

# Extra Passages

## New SAT Online Resources

The following passages are adapted from Naomi Schaefer Riley, Cary Nelson, "Should Tenure for College Professors Be Abolished?" © 2012 by Dow Jones & Company.

### Passage 1

There are a lot of problems with tenure for college professors, but they all lead to the biggest one: it isn't good for students.

Line That's because tenure, by giving professors  
5 permanent jobs largely on the basis of the work they have published, has created and enforced a system that rewards research over teaching.

10 There is clear evidence that research is more highly valued than teaching throughout the higher-education system. According to a 2005 study published in the *Journal of Higher Education*, the more  
15 time college professors spend in the classroom, the less they get paid. This was true not only at large research universities, but also at small liberal-arts colleges. Professors have gotten the message, busily  
20 churning out research for a growing number of publications that in most cases are read by next to no one.

25 Meanwhile, much of the teaching is being done by the people at the bottom of the academic ladder, the adjuncts. They make up more than half of college faculty today, and their effect on student learning has been well documented: an increase in adjuncts on campus produces both lower  
30 graduation rates and more grade inflation.

### Passage 2

30 Critics of tenure argue that the system rewards research, not teaching. But pay comparisons indicating that research is

more highly valued can be faulty:

35 professors in some fields are simply paid more than those in other disciplines, regardless of the amount of research they do, and different fields lend themselves to different proportions of classroom and  
40 research time. So direct lines between pay and classroom time are difficult to draw. My best estimate is that only 10% of American colleges and universities have serious research expectations for tenure. And every institution needs the research  
45 that 10% of American faculty do if everyone's teaching is to stay up-to-date.

50 Tenure doesn't guarantee that every faculty member is courageous, but it protects those who are. Not every faculty member will speak out against bad plans proposed by powerful administrators, but  
55 tenure protects those who do from retaliation. Not every faculty member takes risks in challenging students, but many do. Tenure protects faculty from the ideological wrath of students, parents, and politicians.

60 The tenure system even offers some protection to those who don't have tenure. It helps establish a campus climate in which free expression is both tolerated and valued. It establishes a system in which  
65 long-term, intellectually unconventional and innovative work can be rewarded. It guarantees colleges and universities a core of faculty members who have the kind of institutional commitment and memory that makes good decisions and successful  
70 collaboration possible. Multiyear contracts can't do the same. They provide repeated opportunities to get rid of those who rock the boat.

1

Which of the following best describes how the author of each passage views the link between research and tenure?

- A) Passage 1 claims tenure appointment is based too heavily on research while Passage 2 argues tenure and research should be more tightly linked.
- B) Passage 1 argues tenure appointment is based too heavily on research while Passage 2 questions the data used by Passage 1 to reach this conclusion.
- C) Passage 1 argues that research should not influence tenure while Passage 2 suggests altering the requirements for obtaining tenure.
- D) Passage 1 suggests that professors focus less on research while Passage 2 suggests that professors focus more on teaching.

2

Unlike Passage 2, Passage 1 focuses on

- A) the way tenure is linked to faculty research.
- B) how tenure impacts the work of professors.
- C) how tenure affects student outcomes.
- D) the argument that tenure is an outdated concept.

3

Which choice provides the best evidence for the answer to the previous question?

- A) “There are ... students” (lines 1-3)
- B) “There is ... system” (lines 9-11)
- C) “Professors have ... one” (lines 18-21)
- D) “Meanwhile ... adjuncts” (lines 22-24)

4

The author of Passage 2 would most likely respond to the claim that tenure “isn’t good for students” (line 3) by arguing that

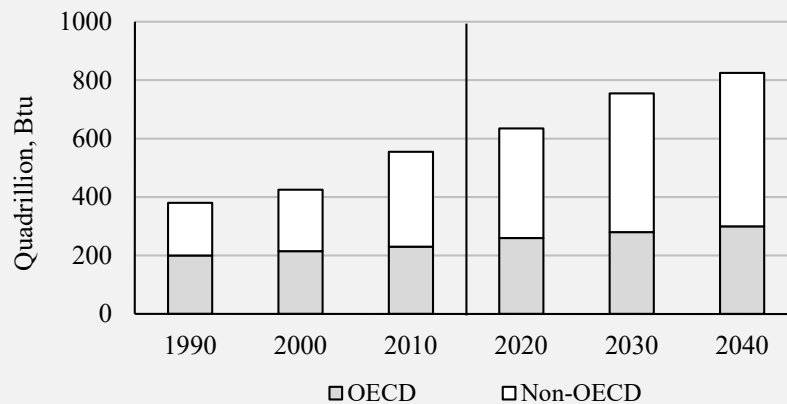
- A) tenure produces more innovative research and teaching.
- B) tenure promotes the highest caliber of teaching.
- C) encouraging large amounts of research is a more important goal.
- D) there is cultural value in preserving the traditions behind tenure.

This passage is adapted from Todd Woody, "Here's Why Developing Countries Will Consume 65% of the World's Energy by 2040." © 2013 by The Atlantic.

By 2040, the developing world will account for 65 percent of the world's energy consumption, according to a report released by the United States Energy Information Administration. That's up from 54 percent in 2010, and over the next three decades energy consumption is predicted to grow at a 2.2 percent annual clip in non-OECD (Organization for Economic Cooperation and Development) countries. OECD nations—including Europe, the US, Canada, and Australia—in contrast, will see their energy use increase by just 0.5 percent a year, roughly in line with population growth.

Those numbers foreshadow a climate change catastrophe. Most of the growth in energy consumption will occur in countries like China and India that rely on carbon-polluting coal and other fossil fuels to generate electricity. But compounding the problem is the fact that energy consumption per person is predicted to rise as well in the developing countries as they grow richer and their citizens covet cars, better climate control, and power-hogging devices. In the EIA forecasts, energy use per capita remains flat in OECD countries over the next 30 years but jumps 46 percent in the developing world.

World Energy Consumption, 1990-2040



The British thermal unit (Btu) is a traditional measure of a unit of energy.

Adapted from US Energy Information Administration, "International Energy Outlook, 2013."

5

It can reasonably be inferred from the passage and graph that

- A) energy consumption per capita increased between 1990 and 2000.
- B) energy consumption per capita decreased between 2000 and 2010.
- C) consumption of fossil fuels in non-OECD countries will increase after 2010.
- D) unless more renewable sources are found, OECD countries will reduce their energy consumption after 2010.

6

Which claim about energy consumption is supported by the graph

- A) Non-OECD countries had lower per capita energy use in 2000 than in 2010.
- B) Non-OECD countries will consume double the energy in 2030 that they did in 2010.
- C) OECD countries consumed the majority of the world's energy in 1990.
- D) OECD countries consumed the majority of the world's energy in 2010.

## Answers

1. B
2. C
3. A
4. A
5. C
6. C