

2020 Annual Report



NATIONAL
ASSOCIATION
of SCHOLARS

Letter from the President

In past annual reports I have written of “years of transformation.” How naïve I was. Few years will prove as transformative for institutions of higher education, the National Association of Scholars (NAS), and American society, as 2020. The coronavirus pandemic and the changes to daily life it brought for all of us upended the way we work, teach, and meet with others.

2020 also proved how unstable are the financial foundations of American higher education. Nearly 400 colleges, universities, and satellite campuses closed due to the massive loss of incoming students brought on by the pandemic. Over the last two decades, colleges and universities have marketed the college experience, spending exorbitant amounts on student housing and entertainment facilities such as lazy rivers and gaming rooms. When college went online, many students opted out. Why pay the same tuition without the same experience?

That’s not all, of course. No discussion of 2020 would be complete without discussing George Floyd’s death and the subsequent rage it triggered around the country—with

higher education’s eager progressives in the vanguard. From Princeton’s enlightened elite to the lowly diversicrats at Amarillo Community College—Diversity,

Equity, and Inclusion administrators everywhere pounced on the tragedy, finding in it an excuse to expand their relentless calls for more—more diversity trainings, more budgetary allotments, more power. All decried their complicity in “systemic racism,” promised more funding for “anti-racist” task forces, and rushed to appease the sweeping demands of “woke” student activists.

NAS has been calling attention to the politicization of higher education for decades. We couldn’t have asked for a clearer example than this.

These newly empowered DEI regimes flung themselves into action, investigating professors who hesitate to endorse new orthodoxy. Scholars around the nation found their research under scrutiny. Nearly two hundred were fired or forced from their jobs as a result, and institutions and programs that were already facing enrollment crises were disbanded entirely.

While higher education continues to struggle with these new realities, for NAS the out-

look is quite sunny. 2020 was trying, but it was also full of successes, opportunities, and growth. In August, Education Secretary Betsy DeVos enacted a new Title IX rule, at our urging, that strengthened due process and transparency in Title IX investigations. That same month, NAS began working with partners in California to educate the public about the facts of Proposition 209, a public initiative meant to make racial preferences legal in hiring decisions for universities. Our campaign reached 4.5 million Californians over a month and a half and, despite being outspent 31 to 1, NAS and our allies defeated Prop 209. In March, NAS went remote. We found a new audience by hosting webinars on topics as varied as the nation's reliance on experts to the New York Times' 1619 Project. We hired new staff. We took over management of a new website and news outlet called Minding the Campus. Most importantly, we continued to investigate higher education's virtues and vices, all while advocating for permanent reform.

NAS took a strong stand against the DEI regime in 2020, defending "canceled" professors and calling for reforms to the fiscal irresponsibility of higher education's bloated bureaucracy. Our work on foreign influence, the 1619 Project, and academic freedom gained widespread notoriety. As a result, we received record-setting financial support

and, at the end of the year, NAS had more members than at any point in its history.

All of us at NAS are deeply grateful for the individuals, foundations, and partner organizations that have made this work possible. I thank you for your support—we depend on it. Together we will continue to advance our shared mission, building a movement of those who believe that intellectual freedom and reasoned scholarship are the foundations of a free society.



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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

Former 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.

Bruce Gilley

Professor of Political Science at the Mark O. Hatfield School of Government at Portland State University and president of the Oregon chapter of the National Association of Scholars.

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. Commission on Civil Rights.

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, Jr.

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 Emeritus of Political Science at the College of New Rochelle, where he researched 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 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

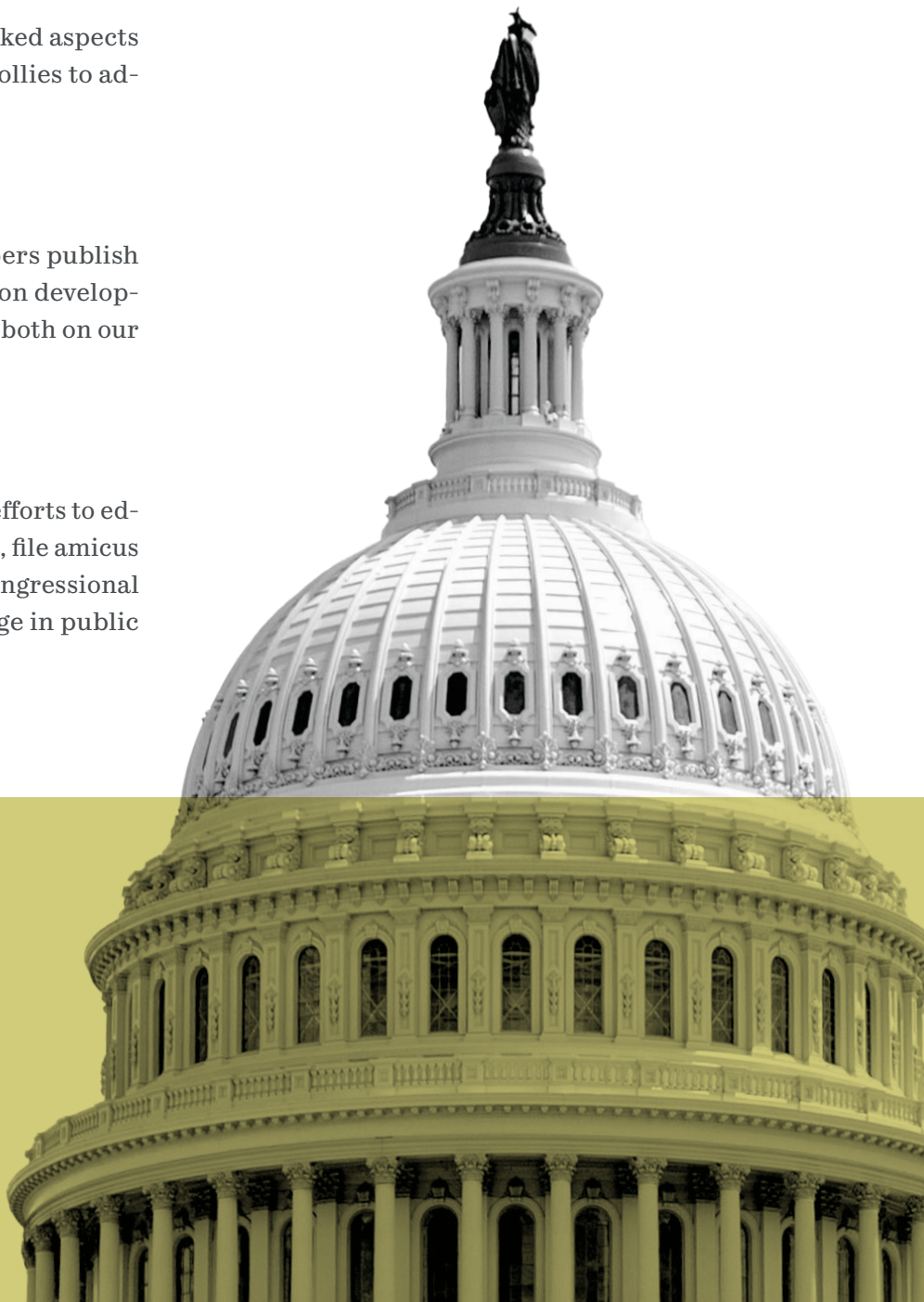
Our staff, board members, and members publish substantial opinion and commentary on developments and trends in higher education, both on our website and in external outlets.

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.



Our Three Pillars & Ideals

Our work stands on three pillars:

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

Individual advocacy continues to be one of, if not the most important, aspects of our work.

From time to time we receive pleas for assistance from our members, and those who are not, for help. NAS works to support faculty and students who face political correctness, groupthink, intimidation, and outright abuse on campus.

This support is often comes in the form of open letters to university administrators and public pressure campaigns, but when these fail it often entails connecting members with additional non-profits to seek legal remedies.

In 2020, NAS was proud to defend the academic freedom of thirteen professors:

Timothy Jackson

David Porter

Charles Negy

William Jacobson

Philip Carl Salzman

Kathleen Lowery

Sarkis Joseph Khoury

Stuart Hurlbert

Bruce Gilley

Jeffrey Poelvoorde

Greg Patton

Nicholas Meriwether

Tomas Hudlicky

Public Advocacy

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

Amicus Briefs

In February 2020, NAS continued its support for Students for Fair Admissions, by filing an amicus brief to the U.S. Court of Appeals to support its class action lawsuit in support of Asian Americans who are seeking damages for affirmative action at America's elite university Harvard.

NAS joined Meriwether v. Trustees of Shawnee State in June 2020, with another amicus brief supporting embattled professor Meriwether who drew the ire of campus administrators for not using the preferred pronouns of students.

Conferences

FIXING SCIENCE

NAS held its first regional conference of 2020 in Oakland, California, on February 7th and 8th. Nearly 90 academics, public intellectuals, and friends of the NAS attended the conference, which was titled, "Fixing Science: Practical Solutions for the Irreproducibility Crisis." The Independent Institute graciously opened its doors to NAS. Presidents David Theroux (Independent Institute) and Peter W. Wood (National Association of Scholars) welcomed attendees by discussing the importance and complexity of getting science right.

SLAVERY OR FREEDOM

In September, NAS hosted its first online conference with over 10 lectures and panels. Nearly 500 academics, public intellectuals, and friends of the NAS attended the conference. The events sought to answer the question: should we place the ideals of liberty or the institution of slavery as the foundation of American history? The question is especially important after the publication

of the New York Times' 1619 Project which sought to center America's founding on the institution of slavery.

This conference was sponsored by the Alexander Hamilton Institute and The Texas Public Policy Institute.

Webinars

The Economics and Politics of The 1619 Project was filmed at the headquarters of the National Association of Scholars and streamed online in February of 2020. The debate and discussion included Phillip W. Magness and Robert Cherry.

What is the Future of Higher Education? discussed the crisis higher education faces due to the coronavirus pandemic. Speakers included Pete Peterson, Tom Lindsay, Phil Magness, and Richard Vedder.

The Good, The Bad, and The Ugly of Title IX, hosted Title IX experts Samantha Harris, K.C. Johnson, Nicholas H. Wolfinger.

China, the Academy, and the American National Interest, discussed the growing influence on American higher education and how American's can work to counter it. Speakers included Sarah Cook, Steve Mosher, Jonas Parello-Plesner, and Rachelle Peterson.

The Crisis Cure for Higher Education, brought together Jonathan Pidluzny, Jenna Robinson, Peter Wood, and David Randall, to discuss the hard reforms higher education must make to survive the financial squeeze brought about by the financial strain of the coronavirus pandemic.

When Prophecy Fails: The Problem of Over-Confident Experts, explains the need to understand experts as biased individuals, undeserving of trust. Speakers included Julie Kelly, Roger Kimball, Alexander Riley, and Sally Satel.

Progressive Philanthropy in Higher Education, gave an overview of the goals of modern philanthropists. Speakers included Scott Walter, Dan Schmidt. Moderator: Keith Whitaker.

In *We Need Some Muscle Over Here: The New Civics and the Rise of Muscular Activism in America*, Adam Kissel, Thomas Lindsay, Jonathan Greenberg, discussed how Americans have come to accept everyday riots and violence as a reasonable political activity.

1776 v. 1619: Two Visions of American History gave reformists Robert Woodson and Wilfred McClay an opportunity to discuss how America's founding is central to how we see ourselves as Americans.

Foreign Influence in American Higher Education Advocacy

In April 2017, NAS published its first report on foreign influence, *Outsourced to China*, which documented how the Chinese government has planted “Confucius Institutes” offering Chinese language and culture courses at more than 100 colleges and universities in the United States. We provided background materials that informed the National Defense Authorization Act, signed by the President, preventing Department of Defense Chinese language grants from going to any college or university that hosts a Confucius Institute.

Expanding on our previous research on Confucius Institutes, we are now investigating whether Department of Education grants for Chinese language instruction have been awarded to programs at universities with Confucius Institutes. Modeled on the 2018 NDAA that forbade Department of Defense Chinese language grants to universities that also have Confucius Institutes, we will propose similar restrictions on Department of Education grants.

In March of 2020, the Foreign Influence Transparency Act was reintroduced in the Senate. The Act drew heavily on NAS proposals to make transparency of foreign gifts publicly available.

In Mid-2020, the Department of Education introduced new guidance on the disclosure of foreign gifts and contracts to American colleges and universities. These new regulations drew heavily on NAS's proposals and led to a panic among higher education's lobbyists, especially the American on Education, which made repealing these new regulations a top priority in their letter to President Elect Biden.

NAS released a new report, *Corrupting the College Board: Confucius Institutes and K-12 Education*, in August. The report exposed how since 2003 the College Board has worked closely with the Chinese government to create and conform American curriculum to China's wishes.

As the year progressed, NAS continued to monitor the remaining Confucius Institutes in the United States, of which over 45 closed in 2020, nearly half the original total of 110 in 2017.

Irreproducibility Crisis Advocacy

In February of 2020, NAS co-sponsored with the Independent Institute Fixing Science: Practical Solutions for the Irreproducibility Crisis. The conference posed a threat to a handful of well entrenched establishment individuals who viewed discussing the crisis as a threat to modern science. Their attempts to “cancel” the event offered opportunities for NAS to discuss the situation in the popular press and draw more attention to the crisis of irreproducibility in modern science.

Title IX Advocacy

2020 offered the prospect of Title IX reform. Over the last three years, the Department of Education lead by Secretary Betsy DeVos had moving toward a new Title IX ruling. The new rule offered the federal government and Title IX reformers and opportunity to place transparency and due process into the official regulations of the law to prevent on-going abuse by campus officials. It also offered reformers the chance to prove the “rule by decree” was not necessary to institute long lasting reforms.

In August of 2020, the new, and official Title IX rule went into effect. This effectively ended a long and emotional journey of advocacy to see an end to the overreach and abuse of students by Obama era Title IX pseudo-regulations.

Early in 2020, NAS began its initiative to push Title IX reform to a conclusion by forming a new Title IX Council, chaired by members of numerous reform organizations. This initiative organized Title IX reform institutions to create a single voice and organize meetings with Department of Education officials.

Proposition 16 and Proposition 209

In 1996, California voters passed Proposition 209 which made it unlawful for state and local governments to discriminate against or grant preferential treatment to people based on race, ethnicity, national origin, or sex. In the years since, there have been numerous attempts by special interest groups to re-institute race and sex discrimination in California and overturn Proposition 209. In 2020, the California legislature passed a bill putting Proposition 209 back on the ballot under a new initiative, Proposition 16.

Prop. 16 sought to overturn Prop. 209 and re-institute sex and race discrimination in California. Thankfully, California's Asian community, along with others stood up to the pro-discrimination lobby, raising some \$1.6 million to fight Prop. 16.

NAS, along with its California partners joined the campaign with a series of informational ads to educate California voters on the ballot initiative. Our campaign reached millions of voters over a 30 day period in the lead up to election day.

When the dust settled after the election, Prop. 16 had failed. The people of California have once again shown that they are nowhere near as biased and fanatical as their local leaders, who raised over \$31 million in support of their pro-discrimination campaign. Twenty-five years ago the people of California said 'no' to discrimination and they've said it again in 2020.



Research Reports

The Lost History of Western Civilization

In January, National Association of Scholars launched *The Lost History of Western Civilization*, a wide-ranging consideration of the academy's role in producing America's contemporary political and cultural divisions. The report traces the ways in which the 1988 controversy over the teaching of Western Civilization at Stanford set the pattern for today's "Cold Civil War."

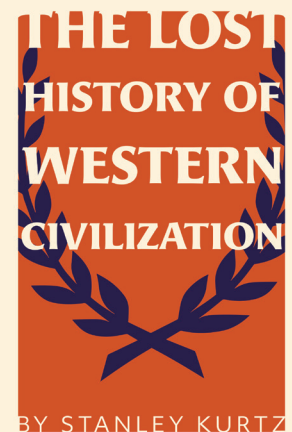
This history of Western Civilization seeks to rectify the excesses of four decades of "Hxrstory" and "Cultures, Ideas, and Values." The report's author, Stanley Kurtz of the Ethics and Public Policy Center, excavates the history of thought from Jerusalem and Athens, through Rome, to the modern West. In doing so, Kurtz provides a detailed refutation of "Western Civ the Myth" and explains the need for Western Civilization courses from Stanford to Yale.

The report is also an extended case-study in the follies and limitations of deconstructionist, multiculturalist, postmodern, and intersectional thinking. The report refutes a landmark scholarly "deconstruction" of Western Civilization, throwing new light on American history and exposing the incoherence of academic postmodernism in the process.

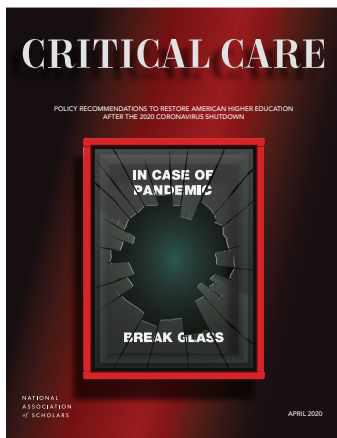
The report was launched with a conference at Pepperdine University in Malibu, California. The half-day event drew in over 200 students, professors, and interested citizens to listen to lectures by Daniel Walker Howe, Susan Hanssen, Mark Bauerlein, and Wilfred McClay.

Critical Care: Policy Recommendations to Restore American Higher Education After the 2020 Coronavirus Shutdown

In April 2020, the National Association of Scholars released *Critical Care*, a plan to guide the federal response to the unprecedented disruptions facing higher



education during the coronavirus pandemic. The pandemic inflicted enormous financial damage on colleges and universities and the cost is still growing. American higher education faced an unprecedented financial crisis in the early months of the pandemic and continues to strain under the cost of change.



Many colleges and universities clamored for federal bailouts. While NAS believed that they would need government support, we also thought that legislators and regulators should tie bailout funds to reforms that address long-standing problems in American higher education.

Critical Care provided and continues to provide a blueprint for those reforms.

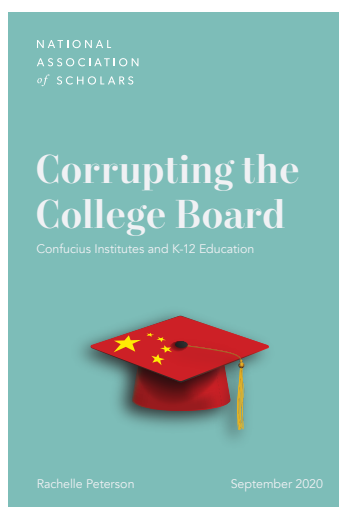
Critical Care's guidelines put students first by supporting students in need, refocusing colleges and universities on rigorous classroom instruction, and prioritizing intellectual freedom and intellectual diversity on campus.

These guidelines provide common-sense reforms to revitalize higher education and restore it to public esteem. They also provide strategic principles to govern a federal bailout of higher education. *Critical Care*'s reforms also establish a model for future reforms and demonstrate that such reform is possible.

Corrupting the College Board: Confucius Institutes & K-12 Education

In exchange for generous Chinese government funding, the College Board has given China strategic access to American K-12 education, explains *Corrupting the College Board: Confucius Institutes and K-12 Education*.

The report documents how, since at least 2003, the College Board has partnered closely with the Chinese government. The College Board worked with the Chinese Communist Party (CCP) to develop an AP Chinese Language and Culture course, served as a recruiter for Chinese government initiatives, and helped the CCP design and gain control over American teacher-training programs such as the National Chinese Language Conference. In 2014, College Board



CEO David Coleman referred to the Hanban, the Chinese government agency that oversaw Confucius Institutes, as “the sun” whose light the College Board, “the moon,” was “so honored to reflect.”

The College Board’s close relationship with the Chinese government shows how deeply China has penetrated the American education system. Thankfully, the nation has already woken up to the threat of Confucius Institutes, espionage, intellectual property theft, and covert enrollment as graduate students by Chinese military officers.

Now Americans need to grapple with the realization that one of America’s most prominent academic organizations, reaching millions of students annually, has been corrupted as well.

Corrupting the College Board makes five policy recommendations to protect and restore American K-12 education:

- **Replace the AP Chinese Language and Culture Test.** The Department of Education and Department of Defense should convene a working group to prepare an alternative high school Chinese language and culture test.
- **Require schools to close Confucius Classrooms.** The Department of Education should warn all school districts of the risks of hosting a Confucius Classroom or using the Chinese Guest Teacher Program, and Congress should require, on penalty of losing public funding, the closure of Confucius Classrooms.
- **Require the College Board to cut ties with the Chinese government.** Congress should condition federal funding to the College Board on the immediate severance of all partnerships with the Hanban or any of its replacement organizations.
- **Investigate the College Board’s corruption.** The Department of Justice should open up an inquiry at once.
- **Replace the National Chinese Language Conference.** The Department of Defense should sponsor an alternative program to train and provide professional development for American teachers of Chinese language.

The report concludes in disbelief that even as the U.S. Department of State and FBI warn against China’s aggressive campaigns to capture American ed-

ucation, the College Board has nonetheless forged ahead with new Chinese government initiatives.

Dear Colleague: The Weaponization of Title IX

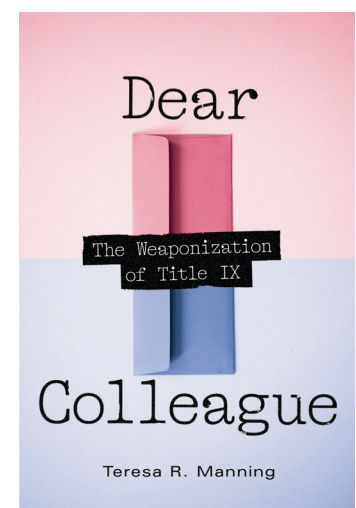
Dear Colleague explains how sexual assault came to be seen as a form of sex discrimination and surveys the regulatory path that Title IX administrators took to make this word-play a reality. The report also presents interviews with students, with Title IX staff, and with other school personnel in charge of campus Title IX proceedings to detail the price students pay for running afoul of the campus “sex police.”

Most Title IX offices are exclusively female, ardently feminist, and have no one on staff with courtroom experience, even though they are running a parallel quasi legal system on campus.

The sex lives of young men and women have become pawns in a larger ideological game played by Title IX administrators. Their actions, as detailed in the report, amount to malpractice and abuse of power, as they’ve become sex monitors rather than education monitors. To date, over 600 wrongly accused students have sued their schools in court over unfair Title IX proceedings; almost half have received favorable rulings.

Dear Colleague details the abuses of Title IX by campus ideologues and provides a path to reform, ensuring equal access to education for both sexes. The report recommends a full reform of Title IX by:

- Sidelining ideologues and abandoning the hysteria of the “campus rape epidemic” to follow the data;
- Prioritizing and publicizing due process protections for students;
- Requiring Title IX offices to hire staff with criminal defense experience; and
- Stopping sexual misconduct before it happens by educating students on the benefits of healthy relationships that exist outside the “frat scene” or the “hook up” culture.



The report concludes by acknowledging that although Title IX is broken, its purpose remains sound, thus requiring a complete overhaul of the Title IX system.

Disfigured History: How the College Board Demolishes the Past

The College Board, the company behind the SAT and AP exams, continues to revise its advanced placement history exams to forward a skewed history that supports a progressive political agenda.

Disfigured History: How the College Board Demolishes the Past details the careless, politicized history in the College Board's revisions to the Advanced Placement (AP) European, United States, and World History course and exam descriptions. Since 2014, NAS has critiqued the College Board's quasi-Marxist account that erases liberty and faith from America's history.

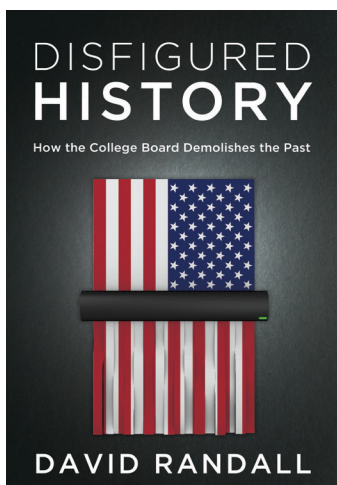
All three of the College Board's history Course and Exam Descriptions fail to provide students with a proper understanding of history as it happened. They ascribe greater explanatory power to social and economic transformation

than to the contingencies of political events. Abstractions replace individual achievements as the motor of history. Ethnic-studies cheerleaders receive their due by minimizing the influence of violence in history, particularly violence committed by revolutionaries or non-whites. All three Course and Exam Descriptions are only even handed in that they render all history in banal, superficial jargon.

To teach history properly, the College Board must face competition from new providers of standardized assessments. However, this process is likely to take time. In the interim,

the College Board should make three basic changes to its three history assessments: increase rigor, focus its content, and revise its themes.

Disfigured History's recommendations offer the College Board a means of ensuring that students are taught the content of history—not simply the ability to expertly argue from a position of pure ignorance.



Academic Questions

An unorthodox journal studying the virtues & vices of the American higher education establishment.

SPRING: "IMMATURITY"

"Undergraduate Education and the Maturation of Students" by Craig Evan Klafter:

The purpose of liberal arts education was once conceived as the social and intellectual maturation of students. But with the importation of "Humboldtian" distribution requirements in the nineteenth century, permissive parenting in the 1950s, and the politicization of the professoriate in the late twentieth century, student choice and administrative indulgence have taken priority, leaving a desperately dependent and demanding generation of young adults on campuses.

"Immaturity on Campus" by Joseph Epstein: With students now in control of campus and classroom, Epstein wonders if it is all the result of raising children in the therapeutic ethos. Epstein himself was raised in

a different ethos, a world in which there was no shortage of adults beseeching youngsters to “grow up.”

“The Language of Prejudice in the New York Times: a Chronological Analysis” by David Rozado: A study of word usage in the New York Times indicates that public preoccupation with sexism, racism, homophobia, Islamophobia, and related phenomena has reached new heights just as instances of bigotry and intolerance have declined.

SUMMER: “VERDICTS”

“Francis Fukuyama and the God That Failed” by Mytheos Holt: Fukuyama brazenly declared an “End of History” in the 1990s only to be trounced on September 11, 2001, when civilizations clashed.

“Judith Butler’s Deific Damage” by David Clemens: Judith Butler is a “four-star general” in the nation’s fifty-year culture war. We see her influence every day when we struggle with prosecutable pronoun use, proliferating genders, social constructionist cul de sac, subjectivism, and with the abandonment of biology, logic, reason, and ultimately reality.

“‘Racist and Proud’: The Awful Legacy of Ta-Nehisi Coates” by Mark Zunac: Nuance has very little to do with Ta-Nehisi Coates’ writing. For Coates, “Black is beautiful,”

whiteness “murders black people,” and nothing will change until whites’ “own vulnerability becomes real.”

“The Metamorphosis of Carlos Eire” by Mike Gonzalez: It took a devout Catholic and Cuban exile in the U.S. to explain the profound importance of the Protestant Reformation to the success of the West.

FALL: “ASSAULT ON THE ARTS”

“Make Art—and Academia—Medieval Again” by Rachel Fulton Brown: Academia

has a myopic focus on the material experience, the “worship of things rather than God,” and a “hostility to the possibility of seeing religious experience as something which academic study might facilitate, not to mention, enrich—or vice versa.” This focus needs to change.

“Art History Gone Amuck” by Michelle Marder Kamhi:

An evaluation of the most widely used textbook in art history maps the slow but steady erosion of imagery in art—and the loss of meaning, purpose, and understanding that representative art in the West provided.

“Autistic Criticism” by Gorman Beauchamp: It is one thing when critics insist that racial identity is socially constructed and therefore acquired or discarded as one chooses. But it



is quite another when they read black characters and racial hierarchies into literature that contains virtually neither.

“Countering the Counterculture: A little management” by Thomas L. Jeffers: It might be true, as Irving Kristol once noted, that the culture war is over and conservatives lost. But in the works of great literature, and in the not insignificant number of professors, critics, and magazines that take literature seriously, there is always a saving remnant. “Despair is a sin.”

WINTER: “NATIONALISM”

“The Deconstruction of the Nation State” by Glynn Custred: Globalists and Marxists alike dream of a borderless world in which the sovereign nation-state is subordinate to a global ruling class. While starting from strikingly disparate premises, both movements recognize that reframing history in a way that facilitates the diminution of U.S. power is central to their purposes.

“Beyond Creed: American National Culture” by Darren Staloff: The American creed laid out in the Declaration of Independence takes on meaning only in the context of historical events. Familiarity with the statesmanship and heroism of figures like Paine, Washington, and Lincoln forge the emotional attachment of citizen to country without which the propositions that “all men are created equal” and “we hold these truths to be self-evident” seem “arid and thin.”

“Economic Nationalism, Immigration, and Higher Education” by Pedro Gonzalez: American colleges and universities aggressively recruit foreign students for educational, financial, and even ideological reasons. But higher education’s participation in a variety of immigrant visa programs puts the pecuniary interests of colleges and universities squarely at odds with the interests of their graduates.

“Creating a Middle School American History Program” by Wight Martindale, Jr.: How does one teach American history to middle-schoolers at a time when large numbers of educators seek to discredit and replace our national understanding? Martindale lays out a plan to avoid being “smothered by this now fashionable but intentionally misleading progressive ideology.”

Publications & Appearances

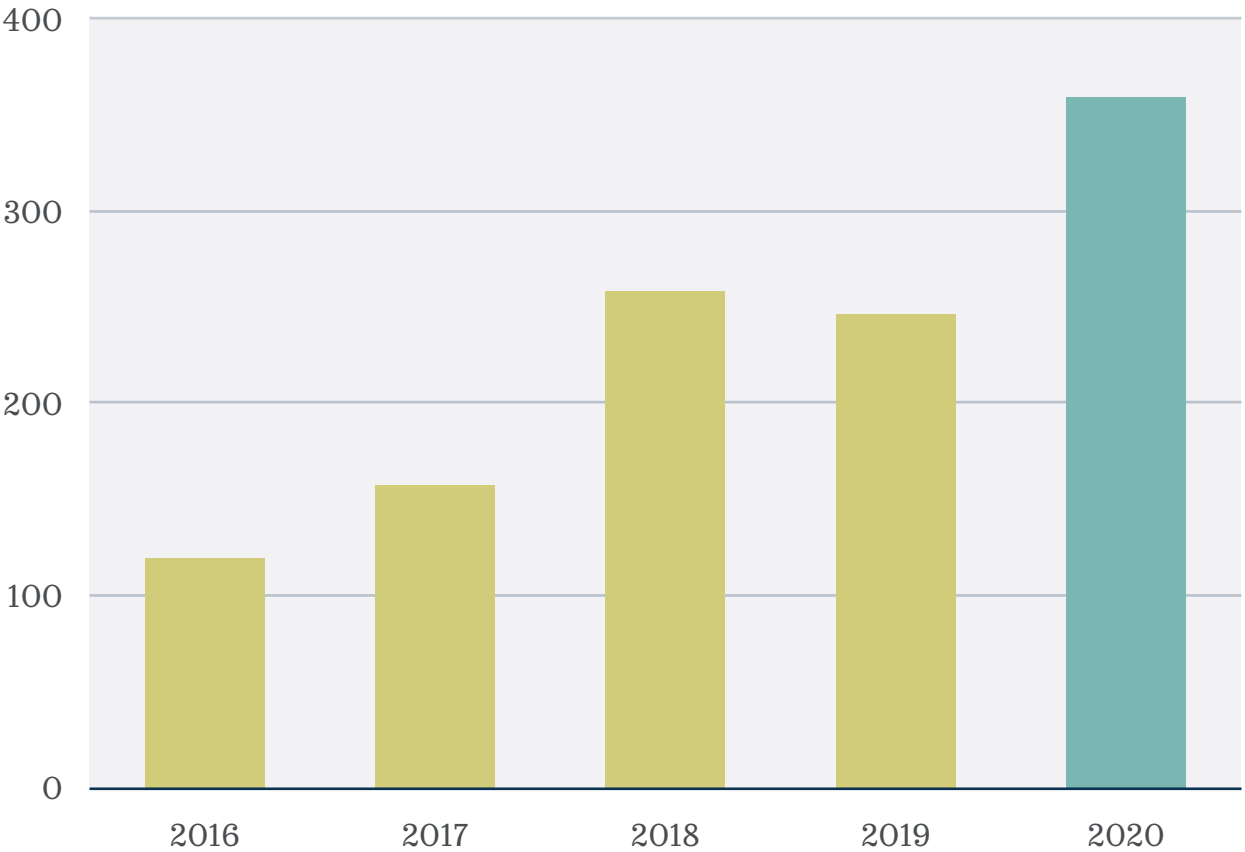
Each year the National Association of Scholars publishes in-depth research reports, policy briefs, and articles to influence policy debates at home and in Congress. We leverage our media coverage and citations to reform higher education through public and private pressure.

This year the National Association of Scholars published five 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 published 12 videos, most as live webinar discussions that opened a new audience with over 3,000 virtual attendees and 64,600 after-publication views in 2020. We also published 6 episodes of Curriculum Vitae, our weekly podcast that introduced thirteen thousand listeners to people and issues in higher education.

The National Association of Scholars was cited in 360 articles, podcasts, radio shows, and TV broadcasts during 2020.

Citations by Year



Mentions by Topic

- Foreign Influence
- 1620 Project
- Intellectual Diversity & Academic Freedom
- Other Reports
- Public Advocacy & Policy Recommendations
- Individual Advocacy
- Irreproducibility
- Civics



2020 Financial Summary

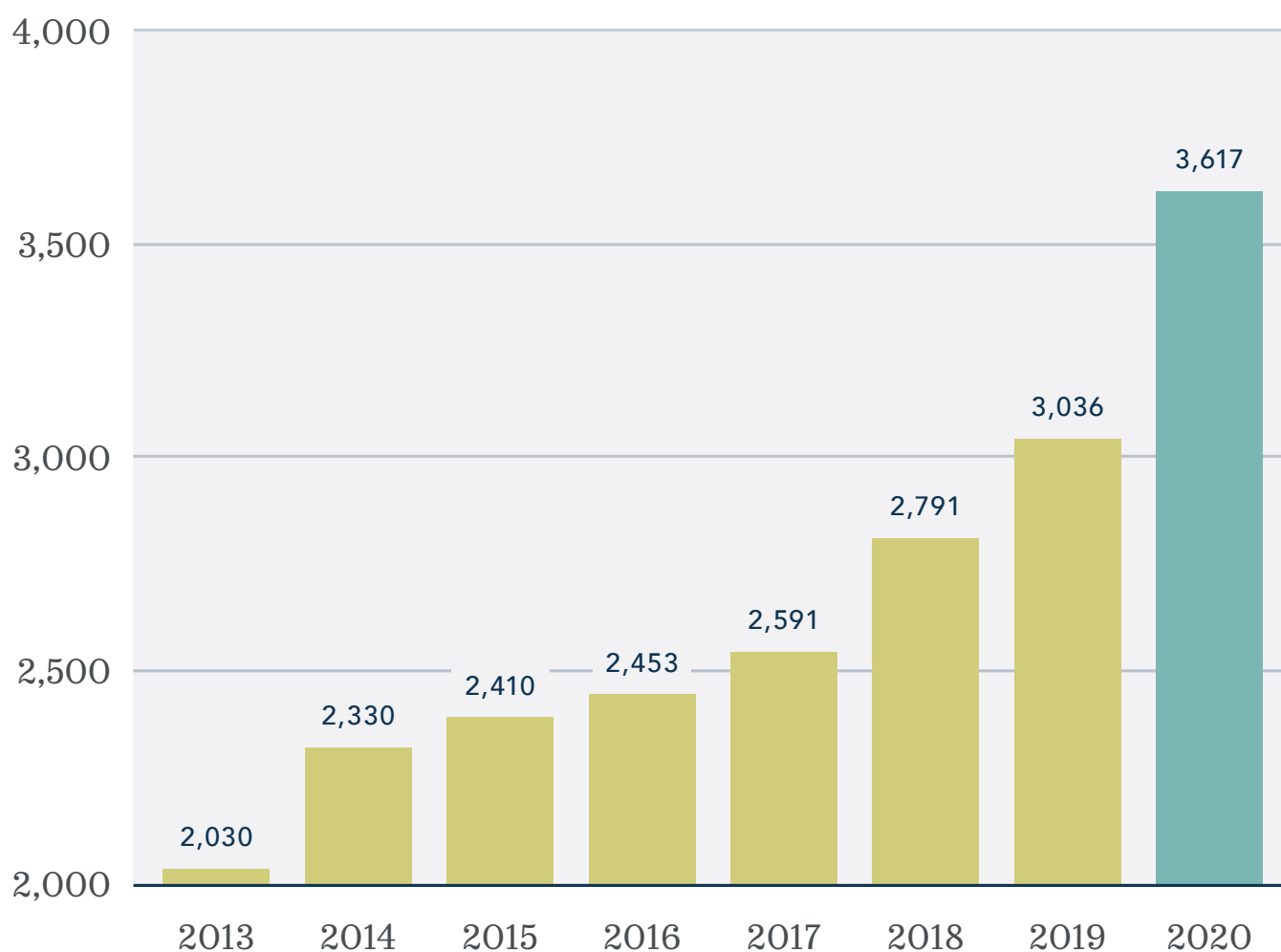
EXPENSES	Budget	Actual
Salaries & Benefits	\$832,000	\$1,003,545.51
Insurance	\$17,000	\$13,601.3
Travel	\$35,000	\$11,449.89
Sponsorship & Honoraria	\$20,000	\$41,880.91
Occupancy	\$155,500	\$135,766.34
Equipment & Supplies	\$20,000	\$20,360.8
Advertising	\$4,000	\$204,034.24
Legal & Accounting Fees	\$33,500	\$23,496.42
Conferences	\$70,000	\$55,314.06
AQ Subscriptions	\$80,000	\$109,218
Computer Technician	\$17,000	\$44,207.35
Phone, Postage, & Misc.	\$36,000	\$56,900.73
Fundraising Mailings	\$120,000	\$59,652.81
Membership Recruitment	\$60,000	\$73,673.25
Other Operating Expenses	\$17,500	\$104,865.53
Communication Consultant	-	-
Reports	\$76,500	\$47,268.51
Website	\$40,000	\$45,462.47
Totals	\$1,634,000	\$2,050,698

REVENUE		
Grants	\$800,000	\$1,799,537.99
Contributions	\$600,000	\$638,182.19
Dues	\$190,000	\$190,306.06
Conference Registration	\$10,000	\$11,334.17
Earnings	\$20,000	\$7,899.4
Springer Royalties	\$14,000	\$13,095.18
Totals	\$1,634,000	\$2,660,355

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