

**Sit In/Stand Off:**  
*Harvard University,  
The Progressive Student Labor Movement,  
and the 2001 Sit In for a Living Wage*

Abstract

In 2001, a group of Harvard University students in the Progressive Student Labor Movement occupied Massachusetts Hall, the administrative building where the President, Provost and Vice Presidents have their offices. For twenty-one days, the longest sit in of a University building in history, the students occupied the first floor and refused to leave until the University implemented a “living wage” (then \$10.25 per hour) for all of its service workers, those directly employed by Harvard as well as those employed by contractors. During those three weeks, daily protests filled Harvard Yard, and the protestors received endorsements from national labor leaders, politicians at both the federal and local level, professors and students, and celebrities. President Neil Rudenstine, meanwhile, refused to negotiate with the students while they occupied the building. Harvard University fought a public relations war as the national media descended upon the campus; law enforcement became an increasing problem as a tent city sprang up on the lawn. Outside audiences such as the national media and labor union interests dramatically transformed a local issue into a national forum for fair wages within higher education at large.

I briefly explore the history of activism at Harvard which informed the administration’s responses to the events of 2001, and then explore in detail the events prior, during, and immediately after the sit in. The living wage sit in was a vivid demonstration of what happens when all stakeholders are not brought to the table, and is an excellent study of how institutional change functions within an organization with such a long history as Harvard’s. Negotiations were successful in ending the sit in and both parties defined it as a success, even though neither side achieved their initial objectives. Each was challenged to formulate the most compelling narrative in the media in order to win the hearts and minds of the public. This paper explores the many stakeholders and positions that emerged throughout the occupation, and suggests where there were missed opportunities to guide student and community learning connected to a campus incident that spread to the national stage.

**All In The Family?:**  
*The Changing Demographics of Black Students at Harvard*

Abstract

Between the 1990 and 2000 U.S. Census reports, there was a 41% increase in the number of foreign born Blacks to the United States; 84% of whom are from Africa and the Caribbean. The resulting impact of this new influx of Black residents in the United States has been felt in the labor and real estate markets, public education and with increasing measure, in higher education. In 2000, a Black American undergraduate at Harvard, Aisha Haynie, noticed that classmates were surprised to hear that she was “just Black” – a descendant of enslaved Americans – and not a recent immigrant or a first or second generation Black. Her senior honors thesis explored the demographics of Black students at Harvard and found that only a little *over a third of Black undergraduates were native-born, non-biracial, non-biethnic Black students*. This paper explores the literature on the cultural relationships between Black Americans, Black Caribbeans and Black Africans, highlights the discussion among members of the Harvard community as to the benefits and drawbacks to the changing demographics, and most importantly, offers a case study with current undergrads about how their identity within the Black community impacts their experience. The research shows that members of the higher education community are divided about whether or not this is even an issue; the axis of the debate is affirmative action policies and whether or not its intended beneficiaries, native-born Black Americans who have generationally suffered from inequitable educational opportunities, are once again being left behind as foreign born, biracial, biethnic or first and second generation Blacks, who do not identify with the Black American experience, are increasingly represented at highly selective institutions. The case study notes that the decreasing numbers of native-born Black Americans on Harvard’s campus is causing resentment and tension among students and a rift in the Black community. Finally, I offer policy suggestions that include: 1) Continue to implement affirmative action policies to diversity the campus, regardless of country of origin of Black students, 2) Increase efforts to recruit native-born Black Americans, 3) Offer equal support mechanisms to the different groups within the Black community, and 4) Change the application format so that Black students can indicate their country of origin and further research can be done.

**The Unity for Gallaudet Protest of 2006:**  
*The Emptying of the Institutional Garbage Can*

Abstract

On May 1<sup>st</sup>, 2006 the Board of Trustees at Gallaudet University, the only liberal arts university designed exclusively for the deaf and hard of hearing, announced that it appointed Jane K. Fernandes as the 9<sup>th</sup> President of the University. Unbeknownst to the Board at the time, this announcement would incite a protest initially directed at the appointment of a Provost through a flawed search process, but expanded to highlight underlying issues facing the University, such as issues of governance, failed leadership, institutional memory, and changing. Ultimately, this protest raised the divisive question: “What does it mean to be deaf at Gallaudet?”

The Unity for Gallaudet protest was not simply a response to the presidential appointment of Dr. Jane Fernandes, but rather it was an explosion. It was the explosion of a cauldron of issues that had boiled underneath the surface of Gallaudet for years, searching for a means of escape. Adopting the Unity for Gallaudet protest as a means of evaluating Gallaudet as an organization, this paper addresses the role of the presidential search in institutional evaluation and exposing weaknesses and deficiencies in governance, and the importance of culture in institutional mission and transition at Gallaudet. It will conclude with recommendations for the institution as it attempts to move forward and begin to think about the search for a permanent president.

**Marking Reform:**  
*Do Institutional Efforts to Combat Grade Inflation  
Address the Root Causes of the Problem?*

Abstract

Grade inflation is a topic that has inspired much public attention in recent years. Many outspoken critics fear that grade inflation is undermining college education and hurting society. The root causes of grade inflation are complex and involve an interactive web of competitive pressures, student and faculty cultural trends, institutional practices, pedagogical and philosophical developments, and governmental and societal forces. Institutions are responding with different interventions – many of which help to “stop the hemorrhaging” – but are unable to promote real change because they do not attack the root causes of grade inflation. In this paper I evaluate efforts at Dartmouth (expanded transcripts), Duke (achievement indexing), and Princeton (grade quotas) and find that such approaches are ineffective at targeting the underlying causes of grade inflation. I then explain why colleges and universities are limited in their ability to address such root causes, because of factors such as the organizational structure of institutions, relationships between constituencies, the difficulty of impacting cultural change, the need for collective action, competitive pressures, insufficient research on causes and interventions, and concern for unintended consequences of change.

## **The Dynamic Role of the Multicultural Education Requirement In Undergraduate General Education**

### **Abstract**

With the growing pressure from the public and governing bodies for colleges and universities to be held accountable for preparing their students for graduate school and the workforce, many higher education institutions have been reviewing their general education requirements for substance and value. In this debate, the role of multicultural education requirements, in the form of a single course or a pair of courses in non-Western cultures or a comparative course on the relationships between different ethnic groups in the United States, has been the subject of criticism and praise by administrators, faculty, and students. In this paper, I examine the criticisms of multicultural education “watering down” traditional Western curricula and the claim that these requirements are too basic and short to be effective in accomplishing the major goals of multicultural education: increasing students’ appreciation for different cultures and diversity and improving inter-group relations and communication. Critics have also claimed that the structure and content of multicultural education do not truly engage students in multiculturalism and diversity and are not well developed enough to help students make meaningful connections of diversity and multiculturalism to their lives. I will evaluate research and studies that address these criticisms and identify what types of courses and requirement structures may be the most effective in delivering multicultural education. In the next section, I will examine three institutions’ multicultural education models to identify the strategies and practices that may be especially effective in designing a multicultural education requirement.

**Accidental Innovation:**  
*The Positive and Negative Consequences of Arcadia University's  
First Year Study Abroad Experience*

Abstract

Arcadia University, a private, comprehensive institution located in Glenside, PA, prides itself on campus internationalization. Each year, the University offers a select group of up to 70 first-year students the opportunity to study in London, England or Stirling, Scotland during their first semester of college. The distinctive First Year Study Abroad Experience (FYSAE) was created to alleviate a housing shortage, but its consequences have extended well beyond the creation of additional beds. FYSAE has transformed Arcadia in many ways, solidifying its brand, raising its academic profile and giving it national recognition. At the same time, however, the implementation of the program has raised questions about the value of study abroad to an institution. As Arcadia navigates the high cost of offering the program, disappointing persistence trends among participants and conflicts in administrative authority and responsibility, it must determine appropriate courses of action which will leave a powerful program in tact and still allow the University to gain its benefits. This paper explores the unintended outcomes of Arcadia's innovative first-year study abroad program as well as possible resolutions to some of the negative institutional consequences.

**“Indian” Identity In College Admissions:**  
*Is Heritage Verification Necessary?*

Abstract

The topic of Native American admissions has been a passion of mine ever since I entered higher education. This paper specifically addresses the concern over how some students may self-identify as American Indian/Alaska Native simply to gain an advantage in admissions, and whether colleges and universities should be in the business of verifying “Indian” status. In my research for this topic, I offer current and historical demographic information to provide context to this debate. I also spoke with admissions professionals, directors of Native American programs, reviewed many articles, websites, and books, and even attended a recent panel on Indian identity at Harvard. In my information search, it became very clear that defining Indian identity is very personal, and something that colleges should be careful doing.

Ultimately, I do support the idea of asking for additional information of any applicant who self-identifies as American Indian/Alaska Native in the admissions process, especially given the history of this group. But I also feel strongly, through my research and from my own personal experiences, that this process should not be seen as verification—this is not the business of admission professionals. Hopefully, though, this paper will offer ideas on how to ask, and utilize such information when reading applications from Native American students.

**The Kaleidoscope Project:**  
*A Case Study of Tufts' Admissions Pilot Program*

Abstract

The Office at Admissions at Tufts University, in collaboration with its new Dean of Arts and Sciences, Robert J. Sternberg, has implemented the Kaleidoscope Project as a test pilot for their application process this year. The Kaleidoscope Project is based on Sternberg's theory of successful intelligence and aims to improve predictions of college success and establish greater equity in the admissions process. Sternberg headed a study by the name of the Rainbow Project which found that expanding the range of skills beyond analytical skills to include practical and creative skills served as a better predictor of college performance *and* reduced differences among ethnic groups. By allowing applicants the opportunity to complete an optional essay of their choice, Tufts hopes to identify these often overlooked skills and students and in the process admit a more diverse freshmen class.

This paper provides a background on the Rainbow Project and its findings. It then analyzes how Tufts has implemented the Kaleidoscope Project into their admissions process and includes perspectives from the Admissions Officers, college counselors and students regarding the same. Lastly, the paper provides suggestions for improvements on how the pilot has been put into practice, analysis and predictions on the potential success of the Kaleidoscope Project at Tufts.

## **Kept in the Dark:**

Leadership, Change, and Coeducation at Randolph-Macon Woman's College

### Abstract

On September 9, 2006, the Board of Trustees of Randolph-Macon Woman's College voted to adopt a new strategic plan that not only radically altered the college's educational emphases but also included coeducation. The change, effective on July 1, 2007, was met with vocal resistance from students, alumnae, and other supporters, and left the institution's constituencies very much fractured even today. This paper examines, on a macro scale, the Board of Trustees' strategic planning and decision-making processes and the resultant coeducation vote. Utilizing frameworks to understand effective organizational leadership, decision-making, strategic planning, and change implementation in the analysis of the RMWC decision, this case highlights the significance of alumnae and student participation in governance discussions, the importance of transparency and communication with key stakeholders, and the role of strategic planning as a process, not simply as decision-making.

**The Spellings Commission and Student Learning Assessment:**  
A Study of Government-University Relationships

Abstract

The federal government's attempts to create change among colleges and universities can be observed throughout higher education. One such example is the Commission on the Future of Higher Education sponsored by the Department of Education (commonly referred to as the Spellings Commission). The Spellings Commission serves as an opportunity to study the relationship between government and higher education. After giving a brief overview of the major events connected to the Spellings Commission, this paper examines what worked, what did not, and provides analysis on how the federal government could have better worked toward its goal of increasing the quality of higher education.

From this analysis arises three items that need to be considered when government officials attempt to change higher education. First, the strategy should involve strengthening market forces and creating grants for higher education to solve the problem instead of implementing regulations. Second, government officials should first come to the aid of higher education before leveling critiques. Finally, change cannot be imposed by outsiders, as institutions have always and will always defend against top-down mandates from outside academia.

**The Milton Friedman Institute for Research in Economics:**  
The University of Chicago between Fundraising Efforts and Faculty Resistance

Abstract

In June, 2008, the University of Chicago announced its plans to open a research institute for 'economy and society', named after its nobel-prize winning former professor Milton Friedman. While the name was chosen for its presumed high fundraising potential, it triggered a university-wide controversy: Friedman's advocacy for free market liberalism was perceived as imposing an ideologically motivated direction on the future research of the institute. Opposing faculty formed the 'Committee for Open Research on Economy and Society' (CORES) and petitioned to revise the name as well as the founding proposal of the Milton Friedman Institute (MFI). Negotiations between CORES and the University of Chicago's administration remain unresolved until today. Not only did the heated controversy about the MFI cause a high level of media attention which was non-conducive to the search for donors to support the institute. The internal divide between proponents and opponents of the MFI deepened an enduring conflict which is rooted the University's past: The conflict between economic success and value integrity. This essay explores the development of the Friedman Controversy and analyzes its origins. Attention will be given to the structural intricacies which are present in any given university setting as a source of conflict such as unclear decision-making patterns. In a second step, the specificity of the MFI case will be examined, which is entrenched in the University's past as well as in the current society-wide debate in the wake of the financial crisis.

**Strategic Planning:**  
A Tool to Realize a University President's Vision?

Abstract

While universities have always participated in various forms of short-term and long-range planning processes, strategic planning was adapted by higher education from the business world in the 1980s and has since grown in prominence. There continues to be heavy debate as to whether strategic planning actually works; that is, if it can be used as a tool to actually effect change within colleges and universities. This paper seeks to examine that debate, particularly in the context of college and university leadership. To what degree can a university president realize his or her vision through the strategic planning process? What can leaders in higher education do to make the strategic planning process more beneficial, more strategic, and more likely to succeed in actually transforming an institution, rather than becoming a report with a short shelf-life? To answer these questions, the history of strategic planning and components of the planning process are described. The benefits and criticisms of strategic planning, as well as actions and leadership styles considered most effective to the planning process are then examined.

**Only in Berkeley:**  
City and Community Resistance to the University of California, Berkeley Football  
Stadium Retrofit and New Athletic Training Facility

Abstract

On December 2, 2006 in Berkeley, California, two environmental activists climbed into trees in the Oak Grove adjacent to California Memorial Stadium to protest the planned removal of 42 trees for construction of the University of California, Berkeley's Student Athletic High Performance Center. The protest and occupation of the trees would last for 21 months and garner national media attention, especially for clashes between the tree-sitters and campus police. The University plans to build the athletic center as a home for student athletes and staff that currently occupy California Memorial Stadium, deemed seismically unsafe in a 1997 evaluation. The next step in construction is the renovation of the stadium, which lies directly on the Hayward Fault. Meanwhile, the City of Berkeley, Panoramic Hill Neighborhood Association, and California Oaks Foundation sued the university, citing that the university is in violation of California seismic safety and environmental acts. The plaintiffs were granted an injunction that stayed construction for nearly two years. This paper examines these conflicts in detail, in the context of Berkeley's unique history of activism directed against the university in the 1960s during the Free Speech Movement and People's Park protests. It also addresses the effect of a strained town and gown relationship, and recommends methods for cooperation and collaboration between cities and universities over land use issues.

## **Investing in the Development Office**

### **Abstract**

Development professionals play an essential role at colleges and universities. They serve as a vital link to outside constituencies and bring in millions of dollars for institutions. However, despite the critical role that development offices play at many college and universities, they struggle to attract and retain competent professionals. Growth in the fundraising industry, both inside higher education and beyond, has created an increasingly high demand for development professionals, but with no significant pipeline to provide new recruits. Many well established colleges and universities have avoided being directly affected by the fundraising demands, but they have a definite stake in the issue as it drives up average salaries and benefits packages. In a time of both governmental cuts and continued increase in the cost of a quality education, the demands on fundraisers will only increase, and the industry will need to take steps to implement a pipeline of new development professionals.

**NYU Abu Dhabi:**  
Issues in International Expansion for American Higher Education

Abstract

Restrictions on student visas in a post-9/11 world have 90 percent of colleges and universities reporting a decline in applications from foreign students. Consequently, the obstacles to recruiting and enrolling international students are making educational investments abroad that much more enticing for American institutions of higher education, as they seek new ways to expand their institutional status, influence, prestige, and revenue base. One of the most ambitious international expansion projects has been launched by New York University, which will build a full-fledged research university in Abu Dhabi. This expansion project raises some important questions about academic freedom, the maintenance of values that are traditional to American institutions of higher education in a markedly different cultural and political context, as well as the concerns for quality assurance for both campuses as time and resources are split between two locations. This paper will provide an introduction to and analysis of the challenges that face institutions of higher education striving to remain relevant and influential in an ever increasingly globalized society through the study of one prominent institution, New York University, which has enthusiastically embraced the mission of becoming a global university.

**A River Runs Through It – Harvard University's Expansion Into Allston:  
Facilitating Institutional Change in Large, Decentralized Organizations**

Abstract

As of 2008, Harvard University owns more land in the City of Boston than it does in its historical home, Cambridge, Massachusetts. Development of the land across the river, and the implications of this development for the future of the University, has been the source of some tension in the Harvard community. After a history of the Allston expansion and an overview of the existing plans, this paper examines structural and cultural barriers to institutional change, examining Harvard's tradition of "Every Tub on Its Own Bottom," and Edgar H. Schein's approach to cultural identity. An analysis of the Allston expansion follows, using elements of Kotter and Schlesinger's theories on strategies for change. The role of presidential posture and perceptions, specific to Lawrence Summers, is also explored, and a brief examination of the current state of Allston expansion under President Drew Gilpin Faust concludes the paper.

# Information Technology Security Policy at Higher Education Institutions

## Abstract

The administration, maintenance and security of data and information are of paramount importance to both higher education and corporate institutions. The prevalence of data breach incidents and increased government regulations of data requires that all institutions maintain information security policies that create a “culture where security roles and responsibilities are understood” and are aligned with the institution’s strategic mission and initiatives.<sup>1</sup> The policies and procedures that IT administration needs to implement at a higher education institution may run counter to college community values and academic freedom, the institution’s organizational structure, and overall expectations. Corporate IT typically supports, maintains and grows the technology infrastructure needed by its organization to support its strategic initiatives. Personal freedoms may be limited by strictly monitored technology usage and required uniformity of hardware and software on work machines. Higher education institutions should look to incorporate some of the corporate best technology security practices. However, higher education IT policy must understand the cultural environment of an institution of higher education, be both practical and comprehensive and provide access to information that is correct, current and secure. This paper will demonstrate the differences in IT security policy at higher education institutions vs. its corporate counterparts, and provide an overview of IT policy and its relationship with the higher education community.

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<sup>1</sup> John S. Camp, Peter B. DeBlois, “Current Issues Survey Report, 2007,” EDUCAUSE Quarterly 30, no. 2 (2007): 13, <http://connect.educause.edu/Library/EDUCAUSE+Quarterly/CurrentIssuesSurveyReport/40026>.

**The Early Admissions Debate:**  
Do the Disadvantages Really Outweigh the Benefits?

Abstract

The first decade of the twentieth century has seen an ongoing debate over the nature of early admissions policies at American colleges and universities, with particular attention paid to the use of binding early decision at selective institutions. Though several of the nation's most prestigious universities have abolished their early admissions practices in the last few years, the vast majority of selective schools continue to rely upon early decision and early action to secure portions of incoming freshman classes. This paper, which details the contentious nature of early admissions policies from across a variety of constituencies, seeks to evaluate the ostensible benefits of early admissions against the various drawbacks in order to determine if one side of the debate truly outweighs the other. Ultimately, this paper concludes that though early decision and early action are an ineradicable component of the college admissions process, they pose an unshakeable disadvantage to under-resourced applicants. As such, the paper goes on to emphasize the necessity of using early admissions practices sparingly, and in as ethical a manner as possible.