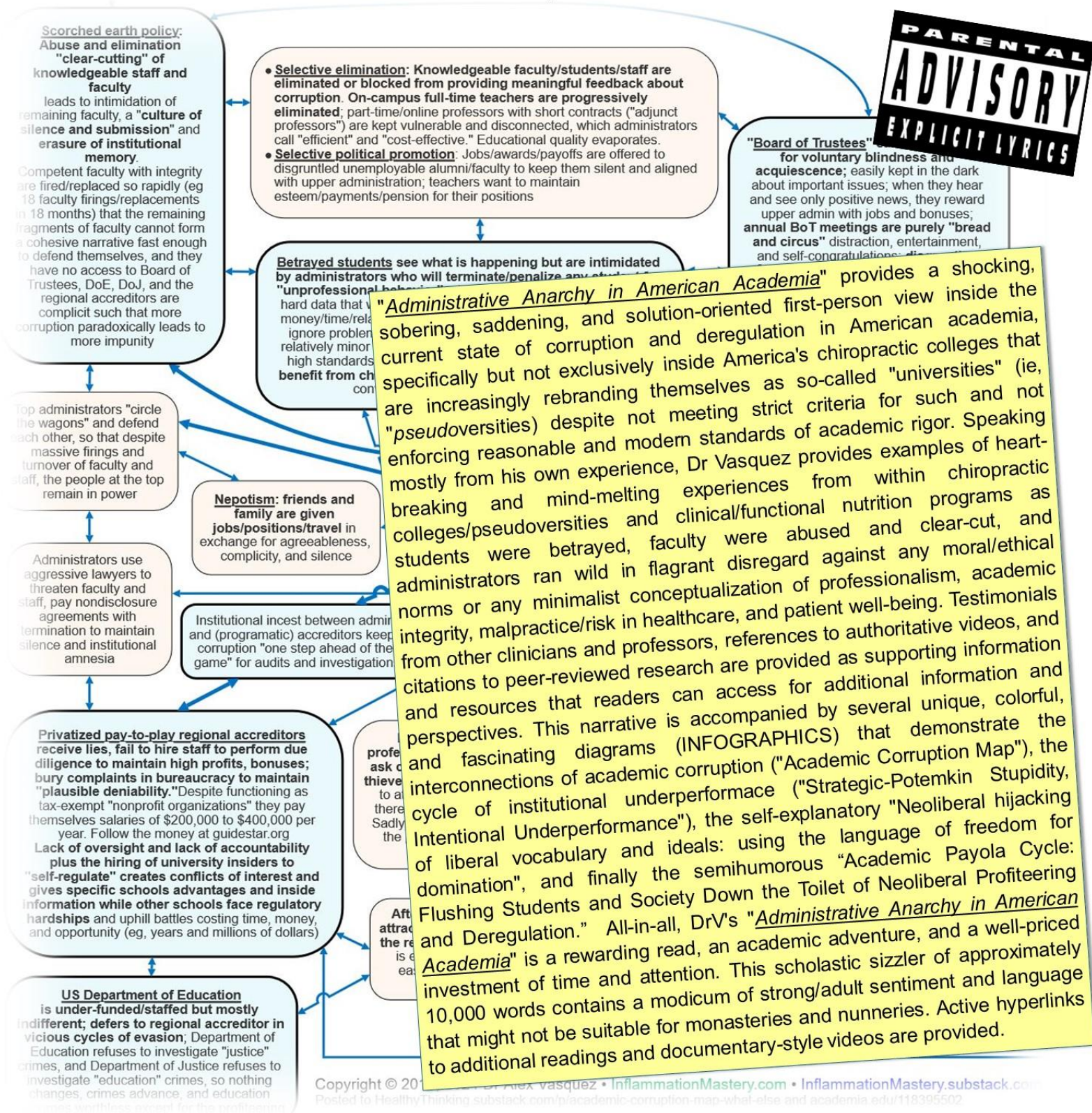


# Administrative Anarchy in American Academia:

Corruption and Chaos in Chiropractic Colleges, Clinical Nutrition, Functional/Naturopathic Medicine, and more



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## Description

"*Administrative Anarchy in American Academia*" provides a shocking, sobering, saddening, and solution-oriented first-person view from inside the current state of corruption and deregulation in American academia, specifically but not exclusively inside America's chiropractic colleges that are increasingly rebranding themselves as so-called "health science universities" (ie, "pseudoversities") despite not meeting strict criteria for such and not enforcing reasonable and modern standards of academic rigor. Speaking mostly from his own experience, Dr Vasquez provides examples of heart-breaking and mind-melting experiences from within chiropractic colleges/pseudoversities and clinical/functional nutrition programs as students were betrayed, faculty were abused and clear-cut, and administrators ran wild in flagrant disregard against any moral/ethical norms or any minimalist conceptualization of professionalism, academic integrity, malpractice/risk in healthcare, and patient well-being. Testimonials from other clinicians and professors, references to authoritative videos, and citations to peer-reviewed research are provided as supporting resources that readers can access for additional information and perspectives. This narrative is accompanied by several unique, colorful, and fascinating diagrams (INFOGRAPHICS) that demonstrate the interconnections of academic corruption ("Academic Corruption Map"), the cycle of institutional underperformance ("Strategic-Potemkin Stupidity, Intentional Underperformance"), the self-explanatory "Neoliberal hijacking of liberal vocabulary and ideals: using the language of freedom for domination" and finally the semihumorous "Academic Payola Cycle: Flushing Students and Society Down the Toilet of Neoliberal Profiteering and Deregulation." All-in-all, DrV's "*Administrative Anarchy in American Academia*" is a rewarding read, an academic adventure, and a well-priced investment of time and attention. This scholastic sizzler of approximately 10,000 words contains a modicum of strong/adult sentiment and language that might not be suitable for monasteries and nunneries. Active hyperlinks to additional readings and documentary-style videos are provided. The spontaneous video reading, all images, and any updates are available at <https://healthythinking.substack.com/p/administrative-anarchy-in-academia>

**Dedications:** To Josephine, Patricia, and any/all of the other corrupt administrators—the mega-ménage à trois of profiteering and nepotism, to the benefit of themselves and their families (eg, Christina) while they screwed over their schools, students, professors and professions, and compromised any last quanta of integrity, which may have never existed in any reality except as a mathematical possibility. I've got the emails and internal documentation of administrative corruption/misbehavior archived in case your memories have failed you in your self-deceptive fog of “plausible deniability”—these are the same PDFs/documents that you've already received so they would be hard to trace if they resurfaced at your provocation. You're lucky that I've been so gentle up until and including now. Don't press your luck. FAFO.

**Tributes:** To all the gaslit students and professionals who lost their minds and hopes (at least for a while) due to the abuse and mismanagement within their educational experiences; let this document with its suggested solutions and hints at humor at least partially assuage your suffering, neuroinflammation, and PTSD—be sure to also see the video reviews available at [youtu.be/xZn8EHhGkag](https://youtu.be/xZn8EHhGkag) / [vimeo.com/943393525](https://vimeo.com/943393525) and at the other video platforms listed toward the end of this document, most especially: <https://healthythinking.substack.com/p/administrative-anarchy-in-academia>

### **Testimonials and shared experiences sent to me after posting the first version of *Administrative Anarchy*:**

- **Brief story on nepotism:** “I took a geography class at university and a student asked the professor (who himself was a graduate student) **“how did you get the job?”** **The professor casually answered, “nepotism.”** It's unfortunate, yet not surprising. For us “regular folks,” grades, exam scores, and good LORs [letters of recommendation] are all we can depend on. \*Shrug\*
- **Agreement from a practicing chiropractor:** “I wish your article wasn't so thoroughly true, but it is. I went through it down in the shadow of The Big Chicken on Route 41. Great article, Alex. PS your take on [chiropractic college president] and family was spot on, unfortunately for us cash donors.”
- **Frustrated clinician-teacher, wanting to learn and contribute more, administrative threats to students:** **“Dr. Vasquez Thank you for speaking truth. I have had similar experiences as a chiropractic student and professional.** I have a desire to teach at some point (where?) when I know I have something to offer (compared to the 0-3 years of experience which is so common among clinical faculty). Even as I peruse job openings there are few but miraculously new faculty popping up all the time in institutions. **I will submit resumes but never get called for an interview but then see hires have less experience, often none in the subject matter they are teaching. I feel there is club I'm not allowed to join.** I was a curious aggressive outspoken student hungry for knowledge...irritating to faculty and administrators for seeking high standards for my education. **I even received a lengthy email from the college president stating, “how dare I make demands”.** I am, as you say, leaving the profession to better myself, seemingly the only way to better myself professionally, .... I do not know if it matters to you what I am writing here but wanted to let you know I hear you and would love to be part of elevating CAM instead of constantly defending its legitimacy and fighting for its survival of which our patients depend. After being a mother of young children, invested in my marriage, working full time in our clinic, pursuing a [another healthcare degree], and incessantly reading, creating postgraduate education or book ideas, **I still come back to this dream (?) day after day that one day our medicine will have the integrity it deserves and the institutions to back it.”**
- **Agreement on many levels from a DC friend I have known for ~16 years:** “Did I tell you I applied for a full-time position at [our chiropractic “university”] and **got shot down by the Administration with absolutely no reason given?** The interviewing committee unanimously recommended me for the position. **Instead, the administration hired a part-time instructor who had ZERO experience teaching adjusting skills.** I've surmised that part of the reason I was turned down was exactly this [image of the Academic Corruption Map]. **The president knows me and knows I won't put up with BS. I didn't play their game.** ...“very narrow range of opportunities...” This is so very accurate. There are no lateral moves with a chiropractic degree. No other profession we might want to entertain recognizes any of our training. You're so right about good administrators providing more for the profession as a whole vs. just the school. ...Everything you said about admin keeping the profs salaries low so the admin can keep getting paid handily is entirely true. Nobody ever gets raises for outcomes- it was always a 3% cost of living raise, unless there was a freeze, in which the loss was never made up in the future. The pay itself breeds complacency...”
- **Missing million dollars, administrative threats to students for asking reasonable questions:** “OH BOY—This brings up some old memories. I was in the first Freshman Class at the newly opened [chiropractic college, more than 30 years ago]. In the first trimester the admin had a group meeting in the auditorium of the campus. I don't recall all of it but the one bit I do recollect was an **announcement from the director of accounting who told the class that they had “found” a million dollars.** My internal conversation was, **WTF that's a lot of [“lost-and-found” money].** Then the Director of the outpatient clinics announced that **the school would not open a clinic they had promised to us** in [nearby city] because the numbers didn't work out. This happened to be one of the reasons I went to [that school]. ... **So this announcement on top of the Million Dollars were now two BIG red flags.** I was not the only one pissed about the change in Clinic location ...and so our class and the new freshman class formed a committee to investigate. I put myself in charge of doing the math to calculate the optimal numbers, patient-to-doctor ratio in [the clinic locations]. As it turned out the numbers were fine for [the locations]. I then suspected that the then-President had friends in [city] that didn't want the competition of a new Clinic. We had a scheduled meeting with Admin during which our class and the new freshman class could attend but only class Presidents would be allowed to ask questions to the four or five Admin attendees. I think it was the morning of that meeting or the day before, I went to the cafeteria to get a coffee. While I was there, I saw the Director of the Outpatient Clinics [chiro] having breakfast by himself. I walked up, introduced myself and shared my data and calculations with him. **He went off like a volcano. WHERE DID YOU GET THIS.... HUFF PUFF BLOW THE HOUSE DOWN.** I walked away. Either that day or the next one was the meeting. It was all BS as far as I can recall but after the meeting was over the Director took our Class President aside and said, **tell [me/student] to back off if he wants to graduate from here.** Needless to say, I didn't push it any further. ... Keep up the good work Doc.”  
**Comment by DrV:** Note that this doctor is talking about a new 1year-old (at that time) chiropractic college that was *already* embroiled in  
① financial misbehavior, eg, “losing” and “finding” \$1MILLION (which originated from student money and “nonprofit” donations)  
and ② hazing/intimidating the students who ask questions, even about ③ administrators' lies to the students.
- **Comment on administrative chaos:** “Dr. Alex: I read your paper on administrative corruption and Chiropractic academia with great interest! I was a fired professor at [one of the major chiropractic colleges]! **I agree with almost everything that you have said in that paper and it's such a sad state of affairs for the whole Chiropractic profession...** I am of the belief that there is possibly less than five years left in the Chiropractic profession before it becomes obsolete! I have a diplomate in neurology, and I tried to instill proper scientific evidence information into my courses! I also had a successful practice for 24 years seeing upwards of 250 patient visits a week before I went into academia... So, I wasn't one of those “one-year-wonders” where Chiropractic colleges hire recent graduates. ... I taught many different courses for [one of the major chiropractic colleges], including neurology, Chiropractic history, subluxation theories and business courses, along with leading and assisting in technique courses and clubs. **I was fired when they brought in a new Dean who had no experience in actual practice and had been an administrator up in [a different school] and I guess they wanted to get rid of her from up there!** She actually forbid me from showing adjustments. **One week after she fired me, she got fired.** [administrative clear-cutting, erasure of institutional memory to cover corruption] That's how bad she was... as you are probably aware, in the Chiropractic profession today most of the graduates are unable to adjust even the most basic conditions... They just don't teach it anymore and I wasn't allowed to teach it... **So, I just want to thank you for that, and it reinforced what I already really knew.”**

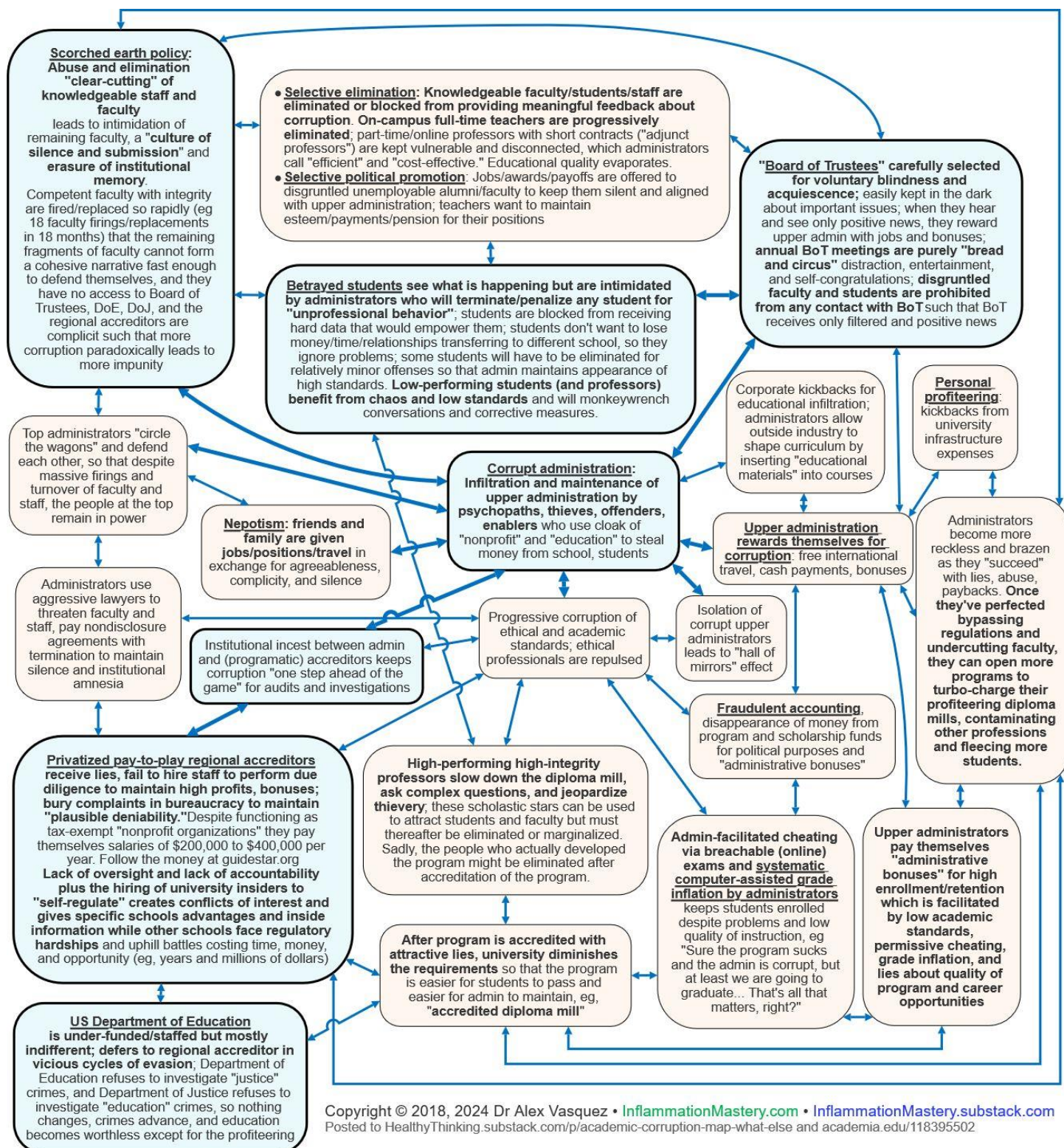
# Administrative Anarchy in American Academia:

## Corruption and Chaos in Chiropractic Colleges, Clinical Nutrition programs, Functional/Naturopathic Medicine programs, and more

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"How much truth can a spirit *bear*, how much truth can a spirit *dare*? More and more, [intellectual integrity] became for me the real measure of value. Error (faith in the ideal) is not blindness; *error is cowardice*. ... The scholar must carry intellectual integrity to the verge of hardness, if he is to endure my seriousness and my passion. We must become indifferent; we must never ask if the truth is "useful" or if it will be our undoing. ... At every step and with every word, one has to wrestle for truth; one has had to surrender to it almost everything to which the heart—to which our love—our trust in life, cling otherwise. That requires greatness of soul: **the service of truth is the hardest service.**" *Friedrich Nietzsche*

[The following image can be downloaded from [healthythinking.substack.com/p/administrative-anarchy-in-academia](https://healthythinking.substack.com/p/administrative-anarchy-in-academia)]



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[My "Academic Corruption Map" can be downloaded as a full-page PDF from <https://healthythinking.substack.com/p/administrative-anarchy-in-academia> and is also archived at [academia.edu/117893528](https://academia.edu/117893528)]

**Chiropractic and nutrition were my first loves.** More accurately, I would say that my positivistic misinterpretation of chiropractic, my naïve perceptions as an inexperienced youth fresh out of military boarding school, and what I considered to be the promise of the profession—*those* were my first loves. **Instead, what I found—in two of the three chiropractic**

“universities” where I was faculty and in one “Doctor of Clinical Nutrition” program where I was a founding professor—was not simply one or two colluding administrators, but rather **an entire ecosystem of corruption (see illustration)** that emanated from the entire upper administration—from the President to the Vice-President of Finance to the Deans, contaminating everything from the financial mismanagement to the integrity of exams and accreditation standards, but also the Board of Trustees (BoT) which supposedly had responsibility for supervision of the administration, including the selection of the president himself. **I found that “accreditation” was a completely worthless stamp of approval provided by privatized regional accreditors who were paid by the very schools they accredited (payola) for the programs that were approved (payola), regardless of the veracity of the submitted documents and the integrity (or lack thereof) of the programs,** including completely administrators’ changing program requirements after the program/changes had been approved, and the administration’s implementation and allowance of a corrupted online examination platform that permitted students to pass quizzes and examinations without any study, simply by clicking on the provided answers until the correct answer was made obvious. The students cared more about academic integrity than did the administrators; the regional accreditor apparently couldn’t care less as long as the school was paying for the accreditation processes and making things look pretty, and the US Department of Education obviously had no fucks to give and could not be bothered.

The infographic (interconnect diagram) accompanying this narrative depicts my painful, personal-professional experience in chiropractic academia. Chiropractic was certainly my first love, and I dedicated many years of my life to being an ambassador, scholar, and cheerleader for the profession. I traveled thousands of miles to deliver hundreds of hours of graduate and postgraduate education. I authored dozens of articles for the profession and several textbooks specifically for chiropractic students and clinicians.<sup>1</sup> One of the biggest disappointments of my life will forever be witnessing and experiencing the shameless and unbridled corruption within the administration of chiropractic colleges, many of which have now rebranded themselves as “universities” despite not meeting strict criteria for such.

**To have a corrupt administration, one must begin with corrupt administrators, which is to say people with ulterior motives and/or sociopathy/psychopathy. Psychopathic and narcissistic traits are common in the general population (1% severe, 10-30% mild), and sociopathic/psychopathic traits and behaviors are more prevalent in certain groups, namely incarcerated prisoners and organizational administrators.<sup>2</sup> Thus, we cannot be surprised that some of these sociopaths would eventually infiltrate academia, then seek, obtain, and defend positions of power and profit.** Furthermore and perhaps somewhat specific to chiropractic is that **the lack of oversight** (eg, the schools are impressively small compared to legitimate multiprogram universities) and **the relatively lower academic standards** (eg, no entry examinations, no rigorous external standards for graduate performance) facilitate the **entry and perpetuity of “academicians” with lower qualifications, lower scholastic and professional achievements, and a much more casual and narrow perception of what might otherwise be rigorous academic standards, which they themselves have never experienced.** Again: due to the relatively lower entry standards (for students and administrators) and overall lack of internal/external oversight, chiropractic colleges are attractive targets for swindlers and sociopaths. Those who strive and try to survive within chiropractic academics often refer to it as *“chiroland”*—analogous to the surreal and illusory *Twilight Zone*—and often

<sup>1</sup> A sample listing of additional pro-chiropractic, chiropractic-specific, and chiropractic-friendly books, articles, and editorials by Dr Vasquez:

1. Vasquez A. High body iron stores: causes, effects, diagnosis, and treatment. *Nutritional Perspectives* 1994
2. Vasquez A. Musculoskeletal disorders and iron overload disease. [Letter] *Arthritis & Rheumatism* 1996; 39:1767-8
3. Vasquez A. *Integrative Orthopedics*: 2004, 2007, 2012
4. Vasquez A. *Integrative Rheumatology*: 2006, 2007, 2014
5. Vasquez A. *Musculoskeletal Pain: Expanded Clinical Strategies*: Printed monograph approved for ACCME PRA-1 Continuing Medical Education. 2008 May
6. Vasquez A. *Chiropractic and Naturopathic Mastery of Common Clinical Disorders*: 2009
7. Vasquez A. *Chiropractic Management of Chronic Hypertension 2010, Integrative Chiropractic Management of High Blood Pressure: Updated & Expanded 2nd Edition 2011*
8. Vasquez A. *Selected Topics in NeuroMusculoskeletal Medicine*: 2013
9. Vasquez A. Chiropractors Managing Chronic Hypertension an Idea Whose Time Has Arrived. *Dynamic Chiropractic* 2010 Jun
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11. Vasquez A. Affirmation and Rebirth of the Chiropractic Profession, Part 2. *Dynamic Chiropractic* 2007 Apr
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22. John Cannell, MD and Vasquez A. Measuring Your Vitamin D Levels: Your Most Important Blood Test? mercola.com/2004/jul/3/vitamin\_d\_levels.htm 2004, July 3
23. Vasquez A. Interventions Need to Be Consistent with Osteopathic Philosophy. *JAOA: Journal of the American Osteopathic Association* 2006 Sep
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25. Vasquez A. Reducing pain and inflammation naturally - Part 6: Nutritional and Botanical Treatments against “Silent Infections” and Gastrointestinal Dysbiosis, Commonly Overlooked Causes of Neuromusculoskeletal Inflammation and Chronic Health Problems. *Nutritional Perspectives—by American Chiropractic Association’s Council on Nutrition* 2006 Jan
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<sup>2</sup> DeAngelis T, American Psychological Association. A broader view of psychopathy. *American Psychological Association* 2022 Mar apa.org/monitor/2022/03/ce-corner-psychopathy. Sanz-García et al. Prevalence of Psychopathy in the General Adult Population: A Systematic Review and Meta-Analysis. *Front Psychol*. 2021 Aug 5;12:661044

chuckle that chiropractic administrators would happily eat their own young in order to maintain their positions of prestige and profit. In a profession that offers only a very narrow range of opportunities—❶ hard-working private practice clinician, ❷ adjunct faculty member with no benefits or job security, or ❸ upper administrator with full benefits, retirement, free international travel, and additional bonuses—those few chiropractors who acquire an upper administrative position cling to that prestigious and profitable outpost with tenacity and desperation.

**How presidents manipulate the Board of Trustees—the placement of “useful idiots”:** One of these chiropractic presidents confided to me that because the upper administrators selected the Board of Trustees, all they had to do was pick the most naïve, enthusiastic/passionate, and gullible alumni to join the Board and go along with any and every suggestion offered by the upper administrators, including effectively **paying themselves “performance bonuses” based on the profit of the school** (despite that all of these schools are **tax-protected “nonprofit” organizations**), which in their hands ultimately meant siphoning scholarship money away from students to inflate the perceived profitability of the school and thus fund their so-called “performance” bonuses. Once the upper administrators have psychic control over the Trustees, then **upper admin can essentially write checks to themselves and give themselves lavish compensation and retirement packages** while they can have everything officially “approved by the Board of Trustees” which sounds so official and squeaky clean. I remember when one Board of Trustees member was being informed about the corruption of the upper administration, her reply was simply that “it broke her heart to hear such things” and so—to stop her small fragile heart from breaking—she simply refused to listen to disgruntled students and betrayed faculty members—ie, she refused to listen to the exact people who had “boots on the ground, in the trenches” experience. Of course, she never participated in or initiated any investigation into the obvious wrongdoings, repeated disappearance of hundreds of thousands of dollars, the mass firings, abuse, **constructive dismissals**, and gaslighting that were ruining the school. **Emotional reflexes and administrative protectionism** were the guiding lights for her trusteeship, and this is exactly why she had been chosen for the Board of Trustees by the same people who would benefit from her naïve and unquestioning loyalty.

**Nepotism (hiring friends/family) and (self)overpayment of administrators are notorious in chiropractic academics.** For example, according to *Chronicle of Higher Education* (Fuller<sup>3</sup> 2012 Apr), “The compensation packages of presidents at chiropractic colleges consume, on average, 2 percent of their colleges’ budgets, five times as much as the typical president at a private college with a budget over \$50-million. And some chiropractic-college presidents earn nearly as much as leaders of research universities that are 10 times, or even 90 times, their size. ... the presidents of chiropractic colleges are taking in some of the biggest paychecks in higher education.” Many chiropractic college presidents and vice-presidents use their schools as welfare states for their families, including sons, daughters, wives, and more distant relatives, eg, “Elizabeth A. Goodman, wife of the president of Logan College, is *dean of university programs* there. When Sidney E. Williams, founder of Life University, served as president in the early 2000s, his wife, Nell, worked as *vice president for student affairs*. His daughter, Kim, was an *assistant to the president*, and his sister-in-law, Mildred Kimbrough, served as an *assistant vice president*.” **All one has to do is visit the websites of the chiropractic colleges—an easy task for any reporter or staff journalist—to see the names of parents and children among the list of administrators.** According to *Chronicle of Higher Education* (Stripling<sup>4</sup> 2012 Apr), the president of Logan Chiropractic College hired his wife (who served as “Dean of University Programs”) and also gave employment to his son, stepdaughter, and daughter-in-law. “The issue of nepotism and of family associations with the historic development of chiropractic as a profession is strong, and that’s not true of other colleges.” As would be expected, chiropractic administrators commonly hire friends and family into administrative and teaching positions without conducting the legally required competitive application processes; this undermines quality and destroys goodwill and respect among those faculty and administrators who actually had to apply and complete for their jobs. **If regulators at the state and national levels cared to look, they would find a superabundance of illegal behavior, including constructive dismissals and underpayment of adjunct faculty, which translates directly to wage theft** (eg, failure to pay for required duties), *tax evasion* (ie, underpayment of faculty salaries = less state and national tax income) and greater “profitability” (eg, **upper administrators underpay faculty in order to increase their own payment bonuses**). The administrative theft doesn’t stop just because the president formally retires from the office that he occasionally visits; some chiropractic presidents give themselves **golden parachutes and lifetime payouts** even after they leave the school—as if a tenure of thievery were not already sufficient—thereby ensuring that future students and faculty will continue paying financial damage for the legacy of corruption. Most education employees and topic experts are unfamiliar with the most common forms of abuse delivered by their academic employers, which I began to describe in [my 2016 article “Ending the Exploitation of Experts \(Teachers and Professors\) Begins with Educating Them about Employment”](#) and have updated here with the following three definitions:

- **Wage theft:** “Wage theft occurs any time employees do not receive wages to which they are legally entitled for their labor [and time]. This could take many forms, including paying workers less than the minimum wage, not paying overtime premiums to workers who work more than 40 hours a week, or asking employees to work *off the clock* before or after their shifts.”<sup>5</sup> **Wage theft is common in chiropractic and nutrition programs, because the administrators tend to be unscrupulous and the faculty are overly committed to their passions of health/nutrition/teaching, thereby making them easy targets for exploitation, especially when they are tricked into attending committee meetings, grading papers, meeting with students, and overcompensating for inadequate infrastructure by constantly overworking on the numerous tasks that are “professional obligations” but receive zero respect and zero payment. Wage theft of faculty becomes tax theft of community/society/nation when schools underpay employees and payroll taxes which thereby denies the local and national governments their due tax income.** “There are numerous forms of wage theft, from employers not compensating workers for time worked, violating minimum wage and overtime laws, **misclassifying employees as independent contractors,**

<sup>3</sup> Fuller A. Chiropractic Colleges Seek Legitimacy Amid Financial Woes. *Chron Higher Ed* 2012 Apr15 [chronicle.com/article/chiropractic-colleges-seek-legitimacy-amid-financial-woes/](https://www.chronicle.com/article/chiropractic-colleges-seek-legitimacy-amid-financial-woes/)

<sup>4</sup> Stripling J. Presidential Couple at Chiropractic College Draws Fire. *Chron Higher Ed* 2012 Apr15 [chronicle.com/article/presidential-couple-at-chiropractic-college-draws-fire-over-wifes-role/](https://www.chronicle.com/article/presidential-couple-at-chiropractic-college-draws-fire-over-wifes-role/)

<sup>5</sup> Mangundayao et al. More than \$3 billion in stolen wages recovered for workers between 2017 and 2020. *Economic Policy Institute* <https://www.epi.org/publication/wage-theft-2021/>

not providing legally required meal breaks...or illegally taking deductions from worker wages.”<sup>6</sup> See my 2016 article “Ending the Exploitation of Experts (Teachers and Professors) Begins with Educating Them about Employment” available at <https://healthythinking.substack.com/p/ending-the-exploitation-of-experts> and originally archived in 2016 at [academia.edu/21878146](https://academia.edu/21878146).

- **Payroll tax, payroll theft, tax evasion by corrupt employers:** Payroll taxes are the payments made by employees to state and national governments for federal, state and local programs.<sup>7</sup> Because this tax is calculated as a percentage of paid salaries, underpayment of salaries for faculty and forcing teachers to **overwork for underpay** is therefore a form of **tax evasion** committed by employers/schools and fake universities.
- **Constructive dismissal:** In employment law, **constructive dismissal**, also called constructive discharge or constructive termination, **occurs when an employee resigns as a result of the employer creating a hostile work environment**. Since the resignation was not truly voluntary, it is, in effect, a termination.<sup>8</sup>

*A note of clarification:* The two main paragraphs above and below cite articles published in *Chronicle of Higher Education* (all in 2012) specific to nepotism, profiteering, and faculty/student abuse at Logan Chiropractic College; I personally have no experience with that institution, but I see the examples provided as being clearly representative of the types of unprofessional shenanigans that plague the profession and permeate throughout chiropractic academia, even at the “best” chiropractic colleges and so-called “universities.”

**To cover-up and legitimize nepotism and (self)overpayment of administrators, chiropractic administrators commonly use fake independent reviews and audits.** For example, according to *Chronicle of Higher Education* (Stripling<sup>9</sup> 2012 Oct), “After years of guarding such details, one of the nation's largest nonprofit chiropractic colleges has disclosed on its tax forms that the institution's president and his family members collectively earned more than \$1-million in 2010- The bulk of the \$1,028,939 went to George A. Goodman, whose \$798,198 compensation as *president of Logan College of Chiropractic University Programs*, ... The **second-highest earner in the family was Mr. Goodman's son, Jason C. Goodman**, whose compensation as an *instructor* totaled \$97,910. Elizabeth A. Goodman, Mr. **Goodman's wife**, earned \$92,486 in her role as *dean of university programs*. Jessica Chrun-Goodman, **Jason Goodman's wife, earned \$40,345 for duties unspecified** in the form. Logan uses an “independent third party” to conduct a presidential-compensation analysis every two years, and the college's full governing board reviews that information before approving pay levels, according to the tax form.” Any college/university can pay an accounting firm to review the submitted documents and approve them; the guaranteed means of success are ❶ submit only the scrubbed and accurate-appearing accounting documents, and ❷ work with an accounting firm that understands that its job is to give its stamp of approval to whatever documents the administrators provide.

The chiropractic presidents and vice-presidents I have known had not the slightest qualm about hiring their wives and children into upper administrative positions, including the very Board of Trustees itself. Even when their spouses and other family members had no legitimate reason for having any official affiliation with such a nonprofit academic institution, their wives and children were given administrative privileges, including free national and international travel to whatever conference had any tangential relationship with healthcare or academics. Administrators used “nonprofit educational institution” money to get free paid vacations to anywhere in Europe that they wanted, and of course, they could always extend the trip by having to attend more than one conference per trip, thereby justifying a layover of a few weeks—as one chiropractic president told me about the trips he made to Europe with his wife, at the expense of the school—“...two weeks on the beaches of Italy, letting all my concerns drain away” and then he attended another conference in Scotland, noted here as directly quoted from his university-president email: “Scotland is beautiful and the people here are friendly and helpful. The food is much better than I had expected (Scottish lamb, grass fed, unbelievable flavor). Last night [wife, listed on the university website as “Executive Assistant to the President] and I attended a session on the history of Scotch Whisky and then had a sampling. It was fascinating.” This was all the while the faculty on campus were desperately putting out daily fires of incompetence and corruption to keep the academic programs afloat; the true leadership was on campus with their sleeves rolled up and working hard—not knowing they were already on the chopping block to get fired—while the “president” wasn’t presiding over anything other than his personal pleasure, profit, and leisure. This particular president was noted for pretending to be Mormon and thus abstinent from vices such as alcohol; but he let his vices and whiskey take the reins when such suited his personal whims and desires, never for a moment prioritizing the university nor the chiropractic profession. Note the irony of his sending notes of his European vacations from his official presidential university email while all hell was breaking loose on his campus, to which he would return and pronounce, “Don’t tell me about problems; tell me only about solutions” to ensure that he had shifted the responsibility to the faculty to be Pollyannic positivistic people-pleasers instead of honest professionals; anyone who told the truth on that campus was ensuring that they’d be promptly eliminated, as I learned from experience, immediately followed by threatening letters from their pitbull profit-protecting legal henchmen.

**Administrative mutiny—no honor among thieves:** Of course, *while the cat is away, the mice will play*, and when presidents and their “administrative wives” are on a school-funded vacation in Europe, we as the remaining faculty could anticipate new **waves of administrative chaos** whenever the president and his wife were on one of their extended vacations. Second-level administrators would buy tens of thousands of dollars’ worth of unnecessary school furniture, equipment, and infrastructure when the president was absent, apparently without any trace of paperwork because, upon his return, the president himself commented to me how baffled he was that a \$70,000 extension had been added to the library without his approval, prior knowledge and apparently without any paper-trail: the school's money disappeared and the unneeded building appeared, as if by magic, clearly showing that this “University President” had no idea what was happening on his campus, and he received zero respect even from his fellow upper administrators that were misdirecting and robbing the

<sup>6</sup> Sainato M. Billions stolen in wage theft from US workers. *Guardian* 2023 Jun 15 <https://www.theguardian.com/us-news/2023/jun/15/wage-theft-us-workers-employees>

<sup>7</sup> Dana Miranda D, Bottorff C. Payroll Tax Rates (2024 Guide). *Forbes* 2024 May <https://www.forbes.com/advisor/business/payroll-tax-rates/>

<sup>8</sup> [https://en.wikipedia.org/wiki/Constructive\\_dismissal](https://en.wikipedia.org/wiki/Constructive_dismissal) see also <https://www.findlaw.com/employment/losing-a-job/constructive-dismissal-and-wrongful-termination.html>

<sup>9</sup> Stripling J. Dogged by Nepotism Charges, Chiropractic College Reveals Earnings of Chief’s Family. *Chron Higher Ed* 2012 Oct17 <https://www.chronicle.com/article/dogged-by-nepotism-charges-chiropractic-college-reveals-earnings-of-chiefs-family/>

school. Despite the professional title and social admiration of his leadership position, this “chiropractic president” was too weak, cowardly, and spineless to investigate thievery and administrative misbehavior among his own small team of upper administrators. **One of the problems with these upper circles of corruption is that they begin to take on lives of their own, and even the ringleader of the corruption (let’s assume it’s the president) eventually gets blackmailed by his own fellow administrators because none of them can hold each other to any accountability, and none of them can stop the others from participating in the reckless corruption that they’ve all allowed to take place.** This critical mass of corruption (aka “Academic Corruption Map”) becomes self-perpetuating as depicted in the infographic herein and available at [academia.edu/117893528](http://academia.edu/117893528) as a 1-page download.

**In order to maintain an upper administration of incompetent and corrupt buffoonery, one has to fill the ranks and stack the deck with subordinates who don’t ask too many questions and who don’t have high expectations for the performance of the university/institution.** What this means in practical terms for the remaining faculty is that they will be underserved and overworked as they have to compensate for a *lower quality* or outright *incompetent* infrastructure of internet technology, teachers’ assistants, and other mid-level employees and managers. The only people who are safe from the consequences of academic corruption are the janitors and lawn maintenance crew; everyone else on campus is going to suffer through frustration, confusion, reduced professional development, lower standards, lower pay for their work and outright gaslighting on a daily and weekly basis for the duration of their careers on chiropractic campus.

**Bogus accreditation:** I will provide two more concrete examples of what I consider to be academic corruption so blatantly obvious that the experiences were simply baffling and bewildering. During an on-site review with the US Department of Education-approved (pay-to-play) regional accreditor, we as faculty specifically described our high academic standards verbally and in writing so they would approve our program and any in-process changes; as things would turn out, **everything we said to them was a lie because after we had our changes to the program approved, then upper administrators simply backed off of the standards and allowed students to pass courses without meeting the stated requirements.** For example, we claimed to require verbal examinations and a **comprehensive final examination that was professionally supervised/proctored**; but instead, the upper administrators replaced the high-stakes requirements with a simple “**subjective reflective writing exercise**” in which students “expressed their feelings about their experience in the program”; this was obviously a complete insult to anyone that was trying to take a graduate-level program seriously. *On paper*, our school had entry requirements, but *in reality* the upper administrators commonly “waived” these requirements and made “special exceptions” so that **the requirements were not required.** Less apparent but more pervasive was the fact that upper administrators allowed our students to pass all of the online quizzes and examinations by simply randomly clicking on the provided answers because **our online educational platform was programmed to reveal the correct answers so that essentially all students could pass the exams, whether they had studied the material or not**; this was brought to the attention of upper administration after the students themselves complained about the low quality standards of the program, and **the administrative response was to fire the concerned professor to whom the students had confided—another example of the “scorched earth policy” and perpetual erasure of institutional memory (see infographic).** In this particular school, the chiropractic administrators fired and replaced 18 top faculty members within 18 months (a remarkably high percentage for a small school), effectively clearcutting the experienced faculty and erasing the institutional memory while further insulating upper administrators behind shields of faculty intimidation and forced erasure of evidence and witnesses. **If the US Department of Education and its regional proxies cared to demonstrate any minimal level of interest and competence, then they would have initiated investigations after witnessing such massive elimination and replacement of faculty because ❶ massive clearcutting of faculty is obviously an indication of administrative misbehavior and faculty intimidation/abuse, quite likely camouflaging other corruption which inevitably has a paper-trail and bookkeeping evidence, and ❷ replacement of experienced faculty with neophytes/scabs is guaranteed to negatively impact the quality of the educational experience; but these campuses are allowed to burn and riot without the slightest regulatory supervision nor governmental intervention.** If any professor or student starts to ask uncomfortable questions—such as about the fake online educational platform or the disappearance of millions of dollars—they can easily be terminated for something vague such as “unprofessional behavior” (eg, *constructive dismissal*, as defined/described previously) and immediately threatened by aggressive lawsuits/lawyers paid for by school dollars; **the pitiful underpaid professors would have to defend themselves from their own modest salary/savings, using their own after-tax income to combat a multimillion-dollar tax-free nonprofit institution.** This imbalance allows corrupt administrators to use the full force of their tax-free tax-deductible nonprofit institutions to wage **legal and psychological warfare against truth-telling teachers.** **No surprise that the insanity, crazymaking, gaslighting, hazing/abuse, and legal-psychological warfare doled out by administrators is more than enough to force many chiropractic professionals out of their own profession and toward depression, anxiety and post-traumatic stress disorder.** The irony here is that the profession is constantly slashing and burning its own small crop of more-studious academically-minded would-be teachers, authors, and scholars; these human resources are precisely the reserve that has to be matured and protected if the profession is—or is not—going to advance.

**In the United States, “accreditation” of a college or university is utterly meaningless with regard to the quality of the education; “accreditation” simply requires filling out paperwork, overpromising “high standards of academic rigor to prepare our students for their careers as professionals” (anything that sounds similar to that) and having a clean accessible campus and pretty-looking brochures with paid models posing as happy students.** Paperwork and site visits are pathetic means for the assurance of academic quality in higher education because any conniving and convincing imbecile can fraud a glossy program description, and any half-sober group of administrators can put on a happy face for half-a-day of softball questions from the regional accreditors. Since the regional accreditors have effectively zero oversight by the US Department of Education, and because they are effectively paid to turn a blind eye toward the programs that they are paid to approve, they don’t probe very deeply and they don’t investigate complaints of wrongdoing except in the most egregious situations and/or when doing so has a strategic end or political taint to it. Making matters worse, of course, is when corrupt academicians infiltrate the corpus of the regional accreditors such that they are well-connected and well-informed of any possible spontaneous and semi-legitimate quality checks or investigations. **In essence, the lack of**



oversight from the US Department of Education and the obvious conflict of interest with the pay-to-play regional accreditors means that accreditation in American education is meaningless – it just means that an institution filled out paperwork, satisfied a list of nonacademic requirements such as fire escapes and building accessibility, and was able to bluff their way through some low-level interviews with softball questions that any trickster could knock out of the park.

Academic corruption/chaos is a paradox because *theoretically* the entire reason for the existence of academia is the attentive accumulation and organized transmission of truth. Within the *academia of healthcare*, another higher and outcome-based standard applies to the entire enterprise; if legitimate academia has a requirement to respect the truth, then healthcare academia has the additional demand to produce ethical and competent graduates that can ensure the life-and-death responsibilities that are intrinsic to clinical care. Corruption of healthcare academia therefore carries an even heavier weight than academic corruption in general, because of the increased probability of ultimately increased risk of negligence and injury for patients. But I am hesitant to equate chiropractic academic corruption directly with lower professional performance. **Indeed, the healthcare delivered by chiropractors has consistently been found to be safe and beneficial specifically for neck pain, low-back pain and other musculoskeletal complaints; this contrasts with the remarkable lack of safety, lack of efficacy, and lack of supporting evidence of medical/drug interventions for chronic pain.**<sup>10</sup> I think that one must differentiate between the administrators, the teachers, the students and the practicing clinicians; one cannot equate the behavior of one of these groups with the behavior of others, even if the continuum might appear instinctively correct. In my experience, having taught thousands of practicing chiropractors, I found that most of them were hard-working, honest, and desirous of advancing their professional skills for the betterment of their own careers and also for the betterment of patient outcomes. However, administrative corruption in chiropractic clearly retards the advancement of the profession as a whole, most obviously because *quality* schools have traditionally done more than merely educate students; *better* schools and legitimate universities have also supported research and supported the careers of professors to advance the science of their topics and to serve as a repository for knowledge and guiding example of professionalism. These concepts and practices are essentially nonexistent within the chiropractic culture. This explains largely why the chiropractic profession advances slowly when and if it advances at all. The breadth and profundity of the chiropractic profession remain narrow and shallow because those who would enlarge the profession are excluded from the profession's institutions by corrupt and viciously insecure administrators. **You won't find many or any "distinguished professors" or "professors emeriti" within chiropractic academia because they aren't allowed to exist in an academic environment centered around simplicity and profitability. The institutions don't have enough stability and foresight to cultivate the development of profound scholasticism, nor the scholarship necessary to advance the science and practice of chiropractic.** No surprise then, of course many chiropractors find that the only way to *advance their career* is to (paradoxically) *leave their profession* by seeking other degrees, and quite commonly ignoring and denying the fact that they were ever chiropractors in the first place. Even in my own situation of having been a chiropractic scholar and advocate, I don't even mention the chiropractic colleges where I have worked on my resume; this is all the more ironic because I consider my chiropractic education to have been quite excellent (1992-1996, attended two different chiropractic colleges), and I went on to attain two additional doctoral degrees in other healthcare fields (naturopathic medicine 1996-1999, osteopathic medicine in 2006-2010).

**No doubt exists that the chiropractic profession's worst enemy is itself.** As I've said in my decades of articles and presentations, **if any one American healthcare profession could positively change the course of health outcomes literally overnight, then that profession is chiropractic.** The chiropractic adjustment is an irreplaceable clinical tool, and the profession could have *and should already have* advanced to a more prominent position in healthcare and professionalism; **those who continue to allow and perpetuate corruption and profiteering within chiropractic leadership and academia are those who are most to blame for the profession's retardation, lack of direction, delayed development, and the perpetual inability of the profession to complete its greater promise to its students, its clinicians, and the public.** In 2009, I published *Chiropractic and Naturopathic Mastery of Common Clinical Disorders*\* detailing the integrative chiropractic management of several primary care conditions; but did the profession advance in any meaningful way? In 2010, I published "Chiropractors Managing Chronic Hypertension—An Idea Whose Time Has Arrived" in the profession's biggest newspaper/magazine *Dynamic Chiropractic* (2010 Jun, [archived here](#)), and in 2011 I published the clinical handbook/textbook *Integrative Chiropractic Management of Chronic Hypertension and High Blood Pressure, Second Edition*\* and I handed a copy directly to the president of the American Chiropractic Association, but apparently nothing changed for the profession as a whole—no action, no initiative, no conversation. In 2014, I published *Chiropractic Immune Nutrition Against Viral Infections*\* but the chiropractic profession demonstrated zero leadership during the global viral pandemic chaos of 2019 that has continued to the present day. (\*All of these previous works have been compiled and updated in [Inflammation Mastery 4<sup>th</sup> Edition](#).) I wanted more *for* chiropractic; I reasonably expected more *from* chiropractic. I never dreamed that my experience in chiropractic academics would result in my writing essays on administrative incompetence, faculty abuse, lost professional opportunities, and drawing interconnected maps of academic corruption; but such has been the result of my experience, corroborated by the experiences of many—*too many*—of my colleagues, friends, and students within chiropractic. If you ever wonder why the chiropractic profession is so slow to advance, you need look no further than the corrupt administrators and inept leadership that repels and actively eliminates the true leaders, scholars, clinicians, and teachers who would otherwise advance the profession.

A noteworthy prophetic commentary posted in 2011 as a cartoon ([youtu.be/TqpAvaSUnkY](https://youtu.be/TqpAvaSUnkY)) stated, "You will find that the administrations of chiropractic colleges are hellbent on destroying their own profession in exchange for short-term monetary gains. The administration does not care about quality-control. They consistently undermine the efforts of the basic science professors and clinical faculty." This excerpt was included in the audio-video review/proofreading of this document: <https://healthythinking.substack.com/p/academic-anarchy-in-american-academia> Administrative misbehavior

<sup>10</sup> Vasquez A. Official Guidelines guarantee failure in treatment of chronic pain per *American Family Physician* and American Academy of Family Physicians 2021 <https://healthythinking.substack.com/p/official-guidelines-guarantee-failure>. Paradigm Shift in Medical Management of Chronic Pain 2024, part 1 <https://inflammationmastery.substack.com/p/final-edition-video-3hours15minutes>

and academic disorder does not block smart/hardworking/ethical students from being smart/hardworking/ethical, but it does lower the quality of their educational experience in school and their respect and opportunities after graduation. The students who most benefit from lower standards and permissive cheating are the lower-performing students, who pass and graduate but are effectively cheated of the opportunity to better themselves and to rise to a higher level of consciousness and performance. More concretely, with lower/permissive allowances, the “average” levels of professionalism, societal respect, and quality of patient care are diminished. Mandatory high academic standards force all students in a given program/profession to rise to a higher level of performance, thus earning a higher level of respect and opportunity. Lower/variable academic standards allow low-performers to pass with the high-performers, resulting in frustration of the high-performers as their respect and opportunities are held to the diminished level of the low-performers.

A famous refrain and popular chorus within the chiropractic profession is to bemoan the corruption of so-called “conventional” allopathic medicine due to its ties with the big Pharma industry and their shameless promotion of dangerous drugs, procedures, and injections, many/most of which provide high-profit “statistical significance” with no *real-world* benefit to patients or the general population. The chiropractic profession likes to think that it is pure and untainted from such financial influences and ties to industry, but the truth is that chiropractic college presidents and vice presidents allow the infiltration of “educational material” from the appliance/product industries to contaminate their own educational processes, obviously in exchange for financial kickbacks and campus facilities, most commonly the furnishing of student lounges and school gymnasiums. **Let me be more clear, paraphrasing the words of the Vice President of Academics at one chiropractic-college-turned-university/pseudoversity who said that the upper administration was allowing (and forcing) the insertion of industry-written (nutrition) product promotion into the curriculum of the school’s programs; the promotional material was unbranded/unnamed and was being inserted as “educational material” in order to outline and showcase private industry products, essentially converting the “accredited graduate program” into an infomercial that the students were paying to attend.** Obviously, any professors with integrity would never tolerate this pay-to-play corporate infiltration into the actual course materials of a graduate program for healthcare professionals; so these high-integrity professors would have to be eliminated by harassment, character assassination, gaslighting, administrative withdrawal of infrastructure/support and other forms of (illegal) *constructive dismissal*. Other layers of criminality could/likely include **1) personal cash kickbacks to administrators**, since obviously some of what is happening here is “off the books” (ie, not included in the formal accounting/finances of the school) and “off the record” since the insertion of promotional/sales materials into the curriculum would not be tolerated within legitimate academia, **2) tax evasion**, as the corporation/industry is paying a *tax-exempt non-profit* educational institution via “tax-deductible donation” for commercial promotion, and **3) violation of the school’s charter/mission**, as the tax-privileged donation-receiving “educational institution” is now functioning as an exclusive for-profit advertising agency, converting a private student-funded educational program into a cheap infomercial for bad products that can’t win in a fair and open market. I personally could have never imagined such unprofessional anti-academic misbehavior, but in this situation, I had it told to me directly from the Vice President of Academics (who was either Ph.D. or D.Ed.), who is/was apparently **too stupid or too psychopathic to stop himself from admitting that he had converted an accredited graduate program into a corporate infomercial in exchange for cash.** I still remember the last time he took me out to lunch (which was followed by the last time he and the president had dinner at my home), and he pretended he was my friend and that we were going to work together to make a great educational program; soon thereafter, he undercut me (ironically by failing to perform at his own job) and made my worklife hell on earth—next thing I know: I was fired overnight by email announcement to the campus.

**As part of their no-rules neoliberal-style imperialistic expansion and commodification of education (eg, the conversion of education from “teaching-learning-preparing-empowering” to “frauding-passing-inflating-indebting”), many of these so-called “universities” are now offering additional programs in clinical nutrition, functional medicine, and naturopathic medicine; but look at the chaos, cheating, gaslighting, unprofessional buffoonery and administrative anarchy behind the façade of shiny advertising and bogus accreditation.** These schools are functioning and being allowed to run free-range as diploma mills with zero legitimate quality-control and zero oversight from the now privatized and pay-to-play accreditation system. I worked briefly as one of the founding professors in a new “Doctor of Clinical Nutrition” program, where I was told by the two upper administrators of the program that I was the only professor in the program [brazen enough] to require a midterm exam and a comprehensive final exam for the students on my class; **apparently the norm at this school was simply to pass and eventually graduate these “doctorate” students based on nothing more than the professor’s feelings and subjective evaluation, which is even more absurd considering that many/most/all of these courses were taught online with no direct contact whatsoever between students and professors.** Notice again and sadly that these are all “university degrees” that have been “accredited” by the privatized regional representative of the US Department of Education, thereby demonstrating the complete worthlessness of American educational “accreditation” in the current era.

After seeing the abysmal decline of academic standards in these programs, I fear that we are graduating a generation of numbskulls who will leave their diploma mills with nothing more than diplomas and debt, the first of which are worthless except for ego inflation, and the second of which will enslave them for decades while administrators laugh all the way to the bank. As more healthcare/nutrition/chiropractic/medicine programs become profiteering **overglorified correspondence courses**, the true burden of life and death risk will be carried by the consumers, clients and patients. I fear that **American academia is collapsing into meaninglessness, and graduating these unmentored and untested neophytes with titles of “doctor”, “nutrition”, and “medicine” is going to have harmful repercussions for these professions and the patients who will be undertreated, overtreated, and mistreated by these undertrained virtual clinicians.** *Caveat emptor*—the risks of injury and death will be carried by the patients of these undertrained graduates, while regulatory agencies currently sit on their hands in inaction and “plausible deniability”, which this narrative is helping to make undeniable.

We have to employ **integrity** and **active courage** in the times that we might otherwise prefer to remain silent, when doing so is the better and best of available options—when giving voice/pen/body to our integrity is for the greater good of the

profession, the faculty, the students, the practicing clinicians, and our patients and their welfare: “No-one wants to talk negatively about their own experiences and their own profession, but at some point, we have to overcome that discomfort on a personal level and act on behalf of the protection and betterment of the future of other students, the safety and benefit of our patients, and the reputation of the profession. We have to call out the corruption and misbehavior and say *“This bullshit has to stop—you [corrupt administrators] are ripping off these students, and you are endangering the patients who are going to see these undereducated overcertified student-graduates. You are making the profession look like a bunch of jerks, because you yourselves are behaving as such.”* (Sourced/paraphrased from [youtu.be/EpLa7eWhOvE](https://youtu.be/EpLa7eWhOvE) / [vimeo.com/943393525](https://vimeo.com/943393525).)

The solutions to these problems are obvious, but the enforcement of ethical and professional expectations has to begin with defining those standards, then ensuring their adherence from multiple positions, including students, faculty, community oversight, and—the most obvious and most potent—**involved and active governmental bodies at the state and national levels with the power to investigate thievery, fraud, appropriateness of expenses, program quality (eg, including hiring outside topic experts), examination integrity** (eg, not allowing all students to pass their online exams simply by clicking on the answers), **and the relentless tax evasion and wage theft that occurs from underpaying the part-time overly-obligated fully-disempowered “adjunct faculty.”** **These lawless feral schools need to be investigated and held to account;** otherwise, students will continue to be fleeced and indebted for low-quality education, professional standards will be reduced to abject incompetence, national quality of skill and production will continue to decline, and **the final customers, consumers, and patients will bear the brunt of undereducated ego-inflated unskilled healthcare providers delivering substandard and dangerous healthcare.**

At the educated/adult/institutional level, persistent stupidity/ignorance/underperformance is always intentional to serve a strategic end, or multiple strategic goals or payoffs, which are typically psychic/emotional and hegemonic/financial. The following diagram originated in 2022 to explain our constant sociopolitical underperformance and its supporting psychic origins and social understructures<sup>11</sup>; the phrase “Potemkin stupidity” (what I refer to as “strategic stupidity”) is credited to [academia.edu/110322657](https://academia.edu/110322657). This diagram “Strategic-Potemkin Stupidity, Intentional Underperformance, and the Escape to Competence” can be downloaded as a full-page PDF from <https://healthythinking.substack.com/p/administrative-anarchy-in-academia> and is archived at [academia.edu/118772413](https://academia.edu/118772413).



US Department of Education (UsDoE) states that its “Mission Statement”<sup>12</sup> is “to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.” Well, obviously, the US Department of Education is clearly failing at its mission to “foster educational excellence” and these students graduating from programs with no legitimate examinations, zero academic rigor, and zero demonstration/modeling of professional behavior clearly won’t be prepared for anything other than blustering and bluffing their way slowly forward as they carry an unnecessary burden of debt with them for years/decades (average 20 years of debt per undergraduate

<sup>11</sup> <https://healthythinking.substack.com/p/appreciating-strategic-stupidity> and <https://healthythinking.substack.com/p/connoisseurs-introductory-circumlocutions> both published 25Aug2022  
<sup>12</sup> US Department of Education. Overview and Mission Statement. [ed.gov/about/landing.jhtml](https://ed.gov/about/landing.jhtml) accessed 6May2024

diploma and 23 years of debt per graduate degree<sup>13</sup>). These students won't be prepared for routine daily patient care, let alone anything as lofty and fantastical as competing on a global level—the idea that these students have any chance whatsoever of being “**prepared for global competitiveness**” is a drunk self-deceptive fantasy. Because the US Department of Education has deferred its supervisory responsibilities to privatized regional accreditors who themselves have essentially zero supervision, UsDoE has no idea what is happening in the schools that it is accrediting by profiteering proxy. Any reasonable system of regulation would not function in a pay-to-pay manner and would never allow conflicts of interest such as allowing school presidents to sit on its directing boards, allowing them to facilitate the advancement of their own schools while playing hardball against other competing institutions to suppress their advancement. The repeated and confirmed observations that this level of extreme administrative anarchy, profiteering, and corruption have been allowed to exist, persist, and flourish in American academia is clear evidence of the failure of the US Department of Education and its privatized high-profit “non-profit” pay-to-play regional accreditors. The idea that these regional accreditors and these independent unsupervised feral schools would be able to “self-govern” was and is a bastard fantasy spawned from the ménage à trois of personal/institutional laziness, idealistic naivete, and strategic stupidity (ie, purposeful ignorance and self-serving underperformance).

[This table “Neoliberal hijacking of liberal vocabulary and ideals: using the language of freedom for domination” can be downloaded from <https://healthythinking.substack.com/p/administrative-anarchy-in-academia> as a full-page PDF and is also archived at [academia.edu/118832917](https://academia.edu/118832917).]

Neoliberal hijacking of liberal vocabulary and ideals: using the language of freedom for domination	
Liberalism	Neoliberal manipulation
Education, Enlightenment, Self-actualization, professionalism, personal advancement and development	Education becomes indoctrination to corporate values, then debt slavery to enforce conformity. Professionalism becomes “you will do as you are told”; education becomes identity, which becomes a fixed role of obligations and depersonalization (eg, medical doctor starts authentically wanting to help people then results in following mandatory drugging guidelines without any escape from overdrugging all patients in service of pharma profits; nutrition/CAM marginalized to irrelevance)
Equality, opportunity <small>Reference: Hursh D. Neoliberalism and Education Policy. <i>Encyclopedia of Educational Philosophy and Theory</i>, 2016. doi.org/10.1007/978-981-287-532-7_158-1</small>	Corporations now have human rights; multibillionaires attend government meetings to dictate policy. Playing field of ideas is repeatedly leveled until the only surviving values are those with powerful persistent corporate backing; real humans eventually tire and are unorganized and underfunded compared to corporate teams/interests. Every “opportunity” is a corporate commodity
Freedom, choice, liberty, democracy	“Choice” is limited to options selected by the elite/powerful so the general population will think they have power to “choose” and “vote”, eg, every ~4years while “elected” puppets serve private interests
Free-market capitalism, capitalism	“Free markets” do not exist; all major markets have government protections, public/tax subsidies, and competitor restrictions <small>Reference: Chomsky. <i>Profit Over People: Neoliberalism and Global Order</i>, 1998</small>
Healthcare and happiness for all, universal healthcare	“World Health” becomes global domination by multibillionaires enforcing mandatory drugging and restrictions of travel, work, bank accounts, and basic liberties. Their slogan, “You will own nothing, and you will be happy.” Forced compliance is mandatory for time-limited access to basic rights
Individualization, independence	You can “choose” which program of indoctrination and debt slavery appeals to you, eg, 4 years of “education” will become 20-40 years of indebtedness <small>© 2024 Dr Alex Vasquez HealthyThinking.substack.com</small>
Inclusion, diversity	Dilution of good ideas with absurdity and propaganda to serve private power; creation of exhausting processes while all ideas are given their “inclusion”; public forums become theatres of absurdity
Right to property <small>Reference: Silvers D. Neoliberalism as a System of Power, 2023. University College London <a href="https://youtu.be/hLtkJ-AgLuY">youtu.be/hLtkJ-AgLuY</a></small>	Rich/private/corporate interests assert (commonly via government/military power) they have the right to all property and resources in the world, eg, hence America's past/present “influence” in Vietnam (tungsten), Iraq (oil), Chile (telecommunication, 1973 coup), Panama (cargo passage), etc.

[This table “Neoliberal hijacking of liberal vocabulary and ideals: using the language of freedom for domination” can be downloaded from <https://healthythinking.substack.com/p/administrative-anarchy-in-academia> as a full-page PDF and is also archived at [academia.edu/118832917](https://academia.edu/118832917).]

**Neoliberal-profiteering infiltration and contamination of nearly every aspect of education regulation and delivery<sup>14</sup>** is characterized by **hijacking the language and values of classic liberalism** (eg, education, enlightenment, self-actualization, individualization, freedom, choice, liberty, democracy, free-market capitalism, professionalism [eg, as opposed to unskilled serfdom and perpetual feudalism], “student achievement” [personal-societal advancement] and “equal access” [equality, fraternity] as quoted from the UsDoE mission statement, etc) **to result in government-corporate deregulation and private/corporate profiteering.**<sup>15</sup> Deregulation/neoliberalisation/commodification of the education industry includes “liberating” educational institutions from moral/ethical norms and standards of quality/outcomes in order to maximize profitability, without any consideration for the damage done to faculty, staff, students, society and nation.<sup>16</sup> Allowing more students to enter educational programs with low admissions standards means that federal/government educational loans are guaranteed to become private bank profit as the **government loan agencies sell the student debt to private “shark” banks/investors/capitalists which then charge exorbitant fees and high interest rates**, the combined power of which keeps graduates indebted for decades, and many never escape their debts. In my personal

<sup>13</sup> “A study from the OneWisconsin Institute finds that it takes graduates of Wisconsin universities 19.7 years to pay off a bachelor’s degree and 23 years to pay off a graduate degree.” <https://www.cnbc.com/2017/07/03/this-is-the-age-most-americans-pay-off-their-student-loans.html>

<sup>14</sup> Hursh D. Neoliberalism and Education Policy. In: Peters, M. (eds) *Encyclopedia of Educational Philosophy and Theory*. Springer, 2016. [https://doi.org/10.1007/978-981-287-532-7\\_158-1](https://doi.org/10.1007/978-981-287-532-7_158-1)

<sup>15</sup> Damon Silvers JD MBA. Understanding Neoliberalism as a System of Power, 2023. University College London Institute for Innovation and Public Purpose <https://youtu.be/hLtkJ-AgLuY>

<sup>16</sup> “Neoliberalism is a rebranding/renaming of privatization whereby rich people/organizations hijack public utilities and services (everything from public water, public electricity, public resources, public education, etc) in the culty-religious fog of “free markets”, “free trade”, “choice”, “freedom”, “as if guided by an invisible hand” and “self-regulating” and the religious-cult derivative “market fundamentalism” which is analogous to religious fundamentalism, ie, the cult of capitalism.” <https://healthythinking.substack.com/p/commodification-neoliberalization>

experience, my “government educational loan” was sold to a debt-shark company (Navient) that charged me \$20,000 (twenty thousand US dollars) per “service fee” to cover the provision of nothing—no *requested* “service” and no *provided* “service”—as mentioned in my 7minute video [youtu.be/6leGJTfets0](https://youtu.be/6leGJTfets0). Navient was eventually found guilty of illegal practices in 2017 and had to pay \$1.85billion in penalties<sup>17</sup>, which equated to *less than pennies-per-dollar*, ie, **\$260 of relief per victim**<sup>18</sup> when these graduates carry an average of **\$35,000 in high-interest debt**<sup>19</sup> equates to 0.007—less than one penny of relief per dollar of high-interest debt, which means that *these indebted graduates will never notice the “justice” and Navient will never feel the penalty*. This is how government colludes with private industry via occasional virtue-signaling events and “slap on the wrist” penalties that do effectively nothing to protect the public nor penalize illegal corporate activities. The government/politicians receive multi-billions of dollars from the private education, bank, and debt-servicing industries, decorated with the additional bonus of a passive and disengaged debt-enslaved population; as famously summarized by Noam Chomsky, “Students who acquire large debts putting themselves through school are unlikely to think about changing society. When you trap people in a system of debt, they can’t afford the time to think. Tuition fee increases are a *disciplinary technique*, and, by the time students graduate, they are not only loaded with debt, but have also internalized the *disciplinarian culture*. This makes them efficient components of the consumer economy.”

**This is how and why the educational system in the United States is essentially unregulated, and thus chaotic:**

1. **Benefit to education institutions and privatized accreditors:** Low-quality high-volume education equates to high profits as schools churn out virtual diplomas for real cash, ie, “swipe your credit card here, then print your diploma.” Privatized regional accreditors pay themselves exorbitantly for low-level performance and pay-to-play (ultimately bogus and meaningless) accreditation, which is necessary for schools to qualify for receipt of government educational loans, which later become privatized debt.
2. **Benefit to loan-shark banks/capitalists:** Low-quality high-volume education equates to government education loans becoming privatized debt at high interest rates that students (partly because of the low value of their education) cannot repay for decades if at all; this obviously strengthens the cash-political power of the private loan/bank industry to further bribe/influence/“lobby” lax laws in education and banking.
3. **Benefit to government/politicians:** Government/politicians receive multi-billions of dollars from the private education, bank, and debt-servicing industries. Government/politicians receive the benefit of a passive and disengaged debt-enslaved population, thereby empowering political neoliberalism/profitereing.

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**Vicious swirl of politics-profitereing-payola discards students and society into the wastewater of lost time/effort/resources; student and societal/national benefit are flushed down the toilet of educational neoliberalism as profiteering banks/sharks and schools/accreditors run wild with government-industry deregulation, free from any social or ethical restraints.**

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**Benefit to government/politicians:** Government/politicians receive multi-millions of dollars from the private education, bank, and debt-servicing industries. Government/politicians receive benefit of a passive and disengaged debt-enslaved population, thereby empowering more political neoliberalism/profitereing.

The diagram above is downloadable from <https://healthythinking.substack.com/p/administrative-anarchy-in-academia>

<sup>17</sup> “Attorney General Josh Shapiro announced today that Navient, known as one of the nation’s largest student loan servicers, will provide relief totaling \$1.85 billion to resolve allegations of widespread unfair, deceptive, and abusive student loan servicing practices and abuses in originating predatory student loans.” <https://www.attorneygeneral.gov/taking-action/attorney-general-josh-shapiro-announces-1-85-billion-landmark-settlement-with-student-loan-servicer-navient/>. See also: “WASHINGTON, D.C. 18Jan2017– Today the Consumer Financial Protection Bureau (CFPB) is suing the nation’s largest servicer of both federal and private student loans for systematically and illegally failing borrowers at every stage of repayment.” <https://www.consumerfinance.gov/about-us/newsroom/cfpb-sues-nations-largest-student-loan-company-navient-failing-borrowers-every-stage-repayment/>  
<sup>18</sup> “About 350,000 Federal student loan borrowers whom Navient placed in long-term forbearance – which allowed them to temporarily stop making payments – will receive about \$260 each, totaling \$95 million in restitution.” <https://www.cnn.com/2022/01/13/politics/navient-student-loan-settlement/index.html>  
<sup>19</sup> “The average student loan debt for bachelor’s degree recipients was \$29,400 for the 2021–22 school year, according to the College Board. Among all borrowers, the average balance is \$38,290, according to mid-2023 data from Experian, one of the three national credit bureaus.” <https://www.cnn.com/cnn-underscored/money/average-student-loan-debt>

Most people would be shocked into *disbelief-bewilderment* upon learning of the international scope of nongovernmental control over national and local education policies that have resulted in the commodification of education and the associated *prerequisite* and *subsequent* (vicious cycle) dehumanization of students.<sup>20</sup> The swirling collusion of ❶ government, ❷ the banking/exploitation industries, and ❸ the private education/(de)regulation industries is a "ménage à trois" (threesome) of self/mutual-satisfaction that benefits/profits/empowers each member while completely disregarding and exploiting the students and society which should be the center of attention for educational endeavors. This **vicious cycle** of politics-profiteering-payola discards students and society into the wastewater of lost time/effort/resources, **as if American academia were a big neoliberal-profiteering toilet swirling around with disregarded turdlets of students indifferently flushed down the pipes of pseudoacademia into the sewer of exhaustion, frustration, unpayable debt, and lost possibilities.** See the diagram—"Academic Payola Cycle: Flushing Students and Society Down the Toilet of Neoliberal Profiteering and Deregulation"—archived at [academia.edu/118765403](https://academia.edu/118765403) and downloadable as a full-page PDF from <https://healthythinking.substack.com/p/administrative-anarchy-in-academia>.

Trapped in the middle of this vicious swirl of politics-profiteering-payola are the *overcertified overindebted undereducated* students and the disempowered nonadvancing/stagnant society, which are discarded into the wastewater of lost time/effort/resources; student and societal/national benefit are flushed down the toilet of educational neoliberalism as profiteering banks/sharks and schools/accreditors run wild with government-industry deregulation—neoliberated from any social responsibilities or ethical norms. The documentation and illustrations in this description of administrative anarchy and chaos in chiropractic colleges and so-called "universities" *is not* and *cannot be* specific and isolated to chiropractic and bogus healthcare "universities"; these are national and systemic problems affecting innumerable schools, a wide range of programs (including those of public safety and national security, eg, engineering) and damaging/indebting millions of American students in exchange for wasted time, effort, and positive potentialities. This extreme severity of academic corruption is caused by an interconnected breakdown of every aspect of the regulatory system—internally within the schools, and externally at the state, regional, and national levels. This will result in harm to every aspect of society—now and for generations to come—unless this **interconnected ecosystem of corruption** is investigated, dismantled, and prohibited from reoccurring.

We have to *(re)create interconnected ecosystems of academic integrity* by firmly and authentically committing to its basic values of honesty, trust, fairness, respect, responsibility, and courage.<sup>21</sup> If academia and diplomas/credentials are to have any legitimate value in and for society beyond wasting time, inflating egos, and creating debt, then we must create interconnected systems that actively prevent the perpetuation of administrative misbehavior, faculty abuse, wage theft, constructive dismissal, nepotism, payola, profiteering, *pseudoacademia*, *pseudoregulation*, *pseudoethics*, and *pseudoprofessionalism*. In particular, until such measures have been widely implemented and legally enforced, [chiropractic] administrators of chiropractic colleges and "*pseudoversities*" should be prohibited from meeting in private without independent and appropriately credentialed supervision. ✘

~ The End ~

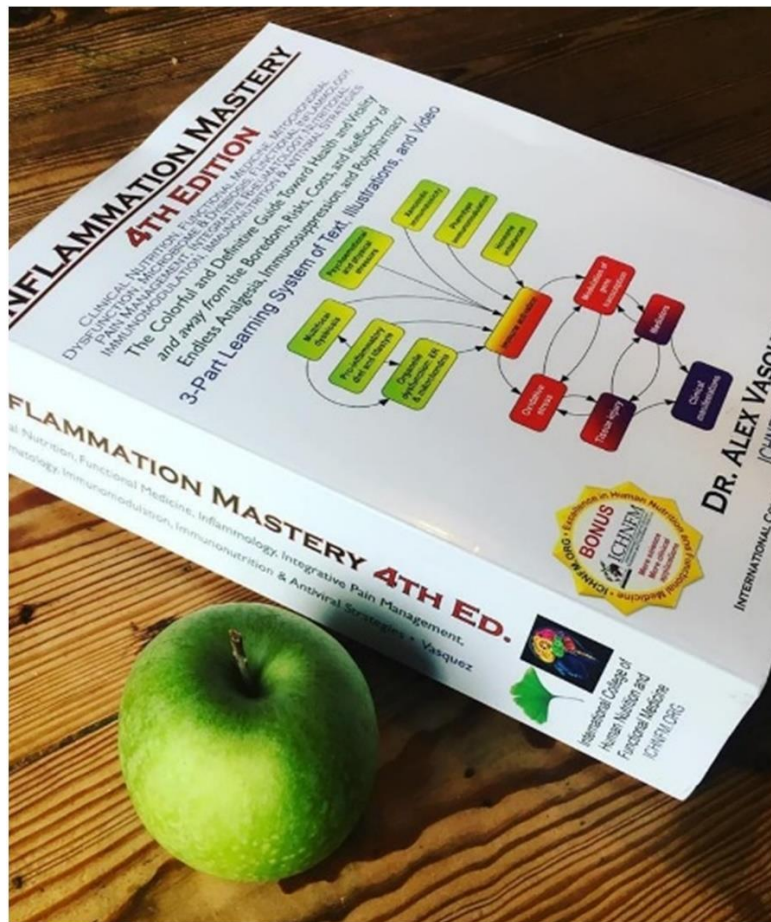
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**The audio-video download is available from [vimeo.com/943393525](https://vimeo.com/943393525) with additional viewing available at [Brighteon.com/channels/biomedicaleducation](https://Brighteon.com/channels/biomedicaleducation), [Rumble.com/user/HealthAndFunctionalMedicine](https://Rumble.com/user/HealthAndFunctionalMedicine), [Bitchute.com/medicaleducation](https://Bitchute.com/medicaleducation), and [YouTube](https://YouTube.com)**

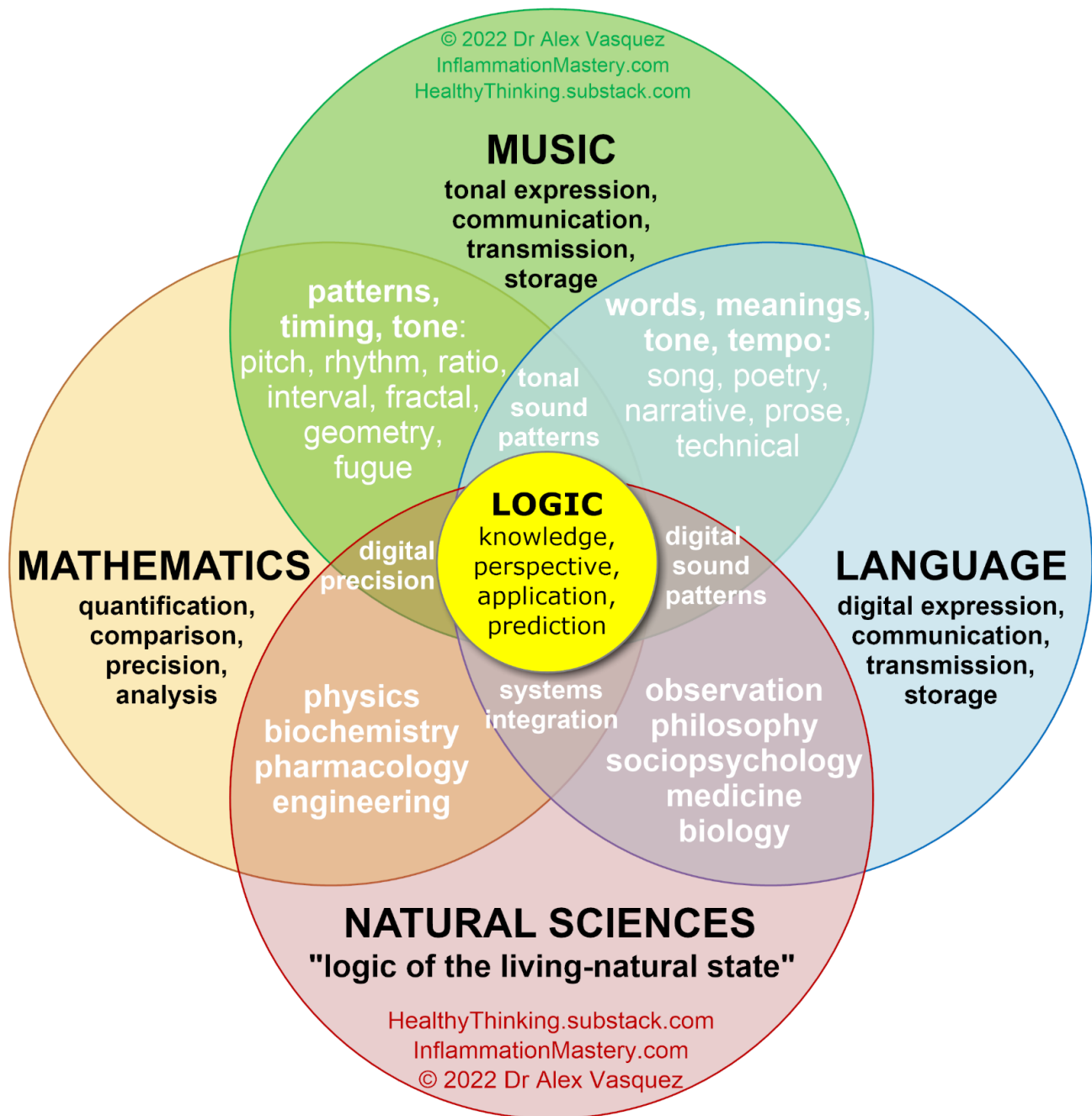
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<sup>20</sup> Klees SJ. Beyond neoliberalism: Reflections on capitalism and education. *Policy Futures in Education* 2020 Jun 18(1) 9–29 <https://journals.sagepub.com/doi/10.1177/1478210317715814>  
See also: Davies B, Bansal P. Neoliberalism and education. *International Journal of Qualitative Studies in Education* 2007 May 20;3:247–259 <http://dx.doi.org/10.1080/09518390701281751>

<sup>21</sup> International Center for Academic Integrity. *Fundamental Values of Academic Integrity*. 3<sup>rd</sup> Edition. <https://academicintegrity.org/resources/fundamental-values>



Alex Kennerly Vasquez DO ND DC (USA), former Fellow of the American College of Nutrition (FACN), former Overseas Fellow of the Royal Society of Medicine (RSM, London UK): [education] An award-winning clinician-scholar and former Program Director a “fully-accredited” “university-based” graduate program in Nutrition and Functional Medicine, Dr Alex Vasquez is recognized internationally for his high intellectual and academic standards and for his detailed expertise spanning and interconnecting many topics in Medicine and Nutrition. Dr Vasquez holds three doctoral degrees as a graduate of University of Western States (Doctor of Chiropractic, 1996), Bastyr University (Doctor of Naturopathic Medicine, 1999), and University of North Texas Health Science Center, Texas College of Osteopathic Medicine (Doctor of Osteopathic Medicine, 2010). Dr Vasquez has completed thousands of hours of post-graduate and continuing education (certifications) in subjects including Obstetrics, Pediatrics, Basic and Advanced Disaster Life Support, Nutrition and Functional Medicine; while in the final year of medical school, Dr Vasquez completed a Pre-Doctoral Research Fellowship in Complementary and Alternative Medicine Research hosted by the US National Institutes of Health (NIH). [teaching, directing, organizing] Dr Vasquez has served in many teaching roles at the undergraduate, graduate, and doctorate levels in various accredited universities and colleges throughout the United States and has lectured internationally at the post-graduate level including accredited Continuing Medical Education (CME) for medical physicians. DrV was the founding Program Director of the world's first fully-accredited university-based graduate program in Human Nutrition and Functional Medicine, and almost-single-handedly orchestrated the entirety of the five-day [2013 International Conference on Human Nutrition and Functional Medicine](#). [books] Dr Vasquez is the author of more than ten textbooks, including [Integrative Orthopedics](#) (2004, 2007 2012), [Functional Medicine Rheumatology](#) (2014), [Musculoskeletal Pain: Expanded Clinical Strategies](#) (commissioned and published by Institute for Functional Medicine, 2008), [Chiropractic and Naturopathic Mastery of Common Clinical Disorders](#) (2009), [Integrative Medicine and Functional Medicine for Chronic Hypertension](#) (2011), [Brain Inflammation in Migraine and Fibromyalgia](#) (2016), [Antiviral Strategies and Immune Nutrition](#) (2014), [Autism, Dysbiosis, and the Gut-Brain Axis](#) (2017) and the 1200-page [Inflammation Mastery 4th Edition](#) (2016) also published as a two-volume set titled [Textbook of Clinical Nutrition and Functional Medicine](#). Dr Vasquez’s books are available internationally via bookstores such as [BookDepository](#), [Amazon](#), [Barnes and Noble](#), [ThriftBooks](#), [AbeBooks](#), [BetterWorldBooks](#), [WaterStonesBooks](#). [journals] “DrV” has also written approximately 100 letters and articles for professional magazines and medical journals such as *TheLancet.com* (online x1), *British Medical Journal* (BMJ): online x3, print x1), *Annals of Pharmacotherapy*, *Nutritional Perspectives* (x11), *Journal of Manipulative and Physiological Therapeutics* (JMPT), *Journal of the American Medical Association* (JAMA), *Original Internist* (x3), *Integrative Medicine* (x4), *Holistic Primary Care*, *Alternative Therapies in Health and Medicine* (x2), *Journal of the American Osteopathic Association* (JAOA), *Dynamic Chiropractic* (x3), *Journal of Clinical Endocrinology and Metabolism*, *Current Asthma and Allergy Reports*, *Complementary Therapies in Clinical Practice*, *Nature Reviews Rheumatology*, *Annals of the New York Academy of Sciences*, and *Arthritis & Rheumatism*—Official Journal of the American College of Rheumatology. Having served on the Review Boards for *Acta Neuropsychiatrica*, *Journal of Pain Research*, *Autoimmune Diseases*, *PLOS One*, *Alternative Therapies in Health and Medicine*, *Neuropeptides*, *International Journal of Clinical Medicine*, *Journal of Inflammation Research*, *BMC Complementary and Alternative Medicine* (all PubMed/Medline indexed), *Integrated Blood Pressure Control*, *Journal of Biological Physics and Chemistry*, *Chiropractic Journal of Australia*, and *Journal of Naturopathic Medicine*, Dr Vasquez served as the founding Editor of *Naturopathy Digest*, founding Editor (2013-) of *International Journal of Human Nutrition and Functional Medicine* and Editor (2018-2019) of *Journal of Orthomolecular Medicine*.



Please join the free newsletter at [HealthyThinking.substack.com](https://HealthyThinking.substack.com) for the full gamut and full monte of Dr Vasquez's current works and videos, ranging from casual yet important observations, periodic "Health Homework" of action steps to become healthier/happier/smarter, and clinical pearls and protocols, including review and publication of peer-reviewed bio/medical research relevant to integrative/functional healthcare.

Important themes, courses, and categories include:

1. [Antiviral Nutrition Protocol](#)—videos and extensive research reviews
2. [Functional Medicine Inflammolgy Protocol](#)—videos, articles, and conference presentations; examples include:
  - a. [Introduction to the Functional Inflammolgy Protocol](#)—2013 American CME conference presentation
  - b. [Integrating Functional/Natural Medicine in Clinical Practice](#)—2020 European conference presentation, also available at <https://www.inflammationmastery.com/medical>
3. [Human Microbiome and Dysbiosis in Clinical Disease](#)—an entire CME (continuing medical education) course of approximately 30 hours that ran from 2015-2017; the clinical monograph was originally published independently and is now available in Chapter 4.2 of [Inflammation Mastery 4<sup>th</sup> Edition](#) (2016) also published as a two-volume set titled [Textbook of Clinical Nutrition and Functional Medicine](#).
4. [The "Vitamin D Goldmine"](#)—includes all of Dr Vasquez's published articles on vitamin D, starting from his article that launched the revolution in our use of vitamin D in 2004 "The Clinical Importance of Vitamin D (Cholecalciferol): A Paradigm Shift with Implications for All Healthcare Providers" published in *Alternative Therapies in Health and Medicine*. The "Vitamin D Goldmine" is a high-level expert perspective on the pharmacology and clinical benefits of vitamin D supplementation in a wide range of clinical situations including chronic pain, depression/anxiety/neuroinflammation, inflammatory diseases, immunity and infections.
5. [Integrative Management of Chronic Pain \(in process\)](#)—draws on Dr Vasquez's presentations, publications (including *Nature Reviews Rheumatology*, *Annals of the New York Academy of Sciences*, and *Arthritis & Rheumatism*—Official Journal of the American College of Rheumatology) and clinical experiences—including his personal experience having CRPS (complex regional pain syndrome)—to discuss disorders of pain and neuroinflammation including [migraine](#), [fibromyalgia \(conference presentation\)](#) and other prototypes of [chronic pain and inflammation](#).



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- [American public television \(PBS\) betrays Journalism, Nutritional Science, and Public Beneficence in service to Big Pharma](#)
- [Mitochondrial information processing 2023 paradigm shift](#)
- [Vasquez, Mitochondrial Nutrition ICHNFM2013 Presentation](#)
- [Vasquez, Fibromyalgia Protocol \(Houston 2019\)](#)

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