



## **Sapient Conservative Textbooks (SCT) Program Executive Summary**

University and high school academics require that people with diverse viewpoints and perspectives encounter each other in an environment where they feel free to speak up and challenge each other. Countering campus groupthink is part of what led to the creation of this program, because when nearly everyone in a field in academia or throughout the student body shares the same political orientation, certain ideas become orthodoxy, dissent is discouraged, and errors can go unchallenged, and sapience is stunted.

The Sapient Conservative Textbooks (SCT) Program's goals are congruent and align with many others critical thinkers to find ways of improving the academy by enhancing viewpoint diversity and the conditions that encourage free inquiry. The ethos for every textbook is truth without bias and forms the basis for every topic the SCT Program addresses—many of them addressing the hypocrisy and idiocracy of the neo-Marxist Progressivism movement.

The primary purpose of the SCT series of textbooks is to introduce, expose, and touch upon a growing list of “madness” topics that present themselves in the 21st century. By using sapience as the foundation for addressing the most prominent issues and problems facing America and the world today, together—left, right, and center—we can achieve common sense solutions that support the public trust, promote good will, and serve the common good.

Furthermore, sapience, also known as wisdom, is the ability to think and act using knowledge, experience, understanding, common sense and insight. Sapience is the desired outcome of this program and is associated with attributes such as intelligence, enlightenment, and unbiased judgement.

The Sapient Conservative Textbooks (SCT) Program is a current events textbooks program to counter Critical Race Theory (CRT) pedagogy, unconstitutional and divisive DEI programs, and neo-Marxist Progressivism by returning conservative values, viewpoint diversity, and sapience to high school and college campuses—and enlighten them on the many blessings to humankind that are the direct result of Western European culture, American exceptionalism, and Judeo-Christian values.

### **Why is a SCT Program Needed?**

Our present ideological circumstances and point of views should not prevent us from engaging with a variety of conservative, religious, and libertarian modes of thinking, just as they shouldn't prevent us from engaging with modes of thinking organized under the banner of progressivism or critical theory.

Such engagement might actually lead to greater understanding among those who disagree politically, and it might also allow for more robust critical and creative thinking about our histories, our present and the possibilities for the future.

Viewpoint diverse organizations like the Heterodox Academy and their ratings reveal the good, the bad and the ugly about the intellectual diversity on 150 leading campuses and published a rating of the intellectual diversity and free speech friendliness of 150 of America's more prominent universities and colleges.

Congruent with these findings, the Foundation for Individual Rights in Education (FIRE) rated colleges and universities as “red light,” “yellow light,” or “green light” institutions based on how much, if any, protected expression their written policies restrict. Of the 466 schools reviewed by the FIRE in 2019, 133, or 28.5%, received a red light rating. 285 schools received a yellow light rating (61.2%), and 42 received a green light rating (9%).

In today’s ideologically charged campus climate, the Sapient Conservative Textbooks (SCT) Program will test the limits educational institutions place on freedom of speech, viewpoint diversity, and intellectual humility—and sapience as well.

K12 schools, community colleges and 4-year universities—and their principals, superintendents, presidents, boards of trustees, faculties, parents, and alumni—must maximize support for free expression, intellectual pluralism, and most of all viewpoint diversity.

### **Consider These Disturbing Trends**

A 2016 Gallup survey found that more than one in four college students felt colleges should be able to restrict students from “expressing political views that are upsetting or offensive to certain groups,” while nearly half were open to restricting press access to public events.

Given the current undergraduate tendency toward intellectual orthodoxy, one wonders: Would the advances of the feminist movement even have happened, had the campus conformists of a half-century ago had their way?

- A recent study found that 68 percent of college students “largely agree” the campus climate today prevents some of them from speaking their minds for fear of offending someone.
- In a 2016 Gallup survey, one in four college students felt their schools should be able to restrict students from “expressing political views that are upsetting or offensive to certain groups.”
- Shockingly, the Foundation for Individual Rights in Education (FIRE, for short) rated the level of freedom of speech permitted at 466 major universities in America. They found that 28 percent received a “red light” rating, 62 percent a “yellow light” rating, and only 10 percent received a “green light” rating.

Regarding the lack of viewpoint diversity needed to burst the prevailing ideological bubbles on campus, consider these alarming statistics:

- More than 50 percent of students surveyed reported that they do not think their college frequently encourages students to consider a wide variety of viewpoints and perspectives.
- UCLA’s Higher Education Institute shows that the faculty has moved considerably leftward since the late 1980s, especially in the Arts and Humanities. In New England alone, liberal professors outnumber conservative ones by an astonishing ratio of 28:1.

- A large student and faculty sampling by the American Association of Colleges and Universities reported only 18 percent of the faculty and staff strongly agreed that it was “safe to hold unpopular positions on campus.”

And the third major concern is a lack of intellectual humility from students, administrators, and faculty. Consider these examples:

- The first is the rise of Intolerance: Since 2000, the FIRE has recorded 379 instances of disinvitations, with nearly a quarter of those occurring between 2016 to 2018. In those two years, 82 percent of these disinvitations have been because of the Left’s doing.
- The second is the lack of Constructive Disagreement: The concept centers around creating a dynamic where key stakeholders in the faculty and student body are compelled to disagree. The word “constructive” alludes to the need to raise issues, debate, and resolve them reasonably. In the academy, this rarely happens--but it does so in the corporate world—successfully.
- And the third concerns the prevalence of Confirmation Bias: The 2008 paper, “Estimating the reproducibility of psychological science” describes the replication failure rate being as high as one-half to two-thirds of 100 sampled experiments published in 2008 in three high-ranking psychology journals.

In order to create deeper intellectual and political diversity, we need an affirmative-action program for the full range of conservative ideas and traditions, because on too many of our campuses they seldom get the sustained, scholarly attention they deserve. This must end!