



Annual Report

Fiscal Year 2021

September 2020 - August 2021

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Our Mission

Heterodox Academy (HxA) is a nonpartisan, nonprofit organization committed to improving research and education in colleges and universities by advancing open inquiry, viewpoint diversity, and constructive disagreement.

Our Vision

We aspire to create college classrooms and campuses that welcome diverse people with diverse viewpoints and equip learners with the habits of heart and mind to engage that diversity in open inquiry and constructive disagreement. We seek an academy eager to welcome professors, students, and speakers who approach problems and questions from different points of view, explicitly valuing the role such diversity plays in advancing the pursuit of knowledge, the exposure of falsehoods, discovery, growth, and innovation.

Our Work

HxA works to:



Increase public awareness to elevate the importance of these issues on campus



Develop tools and resources that professors, administrators, and others can deploy to assess and then improve their campus and disciplinary cultures



Cultivate communities of practice among professors, researchers, and administrators

Fostering Engagement Across Lines of Difference

Rigorous, open, and responsible engagement across lines of difference separates good ideas from bad. Scholars and students must develop the habits of heart (e.g., empathy, perspective-thinking) and mind (e.g., humility, curiosity) necessary to evaluate claims, sources, and evidence, and to use that evidence to reason carefully — and compassionately — about the world.

Heterodox Academy believes that scholars must have broad latitude to explore ideas, even controversial and unpopular ones. However, scholars also have a responsibility to think about the contexts in which their scholarship, teaching, and public engagement unfold.

HxA also recognizes that colleges and universities are not “public squares” in the traditional sense, but rather sites for the production and dissemination of knowledge. Consequently, **HxA sees free expression and viewpoint diversity not as absolute goods or ends unto themselves, but as instrumental goods that help learners gain a better understanding of the world with sufficient depth, nuance, and complexity.** For these reasons, HxA insists upon a set of values governing constructive discourse, called “The HxA Way.”

The lines between what is acceptable and what is not, which views are valuable and which are not, cannot and should not be drawn by Heterodox Academy. There is no perfect answer to these difficult questions in light of new information, evolving circumstances, etc. Instead, **HxA aspires to provide frameworks, resources, and communities to work through these complicated questions.**

HxA has more than **5,300 members** from a range of **demographic backgrounds, academic disciplines, and institutional roles** all over the United States and beyond.

As would be expected from such a heterogeneous network, HxA members hold a wide variety of beliefs, values, and views on virtually any topic up for discussion.

As an organization, HxA prizes pluralism and values constructive disagreement.

The Hx way

- 1 **Make your case with evidence.** Link to that evidence whenever possible (for online publications, on social media) or describe it when you can't (such as in talks or conversations). Any specific statistics, quotes, or novel facts should have ready citations from credible sources.
- 2 **Be intellectually charitable.** Viewpoint diversity is not incompatible with moral or intellectual rigor — in fact, it enhances moral and intellectual agility. However, you should always try to engage with the strongest form of a position with which you disagree (that is, “steel-manning” opponents rather than “straw-manning” them). You should be able to describe an interlocutor’s position in a manner with which that interlocutor would agree. Try to acknowledge, when possible, the ways in which the actor or idea you are criticizing may be right — be it in part or in full. Look for reasons why the beliefs others hold may be compelling, under the assumption that others are roughly as reasonable, informed, and intelligent as yourself.
- 3 **Be intellectually humble.** Take seriously the prospect that you may be wrong. Be genuinely open to changing your mind about an issue if this is what is expected of interlocutors (although the purpose of exchanges across differences need not always be to “convert” someone, as explained here). Acknowledge the limitations to your own arguments and data as relevant.
- 4 **Be constructive.** The objective of most intellectual exchanges should not be to “win” but rather to have all parties come away from an encounter with a deeper understanding of our social, aesthetic, and natural worlds. Try to imagine ways of integrating strong parts of an interlocutor’s positions into your own. Don’t just criticize, consider viable positive alternatives. Try to work out new possibilities or practical steps that you could take to address the problems under consideration. The corollary to this guidance is to avoid sarcasm, contempt, hostility, and snark. Generally target ideas rather than people. Do not attribute negative motives to people you disagree with as an attempt at dismissing or discrediting their views. Avoid hyperbole when describing perceived problems or (especially) your adversaries.
- 5 **Be yourself.** Heterodox Academy believes that successfully changing unfortunate dynamics in any complex system or institution will require people to stand up — to leverage, and indeed stake, their social capital on holding the line, pushing back against adverse trends, and leading by example. This not only has an immediate and local impact, it also helps spread awareness, provides models for others to follow, and creates permission for others to stand up as well. This is why Heterodox Academy does not allow for anonymous membership; membership is a meaningful commitment precisely because it is public.

The State of the Academy:

What's going on on campus? Exhaustion and hope.

Dear HxA Community,

When a dozen professors and I founded HxA in September 2015, we thought there was a simple but important structural problem with the American university system: For a variety of reasons, including rising political polarization and the retirement of the World War II generation, the professoriate had become somewhat politically homogeneous since the late 1990s, in a way that was impacting the quality of some research. We thought that increasing viewpoint diversity would, by itself, make things better.

Over the next four years we learned that the problem was much more complicated, and it wasn't just about the faculty. Something had changed among the incoming undergraduate students (Gen Z), some of whom were treating books, ideas, and words as "dangerous." The climate of fear ("walking on eggshells") among students and professors was spreading widely, not just in the U.S. but all English-speaking countries. This new campus culture spread rapidly through many other professions, particularly journalism, media, the arts, nonprofits, tech, and K-12 education. By the end of 2019, it felt as though everything was going haywire.

And then came 2020, the most confusing and challenging year on campus since 1968. The global pandemic and sudden shift to online learning was arguably the greatest challenge to university administrators, professors, and students ever, with new and unknown risks and with vast new costs devastating budgets already stretched thin. Add to that the wave of political protests and student activism over racial justice, a presidential impeachment followed by a presidential election like no other, and, in early 2021, an attack on the U.S. Capitol by U.S. citizens and a second presidential impeachment. By the time the spring semester ended in 2021, I think it is fair to say that the mood on campus was one of near-universal exhaustion. The one cause for hope was that vaccines would allow us to get "back to normal" in September. Well, that isn't quite happening.

“

We've all been through so much together. I'm sensing a desperate longing to stop fighting and fearing and just get back to learning and teaching.

”

But there might be an upside to all this exhaustion: a new willingness to take it easy on one another and appreciate what we have. We've all been through so much together. I'm sensing a desperate longing to stop fighting and fearing and just get back to learning and teaching.

“

We have a chance for a Great Reset this academic year. We can return to our mission — the discovery and dissemination of truth — and the special joy and love of learning that professors and students share as they advance that mission.

”

Students everywhere, from kindergarten through college, missed most of a year of their educations and their social lives. They are so happy to be back in full classrooms again. Professors report feeling waves of love for their students and from their students this fall. We are discovering the reason why Massive Open Online Courses (MOOCs) and other online offerings have not replaced colleges, as so many predicted a decade ago. It is that we really like being together in person. The magic of college is the social interactions.

We have a chance for a Great Reset this academic year. We can return to our mission — the discovery and dissemination of truth — and the special joy and love of learning that professors and students share as they advance that mission.

That is the pleasure that drew most of us on the faculty to commit ourselves to academic careers (it certainly wasn't the money). We have a chance this year to strip away the moralism and the politics that seem to be invading every institution and every facet of life, and we can recommit to the ethical standards of our ancient profession.

As board chair, I am thrilled that we are welcoming our new president — John Tomasi — in time for this potential Great Reset. I've known John since the early 2010s, and he was one of the first scholars we invited to join HxA in the weeks after it was founded. I know that John shares a passion for learning and teaching, and a love of universities more generally.

Just beyond our current valley of exhaustion lies a vast plain with unlimited potential. Let's go.



- Jonathan Haidt

HxA Co-founder and Board Chair
Thomas Cooley Professor of Ethical
Leadership at NYU Stern

HxA Board of Directors



Jonathan Haidt, Chair

Jonathan Haidt is a social psychologist and the Thomas Cooley Professor of Ethical Leadership at New York University Stern School of Business. His academic specialization is the psychology of morality and the moral emotions, and his research applies moral psychology to business ethics. Haidt is the author of three books: *The Happiness Hypothesis: Finding Modern Truth in Ancient Wisdom* (2006), *The Righteous Mind: Why Good People Are Divided by Politics and Religion* (2012), and *The Coddling of the American Mind: How Good Intentions and Bad Ideas Are Setting Up a Generation for Failure* (2018). He was named one of the "top global thinkers" by *Foreign Policy* magazine and one of the "top world thinkers" by *Prospect* magazine.

Haidt earned his bachelor's degree in philosophy from Yale University and a Ph.D. in psychology from the University of Pennsylvania. He then studied cultural psychology at the University of Chicago as a post-doctoral fellow. Before joining NYU Stern, Haidt was a professor at the University of Virginia, where he won four awards for teaching. He co-founded Ethical Systems in 2013 and Heterodox Academy in 2015.



Steven Laub, Treasurer

Steven Laub has served in executive management and board positions in public and private semiconductor corporations, including as president, chief executive officer, and board member of Atmel Corp.; president and chief executive officer of Silicon Image; and president of Lattice Semiconductor Corp. His expertise extends to private equity as well. Laub serves on the advisory board of IPV Capital and was a technology partner at Golden Gate Capital Corp. Previously, he served as vice president and partner at Bain & Company.

Laub is also devoted to the education field. He is a board member at Design Tech High School, a charter school in Redwood Shores, California, and on the board of visitors for the UCLA Economics Department. He earned his bachelor's degree in economics from UCLA and his J.D. from Harvard Law School.



Tony Banout

Tony Banout is a national expert in one of the most pressing issues of our time: building a thriving democracy out of deep differences on fundamental religious and philosophical grounds. Serving as the senior vice president of Interfaith Youth Core, he sees the American experiment of *e pluribus unum* as a lifelong vocation, which he approaches civically, academically, and in his professional work. Banout has written widely for academic and public consumption and is a frequent public speaker and moderator. He earned his Ph.D. in religious ethics from the University of Chicago Divinity School, where he was a Martin Marty Center and Provost Fellow. A dyed-in-the-wool New Yorker, he was raised in an immigrant household steeped in the Coptic Orthodox Church and absorbed both Roman Catholic and Islamic influences.



Eli Diamond

Eli Diamond is a program manager at a private foundation based in New York City. In this role, he advises mission-driven nonprofit organizations working at the intersection of viewpoint diversity in higher education, public interest law, economic policy, national security, and leadership development. Diamond is also a member of the Tikvah Fund's Young Professional Advisory Board.

Previously, Diamond completed internships with the U.S. House Committee on Foreign Affairs, American Enterprise Institute, and Hudson Institute. An alumnus of academic fellowships hosted by the Hertog Foundation, Tikvah Fund, and Institute for the Study of War, he earned his bachelor's degree in economics, *summa cum laude*, from Yeshiva University.



Jeffrey S. Flier

Jeffrey S. Flier, M.D., is a distinguished endocrinologist, researcher, and leader in academic medicine. Flier served as the 21st dean of the Faculty of Medicine of Harvard University from 2007 to 2016. He is an authority on diabetes and obesity and is the Harvard University Distinguished Service Professor and the Higginson Professor of Physiology and Medicine. He has recently written on issues of broad importance to the academy and health professions, including the future of medicine and the health care workforce, and challenges to the ecosystem of biomedical research.

Flier earned his bachelor's degree from City College New York and his M.D. from Mount Sinai School of Medicine. As an author of over 300 scholarly papers, he is an elected member of the National Academy of Medicine. In 2005, he received the Banting Medal, the highest scientific honor granted by the American Diabetes Association.



Kathleen O'Connor

Kathleen O'Connor serves as vice president within the legal department at AQR Capital Management, a global investment management firm. In this role, she focuses on regulatory and political work in coordination with the firm's legal, government, and regulatory affairs functions.

Before joining AQR, O'Connor was a principal with Saoi and over her career has also held a variety of private- and public-sector legal roles.

O'Connor earned her bachelor's degree in history from Georgetown University, a master's degree from University College London, and a J.D. from Fordham University.

Advisory Council

The HxA Advisory Council is made up of higher education leaders and public intellectuals who share a passion for higher education and work with HxA to offer support and guidance in its mission. These educators, researchers, authors, administrators, and founders have founded and led transformative organizations.



Xav de Souza Briggs

Nonresident Senior Fellow,
Brookings Institution,
Metropolitan Policy Program;
Distinguished Visiting
Professor of Business, Public
Service and Sociology, New York
University



Ronald (Ron) Crutcher

President Emeritus and
Professor of Music,
University of Richmond



David Brooks

Op-Ed Columnist,
The New York Times



Alice Dreger,

Writer, Historian,
Journalist



Taffye Benson Clayton

Vice President and Associate
Provost, Auburn University



Robert (Robby) George

McCormick Professor of
Jurisprudence, Professor of
Politics, and Director of the
James Madison Program,
Princeton University



Diane Halpern

Dean Emerita of Social
Sciences, Minerva Schools at
Keck Graduate Institute;
McElwee Family Professor of
Psychology Emerita, Claremont
McKenna College

commitment to open inquiry, viewpoint diversity, and constructive disagreement, and who stand
trators, and public figures have advanced their fields, led national campaigns, affected legislation,



Glenn Loury, Merton P. Stoltz
Professor of the Social Sciences
and Professor of Economics,
Brown University



Eboo Patel
Founder and President,
Interfaith Youth Council



Irshad Manji
Director of Moral Courage ED,
Let Grow



Richard Shweder
Harold H. Swift Distinguished
Service Professor of Human
Development, University of
Chicago



Lynn Pasquerella
President, Association of
American Colleges and
Universities



Nadine Strossen
John Marshall Harlan II Professor
of Law Emerita, New York Law
School; Former President,
American Civil Liberties Union



Cornel West
Dietrich Bonhoeffer Professor
of Philosophy and Christian
Practice, Union Theological
Seminary

The Search for HxA's Inaugural President

Statement from the Chair of the Search Committee

We set an extremely high bar for the ideal candidate. He or she would be a highly respected academic with a passion for academic discourse, having demonstrated sustained commitment to the values of HxA, and ideally, possessing a track record for successfully envisioning and tangibly promoting those values in the university setting. In John Tomasi we have met and exceeded our highest expectations, and the initial reaction to our announcement reveals that our broader community enthusiastically agrees. John is the right person, at the right time, for HxA and for higher education.

"Our search for the president of HxA was a very deliberate process led by a subcommittee of the board of directors that I chaired, working closely with the full board. After setting the parameters for the position and the ideal candidate, we engaged Spencer Stuart, a global executive search and leadership consulting firm, to assist us with the search. Over a period of months, we together developed a long list of candidates, reduced this to a short list that we interviewed, and then offered the position to John Tomasi, who thrilled us by accepting the position in August."



Jeffrey S Flier

Former Dean of Harvard Medical School, HxA Board of Directors, Chair of the HxA Presidential Search Committee

John Tomasi, Inaugural President of Heterodox Academy

John Tomasi comes to Heterodox Academy from Brown University, where he held the tenured position of Romeo Elton 1843 Professor of Natural Theology and taught and wrote about political theory and public policy. At Brown, Tomasi was twice awarded university prizes for excellence in undergraduate teaching. He founded and directed the Political Theory Project, an independent research center at Brown that supports scholarship and encourages political dialogue on campus.

Tomasi earned his bachelor's degree from Colby College and did his graduate work in political philosophy at the University of Arizona (M.A.) and Oxford University (B.Phil., D.Phil.). He has held positions at the University Center for Human Values at Princeton, the Department of Philosophy at Stanford, and the Safra Center for Ethics at Harvard.

In addition to numerous scholarly articles, Tomasi is the author of *Liberalism Beyond Justice: Citizens, Society and the Boundaries of Political Theory* (2001), in which he proposes a reconception of contemporary liberalism that takes the diversity of views more seriously, leading to less emphasis on the public aspect of society and developing a liberal conception of nonpublic life. Tomasi's latest book, *Free Market Fairness* (2012), draws simultaneously on moral insights from defenders of economic liberty such as F. A. Hayek and advocates of social justice such as John Rawls. *Free Market Fairness* is a new theory of liberal justice, committed to both limited government and the material betterment of the poor. The Heterodox Academy team and community will officially welcome John Tomasi on January 1, when he begins his HxA tenure.

Q&A With John Tomasi

Q. Is there a book about education that particularly influenced you?

A. There are so many! My freshman year in college I read C.P. Snow's *The Two Cultures*, a slim but brilliant volume describing the division between the world outlook of scientific and humanistic scholars. Looking back, that was probably the book that first got me thinking about the nature of university life and organization.

Q. In a similar vein, is there a book on education that you would recommend to HxA members?

A. I recommend Frederick Rudolph's *The American College and University: A History* — as mentioned in my seminar, *The University* — first published way back in 1962. It is useful to learn about previous eras of academic crisis and directional dead ends. And it is encouraging to learn how, era after era, challenges that seemed insurmountable were eventually overcome. Perhaps future historians will say that about the role played by the members of HxA in the face of the current set of challenges.

Q. You've been at Brown for more than 25 years. Reflecting on your time as a professor there and elsewhere, what do you love most about university life?

A. Convocation is my favorite time of year because it is when we welcome freshmen to campus. Every fall, the incoming classes of freshmen, with their sense of wonder and their excitement about the adventure ahead, remind me why the academy exists in the first place. I think HxA members can benefit by keeping those "freshman" values in mind. Curiosity, exploration, and the joy of discovery: These are values that turned many of us toward this profession. Curiosity is a value worth remembering and defending.

[Read the full interview.](#)



"The mission of HxA is to improve the quality of teaching and research by increasing open inquiry, viewpoint diversity, and constructive disagreement. These principles are necessary to the pursuit of knowledge, which is the fundamental purpose of the academy. But there are deeper reasons at work as well. By defending the principle of viewpoint diversity, for example, HxA is standing up for the principle that every person and group in our society, the weak as well as the strong, has a perspective that matters. By insisting that every voice be heard, and by encouraging speakers to elevate their own standards of expression, we express respect for our fellow citizens. The full case for HxA principles is not only scientific; it is moral as well."



John Tomasi,
President of Heterodox Academy



A large white speech bubble with a tail pointing towards the bottom right corner, set against a solid orange background. The text "Public Awareness" is written inside the bubble in orange font.

Public Awareness

Top Media Mentions

FY21 By the Numbers

210x

Number of times HxA
was cited in the media
in FY21

Academics Are Really, Really Worried About Their Freedom, The Atlantic

"However, hard evidence points to a different reality. This year, the Heterodox Academy conducted an internal member survey of 445 academics....More than half the respondents consider expressing views beyond a certain consensus in an academic setting quite dangerous to their career trajectory."



Why Free Speech is Under Attack from Right and Left, Christian Science Monitor

"Freedom of speech on college campuses is instrumental to the pursuit of knowledge and truth, though it is not an absolute good,' [Kyle] Vitale says. 'Free speech should be used in service of truth-seeking discourse; it should not be seen as permission for anyone to say absolutely anything in any context without repercussions.'"

THE CHRISTIAN
SCIENCE MONITOR

How Some Americans Are Breaking Out of Political Echo Chambers, Wired

"We're in a country where people are either polarized or apathetic,' says Jonathan Haidt, a social psychologist at NYU who founded Heterodox Academy, a nonprofit that seeks to encourage viewpoint diversity, particularly on college campuses."

WIRED

The New War on Woke, ARC Digital

"First, teachers and professors should seek out allies wherever they can find them, including at the Foundation for Individual Rights in Education and Heterodox Academy."



The Courage Not to Cancel, Deseret News

"These are not minor concerns among a mere handful of campuses, as attested to by the more than 5,000 professors, administrators, graduate students and staff who have gathered to Heterodox Academy — started by Professor Jonathan Haidt at New York University — which aims to foster a true exchange of ideas on college campuses."

DeseretNews

Dissidents and Doublethinkers in Our Democracy, Common Sense with Bari Weiss

"One is Heterodox Academy's annual Campus Expression Survey Report, which found that in 2020, 62% of college students the group surveyed 'agreed the climate on their campus prevents students from saying things they believe.' In other words, the majority of college students say that they cannot tell the truth in institutions that exist for the purpose of pursuing the truth."

Common Sense
with Bari Weiss

Thought Leadership

5 Strategies for Promoting Meaningful Campus Dialogue This Fall,

University Business, Kyle Vitale, HxA Director of Programs

"With classrooms reopening, campus leaders are in a unique position to promote meaningful dialogue and constructive disagreement as students process the emotional experiences and immense questions of the past year. Rather than a 'return to normalcy,' university and college leaders can encourage their campuses to embrace more productive conversations across lines of difference."



Students Should Be Taught to Embrace Viewpoint Diversity in College AND High School,

RealClearEducation, Samantha Hedges, HxA K-12 Program Manager

"The debate should not only focus on foundational knowledge, but also on how to incorporate into the curriculum the essential skills required for civic engagement, including the ability to understand and engage with diverse perspectives. Students will be exposed to a range of viewpoints in college, the workforce, and their community, and high schools ought to prepare them for that."

Expanding HxA's Public Reach via Social Media



Most Watched

Erec Smith's "HxA Member Spotlight" conversation on anti-racism in rhetorical studies received more than **25,000 views**, and HxA's "Conversation With John McWhorter" received more than **45,000 views**.

"My critique of anti-racism comes from a desire to empower people of color and stave off the modes of disempowerment. I see in my field of Rhetorical Studies." —Erec Smith

A Focus on HxA's Core Principles

Three new videos with a combined 8,000 views led to a better public understanding of our mission and values.

1. "The Viewpoint Diversity Mindset" 2. "Why Open Inquiry Matters" 3. "What Is the Purpose of the University?"

Getting Social: Our Channels



Reaching New Audiences Through our new Instagram account, HxA has engaged with a younger audience that includes more women and more liberal-leaning individuals.

The HxA Writers Group

FY21 Writers Group Members

The Writers Group is a team of individuals associated with higher education or K-12 education who are interested in writing about viewpoint diversity, open inquiry, and constructive disagreement. The Writers Group is led by HxA Faculty Fellow Ilana Redstone



Ilana Redstone, professor of sociology, University of Illinois at Urbana-Champaign; Faculty Fellow at Heterodox Academy.



Patrick J. Casey, assistant professor of philosophy, Holy Family University



Justin McBrayer, professor of philosophy, Fort Lewis College



Andrew Glover, Research Fellow, RMIT University



Martha McCaughey, professor of sociology, Appalachian State University; research faculty in Sociology, University of Wyoming



Christian Gonzalez, doctoral student in political theory, Georgetown University



Robert Rue, high school educator; founder, The Thinking Project; founder and editor-in-chief, EdOps Journal



Maja Graso, senior lecturer in the Department of Management, University of Otago



Alex Small, professor in the Department of Physics and Astronomy, California State Polytechnic University, Pomona



Rachel Hartman, doctoral student in social psychology, University of North Carolina at Chapel Hill



Blake Smith, Harper Schmidt Fellow in the Society of Fellows, University of Chicago



Andrew Hartz, adjunct professor of clinical psychology, Long Island University, Brooklyn



Erec Smith, associate professor of rhetoric, York College of Pennsylvania



Christina LaRose, researcher, University of Illinois Urbana-Champaign



Oliver Traldi, graduate student in philosophy, University of Notre Dame

FY21 Highlighted Events

FY21 By the Numbers

2,300+
Unique Attendees

900+
Unique Member and Affiliate Attendees

What Should the Future of Heterodoxy Look Like?

Panelists: Nicholas Christakis, Randall Kennedy, Jeffrey Sachs, and Nadine Strossen
Moderator: Amna Khalid, with an introduction by Jonathan Haidt

To mark HxA's fifth anniversary, the four esteemed panelists shared their thoughts on future approaches to furthering HxA's mission, the opportunities and challenges that lie ahead, and the lessons the organization and higher education can learn from the past five years.

A Deep Dive Into DEI: Research, Interventions, and Alternatives

Panelists: Edward Chang, Frank Dobbin, and Garrett Johnson
Moderated by Ilana Redstone

As part of our theme examining campus diversity initiatives, panelists drew from their collective industry, academic, and research experience to address questions around the effectiveness of diversity, equity, and inclusion (DEI) programs, what the empirical research says, and what successful alternative approaches might look like.

Viewpoint Diversity Among Black Intellectuals

Featuring John McWhorter,
Moderated by Amna Khalid

At our largest virtual event of the year, John McWhorter, associate professor of English and comparative literature at Columbia University, spoke about viewpoint diversity among Black intellectuals, the state of open inquiry in higher education, and his upcoming book, *Woke Racism: How a New Religion Has Betrayed Black America*.

Faith and Truth-Seeking: What Is the Role of Religion in Higher Ed?

Panelists: George Harne, Ilana Horwitz, and Omar Qureshi
Moderated by Elizabeth Corey

As part of our summer theme exploring religious viewpoint diversity, panelists shared their thoughts on the relationship between religious belief and truth-seeking at both secular and religious institutions.

Workshops

To provide members with further opportunities to promote HxA's mission and values on their campuses, HxA was proud to offer multiple workshop opportunities to our members this year.



Op-Ed Writing for Public Audiences

This two-day, hands-on workshop, led by Jeff Snyder, associate professor in educational studies at Carleton College, was attended by 19 members. The workshop addressed practical writing techniques and strategies essential to writing for a readership that extends beyond academic peers. It also covered the publication process, from submissions to revisions.



Applied Heterodoxy: Fostering Ideological Diversity (Without It Blowing Up in Your Face)

Over 30 members attended this workshop, led by author Jacob Hess and Liz Joyner, founder and CEO of Village Square. They shared practical insights gained from over a decade of applying moral foundations theory to the thorny issue of our deepening divisions through three experimental approaches. They also introduced frame-shifting concepts for establishing a culture that embraces difference of opinion, including frameworks to elevate the practice of heterodoxy, group strategies to prevent the default "us vs. them" mode of thinking, and indirect means for defusing tension.



All-or-Nothing: The Process of "Splitting" in Politics, Race, and Group Identity

This two-day workshop, led by Andrew Hartz, examined the psychological concept of "splitting" and why it's important for educators to understand it in order to advance viewpoint diversity, open inquiry, and constructive disagreement.



Free IC: Undergraduate Conversation Workshops

Kyle Emile, the founder and executive director of Free Intelligent Conversation, led two workshops for undergraduate affiliate members in which students learned tips on effective listening and how to engage respectfully and constructively with others and then put the lessons to use in conversations on topics ranging from personal to political.

Best of heterodox: the blog



heterodox:
the hxa blog

FY21 By the Numbers

75

Pieces published

200,000+

Unique blog views



Erec Smith

[“A Rhetoric of Common Values”](#)

“I will not be the first or last to say

that bipartisan dialogue is imperative to America’s unification. However, talking to perceived enemies can induce discomfort, or even disgust, most would rather avoid. Although our discomfort may stem from what we think we know about those with whom we disagree, discovering admirable qualities we didn’t know about them might open the door to mutual understanding. In the process, we may discover similarities where we previously only saw differences. To discover these similarities and our common values, we would do well to understand rhetorical concepts like Discourse and the values, beliefs, and attitudes that go with them.”



Meg Mott

[“Don’t Dismiss Debate”](#) “No matter the controversy, American

democracy has benefited from debate.... Unlike dialogue, debate forces us to make decisions, to judge the pros and cons of a proposed solution. As James Madison well understood, being both a judge and a party in a controversy shows us how to disagree constructively. Instead of becoming more entrenched in a position, the brain of a debater expands to appreciate the complexity of an issue. Given the decisions facing this country, we need a citizenry skilled in debate. Not only does it expand the minds of the debaters but of the public itself.”



Musa al-Gharbi

[“Diversity Training”](#)

[Doesn’t Work. This Might.](#)

“Rather than trying to avoid conflict or misunderstanding, [diversity-related training] should be oriented towards helping people leverage divergent views, constructively resolve misunderstandings, and think through points of commonality or compromise when interests and priorities seem to diverge. That is, the training should be about the pragmatic task of managing conflicts within an organization.”



Randall Kennedy

[“On the Authority of Experience in Black](#)

[Thought”](#) “The spectrum of thought amongst African Americans is and has always been much broader and multifarious than commonly perceived. Neglect of that fact has led to an homogenization that has tended to submerge African American individuality.... When discussing an African American thinker — when discussing any thinker — make sure to recognize appropriately the individuality of that person’s intellectual offering. Mere experience has never produced a book or poem or essay or story. Accomplishment in whatever form it takes is always the upshot of some individual’s peculiar effort.”



Larry Galizio

[“Community Colleges as Essential Sites of Viewpoint](#)

[Diversity and Constructive Engagement”](#) “In our

Balkanized political culture, community colleges are one of the few institutions and public spaces where individuals possessing divergent values, attitudes, and beliefs gather and discuss, debate, learn, and share a personal challenge.... It is where people of varying ages, life experiences, ideologies, races and ethnicities, and socioeconomic backgrounds convene and discuss ideas and concepts.”

Additional great reads:

[“Diversity Is Not Enough: Why Collective Intelligence Requires Both Diversity and Disagreement”](#)
Ravi Kudesia

[“Covid, Health Inequality, and the Avoidance of Behavioral Explanation”](#)
Michael Jindra

[“Could Feminism \(Again\) Provide an Argument for More Conservatives?”](#)
Alice Dreger

[“Faith Commitments Fuel Dialogue Across Differences”](#)
Emily Wennenberg

HxA's New Podcast: "Heterodox Out Loud"

Hosted by Zach Rausch, Communications Manager



FY21 By the Numbers

Launched January 2021

20
episodes

8
exclusive
interviews

60,000
downloads

20,000
YouTube views

"Heterodox Out Loud" (HxOL) is a biweekly podcast that brings thought-provoking ideas from the HxA community to life. Episodes feature exclusive interviews with leading figures in higher education and professional narrations of the best of heterodox: the blog. HxOL has expanded the reach of heterodox: the blog, garnering over 80,000 downloads and views.

Most Popular Episodes

"True Diversity Requires Generosity of Spirit"

Jonathan Haidt, HxA Co-Founder and Social Psychologist at NYU Stern School of Business

"We need to be slower to judge, quicker to forgive, and we need to recognize that we are biased and incomplete.... Social life, a cooperative community, inclusion — these things can't happen if we encourage a norm of taking people in the least generous way."



"White Fragility Is Not the Answer. Honest Diversity Is."

Irshad Manji, HxA Advisory Council Member; Founder, Moral Courage ED

"At the end of the day, viewpoint diversity, social justice, and freedom of expression (what we tend to pit against one another) are actually not opposites — they can in fact be reconciled if we, as human beings, are willing to reach across artificial divides and develop relationships with one another."



"Constructing Campus Crazyiness"

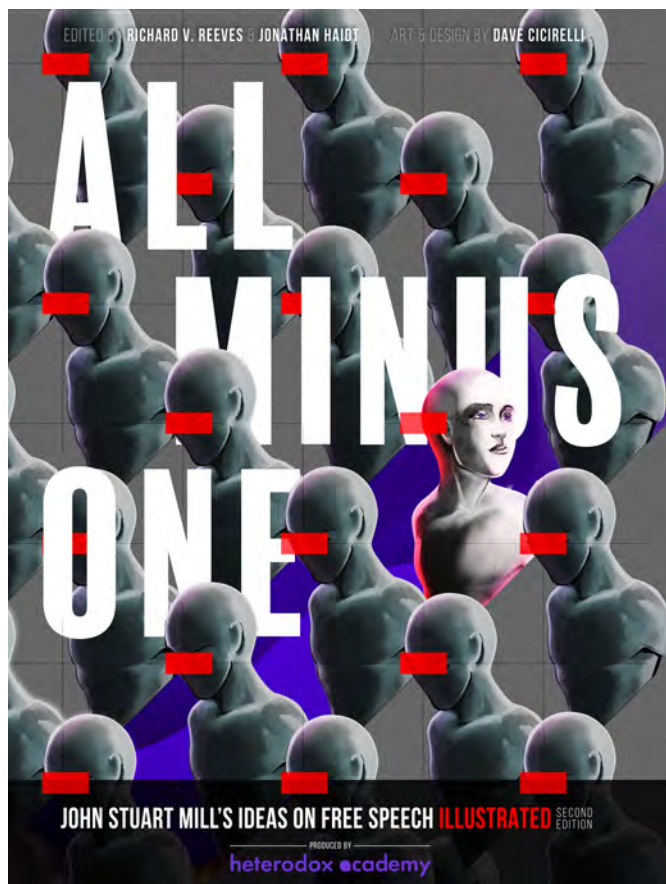
Donald Moynihan, McCourt Chair of Public Policy, Georgetown University

"The bottom line is to be an intelligent consumer of debates about speech on campus or in K-12 schools and look more broadly to the structure of power that gives rise to the development of these stories."



*Artwork by Alexis Polokoff

All Minus One



FY21 By the Numbers

5805 downloads in
FY 2021

Highlighted Event: All Minus One: Does Mill Still Matter?

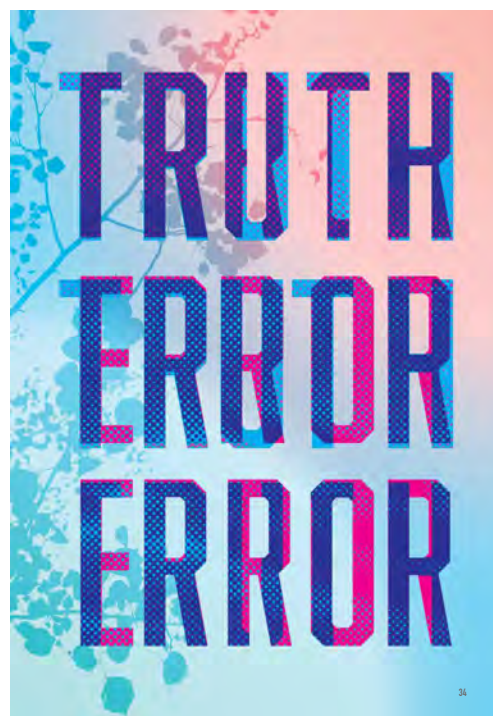
Panelists: Jonathan Haidt, Richard Reeves, and Dave Cicirelli. Moderator: Emily Ekins, Vice President and Director of Polling, The Cato Institute

In honor of the second-edition release of All Minus One, the illustrated version of John Stuart Mill's second chapter of "On Liberty," HxA and the Cato Institute co-hosted this panel conversation with the book's editors. They discussed their experiences creating this new edition; Mill's relevance on the individual, relational, institutional, and national levels; and the relevance of his arguments in today's social-media-saturated world.

This year, Heterodox Academy released a second edition of the illustrated book All Minus One, edited by Jonathan Haidt, Richard V. Reeves, and Dave Cicirelli, based on John Stuart Mill's famous essay "On Liberty." Both editions bring Mill's work to life by making it accessible and relevant to modern readers.

Over a century and a half since John Stuart Mill made the liberal democratic case for free speech and viewpoint diversity in "On Liberty," the issues remain more fraught than ever. The enduring value of Mill's arguments is front and center in the second edition of All Minus One. The new edition, meant for teachers and educators, includes teaching resources and classroom activities.

All Minus One is ideal for use in college courses, advanced high school classes, or any organization where people would benefit from productive, constructive disagreement.

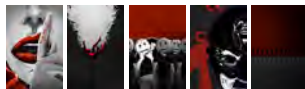


BONUS MATERIAL: DAVE'S SKETCHBOOK

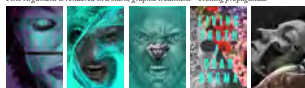
Hey everyone. For the second edition of this book, we thought it would be fun to include some sketches that didn't make the final cut, as well as talk a bit through the process behind bringing visuals to Mill's timeless words. Hope you enjoy it!

VISUAL ARCH

I wanted to give the book a visual arc—reflecting the tone of each of Mill's arguments. The look is intended to gradually shift from dark and oppressive towards vibrancy and optimism.



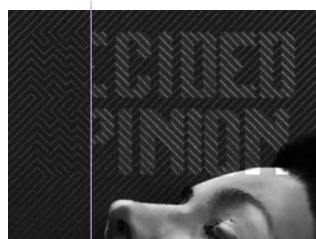
First Argument is rendered in a stark, graphic treatment—evoking propaganda.



Second Argument has geometric overlays representing different angles interacting but not blending. It's a grayscale imagery instead of stark black and white, becoming more rounded.



Third argument brings the messy beauty of nature as motifs, and folds in double exposure, secondary colors, and blended imagery to represent the process of truth emerging from openness and interaction.



HIDDEN TRUTHS

Part of Mill's great insight is that hidden depths exist inside the familiar, and only reveal themselves through interaction. I tried to honor this with hidden details inside geometric patterns of the second section.

Twice the angle changes for hidden messages. Lightened for clarity.

45



Book design and illustration created by Dave Cicirelli.



ALL Minus One was produced by Heterodox Academy.
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UNUSED SKETCHES

For every illustration in the book, there's a dozen sketches that aren't. I still like a lot of these, but they didn't quite fit the final vision of the book.



I still like this visual a lot—of living ideas becoming brittle over time when they are treated as dogma—and ready to shatter. But ultimately the final art (pg 26) was much clearer.



This is a potentially striking image of fear of being a heretic—but instead went with the homage to artist Frank Quitely (pg 16). I liked the idea of the tortured thought—which feels more accurate to the maddening feeling of holding an honest observation inside.



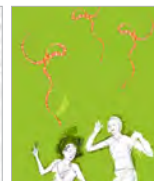
This one was just too complex. One of the things I love about Mill's work is it's cut Clapton. Truth has no advantage over fiction other than its persistence. So this image of a blossoming truth being burned within an hourglass shows the short-term success and long-term futility of enforcing lies. It all makes sense—but doesn't quite work.



I wanted to show ideas becoming stronger through the pressure of fearless debate. Diamond is an obvious analogy, and it gives you a strong geometry to create lapwits with. Ultimately went with the sequence of straw and diamond. (pg 22, 24)



One of my favorite cat images. Making propaganda posters is fun! What I miss the details of the stitched eyes on the shaming figure—as silencing others blinds you to reality—the final art (pg 5) had a seductive quality that brought a touch of nuance to a not very subtle opening of the book.



Deep slumber of decided opinion can make you complacent to coming danger. So an image of peaceful sleep as snakes approach in the grass made literal sense—but it's a bit on the nose. Ultimately though I wanted to end the chapter with a note of optimism, and went with the waking figure. (pg 30)



I played around with negative space to show how truth is between people, yet held by none. But felt kind of cheesy. (An owl for wisdom is up there with light bulbs and puzzle pieces in the world of power point clichés—woof!) Instead I went with the overlapping and merging imagery throughout the third argument.

46

Tools and Resources

Tools and Resources Library

FY21 By the Numbers

76,124

page views, up more than 20,000 from FY20

30

new tools and resources

Impact Highlights

New resource guides delved into relevant themes including diversity, political polarization, and open inquiry.

Tools like Responding Constructively to Mandated Diversity Trainings and When Cancel Culture Comes for You offered support for navigating challenging campus diversity policies.

How to Create a Political Classroom and Prioritizing Interpersonal Connection Post-Election explored best practices for political discussion.

“

“Dialectical Thinking can be an effective tool for disagreeing well with others. It asks us to consider the pros and cons of a tough issue we care about. In addition to listing our beliefs, we also articulate strong arguments that oppose our views (working hard to avoid straw-man or weak versions of opposing views). Reflecting on our responses can reveal our blind spots and how we imagine the hearts and minds of others.”

”

The Freedom of Artistic Expression Classroom Activities and the High School Classroom Activity Series tools expanded the range of disciplines available in the library.

The Campus Expression Survey



campus expression survey

The Campus Expression Survey (CES) is a tool HxA uses annually to assess attitudes about self-censorship and campus expression in U.S. college students.

Each year the survey asks a representative sample of U.S. college students to rate their comfort level with speaking

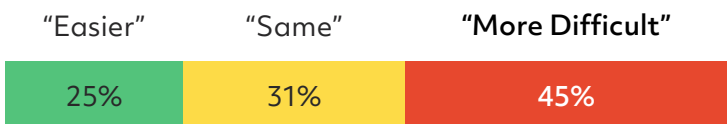
their own views about noncontroversial and controversial topics — namely politics, race, religion, sexual orientation, and gender — in a college classroom. Breaking down the responses to these questions by demographics provides an understanding of overall reluctance to speak about certain topics and elucidates who among student bodies are most reluctant to talk about which topics. Students who report reluctance to speak on any of the topics are also asked to indicate what negative consequences they fear if they were to speak their views (e.g., disapproval from their fellow students).

Building on the student CES, HxA will continue to develop a Faculty and Staff Expression Survey, as complete knowledge of campus expression must include faculty and staff perspectives on this issue.

In 2020, **62%** of sampled college students agreed the climate on their campus prevents students from saying things they believe, **up from 55%** in 2019.

When asked to compare Fall 2020 to previous semesters...

Almost half of non-freshman students reported that “sharing ideas and asking questions without fear of retaliation, even when those ideas are offensive to some people” was **more difficult** in Fall 2020.



Highlights From the 2020 Data Collection

Reluctance to discuss controversial topics increased in college classrooms from 2019 to 2020.

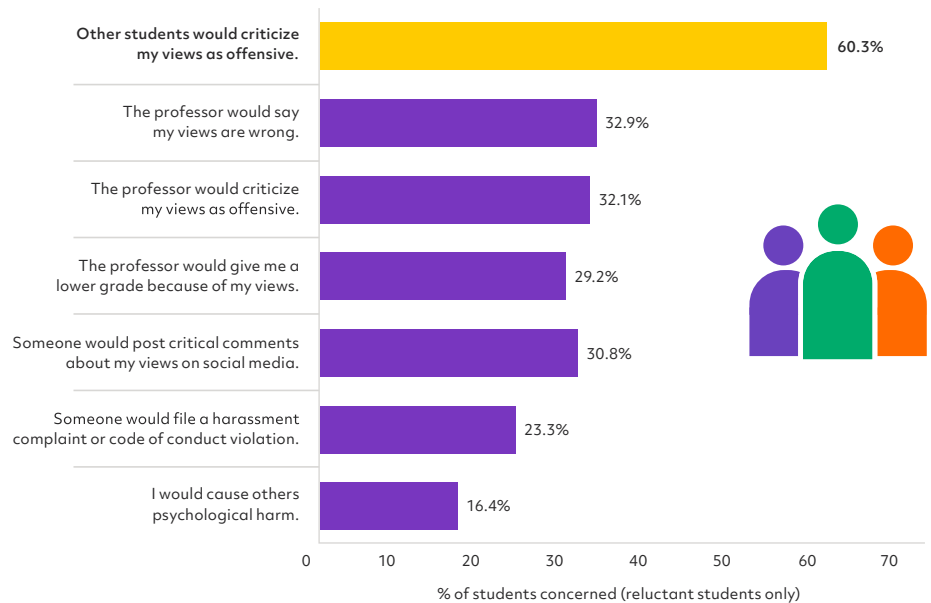
Consistent with 2019, Republican students remained more reluctant to speak about controversial issues than Democrat and Independent students.

Nearly half (44%-48%) of Republicans were reluctant to discuss politics, the 2020 presidential election, or Black Lives Matter in a classroom setting.

Students were reluctant to speak up in class because they were concerned other students would criticize their views for being offensive.

Most students were in online or mostly online classes (68%); this did not seem to make a difference in their comfort or reluctance in discussing certain topics

Students were most reluctant to **discuss controversial topics** when they were the majority demographic for the issue under discussion (e.g., white students were most reluctant to discuss race).



About the 2020 Data and Methods

HxA surveyed **1,311 college students (ages 18 to 24) across the United States**. The sample was stratified by region, race, and gender based on proportions reported by the National Center for Educational Statistics and previous Gallup/Knight data collections. Stated group differences are statistically meaningful as determined by chi-squared tests with appropriately powered groups. For full information regarding the sample, methods, data, and data analysis, as well as for our 2019 report, visit [our website](#).

Research Grant: Increasing Open Inquiry on College Campuses

HxA's first research grant, Increasing Open Inquiry on College Campuses, launched in March 2021 to fund studies that empirically examine interventions designed to improve campus climate.

An initial convening of experts in January 2020 identified individual characteristics theoretically related to campus climate and selected scales to measure these individual characteristics. A national administration of these measures validated them among undergraduate students and empirically related them to aspects of campus climate

The Increasing Open Inquiry on College Campuses grant seeks to identify interventions that decrease self-censorship and increase these other four individual characteristics among undergraduate students on college and university campuses. From the pool of 33 grant proposal applications, the team of reviewers selected five proposals to fund at \$30,000 each. These five research projects are currently underway and due for completion in May 2022.



The five individual characteristics: empathy and perspective-taking, intellectual humility, curiosity, open-minded cognition, and self-censorship.



After the studies are complete and they identify up to five interventions that have positive effects on students' individual

characteristics, HxA will produce a publicly available tool kit of the materials and information necessary to implement these interventions on

college and university campuses.

By facilitating these interventions, this grant and its resulting tool kit will provide members and campus partners empirically validated tools to improve their campus climate by promoting open inquiry, viewpoint diversity, and constructive disagreement.

To learn more, visit our [research funding page](#).

The Increasing Open Inquiry on College Campuses grant was made possible in whole through the support of a grant from the John Templeton Foundation. The opinions expressed by funded programs, projects, or events are those of the organizers and do not necessarily reflect the views of the John Templeton Foundation.



Increasing Open Inquiry on College Campus Grant Recipients

Harnessing the Power of Narrative to Improve Perspective Taking and Empathy

Iowa State University

Principal Investigator: Kristi Costabile, Associate Professor in Psychology, Iowa State

Kristi Costabile and Stephanie Madon's program of social cognition research suggests that narrative cognition reduces egocentric tendencies and encourages empathy for others. Their research project will test the efficacy of an online intervention in which perspective-taking and empathy skills are enhanced through daily storytelling of everyday experiences. The researchers propose that regular practice of telling stories will lead to the development of a narrative cognition mindset that, in turn, will result in less-biased social judgments.



Promoting Viewpoint Diversity and Perspective Taking Through Fuzzy Cognitive Mapping

Oberlin College

Principal Investigator: Cynthia Frantz, Professor of Psychology and Environmental Studies

When thinking about complex and controversial topics such as systemic racism, socialist policies, or climate change, we all have assumptions — some explicit, some implicit — about what factors are important and how they relate to each other. Disagreements between people on different sides of an issue often stem from differences in these "mental modeler." In this experimental project, Frantz's team will explore the efficacy of the fuzzy cognitive mapping software Mental Modeler as a tool to help students (1) articulate implicit and explicit assumptions about their understanding of controversial societal issues, and (2) understand the viewpoints of those who disagree with them.



Curiosity Kills Closed Minds: Cultivating Curiosity to Increase Empathy in College Students

Indiana University Principal Investigator: Sara Konrath, Associate Professor of Philanthropic Studies

College campuses are microcosms of our increasingly pluralistic society, and students often encounter other students who differ from them. Konrath's team believes that curiosity can help students empathically approach difference, rather than avoid it. Across two experiments, they will attempt to increase students' curiosity hoping to motivate them to empathize with peers who hold different beliefs. Overall, this project aims to develop tools that college instructors can use in their classrooms, especially when discussing complex social topics.



Self-Censorship of Political Opinion on College Campuses: Testing an Intervention to Change Campus Norms

Tulane University Principal Investigator: Laurie O'Brien, Associate Professor of Psychology

Group norm theory (e.g., Crandall et al., 2002) is a useful framework to understand self-censorship and political opinion expression on college campuses. O'Brien's team proposes that fear of violating social norms can lead to self-censorship, and they will test an educational intervention to alter perceptions of campus norms. They hypothesize that educating students about existing political diversity on campus will change perceptions of local campus norms, decrease self-censorship, and increase political opinion expression.



Can Changing One's Online Social Network Increase Open-Minded Cognition?

New York University

Principal Investigator: Dr. Jay van Bavel, Associate Professor of Psychology and Neural Science

In a two-part project, van Bavel and team will start by connecting Twitter to self-reported data to examine how certain social media behaviors correlate with various psychological traits. They aim to determine the types of Twitter accounts that tend to be followed by those who are high in

open-mindedness, intellectual humility, and affective polarization. They will then instruct a large sample of participants to follow a number of "constructive" accounts associated with open-minded cognition and unfollow "polarizing" accounts associated with affective polarization. This data-driven intervention will contribute to an understanding of how online social networks can contribute to open-minded cognition and political polarization.

A large white speech bubble is centered on a solid purple background. The bubble has a rounded top and a pointed tail at the bottom right. Inside the bubble, the text "Communities of Practice" is written in a bold, purple, sans-serif font.

Communities of Practice

Member Spotlights **FY21 Highlighted Member Spotlights**

Our Member Spotlight Series provides an opportunity for HxA members to present their scholarship to members both within and outside their disciplines.



[A Critique of Anti-Racism in Rhetoric and Composition Academia](#)

Erec Smith, Associate Professor of Rhetoric, York College of Pennsylvania

Smith led a session addressing anti-racism in academia in general and specifically in his discipline of rhetoric and composition. He spoke to what he sees as the problems of many anti-racist approaches to teaching and scholarship and explored empowerment theory and collaborative pedagogy as solutions to these problems.

[The Fake News Marketplace](#)

Justin McBrayer, Professor of Philosophy, Fort Lewis College

McBrayer offered a unified, interdisciplinary explanation for the fake news epidemic that centers on the idea of an information marketplace.



[Cutting Against the Prevailing Narrative: Guidance for Undergraduates](#)

Glenn Geher, Professor of Psychology, State University of New York at New Paltz

Geher presented why having a heterodox approach to one's education is key to developing skills and learning content that allows one to navigate a world full of complexity and ideological diversity. He provided practical advice for students to learn how to integrate a heterodox worldview into

their studies to help best prepare them as leaders for our shared future.

[Viewpoint Diversity in the Prison Educational Context](#)

Jody Lewen, Founder, Mt. Tamalpais College; and David Cowan, Director of Operations, Mt. Tamalpais College, and Founder, Bonafide

Lewen and Cowan presented heterodox values in the prison educational context. They shared a brief introduction to Mt. Tamalpais College (formerly known as the Prison University Project), an independent liberal arts college located inside San Quentin State Prison in California. They then addressed intellectual diversity and some of the unique challenges and opportunities it presents in prison education — pedagogically, intellectually, and politically.



HxA Members

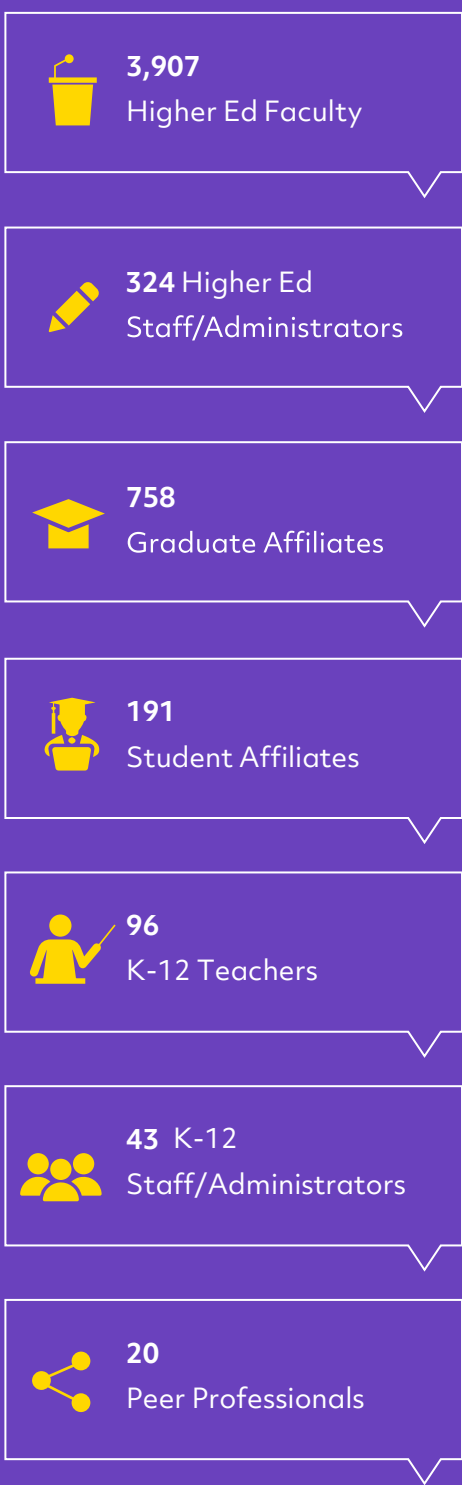
Top 10 Countries Represented by Members

1	United States	3,904
2	Canada	342
3	United Kingdom	231
4	Australia	165
5	New Zealand	54
6	Germany	48
7	Netherlands	32
8	Sweden	29
9	Brazil	28
10	Spain	19

Top 10 Campuses by Membership

1	Harvard University	54
2	New York University	45
3	Arizona State University-Tempe	43
4	University of Washington-Seattle	41
5	University of Pennsylvania	34
6	Northwestern University	33
7	Stanford University	32
8	Columbia University	31
9	University of California-Berkeley	31
10	University of Toronto	29

Breakdown by Member Type



5,339

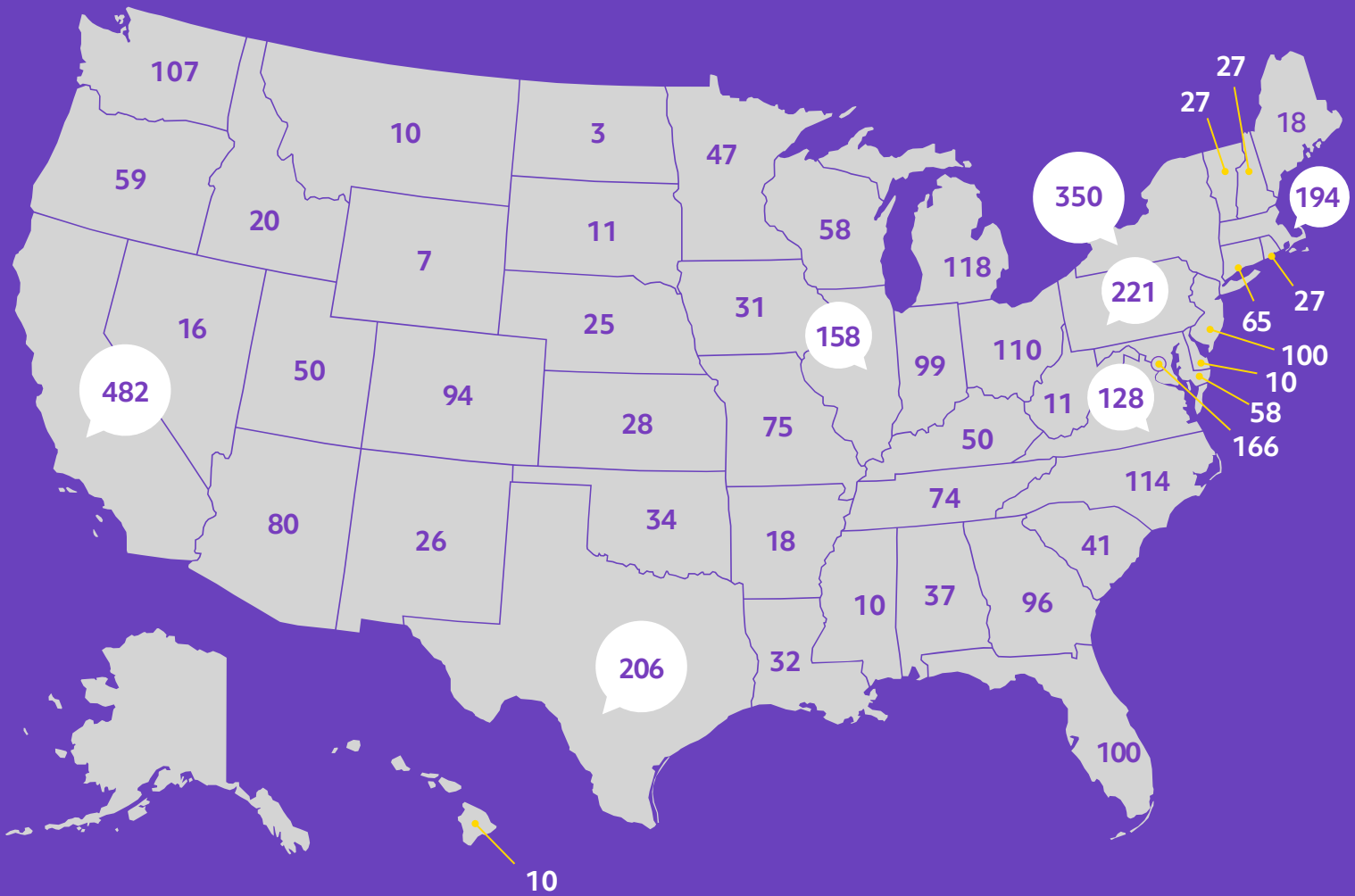
Total Membership

1,173

of New Members This Year

all this data is as of 8/31/21

Member Counts by State



Where Did New Members Come From This Past Year?

Harvard University: **16**
 New York University: **13**
 Stanford University: **11**



Top Disciplines Represented in Our Membership

Psychology: 471	Law: 180
Philosophy: 245	History: 174
Education: 202	English: 151
Political Science: 199	Sociology: 116
Economics: 191	Mathematics: 90

Heterodox Communities



FY21 By the Numbers

2,295

Participants

23

HxCommunity Groups

The Heterodox Communities (HxCommunities) help facilitate a connection between educators, administrators, students, and other individuals who wish to better understand and advance heterodoxy within their shared academic setting. Each HxCommunity is led by a member and generally operates independently of the Heterodox Academy organization, though HxA helps to launch each HxCommunity and provides support along the way.

HxCommunity members are encouraged to utilize their community spaces for constructively discussing research, ideas, and articles; sharing resources unique to their discipline, location, and institution; collaborating to host events and other activities; providing support for one another; and finding and offering assistance with research or other projects. There are 2,295 people in 23 HxCommunity groups.

Thank you to the dedicated moderators of the HxCommunities groups



Heterodox Anthropology

Dan Eisenberg, Associate Professor of Anthropology, University of Washington



Heterodox Australia

Alan Davison, Dean of the Faculty of Arts and Social Sciences, University of Technology Sydney



Heterodox Built Environment

Jorge Mejía Hernández, Assistant Professor of Architecture, TU Delft



Heterodox California

David Gonzalez Jr., Associate Professor of Public Administration and Organizational Leadership, University of Massachusetts Global



Heterodox Canada

Andy Sellwood, Instructional Associate, Vancouver Community College



Heterodox Classics

James Kierstead, Senior Lecturer in Classics, Victoria University of Wellington



Heterodox Communication

Lindsay H. Hoffman, Associate Professor of Communication, University of Delaware



Heterodox Economics

Monica Capra, Professor of Economic Sciences, Claremont Graduate University; Ashley Hodgson, Associate Professor of Economics, St. Olaf College



Heterodox Health Professions Education

Jonathan Thigpen, Assistant Dean of Curricular Innovation and Professional Development, Samford University



Heterodox Humanities

Thomas P. Balazs, Professor of English, University of Tennessee-Chattanooga



Heterodox Legal Scholarship

Marc Jonathan Blitz, Professor of Law, Oklahoma City University



Heterodox New York City

Quentin Langley, Adjunct Faculty, Fordham University



Heterodox Philosophy

Andrew Jason Cohen, Professor of Philosophy and Coordinator of PPE, Georgia State University



Heterodox Rhetoric and Composition

Erec Smith, Associate Professor of Rhetoric, York College of Pennsylvania



Heterodox Community Colleges

Jeff Sellers, Academic Advisor, Seminole State College; Mark Urista, Communication Faculty, Linn-Benton Community College



Heterodox Environmental Engineering and Science

Siddhartha Roy, Research Scientist, Virginia Tech



Heterodox Higher Ed Leadership

Phillip Olt, Assistant Professor of Higher Education Student Affairs, Fort Hays State University



Heterodox K-12 Education

Zach Cresswell, Math Teacher, Mt. Pleasant High School; William Reusch, Social Studies Teacher, Shalhevet High School



Heterodox Libraries

Sarah Hartman-Caverly, Assistant Librarian, Penn State Berks; Not pictured: Craig Gibson, Professor & Professional Development Coordinator, Ohio State University



Heterodox New Zealand



Heterodox Psychology

Tania Reynolds, Assistant Professor of Psychology, University of New Mexico



Heterodox Sociology

Ilana Redstone, Associate Professor of Sociology, University of Illinois at Urbana-Champaign



Heterodox Undergraduates

K-12 Education



FY21 By the Numbers

250 Teachers and staff in the HxK-12 Education community

While HxA's primary focus is post-secondary education, we recognize that universities do not exist in a vacuum and that students do not arrive on campuses as blank slates. A cycle exists in which high school educators and leaders earn degrees and certifications from preparatory programs (i.e., schools of education) at universities, and they go on to teach and mentor the high schoolers that soon become college freshmen.

If educators and leaders value open inquiry and viewpoint diversity in addition to traditionally understood forms of demographic diversity (e.g., race, gender, sexuality), they are likely to pass those values onto their students through their teaching methodology, leadership, curricular choices, classroom discussions, etc. When students learn to welcome viewpoint diversity and practice constructive disagreement in high school, they are better prepared to embrace these values in university classrooms and on college campuses, thus helping shift the culture of higher education to one of true heterodoxy.

With this cycle in mind, HxA expanded membership categories to include K-12 educators and school leaders. Through the end of FY22, HxA is exploring how universities and high schools differ and overlap in their approaches to open inquiry and viewpoint diversity.

The first step in this exploration was to conduct a listening tour, which included structured conversations with more than 30 practitioners, thought leaders, and policymakers in K-12 education. These conversations, and the insights gleaned from them, will be synthesized into a report for internal and external stakeholders. This report will inform what tools HxA develops and which strategies it pursues and deploys to assist high school leaders and teachers in creating learning environments that encourage open inquiry, embrace viewpoint diversity, and prepare students to disagree constructively.

Tools and Resources for K-12 Members

The HxA library includes [several tools and resources for K-12 educators](#). In July 2021, the team published the "[HxA High School Classroom Activity Series](#)," which provides teachers with guidance for how to use HxA's tools and resources in alignment with Common Core State Standards.

HxK-12 Education Community

The HxK-12 Community group continues to grow and now includes nearly 250 teachers and staff at primary and secondary schools. In FY2021, the group hosted events, held biweekly meetings, and started book discussion groups.

Thought Leadership in K-12

"Why K-12 Education Needs Viewpoint Diversity Now"

heterodox: the blog
Will Reusch, Shalhavet School



"One of the goals of education should be to prepare students for the rights and responsibilities of citizenship. Fostering the ability to think about complex and controversial issues from a variety of perspectives, with an eye towards problem-solving, is a necessary part of that process."

"The Case for Political Classrooms"

RealClearEducation
Samantha Hedges,
HxA K-12 Program Manager



"The ultimate goal of creating a political classroom and introducing difficult issues into a school curriculum is to encourage open inquiry and prepare students to engage with varied viewpoints. If students become accustomed to questioning their own beliefs and the beliefs of those whom they encounter in a civil and constructive manner, they will be more willing to participate in discussions with their peers on college campuses and in the broader public discourse. And they will be less likely to self-censor. After all, when students self-censor, the goal of the political classroom — to engage the question of how we should live together — cannot be advanced."

"We Must Teach Our Students the Real Case for Free Speech"

EdOps Journal
Robert Rue, The Calhoun School



"My students seem certain that they have heard the best argument for free speech and that it's well ... freedom. And of course, it is, but not in the way they tend to think. Part of the problem is that many defenders of free speech are actually straw-manning their own position. They talk about free speech as if saying whatever you want to say is, in and of itself, a value. But James Madison and the founders were not under the illusion that speech was always good—they knew that it was often horrible and damaging—and their goal was not to make idiots espousing idiocy feel good about their freedom. Unlike justice, free speech is not a value. It's a mechanism."

K-12 Member Workshop

HxA hosted a workshop with Irshad Manji, HxA advisory council member and founder of Moral Courage ED. Manji taught attendees [how to apply the Moral Courage Method](#) for DEI in their schools and classrooms.

HxCommunities Flexible Funding Opportunity Grants

FY21 By the Numbers

\$30,000

Amount applicants may request

37

Grant proposals

12

Approved for grant funding

Heterodox Academy's membership plays a vital role in achieving HxA's vision. Members publicly support the mission, which provides social permission for others to do the same. They often lead by example by incorporating HxA's values into their classrooms, campuses, and disciplines. HxA provides benefits such as free resources, events, content, and access to communities of practice to help support members and their efforts.

The HxCommunities Flexible Funding Opportunity (FFO) is one of the most exciting benefits of membership. Through this opportunity, HxA is able to champion members' valuable work in promoting ideological diversity and free expression. Applications are open to all members and affiliates who participate in the HxCommunities program, and proposals will be accepted on a rolling basis through August 2022, or until all funding has been awarded. Applicants may request up to \$30,000 to support projects, events, and other activities aligned with HxA's mission.

Launched in January 2021, the FFO is the first-ever grant program offered by HxA. Thus far, it has proven to be a valuable mechanism for the organization to recognize and support its members' important mission-aligned work.

HxA received 37 proposals between January and August 2021 and approved 12 for grant funding. The grant recipients come from a variety of disciplines and institutions, and each project is a wonderful example of how members can make an impact in their own context.

The HxCommunities Flexible Funding Opportunity was made possible in whole through the support of a grant from the John Templeton Foundation. The opinions expressed by funded programs, projects, or events are those of the organizers and do not necessarily reflect the views of the John Templeton Foundation.

Highlighted FFO Grant Recipients

Symposium on the Ethics of Freedom of Speech

**John Hasnas, Professor of Ethics,
McDonough School of Business,
Georgetown University**
Community: HxPhilosophy



The Georgetown Institute for the Study of Markets and Ethics proposes to sponsor a symposium on the Ethics of Freedom of Speech in November 2021. GISME proposes to invite 12 normative scholars representing diverse disciplines and ideological viewpoints to consider this topic and write original essays, which will be assembled into groups based on their content for presentation at the November conference and subsequent publication in a Georgetown public policy journal.

The Views of Scientists, Engineers, and Professional School Faculty About Diversity, Equity and Inclusion Policies

**Steven Brint, Distinguished Professor
of Sociology and Public Policy,
University of California, Riverside**
Community: HxSociology



Steven Brint received funding to pursue expanded research on the views of arts, humanities, and social science professors on diversity, equity, and inclusion policies, allowing Brint to expand the sample to professors who may have a different distribution of views. The project will culminate in a research paper, research presentation, and panel discussion.

Growing Diversity of Thought in K-12 Education: Current Challenges and the Path Ahead

**Christina LaRose, Researcher,
University of Illinois at
Urbana-Champaign**
Community: HxK-12Education



Christina LaRose received grant funds to organize a virtual conference that aimed to empower stakeholders in education to advocate for and incorporate diverse perspectives and critical thinking in the classroom. More than 150 educators and administrators attended. The full conference details, including recordings of each session, can be found at www.k12diversethought.org.

Heterodoxy in Canada

**Martin Drapeau, Full Professor,
Department of Educational and
Counselling Psychology (ECP), and Department of
Psychiatry; Chair and Director of Research, McGill
Psychotherapy Process Research Group; Codirector,
Science and Practice in Psychology (SAPP) Research
Lab, McGill University**
Community: HxCanada



Martin Drapeau received grant funds to support a multipart project focused on understanding and promoting heterodoxy in Canadian universities. The project includes a survey of Canadian university students to assess campus climate, with a focus on freedom of expression, viewpoint diversity, and various practices that are increasingly present on university campuses; a website for Canadian academics and students to promote the values of Heterodox Academy, including viewpoint diversity, respect for others, and the importance of dialogue; a scoping review on openness to inquiry and diversity in points of view; and the first Canadian convention on viewpoint diversity in academia, which will take place in the spring of 2022.

Looking Ahead to FY22

Spring

Spring themes: “The University After 2020” and “Socioeconomic Diversity”

New president John Tomasi joins HxA January 1

Release of the Campus Expression Survey 2021 Report

Summer

Heterodox Academy Conference 2022, June 12-14

Launch of the Best Practices Guide, a comprehensive resource for campus partners who seek to advance HxA principles at their institutions

Release of the Case Studies Database, a database compiling and celebrating the best efforts by individuals who are working to improve their campus climate

Launch of a tool kit of empirically validated assessments and interventions to understand and improve at a granular level a campus’s expression climate

Ongoing:

Continued monthly virtual events

Expanded workshop offerings for members to grow confidence and new skills in their teaching and writing

Flexible Funding Opportunity



great minds don't
always think alike

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