



Defining the Campus Community: Your School's Societal Cross Section or Your School's Model Meritocracy

Executive Summary

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Agenda

Welcome and Key Themes

7

Jeffrey A. Sonnenfeld, Senior Associate Dean, Yale School of Management
Peter Salovey, 23rd President, Yale University

Promoting Frontiers Of Knowledge & Truth – Calibrating Quality And Academic Integrity

9

OPENING REMARKS

Peter Salovey, 23rd President, Yale University
Jeffrey S. Flier, Former Dean, Harvard Medical School
Michael Roth, President, Wesleyan University
Valerie Smith, 15th President, Swarthmore College
Michael A. Elliott, 20th President, Amherst College
David Blight, Sterling Professor, Yale University
Neal Katyal, Former Solicitor General of the United States

COMMENTS

Gilda A. Barabino, President, Olin College of Engineering
Laura Rosenbury, 9th President, Barnard College
L. Song Richardson, 14th President, Colorado College
Tamar Gendler, Dean, Yale Faculty of Arts & Sciences
Indy Burke, Dean, Yale School of the Environment
Georgina Dopico, Interim Provost, New York University
Carol Swain, Professor Emeritus, Vanderbilt University
Akhil Amar, Sterling Professor, Yale University
Julio Frenk, President, University of Miami

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Liz McMillen, Executive Editor, The Chronicle of Higher Education
Simran Bhuller, Publisher, The Chronicle of Higher Education
Zach Messitte, Higher Education Practice, Russell Reynolds Associate
Sten Vermund, Former Dean, Yale School of Public Health
Rick Antle, Beinecke Professor, Yale School of Management
Mushfiq Mobarak, Kasoff Professor, Yale School of Management
Stan Garstka, Professor, Yale School of Management

READINGS

[The Chronicle of Higher Education: How Harvard Tried To Save Its President](#)
[The New York Times: How Harvard's Board Broke Up With Claudine Gay](#)
[Perspectives in Biology and Medicine: Jeffrey Flier: Academic Integrity and Misconduct in Bioscience Research](#)
[The New York Times: Claudine Gay: What Just Happened At Harvard Is Bigger Than Me](#)
[The Wall Street Journal – Carol Swain: Claudine Gay Failed To Credit My Scholarship](#)
[Scientific American – Gilda Barabino: Science Must Be For Everyone – Racism and Sexism Are Obstacles To Making the Scientific Enterprise](#)
[Worthy of Its Public Funding](#)
[The New York Times: David Blight on Selective Memory and Historical Denialism](#)
[The Atlantic: American Universities Are Post-Truth](#)

OPENING REMARKS

Leon Cooperman, Chairman & CEO, Omega Investment Advisors
Deborah Lipstadt, United States Special Envoy for Antisemitism
Robert Post, Former Dean, Yale Law School
Feisal Abdul Rauf, Imam, Masjid Al-Farah and Founder, Cordoba House
Jonathan Greenblatt, CEO, Anti-Defamation League
Ted Deutch, CEO, American Jewish Committee and Former US Congressman
John J. DeGioia, 48th President, Georgetown University
G. Gabrielle Starr, 10th President, Pomona College
Roslyn Clark Artis, 14th President, Benedict College
Anthony Marx, 18th President, Amherst College; President & CEO, New York Public Library

COMMENTS

Tania Tetlow, 33rd President, Fordham University
Adam C. Wright, President, Dallas Baptist University
Brad Carson, 21st President, The University of Tulsa
David Kwabena Wilson, 12th President, Morgan State University
Ronald A. Crutcher, 10th President, University of Richmond
Grant Cornwell, 15th President, Rollins College
Jonathan Koppell, 9th President, Montclair State University
Mark R. Nemecek, 9th President, Fairfield University
Jose D. Padilla, 19th President, Valparaiso University

RESPONDENTS

Gregory D. Hess, 16th President, Wabash College; President & CEO, IES Abroad
Leslie E. Wong, Interim President, Connecticut College
Scott Strobel, Provost, Yale University
Joanne Lipman, Former Editor-in-Chief, USA TODAY
Father Ryan Lerner, 8th Chaplain, Saint Thomas More
Diana Fersko, Senior Rabbi, Manhattan Village Temple
Ed Kaplan, Professor, Yale School of Management

READINGS

[Forbes: Group of College Presidents Including Roslyn Clark Artis, John DeGioia, Grant Cornwell, Paula Johnson, Michael Roth Launch Campaign In Defense Of Free Speech](#)
[USA Today – Grant Cornwell: Parents & Politicians Don't Decide College Curriculums. Trust Universities To Do Their Jobs](#)
[AP: As A New Generation Rises, Tension Between Free Speech and Inclusivity on College Campuses Simmers](#)
[The Chronicle of Higher Education – The Public Perception Puzzle of Higher Education](#)
[SSRN: Robert Post: The Unfortunate Consequences of a Misguided Free Speech Principle](#)
[The Hill – Fears Rise on College Campuses After Attacks on Palestinian College Students](#)
[ADL – Jonathan Greenblatt: Anti-Defamation League Will Release Report Card Assessing Campus Responses to Antisemitism](#)

COMMENTS

David A. Greene, 20th President, Colby College
Cristle Collins Judd, 11th President, Sarah Lawrence College
David R. Harris, 19th President, Union College
Joseph J. Helble, 15th President, Lehigh University
Havidán Rodríguez, 20th President, The University of Albany
Steven Pinker, Johnstone Professor, Harvard University
Robert S. Murley, Chairman Emeritus, Educational Testing Service
Anne Ollen, Managing Director, TIAA Institute
Emily Watson, Director Programs and Operations, TIAA Institute

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Astrid S. Tuminez, 7th President, Utah Valley University
Kimberly R. Cline, 10th President, Long Island University
Kate Smith, 5th President, Rio Salado College
Michael B. Alexander, President Emeritus, Lasell University
Dwayne Smith, Interim President, Southern Connecticut University
Christopher B. Howard, Executive Vice President & COO, Arizona State University
Edieal Pinker, Deputy Dean, Yale School of Management
Alex Dreier, General Counsel, Yale University
John Rice, Founder & Chief Executive Officer, Management Leadership for Tomorrow
Harry L. Williams, President & CEO, Thurgood Marshall College Fund

READINGS

[WSJ: Some Schools See Opening in Affirmative Action Ruling](#)
[Chicago Tribune – David Harris: Why Affirmative Action Matters in College Admissions](#)
[PBS \(Featuring Cristle Collins Judd and Michael Roth\) – Colleges Rethink Admissions In the Wake of SCOTUS Decision Against Affirmative Action](#)
[Gilda Barabino: What Looks Like Bravery in the Academy – Reflections of an African-American Woman Engineer](#)
[TIAA Institute – Why Would Somebody Want to Work For My University?](#)
[TIAA Institute – Data Brief: The Employee Value Proposition in Higher Education](#)
[Russell Reynolds – Diversity in Higher Education](#)
[NYT – After the Affirmative Action Ruling, Asian Students Are Still Wary of College Admissions](#)
[Forbes – Should We Eliminate Standardized Testing To Help Achieve Racial Equity in Post-Affirmative Action College Admissions?](#)

OPENING REMARKS

Albert Bourla, CEO, Pfizer

William Kirby, Former Dean of Faculty Arts & Sciences, Harvard University

Judy D. Olian, 9th President, Quinnipiac University

Lawrence Schovanec, 17th President, Texas Tech University

Edward Wingenbach, 8th President, Hampshire College

COMMENTS

James W. Dean, 20th President, University of New Hampshire

Maurie D. McInnis, 6th President, Stony Brook University

John Comerford, 21st President, Otterbein University

Joe Bertolino, 6th President, Stockton University

Gregory S. Prince Jr., 4th President, Hampshire College

RESPONDENTS

Lloyd Blankfein, Senior Chairman, Goldman Sachs

Courtney O'Malley, President, Starr Foundation

Rick Goings, Chair, Rollins College Board of Trustees

Jeannie H. Diefenderfer, Chair, Olin College of Engineering

Katherine G. Kennedy, Trustee Emeritus, Wesleyan University

READINGS

[WSJ – Wanted: New College Presidents. Mission Impossible](#)

[Harvard Crimson – Jeffrey Flier: With Gay's Resignation, The Corporation Must Rethink Its Approach to Governance](#)

[WSJ – Penn Donors Marc Rowan, Ross Stevens Threaten to Rescind \\$100 Million Gifts Unless Penn President is](#)

[Ousted Bloomberg: Billionaire Bill Ackman Bringing Activist Playbook to Higher Education Boardrooms](#)

[NYT: Powerful Donors Push Universities on Condemning Hamas](#)

[Fortune – Jeff Sonnenfeld: Harvard's Board is Guilty of 5 Key Failures. Here's How to Avoid Repeating Them](#)

[NYT: How Harvard's Board Broke Up With Claudine Gay](#)

OPENING REMARKS

Shirley M. Tilghman, 19th President, Princeton University
Sylvia Mathews Burwell, 15th President, American University
Dannel P. Malloy, Chancellor, University of Maine System
Joanne Berger-Sweeney, 22nd President, Trinity College
Ted Mitchell, President, American Council on Education

COMMENTS

Patricia A. McGuire, 14th President, Trinity Washington University
Rodney K. Rogers, 12th President, Bowling Green State University
Mark P. Becker, 7th President, Georgia State University; President, Association of Public and Land-Grant Universities (APLU)
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Laura R. Walker, 11th President, Bennington College

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Anne Coyle, Social Impact Sector, Russell Reynolds Associates
Michael K. Thomas, President & CEO, New England Board of Higher Education
Jennifer Widness, President, Connecticut Conference of Independent Colleges (CCIC)

READINGS

[The Chronicle of Higher Education: Patricia McGuire: When Presidents Speak Out, They Encourage Students To Do The Same](#)
[TIME – Michael Roth and Jeff Sonnenfeld: For University Leaders, Silence is Not Golden](#)
[Business Insider – Pfizer CEO Albert Bourla Slams University Presidents Over Congressional Testimony](#)
[Bangor Daily News – Dannel Malloy: Free Public University Education Can Help Lewiston Victims Rebuild Their Lives and Our Maine Community](#)
[Forbes: Joanne Berger Sweeney on Moving Education Forward](#)
[WSJ: Michael Bloomberg: The Crisis In Higher Education](#)

Legend in Leadership Award: Shirley Tilghman, 19th President, Princeton University

20

PRESENTED BY

Peter Salovey, 23rd President, Yale University
Joanne Berger-Sweeney, 22nd President, Trinity College
G. Gabrielle Starr, 10th President, Pomona College

Participants

21

Yale Higher Education Leadership Summit

Defining the Campus Community: Your School's Societal Cross Section or Your School's Model Meritocracy

Welcome

Jeffrey Sonnenfeld, Senior Associate Dean at the Yale School of Management, and Peter Salovey, the 23rd President of Yale University, welcomed participants to the Yale Higher Education Leadership Summit and set the context for the conversation.

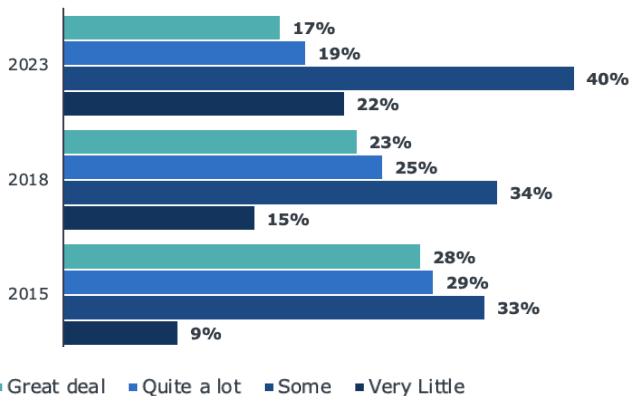


Jeffrey A. Sonnenfeld, Senior Associate Dean, Yale School of Management

This Summit occurred at a particularly challenging moment for higher education. Americans' confidence in higher education continues to fall, while higher education leaders are in the spotlight for topics such as admissions practices and diversity efforts, plagiarism, and failing to adequately address antisemitism. And some donors are increasingly behaving as activist investors in making demands on universities.

Americans' confidence in higher education continues to fall¹

Trends in public trust between 2015-2023, Gallup



This Summit looked at topics including academic integrity, free speech versus hate speech, campus diversity, the voice of the president, and governance.

"This is not the easiest time to be a university leader."



Peter Salovey, 23rd President, Yale University

Key Themes

Summit participants are worried about the rise in academic integrity violations.

Trust in higher education has eroded as many people question what is being taught to students and the value of education. At the same time, there is a rise in academic integrity violations, including some high-profile incidents. Some of the rise in integrity violations may be attributable to increased standards and new technologies. Regardless, to preserve trust in higher education, preserving integrity and the pursuit of truth is paramount.

At the current moment, few issues are generating more attention on campuses than the line between free speech and hate speech.

With rising Islamophobia and rising antisemitism on many campuses, institutional leaders are in the challenging position of determining when speech or protests are covered under "free speech" and when speech – such as calling for the genocide of Jews – violates campus speech policies. Legal experts explained that universities – both public and private universities, with missions focused on education – can establish policies limiting speech that are very different from the freedom of political speech that is allowed in the public town square.

Most university leaders believe their organization's hate speech policies are strong and agree that universities can restrain students' freedom of expression on campus. However, some leaders believe students should be granted great latitude around freedom of speech on campus, seeing free speech as a key part of the educational experience. Several presidents described successful approaches to increase

¹ Americans' trust in higher ed has reached a new low. Here's how to navigate the ongoing confidence crisis. Chysanthi Volaris, [FAB blog](#), October 4, 2023.

the level of dialogue on campus between students of different races, ethnicities, religions, and nationalities.

Diversity, equity, and inclusion are core values of higher education, but some of the policies and practices to achieve these values have been harmful.

Essentially every higher education leader sees diversity, equity, and inclusion as core institutional values. Leaders see tremendous value in diverse student bodies, diverse faculties, and institutional environments that create cultures of equity and inclusion. Many Summit participants who grew up in environments that were not diverse or inclusive shared personal stories about the life-changing power of inclusive, equitable, diverse educational environments and inspiring teachers and leaders.

“Diversity, equity, and inclusion are values that make academic excellence.”

However, there is growing criticism that in the pursuit of these values, many institutions have enacted policies that have resulted in a “diversity police.” This has led to less diversity of thinking and perspectives on many campuses, as individuals whose views don’t conform with liberal philosophies are marginalized and pushed out. The Supreme Court’s decision against affirmative action is forcing universities to rethink diversity in the admissions process; a coming trend is to force a rethinking of diversity in academic hiring.

Effective governance is the underpinning of flourishing universities.

When a higher education institution struggles or when it succeeds, governance is often a key part of the reason. Boards are responsible for hiring or firing the president, agreeing on the vision and strate-

gic direction, and serving as fiduciaries. But, as one former trustee pointed out, “The devil is in the details.”

Some boards are composed mainly of insiders and are secretive and opaque. Other boards are more diverse and more transparent. In tales of institutions that have struggled, boards often picked the wrong leaders and failed to be committed to unique, compelling missions and visions. The challenges are often even greater at public institutions, where boards are composed of political appointees, adding another layer of complexity.

In this complex, noisy environment, presidents understand the importance of using their voice.

Every president has a different personality. Some are extremely extroverted and frequently post thoughts to social media, while others are more reserved and selective in their statements. Regardless, all presidents understand the importance of using their voice in certain situations. A common theme is to speak on matters that directly affect the institution and students. And, when speaking, not to share personal opinions on world events but to reaffirm the institution’s mission and values.

Importantly, many presidents stressed that while making public statements may at times be necessary, even more important are the actions that are taken on campus. For example, at moments of crisis or tension, merely making a statement is less important than supporting students through empathy, listening, dialogue, and other resources.

The Legend in Leadership Award was presented to Shirley Tilghman, 19th President of Princeton University.

Shirley Tilghman was recognized as a trailblazer, a world-renowned scholar and leader in molecular biology, and a groundbreaking leader at Princeton. While president of Princeton, Tilghman championed access to higher education, led numerous efforts to increase access, and launched countless new academic initiatives. She is legendary for inspiring others, especially the next generation of women scientists.



Promoting Frontiers Of Knowledge & Truth

Calibrating Quality And Academic Integrity

Overview

At a time of declining public trust in higher education, issues surrounding lack of academic integrity have the potential to further erode trust. Summit participants see the need to hold higher education leaders to high standards of academic integrity and to remove leaders that don't meet the standards, such as Harvard's Claudine Gay.

Context

Summit participants shared their perspectives on the rising attention being paid to academic integrity, especially in the aftermath of Harvard President Claudine Gay being forced out largely due to a pattern of plagiarism.

Key Takeaways

Summit participants are worried about trust in higher education.

In a real-time poll of Summit participants, 97% are worried about declining trust in higher education.

| Polling Question | Strongly Agree | Agree | Disagree | Strongly Disagree |
|--|----------------|-------|----------|-------------------|
| I am worried about declining public trust in higher education. | 68% | 29% | 3% | 0% |

One president pointed out that when people think about an erosion of trust in higher education, they are talking about their trust in education, not in research. In this president's view, there is not yet an erosion in trust in research.



Julio Frenk, President, University of Miami

However, participants see a host of issues emerging. A prominent historian commented that those in academia believe in the general principles of the academy, but many in the public don't. He also said that he has never heard the word "truth" used so much at universities. This emphasis on truth matters in an environment where there are so many people who make things up that are untruthful.

"We [in academia] believe in our principles, but many in the public don't."

The former dean of a school of public health recounted that during the Covid pandemic, a physician at the school thought that Ivermectin was an effective treatment, despite research that discredited it. This physician argued that it was his right to free speech to advocate for this treatment, even though doing so ran counter to institutional practices which rely on evidence. To the dismay of many faculty members, the institution took no action against this individual. There is worry that such arguments erode the principles and trust in academia.

Most participants are worried about the rise in academic integrity violations.

The majority of participants (81%) are worried about academic integrity violations.

| Polling Question | Strongly Agree | Agree | Disagree | Strongly Disagree |
|--|----------------|-------|----------|-------------------|
| I am concerned about the rise in academic integrity violations (plagiarism, falsified data, etc.). | 30% | 51% | 16% | 3% |

Some participants see an increase in the number of retractions in journals due to a rise in standards. There is also a rise in the use of AI to detect plagiarism, and the pervasiveness of social media can quickly bring attention to allegations of integrity violations. One participant argued that more retractions is actually good for higher education, as it is leading to a culture of refining and improving research.

There was agreement that when fraud and plagiarism occur, they are serious issues. But much more common are challenges around reproducibility.

The majority of participants believe the Harvard Board was right to push Claudine Gay out and believe the leading reason was a pattern of plagiarism, not racial bias.

The majority of participants agree with the decision of the Harvard Board to push Claudine Gay as president of Harvard and 87% believe that she was right to step down. Most participants (78%) believe that students at their university would have been found guilty for Gay's violations.

| Polling Question | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|----------------|-------|----------|-------------------|
| The Harvard Board was wrong to push out Claudine Gay. | 10% | 30% | 44% | 16% |
| Claudine Gay was right to step down as Harvard president. | 40% | 47% | 10% | 3% |
| At my university, any student would have been found guilty of plagiarism for Claudine Gay's violations. | 20% | 58% | 22% | 0% |

When asked about the single biggest factor in the Harvard Board's decision to force Gay out, participants see a pattern of plagiarism as the leading reason, followed by an insensitive response to antisemitism.



Jeffrey S. Flier, Former Dean, Harvard Medical School

While acknowledging that standards in many disciplines have changed and while acknowledging that perfectionism in academia is unrealistic, several participants made strong assertions that even if scholars and academic leaders aren't perfect, they need to be held to high standards.

| Polling Question | Racial bias | Pattern of plagiarism | Insensitive response to antisemitism |
|--|-------------|-----------------------|--------------------------------------|
| What do you think was the single biggest factor in the Harvard Board's decision to force out Claudine Gay? | 14% | 51% | 35% |

A scholar in Claudine Gay's discipline recently learned that not only had Gay quoted passages from this scholar's work, without citation, but Gay's entire dissertation was built on ideas and concepts from this scholar, with no mention or citation whatsoever.



Carol Swain, Professor Emeritus, Vanderbilt University

A participant observed that these ideas were "more than borrowed." Other participants commented that these actions would have violated their institutions' standards of plagiarism.

"We have to police truth."

Boundaries Of Free Expression On Campus Communities

Cultural Implications Of Open Inquiry, Free Speech, And Hate Speech

Overview

At a time of rising Islamophobia and antisemitism, leaders at some elite universities have struggled, most notably in a Congressional hearing, to clearly state whether calls for genocide of Jews violate their hate speech policies. Among higher education leaders at this Summit, most say that such a call for genocide would violate their hate speech policies. Most Summit participants believe that rules governing speech at a university are different from rules about free speech in the town square.

Amid these difficult times nationally, many higher education leaders are focused on the policies and environments on their own campuses and on engaging in constructive dialogues.

Context

Summit participants responded to several polling questions about free speech and hate speech on campus, learned how speech on campuses differs from free speech in the town square, and discussed what actions they are taking to navigate these challenges.

Key Takeaways

There has been a rise of Islamophobia and antisemitism on many campuses, but many presidents believe that antisemitism is exaggerated by outsiders.

Polling results indicate that almost 40% of campuses have seen a genuine rise in Islamophobia and antisemitism. Yet many higher education leaders believe that antisemitism on college campuses is being exaggerated by outsiders. (The data in these polling results only includes responses from university presidents, administrators, and trustees.)

| Polling Question | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|----------------|-------|----------|-------------------|
| I see a genuine rise in Islamophobia on campus. | 4% | 35% | 57% | 4% |
| I see a genuine rise in antisemitism on campus. | 8% | 29% | 46% | 17% |
| Antisemitism on college campuses is exaggerated by outsiders. | 25% | 50% | 25% | 0% |

Video was shown of an antisemitic incident at Harvard, which students involved do not believe was properly addressed by the administration. One president contended that “this is an outlier example” and “there are processes in place to deal with such incidents.” A student from Harvard who was in attendance said this incident was not an

outlier and sees deep antisemitism on campus at Harvard which, in his opinion, the administration is not doing anything about.

The Anti-Defamation League (ADL), which is the nation’s oldest anti-hate organization, tracks bias and incidents. The ADL’s CEO said that antisemitism is not being exaggerated and in recent years – even prior to October 7th – has skyrocketed. Since the Hamas attack on Israel on October 7th, antisemitism in the US and on college campuses has increased exponentially.



Jonathan Greenblatt, CEO, Anti-Defamation League

A prominent clergy member pointed out that incidents of antisemitism in America are actually under-reported and these incidents are often ignored. The leader of a major Jewish organization said that many campuses seem to lack clarity about free speech and speech often seems to target certain groups. In particular, Jews are treated differently.

The United States Special Envoy for Antisemitism, Deborah Lipstadt, said antisemitism isn’t just rising at Harvard or at American colleges, but is increasing throughout the United States and around the world. She asked Summit attendees to “take it seriously.”



Deborah Lipstadt, The United States Special Envoy for Antisemitism

A prominent Jewish business leader remarked that it seems like in our society there are some forms of discrimination that seem acceptable to ignore. He called on academic leaders to condemn all forms of discrimination.



Albert Bourla, CEO, Pfizer

Higher education leaders believe their institutions have strong hate speech policies.

More than 70% of presidents, administrators, and trustees believe their university's hate speech policies are strong. More than 90% say that calls for the genocide of Jews would be considered hate speech by their university's code of conduct. However, 10% disagree that a call for genocide would be considered hate speech per their code of conduct.

| Polling Question | Strongly Agree | Agree | Disagree | Strongly Disagree |
|--|----------------|-------|----------|-------------------|
| I believe my university's hate speech policies are strong. | 29% | 42% | 29% | 0% |
| Calls for the genocide of Jews are considered hate speech per my university's code of conduct. | 36% | 55% | 5% | 5% |

Universities have the right to regulate speech.

More than 80% of university presidents, administrators, and trustees believe that university administrators can interfere with students' freedom of expression, while about 20% do not believe that universities can interfere with students' expression.

| Polling Question | Strongly Agree | Agree | Disagree | Strongly Disagree |
|--|----------------|-------|----------|-------------------|
| University administrators cannot interfere with students' freedom of expression. | 5% | 14% | 55% | 27% |

A legal expert explained that while hate speech is permissible in a public park, universities are governed by different rules around speech. He said that free speech has three rules: 1) speech is not compelled; 2) there is no content discrimination; and 3) there are no false ideas; all ideas are equal.



Robert Post, Former Dean, Yale Law School

But for universities, these rules don't apply. Universities can compel someone to speak, as represented by the adage "publish or perish." Universities can discriminate based on content, with some speech being judged as competent and some determined to be incompetent.

"Freedom of speech doesn't apply to universities. Universities regulate speech according to a different set of rules."

Freedom of speech in society focuses on the freedom of political speech in the public square, but this is very different from the speech that takes place in a classroom or on a campus where the purpose of speech is education.

"Academic freedom is different than the public square."



John J. DeGioia, 48th President, Georgetown University

Not all higher education leaders agreed. One president asserted that when a student comes onto a campus they don't give up their rights to free speech, and doesn't believe that universities should take away students' freedom of speech. In fact, it can be argued that part of the educational experience is having the right to speak without limits.



Roslyn Clark Artis, 14th President, Benedict College

Presidents are taking a variety of approaches to navigate the complexities of free speech and hate speech.

Several presidents described their approach to navigating this challenging topic.

- **Modeling desired behaviors.** “We try to model curiosity and inquiry,” said one president. Another president said, “Leadership is about demonstrating courage and speaking up . . . We need to model how to behave.”
- **Focusing on the situation at your institution.** Each president needs to focus on the situation on their own campus. One president—who is well aware of incidents at other institutions and is knowledgeable about the various national statistics about Islamophobia and anti-semitism—described receiving calls from concerned alumni, donors, and other stakeholders. His response has been to focus on the facts and to talk about what is happening on his campus.



David R. Harris, 19th President, Union College

- **Engaging in dialogue.** Several presidents described leading collaborative dialogues. For example, after a Palestinian student was shot and many students protested, the leaders at Trinity College focused the faculty on the job of teaching and engaged in a dialogue involving student government leaders, Islamic student representatives, and Jewish student representatives. It was appreciated by these students that the administration convened this dialogue and listened.



Joanne Berger-Sweeney, 22nd President, Trinity College

Engaging in dialogue was also the path at Utah Valley University. This university, which has a police academy, faced calls in the aftermath of George Floyd’s death to shutter the police academy. At the same time, those in support of the academy encouraged the university’s leadership to maintain the police academy. Through dialogue, decisions were made to keep the academy, make policy changes, adjust the curriculum, and change the recruiting practices to produce a more diverse enrollment.



Astrid S. Tuminez, 7th President, Utah Valley University

- **Focusing on teaching.** Another perspective was that it is impossible to ban people from hating, but the obligation of higher education is to teach. At Fordham, students are required to take classes in religion where they gain empathy and humanity. This approach is better than punishing.

A clergy member stressed that education must focus on the intellect, the mind, the body, and the soul.

“What good is it to gain the world and lose the soul . . . we must give adequate attention to spiritual education and to the soul.”



Feisal Abdul Rauf, Imam, Masjid Al-Farah and Founder, Cordoba House

Courts, Culture, And Campus Diversity

Admissions Complexities

Overview

Among Summit participants, diversity, equity, and inclusion are core values of higher education, and all institutions are striving to fulfill these values. However, there is a growing view that some policies developed to advance diversity, equity, and inclusion have gone too far and are not achieving their desired aims. There needs to be a re-thinking of how to achieve the goals of diversity, equity, and inclusion in admissions, hiring, and other aspects of the institution.

Context

Participants discussed the implications of the Supreme Court's affirmative action decision on DEI on campuses, and the likely implications. They also discussed a backlash against the overzealous "DEI police."

Key Takeaways

Presidents' attitudes about diversity and inclusion are influenced by their own personal experiences.

Several Summit participants described memorable experiences from their childhoods where they were laughed at by classmates based on their race or ethnicity, where teachers treated them differently, and where others didn't necessarily believe in them.

"As a six-year-old, race dictated all."

In contrast, other participants described life-changing experiences where professors or administrators of a similar ethnicity or gender inspired them, believed in them, and showed them what was possible.

These types of experiences illustrate the importance of the environment that is created by educational institutions and educational leaders. It highlights the need for higher education to stand up in creating highly inclusive environments.



Gilda A. Barabino, President, Olin College of Engineering

The focus of DEI is shifting.

To date, a great deal of the focus of DEI has been on admissions. Supporters of DEI have pursued more diverse admissions policies and practices, and opponents have used the courts to overturn affirmative action. Beyond admissions, DEI efforts have included efforts to create greater diversity of the faculty, administration, curriculum, and programming.

In the aftermath of the Supreme Court's decision to overturn affirmative action, admissions officers are attempting to use proxies for diversity in assembling diverse student bodies. This raises the question about the role and importance of standardized tests.

Among Summit participants, 81% said their school has gone test optional. Advocates of standardized tests argue that being test optional removes trust in the admissions process and causes the process, which is already seen as subjective, to become even more subjective. Standardized tests provide an objective way to level the playing field.

While there are negatives to standardized tests, such as cultural bias, kids being taught to the test, and the use of coaches by affluent families, there are now free online resources—like Khan Academy—to help all students in test preparation. While standardized tests aren't perfect, it was argued that tests are a good predictor of college performance and that the positives far outweigh the negatives.



Robert S. Murley, Chairman Emeritus, Educational Testing Service

An expert on DEI-related litigation said that another trend in the aftermath of the Supreme Court's decision ending consideration of race on admissions is an increase in challenges to diversity in hiring.



Neal Katyal, former Solicitor General of the United States

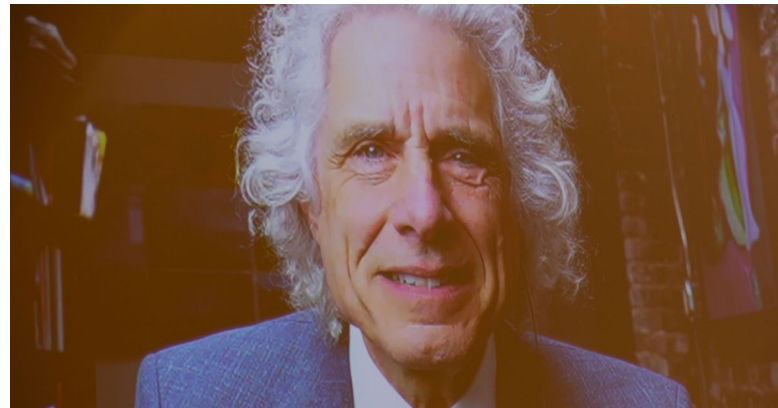
Everyone supports the concepts of diversity, equity, and inclusion but achievement of these ideals is being eclipsed by a “DEI bureaucracy.”

Multiple participants argued for the importance of diversity, equity, and inclusion in higher education. As one leader said, “We want equity in higher education. There is no excellence without equity.”

“Diversity, equity, and inclusion are values that make academic excellence.”

However, there are many within higher education who believe that at many institutions, policies that have been implemented to achieve these values have resulted in a “diversity bureaucracy.” Several examples were shared of faculty members who were fired or left the academy because their credible, peer-reviewed research was not liked by several people within the diversity bureaucracy or the faculty member’s political views were counter to the majority of the DEI establishment.

In one instance, an institution enacted a policy requiring mandatory diversity statements for all job candidates in its school of arts & sciences, even though most people at this institution were not aware of this policy. In the view of many individuals within higher education, the DEI bureaucracy has gone too far in attempting to achieve more diverse, inclusive campuses.



Steven Pinker, Johnstone Professor, Harvard University

Instances of DEI bureaucracy going too far are leading to episodes of backlash on campuses among some faculty, alumni, and donors. There are some highly vocal critics who are trying to bring about major changes within higher education, while others may agree that there has been some “illiberalism” but are seeking more incremental changes.



Lynn C. Pasquerella, 14th President, American Association of Colleges & Universities

One faculty member and prominent historian is most frustrated by what he termed as “language policing,” where there is one form of acceptable language and speech among DEI committees and publishers. He views this as complete nonsense over what is deemed to be appropriate language, and encourages students in his class to use whatever language they would prefer to use.

Balancing Conflicting Institutional Stakeholders And Private Partnerships

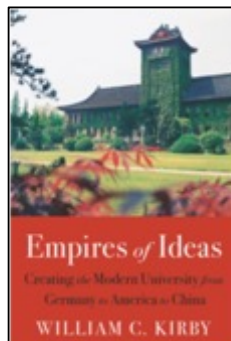
Your School's Ideal Governance

Overview

Often hidden and rarely discussed, a university's governance system is the underpinning that can make a university great or lead to a university's decay. The model for the governance of modern universities originated in Germany in the 1800s and evolved in the United States. Universities vary in their style of governance, ranging from secretive and opaque to inclusive and transparent. Public universities face an additional set of governance challenges in reporting to politicians.

Context

William Kirby, a professor at Harvard Business School and formerly the dean of faculty of Arts & Sciences at Harvard University, summarized some of the main ideas from his book *Empires of Ideas: Creating the Modern University from Germany to America to China*. Other Summit participants, including trustees and presidents of both public and private universities, shared their perspectives on governance.



Key Takeaways

The modern university was created in Germany and taken to a new level in the United States. The question now: will China lead in the 21st century?

Professor Kirby summarized the history of the modern university and looked to the future.

- **Germany.** The University of Berlin was founded in 1810 as the first modern research university. The idea was that a university is not simply a place for passing on knowledge, but is a place for research. The University of Berlin developed the concepts of academic autonomy and the idea that the center of the university is the faculty. For more than 100 years, the University of Berlin was without question the best university in the world. But in the early 1930s, the University was destroyed from within by the Nazis, a catastrophic governance disaster.
- **United States.** While Harvard was founded in 1636, it wasn't seen as a leading university. The German model was adopted in the 1870s and Harvard became a leading research university before, during, and after World War II. Harvard has been a place of "uneven governance."

Harvard's governance came under fire in the 1950s from Senator McCarthy's American Activities Committee. There was chaos and violence in the late 1960s related to Vietnam War protests. There was unrest and faculty dissension during the leadership of Presi-

dent Larry Summers in the early 2000s. The recent resignation of President Claudine Gay without any faculty discussion and without any formal external processes is the latest instance of the Harvard Corporation acting opaquely and secretly. Professor Kirby compared Harvard's governance in some ways to that of China.

Another example of a governance problem comes from UC Berkeley, which Kirby termed as the greatest public university there has been in the United States. There were major governance issues in the 1960s related to the free speech movement. The issues in California are representative of the governance issues that exist between universities and state governments. Currently 43 of 50 US states are disinvesting in higher education.

Duke University, built in the 1930s, is a positive governance story. Duke thoughtfully develops plans, decade by decade, has an excellent board of trustees, and takes governance questions to the faculty for approval.



William Kirby, Former Dean of Faculty of Arts & Sciences, Harvard University

- **China.** Chinese universities have existed for 130 years, and China's university system is the fastest growing in the world in terms of both quantity and quality. Looking forward, the question is, "How does China not lead?" The only things that could keep China from leading are governance issues and interference from the government. While nine leading Chinese universities have agreed on a statement about the characteristics of a modern research university, including academic freedom and welcoming of competing views, Xi Jinping has announced seven things not to talk about at universities, which is counter to the ideas of academic freedom and welcoming of competing views. Governance under the Chinese Communist Party makes it difficult for university leaders.

“I wish our own politicians will remember why universities are so central to the life of modern nations.”

Summit participants shared experiences with and observations on a variety of governance models, both good and bad.

Summit participants reflected on their diverse governance experiences. One participant sees the function of a board as straightforward: 1) hire and fire the president; 2) set the strategy; and 3) have fiduciary responsibility.



Christopher B. Howard, Executive Vice President & COO, Arizona State University

However, the trustee of another institution commented that “the devil is in the details. . . to be able to do these three simple jobs, you really need to bring in diverse stakeholders and listen to them.”

- **Public universities.** Leaders from public universities in Connecticut and New Hampshire face the same governance issues as private universities but face additional governance challenges in navigating complexities of dealing with governors, legislators, and political appointees. The funding at public universities is subject to legislative pressures and whims, making the role of a public university leader extremely difficult.

“There is an additional layer of complexity for public institutions . . . What are our obligations to the state? What are our obligations to our elected officials, particular if your board members are appointed by the governor?”



Dwayne Smith, Interim President, Southern Connecticut University

- **Wesleyan.** This school’s board is a model of diversity and inclusion. This large board of about 35 includes trustees who are appointed and some who are elected by alumni, joining faculty, students, and other stakeholders on the board. The board members regularly interact with the wide range of stakeholders, actively listening to them.



Katherine G. Kennedy, Trustee Emerita, Wesleyan University

- **Hampshire.** Hampshire experienced a prolonged period of poor governance, where almost all trustees were alumni or parents. The board lost its commitment to its mission and vision. Enrollment declined as Hampshire lost its way and struggled financially. Under new leadership and a reinvigorated board, Hampshire is resurging. Hampshire has recaptured what makes it distinctive, has increased enrollment, and has had great success in fundraising.



Edward Wingenbach, 8th President, Hampshire College

“The board’s role of shepherding and energizing the mission has made it possible for Hampshire to recover.”

- **Harvard.** Some with knowledge of Harvard’s governance added on to Professor Kirby’s comments about the secrecy, lack of transparency, and hands-off nature of the Harvard Corporation, which has minimal interaction with the school’s deans.

The Voice Of The President

Leading Through Societal Tensions, Local Controversies, Elevated Emotion, Politics, and Personalities

Overview

Presidents of higher education institutions occupy a unique and respected role in society. Students and communities look to presidents. In this role, presidents have a responsibility to use their voices as leaders to speak out. The preference of most presidents is to use their voice only on matters that affect their students and to do so in a way that reaffirms the institution's mission and values.

Context

Presidents reflected on when and how to use their voices, what actions to take beyond just making statements, and the personal challenges and dilemmas during these difficult moments.

Key Takeaways

Presidents have different philosophies about when to use their voices.

One president made a statement on social media within one hour of learning about the October 7th attack, other presidents waited a day or more, and other presidents waited even longer. One president described making a vow not to comment on any world events, but after the events of October 7, ultimately felt the need to renege on that vow and speak out.



Dannel P. Malloy, Chancellor, University of Maine System

One president rejected the idea of remaining neutral and commented that just because he speaks out on a particular topic it doesn't mean that other voices are silenced or overshadowed. Another leader said that presidents don't need to use their voices on every matter. He told a story of a racially charged incident at his institution involving students of different races.

Presidents go beyond using their voices by leading through actions.

Several presidents talked about how in difficult situations when students are suffering – such as 9/11, George Floyd's murder, or October 7th – the best approach in supporting students goes beyond making a statement. Presidents emphasized the importance of putting on a pastoral hat, being mourner in chief, acting as a counselor and listener, and modeling compassion.



Laura Rosenbury, 9th President, Barnard College

One president commented, "Presidents need to engage and speak out," and another president sees it as part of the role of a leader to always speak out.

But the majority of presidents take a more nuanced approach and choose to only speak on matters that affect the institution's students. When using their voices, presidents stressed the importance that any statement must reaffirm the institution's mission and values.



G. Gabrielle Starr, 10th President, Pomona College

“Responding after 9/11 didn’t require a statement; it required pastoral care.”

Presidents must use their voices to make the case for higher education.

While the conversation focused largely on how presidents use their voices in a crisis, a few presidents focused on the importance of using their voices to build trust in higher education. This involves speaking out to those who question or discount the value of higher education.



Laura R. Walker, 11th President, Bennington College

The best approach to building trust for higher education is not to preach. It is to tell human stories about the life-changing power of higher education, especially in boosting social mobility.

Presidents often feel a dilemma and some uncertainty around whether to use their voice.

One relatively new president came into the role thinking, “I am going to model sharing my own thoughts.” But it quickly became apparent that when a president speaks, it can have an impact, and it was not possible to separate the person from the role.



L. Song Richardson, 14th President, Colorado College

One president offered a solution. He said that when he makes presidential statements, he speaks for the college. However, at times he takes the opportunity to publish an Op Ed, where speaks for himself.

In discussing the complexities of dealing with wealthy donors who increasingly have strong opinions and threaten to withhold their donations unless the institution changes a policy to satisfy the donor, a foundation leader encouraged presidents to be strong. She said donors can be fickle and some can be bullies. She thanked the presidents at this Summit for being willing to take on these difficult jobs and provided encouragement to not be intimidated by donors.

“If you believe in something, lead.”



Courtney O'Malley, President, Starr Foundation

Other presidents described the difficulty of the current moment in having personal feelings or emotions about a particular matter, as any human being would have. But the situation is more difficult when a person's feelings may be at odds with many members of the community and with the need to communicate to the community in the role of president. As world events occur – such as a war or a contentious election – it is often extremely difficult to silence one's personal opinions and feelings and focus solely on the right thing to say as president. Several presidents acknowledged that this particular moment is incredibly challenging.



Legend in Leadership Award

Shirley Tilghman, 19th President, Princeton University

Presentation

Peter Salovey, 23rd President, Yale University
Joanne Berger-Sweeney, 22nd President, Trinity College
G. Gabrielle Starr, 10th President, Pomona College

Shirley Tilghman was recognized as a true legend in leadership. She was a world-renowned scholar and leader in the field of molecular biology, where she participated in cloning the first mammalian gene. She made scientific breakthroughs as an independent investigator at the Institute for Cancer Research and was a founding member of the National Advisory Council of the Human Genome Project for the NIH.

Tilghman was also a trailblazer who moved from the lab into academic leadership, where she served as the 19th president of Princeton University. At Princeton, Tilghman championed access to higher education, led numerous efforts to increase access, and launched countless new academic initiatives.

The presenters cited Tilghman's motto of "aim high, be bold" and said that Tilghman lived by this motto as a visionary leader. Tilghman is legendary for inspiring others, especially the next generation of women scientists. She was commended as "a true hero for women."

Tilghman commented that leadership is a team sport and is a muscle that must be developed. She thanked her many mentors in her life and career for believing in her, instilling confidence, providing opportunities, and challenging her.



Joanne Berger-Sweeney, 22nd President, Trinity College; Peter Salovey, 23rd President, Yale University; Shirley Tilghman, 19th President, Princeton University; G. Gabrielle Starr, 10th President, Pomona College

Participants

Kenneth Adams, 4th President, LaGuardia Community College
 Michael B. Alexander, Retired President, Lasell University
 Roslyn Clark Artis, 14th President, Benedict College
 Gilda A. Barabino, President, Olin College of Engineering
 Mark P. Becker, 7th President, Georgia State University; President APLU
 Joanne Berger-Sweeney, 22nd President, Trinity College
 Joe Bertolino, 6th President, Stockton University
 Simran Bhuller, Publisher, *The Chronicle of Higher Education*
 Sylvia Mathews Burwell, 15th President, American University
 Brad Carson, 21st President, The University of Tulsa
 Kimberly R. Cline, 10th President, Long Island University
 John Comerford, 21st President, Otterbein University
 Grant Cornwell, 15th President, Rollins College
 Anne Coyle, Higher Education Practice, Russell Reynolds Associates
 Ronald A. Crutcher, 10th President, University of Richmond
 James W. Dean, 20th President, University of New Hampshire
 John J. DeGioia, 48th President, Georgetown University
 Jeannie H. Diefenderfer, Chair, Olin College of Engineering
 Anne E. Doyle, Chief Executive Officer, Spark Living and Learning
 Michael A. Elliott, 20th President, Amherst College
 David A. Fiellin, Professor of Medicine, Yale School of Medicine
 Tamar Gendler, Dean, Faculty of Arts & Sciences, Yale University
 Rick Goings, Chair, Rollins College Board of Trustees
 David A. Greene, 20th President, Colby College
 David R. Harris, 19th President, Union College
 Joseph J. Helble, 15th President, Lehigh University
 Gregory D. Hess, 16th President, Wabash College; President & CEO, IES Abroad
 Christopher B. Howard, Executive Vice President & COO, Arizona State University
 Cristle Collins Judd, 11th President, Sarah Lawrence College
 Katherine G. Kennedy, Trustee, Wesleyan University
 Jonathan Koppell, 9th President, Montclair State University Charag
 Krishnan, Partner, McKinsey & Company
 Joanne Lipman, Former Editor-in-Chief, USA TODAY
 Chad Losee, Head of Strategy, Office of the Provost, Yale University

Dannel P. Malloy, Chancellor, University of Maine System
 Anthony Marx, 18th President, Amherst College, President & CEO, The New York Public Library
 Patricia A. McGuire, 14th President, Trinity Washington University
 Maurie D. McInnis, 6th President, Stony Brook University
 Robert S. Murley, Chairman Emeritus, Educational Testing Service
 Mark R. Nemec, 9th President, Fairfield University
 Judy D. Olian, 9th President, Quinnipiac University
 Jose D. Padilla, 19th President, Valparaiso University
 Lynn C. Pasquerella, 14th President, American Association of Colleges & Universities
 Gregory S. Prince Jr., 4th President, Hampshire College
 John Rice, Founder & Chief Executive Officer, Management Leadership for Tomorrow
 L. Song Richardson, 14th President, Colorado College
 Havidán Rodríguez, 20th President, The University of Albany
 Rodney K. Rogers, 12th President, Bowling Green State University
 Laura Rosenbury, 9th President, Barnard College
 Peter Salovey, 23rd President, Yale University
 Lawrence Schovanec, 17th President, Texas Tech University
 Dwayne Smith, Interim President, Southern Connecticut University
 Kate Smith, 5th President, Rio Salado College
 Valerie Smith, 15th President, Swarthmore College
 G. Gabrielle Starr, 10th President, Pomona College
 Caryl M. Stern, Chief Impact Officer, LionTree; Former Executive Director, Walton Family Fund
 Tania Tetlow, 33rd President, Fordham University
 Michael K. Thomas, President & CEO, New England Board of Higher Education
 Shirley M. Tilghman, 19th President, Princeton University
 Astrid S. Tuminez, 7th President, Utah Valley University
 Laura R. Walker, 11th President, Bennington College
 Jennifer Widness, President, Connecticut Conference of Independent Colleges (CCIC)
 Harry L. Williams, President & CEO, Thurgood Marshall College Fund
 David Kwabena Wilson, 12th President, Morgan State University
 Edward Wingenbach, President, Hampshire College
 Leslie E. Wong, Interim President, Connecticut College