever it is he wants to say, but people should have the good sense not to engage him.

232 the last question should have had a I don't know answer.... NO! this is the USA, everywhere should be a free speech zone. I don't even know what a free speech zone is but it sounds like a annoying place to listen to a bunch of whining people who don't actually try and do anything about what they talk about.

967 The people have the right to make a speech on a topic that bothers them or if they want a topic to be heard, so yes the free speech zone serves a useful purpose; however, I have not visited the free speech zone myself.

119 The spot on our campus is primarily used by evangelicals to yell at students passing by about their sins. However, in principle, I think that the zone is a good idea. It's only a shame that no one uses it for anything productive.

89 The zones are abused at times from groups outside of the university and the majority of those using the zones have the same beliefs.

- 7 There is a tree out in front of the Student Center that is a free speech zone. Most of the time a religious zealot uses it.I think that it is more important for a student to feel they may vocalize their opinions and ideas freely in class as opposed to a designated zone on campus.
- 1139 These areas do give people that feel like they have something to say an area to speak out in. I feel that sometimes people will just walk by people randomly chanting ideas, but if they have a good presentation they will draw attention to themselves. I'm sure that they are able to influence people that might not have a position on an idea, but those that already have an opinion normally just walk on by.
- 439 They are a disgraceful affront to the constitution of the United States.
- 195 They are a waste of space. In this country we are afforded the right to free speech and no one can restrict such a right to a specific zone. The very nature of this restriction negates a portion of that freedom. If a person wants to stand on a milk crate in the middle of the campus green or the dining hall they do and should have the right. Along with the right of free speech comes the right to ignore the speaker. There is no law requiring me to stand and listen to what they have to say. I also have the right and responsibility to respectfully disagree and debate this person as my conscience dictates.
- 1042 They are except when they go to people who just stand and insult everyone's religious and personal beliefs.
- 430 They can, but they often get derailed by disorderly people.
- 46 They do allow anyone to speak their mind, but people should not be allowed to make detrimental statements toward people. This has happened at [REDACTED], with traveling preachers who believe that people who do certain things are inferior.
- 988 They might be to a certain extent. Those zones could help students develop new ideas and could help to develop their communication and persuasion skills, but those zones should be under control.
- 550 They provide the university community an area of acceptable difference of opinion. However, these zones have been taken advantage of in years past.
- 755 They serve the purpose of letting every lunatic have an audience. Little to no good is actually accomplished. Raging preachers telling everyone they're going to hell (for a variety of reasons, such as going to [[REDACTED]], or being in a fraternity/sorority) and gigantic pictures of aborted fetuses may shock people, but do little to change opinions.
- 269 They would if they were more widely known and were not hidden away behind big buildings.
- 621 To a degree. There have been instances where the speakers have been verbally abusive to those in the crowd that disagreed with their viewpoint. In my opinion, that is unacceptable, and those individuals should be banned from that privilege.
- 421 To an extent
- 318 To an extent - the problem lies with people who do not agree with the speaker and do not allow them to speak or harass/heckle them while they are speaking.
- 45 To an extent, yes
- 1116 To be able to speak out your view points in the open.
- 647 To some degree I suppose.
- 1031 Unfortunately, I'm not able to answer this question because I don't know of any issues at school or have I seen a problem.
- 102 USA should be free speech zone.
- 388 Useful to whom? I wouldn't say their useful. They provide an area for the free spirits, green people, and any anti (insert word such as war or cigarette) activists to let everyone know how they feel. I guess you could call that useful for them if it allows them to feel as if they are making a difference.
- 255 Usually free speech zones are only utilized by strong religious missionaries (?), and their only goal seems to be to impose their beliefs upon you by making you feel like a sinner. So no, I don't think they are that useful, but I do think they are necessary to have.

911 Usually it is utilized by extremely religious, close minded people.
47 Very much so.
580 Very much so. My campus is a non-smoking campus but every time we smokers get together do complain and talk about the non-smoking rules in place, we are shut down by faculty. I think other topics as well would be served greatly by a free speech zone. That way those of us who go against the grain and refuse to conform with the rest of you sheep will have a place where we can openly talk about our differences without fear of reprisals or being placed on a silent black list.
766 REDACTED campus is a free speech zone.
192 We do not have them at my current institution. My previous university did have a free speech zone and it was useful. The speakers, whether controversial or not, always generated discussion across the student body.
474 We don't have one, so no comment.
1032 We haven't had many people use the zone. There was one girl 2 summers ago talking about the bible put that's about it on my campus.
484 We live in a free speech country and everyone should be able to speak what they believe whether anyone else shares those beliefs.
997 Well it just depends on what the person is freely speaking about. If it is something that the person knows will offend others, then no I don't think it serves a useful purpose. When I think of "speech zones" I think of people getting up on a podium yelling about religious beliefs, political opinions, and other issues that raise some type of controversies. I think that kind of stuff should be discussed with close friends, or in a group/club where everyone believes in the same thing or where someone can walk in if they want to acknowledge a new idea. To discuss these ideas where in public places where others are walking and sitting isn't my idea of a good day. That's just my opinion... There are times and places for those kind of things and I don't think school is an appropriate place. I don't go for "speech zones" I go for my education so that I can prosper in my upcoming future.
359 Well, if you're going to make your statement with poster boards and such, then these zones are more appropriate for those motives.
838 What does this even mean? Why would a campus need a designated spot for free speech? I don't think it would serve any purpose. A student can share their ideas anywhere with anyone willing to listen. We may point out your stupidity though, be careful.
366 When used properly. i think people should be approved to speak there... for the safety of the students
573 When used, yes.
1152 While it might not affect me directly, I feel a free speech zone can serve a useful purpose in that it gives persons a place where they can express their views in an environment that is more accepting of differing views. I also feel that people having the opportunity to express their views in this type of setting will possibly limit the encounters in the classroom where students feel they must defend their beliefs to either the instructor or classmates.
1100 Yea I think it is a great idea for students to have a place to go.
896 Yeah.
549 Yeah, but some of the people that speak there have been known to harass students which I do not appreciate.
775 Yeah, except it costs money to speak at the [REDACTED] which is pretty much the student forum. I think it is ridiculous that we have to pay money to hold up a sign in the [REDACTED] plaza.
331 Yeah, it reminds me of London's Speaker's Corner. This campus is not very diverse. We've got so much [REDACTED] here, well, you'd just better not be too... you know. I would like more diversity, more interesting speakers, more things to get students involved in speaking what's on there mind instead of silly sorority bake sales. A free speech zone would in theory allow an

interesting place to speak your mind and debate topics. However, I really doubt up here that people would let what you say there stay there. I mean, I live in the Bible Belt and attend a [REDACTED]... free speech zone? Sure.

- 357 Yeah. I think that would be an awesome thing to do, as long as it were monitored.
- 1168 Yep
- 12 Yes
- 54 Yes
- 55 Yes
- 72 Yes
- 73 Yes
- 75 Yes
- 85 Yes
- 100 Yes
- 101 YES
- 104 Yes
- 106 Yes
- 116 Yes
- 121 Yes
- 124 Yes
- 127 Yes
- 128 Yes
- 142 Yes
- 159 yes
- 175 Yes
- 179 Yes
- 181 Yes
- 208 Yes
- 209 yes
- 218 Yes
- 233 Yes
- 278 Yes
- 328 Yes
- 329 Yes
- 362 Yes
- 371 Yes
- 407 Yes
- 415 Yes
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954 Yes
966 Yes
975 Yes
1017 Yes
1019 Yes
1027 Yes
1045 YES
1046 Yes
1058 Yes
1059 Yes
1069 Yes
1080 Yes
1090 Yes
1092 Yes
1096 Yes
1107 Yes
1117 Yes
1118 Yes
1124 Yes
1143 Yes

- 1164 Yes
- 1180 Yes
- 1186 Yes
- 1196 Yes
- 1211 Yes
- 1215 YES
- 1221 Yes
- 659 Yes however, free speech starts with the ears and not the mouth. People will talk about anything these days but are quick to disenfranchise others when it comes to hot button topics. I think this is because schools encourage a standard that must be conformed to in order to be successful. Any deviation from this accepted norm and you lose all credibility so no one listens to you. We need to be taught how to listen to what people say before we can ever learn to truly speak freely and communicate.
- 1109 Yes - it would be fun to have a place on campus to just go and listen to ideas - I had a great time visiting the University of Florida for that reason.
- 942 Yes and no
- 628 Yes and no because we had a forum a few weeks ago and i doubt they really listen to the students.
- 1132 Yes and no yes because when you're in that zone no one can say anything about what is being said and you're free to speak your mind. Then no because most students life is to hectic to stop to do it and even though you might not be held for what you say in the zone, when you get out if you pissed anyone off it might get bad.
- 561 Yes and no, there are many negatives and positives to this. This might attract conflict but at the same time there is a chance that new ideas might evolve and knowledge can be shared.
- 57 Yes and no. The only people I've ever seen use the free speech zone is traveling preachers who are never appreciated on campus other than to add comic relief. If more people knew about it and used it for its purposes it would be a very useful and informative area.
- 33 Yes and no. I have seen a speaker come onto campus and all he did was cause a riot and upset the students.
- 877 Yes and no. Yes because it allows anyone to express their viewpoints without fear of being attacked. And no because although it is free speech, some on favorable viewpoints could come to campus and anger students.
- 1197 Yes as long as everyone listening is mature enough to handle what the speaker is saying even if they don't agree with it.
- 1047 Yes as long as it is not being forced upon you and does not disrupt the campus. On my campus there is a religious zealous group that comes several times in a semester. All they do is yell at passing by students. Instead of exchanging ideas, the students come together to try to get rid of them. Other times, student organizations open a talk that allows people to exchange ideas. This is a great way for people to try to understand one other.
- 616 Yes because if there is an issue that students feel strongly about and feel that others should be aware, then they should be able to have that opportunity to do so.
- 555 Yes because if the institution cannot adhere to their own students needs, then who will.
- 507 Yes because if you don't want to listen to a group of people you can avoid them. However, I think they all should be respectful of other students and we have several "traveling preachers" who just yell and rant and say we are all going to hell just because you may be dresses inappropriately or because of trivial issues. They do this without getting to know the people and they just yell as they walk by.
- 591 Yes because if you have a problem like I did. I could have someone to talk to about the situation.
- 929 Yes because in government we want to debate but like I said earlier there is so much diversity we try and steer clear. After class however my friend who's also in there and I will debate for hours.
- 64 Yes because it allows other students and staff to have an opportunity to have an open mind.

- 291 Yes because it gives individual to express themselves to their peers
- 1008 Yes because it gives people the freedom of speech and if someone don't want to listen, then that is their choice.
- 246 Yes because people can become aware of the different ideas that are out there. Sometimes different ideas can change your views on previous ideas, debunk old ideas, or reaffirm new ideas.
- 1203 Yes because people can take others opinions and learn from them or put in their own piece.
- 563 Yes because people have the opportunity to say what they want to say or just have their voice to be heard in different situations. The only bad thing about it is that when the topic is important, people tend not to listen and to just walk right pass the person who is talking.
- 180 Yes because the more people hear about it the better!
- 40 Yes because the students can give their point of view on topics instead of just hearing the faculty and staffs point of view.
- 1105 Yes because the students have a right to be able to speak their minds.
- 341 Yes because there are issues and concerns that students need and want to address that the college may not feel comfortable endorsing.
- 417 Yes but I don't really know that much about that.
- 501 Yes but only if people feel truly free to utilize them without fear of future recrimination.
- 1155 Yes but there is a way to say anything and some people that use the free speech zone go about saying things the WRONG way.
- 671 Yes but when it comes to young College Students, it is hard to keep them out because they will
- 709 Yes depending on who's speaking and how important what they're saying is important to me.
- 767 Yes even though I have never used them.
- 346 Yes I do
- 447 Yes I do
- 884 Yes I do because everyone has the freedom of speech
- 1023 Yes I do because it gives students the opportunity and encourages them to express themselves freely.
- 182 Yes I do believe that they serve a useful purpose, although I feel like every part of the campus should be a "free speech zone" in which a student should feel comfortable to say whatever he or she feels they need to say at any point in time.
- 1171 Yes I do it offers a space that students can voice their opinions without fear of being censored
- 944 Yes I do!
- 22 Yes I do, it allows everyone to get things off their chest while finding people with the same views.
- 222 Yes I do.
- 910 Yes I do.
- 334 Yes I do. I think that people should be able to express their opinions without fear of being criticized or punished (through grades).
- 405 Yes I do. People need to voice their opinions and have healthy criticism follow.
- 669 YES I THINK IT GIVES YOU AN OPPORTUNITY TO SPEAK AND BE HEARD AND TO ALSO LISTEN AND LEARN NEW THINGS
- 557 Yes- I think it is a more organized form of expressing free speech without interfering with campus life.
- 327 Yes I think it serves a purpose because it gives people a chance to speak who want to speak.
- 523 Yes if they are monitored and respected.
- 187 Yes if you feel strongly about something and want to tell people what you feel and why you feel that way. I personally would not use or go to a free speech zone, because it is not something I am interested in or find useful to me.
- 923 Yes in some cases. I think that for organizations to promote themselves, this is a great area. When evangelists who are crazy come, they are not as useful.

- 221 Yes it does.
- 398 Yes it does...for mostly any reason...
- 605 Yes it gives people a chance to present their ideas without the use of force
- 714 Yes it gives everyone a chance to be heard. And opens your minds to new ideas
- 695 Yes it is good to get a different view sometimes.
- 414 Yes it serves a great deal of purpose
- 457 Yes so that people can express their own personalities and ideas without judgment.
- 1087 Yes they can cause students to become exposed to different ideas and opinions than those they were exposed to in high school or in college.
- 363 Yes they serve a useful purpose
- 297 Yes they would be great
- 424 Yes to an extent. Some students use it in inappropriate ways but it offers a place to exercise free speech.
- 1148 Yes to some extent
- 319 Yes very much so. In order for progress to take place we must always be open to free speech. There are ideas that must be heard for mankind to benefit in advancements.
- 465 Yes when they are in a location where people are, not like at our school where its at the furthest corner next to the physical plant and lake house where no students venture to.
- 585 Yes! Everyone needs to be able to speak without shame, even if it offends.
- 382 Yes! They encourage students to actively debate issues important to the times.
- 1061 Yes! we need one!!!
- 155 YES!!
- 513 YES!!!!!!!!!!
- 976 Yes, but I don't think there are enough free speech zones and they are ridiculously difficult to get approved.
- 883 Yes, free speech zones provide an opportunity for many different issues that have an impact on society as a whole to be discussed openly without fear of being judged as long as it is nonviolent, this is good especially for younger students or anyone for that matter who have one sided thinking, could be a part of critical thinking
- 698 Yes, it allows students to express all the views that concern them.
- 1006 Yes, a free speech zone would allow student to discuss different ideas, approaches, viewpoints as well as opinions of different perspectives to surface from other students of all ages. This would allow student to grow not only academically but culturally.
- 843 Yes, allows students to become independent and open minded towards other beliefs
- 386 Yes, although sometimes it is taken advantage of. There is a preacher who often stands in this place and yells at students-condemning them for their lifestyles. I think this is inappropriate.
- 607 Yes, although they can be avoided by pedestrians (therefore rendering the places useless) they often are not avoided and serve as promised places for ideas to be sent out.
- 1129 Yes, and come to think of it I do think my Campus has one, or even a couple... it just is "designated" so.
- 1190 Yes, because I believe it to be part of the rights we have as citizens, however some controversy can be created based on the content of the "free speech"
- 426 Yes, because if a student does not want to feel pressured by what the speaker has to say they can just avoid that particular area. It is also a safe place for the speakers to go and state their view without being put down or criticized.
- 761 Yes, because it allows speakers to get their message out to the public as well as informing the public.
- 633 Yes, because it allows the student to speak there mind and not be judged (too much) by the listeners.
- 684 Yes, because it gives a general location for people who are interested to see what their fellow classmates views are and can possibly open their minds to new ideas and thoughts.

- 850 Yes, because it is important that we are allowed to speak as we want. It is good to have access to a place where we can go and say how we feel.
- 1007 Yes, because it lets people say what they want to say without being criticized or treated badly. I think people have the right to say any thing they want and not be punished for speaking nonsense.
- 404 Yes, because it limits people who use them from disturbing people.
- 243 Yes, because it makes us exercise our rights to speak freely.
- 511 Yes, because people should be allowed to voice their opinions without interference.
- 1022 Yes, because some people just need to talk to other people.
- 1166 Yes, because students cannot be criticized for their opinions. They feel safe and comfortable enough to express their feelings.
- 260 Yes, because they allow students to express themselves without having a huge crowd to have to impress in order to get attention.
- 851 Yes, because they provide a place where people can speak their minds, but others can choose whether or not to listen.
- 1055 Yes, because you can say what you feel without been afraid.
- 535 Yes, but I also think they limit the impact of certain messages that are being presented.
- 638 Yes, but I don't feel that I would listen to them.
- 216 Yes, but I don't know that undergraduates would gravitate to it. I, as an older graduate student have less to lose by speaking my mind. I am not looking for approval from classmates or professors, but rather to learn more about my chosen field of study.
- 762 Yes, but I think that the entire campus is a free speech zone. I don't think I have ever heard of anyone being told that he or she can't express an opinion except for in the designated area.
- 431 Yes, but it is really, really small. Our campus has an eight by eight box. But, since it is government property, isn't the whole campus, technically, a free speech area?
- 996 Yes, but it seems like there is a lot of anger around those areas.
- 700 Yes, but occasionally the speakers can be very radical or conservative in their view point which can upset students.
- 1066 Yes, but the free speech zone at my school is hardly used.
- 212 Yes, but the people should not be limited to any particular area because that limits the audience that they can reach, and any limitations on the first amendment are unconstitutional.
- 863 Yes, but there have been some extreme religious groups that have preached their views and I thought it was disrespectful to people who opposed their views. I feel people should present their opinions in a civilized manner.
- 921 Yes, but they are not used for this purpose very often.
- 934 Yes, definitely
- 856 Yes, especially in college. It is a special, changing, and important time in a person's life and some times they need to express themselves to feel better, vent, and learn.
- 572 Yes, Especially on a college campus, everyone should have the opportunity to express their beliefs without feeling that there will be any repercussions to that particular activity.
- 225 Yes, every body likes to rant. I have taken the liberty of using this survey as a platform, and can only hope that since I have taken the time to complete it you will take the time to read it.
- 377 Yes, every campus should have one!
- 603 Yes, every opinion has its place.
- 875 Yes, Every student pretty much knows where the free zone is. We always have the religious guy (don't remember his name) come to our school and stand in this area and it creates a lot of buzz throughout the campus. So it is useful and well known.
- 1122 Yes, everyone has a right to speak out about how they feel.
- 974 Yes, for some people who want to express their opinions.

- 1182 Yes, having a free speech zone would definitely help students stay involved and active with things that go on throughout the university. It would be beneficial and rewarding to be able to speak freely on topics that concern the student body.
- 290 Yes, however, from personal experience, I have never really seen many students utilize the free speech zone.
- 20 Yes, I believe students should have a free speech zone to go to so that students can report any incidents.
- 712 Yes, I believe that if used these zones would be informative on different view points.
- 26 Yes, I believe that it gives the students a chance to voice their opinions and to gather those who have the same views to talk with and critique the viewpoints.
- 936 Yes, I believe they do, but at the same time, I don't understand why we must be confined to one area in order to take part in free speech.
- 758 Yes, I believe they serve as the heart of the campus and are vital to any real education.
- 956 Yes, I believe they would provide a much needed platform for new ideas to be presented to the student body.
- 217 Yes, I definitely think so, however I think it needs to be in appropriate placement and clearly marked so people don't walk by hearing things they don't want to hear.
- 658 Yes, I do because it allows one to communicate freely and get something off of their chest.
- 364 Yes, I do think it helps to get an idea about how colleagues feel about certain subjects and topics. Yesterday at lunch, I got into an interesting discussion with some other people at my table. We all agreed that we should find some way to ask other how they feel about this topic. We could definitely use a speech zone!
- 903 Yes, I do. As a citizen and student, you should be allowed the opportunity to voice your opinion as well as hear others without being harassed or criticized for doing so.
- 830 Yes, I do. Even if that free speech zone is used for a purpose that a large percentage of the student body disagrees with, the resulting response from the students prompts increased discussion and critical thinking-- practices I firmly believe are important to academic and personal upward movement.
- 1057 Yes, I do. I am a fairly new student with my institution so I am not aware of a free speech zone. I personally have not felt the need to find out about this, but I do feel it is very important for anyone to be able to express their views in a non-confrontational atmosphere.
- 528 Yes, I do. A lot of people got offended when this one outsider decided to use mean comments to convey his or her message.
- 735 Yes, I do. However, I think that the wrong people can/have taken advantage of this free speech zone.
- 254 Yes, I do. I think it helps people feel that they have an avenue in which they can voice their opinions.
- 1070 Yes, I do. It doesn't matter what the topic is, i think it's important for citizens to exercise their god-given rights. However, if they take it too far, then I would have a problem with it.
- 356 Yes, I feel that by having an area where one can toss out ideas helps foster an environment in which knowledge can grow.
- 520 Yes, I feel very important for schools to provide a free speech zones. Student need to feel comfortable to voice their point of view and allow us, as students to become expressive without punishment for school officials.
- 343 Yes, I have seen several organizations using this zone. Several of these groups do not even come from the campus so this zone is known about and used.
- 990 Yes, I think if someone just needs to vent or wants to propose an idea without being automatically shot down, this is very helpful. The counselors are where I'd imagine people could go for this.
- 592 Yes, I think it is very important that individuals have a forum to speak their thoughts and opinions.

- 316 Yes, I think it may encourage students to speak up, or, at least know they have somewhere to go if they have issue with something/one.
- 471 Yes, I think so because people have right to free speech.
- 582 Yes, I think that would be interesting.
- 1101 Yes, I think they would if we had one.
- 888 Yes, I thoroughly believe that it does, as long as the speech that is being made is not hateful in ANY manner whatsoever.
- 1208 Yes, I understand there is a purpose and necessity of having such designated free speech zones to insure that everyone is allowed to express their voice without fear. Universities should be a neutral place to have open dialogues, respectful interactions so that we can learn from one another and challenge ourselves to think critically. I know our campus is inviting to all and does allow different points of views to be expressed freely. The venue for such expressions I know is not limited to the designated free speech zone, if and when those views are expressed respectfully. What I have noticed in the past is that the individuals or groups that have to use that space are the ones that whose opinions are very extreme and their demeanor is hostile. For example, I remember a religious extremist group who was allowed on campus. They yelled at passing students, accusing them of being sinners, whores and how we all face eternal damnation. In this situation I do not believe it was useful not because of the content of the message but rather the manner in which they presented their views created an unsafe and hostile environment.
- 1205 Yes, if they are handled in a proper manner and not allowed to cause a disturbance to the learning environment. Students need to be exposed to new thoughts and ideas but not in a forceful manner.
- 21 yes, if they are utilized. I am not a traditional student so I can't really speak to this. I do however believe that [REDACTED] is trying to make changes for the better. I am 40 and here to continue my nursing education I have 3 more classes left. In the 2 years that I have been here, I feel that I have been challenged and I feel that I paid for a good education.
- 955 Yes, if they get used.
- 583 Yes, if used properly
- 1036 Yes, in that they allow students to voice their concerns regarding school policies or any other issue.
- 147 Yes, it allows for all sort of people to express what they feel is right.
- 133 Yes, it allows people with opinions to voice them, and allows other people to listen or dismiss them.
- 930 Yes, it allows some views that might not be heard usually to be spoken freely. New ideas are developed.
- 330 Yes, it allows you to feel not judged and able to just say what you want. An outlet. I heard my campus has one but it is not readily publicized.
- 692 Yes, it always individuals to speak freely about their beliefs and that is a large part of what this country was founded upon.
- 1185 Yes, it gives people a place to go to voice their opinion and not be scrutinized for doing so.
- 945 Yes, it gives others an opportunity to listen to your opinions.
- 569 Yes, it gives people an opportunity to speak their mind without anyone judging them
- 886 Yes, it gives people the chance to speak about things they think they can't say anywhere else.
- 171 Yes, it gives students an opportunity to express themselves, and feel as though they serve a purpose in the student body.
- 1156 Yes, it helps students acknowledge any groups or issues during that semester.
- 678 Yes, it helps people see different points of view.
- 56 Yes, it is an environment where people of similar views can come together and discuss their feelings on the topic.
- 1158 Yes, it is important that students feel that they could express themselves.

- 746 Yes, it keeps the loud speakers from interfering with quiet spaces. You have the choice to not go to that area if you want.
- 91 Yes, people can say what they feel, but other people don't have to listen if they don't choose to
- 326 Yes, people can share different points of view and ideas in a civilized manner.
- 176 Yes, People can listen if they choose to, but they can always walk away
- 394 Yes, so people can say what they feel needs to be, and to educate those unaware of certain issues.
- 1020 Yes, sometimes, but the individuals who speak can be a little out of line. For example we had one organization come up to the school, they were against abortions and had some very graphics photos. These graphics were photos of aborted fetus and babies at certain stages of birth. I was offended by those graphic photos and I personally do not have a problem with women or teens getting abortions. So I think there should be a line drawn on what can be shown in the free speech zones.
- 1001 Yes, sometimes. At [REDACTED] it is annoying when certain groups speak because of their forcefulness.
- 728 Yes, that is what I love about college because it allow you to find yourself and demonstrate independence.
- 437 Yes, the free speech zones confines all the crazy, idiotic people to one area.
- 694 Yes, these speech zones allow students to speak their mind and be themselves.
- 165 Yes, they allow an arena where growth can flourish through exchange of ideas that can be candidly expressed without fear of repercussion.
- 1015 Yes, they allow people the satisfaction of being heard, even if people are only casually listening. It's more about the speaker expressing him/herself rather than their message actually being conveyed.
- 721 Yes, they give the feeling of freedom and one does not have to give an account for the freedom expressed.
- 24 Yes, they provide ample space to express any idea that is not necessarily agreed with by the institution.
- 986 Yes, they provide opportunities for students or anyone to have their voices heard if they feel strongly on a topic.
- 540 Yes, this gives everyone the opportunity to express themselves and get their ideas out there. It is very important for students to be able to express themselves!!!
- 1218 Yes, this gives the student the opportunity to always be able to speak their opinions.
- 34 Yes, this place is the Student Union.
- 925 Yes, to avoid lawsuits. It normally used by angry preachers.
- 1041 Yes, to open different perspective on views
- 726 Yes, to see if others feel the same way or argue a different point
- 198 Yes, unfortunately, the free speech zone is not advertised well enough. Too few students know where to go to speak their peace without simply being told to move or stop.
- 880 Yes, very much so. We do not have one.
- 69 Yes, you can avoid the area if you don't want to be involved in the issue
- 857 Yes. I do if a student needs an area to vent, to protest, or to pass current event. It is that student right of free speech.
- 677 Yes, they allow a specific area for people to gather and discuss ideas without fear of persecution or punishment. However, I believe the entire campus should be a free speech zone.
- 29 Yes.
- 43 Yes.
- 123 Yes.
- 125 Yes.
- 203 Yes.
- 253 Yes.
- 458 Yes.

- 473 Yes.
- 518 Yes.
- 537 Yes.
- 578 Yes.
- 771 Yes.
- 772 Yes.
- 785 Yes.
- 869 Yes.
- 878 Yes.
- 895 Yes.
- 1000 Yes.
- 1089 Yes.
- 1098 Yes.
- 1111 Yes.
- 1161 Yes.
- 1192 Yes.
- 660 Yes. College students are in many ways learning how to think and how to deal appropriately and fairly with differing opinions, it seems important that they have a forum in which they need have no fear of retribution in response to their openly-voiced opinions and ideas.
- 38 Yes. Everybody deserves a voice, know matter what he/she may say.
- 1128 Yes. Everyone has a right to their own opinion and should be allowed to voice those opinions. That doesn't mean you have to agree with their opinions. The environment should also be a respectful atmosphere and conducted orderly. Maybe by opening such conversions, someone may hear a message that may positively impact their life and change their views on a topic. It also helps people understand why someone behaves a certain way, what their religion entails, or what they are passionate about. Communication is the key to respectfully get along as a society.
- 915 Yes. It allows people a designated space to say what they would like at anytime. This could be a problem if the topics discussed offend others.
- 1147 Yes. It allows us as students an outlet for our perspectives and concerns to be addressed.
- 310 Yes. It helps people to cope with stress and other factors that may bring about unsatisfactory feelings.
- 554 Yes. It is important that everyone has a place to express themselves.
- 502 Yes. People are not forced to listen to what an individual is saying. They are free to leave at any time. This isn't necessarily true in classes; you must stay because you are being tested on the material. It's just important to keep an open mind and not get overly offended at things a professor or student may say.
- 432 Yes. They allow all to present their beliefs and views without interference. There is no requirement to agree or even listen--only to acknowledge the right to voice your beliefs. This is America and without these venues, we will become more and more victims of the media hype. We should be free to listen or not and to form our own opinions without bullying or harassment. I may not always agree with what is being said, but I always agree everyone has the right to say whatever they want to say--as long as they are not forcing their beliefs on others.
- 1177 Yes. This zone can serve as an avenue for individuals to express their feeling and beliefs without being judged, harassed, or criticized. When used as a vehicle to educate and raise awareness, free speech zones can be very effective in promoting intellectual diversity.
- 381 Yes. Absolutely.
- 961 Yes. But I also believe that the campus community must be receptive for this to be successful. I also believe that students must be exposed to many different topics and ideas, not just in the classroom but through guest speakers, for the student body as a whole to become more receptive.
- 861 Yes. But only when they are free. We have "free" speech zones. But they are not free. We have to rent the space and if we play music it has to be censored. Come to think of it, no we do not have

- any free speech zones. Being at a public university, I find it outrageous that we have to pay to be heard, plus we must censor ourselves. Free speech zones should not have a price nor have limitations placed upon it.
- 821 Yes. But shouldn't the whole campus be a free speech zone? Anyone who doesn't want to listen avoids the free speech zone altogether.
- 985 Yes. Everyone is different with a different opinion and society should be more tolerable to different views.
- 556 Yes. Everyone is entitled to their own opinion. I believe that free speech zones serve to be useful in any environment. No matter how flawed some individuals' beliefs may be, it is a constitutional right that we as Americans should be able to express at any given time. The lack of this freedom could result chaos. Sometimes, certain things need to be changed and without this freedom, we would still be living in the dark ages. With free speech comes diversity, with diversity comes new ideas and with new ideas comes a better society.
- 899 Yes. [REDACTED] has great diversity and a useful free speech zone
- 1056 Yes. However, some people tend to take this free speech zone and turn it into a biased and judgmental area.
- 571 Yes. I am not sure if [REDACTED] has a "free speech zone", but I know that students do speak their opinion on campus. I think if there is an issue that needs to be addressed by the student population, we should have the right to discuss it with whoever wants to listen.
- 846 Yes. I believe that free speech is a vital part of the American system. People should always be allowed to express their beliefs, no matter how outrageous they may seem to others.
- 82 Yes. I enjoy hearing other opinions, and if I choose not to, I don't have to.
- 138 Yes. It gives students a chance to speak what they believe in a public place. I think that having these places available to people generates more conversation among the people who pass. People walking by might see the person speaking out and wonder what they are doing, what they are saying, and why it is important to them. They begin talking amongst themselves or maybe spread what they had seen and heard, thus, spreading the issues raised around campus. The other possibility would be that a one on one conversation would be generated between the person in the zone and the curious passer-by. Either way, the word is getting out there.
- 78 Yes. I love the rotunda... there are always people of different beliefs, if it is religion or dating there is always a table or two set up with free information. I like the idea of having a free speech zone.
- 467 Yes. I think it encourages productive debate.
- 1157 Yes. If people are bored enough I guess it could be entertaining.
- 1115 Yes. If someone is in serious need of help, there is someone there to help them out by listening to them and giving them advice to possibly help them not make a bad decision that they will regret one day.
- 872 Yes. I'm not positive if there is a specific "free speech zone" but I do see religious and political organizations with tables set up speaking to students. I believe there should not be "zones" and everybody should be able to speak their mind where ever they want.
- 163 Yes. It allows different groups to share their ideas.
- 166 Yes. It allows people to be able to say anything they want. We often have preachers out in our free speech zone and while I absolutely do not agree with them or support their views, I would die for their right to do so.
- 335 Yes. It gives people walking by the opportunity to hear what an organization or group of people are saying about whatever issue there is.
- 852 Yes. Many people use this area as a forum.
- 919 Yes. Most definitely.
- 1149 Yes. Not only do they give people the right to express themselves, it gives others a way to avoid groups that they don't want to hear.

- 796 Yes. Of course I don't agree with everything everyone is saying, and we are all reminded that those people are out there. No student can live in a bubble, and that is an important part of the real world.
- 893 Yes. People need a place to be able to speak their minds without being looked at funny or scrutinized.
- 953 Yes. Protecting Free Speech means protecting that which I do not believe in as well as protecting that which I do. Sometimes you have to protect something you completely disagree with in order to make sure all other areas of free speech remain open. These free speech zones give everyone a voice and that's important.
- 526 Yes. Since it is an area with a designated purpose, people will know where to go (or avoid) if they desire such interaction.
- 345 Yes. Students need a place and opportunity to express themselves free of criticism. It promotes and encourages good debate and involvement of students.
- 164 Yes. The concept is excellent. Unfortunately, ours is located out of the way so many people are not exposed to it. It is also rarely used for its designated purpose so much that signs had to be installed forbidding skateboarding there.
- 876 Yes. They announce what is going on and on what day. They let us know in this place at this time, an event is happening. There are three places on campus, two of which are concluded. I think this is useful because we do not feel disturbed by the speeches and opinions given on campus. We are aware and we do not have to pass by the area and feel uncomfortable.
- 1142 Yes. They give a student a voice to express an opinion they might not otherwise have got to express in public
- 566 Yes. They restrict people from being bothersome on campus. If students know exactly where people have the right to protest, they can go somewhere else if they wish not to be bothered. If there were no restrictions for protesters, there could be serious issues.
- 157 Yes. Very much so.
- 23 Yes.. it would serve as a place that faculty could listen.. and the administration that is very closed minded...
- 968 Yes... I think that they definitely do. They allow people to speak on an issue without actually having them interfere with classes.
- 186 Yes. It gives students a chance to speak to one another. A chance to educate another human being or be educated yourself for 10 to 20 min twice a week.
- 1126 Yes. Students can share their opinions amongst their fellow classmates.
- 737 Yes It's important that people have an opportunity to express their views, so long as they do not infringe on the ability of others to do the same.
- 873 Yes; in my university it serves as a central area and many students gather there daily for many reasons- from religious talks to bake sales or fundraisers
- 849 You need a "Don't Know" response on the Free speech zone. I have no idea if my school has one. Would it be useful? Probably not as most 19-23 year olds I have encountered don't understand what debate or having an opinion really means. Yes, it is possible to have different ideas/opinions and still respect each other and LEARN something about each along the way. Their parents haven't taught them how to TALK, instead they have taught them how use Xboxes, and the remote control. *oops said too much.

Q51 – What is your religious preferences? ('Other' Responses)

- 649 African Methodist Episcopal
- 144 Agnostic
- 227 Agnostic
- 244 Agnostic
- 276 Agnostic

284 Agnostic
 285 Agnostic
 341 Agnostic
 354 Agnostic
 360 Agnostic
 445 Agnostic
 457 Agnostic
 650 Agnostic
 663 Agnostic
 845 Agnostic
 855 Agnostic
 1042 Agnostic
 1179 Agnostic
 1201 Agnostic
 1205 Agnostic
 448 Agnostic PolyDeist
 967 Agnostic. Tolerant to all religions
 858 Anglican
 24 Atheist
 141 Atheist
 162 Atheist
 562 Atheist
 631 Atheist
 724 Atheist
 760 Atheist
 764 Atheist
 955 Atheist
 81 Atheist. If I really needed to be in a religious cult, I'd pick Pastafarian.
 129 Atheistic
 976 Athiest
 1194 Awareness
 143 Baptist
 491 Baptist
 618 Baptist
 655 Baptist
 423 Bahai I believe in the monotheistic books-Judaism, Christianity, and Islam
 691 Baptist
 20 Baptist
 25 Baptist
 29 Baptist
 47 Baptist
 72 Baptist
 84 Baptist
 93 Baptist
 94 Baptist
 155 Baptist
 178 Baptist
 188 Baptist
 243 Baptist
 323 Baptist
 437 Baptist

449 Baptist
465 Baptist
489 Baptist
540 Baptist
544 Baptist
596 Baptist
598 Baptist
605 Baptist
609 Baptist
612 Baptist
623 Baptist
627 Baptist
657 Baptist
669 BAPTIST
670 Baptist
688 Baptist
702 Baptist
788 Baptist
804 BAPTIST
811 Baptist
870 Baptist
893 Baptist
940 Baptist
945 Baptist
952 Baptist
957 Baptist
958 Baptist
990 Baptist
991 Baptist
997 Baptist
1035 Baptist
1050 Baptist
1077 Baptist
1088 Baptist
1100 Baptist
1105 Baptist
1116 Baptist
1117 Baptist
1144 Baptist
1166 Baptist
1182 Baptist
1184 Baptist
1211 Baptist
1218 Baptist
709 Baptist Christian
49 Baptist/Christian
1191 Baptist
223 Became a minister online and created the church of me
115 Believes in a God
43 Buddhist
146 Buddhist

174 Buddhist
464 Buddhist
647 Buddhist
710 Buddhist
761 Buddhist
817 Buddhist
1067 Buddhist
1070 Buddhist
90 Catholic/ Episcopalian
850 Child of God, Believes that Jesus is my Savior
1104 Christian
34 Christianity
73 Christian
113 Christian
114 Christian
135 Christian
138 Christian
160 Christian
186 Christian
194 Christian
204 Christian
210 Christian
234 Christian
273 Christian
291 Christian
308 Christian
327 Christian
339 Christian
344 Christian
346 Christian
362 Christian
373 CHRISTIAN
387 Christian
447 Christian
455 Christian
490 Christian
505 Christian
511 Christian
516 Christian
520 Christian
567 Christian
593 Christian
617 Christian
633 Christian
636 Christian
640 Christian
729 Christian
733 Christian
735 Christian
782 Christian
852 Christian

866 Christian
 883 Christian
 903 Christian
 943 Christian
 984 Christian
 989 Christian
 1002 Christian
 1003 Christian
 1012 Christian
 1025 Christian
 1026 Christian
 1061 Christian
 1075 Christian
 1108 Christian
 1121 Christian
 1122 Christian
 1123 Christian
 1156 Christian
 1165 Christian
 1202 Christian
 1213 Christian
 797 Christian - denominations are pointless.
 563 Christian - Methodist
 260 Christian (Non Dominational)
 953 Christian (Non-Denominational)
 451 Christian (Pentecostal)
 712 Christian (southern baptist)
 597 Christian Baptist
 1073 Christian Baptist
 1160 Christian- baptist
 91 Christian- Epsicopalian
 434 Christian- non denominational
 191 Christian non-denomination
 759 Christian Non-Denominational
 332 Christian- non-denominational
 324 Christian(Baptist)
 1185 Christian/ non- denomination
 1159 Christian/Babtist
 395 Christian/Wiccan
 96 Christian-Baptist
 616 Christian-Baptist
 810 Christian-baptist
 539 Christianity
 721 Christianity COGIC
 1154 Christian-non denominational
 673 Christian-Pentecostal
 695 Christian
 723 Christian
 207 Church of Jesus Christ of Latter-Day Saints
 512 Church of Jesus Christ of Latter-day Saints (Mormon)
 275 Confucian

356 Cradle Catholic raised to never accept without question
 537 Deism
 131 Deist
 376 Diest
 915 Disciple of Christ
 652 Disciple of Jesus Christ.
 974 Eastern Orthodox
 713 Eckist
 607 Episcopal
 1030 Episcopalian
 1087 Holiness
 1163 Holiness
 52 Human
 624 I am a Christian who believes the BIBLE
 215 I am a proud Southern Baptist Christian
 246 i believe in everything!
 1138 I believe there is atleast some truth to all religions.
 798 I don't believe in established religions. I think someone can find God in themse
 44 I don't believe in organized religion, and I don't believe in the Christian God.
 310 I hold both Christian and Catholic views
 747 I like all religions
 867 I love Jesus. He is not a denomination.
 158 I was raised Protestant but as far as believe are concerned it is a combination
 542 Independant
 1085 Independent Baptist
 514 Independent Christian
 1134 Independent Fundamental Missionary Bible Believing Baptist ;-)
 331 Jehovah's Witness
 814 Jehovah's Witness
 277 Jehovah's Wittness
 161 Jessism
 667 jesus
 796 Jewish, Orthodox
 1013 L
 195 Latter Day Saint
 139 Latter Day Saints
 687 Latter-day Saint
 305 Latter-day Saint (Mormon)
 283 LDS
 964 Liberal Christian
 635 Lutheran
 262 Methodist
 274 Methodist
 294 Methodist
 304 Methodist
 325 Methodist
 329 Methodist
 330 Methodist
 426 Methodist
 443 Methodist
 508 Methodist

632 Methodist
 714 Methodist
 884 Methodist
 921 Methodist
 941 Methodist
 1008 Methodist
 1098 Methodist
 1207 Methodist
 450 Missionary Baptist
 444 Mix between christian and easter religion (mainly budhism)
 488 Mormon
 599 Mormon
 1171 My faith is Christian but falls under no set affilitation
 181 Nazarene
 278 Nazarene
 793 No expectations/just a little weird
 977 Non Demonnation
 1072 Non denomentational/Christian
 1063 Non denominal
 728 Non denomination
 610 Non denominational
 856 Non Denominational
 321 Non denominational Christian
 1101 Non Denominational- Christian
 237 Non-Demominational Christian
 972 Non-demonation
 571 Non-demonational
 1147 Non-Denomination
 1115 Non-denominational
 307 Non-denominational
 1186 Non-denominational
 848 Nondenominational Christain
 269 Nondenominational Christian
 1057 Nondenominational christian
 78 Non-denominational christian
 375 Non-denominational Christian
 551 Non-denominational Christian
 930 Non-denominational Christian
 936 Non-Denominational Christian
 1062 Not interested in organized religion
 287 Open to Interpretation
 861 ORTHODOX
 988 Orthodox
 200 Pagan
 411 Pantheist
 786 Pantheist
 838 Pastafarian
 1153 Pastafarian
 101 Pentacostal
 555 Pentecostal
 608 Pentecostal

699 Pentecostal
381 Presbyterian
578 Presbyterian
748 Presbyterian
37 Primitive Baptist
232 Protestant but Catholics aren't all bad.
3 Protestant spiritualist
431 Religion, in a traditional context, is hollow. I follow the Spirit of Jesus.
280 Scientology
290 Seventh-Day Adventist
928 Slavic orthodox
61 Southern Baptist
231 Southern Baptist
396 Southern Baptist
406 Southern Baptist
533 Southern baptist
1010 Southern Baptist
1142 Southern Baptist
1176 Southern Baptist
1195 Southern baptist
766 Speul
485 Spiritual
678 spiritual
1128 Spiritual being
31 Spiritual Explorer
1217 Spirituality
770 Spirtual
249 The Church of Jesus Christ of Latter-Day Saints (Mormon)
483 The Dominion of Logical Faith
371 Unitarian universalist
1014 Unity
212 Unorganized religion
580 Unspecified Christian
860 Vladist
363 Wiccan

APPENDIX B

SURVEY INSTRUMENT

**University System of Georgia
Survey on Student Speech and Discussion**

Dear [insert school here] Student,

The Survey Research Center at the University of Georgia is assisting the University System of Georgia in conducting a survey of students at University of Georgia System institutions. You have been randomly selected from students at your institution to participate in the research study. The purpose of the study is to examine how much freedom of speech students feel that they have in their daily lives at our universities.

Your participation is very important! It is anticipated that the survey will take no more than 10 minutes of your time.

Your participation in this survey is completely voluntary and all information that you provide will be kept strictly confidential. Your responses will be kept confidential and will not be released in any individually identifiable form, unless otherwise required by law. Internet communications are insecure and there is a limit to the confidentiality that can be guaranteed due to the technology itself. However once the materials are received by the researcher, standard confidentiality procedures will be employed. You may refuse to participate or stop taking part at any time without penalty or loss of benefits to which you are otherwise entitled. Only summary data will be reported at the conclusion of the survey, and any identifying information such as your email address will be separated from the responses you provide. No risk or discomfort is anticipated from participation in the study, and you may choose not to answer any questions you don't want to answer. Although there is no direct benefit to you personally for participating in the study, others may benefit later by insuring free speech and discussion at our colleges and universities.

To begin the survey, please click on the 'START SURVEY' link below.

If you have any questions do not hesitate to ask now or at a later date. You may contact James J. Bason, Ph.D., Director of the Survey Research Center at 542-9082, jbason@uga.edu with any questions.

Thank you for the invaluable help that you are providing by participating in this research study.

Sincerely,

James J. Bason, Ph.D.
Director and Associate Research Scientist
Survey Research Center
University of Georgia
Athens, GA 30602
(706) 542-9082
E-mail jbason@uga.edu

Additional questions or problems regarding your rights as a research participant should be addressed to The Chairperson, Institutional Review Board, University of Georgia, 612 Boyd Graduate Studies Research Center, Athens, Georgia 30602-7411; Telephone (706) 542-3199; E-Mail Address IRB@uga.edu.

START SURVEY

Please answer each of the following questions about your institution. There are no right or wrong answers to any of the items.

Q1 – What is your current classification?

1. Freshman
2. Sophomore
3. Junior
4. Senior
5. Other [SPECIFY _____]

Q2 – How many years have you studied at your current college or university (even if you departed and returned)?

[PLEASE ROUND YOUR ANSWER UP OR DOWN TO THE NEAREST NUMBER OF YEARS]

_____ years

Q3 – Overall, how would you rate your academic experience so far?

1. Excellent
2. Good
3. Fair
4. Poor
5. Too Early to Judge

Q4.1 – What is your major?

1. Any of the Sciences, Technology, Engineering, Math, Quantitative fields, Architecture
2. Business
3. Liberal Arts, Humanities, Social Sciences
4. Education
5. Other

Q4 – Approximately how many of your courses have had a discussion component, where students were encouraged to talk about course topics?

1. Many
2. A few
3. Not Very Many
4. None

Q5 – Now, referring specifically to those courses which have had a discussion component, to what degree do you feel that you participate in course discussions?

Not Very Much at All	2	3	4	To a Great Degree	No Opinion
—	—	—	—	—	—

Q6 – To what degree have you felt you can freely discuss important public issues when appropriate in your classes, without fear of being criticized by the professor for your opinion?

Not Very Much at All	2	3	4	To a Great Degree	No Opinion
—	—	—	—	—	—

Q7 – To what degree do you feel you can freely discuss religious issues when appropriate in your classes without fear of being criticized by the professor for your opinion?

Not Very Much at All	2	3	4	To a Great Degree	No Opinion
—	—	—	—	—	—

Q8 – To what degree do you feel there are a variety of student organizations representing many different political views at your institution?

Not Very Much at All	2	3	4	To a Great Degree	No Opinion
—	—	—	—	—	—

Q9 – To what degree do you feel there are a variety of student organizations representing many different religious views at your institution?

Not Very Much at All	2	3	4	To a Great Degree	No Opinion
—	—	—	—	—	—

Q10 – To what degree do you feel students at your institution are respectful of the political opinions of all students at your institution?

Not Very Much at All	2	3	4	To a Great Degree	No Opinion
—	—	—	—	—	—

[PROGRAMMER SKIP Q10 IF RESPONSE = 3, 4, 5, or 6]

Q11 – Please explain why you feel students aren't respectful of the political opinions of others at your institution?

Q12 – To what degree do you feel students at your institution are respectful of the religious beliefs of others at your institution?

Not Very Much at All	2	3	4	To a Great Degree	No Opinion
—	—	—	—	—	—

[PROGRAMMER SKIP Q10 IF RESPONSE = 3, 4, 5, or 6]

Q13 – Please explain why you feel students aren't respectful of the religious beliefs of others at your institution?

Q14 – In general, how active are you in student organizations at your institution?

Very Active	2	3	4	Not Active at All	No Opinion
—	—	—	—	—	—

For the next few items, please indicate your level of agreement with each statement. Then, if asked, please provide any comments in the space provided to clarify your response.

Q15 – Professors in my classes have sometimes inappropriately presented their own political views in class.

Strongly Disagree	2	3	4	Strongly Agree	Don't Recall
—	—	—	—	—	—

[PROGRAMMER SKIP Q16, 17, and 18, and 19 IF RESPONSE = 1, 2, 3, OR 6]

Q16 – In what ways have professors presented their own political views in class?

Q17 – About how many times has this occurred?

_____ times

Q18 – In any of these instances, did a student try to argue if they disagreed with the professor?

1. Yes
2. No

Q19 – What happened?

Q20 – Professors in my classes have sometimes inappropriately presented their own religious views in class.

Strongly Disagree	2	3	4	Strongly Agree	Don't Recall
—	—	—	—	—	—

[PROGRAMMER SKIP Q21, 22, 23, and 24 IF RESPONSE = 1, 2, 3, OR 6]

Q21 – In what ways have professors presented their own religious views in class?

Q22 – About how many times has this occurred?

_____ times

Q23 – In any of these instances, did a student try to argue if they disagreed with the professor?

1. Yes
2. No

Q24 – What happened?

Q25 – My institution does a good job of offering speakers with a variety of viewpoints.

Strongly Disagree	2	3	4	Strongly Agree	Don't Know
—	—	—	—	—	—

Q31 – I have personally had a class where I felt like I had to agree with the professor's personal point of view in order to get a good grade.

Strongly Disagree	2	3	4	Strongly Agree	Don't Know
—	—	—	—	—	—

[PROGRAMMER SKIP TO Q35 IF RESPONSE = 3, 4, 5, OR 6]

Q31.1 – Was your feeling because of something specific the professor said?

1. Yes
2. No

Q31.2 – Please explain.

Q33 – How many classes did this occur in?

_____ classes

Q34 – Can you give me an example of this?

The next set of questions deals with your expectations about a good classroom learning environment.

During the current term, how much has your coursework at this college emphasized the following?

Very Little	2	3	4	Very Much	No Opinion
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Q40.1 – Memorizing facts, ideas, experiences, or theory.

Q40.2 – Analyzing the basic elements of any idea, experience, or theory.

Q40.3 – Synthesizing and organizing ideas, information, arguments, or methods.

Q40.4 – Making judgments about the value or soundness of information, arguments, or methods.

Q40.5 – Applying theories or concepts to practical problems or in new situations.

Q40.6 – Using information you have read or heard to perform a new skill.

Q41 – How important to you is it that instructors do not challenge your personal beliefs?

Unimportant 2 3 4 Very Important Don't Know
— — — — — —

Q42 – How important to you is it that instructors challenge your beliefs in order to introduce new ideas?

Unimportant 2 3 4 Very Important Don't Know
— — — — — —

Q43 – How important to you is it that you always feel comfortable in the classroom?

Unimportant 2 3 4 Very Important Don't Know
— — — — — —

Q44 – How important to you is it that you feel the excitement of being introduced to different ideas?

Unimportant 2 3 4 Very Important Don't Know
— — — — — —

Q45 – How important to you is it that you debate different points of view with your friends?

Unimportant 2 3 4 Very Important Don't Know
— — — — — —

Q46 – Does your campus have a free speech zone, that is, a designated place on campus where people can speak to anyone that wants to listen?

1. Yes
2. No
3. Don't Know

Q47 – Do you think free speech zones serve a useful purpose?

Please answer the following demographic items.

Q48 – Are you male or female?

1. Male
2. Female

Q49 – What is your race?

1. White (Caucasian), Non-Hispanic
2. Black (African-American), Non-Hispanic
3. Asian/Pacific Islander
4. American Indian
5. Hispanic/Latino

6. Multi-racial
7. Prefer not to answer

Q50 – What is your age?

_____ years old

Q51 – Would you consider yourself a

1. Strong Republican
2. Moderate Republican
3. Weak Republican
4. Weak Democrat
5. Moderate Democrat
6. Strong Democrat
7. Independent
8. Other

Q52 – What is your religious preference?

1. Protestant
2. Catholic
3. Jewish
4. Muslim
5. Hindu
6. None
7. Other [SPECIFY _____]
8. Choose not to Answer

Q53 – Do you consider yourself to be from an evangelical denomination?

1. Yes
2. No

Q54 – What is your sexual orientation? Are you....

1. Heterosexual
2. Homosexual
3. Bi-sexual
4. Transgendered
5. Other [SPECIFY _____]
6. Prefer not to answer

Q55 – What is the highest level of education either of your parents have attained?

1. < High School Graduate
2. High School Graduate/GED
3. Some College/Technical School
4. Bachelors Degree
5. Post-Graduate/Professional Degree

That completes the survey. Thank you for your participation. The responses you have provided will be used to assess the environment in which students learn in University System of Georgia institutions to insure that differing viewpoints are accepted and tolerated in the learning environment.

APPENDIX C
CODED OPEN END RESPONSES

CODED OPEN END ITEMS

Q11 – Please explain why you feel students aren’t respectful of the political beliefs of others at your institution.

Eight distinct themes to this item were present in the data. The first theme was the perception that there was a general anti-Democratic or anti-liberal bias present at the institution. The second was the perception that there was a general anti-Republican or anti-conservative bias at the institution. Thirdly was a perception that students simply were not willing to accept any view other their own view. There was no particular direction noted in the comment. A fourth perception was that the students were either ignorant, apathetic, or simply young. Fifth was a perception of disrespect in a racial manner, and sixth disrespect based on religion. The seventh group felt the region where the institution was located (the South) accounted for disrespect of political beliefs. The final category was an ‘Other’ category for responses that did not fall into any of the 7 categories cited above.

CODE	n	%
Anti-Democratic/Liberal	23	12.9
Anti-Republican/Conservative	18	10.1
No Respect for Views Different From Own	94	52.8
Ignorance/Apathy/Young	21	11.8
Race	5	2.8
Religion	4	2.2
South	1	0.6
Other	12	6.7
TOTAL	178	100.0

Q13 – Please explain why you feel students aren’t respectful of the religious beliefs of others at your institution.

Coded responses to this item contained the same categories as for question 11, but only five of the eight themes were present in the data: An anti-Democratic/liberal bias, a general unacceptance of any view different from one’s own, race, a bias against certain religions, and ‘Other’.

CODE	n	%
Anti-Democratic/liberal	1	1.1
No Respect for Views Different From Own	26	29.2
Ignorance/Apathy/Young	15	16.9
Race	2	2.2
Religion	32	36.0
Other	13	14.6
TOTAL	89	100.0

Q16 – In what ways have professors presented their own political viewpoints in class?

Coded responses to this item revealed eight broad themes. (1) No open discussion allowed by a professor, (2) criticism of a party or candidate not specified, (3) criticism of the President/Republicans/Conservatives, (4) criticism of Democrats/Liberals, (5) stating of personal political views in class by the Professor, (6) race, (7) religion, and (8) an ‘Other’ category.

CODE	n	%
No Open Discussion Allowed	4	3.5
Criticism of Party/Candidate, Not Specified	17	14.9
Criticism of President/Republicans/Conservatives	30	26.3
Criticism of Democrats/Liberals	4	3.5
Stating Own Political Views	39	34.2
Race	2	1.8
Religion	2	1.8
Other	16	14.0
TOTAL	114	100.0

Q21 – In what ways have professors presented their own religious viewpoints in class?

Coded responses to this item revealed five broad themes: (1) Ridiculing other religions, (2) Being anti-Religious, (3) Being pro-Religious, (4) Stating personal religious views, and (5) other.

CODE	n	%
Ridicule Other Religions	3	8.8
Anti-Religious	6	17.6
Pro-Religious	11	32.4
Stating Personal Religious Views	7	20.6
Other	7	20.6
TOTAL	34	100.0

Q31.2 – I have personally had a class where I felt like I had to agree with the professor’s personal point of view in order to get a good grade. (Please explain.)

Coded response to this item centered around eleven broad themes: (1) treating certain students differently than others/favorites, (2) Must think like the professor, (3) Religious, (4) Political, (5) Nationality, (6) Getting a bad grade if personally not liked by professor, (6) Student did not agree with professors view, (8) Must answer test questions the way professor wants, (9) Race, (10) Ageism/Sexism, and (11) Other.

CODE	n	%
Treats Students Differently/Favorites	11	4.0
Must Think Like Professor	100	36.1
Religious	17	6.1
Political	35	12.6
Bad Grade if Not Liked	9	3.2
Nationality	2	0.7

Do Not Agree With Professors View	2	0.7
Must Answer Way the Professor Wants	37	13.4
Race	5	1.8
Ageism/Sexism	6	2.2
Other	53	19.1

Q47 – Do you think free speech zones serve a useful purpose?

Responses to this item centered around five basic answers: (1) Yes, (2) No, (3) Depends, (4) Not sure or don't know, and (5) Other.

CODE	n	%
Yes	598	64.5
No	194	20.9
Depends	44	4.7
Not Sure/Don't Know	64	6.9
Other	27	2.9
TOTAL	927	99.9