Dear Representative/Senator **{insert name},**

I write as your constituent to express my concern regarding rising college costs and how universities have used those funds on wasteful endeavors. Since 1980, the cost of college has more than doubled. Students pay exorbitant amounts to attend university, with many going into crushing debt. Meanwhile, administrators have increased their overhead and leverage over families.

In 2021, the National Association of Scholars (NAS) concluded in a report, *Priced Out: What College Costs America*,[[1]](#footnote-1) that universities increasingly devote financial resources to “external-facing departments” such as university relations, public relations, and marketing. These roles are not directly related to a student’s education; they are meant to expand the influence of universities within their local and regional communities. Additionally, universities promote politically-divisive issues such as social justice and anti-racism. Such spending distracts universities from their educational missions.

The decision to go into debt is an individual one, but for many, there is no longer an actual choice of attending or not attending college. As more and more jobs require higher education credentials, NAS reports that students and families fear perennial unemployment without a college degree. As a result, we have more students attending college for the wrong reasons. It should come as no surprise then why 40% of students drop-out of college[[2]](#footnote-2) and only 60% of students graduate from 4-year universities in *six years*.[[3]](#footnote-3)

The rising costs of higher education are placed on the backs of young Americans during their prime years. Instead of building wealth, families, and healthy lives, they spend more money and time in higher education. This is a recipe for disaster socially, politically, and economically.

As a **{insert city, county, or state}** citizen, I care about the education of our next generation. I want to see my community thrive. But I do not want my taxpayer dollars wasted on politically divisive or wasteful endeavors.

I urge you to:

1. **Cut funding to 4-year public universities that refuse to eliminate ideologically-motivated roles.** Positions that promote “wellness” and “critical race theory” are about influencing students’ perceptions rather than administering knowledge — the main purpose of a university. Additionally, critical race theory and its cousins (diversity, social justice, anti-racism) teach students to resent their country based on past actual or perceived injustices, ultimately turning students against their own country.[[4]](#footnote-4)
2. **Support the creation of an online database where citizens could search for present and past salaries of state university employees**. The online database would cut down on the number of public information requests and reduce financial, time, and knowledge barriers.
3. **Cut funding to 4-year universities that spend on remedial education and related services.** Money spent to bring students up to the standard they should have possessed before they were admitted to college is money wasted by a college that has failed to maintain proper admissions standards. Additionally, we already spend money on community colleges, which can serve as places for students to catch up on skills.

Wasteful spending by universities hurts intellectual freedom and American interests. It is time for us to rein in the runaway costs to create a better future for our future generations.

Respectfully,

**{Insert name}**

1. Neetu Arnold, *Priced Out: What College Costs America*, National Association of Scholars, March 2021, <https://www.nas.org/reports/priced-out>. [↑](#footnote-ref-1)
2. Valerie Strauss, “‘A Dereliction of Duty’: The College Dropout Scandal — And How to Fix It,” *The Washington Post*, September 10, 2019, <https://www.washingtonpost.com/education/2019/09/10/a-dereliction-duty-college-dropout-scandal-how-fix-it/>. [↑](#footnote-ref-2)
3. “Table 326.10. Graduation Rate from First Institution Attended for First-Time, Full-Time Bachelor's Degree-Seeking Students at 4-Year Postsecondary Institutions, by Race/Ethnicity, Time to Completion, Sex, Control of Institution, and Percentage of Applications Accepted: Selected Cohort Entry Years, 1996 Through 2013,” *Digest of Education Statistics 2020*, U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), <https://nces.ed.gov/programs/digest/d20/tables/dt20_326.10.asp>. [↑](#footnote-ref-3)
4. See David Randall, *Social Justice Education in America*, National Association of Scholars, December 2019, <https://www.nas.org/storage/app/media/Reports/Social%20Justice%20Education%20in%20America/NAS_Social%20Justice_Report-Web.pdf>. [↑](#footnote-ref-4)