Page references followed by fig indicate an illustrated figure; followed by t indicate a table.

A

Academic calendar innovations: BYU-Idaho’s three-semester, 254–257, 308r, 338; BYU-Idaho’s tracks system, 225–226, 247, 253; Harvard College’s long summer recess, 44r; hurdles to year-round operation, 256–257

Academic excellence: Harvard’s commitment to, 42, 43, 44r, 198, 199, 359; Latin honors to promote, 92–93; Lowell’s promotion of Harvard students, 92–94. See also “Best” commitment

Academic freedom: AAUP’s position on, 95–96; Eliot’s broad definition of, 94; enhanced through innovative choices, 397; as higher education principle, 48, 50; Lowell’s articulation of, 94–96

Academic honors system, 92–93, 96r, 97

Academic specialization: BYU-Idaho’s required major hours, 291–292; Conant’s tenure system impact on Harvard, 116; European scholarship and, 48; Harvard’s development of, 35–38, 44r; increased majors allowing greater, 236; university choices about subject matter of, 353–354. See also Majors (or concentrations)

Accountability: success measures to ensure, 390–391; “voluntary” model of, 188

Accreditation: impact on higher education competition, 17–18; new focus on learning and online courses, 209–212; Ricks Normal College, 105. See also Universities

Achieving the Dream (ATD): Community Colleges Count, 352–353

ACT scores, 119, 165, 202, 277, 392

Adams, Charles Francis, 51

Adams, John Quincy, 51

Airplane cockpit information analogy, 298

Allston science complex (Harvard), 186, 188, 189–190

American Association for the Advancement of Science, 42

American Association of Universities, 26

American Association of University Professors (AAUP), 95–96, 374

American Research and Development Corporation, 160

Ante, Spencer, 160

Apple computer technology, 17

Arbella (1636), 33

Arizona State University, 25–26, 204, 391
Aspiring institutions: bigger-and-better cycle engaged in by, 195, 345; competition for standout students, 202; costs of Carnegie Ladder climbing by, 196–197, 198–200, 343, 345; costs for students of competition engaged by, 202–205; DNA root of cost and quality problems facing, 197–200; elusive hoped-for prestige, 201–205; multistage conversion of, 199–200; overstretched faculty and underfunding of, 200–201; problem of tuition increases at, 200
Association of American Universities, 290, 394
AT&T, 211
Athletics. See Intercollegiate athletic programs
The Atlantic Monthly, 50, 56
Atomic Energy Commission, 122

B
Babson College, 218, 345–346, 353
Balanced scorecard, 297–299
Bannock Academy (Rexburg, Idaho): early years of, 74–75; founding of, 72, 73; relationship between LDS church board and, 73, 75; renamed Ricks Academy, 75
Basis, Michael, 68, 195, 330
Bednar, David: BYU-Idaho vision shared by Clark and, 251; changes made at Ricks College by, 223–226; commitment to frugality by, 234; on desire to accommodate more BYU-Idaho students, 301; educational and professional background of, 223; focus on the scholarship of teaching by, 366; heavyweight team created to oversee BYU-Idaho transition, 239–242; on importance of hiring decisions, 373; on importance of integration across academic boundaries, 265, 270, 292; innovations during term (1997–2004) of, 248r; internship program initiated by, 245–246; leadership skills of, 230; leaves BYU-Idaho, 250; necessary choices made by, 345; on Ricks’ new four-year status and name change, 226–229; transition from Ricks to BYU-Idaho challenge facing, 238–239; transitioning Rick’s intercollegiate athletics, 241–243; unique definition of scholarship by, 234–235
Bennion, Steve, 163
Bergstrom, Scott, 299
“Best” commitment: climbing Carnegie Ladder using, 198, 199, 343, 345; Harvard’s, 42, 43, 44r, 198, 199, 359; suicide by imitation rooted in, 342–343. See also Academic excellence
The Big Test: The Secret History of the American Meritocracy (Lemann), 119–120
Bigger-and-better cycle: business examples of the, 23–24; BYU-Idaho’s unique approach to, 27–28; Carnegie ladder reinforcing the, 144; evidenced by BYU-Idaho course catalogue, 235; examining how to overcome higher education, 24; making tradeoffs as contrary to, 345; online education and, 218–219; Rick’s “zero-standard” to combat the, 224–225, 230; second- and third-tier schools engaged in the, 195, 345; University DNA of, 22–23
Bill & Melinda Gates Foundation, 211
Bok, Derek: C. Roland Christensen’s influence on thinking of, 258–259; Core general education overhaul promoted by, 186–187, 250; educational changes advocated by, 175–179; educational and professional background of, 171; established Harvard DNA constraining reforms by, 180–184; fivefold tuition increase during years of, 182–184; Higher Learning by, 180–181; on “imposed political orthodoxy,” 178; instruction, diversity, and social engagement advocated by, 172–174; internal
strains between Harvard faculty and, 174–175; observation on quantity over quality of research by, 359; Our Underachieving Colleges by, 5–6, 187, 266, 355; on student character development, 356; on “working to grow” for effective learning, 266–267

Boston Globe, 93

“Bow-wow” courses, 122

Boyer, Ernest, 365–366, 384

Brigham, Carl, 117

Brigham Young Academy, 73, 78, 102

Brigham Young University (BYU): balancing secular and sacred viewpoints at, 78; Ricks College associate’s degree graduates transferring to, 143; Wilkinson term as president of, 141–143, 144, 145

Brown University, 130

BUS (online bachelor of university studies) [BYU-Idaho], 307, 309

Bush, George W., 210

BYU-Hawaii, 167, 260, 309

BYU-Idaho: approach to scholarship and tenure at, 373–376; auditorium build on campus of, 274–275; avoidance of major-driven cost creep at, 237; challenge of justifying greater costs when needed, 341; challenges of transition from Ricks to, 238–239; comparing statistics of Ricks College and, 322; Eyring on key academic disciplines focus at, 235–237; Eyring’s exhortations on plans for, 233–235; genetic reengineering of, 28; graduation delays problem at, 288–290; heavyweight team overseeing Ricks transition to, 239–242; Heber J. Grant Scholars program for, 277–278, 279, 310; Hinckley’s announcement on Ricks’ changed status to, 226–229; Hinckley’s vision for, 229–233; hurdles to year-round operation at, 256–257; loss of non-bachelor’s degree credentials by, 314; new approach to student activities at, 243–244; no intercollegiate athletics policy at, 241–243, 386; origins of the, 26; Ricks honor code embedded at, 100; success measures used by, 27; unique bigger-and-better approach by, 27, 235, 345; uniqueness of, 28–29, 30.

See also BYU-Idaho innovations; Ricks College; “The Spirit of Ricks”


BYU-Idaho faculty: average compensation (2010) of, 229; concerns about online courses by, 329; input into revised calendar proposal by, 254–255; Learning Model for instruction by, 257–263, 272, 273, 299, 305–306, 308; personal sacrifices to raise quality required by, 272–274; process of hiring, 373–374; recruitment record of, 252; scholarship and tenure of, 373–376; student evaluations of, 261–262; successful conversations about tradeoffs with, 382; “take professors” advice on, 252, 253. See also Ricks College faculty

BYU-Idaho innovations: academic calendar tracks system of, 225–226, 247, 253; achieving greater classroom utilization, 306–307; creating a
Index


BYU-Idaho student expansion: BUS (online bachelor of university studies) providing, 307, 309; creating a high-fidelity higher education for, 302–303; Enrollment Expansion I planning for, 303–307; Enrollment Expansion II planning for, 307, 309–310; Pathways program for, 309–320, 327, 389; vision of providing more access through, 301

BYU-Idaho students: broad and differentiated range of, 349; BUS (online bachelor of university studies), 307, 309; Clark’s three imperatives for quality education of, 251–253; distance learners served by online courses, 278–288, 302–303, 307, 308r, 309–320, 330, 349; Foundations GE (general education) program for, 263–270, 338; Learning Model for quality instruction of, 257–263, 272, 273, 299, 305fg–306, 308r; Pathways program, 310–320, 327, 389; problem with graduation delays, 288–290; raising quality outside the classroom for, 271–272; “take professors” advice for, 252, 253; three-semester academic calendar for, 254–257, 308r, 338. See also Students

C

Cal Tech, 121
California state universities, 232
Carnegie, Andrew, 11
Carnegie Commission, 196
Carnegie Commission on Higher Education, 11–12
Carnegie Community-Engagement Classification, 367–368, 384
“Carnegie creep,” 200
Carnegie Foundation report (1964), 152
Carnegie Foundation report (2005), 12
The Carnegie Ladder: bigger-and-better cycle reinforced by, 144, 345
Index

“Community-Engagement Classification” introduced on the, 367–368, 384; costs of climbing the, 196–197, 198–200, 343, 345; Harvard-like model reinforced by, 11–12, 23; impact on higher education competition, 141, 144, 195; James Conant on effects of the, 141; Utah Valley University’s climb up the, 384

Cedar Rapids High School (Iowa), 148

Center for Adult and Professional Studies (CAPS) [IWU], 354

Certificate programs, 349–350

Chait, Richard, 375–376

Character development, 354–357

Chauncey, Henry, 118

Chemical War Service, 121

Christensen, A. B., 98–99

Christensen, C. Roland, 161–162, 252, 258, 356, 367, 370, 399

Christensen, Clayton: on applying disruptive innovation principles, 15–16; computer disk drive discoveries by, 367; *Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns* co-authored by, 65–66; on heavyweight teams for facilitating disruptive innovation, 239–240; *The Innovator’s Dilemma* by, 13, 15, 16, 239, 286

Christensen, Joe, 163

Church Board of Education: rejecting Ricks College admissions “lottery,” 165; relationship between Bannock Academy and, 73, 75; Ricks College financial support by, 103, 105–106; Ricks College placed on block by, 104, 105; unified Church School System created by, 142–144

Church institutes: BYU-Idaho’s Pathways program taught in, 309–320, 327, 389; establishment of, 139

Church of Jesus Christ of Latter-day Saints: Church institutes established by, 139; commitment to education by, 72; Perpetual Education Fund (PEF) established by the, 319. See also Mormon pioneers

Civic education: character development component of, 354–357; the Redbook on importance of providing, 123–124; Thomas Jefferson on responsibility for, 66

Civil War: Gettysburg address (Lincoln) during, 39; Harvard during the, 45; social and economic expansion following the, 49

Clark, J. Reuben, Jr., 106–107

Clark, Kim: announced as BYU-Idaho president, 250–251; BYU-Idaho auditorium build during term of, 274–275; BYU-Idaho innovations (2005-present) under, 308; BYU-Idaho vision shared by Bednar and, 251; creating a high-fidelity higher education goal of, 302–303, 341; efforts to raise quality outside the classroom, 271–272; Enrollment Expansion I and II teams commissioned by, 303–310; Foundations approach to GE (general education) proposed by, 263–270, 273, 308; as Harvard College graduate, 296; Ishikawa diagram technique appreciated by, 305; Learning Model proposed by, 257–263, 272, 273, 299, 305ff–306, 308; leaves Harvard Business School for BYU-Idaho, 249–250; modularity approach drawn from principles of, 293–294, 296, 308; personal sacrifices to raise BYU-Idaho quality required by, 272–274; scholarship as applied by, 366; setting expectation of accommodating more BYU-Idaho students, 301; “take professors’ advice given to, 252, 253; three imperatives for change stated by, 251–253; three-semester academic calendar initiated by, 254–257, 308; vision of reducing costs and increasing access to BYU-Idaho, 276
Index

Clarke, John: educational and professional background of, 139; Henry “Hal” Eyring succeeding, 147; Ricks College DNA evolution under, 146; on Ricks’ extraordinary possibilities for ordinary people foundation, 161; strategies after appointment as Ricks College president, 139–141

Classical curricular model: elective system replacing the old, 51–55, 82; Harvard’s resistance to changing their, 41–42; Yale’s report (1828) on, 41

The Closing of the American Mind: How Higher Education has Failed Democracy and Impoverished the Souls of Today’s Students (Bloom), 176

Cole, Jonathan, 332
Coleman, Mary Sue, 193, 336
College Entrance Examination Board, 64, 117
College lecture pedagogy, 37
College of William and Mary, 101
Collins, Jim, 372, 381
Columbia University, 130

Commercializing research: high rate of return of, 333–334; issues related to, 376–378

“Committee of Ten” (National Education Association), 63–64, 126

Community colleges: Carnegie classification of, 11; increasing enrollments of, 8; student population served by, 349; Valencia Community College, 352–353

Competition: bigger-and-better cycle of, 23–24, 195, 224–225, 235, 345; competition-by-imitation, 10–13, 342–343; student excellence promotion through grade, 92–94. See also Higher education competition

Competition-by-imitation strategy: Harvard-like model of, 10–13, 342–343; innovation discarded for, 10; poor outcomes of, 10–13, 342–343; university suicide by using, 342–343

Competitors: bigger-and-better cycle of, 23–24, 195, 224–225, 235, 345; emerging technologies allowing services by, 14fig, 16fig

Comprehensive Colleges classification, 11

Conant, James Bryant: absolute values described by, 182; achievements as Harvard president, 131–135; challenges faced by successors of, 138; compared to past Harvard leadership, 111; concerns over Harvard’s social contributions by, 111–112; on continued relevance of scholarly activities, 400; educational and professional background of, 110–111; on effects of Carnegie Ladder, 141; government-funded research promoted by, 121–122, 132r; Harvard DNA evolution under, 131, 132r–133r; the Ivy Group Agreement reached under, 128–131, 133r, 183–184; leaves Harvard for diplomatic service, 130–131; merit-based admissions promoted by, 116–120, 132r; meritocracy policy instituted by, 112–113, 132r, 150, 174; Redbook on education produced under, 122–128, 133r, 187; research scholarship experienced by, 360–361; suicide by imitation rooted in Harvard excellence push by, 342–343; up-or-out tenure system introduced by, 114–116, 132r, 133, 238, 332, 358–359; World War II service by, 121

Concentrations. See Majors (or concentrations)

Consumers: becoming nonconsumers, 16; focusing on “up-market,” 64; path of sustaining innovation and role of, 14fig, 16fig; performance enhancements made to please, 13–14; risk of disruption by sustaining innovation for, 15–19

Cooke, Josiah P., 46–47, 337
Cornell University: eCornell profit for, 339–340; education principles espoused by, 49–50; elective system adopted by, 55; Ivy Group Agreement signed by, 130; online course production system of, 330; university DNA of, 20
Course development scholarship, 370–371
Courses: “bow-wow,” 122; BYU-Idaho’s Foundations general education, 267–270, 308r; distribution system of, 89–90, 91, 122, 312, 314; elective system for offered, 51–55, 82; the Redbook guidelines on Harvard, 123–128, 133r, 187; religion, 106–107, 187; unexpected costs of elective, 53–54; university choices about subject matter of, 353–354. See also Courses; Harvard College curriculum; Instruction

D
Dalby, Ezra, 75, 76, 77, 78, 98
Dalby, Oliver, 78
Daniels, Mitch, 211
Dartmouth University, 130
“The Defects of Our Church School Theology” (Dalby), 78
Deming, J. Edward, 303, 304
Departmentalization: Harvard’s adoption of, 40–41, 44r; net effects of, 41
DeVry, Herman, 9–10
DeVry Summer School of Visual Instruction (Chicago), 9
DeVry University, 9–10, 217–218
Discovery research: greater need than ever for, 396; growing challenge of modern, 363–365; high rate of return of commercializing, 333–334; as higher education principle, 48; issues related to commercializing, 376–378; tradeoffs related to, 382–383; as university objective, 332–336. See also Research; Scholarship
Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns (Christensen, Horn, and Johnson), 65–66
Disruptive innovation: better products and services outcome of, 10; BYU-Idaho Pathways program as, 309–320, 327, 389; higher education competition in context of, 10–11; Intel’s application of, 15–16; by lower-cost providers of education, 205; of Milken for the banking industry, 207–208, 212; past immunity of higher education to, 17–18; sustaining innovation for customers and risk of, 15–19, 16fig–19. See also Educational innovation; Innovation
Disruptive technology: Apple computer as, 17; Model T cars as, 63; online
learning as, 8, 18–19, 86. See also Technology
Distribution system: Conant's view on deficiencies of, 122; establishment of Harvard's, 89–90; expanded as curricular model of choice, 91, 312, 313
Doriot, Georges, 159, 160, 252, 357
Dunlop, John, 172, 252–253

E
E-portfolios innovation, 68
Edmunds-Tucker Act (1887), 73
Education models: Charles Eliot's (1869–1909), 69r–70r; classical curricular, 41–42, 51–55, 82; online learning as the new, 328–330; SNHU's pioneering of new, 29–30, 203, 327, 330. See also Higher education
Educational innovation: American universities preeminence through, 396; Babson College's approach to, 345–346; dilemma of innovators, 12–16; enhanced freedom and usefulness of, 397; Knowledge Universe, 207–208; raising quality of student experience outside the classroom, 271–272; Romer and Leavitt's partnership for, 210–211; SNHU's Advantage program, 327; SNHU's 3Year Honors Program in Business Administration, 327; traditional university’s challenge to embrace, 396–397; vital jobs to be accomplished through, 330–332; Western Governors University (WGU) support of, 209–212. See also BYU-Idaho innovations; Disruptive innovation; Harvard University DNA; New university DNA
Educational Testing Services (ETS), 118
Educational Testing Services (ETS) Proficiency Profile, 285
Efficiency imperative: important to universities, 338–341; online cost advantage fulfilling, 18–19, 214–215, 217, 286–287, 302, 339–341
Eisenhower, Dwight D., 130
Elective system: benefits and potential risks of the, 52–53; Cornell's approach to the, 55; freedom of choice through the, 51–53; Harvard's adoption of, 54–55; student tendency to abuse the, 82; unexpected costs of the, 53–54
Eliot, Charles: academic freedom articulated by, 94; accomplishments as Harvard president, 51–61, 69r–70r, 110; as Association of American Universities founder, 290; broad definition of academic freedom by, 94; contributions to university DNA by, 48–49; discovery objective of, 332; early life and education of, 46–47; elective system strategy used by, 51–55, 82; evidence of influence on Ricks Academy, 76, 77, 79; failure of three-year degree program by, 58; focus on serving both undergraduate and graduate students, 347; graduate school program initiated by, 56–58, 69r, 246; hands-on instruction approach used by, 47; influence of European scholarship on, 48; influence on secondary education by, 62–65, 310; innovative influence on higher education by, 66–71; joins the MIT faculty, 50; Lowell's criticism of, 80; predicting need for pruning by education institutions, 400–401; salary paid to, 129; scholarship scope broadened by design of, 358; selection as Harvard president, 50–51; tenure for Harvard faculty created by, 376, 382; three higher education principles espoused by, 48, 50; view of technology by, 400; on “working to grow” for effective learning, 266
Ellison, Larry, 207
Emerson, Ralph Waldo, 39
Everett, Edward, 39
Index

Excellence Without a Soul: How a Great University Forgot Education (Lewis), 5, 6–7, 93–94, 187
Eyring, Henry, 107–108
Eyring, Henry B. ("Hal"): on BYU-Idaho expansion to students in less developed world, 322; on BYU-Idaho’s focus on key academic disciplines, 235–237; challenges facing, 157–158; as Clarke’s successor, 147, 157–158; discussion with Hinckley on Ricks’ four-year status, 231–232; Georges Doriot influence on, 160, 357; on Hinckley’s design for BYU-Idaho, 233–235; prediction on advantage of frugality, 319–320; pruning and organizing actions by, 158–159; "the Spirit of Ricks" promoted by, 159, 162, 167; Stanford faculty position of, 157, 234; Teton Dam disaster (1976) response by, 163
Eyring, Henry Bennion, 108
Eyring, Henry Johnson, 108

Face-to-face interaction pedagogy, 135
Facebook, 351
Faculty: academic freedom of, 94–96; aspiring institutions and overstretched, 200–201; commitment to “best,” 42, 43, 44; 198, 199, 342–343, 345, 359; compensation of BYU-Idaho, 28; concerns about online courses by, 329; cost increases from higher salaries of, 13; elective system pressures on, 52–53, 55; explaining research over teaching choice by, 364–365; fictional scholar’s passion for teaching, 153–154; flight from teaching by, 152; honest assessment of, 379–381; as key to successful institutional change, 388; non-tenure-track, 369–370; online courses and expanding role of campus-based, 287–288; online rating of, 351; oversupply of Ph.D.s relative to available positions, 363–364; resistance to “learner-centered teaching” by, 262; responsibilities for research by, 10; student character development facilitated by, 354–357; student revolt against in absentia of, 192–193; successful conversations about tradeoffs with, 381–382; as unique university asset, 337–338. See also Harvard faculty; Online educators; Scholarship; Tenure
Faculty chair endowments (Harvard), 36
Faust, Drew Gilpin: catastrophic financial challenges facing, 185, 187–190; financial restructuring under, 190–191; Harvard endowment drop during term of, 187–190
Federal Public Housing Authority, 139
Fidelity: BYU-Idaho’s high-fidelity higher education, 302–303; definition of, 302
Financial issues: balancing value of diploma to cost, 343; challenge of justifying greater costs when needed, 341–342; cost efficiency of summer semesters, 387–388; cost of intercollegiate athletic programs, 241–243; efficiency imperative of reducing costs, 338–341; graduation delays and related, 292–293; high cost of graduate programs, 232, 236; increasing faculty salaries, 13; lower cost of online courses, 18–19, 214–215, 286–287, 302; major-driven cost creep, 235–237; online course revenues, 8; “per BYU graduate” concept of, 231; process of setting tuition, 14. See also Frugality; Harvard endowment; Harvard tuition; Tuition
Finley, John, 123
First Amendment, 178
First Presbyterian Church (Salt Lake City), 67
Fishbone diagram. See Ishiwawa (”fishbone”) diagram
Fisher, George, 15–16
Flight from teaching, 152–153
Index

The Flight from Teaching (Carnegie Foundation Report), 152
Florida’s dual high school/college enrollment, 353
Football teams: ending of Ricks College’s, 241–243; Harvard College, 61, 128–131; the Ivy Group Agreement on, 128–131, 133r, 183–184; Ricks College success with, 164; Ricks Normal College’s strategy for promoting, 102, 104; Ricks’ two-year status and impact on, 142. See also Intercollegiate athletic programs
For-profit institutions: DeVry University, 9–10, 217–218; eCornell, 339–340; financial pressures facing, 7–8; online offerings by, 8, 19; product proliferation issue of, 53–54; student certificates granted by, 349–350; Tennessee Technology Centers, 349–350; university competition with, 351–352; University of Phoenix’s innovations for, 8, 212–213; working adult students of, 351
Forbes magazine, 15
Force majeure, 28
Ford Foundation, 149
Ford, Gerald, 253
Ford, Henry, 63, 118, 311
Foundations (GE) program
[BYU-Idaho]: Clark’s vision of the, 263–265, 308r; creating the courses, 267–270; designing the curriculum, 266–267; faculty implementation of, 273
Franklin, Benjamin, 41–42
Frugality: David Bednar’s commitment to, 234; Hal Eyring’s prediction on advantage of, 319–320; Ricks College’s declining enrollment and need for, 158–159. See also Financial issues
G
Garfield, James, 335, 337
GE (general education) programs:
Gee, Gordon, 25, 26, 134, 204–205, 218–219, 365
Gender diversity: Harvard’s first admission of female students, 120; Harvard’s progress in, 173
General Education in a Free Society (the Redbook), 123–128, 133r, 187
General Electric, 23, 207
General Motors (GM), 23–24
George Washington University, 102
German education: bifurcation system of secondary, 62–63; German-style university model of, 48, 62, 67, 83, 84; gymnasia of secondary, 74, 83; Harvard’s adoption of scholarship/graduate model of, 68, 115, 131, 135, 180, 358
Gerschenkron, Alexander, 252
Gettysburg address (Lincoln), 39
G.I. bill, 120, 127
Gilbert, Clark: BYU-Idaho responsibilities of, 277–278; challenge of creating high-quality online courses, 278–288; educational and personal background of, 276–288; Pathways program overseen by, 310–320, 327, 389
The Glass Bead Game (Hesse): basic plot and questions asked by, 3–4; on gaining spiritual happiness, 1; increasing disconnect between Castalians and outsiders, 169; on intellectual values, 31; on the need for evolving change, 323; on need for social engagement, 179; on scholar’s passion for teaching, 153–154; “Stages” poem, 221. See also Hesse, Hermann
Gold Coast (Harvard private housing), 81, 86

458
Index

Good to Great: Why Some Companies Make the Leap...and Others Don’t (Collins), 372, 381
Google, 335
Government-funded research, 121–122
Governments and Parities in Continental Europe (Lowell), 361–362
Grade inflation, 93–94
Grades: criticism of Harvard’s inflated, 93–94; introduction to Harvard University DNA, 41; Latin honors noted for, 92–93, 96r, 97; promoting student excellence by competition for, 92–94, 96r, 97
Graduate school programs: aspiring institutions’ design of, 198–199; high cost of maintaining, 232, 236; as research university characteristic, 238. See also Harvard graduate program
Grant Scholars (BYU-Idaho), 277–278, 279, 310
The Great American University (Cole), 332
Great Depression (1929), 102, 103, 113, 144, 190
“Great Rebellion” (1823) [Harvard University], 40, 41
Greek language curriculum, 41
Greenwood, Isaac, 36–38
Grove, Andy, 15

H
Hafen, Bruce, 163
Hall, Garth, 243
Harkness, Edward S., 87, 112
Harvard Business School (HBS): altering the traditional approach to scholarship, 370–371; Georges Doriot’s work at, 159, 160; Kim Clark’s experience at, 249–250, 264–265, 272; new definition of scholarship at, 368–369; peer instruction used at, 281; scholarship activities conducted in, 366–367; Theodore Levitt’s work at, 331
Harvard College: “best” commitment in push for excellence at, 42, 43, 44r, 198, 199, 342–343, 359; during the Civil War, 45; cost of attendance problem at, 183–184; Crimson (student newspaper), 154, 155; early history and legacy of, 24–25, 33–35; elective system adopted by, 51–55, 82; Excellence Without a Soul (Lewis) criticism of, 5, 6–7, 93–94; Faculty of Arts and Sciences (FAS) responsibility for, 57, 115, 156, 174, 252, 347–348; failure of three-year degree program at, 58; football team of, 61, 128–131; founder’s vision of, 33–34; four-year graduates from, 136, 138, 288–289, 295–296; government-funded research awarded to, 121–122, 132r; gradual abandonment of rationality/moral values pedagogy, 135; graduate schools created at, 56–58; the Ivy Group Agreement of, 128–131, 133r, 183–184; Lawrence Scientific School of, 47; legacies of the 1960s for, 172;
Lowell Era revitalization of, 81–97, 110, 111; Lowell’s expressed concerns about trends at, 81–83; modeled after Cambridge, 33–34; number of majors or concentrations at, 235; Reserve Officer Training Corps (ROTC) program of, 155–156; SDS-led demonstrations at, 155–156; student-focused curriculum of, 34–35; The Telltale (student publication) of, 36; uniqueness of, 28–29, 30; U.S. News & World Report ranking of, 13.

See also Harvard University

Harvard College curriculum: classical curricular model of, 41–42, 51–55, 82; college lecture instruction of, 37; comparing Ricks Academy’s to, 76–78; departmentalization of the, 40–41, 44r; distribution policy, 89–90, 91, 122, 312, 314; elective system of, 51–55, 82; GE (general education program) Core revision [2006] of, 186–187, 250; GE (general education program) on, 123–124; gradual abandonment of rationality/moral values, 135; “Great Rebellion” (1823) over dissatisfaction with, 40, 41; Lowell’s strategy increasing breadth and depth of, 88–89; Puritan dogma (1636–1707) approach to, 34–35; Redbook education guidelines on, 122–128, 133r, 187; secularization and specialization changes to, 35–38, 44r, 116; small-group settings to approach, 280–281; Unitarianism rationalism introduced into, 39. See also Curriculum

Harvard College housing: building community through class-based, 85–87, 96r, 335, 347; Gold Coast private dormitories at, 81, 86

Harvard College revitalization: academic freedom established during, 94–96; breadth and depth in the curriculum for, 88–89; class-based dormitories built for, 85–87, 96r, 335; financial realities during process of, 84–85; Harvard Extension School, 85–87; Lowell’s concerns leading to, 81–83; Lowell’s curricular distribution system for, 89–90, 91, 122, 312, 314; Lowell’s promotion of student excellence, 92–94; Lowell’s strategy for, 83–84; solution shop and instructional value-adding process for, 90–91; summary of Lowell Era (1909–1933), 96r–97, 110, 111

Harvard Corporation, 51

Harvard endowment: Allston project slowdown due to losses of, 189–190; catastrophic drop (2008) in the, 8, 189–190; dot.com funding (1994–2000) of, 209; Drew Faust’s challenges related to, 187–190; establishment of, 43, 44r; faculty competition for funding by, 175, 180; financial restructuring of the, 190–191; growth during Lowell’s term, 112; Pusey’s PHC plan for increasing, 149–151; Rudenstine’s focus on increasing and investing, 185–186. See also Financial issues

Harvard Extension School, 85–87, 388

Harvard faculty: autonomy of the, 152–154; challenge of introductory courses for, 88–89; Charles Eliot’s contributions as, 47; classical curricular model used by, 41–42, 51–55, 82; commitment to recruiting the best for, 42–43, 44r, 198, 199, 359; competition for endowment funds by, 175, 180; Conant’s meritocracy applied to, 112–114, 132r, 174; departmentalization of, 40–41, 44r; Eliot’s creation of tenure for, 376, 382; flight from teaching by, 152–153; “imposed political orthodoxy” on students by, 178; increased salaries under Lowell, 112; increasing size and influence under Eliot, 59–60; increasing strains between Derek Bok and, 174–175; joining the World War
Index

II effort, 120; Lowell’s support of academic freedom of, 94–96; Nobel laureates as, 150; problem of infighting among, 178–179; professional programs participation by, 177; resistance to admitting more foreign students, 174; salary increases and pension system created for, 60; successful conversations about tradeoffs with, 382; summer recess established for, 44; up-or-out tenure system introduced to, 114–116, 132, 133, 238, 332, 358–359. See also Faculty Harvard Faculty of Arts and Sciences (FAS), 57, 115, 156, 174, 252, 347–348 Harvard graduate program: adopting German model of, 68, 115, 131, 135, 180, 358; Eliot’s initiative for, 56–58, 69t, 246; Faculty of Arts and Sciences (FAS) responsibility for, 57, 115, 156, 174, 252, 347–348; Harvard Business School (HBS), 159, 160, 249, 264–265, 272, 281, 331, 366–367; Kennedy School of Government, 152, 173–174. See also Graduate school programs Harvard Graduate School of Arts and Sciences, 56 Harvard, John, 33 Harvard Management Company, 185 Harvard Medical School, 150 Harvard students: changing from conservative to radicals, 154–156; Conant’s push for merit-based admissions of, 116–120, 132; elective system providing freedom of choice to, 51–55, 82; Eliot’s efforts to attract qualified, 62–65; faculty resistance to admitting more foreign, 174; first inclusion of female, 120; graduating with minimum required number of hours at, 288–289; “Great Rebellion” (1823) by, 40, 41; “imposed political orthodoxy” by faculty on, 178; the Ivy Group Agreement on athletic participation by, 128–131, 133r, 183–184; Lowell’s promotion of excellence by, 92–94; “need-blind” admission, 150, 183; public service engagement by, 173; reduced restrictions during Eliot’s presidency, 60–61; residential housing of, 85–87, 96t, 335, 347; standard four years graduation by, 136, 138, 288–289, 295–296; World War II enrollment by, 120. See also Students Harvard tuition: early forms of, 34; fivefold increase during Bok’s years, 182–184; genetic roots of cost of attendance problem, 183–184; increase (1913) of, 112; increase under Conant and then Pusey, 150; path of sustaining innovation and increasing, 14; remaining constant during Lowell’s reforms, 84–85. See also Financial issues; Tuition Harvard University: advantages enjoyed by, 135–136; Allston science complex at, 186, 188, 189–190; continuing politicization of the, 181–182; corporate independence from Commonwealth of Massachusetts by, 144; Faculty of Arts and Sciences (FAS) of, 57, 115, 156, 174, 252, 347–348; German scholarship/graduate model adopted by, 68, 115, 131, 135, 180, 358; government-funded research awarded to, 121–122, 132; graduate schools created at, 56–58, 69t, 246; Harvard Business School (HBS) of, 159, 160, 249, 264–265, 272, 281, 366–367; Kennedy School of Government of, 152, 173–174; online courses offered by, 86; professional schools of, 42, 44t, 57–58, 150. See also Harvard College Harvard University DNA: comingled living and learning system, 87; comparing traditional university DNA to some traits of, 136; cost of attendance problem rooted in,
Index

183–184; cost and quality problems of less prestigious schools rooted in, 197–200; costs and burdens of, 138; curricular distribution and concentration, 88–91, 96r, 122, 235, 312, 314; departmentalization change to, 40–41, 44r; Derek Bok’s reforms constrained by established, 180–184; description of, 20; evolution under Charles Eliot (1869–1909), 69t–70r, 110; evolving (1708–1868), 44t–70; grading curve and academic honors, 92–93, 96, 97; graduate school programs, 56–58, 69r, 246; graphic representation of evolution of, 137fig; initial traits and implications of (1636–1707), 35r; introduction of grades to, 41; long summer recess, 44t; modifications under Conant (1933–1953), 131, 132r–133r; original Puritan orthodoxy and dogma of, 36, 39; private fundraising, 43, 44r; professional schools and recruitment of best faculty, 42–43, 44r, 198, 199, 359; residential house system, 85–87, 96r, 335; secularization and specialization modification of, 35–38, 44r, 116; summary of Lowell Era (1909–1933) additions to, 96r; unchanging basic character of, 379; Unitarianism introduced into, 39. See also Educational innovation; University DNA


Harvey, Paul, 157

Haun, ron, 242

Heavyweight teams: BYU-Idaho’s online course development using, 284–285; facilitating disruptive innovation through, 239–240; overseeing Ricks to BYU-Idaho transition, 239–242

Heber J. Grant Scholars (BYU-Idaho), 276–278, 279, 310

Hesse, Hermann, 1, 4–5, 153, 179, 321. See also The Glass Bead Game (Hesse)

Hestenes, David, 282–283

High school education: Eliot’s interest in, 62–65, 310; General Education in a Free Society (the Redbook) influence on, 125–128, 133r, 187, 310; German bifurcation system of, 62–63; German gymnasia of, 74, 83; Jeffersonian responsibility for civic preparation by, 66; liberal education and career preparation by, 128; “moving-the-goalposts” argument on, 65–66; proficiency-based grouping practice of, 64–65; State of Florida’s dual college and, 353

Higher education: cautious optimism about future of, 399–400; decrease in value of diploma relative to cost of, 343; Derek Bok’s advocated changes for, 175–179; Excellence Without a Soul (Lewis) on state of, 5, 6–7; failure to revolutionize (1990s), 208–209; future promotional message sent to students about, 325–327; G.I. bill facilitating, 120, 127; graduate programs, 56–58, 198–199, 323; Higher Education Act reauthorization and, 206–207; increasing costs of, 13; Industrial Revolution influence on, 41–42; innovative influence of Charles Eliot on, 66–69, 71; as largely self-regulated, 19; Our Underachieving Colleges (Bok) on state of, 5–6; past immunity to competitive disruption by, 17–18; Redbook guidelines on, 122–128, 133r, 187; Spellings Commission report (2006) on, 3–4, 5, 6–7; system-based approach to, 143–144; undergraduate education viewed as diversion from research, 180–181; vital

462
Index

jobs to be accomplished in, 330–332. See also Education models; Universities Higher Education Act reauthorization, 206–207 Higher education competition: accreditation impact on, 17–18; among online course instructors, 328–329; aspiring institutions and costs of, 195–205; The Carnegie Ladder impact on, 141, 144, 195–197; competition-by-imitation strategy of, 10–13, 342–343; disruption by lower-cost providers of education, 205; frugality as advantage in, 319–320; increasing economic-based, 331; landscape imagery of, 398–399; online courses, 8, 18–19; past reputation influence on, 17; social goods impacted by, 19; of universities with for-profit institutions, 351–352. See also Competition Higher education principles: advanced study/discovery of new knowledge, 48; contributing to social and economic welfare, 48; provide curricular freedom of choice, 48, 50 Higher education reform, Lewis’s call for business-like approach to, 7 Higher Learning (Bok), 180–181 Hill, Thomas, 45 Hinckley, Gordon: announcement of Ricks’ new four-year status by, 226–229; economic “per BYU graduate” understanding by, 231; focus on “faculty rank” by, 372–373; innovative vision for BYU-Idaho by, 229–233; introducing Kim Clark as new president of BYU-Idaho, 250; necessary choices made by, 345; Perpetual Education Fund (PEF) established by, 319; support of new BYU-Idaho auditorium by, 274, 275 Hofstra University, 242–243 Holland, Matt, 384 Honor codes: instituted by universities, 101; Ricks Normal College, 100 Hopkins, Mark, 335, 337 Horn, Michael, 65 Houghton Mifflin, 30 Housing. See Harvard College housing Humanities curriculum, Harvard’s GE (general education program) on, 124 Hunsaker, Steve, 260 Huston, Terese, 270–271 Hyndai, 24 IBM PC (personal computer), 17, 239–240 Idaho Falls Post Register (newspaper), 242 In loco parentis tradition, 60, 159, 192, 357 Indiana Wesleyan University (IWU), 354 Industrial Revolution, 41 Innovation: bigger-and-better cycle limiting, 23–24; path of sustaining, 14ffg, 16ffg; performance enhancements problem of higher education, 13–14. See also Disruptive innovation The Innovator’s Dilemma (Christensen), 13, 15, 16, 239, 286 INSEAD, 160 Instruction: faculty autonomy implications for, 152–154; Harvard’s change to college lecture, 37; Harvard’s use of small-group, 280–281; learner-centered, 262; peer, 281–282; “teaching-as-telling” methods of, 262; tutorial, 281; value-adding process of, 90–91. See also Curriculum; Teaching Instruction quality: blending online and in-class courses for, 279, 340–341; BYU-Idaho’s approach to raising outside of the classroom, 271–272; BYU-Idaho’s Enrollment Expansion I analysis of, 303–307; BYU-Idaho’s Enrollment Expansion II analysis of, 307, 309–310; BYU-Idaho’s Foundations GE to improve,
Index

267–270, 308r; BYU-Idaho’s Learning Model for, 257–263, 272, 273, 299, 305f–306, 308r; challenge of justifying greater costs for, 341–342; Derek Bok’s focus on improving, 172–173; Harvard’s Core GE to improve, 186–187, 250; Lowell’s emphasis on, 341–342; the Redbook guidelines on Harvard, 123–128, 133r, 187; research universities’ problems with, 197

Intel, 15

Intellectual ground (or memory), 334–335, 396

Intercollegiate athletic programs: aspiring institutions and disappointment returns of, 202; ending Ricks College’s, 241–243, 386; Harvard College football teams, 61, 128–131; the Ivy Group Agreement on, 128–131, 133r, 183–184; NCAA governing, 128, 200; Ricks College success through, 164; Ricks Normal College’s promotion of football team, 102, 104. See also Football teams

Internship program (BYU-Idaho), 245–247

Ishikawa Kaoru, 303

Ishiwawa (“fishbone”) diagram: benefits of using analytic technique of, 303; of BYU-Idaho graduate production, 305f–306, 333; BYU-Idaho’s Enrollment Expansion I team’s use of, 303–307; origins and development of the, 304–305

The Ivy Group Agreement, 128–131, 133r, 183–184

J

Jackson, Charles Loring, 110

Jacobi, Edward, 107–108

Jefferson, Thomas: on civic preparation responsibility, 66; educational innovation by, 41–42; student-governed honor systems supported by, 101

Johns Hopkins University, university DNA of, 20

Johnson, Curtis, 65

Journal of the American Chemical Society, 360

Juarez Academy (Mexico), 99

K

Kaplan, Robert, 297–299

Keller, Morton, 152

Keller, Phyllis, 152

Kennedy, John F., 151, 152

Kennedy School of Government (Harvard College), 152, 173–174

Kerr, Clark, 177, 192–193, 194, 196, 232, 316, 363

Kirkland, John, 40

Knowledge Universe, 207–208

L

“Land-grant” colleges: Cornell University, 20, 49–50; description of, 26

Latin honors system, 92–93

Lawrence Scientific School (Harvard University), 47

LDS Business College, 314–315

Learner-centered teaching, 262

Learning: accreditation’s new focus on, 209–212; Harvard University’s comingling of student living and, 87; Spellings Commission agenda on proof of, 212; “The Spirit of Ricks” on, 258; “working to grow” for effective, 266–267. See also Online courses; Students

Learning Model (BYU-Idaho): Clark’s proposed, 257–258; costs and benefits of having a common, 262–263; fishbone analysis of graduate production role of, 305f–306, 333; as innovation during Kim Clark Era, 308r; keys to implementing the, 259–262; principles and proposed cycle of, 258–259; university report card on, 299
Index

Leavitt, Michael, 210–211
LeBlanc, Paul, 30, 203, 344
Lemann, Nicholas, 119–120
Leverett, John, 35–36, 181
Levitt, Theodore “Ted,” 331, 344
Lewis, Harry: criticism of grade inflation by, 93–94; criticism of Lowell’s Harvard presidency by, 91; *Excellence Without a Soul* by, 5, 6–7, 93–94, 187
Liberal Arts Colleges: Carnegie classification of, 11; DNA-enhancing innovations at Westminster College, 67–68
Liberal curriculum (high school): Eliot’s promotion of, 64; proficiency-based grouping practice, 64–65
“LifeMap” tool (Valencia Community College), 352
Lincoln, Abraham, 39
Lisbon earthquake (1775), 38, 182
Lowell, Abbott Lawrence: academic freedom supported by, 94–96; on college of the future, 396, 401; concerns about Harvard trends expressed by, 81–83; distribution system established by, 89–90, 91, 122, 312, 314; educational and professional background of, 80–81; efforts to promote student excellence, 92–94; emphasis on instruction quality by, 341–342; fostering community through comingled housing, 85–87, 96t, 335, 347; *Governments and Parities in Continental Europe* by, 361–362; Harvard’s extension programs created by, 85–87, 388; increasing breadth and depth in curriculum, 88–89; scholarship challenges faced by, 361–362; strategy for revitalizing Harvard by, 83–84; summary of achievements by, 96t–97, 110, 111; on usefulness of scholarship, 367, 370–371; views on athletics by, 129
Lumina Foundation, 211, 352

**M**
McCormick, Alexander C., 199
McKay, David, 106, 141, 145
McKinley High School (Hawaii), 104
*Magna cum laude*, 92–93
Major-creep problem: BYU-Idaho’s innovative responses to, 293–297; cost increases due to, 235–237; factors driving and consequences of, 290–293. See also Graduation delays
Majors (or concentrations): BYU-Idaho, 235–237, 244–248; BYU-Idaho’s internship program as part of, 246–247; easy-to-create and hard-to-eliminate nature of, 237; greater specialization and depth through, 236; Harvard University DNA on, 88–91, 96t, 122, 235; typical research university, 235; university choices about subject matter of, 353–354; university success factors related to, 394. See also Academic specialization; Courses
Manufacturing: BYU-Idaho online course development using principles of, 284, 330; Georges Doriot’s MBA course on, 159; Henry Ford’s vertical integration, 63, 118, 311
Manwaring, Hyrum, 102–103, 104, 105, 108, 109, 139
Marbury, William, 151–152
Maricopa County Community College District, 285
“Marketing Myopia” (Levitt), 331
Massachusetts Bay Colony, 38, 333
Massachusetts charter (1650), 51
Massachusetts high school teachers association, 63
Mather, Cotton, 36
Mather, Increase, 36
Mazur, Eric, 281–284
*Meet the Press* (TV show), 149
Memory (or intellectual ground), 334–335, 396
Menand, Louis, 290, 369

Mentorship: greater need than ever for, 396; in loco parentis tradition of, 60, 159, 192, 357; by student-conscious scholar, 377–378; as university asset, 335; Western Governors University’s system of, 337


Meritocracy (Harvard College), 112–113, 132, 150, 174

Microsoft, 211

Milken, Michael, 207–208, 212

MIT (Massachusetts Institute of Technology): Charles Eliot’s professorship at, 50; commercializing research by, 333; curriculum and financial reform at, 43; economic pressure insulation of, 191; education principles espoused by, 49; NRDC research grants awarded to, 121; university DNA of, 20

Model T cars, 63, 118

Modularized curriculum: BYU-Idaho’s Pathways program, 312–314, 327, 389; graduation delays controlled through, 294–295

Mormon pioneers: Bannock Academy school established by, 72, 73–75; Brigham Young Academy established by, 73; Mexican colony of, 99; Perpetual Emigration Fund aid to, 319; school building patterns of the, 73. See also Church of Jesus Christ of Latter-day Saints

Morrison, Samuel Eliot, 37, 38–39, 45, 93, 111

Munsterberg, Hugo, 94

National Education Association’s “Committee of Ten,” 63–64, 126

National Science Foundation, 121–122

Need-blind admission, 150, 183

Net Promoter Score (DeVry University), 10

New university DNA: assessing capabilities and making choices for, 379–381; benefits of enrollment growth and emphasis on quality, 388–389; cautious optimism of ability to create, 399–400; choosing meaningful success measures, 391–395; choosing supportive success measures for, 389–391; different types of tradeoffs, 382–385; enhanced freedom and usefulness of, 397; general genetic recommendations for creating, 385–388; prerequisites for good tradeoff decisions, 381–382; recommended alternations to traditional DNA, 386–387. See also Educational DNA; University DNA

New York Times, 93

Newton, Isaac, 37

Non-tenure-track faculty, 369–370

Nonconsumers: consumers unable to afford enhanced offerings become, 16; new competitors serving disenfranchised, 14ff, 16ff

Northeastern University, 242, 243

Northwest Commission on Colleges and Universities, 239

Norton, David, 298

Not-for-profit. See Private not-for-profit universities

Ohio State University, 25, 26, 134, 204

Online courses: blending in-class activities and, 279, 340–341; cost advantage of, 18–19, 214–215, 217, 286–287, 302, 339–341; as disruptive technology, 8, 18–19; expanding role of campus-based faculty in, 287–288;
Index

faculty concerns regarding, 329; Harvard University, 86; increasing enrollment in, 8, 216; instructors of, 213–214, 328–329; Pathways “College Success,” 311; Pathways “Life Skills,” 311; potential of hybridizing with face-to-face experience, 330; Ricks’ graduation requirement for, 225; Rio Salado College, 284–285; Westminster College’s, 385. See also BYU-Idaho online courses; Courses; Learning

Online education organizations: bigger-and-better cycle challenge for, 218–219; DeVry University, 9–10, 217–218; eCornell, 339–340; shortcomings of, 216; University of Phoenix, 8, 212–213

Online educators: adjunct instructors as, 213–214; competition among, 328–329; easy monitoring of, 214. See also Faculty

Online learning technology: accreditation acceptance of, 209–212; blending in-class activities and, 279, 340–341; immaturity during 1990s, 208–209; as new education model, 328–330; as product of research universities, 333; systematic improvement of, 328–329; University of Phoenix use of, 8, 212–213; Western Governors University (WGU) support of, 209–212

Online social networking, 351

Online university DNA: comparing traditional university DNA and, 216r; efficiency imperative fulfilled through, 338–341

Oracle, 207, 211


Our Underachieving Colleges: A Candid Look at How Much Students Learn and Why They Should Be Learning More (Bok), 5–6, 187, 266, 355

Oxford University, 34, 83, 84, 98

P

Path of sustaining innovation, 14fg, 16fg

Pathways program (BYU-Idaho): expanding student access through the, 309–310, 389; international expansion of the, 318–320; LDS Business College certificates to fill gaps in offerings of, 314–315; modularity curricular options of, 312–314; online courses and opportunities offered through, 311–312; reciprocal benefits between BYU-Idaho and, 317–318; similarities between SNHU Advantage and, 327; tuition cost savings to students by, 315–317

Peabody, Andrew, 40


Peer Instruction: A User’s Manual (Mazur), 283

Peer instruction, 281–282

Peirce, Benjamin, 80
INDEX

Performance enhancements problem, 13–14
Perpetual Emigration Fund, 319
Phillips, 23, 207
Physical campus: honest assessment of, 379–381; as valuable university asset, 336
Porter, Arthur, 104
Porter, Michael, 344–345, 366, 401
Priestley Medal, 107, 108, 110
Princeton University, 130, 150; U.S. News & World Report ranking of, 13
Private not-for-profit universities: endowment support of, 18; imitation strategy used by, 10–13, 342–343; online technology allowing new options for, 19
Professional Schools: Carnegie classification of, 11; Harvard’s, 42, 44r, 57–58, 150
Proficiency-based grouping, 64–65
The Program for Harvard College (PHC) campaign, 149–151
Public universities: imitation strategy used by, 10–13, 342–343; taxpayer support of, 18
Puritan orthodoxy: Harvard’s politicization legacy of ending, 181–182; initial Harvard university DNA of, 36; secularization shifting Harvard’s, 35–38; Unitarianism signaling end of Harvard’s, 39
Pusey, Nathan: changing student body during term of, 154–156; early retirement of, 155–156, 171; educational and professional background of, 148–150; faculty autonomy under, 152–154; Harvard expansion under, 151–152; PHC plan for fundraising by, 149–151; on scholarly over-reaction, 182

Q
Quality. See Instruction quality

R
Racial diversity: Derek Bok’s focus on, 172–173; Harvard’s progress in, 173
Radcliffe College, 120, 173
Ratemyprofessors.com, 351
The Redbook: GE (general education) program proposed by, 123–124; high school education influenced by, 125–128, 310; impact on Harvard by the, 123–125, 133r; on purpose of education as promoting freedom, 123; revised GE (general education) [2006] in keeping with, 187
Reid, Bill, 129
Religion courses: Harvard’s task force proposal for inclusion of, 187; Ricks College return to, 106–107
Reputation factor, 17
Research: aspiring institutions and competition for, 201–202; Carnegie Community-Engagement Classification on application of, 367–368; commercializing of, 333–334, 376–378; Conant’s personal experience with, 360–361; discovery objective of university, 332–333, 334–336; explaining choice over teaching, 364–365; faculty preference for, 151–152; faculty responsibilities for, 10; government-funded, 121–122; quantity over quality of, 359; undergraduate education viewed as diversion from, 180–181; University of Michigan’s undergraduate students engaged in, 193; up-or-out tenure system focus on, 114–116, 132r, 133, 238, 332, 358–359. See also Discovery research; Scholarship
Research universities: aspiring institutions emulating the great, 196–197, 198–200; costs of state-supported, 194;
Index

government-funding of, 121–122; graduate program characteristic of, 238; instructional quality problems of, 197; majors or concentrations at typical, 235; online technologies as products of, 333; teaching acknowledged as important in, 358–359; tradeoffs related to discovery research by, 382–383; up-or-out tenure characteristic of, 114–116, 132r, 133, 238, 332, 358–359. See also Universities

Reserve Officer Training Corps (ROTC) program (Harvard), 155–156

Rethinking and Reframing the Carnegie Classification (McCormick and Zhao), 199

Rexburg Chamber of Commerce, 102

Richards, Theodore William, 360

Ricks Academy: balancing secular and sacred viewpoints at, 78; Christensen’s addition of two-year college program at, 98–99; comparing Harvard’s curriculum to, 76–78; early years as Bannock Academy, 72, 73, 74–75; evidence of Charles Eliot’s influence on, 76, 77, 79; female students accepted at, 75; multistage conversion of, 199; religious influence on curriculum at, 75

Ricks Academy DNA: Harvard DNA evidenced in, 78; unique traits (1888–1914) of, 78–79t

Ricks College: all high schools classes eliminated by, 101–102; Bednar’s strategic changes at, 223–226; benefits of cost effectiveness practiced (1990s) at, 165–166; Bleacher Athletics Club established, 140; Christensen’s plans and work on, 98–99; comparing statistics of BYU-Idaho and, 322r; DNA evolution (1914–1944) of, 109fg; dress code at, 157, 162; economic problems (1929) facing the, 102–104; end of intercollegiate athletics at, 241–243, 386; expansion during 1960s, 145–146; failed attempt to move campus to Idaho Falls, 144–145; football teams at, 102, 104, 164; high standards and aspirations of, 100–102; Hinckley’s announcement of new four-year status of, 226–229; John Clarke’s vision and plans for, 140–141; new tree logo adopted by, 158; regional accreditation won by, 105; return of religion courses to, 106–107; Teton Dam disaster (1976) response by, 163; threat of closure or transference, 104, 105, 108; Wilkinson’s repositioning as two-year school, 142–143; during World War II, 108. See also BYU-Idaho; Ricks College innovations: “The Spirit of Ricks”

Ricks College DNA: comparing BYU-Idaho DNA and, 320–321fig; evolution (1914–1944) of, 109fg; evolution (1972–1996) of, 166t–167t; during the John Clarke Era (1944–1971), 146r. See also University DNA

Ricks College enrollment: changing admissions requirements and, 164–165; “fast track” program (1997) and increased ceiling for, 165–166, 166r; frugality measures due to decreasing, 158–159; increasing (1960s) rate of, 145–146, 158; postwar, 139–141; tuition reduction (mid-1980s) to increase, 164. See also Ricks College students

Ricks College faculty: eliminating salary distinctions of, 166r; expansion during 1960s, 145–146; In loco parentis practices by, 159; reducing number (1973–1974) of, 159; response to two-year status change by, 142. See also BYU-Idaho faculty

Ricks College innovations: international student training, 226; online course requirement for graduation, 225; three academic calendar tracks, 225–226;
Index

vocational training provided at, 163, 226; “zero-standard” for growth policy at, 224–225, 230. See also Ricks College
Ricks College students: dress code mandated for, 157, 162; transferring to BYU with associate’s degree, 143. See also Ricks College enrollment
Ricks Normal College: expansion of athletics at, 102; honor code instituted at, 100; opened during Romney’s first year, 99–100
Ricks, Thomas E., 73, 74, 227, 234, 240
Rio Salado College, 284–285
Rockefeller, John D., 115
Rockne, Knute, 102
Romer, Roy, 210–211
Romney, George S., 99
Romney, Marion, 158
Roosevelt, Franklin D., 86
Rosovsky, Henry, 115, 172, 197
Roxbury Latin School, 110
Rudenstine, Neil, 185, 249, 250

S
Salem witch trials, 36
Salt Lake Valley (Utah), 398
Schlesinger, Arthur, Jr., 154
Schlesinger, Leonard “Len,” 218, 345–346, 353
Scholarly disengagement, 179
Scholarship: academic freedom component of, 94–96; aspiring institutions and competition for, 201–202; Bednar’s unique definition of, 234–235; BYU-Idaho’s approach to tenure and, 373–376; BYU-Idaho’s focus on teaching, 366; Carnegie Community-Engagement Classification for new form of, 367–368; challenges to contemporary, 363–365; Charles Eliot’s design and definition of, 358; commercializing of, 333–334, 376–378; Conant’s personal experience with research, 360–361; continued relevance of, 400; course development form of, 370–371; as critical dimension of university choice, 358–378; debate over tenure and, 371–373; expanding traditional definition of, 365–369; explaining choice over teaching, 364–365; Harvard Business School’s new definition of, 368–369; Harvard’s adoption of German graduate model and, 68, 115, 131, 135, 180, 358; Lowell on need for usefulness of, 367, 370–371; mentoring of students through, 377–378; modern-day challenges faced by Lowells, 361–362; need for new incentives for, 369–371; solution shop component of, 90; university DNA influences from European, 48–49; university success factors related to, 393–394; up-or-out tenure system supporting, 114–116, 132r, 133, 238, 332, 358–359; UVU’s nontraditional approach to, 384. See also Discovery research; Faculty; Research
Scholastic Aptitude Test (SAT): competition for students with high scores, 202; development of the, 64, 117–118; Harvard’s merit-based admissions use of, 117–118, 132r; lesser-known schools offering scholarships for high, 196; school rankings based on student scores, 391; unforeseen costs of using, 119–120
Science curriculum: Charles Eliot’s contributions to, 47; Harvard’s GE (general education program) on, 124; Sputnik-motivated demand for, 66
Science (journal), 42
Second-tier schools. See Aspiring institutions
Secondary education. See High school education
Secularization: Harvard University DNA shift toward, 35–38, 44r; Lisbon earthquake (1775) natural causes search and, 38, 182; rationalism of
Unitarianism, 39; Ricks Academy’s balance of sacred and, 78
Shapiro, James, 369
Shapiro, Robert, 217–218
Siemens, 23, 207
Sloan Foundation, 216
Small-group instruction (Harvard), 280–281
Smith, Joseph, 72–73
Social engagement: civic education facilitating, 66, 123–124; Derek Bok’s focus on, 172–174; *The Glass Bead Game* (Hesse) on need for, 179
Social goods: character development focus by universities, 354–357; Charles Eliot’s on higher education outcomes of, 48; civic preparation as, 66; Conant’s concerns over Harvard’s contribution to, 111–112; higher education institution competition impact on, 19; higher education production of; 19
Social networking sites, 351
Social sciences curriculum, Harvard’s GE (general education program) on, 124
Southern New Hampshire University (SNHU): Advantage program of, 327; College Unbound program of, 327; online course production system of, 330; Paul LeBlanc leadership of, 203, 344; similarities between BYU-Idaho’s Pathway program and, 327; 3Year Honors Program in Business Administration offered at, 327; *Winning by Degrees* profile of, 29–30
Specialization. See Academic specialization
Spellings Commission report (2006): characterization of higher education, 7–8; language and metaphors of business used in, 3–4, 5–6; mature enterprise as defined in, 207; proof of learning agenda of, 212
Spellings, Margaret, 3
“The Spirit of Ricks”: Clark’s appreciation for the, 251; concerns over Ricks name change to BYU-Idaho as violating, 240–241, 244; Eyring’s efforts to build on the, 159, 162, 167; patterns of learning as part of, 258. See also BYU-Idaho; Ricks College
Spiritual happiness, 1
Spori, Jacob, 74, 158, 234
Stagg, Alonzo, 102
Standardized testing: ACT, 119, 165, 202, 277, 392; Scholastic Aptitude Test (SAT), 64, 117–120, 132r, 196; unforeseen costs of, 119–120
Stanford, Leland, 115
Stanford University, 99, 157, 234, 335
State universities: Arizona State, 25–26, 204, 391; California system of, 232; challenges to keep affordability of, 204–205; Ohio State University, 25, 26, 134, 204. See also University of California
Stock, Peggy, 68
Student enrollment: BYU-Idaho’s strategy to expand, 301–310, 327; institutional change and benefits of, 388–389; rates of online, 8, 216; summer semester, 256–257
Students: competition for standout, 202; costs of competition by aspiring institutions to, 202–205; elective system providing freedom of choice to, 51–55, 82; helping them to “achieve the dream,” 352–353; *in loco parentis* authority over, 60, 159, 192, 357; institutions granting only certificates to, 349–350; the Ivy Group Agreement on athletic participation by, 128–131, 133r, 183–184; national average of five years to graduate by, 136; peer instruction by, 281–282; possible future promotional message sent to, 325–327; recognized as the university’s primary constituent, 350–352; resistance to “learner-centered teaching” by, 262; revolt against faculty *in absentia* by, 192–193; secondary education
proficiency-based grouping of, 64–65; social networking used to express opinions by, 351; third-party financing lowering price sensitivity of, 14; undergraduate education seen as diversion from research, 180–181; university commitment to character development of, 354–357; university decision to focus on undergraduate or graduate, 347–348; university focus on specific types of, 348–350; university success factors related to, 393; vocational training of, 64, 126, 127, 163, 226; work ethic taught to, 160. See also BYU-Idaho students; Harvard students; Learning

Students for a Democratic Society (SDS), 155

Subject matter. See Majors (or concentrations)

Success measures: accountability through, 390–391; BYU-Idaho’s report card as, 297–300, 333, 391; importance of evaluating through, 389–390; investing in qualitative versus quantitative, 392; scholarship-related, 394–395; selecting meaningful, 391–395; student-related, 393; subject-related, 394

Summa cum laude, 93

Summer semesters: BYU-Idaho’s three-semester calendar of, 254–257, 308; cost efficiency of, 387–388; hurdles to year-round operation including, 256–257; University of California enrollments during, 256–257

Summers, Larry, 185, 186, 249, 250–251, 263

Sumner, Charles, 39–40

System-based higher education, 143–144

T

Teaching: benefits of teaching what you don’t know, 270–271; BYU-Idaho’s focus on scholarship of, 366; course development scholarship, 370–371; explaining choice of research over, 364–365; importance acknowledged in research universities, 358–359; as moral act, 356. See also Instruction

Teaching What You Don’t Know (Huston), 270–271

‘Teaching-as-telling’ instruction, 262

Technology: Eliot’s view of opportunities through, 400; ultrasound, 23; X-ray, 23. See also Disruptive technology

Technology performance: bigger-and-better cycle driving, 23–24; consumers no long able to afford sustaining, 14; driven by Apple computer, 17; driven by sustaining innovations, 14

The Telltale (Harvard student publication), 36

Tennessee Technology Centers, 349–350

Tenure: BYU-Idaho’s approach to scholarship and, 373–376; Charles Eliot’s creation of Harvard, 376, 382; debate over scholarship and, 371–373; Hinckley’s focus on “faculty rank” instead of, 372–373; potential risks in any system of, 375–376; Up-or-out system of, 114–116, 132r, 133, 238, 332, 358–359. See also Faculty

Teton Dam disaster (Idaho, 1976), 163

Third-party financing, 14

third-tier schools. See Aspiring institutions

Three-year degree program: failure of Eliot’s proposed, 58; SNHU’s 3Year Honors Program in Business Administration, 327

Time magazine, 131

Toyota, 23–24

Tradeoffs: as contrary to bigger-and-better cycle, 345; different types of, 382–385; necessary to “to do the job,” 344–346; prerequisites for making good decisions on, 381–382

Tuition: aspiring institutions and increased, 200; challenges to keep state
universities affordable, 204–205; graduation delays and higher costs of, 292–293; increase since the late 1980s, 202; Ricks College reduction (mid-1980s) in, 164; scholarship often subsidized by, 91. See also Financial issues; Harvard tuition

Tutorial instruction, 281

Twain, Mark, 81

Two-year community colleges: Carnegie classification of, 11; increasing enrollments of, 8; student population served by, 349; Valencia Community College, 352–353

U

Ultrasound technology, 23

Unitarianism, 39

Universities: bigger-and-better cycle of, 22–23, 24, 195, 225–226, 235, 345; Carnegie Ladder and aspiring, 195–200; The Carnegie Ladder classification of, 11–12, 23, 141, 195–197; discovery research job of, 48, 332–336, 363–365, 376–378, 382–384, 396; efficiency imperative of, 338–341; Eliot’s predicted need for pruning by, 400–401; financial pressures facing, 7–8; government-funded research of, 121–122, 132t; imitation strategy of most, 10–13, 342–343; “land-grant” colleges, 26; memory (or intellectual ground) job of, 334–335, 396; mentorship job/in loco parentis of, 60, 159, 192, 335, 337, 357, 396; online courses offered by, 8; overstretched and underfunded, 200–201; performance enhancements problem of, 13–14; resistance to change by, 21; second- and third-tier, 195–196; social goods produced by traditional, 19; suicide by imitation, 342–343; unique assets of, 336–338; U.S. News & World Report rankings of, 12, 13, 345; “voluntary accountability” model of, 188; vulnerabilities in context of performance by, 335–336; Winning by Degrees profile on, 29–30. See also Accreditation; Higher education; Research universities; University choices

The University: An Owner’s Manual (Rosovsky), 197

University of Arkansas, 223

University assets: physical campus environment as, 336, 379–381; professoriate as, 337–338, 379–381

University of California: Clark Kerr’s design of the, 194–196, 316; Clark Kerr’s words of warning for, 192–193; endowment of the, 187; financial straits (2010) of, 192; five sports eliminated at, 243; online enrollment exceeding enrollment on ten campuses of, 8; oversupply of Ph.D.s relative to university positions, 363–364; summer semester enrollment at, 256–257; system-based approach of the, 143–144. See also State universities

University of California, Berkeley, 18, 194, 195, 257

University of California, UCLA, 194, 195, 257

University of Cambridge, 33–34, 83, 84

University of Chicago, 85, 99, 102

University choices: commitment to character development as, 354–357; helping students to “achieve the dream,” 352–353; making necessary tradeoffs through hard, 344–346; recognizing students as primary constituent as, 350–352; scholarship dimension of, 358–378; subject matter focus as, 353–354; types of students to serve as, 348–350; on undergraduate or graduate student to serve as first critical, 347–348. See also Universities

University DNA: bigger-and-better cycle of, 22–23, 24, 195, 224–225, 343, 345; BYU-Idaho traits compared to traditional, 233t; Charles Eliot’s
Index

contributions to, 48–49; comparing
Harvard traits and traditional, 136;
comparing online university traits to,
216r; cost and quality problems rooted
in, 197–200; description and
development of, 20–21; discovery
research built into, 332–336;
distribution system curricular model,
89–90, 91, 122, 312, 314; elective
system feature of, 51–55, 82;
innovations enhancing Westminster
College, 67–68; memory (or
intellectual ground) built into,
334–335; need to change the
traditional, 342; recommended
alternations to, 386r–387r; steadiness
characterizing, 21; suicide by imitation
of, 342–343. See also Harvard
University DNA; New university
DNA; Ricks College DNA
University of Göttingen, 39
University of Idaho, 103, 103–104, 105
University jobs: challenge of justifying
greater costs to complete, 341–342;
discovery research as, 48, 332–336,
363–365, 376–378, 382–384, 396;
making tradeoffs to do the, 344–346;
memory (or intellectual ground) as,
334–335, 396; mentorship/in loco
parentis as, 60, 159, 192, 335, 337,
357, 377–378, 396; unique assets for
performing, 336–338
University of Michigan, 98, 193, 336
University of Notre Dame, 102
University of Pennsylvania, 41–42,
130
University of Phoenix, 8, 212–213
University report card (BYU-Idaho),
297–300, 333, 391
University of Utah, 142, 333–334, 384,
398, 399
University of Utah Venture Bench,
333–334
University of Utah Virtual Incubator
Program, 334
University of Virginia, 41–42, 101

Up-or-out tenure system, 114–116,
132r, 133, 238, 332, 358–359
U.S. Department of Education, 207
U.S. Military Academy at West Point, 42
U.S. News & World Report college
rankings, 12, 13, 345
Utah State, 142
Utah Valley University (UVU), 384,
398–399

V
Valencia Community College, 352–353
Value-adding instruction, 90–91
Vertical integration manufacturing:
BYU-Idaho Pathway program
implementing, 311; description of, 63;
principle applied to SATs, 118
Vietnam War, 156
Vocational training: derided by
educators, 126, 127; Germany
educational system providing, 64;
Ricks Colleges’ courses providing, 163,
226
“Voluntary accountability” model, 188

W
Wal-Mart, 225, 245
Walton Institute, 245
Walton, Sam, 225
Weber State College, 142
Weimer, Maryellen, 262
Western Governors University (WGU),
209–212, 337, 398, 399
Westminster College, 67–68, 195, 330,
385, 398, 399
Wheelwright, Steve, 260, 303–304, 309
White, Andrew, 55
Wilkinson, Ernest, 141–143, 144, 145,
231
Williams and Amherst, 12
Wilson, James Q., 178
Winning by Degrees (McKinsey &
Company), 29–30, 285, 338,
349–350, 354
Index

Winthrop, John, 33, 38, 181–182
Work ethic, 160
World War I, 94, 98
World War II: Conant’s service during, 121; G.I. bill following, 120, 127; Harvard’s enrollment and faculty during, 120; Harvard’s faculty recruitment from Europe during, 113; postwar enrollment at Ricks College, 139–141; postwar idealism following, 124; Ricks Normal College enrollments during, 108

X
X-ray technology, 23

Y
Yale University: classical curricular model report (1828) by, 41; economic pressure insulation of, 191; endowment fund of, 187; football rivalry between Harvard and, 129; fundraising by, 149; signing the Ivy Group Agreement, 130; university DNA of, 20; *U.S. News & World Report* ranking of, 13
Young, Brigham, 73, 319
Young, Michael, 334

Z
Zero-standard policy (Ricks College), 224–225, 230
Zhao, Chun-Mei, 199