

## **Survey Results of Attitudes & Opinions about Academic Freedom & Hostile Environments**

The *Berea College Faculty Manual* expresses the institution's dedication to diverse educational values. Among these are its commitments to providing students with a high-quality, liberal arts education, tolerance, and inclusivity. As part of its educational commitment, the college promises sweeping protections for academic freedom in teaching and research as well as the all the rights guaranteed by the US Constitution. The college's commitment to tolerance and inclusivity is reflected by an optimistic Community Aspirations statement and an extensive embrace of Title IX standards, especially with regard to race, gender, and sexual orientation. Although the *Faculty Manual* asserts that these goals are complimentary, in practice, there have been tensions between the goal of implementing diversity and assuring individual freedoms. In the spring semester of 2018, with students in his two sections of an Industrial/Organizational Psychology Laboratory course, a professor developed a lengthy survey of attitudes and opinions relating to these issues.

The survey contained 73 items. These included explicit statements about policies, programs and a range of demographic questions. Since the survey was designed to focus on local issues and collected no individually identifying information, formal Institutional Review Board (IRB) review and approval were not required. However, the Chair of the IRB provided extensive support for translating the survey into the format necessary for Qualtrics delivery. The heart of the survey were items relating to subjects' implicit decisions about protection against hostile educational environments and academic freedom. These were collected through the development of 20 hypothetical scenarios. For each of these scenarios, subjects were asked to review a brief description of events, then express the extent of their agreement that the situation represented a hostile environment and whether the activity described would be protected by academic freedom. Half of these scenarios related to a recent Title IX case involving the creation of a hostile environment. Consequently, the chair was found to have created a hostile environment; he was removed from his position and his office was moved to the otherwise unoccupied basement of the building. The survey did not reveal any identifying information and some of the details of events, and the gender and race of scenario participants were often altered.

The opportunity to participate in the survey was announced to all faculty and students via an email message. Within the first day or so, 165 valid responses were received to the survey. However, intense social media activity claimed the inclusion of actual issues and events related to the recent Title IX case was intended to embarrass and silence the original grievants. The campus was in an uproar. The survey itself appeared to have been sabotaged, the professor who had developed the survey was suspended, and his classes and advisees assigned to other faculty members. He was banished from campus and prohibited from communicating with students. The president placed an embargo on the use or sharing of data from the survey. At the conclusion of a 6-month process, the professor was found to be incompetent because his personal conduct had interfered with his professional responsibility to maintain confidentiality; his tenure was ended; and he was dismissed from the college. His activity was deemed not to be protected by academic freedom because the survey had distressed the original grievants who had alleged emotional harm. His acknowledged lack of intent to cause harm, the prior review of

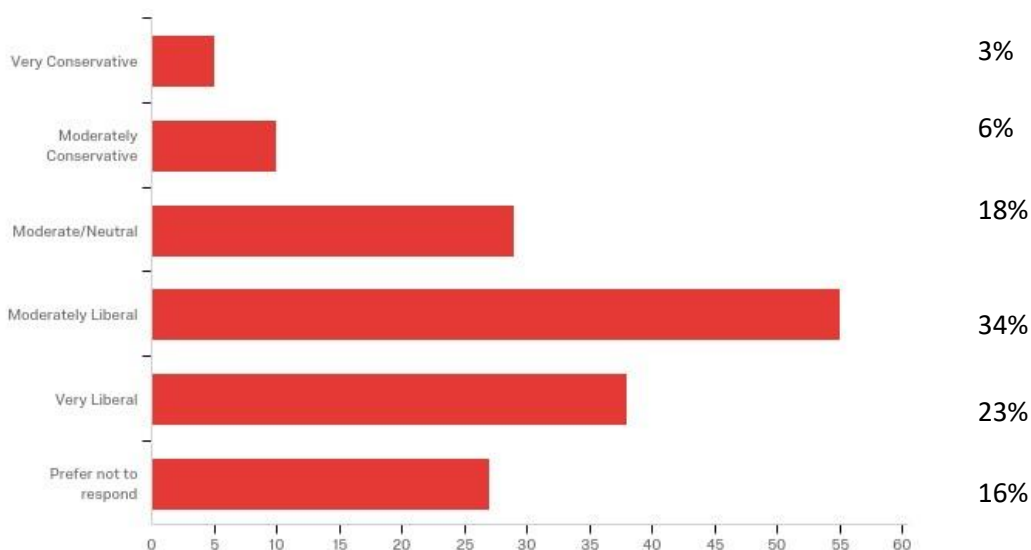
the survey by other faculty members, and supportive testimony from nationally recognized experts were not found to be exculpatory. However, his dismissal negated the previous institutionally-imposed restrictions on the use of the data and dissemination of the results.

### **Demographics:**

Given the unusual circumstances surrounding the administration of the survey, special attention to the demographic characteristics of the sample is appropriate. The first critical question is whether the 165 self-selected participants “represent” the larger campus community. To address this question, survey responses were compared to previous statistics concerning the Berea College student body (since this was, by far, the largest portion of the sample). Gender and race were two of the most obvious characteristics to compare. That 56% of the respondents were female was very close the college’s reported statistic of 58%. The race of respondents, however, differed slightly from the college norm. While the college reports that 62% of enrolled students identify as “white”, 75% of the survey respondents did so. This difference suggests that caution is appropriate when drawing conclusions about “students of color”. However, the 35 respondents who identified as students of color were sufficient to provide an estimate of the responses of this subpopulation. The proportion of respondents identifying their sexual orientation as being other than exclusively hetero sexual (33%), may seem to be high. However, a Title IX survey conducted by the University of Pennsylvania in 2017, reported the same portion of students (33%) identifying their sexual orientation as non-normative. Less than 10% of the respondents identified as being members of the faculty and participation by juniors and seniors was higher than it was for first year and sophomore students. Nonetheless, this sample seemed to broadly represent the Berea College campus community.

At the end of the survey, an item asked respondents to express their Political inclination. This identity might be categorized as being demographic or attitudinal. In either case, given the current political climate and intense tribal nature of disputes within the culture, respondents characteristics on this dimension warrant a closer look.

### Q72 - Which phrase best describes your political inclination?



For those familiar with the campus, the distribution shown above is not surprising. Those professing conservative political, social, or religious beliefs are in the minority (<10%). However, a slight majority seem to reflect neutrality (or at least moderation) in their self-selected identity.

#### Individual Item Analysis:

The survey contained 73 items and the results for each item are provided in Attachment 1. Careful consideration of these items at this level of analysis yields many insights and also revealed several unanticipated results. However, a full report of these results and their many implications is beyond the scope of this preliminary report. Nonetheless, a brief explanation of the format used to report the results contained in the attachment will be useful before proceeding to more general analyses. The first item (Q1) will be used as an illustrative example. Each item is presented as it was in the survey. Following the item is a brief synopsis or the results. If the item was considered to be a part of an index (to be discussed later), this is reflected by letters corresponding to the index followed by a "+" or a "-", indicating whether the item was positively or negatively related to the index. The "n" is the number of valid responses to the item. The "m" is the mean response – most items requested subjects to use a 1-6 Likert scale, which suggests that scores lower than 3.5 would indicate collective disagreement with scores greater than 3.5 reflecting collective agreement. Given the bifurcation of the community, the proportion of respondents who disagreed (scored 1, 2, or 3) or the number who agreed (scores of 4, 5, or 6) are reported. The majority response (Agree or Disagree) is in **Bold** print. The minority proportion who expressed an opinion in strong opposition to the majority view is listed after the majority proportion. Thus,

Q1: A private college invites a very controversial speaker to an on-campus event. The speaker is known for making offensive and hurtful statements. A student group opposed to the speaker disrupts the speech by loudly and repeatedly shouting so that the audience cannot hear the speaker. Do you agree that these actions are acceptable?

AO+ n=165 m=2.69 (1.74) 70% **Disagree** 11% SA

AO+ (item used, positively scored, in Activist Orientation (AO) index) n = 165 number of respondents – this decreased gradually for items appearing later in the survey. Majority view (70%) is in **Bold** and includes the sum of three Disagree responses. Minority view (11%) reflects those who express strong opposition to majority view (i.e, Strongly Agreed).

Response frequencies are not listed in attachment 1, but for this first item, they are provided to illustrate the diversity of opinion and respondents’ willingness to use the full scale of options.

Strongly Disagree	36%	Slightly Agree	9%
Somewhat Disagree	24%	Somewhat Agree	10%
Slightly Disagree	14%	Strongly Agree	11%

A national survey of public university students used a similar item and found that 51% of the 1,500 respondents approved of this tactic. The Berea College campus community respondents reflected less approval (30%). Similarly, the 4<sup>th</sup> survey item, asking if violence was appropriate elicited 19% approval from the national sample whereas only 9% of the Berea respondents approved of using violence to stop speech expected to be offensive or harmful. Depending on one’s perspective, this difference might be seen as an indication that the liberal arts “market place of ideas” is given greater credence at the college. On the other hand, some faculty members are likely to be left wondering how even 10% of their students are of the opinion that violence is an appropriate response to the anticipation of emotional distress or disrespect.

### Correlations

Correlation coefficients (r) show the relationship between two variables. The direction of the relationship is shown by the sign of the coefficient and the strength of the relationship is reflected by its absolute value. Thus, correlation coefficients of either +.7 or -.7 indicate equally strong relationships but in opposite directions. Negative correlations indicate that as scores on one variable increase, scores on the other variable decrease. When squared, the *correlation coefficient* yields the *coefficient of determination*, the proportion of variance shared by the two variables. The table below reflects the correlations between nine key variables and indexes.

	Gen	Race	Politics	SexOr	1stASup	HosEnvSup	ActOr	AcFrIndex	HosEnIndex
Gender	1	.07	<b>.31**</b>	<b>.22*</b>	-.01	<b>.19*</b>	<b>.20*</b>	<b>-.34**</b>	<b>.39**</b>
Race	.07	1	.00	-.14	.07	.02	-.12	.16	-.04
Politics	<b>.31**</b>	.00	1	<b>.35**</b>	-.08	<b>.28**</b>	<b>.39**</b>	<b>-.29**</b>	<b>.42**</b>
SexOrient	<b>.21*</b>	-.14	<b>.35**</b>	1	-.14	.10	<b>.29**</b>	<b>-.30**</b>	<b>.29**</b>

1 <sup>st</sup> ASup	-.010	.07	-.08	-.14	1	<b>.23**</b>	-.14	<b>.34**</b>	-.07
HosEnvSup	.19*	.02	.28**	.10	.23**	1	<b>.31**</b>	<b>-.20*</b>	<b>.51**</b>
ActOr	.20*	-.12	.39**	.29**	-.14	.31**	1	<b>-.36**</b>	<b>.49**</b>
AcFrIdx	<b>-.34**</b>	.16	<b>-.29**</b>	<b>-.30**</b>	<b>.34**</b>	<b>-.20*</b>	<b>-.36**</b>	1	<b>-.47**</b>
HosEnIdx	<b>.39**</b>	-.04	<b>.42**</b>	<b>.29**</b>	-.07	<b>.51**</b>	<b>.49**</b>	<b>-.47**</b>	1

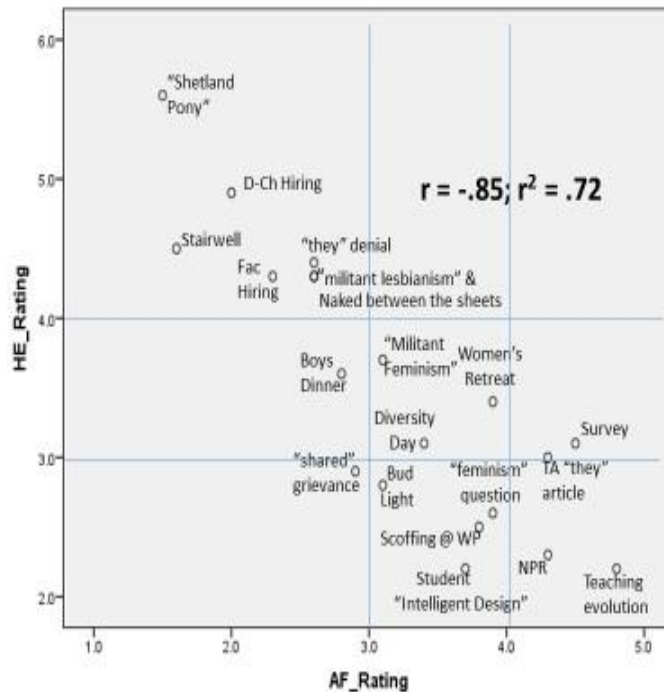
\*\* Correlation is significant at the 0.01 level. \* Correlation is significant at the 0.05 level.

This table suggests there are many significant, but relatively weak, relationships among these variables. However, at most, the common variance between any two variables seems to “explain” only about a quarter of their total variance and most individual relationships account for less than 10% (i.e.,  $r < .33$ ). Further analyses will be required to explore these relationships.

### Index Scenario Scatterplots (average scores for each scenario):

The scatterplot at the top of the next page depicts 21 scenarios. The location of each scenario is determined by the average rating the scenario received on being a hostile environment (horizontal axis) and whether the words or actions described were protected by academic freedom. The correlation between these two criteria is very strong ( $r = -.85$ ); the coefficient of determination ( $r^2$ ) is .72. The “Shetland Pony” scenario (#28) was the clearest example of a hostile environment with no academic freedom protection (#29). Discrimination in hiring, whether by a male department chair (#32) or a female faculty member (#34), is also generally recognized as being wrong. It is interesting, nonetheless, that there is greater disapproval when the male department chair is the perpetrator. It was also informative that the respondents found that restricting the use of diverse personal pronouns (viz., “they”) to create a hostile environment (#39) and not protected by academic freedom (#40).

The plot also contains blue lines extending through average ratings of 3.0 and 4.0 for each of the criteria. The central space between these lines might be considered a “zone of ambiguity”; average ratings on both hostile environment and academic freedom are between slightly agree and slightly disagree. “Diversity Day” (#24), “Militant Feminism” (#37), and “Women’s Retreat” (#18) are situations that require careful consideration and examination. There was consensus that teaching evolution (#13) and discussing the NPR interview did not create hostile environments and should be protected by academic freedom. Although the students’ view of “Intelligent Design” was significantly less worthy of academic freedom protection (#15). Similarly, respondents were equally uncertain about the level of hostility reflected by the “Boys Dinner” (#16) and “Women’s Retreat” (#18), but more willing to extend academic freedom protection to the women (cf., #17 & #19).



### Comparisons of group responses:

The demographic items allowed the comparison of group responses on other items and indexes. The college's Title IX program currently contains three types of training designed to inform and elicit participant support. Thus, comparisons of those who report having completed this training with those who did not, reflect the effect of these training programs. Comparisons of the attitudes and opinions of those who strongly disagreed with shouting down a speaker (n=58) with those who expressed strong agreement with this action (n=17) will reveal other attitudinal differences. This type of analysis is also useful in examining the role of racial identity in individual's attitudes and opinions about Title IX and Hostile Environment protections.

Green Dot is one of three training programs provided by the Berea College Title IX Office. It is a nationally-normed bystander intervention program designed to reduce violence and offers standardized voluntary training to students, staff, faculty, and administrators. One third of the survey respondents reported having completed this training. Measures of explicit support for the hostile environment and academic freedom as well as implicit judgements based on the range of scenarios were compared across those who had completed the training and those who had not. No significant differences were found in any of these measures.

Another nationally-normed training program supported by the Title IX Office is specific Title IX training. Although required for all faculty and staff on an annual basis by the Faculty Manual, only about one quarter of the respondents (comprised primarily of students) reported participating in the training. Once again, no statistically significant differences in those who had completed the training and those who had not were found.

One final type of training supported by the Title IX Program is “Safe Zone Training”. This voluntary half-day training program is intended to increase awareness of and support for diverse groups, especially those with LGBTQ identities. At its conclusion, participants are invited to post a “safe zone” sticker on their office to assure others of their enlightenment, alliance and support of inclusion and diversity. Only about 10% of the respondents reported having completed this training. Although this program is voluntary, those occupying certain key staff and labor positions are strongly encouraged to participate. Although only one of the four comparisons was statistically significant, the general pattern of differences shows an increase in explicit support for hostile environment protection and decrease in support the First Amendment protection. The one significant difference in groups was that those who had received Safe Zone Training were less likely to identify behavior in indexed scenarios as being covered by academic freedom:  $t_{(162)}=2.41$ ,  $p=.02$ . Also, the standard deviations are higher in “trained” groups. This is important: the *variance* (standard deviation squared) after Safe Zone Training is greater than it is for the untrained group (*Trained* variance= 2.86; *Untrained group* variance = 1.69). This result suggests that those who receive training express more polarized opinions than those who did not receive the training. Although not as pronounced, this effect is similar for other outcomes. It is doubtful that such polarization was an explicit program goal.

Nearly 60 respondents strongly disagreed that it was acceptable to shout down a speaker expressing offensive views (# 1). In contrast, nearly 20 respondents strongly approved of this behavior. Many of the other attitudes and opinions of these two groups also differed significantly. Those who agreed that shouting down an offensive speaker was appropriate were more likely to endorse the need for hostile environment protection policies ( $t_{(29)}=3.02$ ,  $p=.005$ ), categorize index scenarios as involving hostile environments ( $t_{(75)}=5.71$ ,  $p=.00$ ), and be less likely to view scenario actions as being protected by academic freedom ( $t_{(75)}=5.26$ ,  $p=.00$ ). However, both groups expressed equally strong explicit support for the academic freedom.

Another area of interest involving between group comparisons involved those who identified as racial minorities (i.e., students of color) and those who did not. What is most striking about these comparisons is that on 8 of the 9 dimensions inspected, no significant differences in these two groups appeared. In addition to the 4 explicit and implicit measures of support for hostile environment protection and academic freedom, items relating to fear of hostile environments, the amount of Title IX training received, and political inclinations showed no differences in these two groups. Responses of students of color showed greater support for academic freedom and less likelihood to perceive survey scenarios as constituting hostile environments. The one significant difference that was found was in the number of sources of vulnerability to discrimination. Students of color felt vulnerable to discrimination based on approximately 1 more category than did white students ( $t_{(138)}=2.10$ ,  $p=.038$ ). The fact that the difference observed in the two groups was only .7 rather than the 1.0 that would be expected if all students of color identified race as a potential source of discrimination against them, could indicate that some students of color did not consider this to be an issue at Berea College or, conversely, that some students considered their lack of color to itself be a potential source of discrimination. The national trend showing the precarity of students of color is not supported by the results of the survey. This suggests that assumptions about national trends should be examined locally before design programs or policies to remedy them.

## Indexes

The survey anticipated that some items would be strongly related to each other. The plan was to average these responses to yield a single score that combined the influence of responses to all these related items. Aggregating scores into indexes simplifies and clarifies other analyses. Such index scores tend to be more stable than separate responses to individual items.

**Activist Orientation (AO):** Positive scores on first four items: respondents who agreed it was acceptable to shout down, impede physically, vandalize, or use violence against those expected to use speech which may be offensive or hurtful to others.

**Academic Freedom Index (AF):** Unit-weighted responses expressing support for extending academic freedom protection to all situations described by the scenarios.

**Hostile Environment Index (HE):** Unit-weighted responses to all items reflecting agreement that hostile environment violations were created by the action or activity described in the scenarios.

**Integrity Index (II):** Average agreement that situations described in three scenarios represented *false statements* (Q34, Q45, & Q49).

Although theoretically appealing, the use of indexes is not always appropriate. Cronbach's Alpha is a measure that can be used to assess the statistical reliability of prospective indexes.

## Cronbach's Alpha

"Cronbach's Alpha is a measure of internal consistency, considered to be a measure of scale reliability. Cronbach's alpha is not an (inferential) statistical test – it is a coefficient of reliability (or consistency)." – Institution for Digital Research & Education, UCLA

Four scales involved in this study were analyzed and two of these were adjusted by removing items to increase internal consistency. Adjusting scales to maximize Cronbach's Alpha increases the scale's convergent validity and reduces the influence of random error.

The first four survey items which advocated action against a speaker whose words might be hurtful or harmful to others were unit-weighted to form the **Activist Orientation Scale**. The Cronbach's Alpha for the 4 items in the scale was .849. This score would not increase with the removal of any of the four items, suggesting that responses to each item contributed to the internal consistency of the summative index score. This index was used in subsequent analyses.

When all 26 items related to the **Academic Freedom Index** were considered, the initial Cronbach's Alpha was .835. However, upon closer inspection, the deletion of 10 items (5, 7, 10, 11, 14, 15, 19, 36, 46, & 50), resulted in a Cronbach's Alpha of .889. The 16 remaining items in this Academic Freedom Index are 9, 17, 21, 23, 25, 27, 29, 31, 33, 38, 40, 42, 44, 48, 52, & 57. The resultant revised index with 16 items was used in all subsequent analyses.



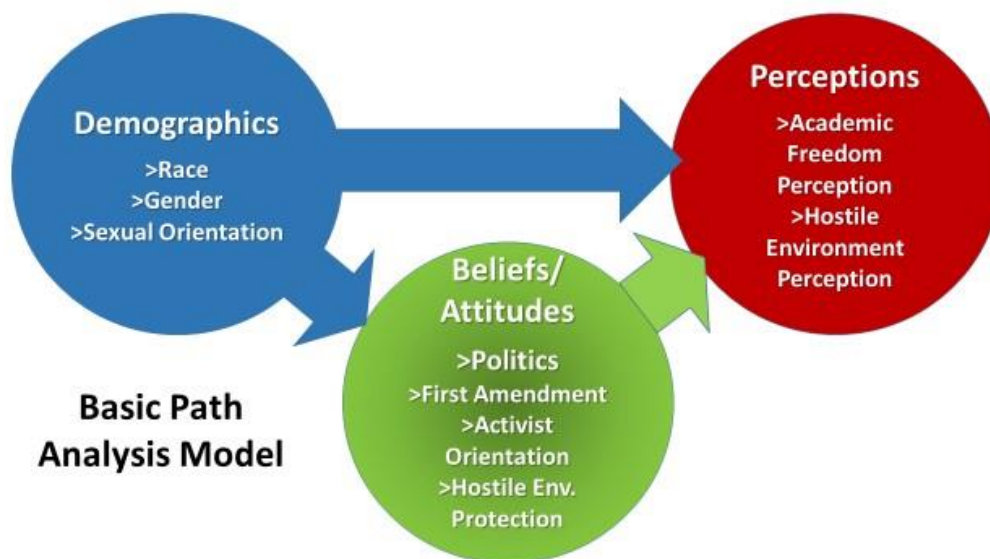
When the 18 items that appear to be related to the perception of a **Hostile Environment** were considered, a Cronbach's Alpha of .831 was obtained. Deleting 5 items (13, 28, 30, 53, & 58) resulted in a 13-item scale with an alpha of .893. The resultant 13-item scale was used in all other analyses (#s 6, 8, 20, 22, 24, 26, 37, 39, 41, 43, 47, 51, & 56).

The **Integrity Index** scale consisted of three items (34, 45, & 49). Analysis revealed that this index lacked internal consistency with a Cronbach's Alpha of only .627 (with .700 generally accepted as being adequate). Thus, this scale was not used in other analyses. It appears that nearly all respondents agreed that integrity was essential and important – thus, strong demand characteristics and limited variance made further use of this scale inappropriate.

### Multiple Regression/Correlation/Path Analysis

The three following graphs depict a theoretical causal structure using three kinds of variables: demographic, espoused beliefs/attitudes, and perception (measured by situational/scenario judgement indexes). The model assumes that variables on the left predict variables to their right. The diagram below reflects the general conceptual model. The second diagram shows the actual variables used in the analysis. Some of these variables reflect responses to single items. Single items were used for the three demographic (identity) items and subjects' expressed beliefs about politics, and hostile environment prevention & academic freedom protections. The three other variables (Activist Orientation, and the two perceptions based on situational judgments of scenarios about academic freedom and hostile environments) are composed of the unit-weighted averages across many variables. The third diagram shows the  $R^2$  (proportion of total variance explained) and beta weights (standardized estimates of the strength of each identified "path"). This diagram shows all the significant main effects and an interactive effect of gender and sexual orientation on respondents' political identification. Other interactive and curvilinear effects were not examined in this initial analysis.

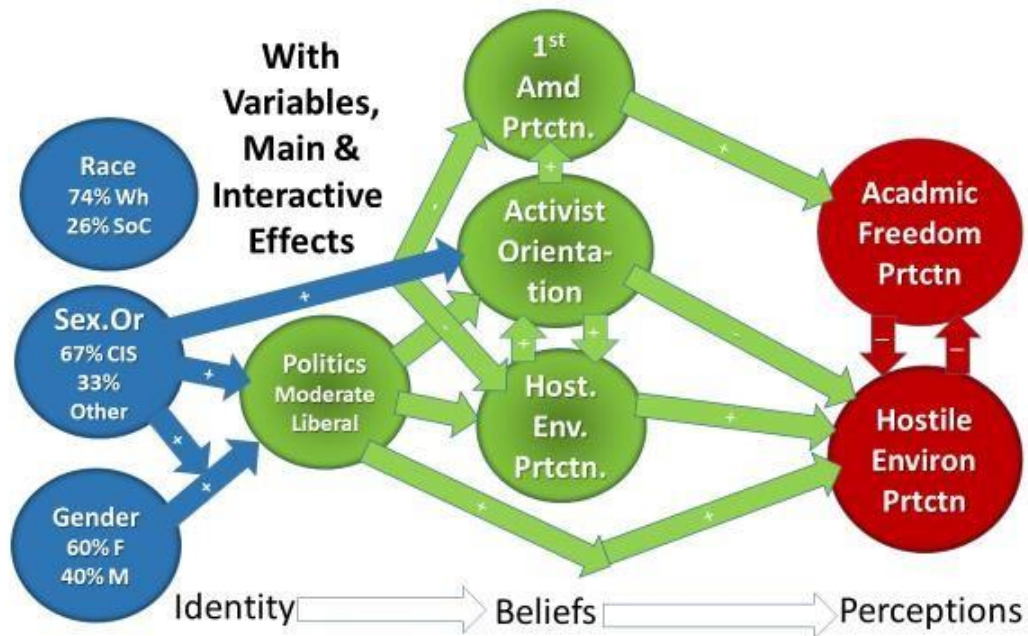
Diagram 1:



Multiple Regression/Correlational (MRC) Studies are often used in applied research including studies of organizational behavior and organizational development. Understanding the nature of the underlying relationships among these variable types provides decision makers with insights concerning alternative strategies for organizational improvement and development. Compared to experimental approaches, MRC analysis is more flexible and less constrained; it manages unequal cell sizes, continuous variables, multiple dependent variables, and missing data more effectively than does Analysis of Variance. However, MRC is a correlational approach; thus, the representations about the direction of causation should be considered to be speculative. It might be reasonable to assume that one's gender and sexual orientation influence one's political identification; it would be less tenable to argue that political identification caused, determined, or influenced one's gender or sexual orientation. However, gender and sexual orientation are self-reported variables not objective diagnoses. Identity contains many subjective aspects. It seems plausible that an individual who adopts a very liberal identity and activist orientation might be more likely to also identify with an alternative sexual orientation. So, the direction of some of the arrows in the following diagrams is debatable. However, the strength of the relationship between variables is based on the objective evidence garnered from the subjects' responses. One final consideration: correlations and multiple regressions both underestimate the effects of dichotomous variables (such as gender, race, and sexual orientation in this analysis); this is a conservative bias and suggests that any relationships found to be significant with these preliminary parametric regression methods would also be found to be significant with other (i.e., non-parametric) statistical analyses.

This diagram depicts the hypothesis that identity, based on biology, circumstance, and choice, affects attitudes, beliefs, and perceptions. This study attempts to identify the demographic variables that most strongly influence these other factors. The diagram on the previous page shows that general attitudes and beliefs influence perceptions by providing a context or perceptual frame for specific situations. Although this deductive model seems reasonable, it is also possible that, over the long run, the inductive process of information from experience with specific incidents combines to influence general attitudes. However, in examining the data from this study, it appears that political identification (as measured by respondents' self-identification) influenced most of the other attitudinal and perceptual variables. For this reason, "Politics" is displaced to the left in the following diagram depicting particular variables. This diagram, informed by the results, does not show any direct influences of identity variables on the perceptual variables. Thus, while identity influences beliefs, once these beliefs themselves are taken into account, identity exerts no additional direct influence on perception or situational judgements. This implies that perceptions themselves can be changed if supporting beliefs can be addressed directly and disputed. This is a tenet of Ellis's Rationale-Emotive Therapy as well as Beck's Cognitive Behavioral Therapy. The individuals respondents to this survey appear not to be enslaved by their demographic identity.

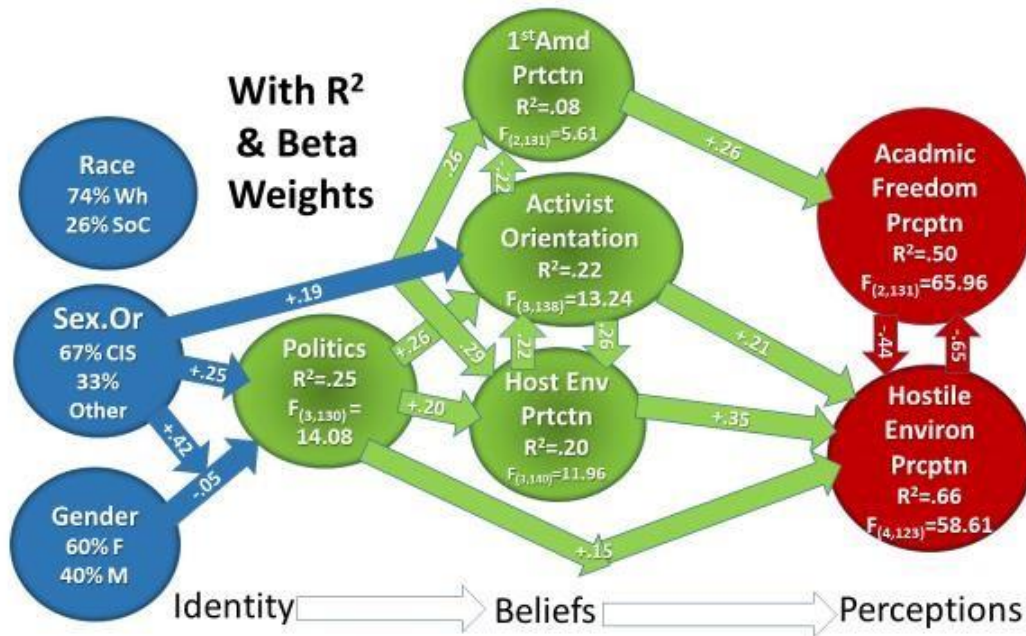
Diagram 2:



Initially, Diagram 3 may look complicated and confusing. However, systematically working through the information it contains is useful. Each oval represents a different variable (or index) and the arrows show the strength of connections (or paths of influence) among them. Important information is presented within each of the ovals just below the variable name: the  $R^2$  and the F value. The  $R^2$  is the coefficient of determination; it represents the proportion of the total variance that is related, or explained by, all the arrows leading to it. No arrows lead to the demographic variables; therefore, none of the variance in these variables is “explained”; it simply “is what was measured”. In general terms, predicting 20 to 25 % of the variance is considered adequate; predicting 35% of the variance is considered to be good. Explaining 50% of the variance is excellent but explaining this much variance is rare in the social sciences. The F ratio is an inferential statistic that reflects the likelihood that the relationships observed are statistically significant (i.e., they were not merely coincidental or likely to have occurred by chance). Generally speaking, for a sample size of about 150, F values above 5.00 are significant at the .05 level. This means the combined effect of the paths depicted in the diagram predict the variable value at a level that has a likelihood of having occurred by chance of less than 5%.

Each of the paths represented by arrows between variables reflects an influence. The numbers within these arrows are beta weights. They show the amount of influence the variable to the left has on the variable to the right. Only significant influences are shown in the diagram; for a sample of this size, beta weights over .13 are statistically significant at the .05 level. The amount of unique influence of one variable on another can be estimated by “squaring” the beta weight. A beta weight of .20 should explain 4% of the total variance in the dependent variable, while a beta weight of .40 would explain 16% of the variance.

Diagram 3:



With these brief explanations, we can examine the model more closely. One of the first things to notice is that the *Race* variable is unrelated to any of the other variables in the model. This is surprising. “Intersectionality,” the notion that the negative effects of membership in various minority groups interact in a way to amplify one’s vulnerability and sensitivity to hostile environments would predict that *Race* would have been as influential on the “downstream” variables as gender and sexual orientation. However, the previous independent groups analyses showing that students of color did not differ from majority students on any of the outcomes is consistent with this finding that *Race* did not influence the beliefs and perceptions examined in this study substantially. It should be noted that this was a study focused on the Berea College campus community and should not be generalized to other campuses. Nonetheless, it would be useful for local administrators to recognize the fact that the dire predictions of the perils of “intersectionality” were not supported by the results of this study.

One way to work through the rest of this path analysis diagram is backwards, starting with the two variables on the righthand side. These variables reflect perceptual tendencies; they were distilled from subjects’ responses to many scenarios. The *Hostile Environment Perception* variable reflects the likelihood that a subject judged each of 13 included scenarios as reflecting a hostile environment. The *Academic Freedom Perception* variable reflects the likelihood and strength that a subject judged each of the 16 items included in this index as an action that would be protected by academic freedom.

Two variables combine to explain half the variance in the *Academic Freedom Perception* variable. One of these is the level of support expressed for the First Amendment ( $b=.26$ ). The other, and much stronger, influence is the *Hostile Environment Perception Index* score ( $b=.65$ ). Thus, knowing the extent to which a subject perceived environments as being hostile conveyed about six times as much information about their perception of academic freedom protection as

knowing how strongly they explicitly endorsed the First Amendment. This is important. The college asserts that nothing in the Title IX Program will diminish academic freedom as in the second paragraph of its commentary about its Harassment Policy (FM, pg. 66):

*In prohibiting harassment in all its forms, Berea seeks to preserve and enhance academic freedom for all members of the campus community. Nothing in this policy is intended to limit the freedom of inquiry, teaching, or learning necessary to the College's educational purposes, or to inhibit scholarly, scientific, or artistic treatment of subject matter appropriate to an institution of higher education.*

This aspirational passage is not supported by the finding that as subjects' sensitivity to hostile environments increases, their willingness to extend the umbrella of academic freedom to protect free speech decreases. The current Title IX Training does not address academic freedom or freedom of speech but seeks to simply increase awareness of hostile environment violations and the need for protection; it is likely this is gradually eroding support for academic freedom in the campus community.

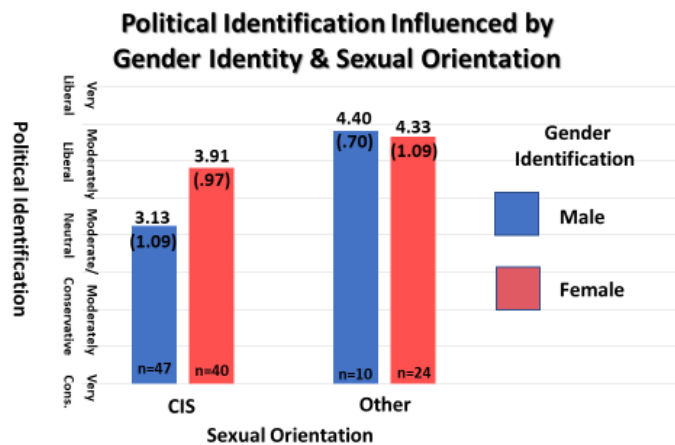
The other perceptual variable involves the categorization of scenarios as being "*Hostile Environments*". A very large portion of the variance is explained ( $R^2=66\%$ ) by the influence of four other variables (*Academic Freedom Perception* (-.44), *Espoused support for Hostile Environment Protection* (.35), *Activist Orientation* (.21) and *Politics* (.15). While it is true that the *Academic Freedom* perceptual measure is the strongest predictor, the three other variables combined explain approximately the same amount of variance in this index. In plain language: respondents who are less supportive of academic freedom, express more support for rules protecting against hostile environments, identify themselves as having an activist orientation, and describe their politics as being "very liberal" are more likely to categorize the scenario situations described as reflecting "hostile environments". Perceptions and judgments appear to be influenced the most by other perceptions but also influenced significantly by an array of explicit beliefs and attitudes. This effect is most pronounced when considering the inclination to judge or perceive ambiguous situations as constituting hostile environments.

We now turn to measures of attitudes and explicit beliefs. The first of these is expressed support for the First Amendment, which includes freedom of speech and provides the theoretical foundation for academic freedom. This variable is not closely connected to any of the other variables in this study. Two variables do a minimal job of predicting scores on this measure: *Activist Orientation* (negatively) and *Support for Hostile Environment Protection* (positively). Together, these two variables predict only 8% of the overall variance in expressed support for the First Amendment. One reason for this is the "demand characteristics" of this variable: nearly everyone expresses their theoretical support for academic freedom even if they do not see it applying to many scenarios. In this case, expressed explicit belief or support is not very predictive of perception or judgment. This is evidence that much of the explicit support for academic freedom in the campus community is, at least partially, "lip service".

In contrast to explicit support for Academic Freedom, the other three attitudinal variables are closely interrelated with one another: *Activist Orientation*, *Espoused Support for Hostile Environment Protection*, and *Politics*. Relations are consistently modest but statistically significant with beta weights ranging from .19 to .29. The relations between these three

variables are all positive. However, while the relation between *Activist Orientation* and *First Amendment Support* is predictably negative, the relationship between support for *Hostile Environment Protection* and *First Amendment Support* is surprisingly positive. This suggests that subjects who expressed support for *Hostile Environment Protection* also explicitly supported *Academic Freedom* more strongly. However, their situational judgement responses (perceptions) showed a clear negative relationship concerning their willingness to apply these two concepts to their judgments when presented with actual descriptions of relevant situations.

Politics is the final attitudinal variable to consider. Initially viewed as a matter of identity, this variable was intended to be a demographic characteristic. However, as the results of the MRC correlations and regressions were inspected, it seemed more appropriate to separate *Politics* from the other demographic variables and include it as a proto-attitudinal variable. By this, I mean that it is the attitudinal variable most likely to be influenced by two of the demographic variables and, in turn, to directly influence two of the attitudinal variables as well as the perception of hostile environments variable. If one assumes a deductive model of individual beliefs, the data show that having a more liberal political identity predicts that an individual will be more likely to adopt an activist orientation and espouse support for hostile environment protection. These data also suggest that a more liberal identity makes it more likely that an individual will interpret ambiguous situations as being hostile. There appeared to be no significant influences of political identification on espoused support for the *First Amendment* or a tendency to perceive behaviors as being protected by *Academic Freedom*.



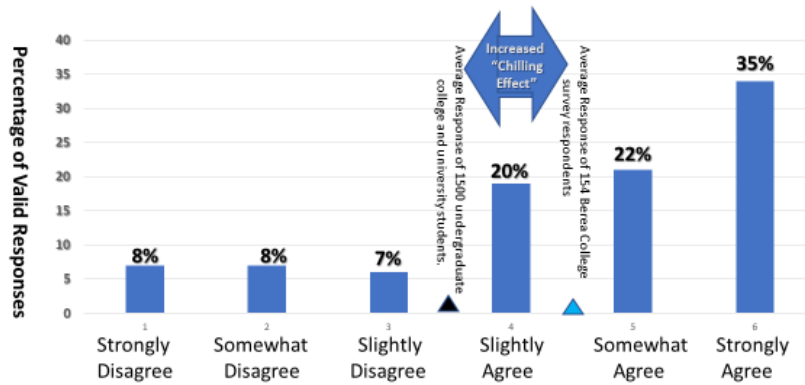
The prediction of one’s self-reported political alignment is interesting. *Gender, Sexual Orientation* and their interaction combine to explain 34% of the variance in *Political Identification*. For males, sexual orientation significantly influenced political identity. Ten “Other” males identified themselves as being between “moderately” and “very” liberal. In contrast, forty-seven CIS (heterosexual) males rated their political orientation as being near neutral. Sexual orientation had less apparent influence on female’s political identification, with



both “CIS” and “Other” females reporting an average political identity as being moderately liberal. Thus, of the four groups, the politics of straight males differ the most from the others.

In summary, many statistically significant relations exist among measures of identity, attitudes, and perceptions in the Berea College campus community. Race appeared to be surprisingly unrelated to any of the other variables. The influence of gender and sexual orientation on perception of both hostile environments and academic freedom is mediated entirely by individuals’ attitudes and beliefs. In particular, one’s political identity coupled with espoused beliefs about academic freedom and hostile environment protection, and their degree of activist orientation predicts two thirds of the variance in hostile environment perception and half the variance in academic freedom protection perception.

**61. Whether in classroom discussions or casual, “water-cooler” conversations, I, personally, have withheld expressing my own viewpoint or perspective, out of concern that it might be judged as being offensive or “hostile” by others.**



**Responses of 150 Berea College survey respondents**

One might ask, “How do these findings relate to the education of Berea College students?” Student responses to a single item on the attitude survey directly relate to this question. For over two centuries, jurists and educators have expressed concern about the deleterious effects of a lack of free speech on the quality of higher education. “The chilling effect” reflects the difficulty individuals have expressing unpopular views. When the state, any other authority, or even an expectation social censure leads individuals to expect sanctions for speaking freely, the entire system may be “chilled” into silence. Experienced classroom teachers who have tried to get an active discussion focused on any contemporary controversy often report the frustration of students refusing to express opinions or engage. This prompt was included in a recent Pew Trust survey of 1500 college and university undergraduates conducted by John Villasenor of the Brookings Institute. Many educators were dismayed that half of the students agreed that they personally had been intimidated by the expected negative consequences of expressing their politically incorrect views. From our survey, it appears that Berea College students suffer from even worse oppression: 78% of them reported having been intimidated. An effort was made to identify which groups reported the greatest “chill”. Surprisingly, neither demographic characteristics nor beliefs predicted reported oppression; the effect was ubiquitous. The only item correlated with agreement was endorsement of the importance of free speech.

Institutional policies and programs are inherently broad and necessarily vague. Conversations about specific incidents reveal considerable differences of perceptions and opinions as to whether and how existing policies should be interpreted or applied. Failure to acknowledge these disagreements and inconsistencies limit the effectiveness of any program of training and runs the risk of undermining support for freedom of speech and academic freedom. What are needed are truth, transparency, and invitations to open and respectful conversations and considerations of current college policies and their application. Colleges and universities have been afforded special deference by the courts and by society to protect freedom of speech and provide venues where necessarily difficult dialogs can occur. Affirming a commitment to freedom of speech and academic freedom are essential to realizing this responsibility. The impulsive use of punishment against those who are alleged to have violated policies (especially those that are overly broad or exceedingly vague) or offended certain segments of the community is inappropriate and likely to exacerbate the chilling effect of political correctness already present on many college campuses. Berea College can and must do better.



## Attachment 1

### Academic Freedom & Hostile Environments – Attitudes and Opinions – Initial Results

The following survey contains questions about your opinions and attitudes. It addresses issues relating to programs and policies of Berea College as well as Industrial/Organizational Psychology (PSY 210). Some items are borrowed from other surveys; other items are about hypothetical situations. You'll be asked to express your agreement with statements in **bold** print. You may find particular descriptions upsetting. If so, please skip to the next item. No claims are made about the relationship between these hypothetical situations and actual occurrences here at Berea College or elsewhere. In some cases, there are relevant laws or college policies; in many instances, however, the application of laws and regulations is open to interpretation and yours is important to us. Please select the level of agreement that best reflects your own feelings and interpretation of the scenario as it is presented. If you have questions concerning this survey, please contact Dave Porter at [dave\\_porter@berea.edu](mailto:dave_porter@berea.edu). You may obtain a copy of the results of this survey by attending PSY 210's presentation of this study in Frost 218 on Wednesday, April 18 @ 6:30 pm or by contacting Dave Porter afterward. The survey takes about 30 minutes to complete and will require careful attention. In exchange for this effort, completing this survey is likely to enlighten you about the complexities and tensions inherent in our college and its diverse constituencies & commitments. We will also be holding a drawing for **five, \$50 gift cards** to those who complete the survey and enter their name in the drawing. Our hope is that you also will find the consideration of these important items informative as well as interesting. Thank you for participating.

Response rating Scale for all non-demographic items:

Strongly Disagree 1	Somewhat Disagree 2	Slightly Disagree 3	Slightly Agree 4	Somewhat Agree 5	Strongly Agree 6
---------------------------	---------------------------	---------------------------	------------------------	------------------------	------------------------

1. A private college invites a very controversial speaker to an on-campus event. The speaker is known for making offensive and hurtful statements. A student group opposed to the speaker disrupts the speech by loudly and repeatedly shouting so that the audience cannot hear the speaker. Do you agree or disagree that ***the student group's actions are acceptable?***

A0+	n=417 m=3.00 (1.81)	<b>61% Disagree</b>	16% SA
	N=165 m=2.69 (1.74)	<b>70% Disagree</b>	11% SA

2. A student group opposed to this speaker forces cancellation of the event by physically blocking the speaker's access to the event venue. Do you agree or disagree that ***the student group's actions are acceptable?***

A0+	n=416 m=2.70 (1.82)	<b>68% Disagree</b>	14% SA
	N=165 m=2.69 (1.74)	<b>75% Disagree</b>	9% SA

3. A student group opposed to this speaker commits vandalism to prevent the speaker from speaking. Do you agree or disagree that ***the student group's actions are acceptable?***

AO+    n=413 m=1.98 (1.47)    **83% Disagree**    5% SA  
          n=165 m=1.69 (1.74)    **89% Disagree**    1% SA

4. A student group opposed to this speaker uses violence to prevent the speaker from speaking. Do you agree or disagree that ***the student group's actions are acceptable?***

AO+    n=413 m=1.57 (1.21)            **90% Disagree**    5% SA  
          n=165 m=1.33 (0.80)            **96% Disagree**    0% SA

5. At a faculty hearing, a faculty member opined that academic freedom was something that individuals could either grant or deny to others based on whether one person considers another person to be a personal friend. Please express your relative agreement with this statement: ***Academic freedom is based on the U S Constitution and, thus, is not subject to differential application based on an individual's status, role, affiliation, or personal friendship.***

AF+    n=293 m=4.15 (1.83)            **64% Agree**        4% SD

6. At a formal hearing, a grievant (a person who has filed a formal complaint under Title IX) was presented with evidence that none of the hundreds of students who had observed a respondent (the person being complained about) over several years had ever used the word "offensive" to describe his words or behavior in the classroom. The grievant replied, "That's because our students don't know enough to be insulted." Please express your relative agreement with the statement: ***Violations of standards of safe, inclusive, and appropriate language should be determined by college policy and punished when violated even if most individuals (i.e., students) do not report being offended.***

HE+    n=286 m=3.84 (1.72)            **62% Agree**        15% SD

7. A staff member suggests that academic freedom only relates to language and behavior that occurs in "the classroom, laboratory, or public lecture hall" and does not protect speech at the water cooler, in the copy room, faculty offices, or other locations on (or off) campus. Please express your agreement with the following statement: ***Academic freedom depends on one's geographic location.***

AF-    n=285 m=2.52 (1.63)            **74% Disagree**    7% SA

8. A male faculty member suggests that a student in a play might be more “authentic” if she really was “naked under the sheets” in a short play. Another female cast member is uncomfortable with the male faculty member’s suggestion (and the student’s willing compliance) and reports it to her advisor who reports it to the Title IX Office. Please express your relative agreement with the following statement: ***The male faculty member created a hostile environment based on gender by making this provocative suggestion.***

HE+      n=268 m=4.26 (1.70)                      **70% Agree**      10% SD

9. Please express your relative opinion that ***the faculty member’s suggestion was protected by academic freedom.***

AF+      n=264 m=2.59 (1.57)                      **72% Disagree**      7% SA

10. A student rolls her eyes at a teacher indicating that she believes the teacher’s position is ridiculous. Although disrespectful, this behavior is not noticed by other students in the class. After class, the teacher chastises the student and requires the student to apologize for her disrespect before returning to the class. Please express your relative agreement with the following statement: ***Students have a right to express disagreement, and even ridicule, and should not be compelled to apologize for behavior that is disrespectful, but not disruptive, in order to continue to participate in a class.***

AF+      n=267 m=4.40 (1.63)                      **72% Agree**      7% SD

11. A faculty member, frustrated by interruptions to the lecture, imposes a daily question quota on the class. The TA keeps track of the number of questions asked, and once the allotment of three questions is reached, notifies the student that s/he is not to ask any more questions during that class session. Please express your agreement that ***the teacher has the right to impose this question quota on students:***

AF-      n=266 m=3.02 (1.81)                      **55% Disagree**      12% SA

12. Please express your relative opinion that ***this is a valid educational practice.***

n=262 m=2.80 (1.68)                      **65% Disagree**      7% SAD

13. In a course about behavioral science, the instructor claims that evolution “is a vital, well-supported, and unifying principle in the behavioral as well as the biological sciences.” Two students, identifying as fundamentalist Christians, object, citing information from a creationist website. The instructor, referencing the *National Center for Science Education*, presents the following as the consensus of the scientific community:

“...the scientific evidence is overwhelmingly in favor of the idea that all living things share a common ancestry... there is no serious scientific doubt that evolution occurred or that natural selection is a major mechanism in its occurrence. It is scientifically inappropriate for creationist pseudoscience to be introduced into the science curricula...”

The students feel that their religious beliefs have been ridiculed and this has impeded their education. The students file a hostile environment grievance against the instructor. Please express your relative agreement that ***the teacher has created a hostile environment for these students based on their religious beliefs:***

HE+ n=237 m=2.15 (1.45) 79% Disagree 4% SA

14. Please express your relative agreement that ***the teacher's actions were protected by academic freedom:***

AF+ n=237 m=4.79 (1.46) 82% Agree 5% SD

15. Despite the facts that several federal and appellate courts have found “intelligent design” to be devoid of scientific merit and that there are no published studies in scientific journals supporting its claims, the students persist in arguing that intelligent design is a reasonable alternative to evolution based on their own firmly held religious beliefs. Their behavior is considered to be disruptive by the teacher and many other students. Please express your agreement that ***nonetheless, the students' behavior is protected by academic freedom.***

AF+ n=230 m=3.67 (1.62) 54% Agree 12% SD

16. A male faculty member occasionally invites male students from his class to his home for meals, receiving partial reimbursement from college funds. Noticing that female students in his classes are never invited to these informal gatherings, a female student files a grievance with the Title IX coordinator, claiming that the faculty member's behavior is discriminatory. Do you agree that ***the faculty member has violated college policy concerning discrimination by only inviting male students to his home for informal dinners?***

n=220 m=3.55 (1.71) 54% Agree 17% SD

17. Please express your relative agreement that ***the teacher's actions were protected by academic freedom:***

AF+ n=217 m=2.75 (1.54) 67% Disagree 7% SA

18. The college offers the following program: “Faculty and staff who identify as women are invited to a one-day writing retreat. This retreat is designed to kick start a semester of productive writing. Transportation to/from the resort as well as breakfast, lunch, snacks, and beverages will be provided.” A male faculty member applies, but his application is rejected because he does not “identify as a woman”. Please express your relative agreement that **this program violates the college’s policy concerning non-discrimination?**

n=207 m=3.35 (1.82)                      **52% Disagree**    18% SA

19. Please express your relative agreement that **this program is, nonetheless protected by the academic freedom of the organizers and participants:**

AF+    n=194 m=3.94 (1.56)                      **68% Agree**        12% SD

20. A female faculty member files a grievance against a male faculty colleague. When he’s notified of the grievance, he confides in a friend, a faculty member in another department. At the subsequent hearing, the grievant labels this as “retaliation” and claims his action increased hostility toward her. Please express your agreement that **the respondent has “retaliated” by privately sharing a copy of the Title IX grievance filed against him with a colleague:**

HE+    n=194 m=2.90 (1.71)                      **64% Disagree**    13% SA

21. Please express your relative agreement that **the respondent’s sharing the grievance was protected by academic freedom:**

AF+    n=192 m=2.93 (1.61)                      **62% Disagree**    8% SA

22. A faculty member overhears students talking outside her office about another professor. The students recount a riddle he told in class asking what *Bud Light* and making love in a canoe had in common. She finds the punchline, (“They are both F\*\*\*ing close to water.”) offensive and includes this as part of a hostile environment grievance several months later. Please express your relative agreement that **the professor who told the inappropriate joke has violated college policy by creating a hostile environment even though no one present when he told the joke indicated offense or objection:**

HE+    n=197 m=2.84 (1.73)                      **65% Disagree**    13% SA

23. Please express your agreement that **the professor’s joke is protected by academic freedom:**

AF+    n=194 m=3.12 (1.73)                      **59% Disagree**    13% SA

24. The administration decides to cancel classes and hold diversity day training for all faculty members in response to a racial incident on campus. Several department chairs express disapproval of this “collective punishment”. One chair even leaves the final session of the training in apparent protest. Six years later, a colleague cites this as an example of the department chair’s hostile attitude toward racial diversity and inclusion. Please express your relative agreement that ***the department chair’s behavior violated college policy by creating a hostile environment.***

HE+ n=188 m=3.12 (1.81) 58% Disagree 13% SD

25. Please express your agreement that ***the department chair’s criticism of college policy and apparent early departure from required training was protected by academic freedom.***

AF+ n=189 m=3.39 (1.78) 51% Agree 21% SD

26. A faculty member publishes an article extolling the value and virtues of the concept of *white privilege*. A colleague, subsequently visits her office and “scoffs” at the notion of white privilege, suggesting that this privilege is reserved primarily for those with high economic status. She includes this as part of a grievance against him for creating a hostile environment based on race (although both she and the colleague are white). Please express your relative agreement that ***the grievant’s claim of a hostile environment is justified:***

HE+ n=185 m=2.53 (1.68) 74% Disagree 9% SA

27. Please express your relative agreement that ***the respondent’s scoffing at white privilege was protected by academic freedom.***

AF+ n=188 m=3.84 (1.74) 60% Agree 14% SD

28. Incensed by several faculty members’ public attack on his longtime friend and colleague, the dean, a former department chair calls a department meeting. After closing the doors behind him, he launches into a tirade against a junior faculty colleague, calling her a “disgusting dyke”, “a mediocre talent and a pathetic dwarf”, and closes with “F\*\*\* you and the Shetland Pony you rode in on” before storming out of the room, leaving her in tears. Express your agreement that ***the former department chair has violated the college’s hostile environment policy.***

HE+ n=180 m=5.57 (1.10) 92% Agree 2% SD

29. Please express your relative agreement that ***the former department chair’s behavior was protected by academic freedom:***

AF+ n=177 m=1.46 (.973) 93% Disagree 2% SA

30. The same irate individual encounters another tenured male faculty member in a public stairwell in the presence of many other students and faculty members. The other faculty member had also “attacked” the dean for a controversial tenure decision. The former department chair loudly berates his colleague, charging him with having had numerous inappropriate sexual relationships with students and threatened to castrate him if he ever shows his face at another faculty meeting. Please express your relative agreement that **the former department chair created a hostile environment based on gender.**

HE+ n=175 m=4.46 (1.79) 70% Agree 13% SD

31. Please express your relative agreement that **the former department chair’s behavior was protected by academic freedom:**

AF+ n=174 m=1.64 (1.08) 93% Disagree 2% SA

32. A department chair is accused of discriminating in the conduct of a tenure-track faculty selection process. In addition to the grievant’s claim of bias against female applicants, a review of the original candidate ratings submitted by selection committee members showed that the department chair used ratings of 0 to 5 to rate applicants, while all other selection committee members used the agreed-upon scale of 1 to 5. In fact, the department chair assigned “0” ratings to female applicants at twice the rate that he assigned these low ratings to male applicants. Please express your relative agreement that **the department chair discriminated against female applicants in the hiring process by using a different rating scale to disproportionately disadvantage female applicants.**

n=175 m=4.91 (1.51) 82% Agree 6% SD

33. Please express your relative agreement that **the department chair’s actions would be protected by his academic freedom to express his opinion on the suitability of candidates based on their gender.**

AF+ n=174 m=1.95 (1.41) 75% Disagree 3% SA

*“Fabricated charges of alleged violations or false testimony are serious offenses. Persons found to have fabricated charges or testified falsely will be subject to disciplinary action up to and including termination or expulsion. – Berea College Policy on Harassment Procedures*

34. Imagine that the situation described above was reversed. During the selection process, the grievant had stated openly, that the last thing the department needed were any more “old, white guys”. The original rating sheets revealed that the grievant, herself, was the only individual that had assigned “0” ratings to any of the applicants and that she had assigned these low ratings to males at twice the rate that she had assigned “0” ratings to female applicants. Please express your relative agreement that **the grievant had provided false testimony and filed a false charge against the department chair.**

I+ n=163 m=4.15 (1.77) 67% Agree 2% SD

35. Please express your agreement that ***the grievant's actions violated college policies against discrimination based on gender.***

n=160 m=4.33 (1.71)      **70% Agree**      12% SD

36. Express your agreement that ***the grievant's actions were protected by academic freedom.***

AF+      n=154 m=2.29 (1.39)      **76% Disagree**      2% SD

37. A department chair, greatly distressed by the repeated disruptive behavior of a student in one of his classes, discusses the issue at a department meeting. Frustrated by his colleagues' repeated efforts to suggest that his own behavior was part of the problem, he blurts out that he thinks "militant lesbianism" is the basis of the difficulty since the disruptive student had privately accused him of "not being an ally to the LGBT community". Two junior faculty members who identify with the LGBT community are offended and file a grievance against the department chair. Please express your agreement that ***the department chair, by using the words "militant lesbianism" in anger created a hostile environment for his junior colleagues.***

HE+      n=152 m=4.31 (1.69)      **69% Agree**      11% SD

38. Please express your relative agreement that ***the department chair's words, "militant lesbianism," were protected by academic freedom:***

AF+      n=154 m=2.59 (1.64)      **70% Disagree**      8% SA

39. A faculty member allows students to choose to be called by either masculine or feminine pronouns. However, he does not agree to a transgender student's request to be addressed using only plural pronouns (i.e., "they", "them", & "theirs"). The student is offended and files a grievance against the faculty member for creating a hostile environment based on "their" chosen gender identity. Please express your relative agreement that ***the teacher created a hostile environment based on sexual orientation by limiting students' choice of pronouns.***

HE+      n=163 m=4.36 (1.77)      **64% Agree**      12% SD

40. Please express your agreement ***the teacher's action was protected by academic freedom:***

AF+      n=159 m=2.57 (1.69)      **73% Disagree**      10% SA

41. A TA presents an article written by the faculty member identified above to a section of students in a communication course. The article suggests that insistence on extended forms of address beyond personal male or female pronouns is disruptive and confusing and that the needs of the community to communicate clearly should supersede the rights of



individual students to be called by preferred pronouns. Two students in the TA's course are offended and file a grievance against the TA for creating a hostile environment. Please express your relative agreement that ***the teaching assistant violated college policy by creating a hostile environment by introducing this article (as one of several) to the class:***

HE+ n=163 m=3.02 (1.87) 60% Disagree 18% SD

42. ***The TA's decision to introduce this article to her class was protected by academic freedom:***

AF+ n=161 m=4.32 (1.77) 71% Agree 12% SD

43. In an interview on National Public Radio, Chrissie Hynde, a former rock star, suggested that getting drunk and showing up at a biker party in her underwear contributed to her gang rape 20 years earlier. Many feminists decried the interview and harshly criticized Hynde, claiming that expressing her views contributed to "rape culture". A male department chair sought to find out what a junior female faculty member thought about this issue. When it became apparent to him that the conversation made her uncomfortable, he stopped the conversation and left her office. Two years later, this incident was cited as evidence that he had created a hostile environment based on gender. Please express your relative agreement that ***the department chair violated college policy by creating a hostile environment by introducing & attempting to discuss the Chrissie Hynde interview with a junior female colleague.***

HE+ n=160 m=2.27 (1.59) 82% Disagree 7% SA

44. Please express your relative agreement that ***the department chair's efforts to discuss the NPR interview and public reaction to it were protected by academic freedom.***

AF+ n=160 m=4.32 (1.70) 71% Agree 12% SD

45. A faculty grievant claimed that his ability to participate in his professional duties had been negatively affected by the hostility he perceived from his department chair. He claimed that the possibility of encountering the department chair was so distressing that he was forced to use a copier on a different floor of his building to avoid contact. A subsequent review of copier records showed that the grievant had only used the copier on a different floor approximately 2% of the time and that all of these occurrences were during the week his grievance was filed. Please express your relative agreement that ***the grievant had provided false testimony as a part of her grievance.***

I+ n=157 m=4.30 (1.61) 68% Agree 9% SD

46. Please express your relative agreement that ***the grievant's testimony was, nonetheless, protected by her academic freedom.***

AF+ n=157 m=2.63 (1.52) 69% Disagree 3% SA

47. A faculty member visits her department chair's office on departmental business. However, the department chair soon expresses his frustration with the disruptive behavior of one of the students in his class. He angrily suggests that the student's "militant feminism" is intolerable and that administrative action will need to be considered. Shaken and distraught, the faculty member hurriedly leaves his office and files a hostile environment complaint against the department chair. Please express your agreement that ***the department chair's words (in his own office) violated college policy concerning hostile environments.***

HE+     n=155 m=3.66 (1.87)                    **56% Agree**     22% SD

48. Please express your agreement that ***the department chair's expressions of frustration including the use of the words "militant feminism" were protected by academic freedom.***

AF+     n=151 m=3.13 (1.77)                    **57% Disagree**     16% SA

49. During a faculty conduct hearing, a grievant, forcefully but falsely, asserts that college policy states that mediation is "inappropriate" in hostile environment cases. (College policy indicated that mediation is inappropriate in cases of sexual assault.) The Hearing Board's subsequent decision does not suggest mediation, only recommending punishment for the respondent. Please express your relative agreement that ***the grievant violated college policy by providing false testimony.***

I+        n=151 m=4.05 (1.64)                    **60% Agree**     10% SD

50. Please express your relative agreement that ***the grievant's false claim was protected by academic freedom.***

AF+     n=152 m=2.23 (1.33)                    **81% Disagree**     3% SD

51. During a faculty conduct hearing, a respondent asks a Title IX Investigator if "feminists" are a protected group, then withdraws the question when it is obvious the investigator has difficulty answering. The panel report cites the question as evidence of the respondent's impulsivity and hostility toward women. Please express your relative agreement that ***the respondent's question was a violation of college harassment policy.***

HE+     n=154 m=2.56 (1.57)                    **74% Disagree**     4% SD

52. Please express your relative agreement that ***the respondent's question during the faculty conduct hearing was protected by academic freedom.***

AF+     n=153 m=3.93 (1.71)                    **62% Agree**     14% SD

53. An African American, male faculty member survived cancer after extensive chemotherapy. Subsequently, he files a grievance against his department chair citing a dozen incidents over a 5 year period in which he feels he was subjected to a hostile environment based on his race. Medical studies have shown that about 30% of those who undergo chemotherapy, subsequently suffer from *post chemotherapy cognitive impairments*. Anxiety and depression are the most common form of these impairments and both of these affect an individual's perception and memory. Please express your relative agreement that ***the investigators should take into account the possibility that grievant's recollections were biased by his mental condition.***

HE- n=153 m=3.39 (1.64) 54% Agree 22% SD

54. At a subsequent faculty conduct hearing, a document suggesting that the claimant's perception and memory may have been impaired by his chemotherapy is excluded because it is considered to relate to his "character" and right to privacy. Please express your relative agreement that ***the faculty panel's decision to exclude this document was appropriate.***

n=150 m=3.53 (1.71) 52% Disagree 18% SA

55. Despite his chronic and severe Attention Deficit Hyperactivity Disorder, a male faculty member achieves success in the classroom and as a program coordinator. However, several female faculty members, frightened and offended by his occasional outbursts, file grievances against him. The subsequent Title IX investigation and hearing do not find evidence of malice, intention, direct discrimination, or retaliation on his part. However, his erratic and "aggressively oblivious" behavior is determined to have violated college policies concerning the creation of hostile workplace environments. ***The administration should punish the male faculty member for his words and behaviors even though they are characteristic of his diagnosed disorder.***

n=150 m=2.91 (1.57) 65% Disagree 8% SA

56. A faculty member constructs a survey with questions and scenarios relating to academic freedom and Title IX and distributes it to students and faculty as part of his course in Industrial/Organizational Psychology. Another faculty member, offended by the way s/he perceives his/her words and actions were portrayed in the survey files a grievance against the faculty member for creating a hostile environment. Please express your relative agreement that ***the faculty member created a hostile environment by conducting the survey.***

HE+ n=150 m=3.06 (1.91) 60% Disagree 18% SA

57. ***Please express your relative agreement that creating, distributing, analyzing, and reporting the results of this survey are protected by academic freedom.***

AF+ n=150 m=4.45 (1.83) 73% Agree 13% SD

58. ***When an inadvertent hostile environment violation occurs (one for which no evidence of malice or intent is present), resolution through mediation and administrative action rather than punishment of the respondent is appropriate.***

HE- n=152 m=4.81 (1.38) **84% Agree** 6% SD

59. In today's society, ***the First Amendment is relevant and an important part of American democracy, especially higher education.***

n=153 m=5.28 (1.24) **90% Agree** 5% SD

60. ***In today's society, policies, speech codes, and sanctions against the creation of hostile environments are necessary to assure access of all individuals to fully participate in educational activities and processes.***

n=151 m=4.60 (1.56) **80% Agree** 6% SD

61. ***Whether in classroom discussions or casual, "water-cooler", conversations, I, personally, have withheld expressing my own viewpoint or perspective, out of concern that it might be judged as being offensive or "hostile" by others.***

n=154 m=4.45 (1.60) **78% Agree** 8% SD

**Demographics** (none of this information will be used to identify individual respondents. However, if you feel it is necessary, you may omit any particular responses).

62. What is your **gender** identity? Male (35%) Female (55%) n=165

63. What is your primary **ethnic** identification?

White (69%) Black (9%) Hispanic (5%) Asian (4%) Other (4%) n=165

64. What is your **sexual orientation**?

Heterosexual (65%) Other (35%) n=161

65. What is your primary **role** at Berea College?

first-year student (10%) sophomore (15%) junior (15%) senior (23%) alumni (16%)

non-tenure track faculty (2%) tenure track faculty (2%) tenured faculty (5%)

academic administrator (0%) retiree (1%) other (10%) n=166

66. **The Civil Rights Act of 1964** provides protection to individuals in certain “classes”. Berea College policy extends these protections to include one’s sexual orientation and gender identity. In which of the following protected classes do you, personally, feel you are likely to be subject to discrimination or harassment? Please select all that apply. n=154 m=2.56 (1.85)

Gender (26%) race (14%) religion (13%) sexual orientation/identity (13%)  
 Age (13%) national origin (4%) skin color (10%) other (6%)

67. Berea College provides several different **training** opportunities relevant to diversity and inclusion. Please indicate which of the following training programs you have attended:

Green Dot Training (37%) Title IX Training (45%) Safe Zone Training (18%) n=142

71. With which **academic field** do you most closely identify?

science (17%) social science(24%) fine/performing art (8%)  
 humanities, general studies/interdisciplinary (21%) professional programs ((education, business, technology, nursing) (30%)

72. Which phrase best describes your **political inclination**? n=125 m=3.82 (1.02)

Very Conservative (3%)	Moderately Conservative (6%)	Moderate/ Neutral (18%)	Moderately Liberal (34%)	Very Liberal (23%)	Prefer not to respond (16%)
------------------------------	------------------------------------	-------------------------------	--------------------------------	--------------------------	-----------------------------------

73. How long have you been at Berea College? n=159

0-2 yrs (35%)	2-4 years (41%)	4-10 years (18%)	10-20 years (4%)	over 20 years (3%)
------------------	--------------------	---------------------	---------------------	-----------------------