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Integrative organizational case study analysis: Building name change at Towson University

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This integrative analysis will assess the case study of Towson University and the renaming of campus buildings that do not align with the institution's mission regarding its "commitment to diversity and inclusion" ("Mission & Strategic Plan," 2017). The case study will be analyzed using the following organizational theories:

Structural/Bureaucratic, Collegial/Human Resource, Political, and Cultural/Symbolic perspectives. The authors have provided recommendations on how to resolve the issue of the renaming of buildings at Towson University.

Keywords: organizational theory, higher education, organizational frameworks, student activism, diversity and inclusion, governing bodies, student leadership, campus culture, campus building names, campus protests, campus politics, campus coalitions

In 2013, "a Black-centered political will and movement building project called #BlackLivesMatter" was established ("Herstory," n.d.). The movement is led by members among a global network and has been used as a platform to strengthen anti-Black racism in the United States ("Herstory," n.d.). "Black Lives Matter is an ideological and political intervention in a world where Black lives are systematically and intentionally targeted for demise" ("Herstory," n.d.). Several groups advocating for inclusion, anti-racism, and diversity efforts have formed since the creation of Black Lives Matter. These efforts include two initiatives, #OccupyTowson and #ONSR, formed by student activists at Towson University. Similar to the Black Lives Matter movement, these two student groups recognize the "gaps in movement spaces and leadership" and demand change ("Herstory," n.d.).

An example of these demands were presented at Towson University, Yale University, and Clemson University which includes the renaming of buildings named after known white supremacists and slave owners. The ties that bind the African American culture to slavery are hidden in the names of these buildings and intoxicate the campus climate. Towson University, Yale University, and Clemson University have subjected their students to insensitivity and an obvious disregard for the history of slavery and its effect on the black community. These universities recognize known white

supremacists and slave owners and pay homage to them through the structure and naming of colleges, residence halls, and other buildings on campus. To add insult to injury, these universities have been dignifying slave owners in spite of their published institutional missions and goals on diversity and inclusion.

Fortunately, Yale President Peter Salovey acknowledged that, as a white supremacist and national leader who promoted slavery, John C. Calhoun's legacy conflicts with Yale's mission and values ("Yale Changes Calhoun College's Name," 2017). President Salovey announced in February 2017 that Calhoun College would be renamed to honor one of Yale's most distinguished Yale graduates, Grace Murray Hopper ("Yale Changes Calhoun College's Name," 2017). It is time for Clemson and Towson to follow suit. In fact, students at Clemson University have been fighting to change the name of Tillman Hall, a building named after white supremacist, Ben Tillman, for years (Mulhere, 2015). Both the student government and faculty senate at Clemson have voted for the renaming of Tillman Hall, to no avail (Mulhere, 2015). "The chairman of the Board of Trustees said the name won't change" (Mulhere, 2015).

As minority women, students, and administrators in higher education, this issue is personal and of immediate concern. To be a resident or visitor in the buildings at these institutions is a constant reminder of slavery and a slap in the face to every African American who walks the halls. Enough is enough. In connection with the Black Lives Matter movement, which has been prevalent in several cities, states, and on college campuses, African Americans and their allies are demanding respect. Towson, Yale, and Clemson students' petition for racial equality in higher education is warranted. Minority students, faculty, and administrators on college campuses deserve to feel safe, comfortable and accepted at their institutions. Efforts across several campuses at universities are being made, and not quietly so, to end honoring slave owners and begin respecting minorities.

Statement of Purpose

Students at Towson University are ready for a change. Student activist, Bilphena Yahwon states, "From College Park to Towson University, our universities have chosen to advertise slave owners and white supremacists with statues, memorials, and buildings" (Shelton, 2016, p.1). Yahwon is taking a stance on this issue because two residence halls at Towson University are named after slave owners and Declaration of Independence signatories, William Paca and Charles Carroll. Naming buildings after such individuals cause students to feel unaccepted by the institution. Yahwon argues, "This is an act of violence against black students" (Shelton, 2016, p.1). Collectively students at Towson University are outraged at the lack of diversity on campus. Due to this racism on campus, Towson University students created an organization called, Organized Network of Student Resistance (ONSR). This organization formed after a #OccupyTowson sit-in occurred at the President's office. Following this sit-in, students were invited to speak at a University System of Maryland Board of Regents meeting to discuss their concerns about changing the name of buildings at Towson University.

In efforts to support students and address their concerns the University System of Maryland has decided to establish a Diversity and Inclusion Council. The council will use a data-driven approach to assess the campus climate of all universities overseen by the University System of Maryland to determine if there are issues of diversity and inclusion on campuses. Towson University has created a committee of students, faculty, and administrators to select the first Vice President of Inclusion and Institutional Equity at the university as well as ensure Towson changes the name of the buildings to individuals who are ethical and moral. This integrative analysis will use Bolman & Deal's (2013) organizational theory frameworks to assess how this issue is impacting the campus of Towson University.

Organizational Theory Frameworks

Structural/Bureaucratic Framework

Bolman & Deal (2013) suggests six assumptions that explain the structural frame. The assumptions explain how organizations are created to achieve goals, a fixed division of labor causes organizations to be efficient, control is centralized at the top of the hierarchy, decision making is rational, not personal, structures adapt to its organization's present condition, and the structure struggles because it is resistant to change. Towson University illustrates these assumptions because of the system the state of Maryland created to govern the public universities in the state. The state of Maryland created the University System of Maryland to govern the 12 constituent institutions and research centers. These institutions are governed by one board of regents. The Board of Regents is appointed by the governor of Maryland. Bolman & Deal (2013) describe authority as, "A chain of command is a hierarchy of managerial and supervisory strata, each with legitimate power to shape and direct the behavior of those at lower levels" (p. 52). According to one student at Towson University, "This is a larger issue that extends past the University and into the Board of Regents" (Rowan, 2017, p.3). The power and control held by the University System of Maryland and the Board of Regents prevent Towson from having autonomy over campus-wide issues.

Structure influences Towson because, according to Bolman & Deal (2013), "It is a blueprint for formally sanctioned expectations and exchanges among internal (executives, managers, employees) and external constituencies (such as customers, competitors, regulating agencies, and clients)" (p.46). When the students presented their concerns and frustration about the names of the residence halls, the president of the university was unable to address the problem. The president's responsibility is to govern the day to day operations of the school. The Organized Network of Student Resistance was told they could speak about these issues at a Board of Regents meeting. The Board of Regents has a duty to meet the goals and objectives of the system and the State. Shifting the culture of the school may appear simple; however, the school is governed by one entity that is loyal to the State; therefore the students are in a sense trying to shift the values of the state of Maryland.

According to Bolman & Deal (2013), "Formal structure enhances morale if it helps us get our work done. It has a negative impact if it gets in our way, buries us in red

tape, or makes it too easy for management to control us” (p.48). The initial frustration about the names of the residence halls were brought to the attention of the Board of Regents in September 2016. As of December 2017, the names of the buildings have not been changed. Towson is in the process of creating a name change policy for the institution. Towson University President Kim Schatzel claims the policy will create a process “for transparency and inclusive consideration of a building name” (Rowan, 2017, p.2). During the process of creating the policy students from the Student Government Association wanted to include the term “anti-racist” in the policy. The council which consisted of students, faculty, and administrators decided against this term. To appease the students, the council compromised on allowing an individual from the Office of Inclusion and Institutional Equity to approve the name as well. Manning (2013) asserts, “Rather than an exhaustive process that explores options, most bureaucrats find a solution that is “good enough,” one that satisfies sufficient parameters of the decision situation” (p. 119). The students felt the language in the policy was subject to interpretation and opinion. Therefore, they desired explicit terms to ensure the university could not find a loophole that would allow them to name buildings after individuals of their choice. The compromise created by the council was a “good enough” decision, and it manipulates the students into thinking someone from the Office of Inclusion and Institutional Equity shares the values of the students at Towson University.

Towson University is a member of the University System of Maryland, and it is not the only institution within the system that has requested the changing of a building name. In 2015, the University of Maryland, College Park created a proposal to rename Byrd Stadium. The Board of Regents accepted this proposal and voted 12-5 to change the name of the stadium to Maryland Stadium. According to Bolman & Deal (2013), “Rules, policies, standards, and standard operating procedures limit individual discretion and help ensure that behavior is predictable and calculable” (p.52). It is apparent that Towson University is following the example of the University of Maryland, College Park. The Board of Regents created a process that an institution can follow to express concerns and submit a proposal that presents its arguments in a clear manner. Documenting and making requests in writing ensures the mode of communication is followed accordingly (Manning, 2013). By writing a proposal, Towson University can ensure that they receive the same support from the Board of Regents as the University of Maryland, College Park. In this situation, the centralization of power may benefit the students of Towson because it will force the Board of Regents to be consistent with their decision making (Manning, 2013).

Bolman & Deal (2013) and Manning (2013) discuss how communication determines how information is shared in an organization. The pattern of the communication reveals where the power lies. Towson University exists in a vertical communication chain. This is because of the University System of Maryland and Board of Regents possessing centralized power over the 12 institutions in the system. Bolman & Deal (2013) state, “With vertical coordination, higher levels coordinate and control the work of subordinates through authority, rules and policies, and control systems” (p.51). The Board of Regents is giving Towson University the autonomy to create a name

changing policy for their institution, but the Board of Regents will determine if the document is worthy of consideration. The name changing process will only occur if the Board of Regents deem the proposal acceptable. If this does not happen, Towson will have to create a new proposal that meets the standards of the Board of Regents.

Manning (2013) suggests bureaucracies, “Seeks to minimize patronage, favoritism, and nepotism through standardization and objectivity” (p. 122). To address the concerns and diversity issues at Towson, Leah Cox was appointed the new Vice President for Inclusion and Institutional Equity. Vice President Cox was employed at the University of Washington in Fredricksburg, Virginia prior to accepting her position at Towson University. Since Vice President Cox is entering an unfamiliar system, one can assume she may struggle in her new role due to the centralization and hierarchy of power. Cox may seek to change the lack of diversity and inclusion on campus, but because of the “red tape,” these changes may not be enacted quickly. Mannings (2013) identifies the following weakness bureaucracies may possess, “Routinization and standardization can quickly lead to red tap, which interferes with responsiveness and adaptability” (p.122). Universities are constantly changing due to their student population. Social justice issues are becoming more pertinent in the nation. Because of this, the policies and procedures of the University System of Maryland and Board of Regents may not adapt well or enact change quickly enough to serve the student body at Towson University.

According to Manning (2013), “Bureaucratically organized institutions are more effective in stable, unchanging environments than in volatile, constantly changing ones” (p.123). Institutions like Towson who have created a strategic plan to improve diversity and inclusion on campus will struggle to maintain their bureaucratic structure because students are pressuring leaders of the institution to enact the changes they promised. In 2015, former Towson President and University System of Maryland Chancellor, Robert Caret stated, “The USM reaffirms its long-standing commitment to supporting and nurturing a culture of diversity, inclusion and fairness on every one of our campuses” (Shelton, 2016, p.2). While the University System of Maryland plans to create a culture of diversity, it is being prolonged because the climate survey has not been administered. A decision may not be made about the name changing policy and the climate of Towson until the results of the survey are received and measurable goals are created. The timeline for these action items is not clearly stated. Therefore, the Board of Regents can maintain their control over the culture of Towson University. The Board of Regents should take into account, “the human element within organizations” (Manning, 2013,p.122). The creation of the proposal is taking some time and black students who are living in the residence halls named after slave owners are feeling targeted and unaccepted at their institution.

Collegial/Human Resource Framework

This issue is causing the relationship between Towson University and its students, staff, and administrators to be strained. The university has put its community in a position that questions their value on campus. Thus, the people on campus are channeling their energy in a direction that forces a reaction from the university to either fall in alignment with the needs and requests of the people or not. Protests, sit-ins, and formed coalitions

are merely the beginning of what angered university members have resorted to on campus. As per Bolman and Deal (2013), “[...] people’s skills, attitudes, energy, and commitment are vital resources that make or break [an institution]” (p. 117). Bolman and Deal (2013) further asserts “the human resource frame is built on core assumptions that highlight this linkage” (p. 117).

These assumptions are as follows:

Organizations exist to serve human needs rather than the converse. People and organizations need each other. Organizations need ideas, energy and talent; people need careers, salaries, and opportunities. When the fit between individual and system is poor, one or both suffer. (Bolman & Deal, 2013, p. 117)

The fit between Towson University and its people is contingent on how the institution responds to the needs of the people and how the people perceive their needs to be met. The university is responsible for developing a cadre of committed [members of its community] (Bolman & Deal, 2013, p. 133). Towson University’s effort to meet the needs of its members will be the determining factor of their commitment to the institution.

Maslow Hierarchy of Needs as illustrated by Bolman and Deal (2013) provides a model of the range of people’s needs (p. 122). Among that hierarchy lies self-actualization, esteem, social/belonging, safety, and physiological needs. Assessing the campus climate at Towson University using these measurements, individuals innately require a sense of belongingness and inclusion. Moreover, the need to feel respected and safe is essential to their experience on campus. Failure to meet these basic needs could cause individuals to “withdraw psychologically” and, ultimately, hinder their progress, productivity, or coursework. Towson University will have more difficulties if students and staff begin to “withdraw their efforts or [...] work against organizational purposes” (Bolman & Deal, 2013, p. 135). Losing the support and activism of students and faculty will diminish morale on campus. Towson must reinforce its values through action that represents the interest of their paying constituents, i.e., the students.

Political Framework

The political framework makes certain assumptions regarding understanding the institutional landscape. First, dissention, divergence of opinions, and conflict within the context of competing for limited resources are all regarded and accepted as normal. Bolman and Deal (2013) acknowledged the normalcy of these elements in writing, “the question is not whether organizations will have politics but rather what kind of politics they will have” (p. 203). Second, the political landscape is comprised of a myriad of subgroups with varying interests. This landscape manifests in coalitions that are continually shifting, as well as what issues are deemed as important. Birnbaum referred to the college as a “supercoalition of subcoalitions with diverse interests, preferences, and goals” (Birnbaum, 1991, p. 132). Furthermore, this supercoalition “can be seen as a shifting kaleidoscope of interest groups... [that] are not static... [and] constantly change with emerging issues” (Birnbaum, 1991, p. 132). Third, these shifting interest groups, coalitions, and hot-button issues are largely tempered by a bloc of apathetic or “unaffiliated” individuals who constitute roughly thirty-three percent of any campus

community. “A central characteristic of most political communities is indifference... But at irregular intervals... a specific issue emerges and becomes contentious on campus” (Birnbaum, 1991, p. 137). Finally, the locus of power and decision making also shifts. This is unlike the bureaucratic/structural framework that assumes power lies with the president or CEO at the apex of the pyramid structure. It is also unlike the human resource framework that values and operates on the assumption of the collegium wherein deliberation and decision-making is diffused and shared. Power is highly contested in the political arena and is won through competition, alliances, coalition-building, and persuasion for the aforementioned limited resources. “Choices have to be made...between competing goods” (Birnbaum, 1991, p. 134).

This unique characteristic of the political landscape also ensures balance. “Under most circumstances... [no] single person or group can impose its will unilaterally on the others” (Birnbaum, 1991, p. 133). Approaching the issue at hand from a political lens would be to recognize the concerns of Towson student activists not as a challenge or obstacle to overcome, quiet, or quell, but as part of the larger diversity of community member perspectives. This recognition normalizes the myriad of worldviews and differences of opinions within the climate of the campus marketplace of ideas. These varying perspectives and opinions are contested in decision making processes in the political arena about what is most important (Birnbaum, 1991, p. 133), and thus deserving of our attention, and more importantly, our resources. The political lens also seeks to examine what subgroups are involved, as well as what coalitions have been formed with allied interests for the purposes of gaining leverage and power. Some of the more obvious subgroups at play in this case are Towson University student activists representing the grassroots Organized Network of Student Resistance and Black Student Union student-run organization; the Student Government Association (SGA), the formal representative body of Towson University Students; top-level campus administrators like Vice President of Student Affairs Dr. Deb Moriarty, President Dr. Kim Schatzel, and the President’s Council; Dr. Bob Caret who has a vested stake not only as Chancellor for The University System of Maryland but also as former president of Towson University; and the USM Board of Regents.

Towards the end of the past academic year, an important coalition was formed between black student activists and SGA that resulted in a convergence of priorities that did not previously exist. This happened largely through the election of the “URTU” (your Towson University) campaign. The Student Government Association 2017-2018 executive board ran on issues that prioritized “diversity and inclusion” as one of its five platform issues (Rowan, 2017a). The “URTU” name, or “Your TU,” seemed to deliver this message of campus inclusion for everyone, as well as suggested that all have a role and agency in helping to create a more inclusive Towson University community. The election of the URTU slogan has additional significance because it resulted in the election of some of the student activists who have been involved since 2015 through #OccupyTowson in pushing forward the agenda of bringing awareness to and improving the conditions of Black students at Towson University (Rowan, 2017a). The election was highly contested and included accusations of racism on the part of both sides of URTU

and its opposing campaign, “Legacy” (Boteler, 2017). Officially, the URTU campaign was endorsed by both the Black Student Union (BSU) and the Latin American Student Organization (LASO) (Rowan, 2017a). Unofficially, URTU earned the buy-in and trust from a number of other cultural student-led organizations that both fall within or outside of the umbrellas of BSU and LASO which resulted in those organizations helping to drive numbers to the polls in support of URTU. Then Vice President-elect Breyja Johnson spoke to the power of coalition building in helping to secure the election of URTU in stating, “I just think that this just shows you that all of us that are on the margins are so strong and I’m nothing without my community” (Boteler, 2017).

In their prioritization of diversity and inclusion issues, URTU has potential allies from senior administration by way of its Vice President of Inclusion and Institutional Equity (“Office of Inclusion & Institutional Equity- Contact Us,” 2017), and the Associate Vice President of Student Affairs for the Center for Student Diversity and Civic Engagement and Leadership (“Center for Student Diversity- Contact Us,” 2017). The very roles as well as the offices they represent and lead, are contingent upon driving forward Towson University’s mission and “commitment to diversity” within the strategic plan (“Commitment to Diversity,” 2017). Thus, it would behoove URTU, the Center for Student Diversity, and the Office of Inclusion and Institutional Equity to work together in the matter of renaming the William Paca and Charles Carroll buildings and creating a policy for the process of naming buildings in the future. So far that seems to be the case with reference to Dr. Cox in the Rowan article as being “part of the committee who worked to develop the new policy.” Additionally, Dr. Cox has publicly stated that the William Paca and Charles Carroll buildings serve as “a reminder that the people who we’ve chosen to name the buildings after were folks who would have never allowed you to be on this campus,” thus making plainly evident her support as a senior leader in favor of renaming (Rowan, 2017b, p. 7).

Cultural/Symbolic Framework

Campus Culture. Universities have unique and cherished cultures that are birthed through their history and infused in their campus traditions (Simplicio, 2012, p. 336). Towson University’s culture and its traditions are not only important, but are also vital to the university’s well-being because they provide stability and continuity (Simplicio, 2012, p. 336). Campus protests rebelling against the existence of buildings that unapologetically represent slave owners signify there is a need for change at Towson University. The presence of these buildings permeates the campus with a stench that incites distress and anger, primarily among the black community. Ultimately, the culture of the Towson University campus is affected in ways that draw concerns to its community. Renaming the buildings is not simply about changing the names from slave owners to other respected individuals. Renaming the buildings is also about bringing the community together and forming a unified, more inclusive culture that speaks to the value system of the institution. Renaming the buildings will reaffirm the USM’s commitment to diversity and inclusion.

According to Bastedo (2012):

The study of institutional culture has grown enormously in recent years in the broad organizational literature, as well as in the higher education literature. It is the study of norms, values, and practices and the historical and social circumstances in which the institutions were developed and in which they exist. (p. 233)

Students, staff, and other constituents that inhabit Towson University have the right to feel valued. Honoring slave owners and making them worthy of having buildings named after them does not show value for all. In fact, it creates a climate on campus that is tense. This tension seeps into the culture and directly impacts the thoughts, actions, and behavior of individuals at the institution. As stated by Birnbaum (1988), “Culture influences what people [...] perceive and how they behave” (p. 72). The perception is that racism is tolerated on campus. Towson has to be accountable and understand its acceptance of slave owners suggests the institution does not value freedom and equal rights for all. The buildings are symbols of the campus and “an organization’s culture is revealed and communicated through its symbols [...]” (Bolman & Deal, 2013, p. 248). A college is not simply an aggregation of students, teachers, and administrators. Although the character of a college is greatly influenced by the nature of its staff and students, it also has qualities and characteristics which are to some extent independent of the people who fill its halls and offices at any given moment. (As cited by Manning, 2013, p. 96)

Buildings as Symbols. Symbolic forms, such as nomenclature, fall into the culture column and can be investigated from a cultural framework (Bastedo, 2012, p. 165). As cited by Birnbaum (1988), “[culture] induces purpose, commitment, and order; provides meaning and social cohesion; and clarifies and explains behavioral expectations. Culture influences an organization through the people within it” (p. 72). Furthermore, “the architecture of a campus immediately communicates the values, aspirations, and character of an institution” (as cited by Manning, 2013, p. 98). Towson University must recognize that the people within the institution, as well as those on the outside looking in, see the buildings as symbols of what the university stands for. Consequently, these buildings cause resistance to social cohesion. There is no unity at a university that promotes racism and offers tribute to slavery. Culture is the “social or normative glue that holds an organization together. It expresses the values or social ideals and the beliefs that organizational members come to share. These values or patterns of belief are manifested by symbolic devices [...]” (as cited by Birnbaum, 1988, p. 72). Students at Towson are attempting to shift the culture of the institution by demanding university leaders to execute the values stated in their strategic plan.

Recommendations

From the perspective of an outsider who is not well versed in the various organizational frameworks, the building name issue at Towson University may appear to be a relatively simple one with a simple solution. However, anyone who has worked at or even attended an institution of higher education knows that anything within this environment is far from simple. While this may seem unmanageably complicated at a

surface level, these diverse frameworks provide critical insight from various lenses for understanding issues comprehensively and approaching the problem-solving process in a holistic manner.

In efforts to move forward and better serve the needs of students, the University System of Maryland must restructure the procedure used to resolve building renaming similar to the procedure used by the Committee to Establish Principles on Renaming at Yale University. Two of the principles established by the committee supports the objectives students at Towson have for renaming residence halls. The Committee to Establish Principles on Renaming at Yale University determined renaming of buildings should occur when, “whether the namesake’s principal legacy fundamentally conflicts with the university’s mission and whether the building so named plays a substantial role in forming community at Yale” (“Yale Changes Calhoun College’s Name,” 2017). According to Bolman & Deal (2013), “Organizations typically embark on that path when they feel compelled to respond to major problems or opportunities” (p.86).

Students are speaking out about social justice and civil rights issues and demanding change from the Board of Regents. Universities under the University System of Maryland are entering a phase where the environment on campus is changing. Student’s at Towson University are expecting the university to meet the diversity statements they have set forth in their strategic plan. Students are demanding that the campus physically represent the values the university promotes.

The Board of Regents should develop forward thinking when making decisions that impact one university and not another. The Board of Regents has set forth the precedent that they will vote for building name changes after changing the name of the stadium at the University of Maryland-College Park. After voting for this building name change, the Board of Regents should have mandated all universities in the system change the name of buildings named after racist individuals. Creating long-term decisions and predicting that other institutions would also request name changes to buildings on their campus, the Board of Regents would have been prepared for the issue at Towson. To eliminate this problem in the future, the Board of Regents should create a policy and plan to change all names of buildings that do not represent the values of the universities. This would support the strategic plans of the universities by engaging in forward thinking and establishing long-term goals that positively impact the vision of the universities. (Bolman & Deal, 2013, p.63). It will eliminate these problems in the future.

As stated by Manning (2013), “Architecture, language, ceremonies, stories – the physical, mental, and symbolic elements of organizational life – become the raw material for culture building” (p. 96). Towson University must take steps to atone for its past. It is time Towson University tells a better story about the history of its people and rebuild the culture on campus. Renaming the buildings is a start among other much-needed changes. The university’s commitment to diversity and inclusion efforts must be upheld. Measuring the impact of these efforts is necessary to ensure the university is heading in the right direction and ensuring all of its people are treated equally and respected. There is power in numbers. “Power can change the culture” (Simplicio, 2012, p. 338). The more support the university provides in meeting its diversity and inclusions goals, the more

likely change will come, this has to be a top-down effort. It is not only the responsibility of the student body to enforce change. Leadership has to stick to its commitment and be the driving force behind the change. If Towson University aims to remain viable, its campus culture must evolve and adapt to meet change (Simplicio, 2012, p. 336). It would be befitting of the university to acknowledge that by investing in its people and considering their needs, the institution maintains a community that is “highly motivated” giving the school a “powerful competitive advantage” (Bolman & Deal, 2013, p. 135).

The political framework acknowledges that there are “different ideas about” what is “most important,” and that “choices have to be made...between competing goods” (Birnbaum, 1991, p. 133 and 134). These decisions are made taking into consideration the amount of power and clout behind any such new idea or proposal. The student activists and URTU must continue to maintain the coalitions they have built and seek out new ones to keep pushing forward with this initiative, particularly because at any given time one-third of the campus community remains apathetic and effectively serves to temper change. A coalition of students, university leaders, and members of the Board of Regents should be created to review and amend policies that currently do not support diversity and inclusion. Developing a coalition with varied opinions, experience, and backgrounds will bring the Board of Regents into the future. True change and shift in culture is created at the top of the hierarchy. Changing policies and procedures to reflect the new inclusive culture that students desire will promote an atmosphere of mutual respect and acceptance at the campus level and the University of Maryland System as a whole. Generations of students are becoming more diverse and open which means universities must adapt to support the development of their students. If the University of Maryland System and Towson remain set in their ways and take their time solving pertinent issues, the tireless efforts of activists will continue. Unfortunately, this may cause students and staff to leave the university system entirely to be in a more inclusive and diverse environment.

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