



## Iatrogenic Teaching – Skin in the Game

By Ed Meyer

At many of today's universities, neither the professors nor the administrators have "Skin in the Game" when it comes to the success of their students after they graduate. Evaluations of their teaching skills are not based on the success of their students after they graduate.

The goal of many university professors is tenure and promotion. A significant part of this is good evaluations from the students, attending committee meetings and conferences, and publishing papers. None of these develop the students' ability to wonder about challenging problems and develop mental strength and mental stamina.

Unfortunately, the best way to get good evaluations from today's students is to not stress them out with hard problems, tell them they are doing wonderfully, and bring muffins on the day they fill out the evaluation forms.

At many of today's universities, professors can give easy problems and award artificially high grades with zero consequences.

I can't imagine a university administrator admonishing a professor of physics because he or she was giving exams that were too easy. On the other hand, I know of many professors that have gotten calls from the administration because of students complaining that the classes are "too hard." I am one of them.

In the education "business," the primary goal is to sell as many degrees as possible. Indeed, the main reason why university presidents get dismissed is decreasing enrollment. Jessica Kozloff, president and senior consultant at the firm Academic Search, recently said, "Clients for presidential searches feel a tremendous amount of pressure right now in terms of enrollment," at InsiderHigherEd.com.

Indeed, many university administrators have instituted "special" freshman classes to increase student success in their freshman year. Success here is defined as getting the students' tuition dollars for another year. Easy freshman classes may allow the student to experience artificial success, but easy freshman classes allow the student to goof off and not take college seriously.

The first year, indeed, the first day of class should set the tone that the teacher is serious about developing the students' skills that will allow him/her to be wonderfully successful at "life."

I can relate a personal story here. I was in my office and was preparing for the all-important first day of class. When the president of the university stopped by, I told him what I was doing and he said, "All you are supposed to do on first day of class is to hand out the syllabus and let them go early." When I saw that he was serious, I was both nonplussed and heartbroken.

If university professors are focused on the retention of the students and avoiding student stress, how can the student undergo the necessary transformation required over four years?

Demanding excellence from students makes life hard for the professor. He or she needs to help the students more outside of class with extra problem-solving sessions and fielding questions over the internet. This takes time away from research, research-proposal writing, committee work and other faculty duties.

Until university professors and administrators have "Skin in the Game" regarding the quality of their graduates, we can't expect students to graduate with many of the key skills they need to contribute to society.





# Quote Acrostic

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**Instructions:** Fill in the words from the clues. Then write those letters in the grid at the top to reveal a quote. Black squares indicate the end of a word and punctuation has been removed. When you're done the first letters of the answers to the clues, reading downward will be the job title of the author.

## QUOTE

1E	2G	3B	4N	5D	6Q	7Q	8F	9J		10P	11O	
12R	13C	14B	15R	16E	17M	18D	19E	20O		21J	22A	23H
	24Q	25G	26K	27R	28H	29A	30P		31B	32M	33Q	34N
	35F	36Q		37K	38E	39R						
40A	41N	42L	43K	44J	45D	46I	47O					
48R	49P	50I	51L	52P		53K	54N	55G	56H			
57M	58B	59R	60O									
61B	62P	63E	64K	65D	66A	67R	68L	69N				
70A	71K	72J	73E	74M	75K	76C		77R	78N	79F	80P	81Q
	82J	83R		84J								
85I	86D	87P	88G	89Q	90E	91A	92G	93K	94Q	95F		
96K	97D	98J	99M	100N	101B	102I						
103M	104F	105A	106C	107G	108K	109D		110O	111A	112Q		
113H	114R	115B	116Q	117C	118L	119J	120J		121P	122F	123R	124K
	125O	126D	127G		128L	129M	130Q					
131F	132A	133E	134P	135L	136F	137C						
138K	139D	140O	141H	142B	143E	144D						



**CLUES**

Job title  
↓

A. Spot for dancing after dark

40 91 29 111 105 66 22 132 70

B. Universities and colleges

115 31 101 61 58 3 142 14

C. Post a message on X

137 106 13 76 117

D. Have new thoughts and ideas

86 45 109 18 97 5 144 65 139 126

E. College housing designation

19 63 90 1 73 133 16 38 143

F. Requiring the most attention

8 104 79 131 35 122 136 95

G. Move forward

25 127 55 2 88 92 107

H. Beam, surgery or pointer

23 28 113 56 141

I. Scores the standard

102 46 50 85

J. Business partner

21 119 9 44 72 82 84 120 98

K. Play the music loud and party

26 93 43 75 71 138 53 108 124 96 37 64

L. \_\_\_\_\_ Drum

51 135 42 128 68 118

M. Strawberry \_\_\_\_\_ Pie

17 129 74 103 32 99 57

N. Parking lot surface

41 34 4 78 54 100 69

O. Like some car insurance

60 11 20 125 140 47 110

P. Most handsy

87 80 49 121 134 62 30 52 10

Q. Mechanical, electrical, or civil

81 94 24 6 33 112 130 116 89 36 7

R. Approve automatically

15 67 12 27 59 39 83 77 123 114 48

