

“It is an affront to treat falsehood with complacency.” Thomas Paine

CAMPUS REPORT

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AIA HOSTS WALL STREET JOURNAL REPORTER

By: Michael Watson

Faculty governance allows (tenured) faculty to ensure that their demands carry in debate over the needs of taxpayers, students, and administrators.

On July 26, 2011 at the Heritage Foundation, Accuracy in Academia hosted Naomi Schaefer Riley, author of *The Faculty Lounges and Other Reasons Why You Won't Get the College Education You Paid For*, to discuss tenure in American higher education. Riley spoke on the historical development of the tenure system, the reasons it has survived into the 21st century, tenure's effect on undergraduate teaching, and colleges that do not rely on tenure.

Riley noted that early American universities had established religious purposes and did not tenure their faculties. She argued that tenure arose in the 19th century in response to the adoption of the German research university model in American higher education. Riley stated that the German model gave professors the status of independent experts performing research for the benefit of all human knowledge. The results of this change led professors to clash with university benefactors, and tenure arose as a means to moderate these disputes.

A one-time Editor at the Wall Street Journal, Riley argued that tenure has survived, even though it enables radical, lazy and incompetent educators, because of faculty governance. Faculty governance allows (tenured) faculty to ensure that their demands carry in debate over the needs of taxpayers, students, and administrators.

Riley noted that the tenure system, which places high emphasis on publication and low emphasis on teaching prowess, harms undergraduate learning. Riley reported that classes at most major research universities were taught by temporary adjunct professors and that a 2005 study showed that increased teaching loads by tenure-track faculty lowered their possibilities of promotion to tenured positions. Riley characterized the dichotomy between tenure and teaching as “a static system of promotion while teaching is a dynamic process.”

Riley also noted that three classes of higher education institutions lacked tenure as a defining feature of their faculties. These “mission-driven” schools included military academies, religious schools and very liberal institutions. Riley proposed that other institutions with tenure systems were not as open about their missions and had low transparency in hiring.

see review on page 3

Director's Corner

By Malcolm A. Kline, Executive Director of AIA



September 2011

In this Edition:

- **Book Review:**
The Faculty Lounges
- **Squeaky Chalk-Ohio**
Number One Party
School



- **Guest Column:**
University Competition
with Private Enterprize
by John M. Palatiello

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Dear Reader,

Our next author's night is scheduled to occur on September 12, 2011, five days before Constitution Day and one day after the 10-year anniversary of the September 11, 2001 attacks upon the United States. As you might imagine, both are viewed differently by those within the Ivory Tower and those without.

For example, in an article which appeared in *The Chronicle Review* on August 12, 2011, Skidmore College psychologist Sheldon Solomon claimed that "September 11 became psychologically synonymous with death; and death-laced, 9/11-tinged rhetoric—'death panels,' 'job killing,' 'death taxes'—became a pervasive feature of political discourse." Actually, the last of those two predate 9/11 while the first member of that trio was Sarah Palin's characterization of the end-of-life sections of the health care bill. Arguably, most people do associate the end of life with death.

But that's less of a reach than Solomon's other observations. "Americans also sought psychological refuge from anxiety about death in what the Danish philosopher Soren Kierkegaard called 'tranquilizers by the trivial,'" Solomon wrote. "We gambled profusely, consumed huge quantities of alcohol, shopped with patriotic fervor, invested with irrational exuberance, and viewed endless television."

"The traumatic aftershocks of 9/11 made life so painful and difficult that we spent countless hours watching other people living for us." Of course, he doesn't mention how much gambling, alcohol consumption, shopping, investing and television viewing occurred before 9/11.

"September 11, 2001, was, literally and figuratively, a deadly day that skewed our conception of death and life," Solomon observed. "For almost a decade, we have vacillated between vengeful agitation, preoccupied with killing our enemies (real or imagined) to restore faith in our culture, and staying 'comfortably numb,' stupefied by television, supersized fast food, and Facebook." Then how would you explain 24-hour news channels? Moreover, Americans outside of the academy have a genius for finding peaceful means of cultural restoration—by reading the Constitution, for instance.

All the best,

Mal Kline
Executive Director

A WORLD WITHOUT TENURE

by Malcolm A. Kline

A new book shows us examples of colleges and universities where tenure does not exist and students and faculty alike survive and even thrive. “The institutions that have rejected tenure also represent a broad political cross section,” Naomi Schaeffer Riley writes in her new book, *The Faculty Lounges and Other Reasons Why You Won’t Get the College Education You Paid For*. “Military schools and religious institutions are places where tenure is least prevalent.”

“Of the hundred or so schools that are members of the Council for Christian Colleges and Universities, an evangelical group, about a third do not offer tenure.” Riley is also the author of the book *God on the Quad: How Religious Colleges and the Missionary Generation Are Changing America*.

Moreover, “Four of the five service academies do not have formal tenure for their faculties,” Riley informs us. “Senior military faculty have a mandatory retirement age—often before they are sixty years old.”

“So tenure wouldn’t make much sense for them.” Riley is also a former editor at *The Wall Street Journal*. Of course, as Riley notes, conservative schools such as Gove City College shun tenure as a policy. Still and all, Riley points out, even more liberal schools such as Hampshire College and Bennington eschew tenure in order to keep their faculty fresh and dynamic.

“What do these schools—religious, military, radical, conservative—have in common?” Riley asks. “Why have they all determined they can do without tenure? The answer is this: these institutions have strong and clear missions.” In contrast to the predictions of tenure enthusiasts, firings at these institutions are rare. “Few professors would even apply to these schools if they did not believe fully in the schools’ mission,” Riley points out.

In the bulk of the well-written, thoroughly documented book, Riley shows us the flip side of these non-tenured academic islands. “If you count faculty in vocationally oriented departments, those who teach area*, ethnic, cultural, and gender studies, as well as a significant chunk of the country’s research scientists, you will arrive at a number that is more than half the

tenured faculty in the United States,” she writes. “At the very least, there is no reason why tenure shouldn’t be abolished at the vast majority of the four thousand degree-granting colleges and universities in the United States where academic freedom is an almost irrelevant concept.”

“When professors are engaged in imparting basic literacy skills, or even classes on how to cook or how to start a business, there is no reason why their academic freedom must be protected.”

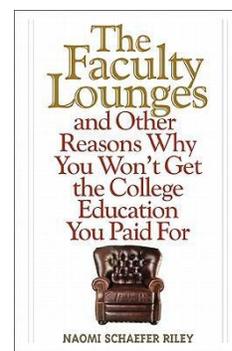
*According to the College Board, “Area studies majors study the histories, politics, economics, and cultures of various areas of the world.”

Malcolm A. Kline is the Executive Director of Accuracy in Academia.

If you would like to comment on this article, e-mail mal.kline@academia.org



Naomi Schaeffer Riley’s speech at AIA’s author’s night on July 26, 2011 was part of *The Frank A. Fusco Conservative University Lecture Series.*



SQUEAKY CHALK



by Deborah Lambert

BREITBART IN COLLEGE

While it is common for students to enter school as political agnostics and emerge as liberals, Andrew Breitbart's experience was nearly the opposite. He entered school as a liberal and emerged as a conservative. The internet entrepreneur reflected on the role that college played in his adversarial relationship with the press during an interview with Peter Robinson for his show, *Uncommon Knowledge* at www.nationalreview.com.

As an American Studies major, he thought that he'd be spending a great deal of time reading "about the Constitution and the Founding Fathers, Mark Twain and sort of a benign approach to the American experience," but it didn't turn out that way, admitted Breitbart, who added that he "spent most of his out-of-class time not doing homework, but joining in the New Orleans 'bacchanalia'" (his word).

It was not until many years after graduation when Tulane sent him a note, asking him to reflect on his student years that Breitbart realized what had transpired.

As he reviewed the books he used in school, he recalled that "there was a period in my American Studies classes where I was hearing the words 'deconstruction' and 'semiotics' a bit too many times, and I thought, 'What's going on here? What is this language? What are they trying to do?' And as I started to analyze the courses I took, I realized this was cultural Marxist theory. I thought it was strange. I thought American Studies was supposed to be American Studies, not German-Italian nihilistic theory."



MILLION MAN MARCH A FLOP

Although teachers' unions and their supporters hoped to draw a million people to D.C. for their "Save Our Schools" rally in late July, sources say the numbers fell short by about 992,000. The crowd count of about 8,000 was even more disappointing since organizers had invited Hollywood superstar Matt Damon to keynote the event.

The objective of the "Save Our Schools" gathering was honest in one respect, said Breitbart.com, noting that the "union goal was to save public schools as they currently exist."

One of the most popular themes at the event was

to "attack student testing," the idea being that if the powers that be can denigrate any "objective measure of student performance," then they can move the debate to 'subjective measurements for employees such as how much they work, how much they care and how hard they're trying.'"

In an attempt to explain away the dismal turnout, Matt Damon suggested that the rest of the audience was probably "at the beach or on vacation, because, after all, it's summer, you know."

Or could it just be that union teachers around the country are starting to wise up?



A TOOTH FAIRY'S VIEW

So you think the recession is over? According to a recent survey for Visa, Inc., the average amount of cash that the tooth fairy leaves under kids' pillows this year is a measly \$2.60 compared to \$3.00 last year. And if that wasn't bad enough, "ten percent of tooth losers got nothing this year, up six percent from last year," according to the *Express* newspaper. Could this spur demand for a new entitlement?



SEE HENS UNIONIZE

Today, a kindergarten class of rowdy five-year-olds could learn a lot more in school than how to read and write. At some California public schools, they might be treated to a puppet show called "Trouble in the Hen House."

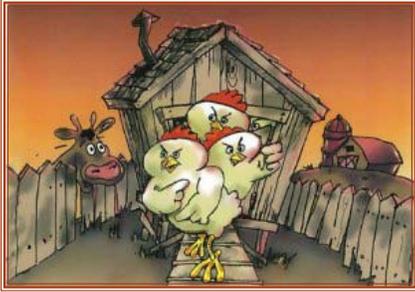
This isn't your average puppet show. The point is that "a bunch of hens feel 'oppressed' by the farmer, so they band together and create Hens United. The angry unionized chickens are too powerful a force for the farmer to handle, so he capitulates to the hens' demands," reports Kyle Olson at PublicSchoolSpending.com.

Here's an excerpt:

Henrietta (the hen): "Farmer Brown, we have something to say. This is what the chickens want:

1. More and better food. No mold, no sand in our corn.
2. Freedom to walk around outside, and a

SQUEAKY CHALK



bigger hen house.
3. Each hen will lay an average of four eggs a week.
4. Stop punishing us. Let Hortensia come back.

Farmer: No way! Who ever

heard of chickens telling the farmer what to do? Shut up and get back to the henhouse!

Chickens: No, Farmer Brown, not this time! And besides those things, you'll have to recognize our union, Hens United, or we'll all stop laying eggs!

Farmer: Okay, okay, if I have no eggs to sell, I'll go bankrupt. We'd all starve, so I guess I'll have to do what you say. Since you're all together, what can I do?

Chickens: We won! We stuck together and we won. Si, se puede." (Yes, we can)

An episode like this in a children's puppet show gives educators a way to teach children the basics of "mob psychology tactics" to get what they want from those in power. And it fits neatly into a "kindergartner's day – right after finger painting and just ahead of snack time."

If you think this kind of thing is too wacky to ever see the light of day, think again. A 2009 newsletter from the San Mateo Community College Federation of Teachers reported that ". . . Bill Morgan uses a short puppet show, *Trouble in the Hen House*, to teach about the strength and value of organizing unions..."



OHIO NUMBER ONE PARTY SCHOOL

Ohio, home to bedrock Midwestern values and the birthplace of seven presidents, has now attained a more dubious honor after Ohio University was named America's number one party school by this year's Princeton Review survey. While the school has consistently been ranked among the top ten party schools a dozen times or more, this is the first year it topped the charts, followed by #2 University of Georgia; #3 University of Mississippi; #4 University of Iowa, and #5 University of California, Santa Barbara. At the other end of the spectrum, the Princeton Review survey named Brigham Young University (BYU) as the

top stone cold sober school for the 14th year in a row.

Ohio U.'s Dean of Students Ryan Lombardi responded to the news by saying that nothing at the school would indicate that it deserved such an award.

But the party school reputation has long been a thorn in the side of administrators at Ohio U. where strict rules have been put in place over the years to deter student drinking, according to the Washington Examiner. Referring to the school's tough policies and tougher penalties, Dean Lombardi expressed his disappointment in the "party school ranking as it is not indicative of the overall experience of Ohio students and does not match the data we have collected."



AN IPAD FOR YOUR THOUGHTS

As if today's college students, bogged down by loan repayment and job concerns, didn't have enough stress already, now comes news from the Chronicle of Higher Education that they're also plagued by "survey fatigue" from answering those incessant email questions about everything from orientation to the "study abroad info session," and their "pre-major advising appointment."

Twenty years ago, the student survey response rate hovered around 70 percent. Today, it can be less than 30 percent. That's a concern for survey sponsors who need to reach a certain threshold to validate the answers. But in our data-driven world where incentives are king, not even a free ice cream cone or a couple of bucks has worked to raise the response rate.

The latest incentive used by colleges is lotteries, as in "Complete this survey for a chance to win!" Some schools even hold drawings where respondents can win gift cards to Starbucks or Target, sweatshirts, parking permits, or iPads. In fact, 39 percent of over 700 institutions surveyed now offer incentives. Have the results improved? Not much.

At Indiana University (Bloomington), Judith A. Ouimet, assistant vice provost for education, reported that a recent lottery response still hovered around 30-35 percent, and after the big winners picked up their stuff, two-thirds of the other merchandise, ranging from gift cards to personal training sessions, went unclaimed, and is still stacked up in her office.



SCHOOL PUSHES KID POWER

A budget-cutting GOP legislator in the North Carolina House was not too happy recently when he learned that his daughter and her classmates were instructed to “contact elected officials in opposition to budget cuts,” according to the Carolina Journal.

Freshman Republican Mike Stone was outraged that a handwritten note implored him to “put the budget higher dad,” so that his daughter’s school wouldn’t have to “forgo field trips, be unprepared for end-of-grade tests and lay off teachers.”

“The truth of the matter is that they baited my daughter on what to write,” said Stone, who added that “it was totally inappropriate for an 8-year-old to be

used as a lobbyist in Raleigh.”

Meanwhile, school superintendent Jeffrey Moss defended the writing assignment, saying it only directed students to write their legislators “in support of public education.” And two members of the Lee County Board of Education argued that the final communication was not handwritten notes, but a collective letter sent via email that never mentioned students’ names.

However, at least one school board member called the assignment “an irresponsible abuse of power within our schools.”

And Rep. Stone is concerned that publicity backlash will result in his daughter being bullied at school.

University Competition with Private Enterprise

by John M. Palatiello

Recently, I was a guest on a radio program and the host opened the interview by citing a University of Connecticut alumni publication marketing the Nathan Hale Inn, a hotel on the UCONN campus in Storrs, CT that offers a venue for corporate conferences, weddings and other events. The host wanted my reaction to this form of unfair government competition, namely whether a state-run, taxpayer supported public university, or a private, not-for-profit, tax exempt post-secondary school, are venturing far from their core missions to engage in activities that unfairly compete with private, for-profit businesses, especially small businesses.

The Nathan Hale Inn, for example, competes with the Marriott, a bed and breakfast and the nearby catering hall. What makes the Inn different is its affiliation with the university, its tax-free status, and its access to taxpayer funds – all considerable competitive advantages over local businesses.

The UCONN example is not an isolated incident.

Towson University, a Maryland state university in the Baltimore suburbs, recently purchased air time on Washington, DC radio stations advertising a nursery school program for children 2, 3, and 4 years of age and a summer camp programs for pre-teens. Elon University in North Carolina has started Live Oak Communications, a communications agency that provides public relations, advertising, special event marketing, viral marketing, media relations, website development, video creation and graphic design services for businesses and not-for-profit organizations in the North Carolina region. The University of Houston operates the National Center for Airborne Laser Mapping (NCALM), mapping services utilizing aircraft equipped with Light Detection And Ranging (LIDAR), a technology commercialized by NASA in the 1990s. Towson also runs a mapping program that has purchased television ads touting a software system that is otherwise commercially available.

Thousands of commercial programs are being run by state and private non-profit universities, engaging in unfair competition with for-profit companies, including small businesses. The programs offer little education for students or research for science. Rather, tuition, endowments, or state and Federal funds are used to operate business units inside institutions of higher learning. With 2011 tuition at America’s 4-year colleges and universities, both



public and private, rising approximately 5 percent in the past year, according to the College Board, schools can little afford the risk of operating enterprises that have little nexus to their core academic missions.

University engagement in commercial activities could be called the “Gatorade Syndrome.” Ever since professors at the University of Florida invented the popular sports drink to hydrate football players practicing in the heat, academicians have been trying to find the next big discovery. Most simply consume tax dollars, divert scarce resources including tuition, and fail to turn profits. These university-sponsored enterprises have cost their schools millions, exacerbating an unaffordable tuition system that has made a college education a financial burden, if not impossibility, for most students and their parents.

Some states, and individual schools, have begun to tackle the issue. Colorado Revised Statute Title 24, Article 113 regulates competition by State agencies, including institutions of higher education, with private enterprise. The Colorado Commission on Higher Education, the State Board of Agriculture and the University are, by law, required to develop and implement procedures for reviewing unfair competition complaints from privately-owned businesses. Arizona State University has promulgated policy # 1-105, regulating competition with private enterprise.

American academia should get back to its roots – teaching students. Spending tax dollars, tuition income, or endowment funds on what amount to risky get-rich-quick schemes has no place in universities. Professors

spending other people’s money, rather than joining the private sector as entrepreneurs with private capital, is not wise, appropriate or sustainable.

Internships, work-study programs, and other on-the-job training activities that partner with business can supplement classroom instruction and provide students the practical experience necessary for today’s workforce. Universities should be cooperators, not competitors, to private enterprise.

With the Higher Education Act set to expire, a Congress facing a \$14 trillion national debt and a \$1.4 trillion annual deficit should take a hard look at how Federally-supported colleges and universities are venturing into non-core lines of business that compete with and duplicate the for-profit business sector.

John Palatiello president of the firm of *John M. Palatiello & Associates, Inc.*, (www.jmpa.us) a public affairs consulting firm located in Reston, Virginia, providing association management and public affairs services to firms and organizations. He has been Executive Director of MAPPS, a national association of private geospatial firms since 1987, and is President of the Business Coalition for Fair Competition (www.governmentcompetition.org), a coalition of firms, organizations and individuals fighting unfair government-sponsored competition with private enterprise.

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