

NATIONAL
ASSOCIATION
of SCHOLARS

2019
Annual Report



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Letter from the President



For American higher education, 2019 was a year of transformation. Following the campus unraveling during the two years after the 2016 presidential election, the National Association of Scholars (NAS) found more concerned citizens, lawmakers, and professors willing to take steps to secure academic and intellectual freedom at universities. The freedom to learn is making a comeback.

Over the last year, campus free speech bills sprouted up in state houses across the nation with the help of NAS. These bills will do away with illiberal free speech zones and protect the speech of students and professors alike. We stood up for writers and academics, such as Professors Colleen A. Sheehan and James Matthew Wilson, who dared speak out against new mandatory assessments on sensitivity and bias. An open letter in support of a speaker disinvited from the Army War College attracted over five thousand signatures and reinstated his invitation.

In 2019, NAS published *Separate but Equal, Again*, an in-depth report studying the history of racial segregation on campus. We published the eighth edition of our annual report on college common reading programs, *Beach Books*. In December, we released *Social Justice Education in America*, detailing how over sixty colleges and universities use classes, distribution requirements, and administrative bureaucracies to impose social justice education. We partnered with the James G. Martin Center, *First Things* magazine, and Hillsdale College for events launching our reports.

NAS launched new branding and a new website. We increased our membership. We hired new staff to lead projects on Title IX, scientific reproducibility and regulation, and the student debt crisis. We published articles with the *Wall Street Journal*, *The Hill*, *The Spectator*, *National Review*, and the *Claremont Review of Books*.

I am deeply grateful for the people, foundations, and partner organizations that make this work possible. Thank you for your support. With your continued help we will continue to build a movement of those who believe intellectual freedom and reasoned scholarship are the foundations of a free society.

A handwritten signature in black ink that reads "Peter Wood". The signature is fluid and cursive, written in a professional style.

Peter W. Wood
President

STAFF

PETER W. WOOD
President

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Director of Policy

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CAROL IANNONE
Editor-at-Large, *Academic Questions*

TERESA R. MANNING
Director, Title IX Project

NEETU ARNOLD
Research Associate

STANLEY YOUNG
Director, Shifting Sands Project

Board of Directors

KEITH WHITAKER, *Chairman*

Founding Associate of the Wise Counsel Research Associates. He is formerly a philosophy professor at Boston College and writing instructor at Boston University.

STEPHEN BALCH

Director of The Institute for the Study of Western Civilization at Texas Tech University. He served twenty-seven years as the founding president of the National Association of Scholars. Recipient of the National Humanities Medal and Jeane Jordan Kirkpatrick Academic Freedom Award.

DANIEL ASIA

Professor of Music at the University of Arizona. His compositions include five symphonies, an opera, and numerous other works.

JAY A. BERGMAN

Professor of History at Central Connecticut State University. His research focuses primarily on modern Russian history.

PETER BERKOWITZ

Tad and Dianne Taube Senior Fellow at the Hoover Institution at Stanford University, where he chairs the National Security and Law Task Force.

WARD CONNERLY

Founder and President of the American Civil Rights Institute, former President and CEO of Connerly & Associates, Inc., and a former Regent of the University of California.

GEORGE DENT, JR.

Professor of Law at Case Western Reserve University, where he is the Associate Director of the Law School's Center for Business Law and Regulation.

DAVID GORDON

Professor of History at the City University of New York, where he focuses on the economic history of France and French investments in East Asia.

GAIL L. HERIOT

Professor of Law at the University of San Diego and a member of the U.S. Civil Rights Commission.

THOMAS KLINGENSTEIN, *Treasurer*

Founder and Principal of Cohen Klingenstein LLC, a New York City investment firm. He is the Chairman of the Claremont Institute and is also a playwright.

WIGHT MARTINDALE

Former journalist, Senior Vice President of the bond department at Lehman Brothers, and managing director with Guggenheim Capital Markets. He has taught at Lehigh University, Temple University, and Villanova University.

B. NELSON ONG, *Secretary*

Associate Professor of Political Science at the College of New Rochelle, where he researches the foundations of American constitutionalism.

RICHARD VEDDER

Distinguished Professor of Economics Emeritus at Ohio University. He is also the founder of the Center for College Affordability and Productivity.

BRADLEY C.S. WATSON

Department Chair, Philip M. McKenna Professor of Politics and co-director of the Center for Political and Economic Thought at St. Vincent College.

AMY L. WAX

Robert Mundheim Professor of Law at the University of Pennsylvania. She is an expert in civil procedure, appellate litigation, social welfare law and policy, and the law and economics of work and family.

Our Mission

The National Association of Scholars upholds the standards of a liberal arts education that fosters intellectual freedom, searches for truth, and promotes virtuous citizenship.

We uphold reasoned scholarship and civil debate in America's colleges and universities. We defend academic freedom of faculty members and students. We believe colleges should respect the freedom of individuals to make up their own minds. And that such intellectual freedom must be anchored in the honest pursuit of the truth.

We expect persons and ideas to be judged on merit, and colleges and universities to provide for fair competition between views.

The liberal arts are the core subjects that a free people should know. They are foundational to higher education.

We believe colleges and universities should train rising generations in virtuous citizenship, which broadly means upholding the rule of law and taking a positive role in shaping public life.

Lastly, we believe the four purposes of higher education are to endow *culture*; to pursue *truth*; to shape *character*, and to prepare students for practical *vocation*.

We strive for this vision through our work, including our

Academic Journal

Our quarterly journal, *Academic Questions*, explores the vices and virtues of the contemporary university as well as its achievements and calamities, and how excellence in scholarship can aid the rescue of our civilization.

Research Reports

Our in-depth studies examine overlooked aspects of higher education from curricular follies to administrative missteps.

Commentary

Our staff, board members, and scholars publish substantial opinion and commentary on developments and trends in higher education, both on our website and in external outlets.

Advocacy

NAS and our members are involved in efforts to educate elected officials about legislation, file amicus curiae briefs, give testimony before congressional and legislative committees, and engage in public support for reforms.

Network

We hold regional meetings about important issues and public policy debates in higher education today. These provide an opportunity for members and other attendees to build relationships and strengthen the network of likeminded supporters.

The Three Pillars & Ideals

The National Association of Scholars' work stands on three pillars: Individual Advocacy, Research Reports, and Public Advocacy. The following pages contain some of the highlights of our work in 2019 within each area.

Individual Advocacy

Supporting individual faculty members, students, and others in their attempts to exercise their right to academic freedom.

Public Advocacy

Educating the public and elected officials about policies and potential legislation that would protect and enhance academic freedom.


Research Reports

Studies documenting trends in contemporary academia, particularly those that affect academic freedom and the integrity, purpose, and neutrality of the university.

Individual Advocacy

One of the most important aspects of our work is our support of faculty and students who face a tsunami of political correctness, groupthink, intimidation and outright abuse, and must struggle to learn from curricula that aim to propagandize rather than help students to seek out truth. We hear from our members time and time again that, because of NAS, they will have the courage to champion academics, students, Western civilization, and liberty on each of their campuses.


Peter Boghossian

 The National Association of Scholars sent a public letter to the Portland State University President Rahmat Shoureshi urging the university to stop using academic disciplinary procedures to harass Dr. Boghossian.

In 2018, Dr. Boghossian made public a successful hoax against several journals in what are polemically called “grievance studies,” intending to prove that these fields’ scholarship cannot be distinguished from self-evident nonsense. He thereby provoked retaliatory accusations of “research misconduct.” Portland State quickly began an investigation for “fabricating” data, for improper research on human subjects (the hoaxed editors), and, with reference to a made up paper about “canine rape culture,” for improper “research into animal behavior.”


Dr. Boghossian has since been relieved of his position for violating “research procedures” on human subjects. Although this is a disgrace for the University, he continues to work with the Oregon Association of Scholars to promote intellectual diversity and freedom on campus.

Colleen Sheehan and James Wilson

 *The Wall Street Journal* published an essay by Villanova University professors Colleen A. Sheehan and James Matthew Wilson objecting to new rules requiring student evaluations to include questions about how well their teachers advance the causes of “diversity” and “inclusion.” The University’s president and provost quickly responded with an essay of their own, disavowing the professors’ arguments, and reframing them as enemies of the “community.”

The National Association of Scholars collected three-hundred-fifty-eight signatures in support of the professors. Our open letter suggested that the University defend academic freedom rather than disavow its own professors. We also offered that Villanova should heed the professors’ advice to rescind the new rule.

Raymond Ibrahim

 In June, the National Association of Scholars penned a letter to President Trump signed by *five-thousand-eight-hundred* academics and citizens in defense of Raymond Ibrahim. Our letter spurred twelve members of Congress to write their own letters to the U.S. Army War College. The letters were written due to the College’s decision to “postpone,” but in effect, cancel Mr. Ibrahim’s lecture.

Since the open letter was delivered to the White House and the War College, Mr. Ibrahim’s lecture has been rescheduled.



Research Reports

Separate but Equal, Again

Neo-Segregation in American Higher Education

“Separate but Equal Again: Neo-Segregation in American Higher Education” sheds unprecedented light on how colleges segregate students by race and serves to encourage positive change in race relations at U.S. colleges and universities. It features interviews with students and faculty members, as well as a database documenting 16 categories of neo-segregation at 173 colleges. These categories include segregated housing and other physical spaces, segregated orientation and commencement ceremonies, segregated student associations, scholarships designated only for minorities, race-centered classes, and “diversity pipeline programs” in which mentorship and hiring targets students and faculty of particular races.



This project is the first to name, list, and categorize the forms of racial segregation that have been institutionalized by colleges and universities. In addition to extensive raw data, “Separate but Equal, Again” contains two case studies at Yale and Wesleyan showing how these programs came to be the norm in American higher education.

- **Segregated recruiting.** 68 percent of surveyed colleges give admitted students segregated previews of their campuses.
- **Segregated orientations.** 46 percent of surveyed colleges have segregated orientation programs.
- **Segregated housing.** 43 percent of surveyed colleges have segregated residential arrangements.
- **Segregated clubs.** Ethnically exclusive clubs and centers are often overseen by ‘ethnic’ deans and counselors.
- **Segregated graduation ceremonies.** 72 percent of surveyed colleges hold segregated graduation ceremonies.

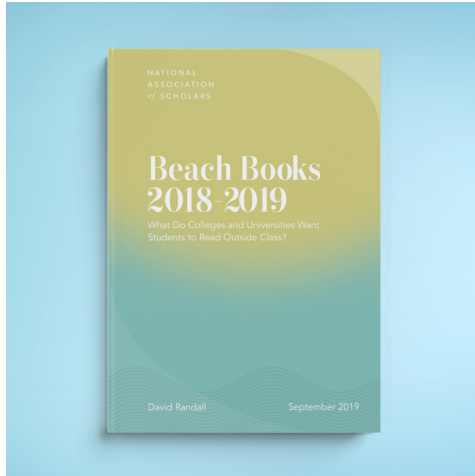


The National Association of Scholars launched the project at the Kirby Center in Washington, D.C., in late April. To the crowd of nearly sixty people Peter Wood explained: “Neo-segregation harms the students it pretends to protect. The real danger that faces minority students is being locked up in their fear of everyone else. Higher education should liberate them from this fear and give them the freedom to be full participants in American society. Neo-segregation is a disguised form of political oppression.”

Read the case studies, download the data, and watch the launch event at nas.org/neo-segregation

Beach Books 2018-2019

What Do Colleges and Universities Want Students to Read Outside Class?



In our eighth edition of *Beach Books*, we found that American colleges and universities are beginning to choose better books, but common reading programs are still overwhelmingly designed to indoctrinate students with progressive propaganda. This report is the most recent edition of the nation's only comprehensive study of college common readings.

Beach Books 2018-2019 analyzes 518 new college common reading selections at 475 institutions. Of those assignments, 19% fell into the category Civil Rights/Racism/Slavery, 15% into the category Crime and Punishment/ Police, and 25% into African American; in 2017 the corresponding numbers were 21%, 16%, and 25%. That's a modest decrease in homogeneity, but still a considerable increase compared with 2014, when the corresponding numbers were 11%, 10%, and 16%.

College common readings are mostly: politically progressive, designed to promote activism, confined to American authors, juvenile, recent, and nonfiction.

We make recommendations for improving common reading programs, such as creating external oversight committees to ensure that college readings remain apolitical. We also recommend that donors only fund programs that adopt these reforms.

NAS recommends 150 better books to welcome freshmen to the life of the mind. This year's 20 new recommendations include Euripides' *Medea*, Mikhail Bulgakov's *The Heart of a Dog*, Yasunari Kawabata's *Snow Country*, and Muriel Spark's *The Prime of Miss Jean Brodie*.

This year we also added advice to would-be common reading authors, such as *Set up a booth at the First Year Experience Conference* and *Charge less to visit a campus than Ta-Nehisi Coates or Bryan Stevenson*. The worst common reading books are frequently the most popular ones.

The report was launched at the new editorial offices of *First Things* magazine in Manhattan. Keith Whitaker, Chairman of the NAS Board of Directors, gave the keynote address after an introductory overview of the report by David Randall.

Read the report, the recommendations, and download the data at nas.org/reports/beach-books19

Social Justice Education

in American Higher Education

On December 6th at a launch event in Raleigh, North Carolina, co-hosted with the James G. Martin Center, the National Association of Scholars released *Social Justice Education in America*, a report analyzing the influence of social justice advocates at 60 colleges and universities nationwide. The report finds that these advocates have insinuated themselves into the university system to propagandize students, politicize the most basic college courses, create administrative and teaching positions for like-minded advocates, and transform universities into training camps for progressive activism.



This report documents the methods that social justice advocates have used to establish themselves: altering university mission statements, seizing internal graduation requirements, capturing existing disciplines and creating pseudo-disciplines, and ultimately capturing the university administrations. *Social Justice Education in America* provides detailed charts and a wealth of examples of classes, departments, events, jobs, journals, and administrative offices that teach social justice to unsuspecting students and secure jobs in higher education for social justice advocates.



The report also recommends nine general reforms to disrupt higher education's ability to provide careers for social justice advocates, decrease the cost of college, and return universities to the pursuit of truth instead of social justice's pursuit of political power. These basic reforms promote intellectual freedom and protect academic freedom and viewpoint diversity.

The launch event, *Leveling America: Social Justice and Identity in American Higher Education* was a great success of intraorganizational planning and partnership between the James G. Martin Center, The Locke Foundation, and the National Association of

Scholars. Nearly fifty people attended the event keynoted by Heather Mac Donald of the Manhattan Institute. Other panelists at the half-day conference included Professor of Criminology at UNC-Wilmington Mike Adams, UNC Board of Governors Member Steven B. Long, and former North Carolina State Representative Jonathan Jordan. Presidents Peter Wood, Jenna Robinson of the James G. Martin Center, and John Hood of the John William Pope Foundation also contributed to the discussion on *Social Justice Education in America*.



Read the report, the recommendations, and download the data at nas.org/social-justice-education

Public Advocacy

The National Association of Scholars' public advocacy brings our research findings to policy debates surrounding higher education. We present in-depth, meticulous research and analysis to policymakers and citizens so they can make informed decisions about higher education's future.

Amicus Briefs

The National Association of Scholars filed an amicus brief in January supporting St. Cloud State University Political Science Professor Kathleen Uradnik's petition for appeal in her fight to secure her constitutionally protected rights to freedom of speech and association. Professor Uradnik's petition to the Eighth Circuit Court of Appeals argues that forcing her to pay union dues violates her First Amendment rights. NAS is represented in the amicus brief by William Jonathan Haun.

Conferences

NAS hosted "Disgrace: Shame, Punishment, and Redemption in American Higher Education," in January 2019. Over 100 academics, public intellectuals, journalists, students, and friends of NAS attended the conference at Chapman University in Orange, California.

At this conference, NAS discussed both disgrace as a political tactic of the progressive left and the appropriate disgrace that falls on colleges and universities that countenance such tactics. These tactics include false accusation and intimidation with real threats to life, property, and title. Success in these tactics is measured not in outrage, but in the creation of a self-censoring culture on campus and in American life.

Distinguished speakers at the Chapman conference included Jay Nordlinger (*National Review*), Darel Paul (Williams College), Mark Bauerlein (Emory University), Helen Andrews (*The Washington Examiner*), and Heather Mac Donald (Manhattan Institute).

Referendum 88

Over the last year, the Washington State Legislature overturned the twenty-year-old law banning racial preferences. Opponents of the new racial quota system, titled Initiative 1000, managed to gather enough signatures to force a ballot measure, Referendum 88. The organization of Asian-Americans who spearheaded the measure reached out to NAS for help in spreading the message: "Vote NO on Proposition 88." In the campaign that followed, NAS advised Washington Asians for Equality on communications, creating posters, social media posts, and got out the word using podcasts, op-eds, and radio interviews. In part, thanks to the work, Washington voters rejected Proposition 88 and racial quotas.

Confucius Institutes Advocacy

Rachelle Peterson continued her work on foreign influence in American higher education. She briefed members of Congress, worked with the Government Accountability Office, and advised the State Department throughout the year. Her work with Senators Marco Rubio, Rob Portman, and Tom Cotton has concluded in the Foreign Influence Transparency Act, which amends the Higher Education Act.

Our report, *Outsourced to China*, was cited by the Senate Permanent Subcommittee on Investigations, the Government Accountability Office, and a U.K. Conservative Party Human Rights Commission report on Confucius Institutes.

Irreproducibility Crisis Advocacy

With the launch of the *Irreproducibility Crisis* report in 2018, NAS has continued to alert regulators, legislators, and the public of problems with the science underlying many government regulatory decisions. Over the last year this campaign made its way to Elaine Chao, Secretary of Transportation, and the White House.

Free Speech and Intellectual Diversity

In 2019, NAS worked with the South Dakota Board of Regents and Legislature to craft H.B. 1087, a law to promote free speech and intellectual diversity in the state's public university system.

We also worked with Stanley Kurtz of the Ethics and Public Policy Center to craft, promote, and enact the Campus Intellectual Diversity Act in states across the Nation.

American History for Freedom

NAS worked with its former president and current member of the board of directors, Steve Balch, to advocate for the appropriation of funding for the American History for Freedom Program. In July, Senators John Cornyn and Chris Coon introduced The USA Civics Act, which if passed would authorize the continuation of the Program.

Outsourced to China continued to be our most cited project and found its way into distinguished publications such as *The National Interest*, and the *Washington Post*; and on air with programs by Radio Free Asia and the Canadian Broadcasting Corporation.

Journal

Academic Questions

Spring: “College Presidents”



- **“University Presidents” by Joseph Epstein:** An analysis of university presidents’ downward trajectory from academic leaders to fundraising figureheads.
- **“Herb London: A Personal Appreciation” by Steve Balch:** Founding president Balch provides a thoughtful reflection on educational innovator Herb London, NAS’s first member and former board chairman.
- **“University of Transformation: Michael Crow at Arizona State University” by Adam Kissel:** Kissel examines the leadership of ASU President Michael Crow as exemplifying the preservation of academic freedom and the conversion of abstract ideals into tangible reform.

Summer: “Victories”



- **“Two Victories for Academic Freedom” by Peter Bonilla:** Providing a glimmer of hope, Bonilla describes the results of two recent court cases that bolstered free speech rights in public and private universities.
- **“The Confucius Institutes” by Rachele Peterson:** Policy Director Peterson chronicles American leadership’s increased pushback against China’s Confucius Institutes, government-funded cultural exchange programs suspected to serve as fronts for academic espionage.
- **“Politicized Science” by David Randall:** Combining reporting and personal speculation, Research Director Randall discusses contemporary problems threatening the sciences and considers if fighting them is a losing battle.

Fall: Incapacity: “Enfeebling Higher Education”



- **“Good Grieve! America’s Grade Inflation Culture” by Craig Evan Klafter:** An overview of the nature and ramifications of grade inflation, along with Klafter’s own critique of the practice and its justifications.
- **“Incompatibility of Sports and Higher Education” by Josh Edwards:** Edwards provides an in-depth look into the development of college sports, tracing its evolution from a modest and beneficial institution to a gargantuan industry endangering all facets of academic integrity.
- **“The Children of Political Correctness” by Howard S. Schwartz:** Schwartz distinguishes between old and new definitions of political correctness, detailing the current variant’s impact on today’s college students and campus environments.

Winter: “Distinctions”



- **“College Admissions Ride the Equality Roundabout” by John Staddon:** Duke University professor of psychology argues that excellence and equality—the two principles to which college admissions offices are ostensibly committed—are mutually incompatible in practice.
- **“Merit vs. Equality: A Career Open to the Talents” by Russ Niele:** A critique of many elites’ choice to prioritize equality of results over equality of opportunity, the latter symbolized by Jackie Robinson’s integration of major league baseball.
- **“Free Speech and Self-Censorship in the Academy” by David L. Tubbs:** Tubbs differentiates between the freedom of speech that NAS seeks for college campuses, namely that which recognizes protocols, rules, and conventions necessary for the free and orderly exchange of ideas, and the educational libertarianism espoused by some of our erstwhile allies.

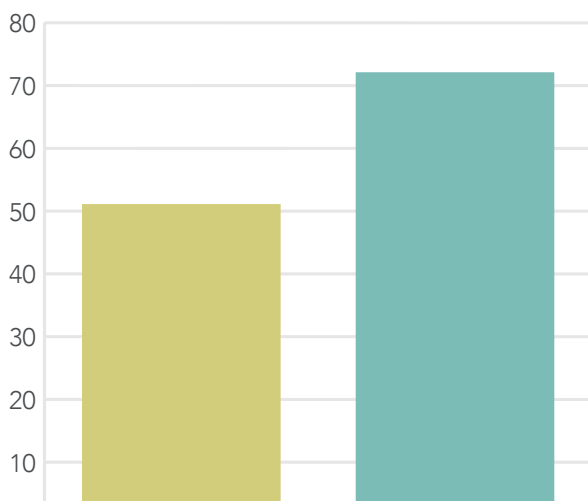
Publications & Appearances

Each year the National Association of Scholars publishes in-depth research reports, policy briefs, and articles to influence policy debates at home and in Congress. We leverage our media coverage and citations to reform higher education through public and private pressure.

This year the National Association of Scholars published three in-depth research reports and continued work on the findings of previous research. NAS staff published dozens of articles, secured interviews with radio and TV stations across the country, and debated its opponents. NAS was cited in hundreds of articles and our work was expanded upon by journalists, pundits, and researchers on podcasts, radio shows, and television panels.

NAS also published 51 episodes of Curriculum Vitae, our weekly podcast that introduced thousands of listeners to people and issues in higher education.

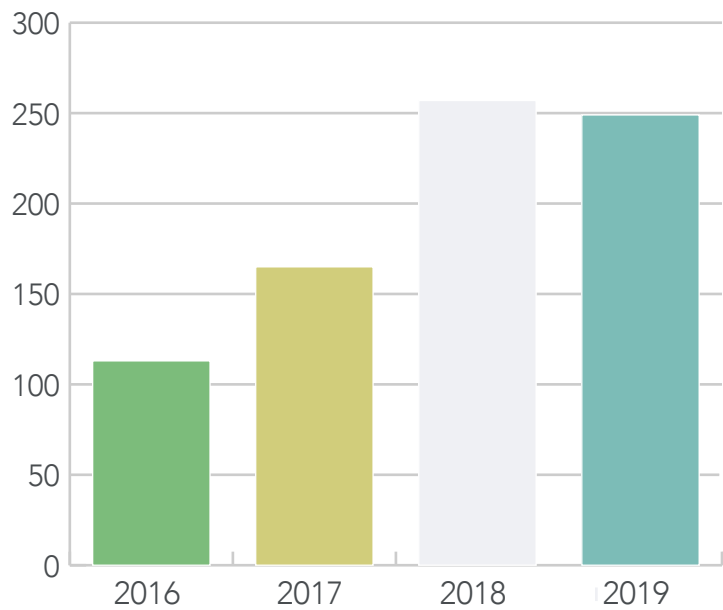
Staff Publications 2018 to 2019



The National Association of Scholars increased staff publications by 43% from 2018 to 2019.

The National Association of Scholars was cited in 249 articles, podcasts, radio shows, and TV broadcasts during 2019.

Articles citing the National Association of Scholars



Citations by Topic Category (pillars)

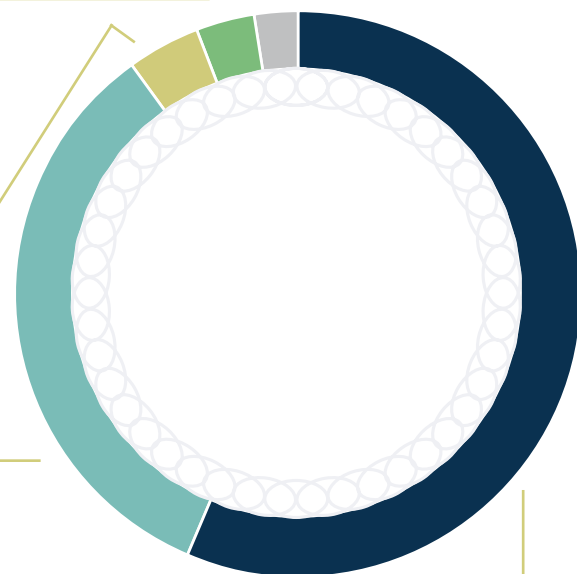
Academic Freedom

Individual Advocacy

Academic Questions

Public Advocacy

Reports



2019 Financial Summary

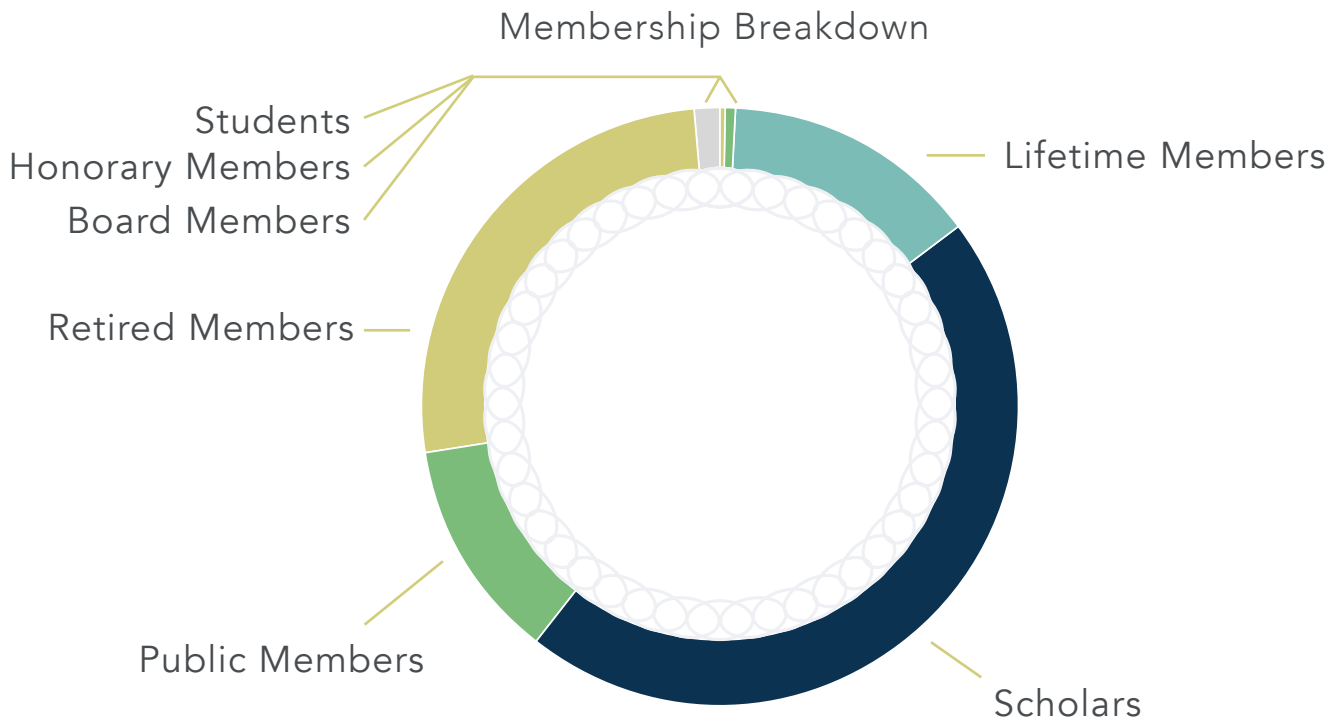
Expenses	Approved Budget 2019	Actual Budget 2019
Salaries & Benefits	\$816,000	\$832,793.95
Insurance	\$15,000	\$13,245.55
Travel	\$31,000	\$5,559.56
Sponsorship	\$15,000	\$20,375.00
Occupancy	\$150,000	\$119,511.19
Equipment & Supplies	\$17,000	\$22,237.22
Advertising	\$4,500	\$1,547.97
Legal & Accounting Fees	\$32,500	\$33,037.59
Conferences	\$60,000	\$61,372.19
Springer Subscriptions	\$60,000	\$67,143.00
Computer Technician	\$10,000	\$13,759.82
Phone, Postage & Misc.	\$30,000	\$53,255.47
Fundraising Mailings	\$100,000	\$88,116.19
Membership Recruitment	\$50,000	\$48,769.38
Other Operating Expenses	\$15,000	\$35,289.04
Reports	\$76,500	\$31,552.98
Website	\$30,000	\$10,733.34
Totals	\$1,512,500	\$1,498,299.44
Revenue		
Grants	\$800,000	\$1,175,000
Contributions	\$500,000	\$598,036.52
Dues	\$175,000	\$160,972.70
Conference Registration	\$7,500	\$8,312.50
Earnings	\$30,000	\$2,402.14
Springer & Amazon Royalties	\$13,000	\$13,000
Totals	\$1,512,500	\$1,957,723.86

Membership

The National Association of Scholars closed 2019 with 3,036 members, nearly 200 more than 2018, and our highest point in decades.

Membership growth is consistent, and with new reports, more outreach to new potential members, and increased visibility, NAS's prospects for membership continue to increase.

65% of NAS's members in 2017 renewed for multiple years and started 2018 as members. 71% of NAS's members in 2018 renewed for multiple years and started 2019 as members. 73% of NAS's members in 2019 renewed for multiple years and started 2020 as members.



2019 Sponsors

We are deeply grateful to the foundations that supported us in 2019. Most Americans understand that there is a crisis on college campuses, and our work is essential to showing them what they can do.

We looked at American universities and asked: Who is behind the fundamental changes within higher education? What exactly has changed? How did they change it? With the support of the following foundations, we were able to give detailed explanations of some of the most disturbing problems in our institutions of higher education.

Foundation Supporters

Anonymous Foundation A

Anonymous Foundation B

Arthur N. Rupe Foundation

Ben May Charitable Trust

Burnap Foundation

Diana Davis Spencer Foundation

Donors Trust Fund

Dr. and Mrs. Edwin Delattre Fund

F.M. Kirby Foundation

Fred Maytag Family Foundation

Herbert and Junia Doan Foundation

Ken W. Davis Foundation

Leonette M. and Fred T. Lanners Foundation

Lynde and Harry Bradley Foundation

Malcolm Hewitt Wiener Foundation

Marcia Toby Fund

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Paul E. Singer Foundation

Paul Isaac Fund

Philip M. McKenna Foundation

Quantitative Foundation

Richard and Barbara Gaby Foundation

Sarah Scaife Foundation

Searle Freedom Trust

Sharna & Irvin Frank Foundation

Stanton Foundation

Thomas D. Klingenstein Fund

William T. Morris Foundation

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