

Data Analysis of Carleton University Student's Perception  
of Ideological Diversity on Campus

PSCI 4003

Professor Conrad Winn

Andréas Hill & Jonathan Mitchel

Supervised by: Professor Winn

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## **Introduction**

This paper is a quantitative data analysis of a survey of Carleton University Political Science students intended to assess their views of the political and ideological diversity of their campus. To meaningfully weigh in on the subject of the present ideological diversity on campuses, the involvement of quantitative data is a necessary asset. There is utility in allowing a diverse set of perspectives to flourish on a University campus, particularly with regards to the political and social sciences. Whether these disciplines have allowed meaningfully for this flourishing has remained the subject of political discussion, debate and controversy. As a contentious topic of political consequence, there is importance in grounding the discussion in empiricism with the use of statistical analysis. To this end, this paper aims to quantitatively assess the degree of ideological homogeneity present at Carleton University, specifically within the faculty of political science.

In finding a population sample that is broadly representative of the population of political science students, a survey was distributed to students enrolled in political science courses at Carleton University. There are a number of ways one could gauge the ideological diversity on campus, but it was determined that asking students themselves how they perceive the political consensus on campus is a reasonable way to derive this information. Additionally however, the interest in surveying a representative sample as was possible was met with limitations; there was a need to contend with the constraints placed by Carleton's Office of Research Ethics. These constraints were substantial, and namely precluded the possibility of using a larger, more representative sample of political science students from across the faculty.

In order to satisfy the requirements placed by the ethics board, the sample was limited to only two classrooms: PSCI 3406 and PSCI 4003. The survey itself was comprised largely of questions devised in collaboration with professor Conrad Winn, who additionally served as the supervisor of the research proceedings. These questions were transcribed into Qualtrics surveying software through which the completed survey was created. As per the necessary ethical requirements set by Carleton, measures were taken through alterations within the Qualtrics software to disallow the retrieval of potentially compromising pieces of information about survey recipients such as the IP address or location data. When completed, through the aid of the teacher's assistance of the two classes, the surveys were distributed to the sample of political science students to acquire the data below.

## Demographic Questions

Demographic questions were asked in order to discern basic background information about each respondent that may provide insight through a bivariate analysis into future questions answered.

### Are you

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	4	17.4	40.0	40.0
	Female	5	21.7	50.0	90.0
	Don't wish to answer	1	4.3	10.0	100.0
	Total	10	43.5	100.0	
Missing	System	13	56.5		
Total		23	100.0		

Figure 1.

### Which of the following best describes your field:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Political Science Honours	6	26.1	54.5	54.5
	Political Science Major	2	8.7	18.2	72.7
	None of the Above	3	13.0	27.3	100.0
	Total	11	47.8	100.0	
Missing	System	12	52.2		
Total		23	100.0		

Figure 2.

### What is Your Age? – Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21.00	1	4.3	10.0	10.0
	22.00	4	17.4	40.0	50.0
	23.00	1	4.3	10.0	60.0
	24.00	1	4.3	10.0	70.0
	25.00	1	4.3	10.0	80.0
	33.00	1	4.3	10.0	90.0
	37.00	1	4.3	10.0	100.0
	Total	10	43.5	100.0	
Missing	System	13	56.5		
Total		23	100.0		

Figure 3.

Figure 1. From 23 respondents, a total of 10 answered this question). Of the 10; 4 respondents answered "male", 5 responded "female", and 1 responded didn't wish to answer. With only 10 points of data, it is difficult to discern if the final split of 50%, 40%, and 10% of the demographic is a true representation of the two political science courses.

What is clearer is the age spread (seen on Figure 2.), which shows 10 of the 23 respondents answering between ages 21-25, furthermore 2 outliers were present with responses of 33 and 37.

Figure 2. had expected results considering the courses approved for surveying were restricted to political science courses. 11 responded, of which 8 were political science students and only 3 were of another major.

### Substantive Questions

These are the questions that aim to reveal data on any possible or perceived ideological affiliation (if any) within the political science faculty at Carleton University.

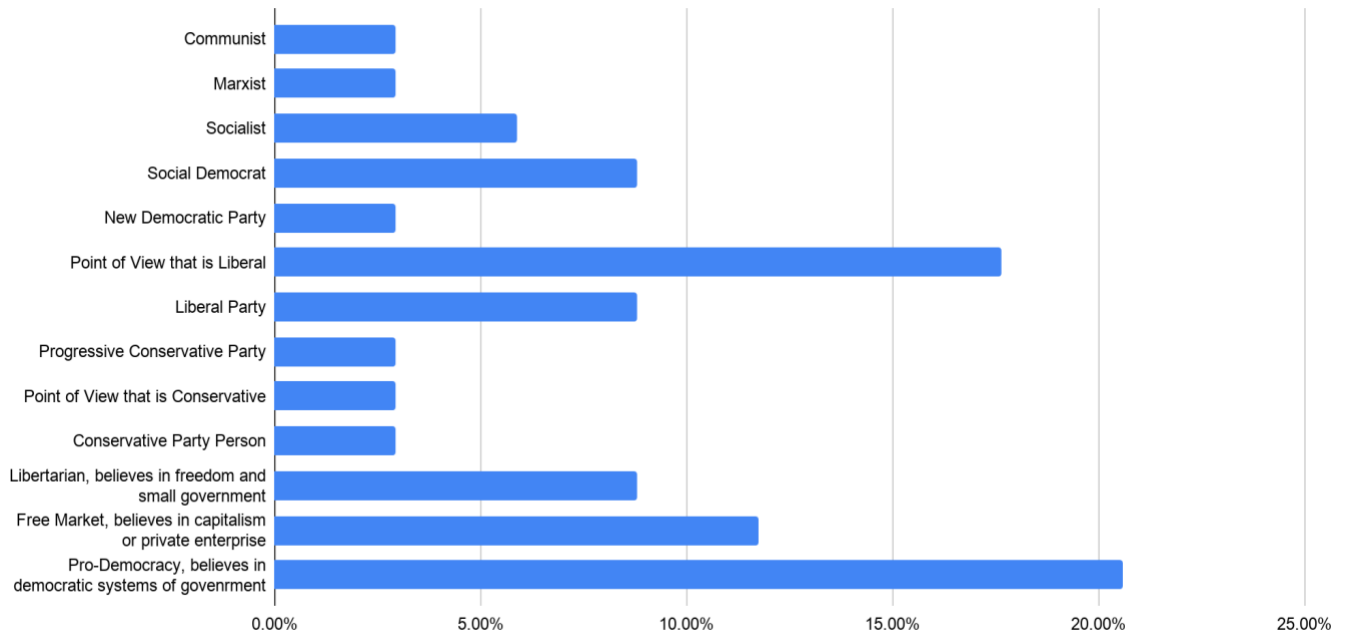


Figure 4.

When asked to choose up to 4 perceived ideological affiliations of their political science professors, the most significant results were as seen above in (Figure 4.): 1 student perceived political science professors as conservative, 1 student perceived their professors as agreeable with the conservative party. These values are much lower than the results for Liberal Party and Liberal. A total of 6 students believe their professor is Liberal, and 3 students believe their professors to be agreeable with the Liberal Party. While the total quantity of data is low, the perception of Left leaning political science professors has outweighed Right leaning perceptions at a 2 : 9 ratio.

Each of the following are possible perspectives of none, some, or many professors. On a scale from 'Needs Improvement' to 'No Needed Improvement', what score would you give to political science professors for – Being homogeneously leftwing

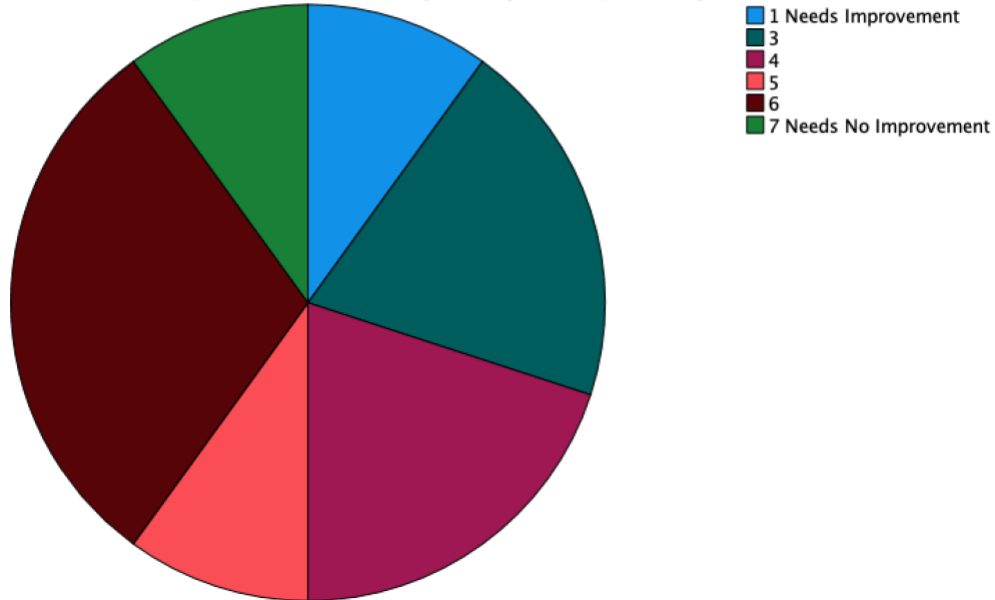


Figure 5.

Each of the following are possible perspectives of none, some, or many professors. On a scale from 'Needs Improvement' to 'No Needed Improvement', what score would you give to political science professors for – Being homogeneously rightwing

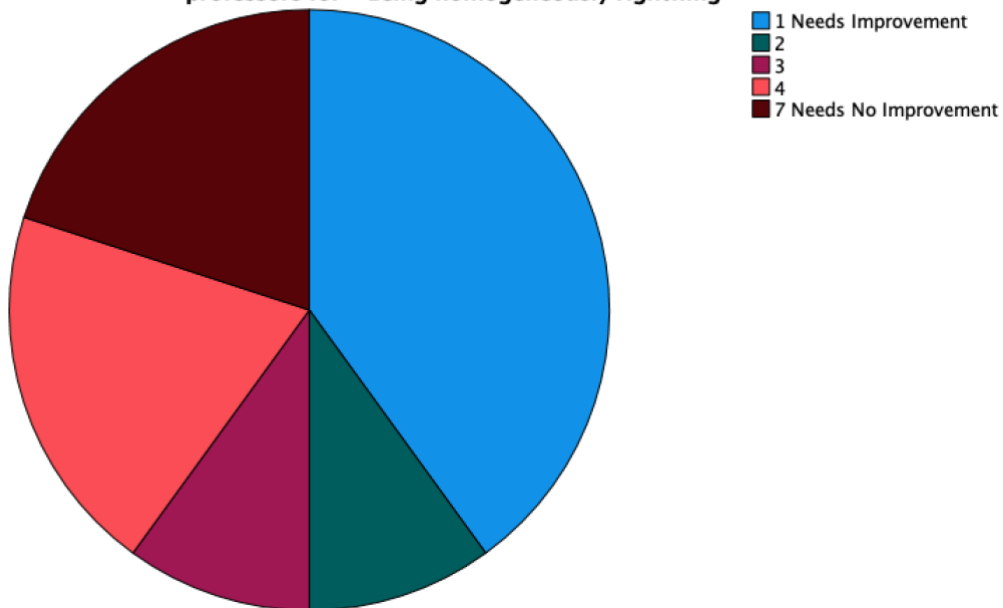


Figure 6.

Figure 5. and Figure 6. represent the ratio of perceived homogeneity among professors for Left and Right leaning ideologies. A comparison between both charts can suggest an interest in improved representation of Right wing thought. However, establishing conclusive findings is difficult due to a small sample size.

**How important is it for: - Professors to have different or diverse points of view on politics \***  
**Are you Crosstabulation**

			Are you			Total
			Male	Female	Don't wish to answer	
How important is it for: - Professors to have different or diverse points of view on politics	4	Count	2	2	0	4
		% within Are you	50.0%	40.0%	0.0%	40.0%
	5	Count	1	1	1	3
		% within Are you	25.0%	20.0%	100.0%	30.0%
	6	Count	0	1	0	1
		% within Are you	0.0%	20.0%	0.0%	10.0%
	7 Very Important	Count	1	1	0	2
		% within Are you	25.0%	20.0%	0.0%	20.0%
Total	Count	4	5	1	10	
	% within Are you	100.0%	100.0%	100.0%	100.0%	

Figure 7.

Figure 7. represents the cross tabs of a bivariate analysis conducted between two survey questions. The independent variable is the respondent's gender and the dependent variable is the respondent's belief in the importance of teaching diverse points of view on politics. There does not exist enough data to make statistically conclusive results about the association.

**Chi-Square Tests**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	3.583 <sup>a</sup>	6	.733
Likelihood Ratio	3.958	6	.682
Linear-by-Linear Association	.004	1	.952
N of Valid Cases	10		

Figure 8.

a. 12 cells (100.0%) have expected count less than 5. The minimum expected count is .10.

As indicated by the SPSS software, there does not exist data in sufficient quantity in Figure 8. to allow for the use of traditional measures of statistical significance using Chi-Square tests or Cramer's V. This is the limitation of a sample with too few respondents.

Figure 9. Results of a bivariate analysis conducted (above in Figure 9.) to assess the relationship between independent variable (Age) and dependent variable (label respondent

**Which of the following describes most accurately politics at Carleton University overall? \* What is Your Age? - Age Crosstabulation**

			What is Your Age? - Age							Total
			21.00	22.00	23.00	24.00	25.00	33.00	37.00	
Which of the following describes most accurately politics at Carleton University overall?	Leftwing—gently for big government or leftwing candidates or against rightwing	Count	0	0	0	0	0	0	1	1
		% within What is Your Age? - Age	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	10.0%
	Leftwing—gently for liberal social values or leftwing candidates or against rightwing	Count	1	0	1	0	1	0	0	3
		% within What is Your Age? - Age	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%	0.0%	30.0%
	Leftwing—strongly for liberal social values or leftwing candidates or against rightwing	Count	0	2	0	1	0	0	0	3
		% within What is Your Age? - Age	0.0%	50.0%	0.0%	100.0%	0.0%	0.0%	0.0%	30.0%
	Open-minded—to both left and right and students feel they can express left or rightwing positions or just disagree with a professor	Count	0	1	0	0	0	0	0	1
		% within What is Your Age? - Age	0.0%	25.0%	0.0%	0.0%	0.0%	0.0%	0.0%	10.0%
	Open-minded—the university presents various left and rightwing perspectives on some important issues	Count	0	1	0	0	0	0	0	1
		% within What is Your Age? - Age	0.0%	25.0%	0.0%	0.0%	0.0%	0.0%	0.0%	10.0%
	Rightwing—gently against big government or leftwing candidates or for rightwing	Count	0	0	0	0	0	1	0	1
		% within What is Your Age? - Age	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	10.0%
	Total	Count	1	4	1	1	1	1	1	10
		% within What is Your Age? - Age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

believes most accurately describes Carleton's politics). There does not exist enough data to make statistically conclusive results about the association.



**When it comes to exposing students to different ideas, different ideologies, and a diversity of political points of view, how would you rate – Your own viewpoint on the importance of teaching different points of view**

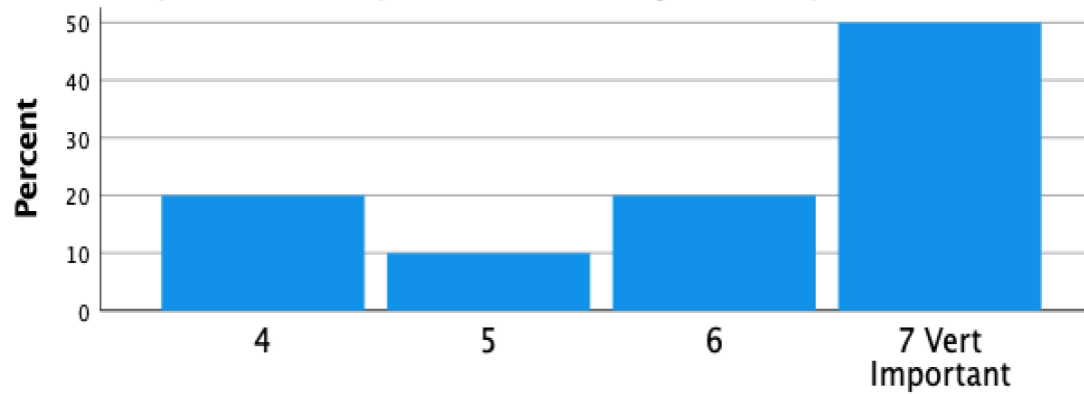


Figure 10.

The data indicates an overwhelming support for a diverse teaching of different points of view. Values 1 (not important) through 3 have been automatically omitted from the graph as no surveyed participants chose these options.

**Which of the following describes most accurately politics at Carleton University overall?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Leftwing—gently for big government or leftwing candidates or against rightwing	1	4.3	10.0	10.0
	Leftwing—gently for liberal social values or leftwing candidates or against rightwing	3	13.0	30.0	40.0
	Leftwing—strongly for liberal social values or leftwing candidates or against rightwing	3	13.0	30.0	70.0
	Open-minded—to both left and right and students feel they can express left or rightwing positions or just disagree with a professor	1	4.3	10.0	80.0
	Open-minded—the university presents various left and rightwing perspectives on some important issues	1	4.3	10.0	90.0
	Rightwing—gently against big government or leftwing candidates or for rightwing	1	4.3	10.0	100.0
	Total	10	43.5	100.0	
Missing	System	13	56.5		
Total		23	100.0		

Figure 11.

When asked about the perceived dominant ideology of Carleton University, respondents indicated a perception of the dominance of both ‘gently’ and ‘strongly’ Left wing values. See Figure 11. above.

**Which of the following describes best the ideal university?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Leftwing—strongly for big government or leftwing candidates or against rightwing	1	4.3	10.0	10.0
	Leftwing—strongly for liberal social values or leftwing candidates or against rightwing	1	4.3	10.0	20.0
	Open-minded—to both left and right and students feel they can express left or rightwing positions or just disagree with the professor	5	21.7	50.0	70.0
	Open-minded—the university presents various left and rightwing perspectives on some important issues	2	8.7	20.0	90.0
	Rightwing —strongly against big government or leftwing candidates or for rightwing	1	4.3	10.0	100.0
	Total	10	43.5	100.0	
Missing	System	13	56.5		
Total		23	100.0		

Figure 12.

Figure 11. and Figure 12. There is a noteworthy contrast to be drawn between the results of Figure 11 and 12. When asked to describe Carleton's overall current political climate, respondents overwhelmingly described it as either 'gently' or 'strongly' liberal. Despite this, the findings of figure 12 suggests respondents hold an overwhelming preference for a political environment that is 'Open-Minded' to both left and right wing thought' as opposed to any other descriptor. This presents a strong discrepancy between the students desired political diversity and the actual political diversity at Carleton University.

**How important is it for: - Professors to encourage or welcome different points of view from students \* How would you score... - Your value on limiting public spending by governments due to greatly reduced funds in the COVID and post-COVID era Crosstabulation**

			How would you score... - Your value on limiting public spending by governments due to greatly reduced funds in the COVID and post-COVID era						Total
			1 Low	2	3	4	5	7 High	
How important is it for: - Professors to encourage or welcome different points of view from students	3	Count	1	0	0	0	0	0	1
		% within How would you score... - Your value on limiting public spending by governments due to greatly reduced funds in the COVID and post-COVID era	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	10.0%
	4	Count	0	0	0	0	0	1	1
		% within How would you score... - Your value on limiting public spending by governments due to greatly reduced funds in the COVID and post-COVID era	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	10.0%
	5	Count	0	1	0	0	0	0	1
		% within How would you score... - Your value on limiting public spending by governments due to greatly reduced funds in the COVID and post-COVID era	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	10.0%
	6	Count	0	0	1	1	1	0	3
		% within How would you score... - Your value on limiting public spending by governments due to greatly reduced funds in the COVID and post-COVID era	0.0%	0.0%	33.3%	100.0%	100.0%	0.0%	30.0%
	7 Very Important	Count	1	0	2	0	0	1	4
		% within How would you score... - Your value on limiting public spending by governments due to greatly reduced funds in the COVID and post-COVID era	50.0%	0.0%	66.7%	0.0%	0.0%	50.0%	40.0%
	Total	Count	2	1	3	1	1	2	10
		% within How would you score... - Your value on limiting public spending by governments due to greatly reduced funds in the COVID and post-COVID era	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Figure 13.

A Bivariate analysis conducted (see Figure 13.) between independent variable (importance of limiting spending in the post-covid era) and dependent variable (importance of professors encouraging different points of view from students). There is a conceivable ideological interpretation to the responses gathered from either of these variables, making their comparison interesting. However, there does not exist enough data to make statistically conclusive results about the association.

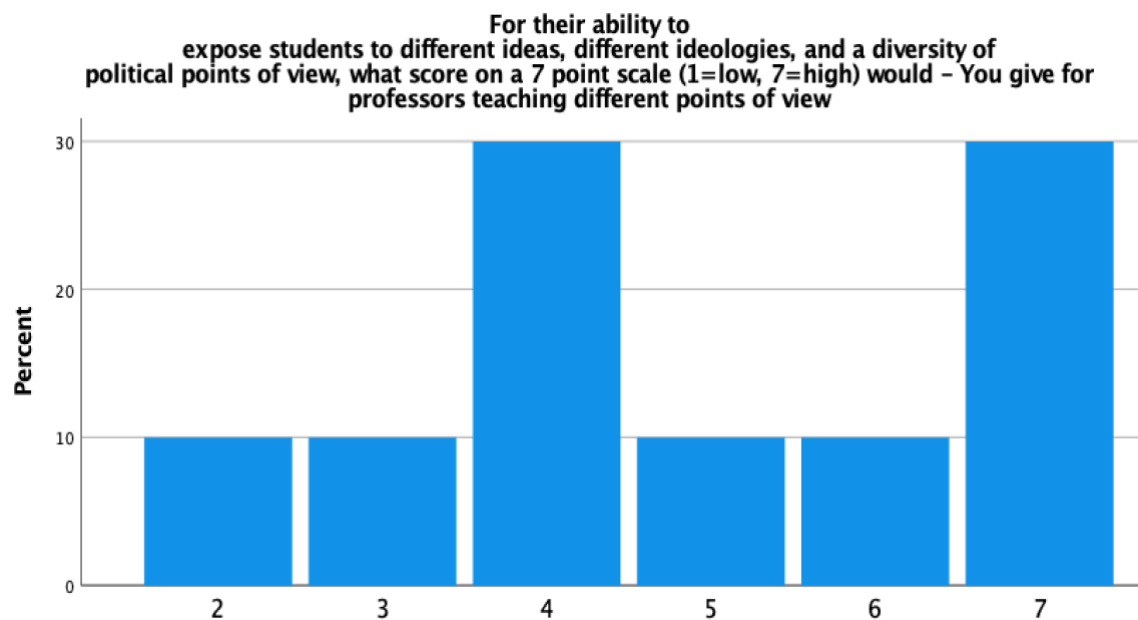


Figure 14.

**Which of the following describes most accurately the typical  
political science professors you've had or heard about at Carleton?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Leftwing—gently for liberal social values or leftwing candidates or against rightwing	2	8.7	20.0	20.0
	Leftwing—strongly for liberal social values or leftwing candidates or against rightwing	2	8.7	20.0	40.0
	Open-minded—to both left and right and makes students feel they can express left or rightwing positions or just disagree with the professor	4	17.4	40.0	80.0
	Open-minded—presents various left and rightwing perspectives on some important issues	2	8.7	20.0	100.0
	Total	10	43.5	100.0	
Missing	System	13	56.5		
Total		23	100.0		

Figure 15.

Figures 14 and 15 showcase that respondents have mixed views on whether their professors

## **Limitations**

A number of factors beyond our control as researchers limit our capacity to weigh in definitively and empirically on the survey's findings. The limitations placed on the scope of the research by the Carleton's Office of Research Ethics already created difficulty in the task of acquiring a truly representative sample of respondents. The regrettable reality that the survey was distributed at a time in the semester when many of the respondents could predictably be expected to have preoccupation in their studies and less time to check their emails and agree to a voluntary effort was an additional constraint to maximizing sample size. It also appears to be the case that even among the sample of respondents that opted to click on the survey (a total of 23), only 10 of them successfully filled out the totality of the questions.

There are a number of reasons this could be the case. It is possible that many prospective participants perhaps clicked on the link emailed to them only to feel disengaged by the size or content of the survey. Alternatively, participants simply felt uncomfortable with the content of the questioning or felt that their time was better served doing something else given the pressure of this portion of the semester. Regardless, the limited number of respondents creates a difficulty in running functional bivariate analyses using statistical analysis software like SPSS. Traditional measures of the reliability of a relationship generally require a minimum number of participants. This makes the observation of causal or correlative relationships in the data difficult. Even in a small sample size, however, meaning can be gleaned from certain trends in responses. This is particularly the case when respondents overwhelmingly answered in certain ways.

## **Findings and Conclusion**

The least ambiguous of the findings is the empirical reality that the majority of respondents identify both Carleton University as a campus and their typical professors as overwhelmingly liberal or left leaning politically. Figure 4 shows that respondents generally see their professor as politically somewhere on the left. Not as many respondents identified that their professors were Marxists or Communists and a few (8%) indicated that they believed their professors were socialists. Noteworthy, however, is that very few respondents described their professors as conservative in any way. As Figures 5 and 6 display, a majority of respondents appear to believe that right-perspectives could be better represented among professors. By contrast, respondents described the general University environment as an overwhelmingly liberal one in Figures 9 and 11. While there does not exist enough data to meaningfully extrapolate these findings to the larger population of Carleton Students in political science, there can be confidence that of the respondents of this survey see both their professors and their campus and majority liberal.

Of what can be gleaned from the data however, there are mixed results in whether or not students believe the liberal leanings of their professors limit the scope of what is taught and what the opinions they are allowed to express. Figure 14 shows mixed and inconclusive findings on

whether or not students feel that professors offer a diverse set of political perspectives in their classes. Further, Figure 15 suggests that the majority of students believe professors are open minded (60%) while the minority (40%) describe their professor as left-wing. Without knowledge about the political leaning of respondents, it is difficult to say whether this finding is the product of a slanted perspective about what constitutes ‘open-mindedness.’

Lastly, there is less ambiguity in the findings of Figure 10 and 12, which clearly show that the overwhelming majority of students favor a university environment that fosters an open-mindedness about different ideologies about perspectives. In Figure 10, over 80% of respondents indicated a 5 or above in support for the importance of ideological diversity in the classroom. In Figure 12, 70% of respondents believe that the ideal university is open-minded, either presenting both left and right wing perspectives or encouraging a diversity of opinion in the student body.

The results, broadly speaking are as follows:

- Respondents believe that their professors are liberal.
- Respondents believe that Carleton Campus itself is overwhelmingly liberal.
- Respondents have mixed results on whether professors allow for an environment that encourages diverse thought.
- Respondents have overwhelming support for a University environment that is politically open-minded to differing perspectives.

## **Appendage Containing the Content of the Survey**

1. When you decided to first come to Carleton to study, how important were each of the following motivations? You...

2. Please imagine that you are today thinking of coming to Carleton for the first time. To what extent would you find Carleton political science appealing if you learned that...

	1 Unimportant	2	3	4	5	6	7 Very Important
It offered strong courses in Canadian politics	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It offered strong courses in international relations	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It offered strong courses in political theory	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courses on lobbying and political influence could lead to a good job	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courses on terrorism could lead to a good job	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courses on China could ultimately lead to a good job	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courses on empirical research and opinion surveys at Carleton could help get a good job	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
it had a very strong reputation in the U.S and the rest of the English-speaking world	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It had a very strong national reputation	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



3. Thinking of the political science courses you've actually taken, what score would you give them on average

[illegible]

4. How would you score...

[illegible]

5. How many days a week do you follow politics

[illegible]

6. How would you score the amount of influence the Prime Minister and/or cabinet ministers have on...

[illegible]

7. How would you score...

[illegible]

8. How would you score the importance of...

	1 Unimportant	2	3	4	5	6	7 Very Important
Lobbying and political influence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the news, journalism, and mass media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to win elections	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Who benefits from different government policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How governments hire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How governments work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political Ideology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of your political science professors as researchers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of your political science professors as teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Which of the following best describes your field:

None of the Above

Joint Honours involving Political Science and another field

Political Science Major

Political Science Honours

10. Each of the following are possible perspectives of none, some, or many professors. On a scale from 'Needs Improvement' to 'No Needed Improvement', what score would you give to political science professors for

[illegible]

11. Please check between one and four of the following options for describing the typical political science professor:

Pro-Democracy, believes in democratic systems of government

Free market, believers in capitalism or private enterprise

Libertarian, believers in freedom and small government

Conservative party Person

Point of view that is conservative

Progressive Conservative Party

Liberal Party

Point of view that is Liberal

New Democratic Party

Social Democrat

Socialist

Marxist

Communist

12. How would you rate the ideological homogeneity (sameness of political opinions) your professors?

	1 They have extremely similar opinions	2	3	4	5	6	7 They have extremely different opinions
Your Professors in General:	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political Science Professors:	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. How do you think your Carleton student friends would rate the ideological homogeneity (sameness of political opinions) of their professors?

[illegible]

14. How important is it for:

[illegible]

15.

For their ability to expose students to different ideas, different ideologies, and a diversity of political points of view, what score on a 7 point scale (1=low, 7=high) would

[illegible]

16. When it comes to exposing students to different ideas, different ideologies, and a diversity of political points of view, how would you rate

[illegible]

17. Which of the following describes most accurately the typical political science professors you've had or heard about at Carleton?

Leftwing—gently for big government or leftwing candidates or against rightwing

Leftwing—strongly for big government or leftwing candidates or against rightwing

Leftwing—gently for liberal social values or leftwing candidates or against rightwing

Leftwing—strongly for liberal social values or leftwing candidates or against rightwing

Open-minded—to both left and right and makes students feel they can express left or rightwing positions or just disagree with the professor

Open-minded—presents various left and rightwing perspectives on some important issues

Rightwing—gently against big government or leftwing candidates or for rightwing

Rightwing —strongly against big government or leftwing candidates or for rightwing

Rightwing —gently for conservative social values or rightwing candidates or against left

Rightwing —strongly for conservative social values or rightwing candidates or against left

18. Which of the following describes best the *ideal* political science professor?

Leftwing—gently for big government or leftwing candidates or against rightwing

Leftwing—strongly for big government or leftwing candidates or against rightwing

Leftwing—gently for liberal social values or leftwing candidates or against rightwing

Leftwing—strongly for liberal social values or leftwing candidates or against rightwing

Open-minded—to both left and right and makes students feel they can express left or rightwing positions or just disagree with the professor

Open-minded—presents various left and rightwing perspectives on some important issues

Rightwing—gently against big government or leftwing candidates or for rightwing

Rightwing —strongly against big government or leftwing candidates or for rightwing

Rightwing —gently for conservative social values or rightwing candidates or against left

Rightwing —strongly for conservative social values or rightwing candidates or against left



19. Which of the following describes most accurately politics at Carleton University overall?

Leftwing—gently for big government or leftwing candidates or against rightwing

Leftwing—strongly for big government or leftwing candidates or against rightwing

Leftwing—gently for liberal social values or leftwing candidates or against rightwing

Leftwing—strongly for liberal social values or leftwing candidates or against rightwing

Open-minded—to both left and right and students feel they can express left or rightwing positions or just disagree with a professor

Open-minded—the university presents various left and rightwing perspectives on some important issues

Rightwing—gently against big government or leftwing candidates or for rightwing

Rightwing —strongly against big government or leftwing candidates or for rightwing

Rightwing —gently for conservative social values or rightwing candidates or against left

Rightwing —strongly for conservative social values or rightwing candidates or against left

20. Which of the following describes best the *ideal* university?

Leftwing—gently for big government or leftwing candidates or against rightwing

Leftwing—strongly for big government or leftwing candidates or against rightwing

Leftwing—gently for liberal social values or leftwing candidates or against rightwing

Leftwing—strongly for liberal social values or leftwing candidates or against rightwing

Open-minded—to both left and right and students feel they can express left or rightwing positions or just disagree with the professor

Open-minded—the university presents various left and rightwing perspectives on some important issues

Rightwing—gently against big government or leftwing candidates or for rightwing

Rightwing —strongly against big government or leftwing candidates or for rightwing

Rightwing —gently for conservative social values or rightwing candidates or against left

Rightwing —strongly for conservative social values or rightwing candidates or against left

21. Are you

Don't wish to answer

Other

Female

Male

25. What is Your Age?

