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
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Mission, Vision, and Work

The HxA Way

The State of the Academy

HxA Leadership

Board of Directors

Advisory Council

HxA’s Inaugural President

Public Awareness

Top Media Mentions

The HxA Writer’s Group

Highlight Events

Workshops

Best of Heterodox: the Blog

HxA’s New Podcast: “Heterodox Out Loud”

All Minus One

Tools and Resources

Tools and Resources Library

Campus Expression Survey

Research Grants: Open Inquiry on College Campuses Grant

Communities of Practice

Member Spotlights

HxA’s Membership

HxCommunities

K-12 Education

HxCommunities Flexible Funding Opportunity Grants

Conclusion
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.

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.
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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.

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.

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
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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.

Loub also serves as vice president and partner at Bain & Company.

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 Tikkah 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, Tikkah Fund, and Institute for the Study of War, he earned his bachelor’s degree in economics, summa cum laude, from Yeshiva University.

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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 Bunting 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.

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

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President Emeritus and Professor of Music, University of Richmond

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

Taffye Benson Clayton
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Alice Dreger
Writer, Historian, Journalist

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

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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 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 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 engaged Spencer Stuart, a global executive search and leadership consulting firm, to assist us with the search.

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.

“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.”
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 engaged Spencer Stuart, a global executive search and leadership consulting firm, to assist us with the search.

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Public Awareness

Top Media Mentions

**FY21 By the Numbers**

**Number of times HxA was cited in the media in FY21**

210x

**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.”

**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.”

**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.”

**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.”

**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.”
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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

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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.

Getting Social: Our Channels

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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

Andrew Glover, Research Fellow, RMIT University

Christian Gonzalez, doctoral student in political theory, Georgetown University

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

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

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

Christina Lallena, researcher, University of Illinois Urbana-Champaign

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

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

Justin McBrayer, professor of philosophy, Fort Lewis College

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

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

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

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

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

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

This is an excerpt from the FY2021 Annual Report of HxA, a social change organization that works to promote viewpoint diversity and constructive disagreement in higher education.
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University Business, Kyle Vitale, HxA Director of Programs

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Andrew Hartz, associate professor of rhetorical studies, Long Island University, Brooklyn

Christina LaRose, researcher, University of Illinois Urbana-Champaign

Oliver Traldi, graduate student in philosophy, University of Notre Dame
FY2021 Highlighted Events

What Should the Future of Heterodoxy Look Like?
Panelists: Nicholas Christakis, Randall Kennedy, Jeffrey Sachs, and Nadine Strossen
Moderator: Amna Khalid

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, Wake 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.

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.

FY21 By the Numbers

2,300+ Unique Attendees
900+ Unique Member and Affiliate Attendees

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.

Workshops
FY2021 Highlighted Events

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Best of heterodox: the blog

heterodox: the hxA blog

FY21 By the Numbers

75

A Rhetoric of Common Values

Erec Smith

That bipartisan dialogue is imperative to America’s
disability, yet it is the only way to say
at least, that we can deliver society,
or even distress, most would rather avoid. Although
our discomfort may stem from what we think 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.

Don’t Miss Debate

Meg Mott

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.

Diversity Training Doesn’t Work. This Might.

Musa al-Gharbi

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.

On the Authority of Experience in Black Thought

Randall Kennedy

“The spectrum of thought amongst African
Americans is and has always been much broader and multiracial 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. More 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.”

Additional great reads:

Diversity: It Not Brought. Why Collective Intelligence

Ravi Kudesia

“Covid, Health Inequality, and the Avoidance of

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.”

“Construc...
Best of heterodox: the blog

**FY21 By the Numbers**

- **75** Pieces published
- **200,000+** Unique blog views

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**Erec Smith**

"**Rhetoric of Common Values**"

"I will not be the first or last to say that bipartisan dialogue is imperative to America’s indication. However, taking 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."

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**Musa al-Gharbi**

"**Diversity Training**

"Don't expect diversity training to work well. This might.

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**Randall Kennedy**

"**On the Authority of Experience in Black Thought**"

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**Larry Galizio**

"**Community Colleges as Essential Sites of Viewpoint Diversity and Constructive Engagement**"

"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 personal challenges. It is where people of varying ages, life experiences, ideologies, races and ethnicities, and socioeconomic backgrounds convene and discuss ideas and concepts."

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**Additional great reads:**

- Diversity Is Not Enough: Why Collective Intelligence Requires Both Diversity and Disagreement — Ravi Kudesia
- “Covid, Health Inequality, and the Avoidance of Blame: A Social Explanation” — Michael Jandro
- “Could Feminism (Again) Provide an Argument for More Conservatism?” — Alice Dreger
- “Faith Commitments Fuel Dialogue Across Differences” — Emily Wennenborg

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**Erec Smith**

"**Diverse Minds**"

"If, however, we are honest, we will admit that the development of these stories is 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."

---

**Randall Kennedy**

"**Constructing Campus Craziness**"

"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."

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**Jonathan Haidt**

"**True Diversity Requires Generosity of Spirit**"

"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."

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**Irshad Manji**

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

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**Donald Moynihan**

"**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.**“

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**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."

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

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"**Constructing Campus Craziness**"

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."

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*Artwork by Alexis Polokoff*
All Minus One

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-satursted world.

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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.

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Hey everyone. For the second edition of this book, we thought it would be fun to include BONUS MATERIAL: DAVE’S SKETCHBOOK, VISUAL ARCH and Unused Sketches, which are created by Dave Cicirelli. Book design and illustration of the book was done by Dave Cicirelli, while the text was created by 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.

VITAL ARCH
I wanted to give the book a treat we reflecting the tone and style of 19th century. The look was inspired to primarily white back and thin lines, with muted greys and pumpkins.

MIXED ART
One of Mill’s great insights is that hidden depths exist inside the familiar, and they were hidden through stereotyping and fear. HxA and the Cato Institute created these images to (Hopefully) show the hidden diversity, potential of the second edition.

HIDDEN TRUTHS
One of Mill’s great insights is that hidden depths exist inside the familiar, and they were hidden through stereotyping and fear. HxA and the Cato Institute created these images to (Hopefully) show the hidden diversity, potential of the second edition.

For every illustration in the second section, I played around with negative space to show how truth is between people, yet held by none. I wanted to show ideas becoming stronger through the pressure of fearless debate. Diaspora shows the short-term success and the long-term failure of stereotyping and fear. But felt kind of cheesy. (An owl for wisdom is up there with light bulbs and puzzle pieces in the world of PowerPoint clichés—woof.) Instead I went with the overlapping and merging of ideas, making them stronger through the pressure of fearless debate. Diaspora shows the short-term success and the long-term failure of stereotyping and fear.

Deep slumber of decided opinion can make you complacent to coming danger. So an image with a strong geometry to create layouts with. Ultimately though I wanted to end the chapter with a note of optimism, and went with the hourglass shows the short-term success and the long-term failure of stereotyping and fear.

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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.
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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.

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.

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 heterodoxacademy.org/campus-expression-survey.
Highlights From the 2020 Data Collection

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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.

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

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.

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 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.

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 models. 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.
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Increasing Open Inquiry on College Campuses 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 Maddox'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.

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 empathetically 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.

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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.

**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.

**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.

**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.
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**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

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**Breakdown by Member Type**

- **3,907 Higher Ed Faculty**
- **324 Higher Ed Staff/Administrators**
- **758 Graduate Affiliates**
- **191 Student Affiliates**
- **96 K-12 Teachers**
- **43 K-12 Staff/Administrators**
- **20 Peer Professionals**

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**Member Counts by State**

**Top Disciplines Represented in Our Membership**
- Psychology: 471
- Philosophy: 245
- Education: 202
- Political Science: 199
- Economics: 191
- Law: 180
- History: 174
- English: 151
- Sociology: 116
- Mathematics: 90

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**Where Did New Members Come From This Past Year?**
- Harvard University: 16
- New York University: 13
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5,339 Total Membership
1,173 # of New Members This Year
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This data is as of 8/31/21.
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.
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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 González 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 Environmental Engineering and Science
Siddhartha Roy, Research Scientist, Virginia Tech

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

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

Heterodox K-12 Education
Zach Creaswell, Math Teacher, Mt. Pleasant High School; William Reusch, Social Studies Teacher, Shalhevet High School

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

Heterodox Law
Marc Jonathan Blitz, Professor of Law, Oklahoma City University

Heterodox Legal Scholarship
Siddhartha Roy, Research Scientist, Virginia Tech

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

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

Heterodox New Zealand

Heterodox New York City
Quentin Longley, Adjunct Faculty, Fordham University

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

Heterodox Undergraduates

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

Heterodox Anthropology
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Heterodox Undergraduates
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.

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.
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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.”

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.

“On the same day, we need to prepare the next generation of citizens for the rights and responsibilities of citizenship. Fostering the ability to think and act civilly and constructively about complex and controversial issues is necessary for preparing students for the responsibilities of citizenship.”

heterodox academy
HxCommunities Flexible Funding Opportunity Grants

**FY21 By the Numbers**

<table>
<thead>
<tr>
<th>$30,000</th>
<th>37</th>
<th>12</th>
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<td>Amount applicants may request</td>
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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 Hassnas, 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 include social science professors on diversity, equity, and inclusion policies.

**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.

**The Georgetown Institute for the Study of Markets and Ethics**

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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

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