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Recommended Citation

Griffith, Julie, "The Hersh Resignation – Dropped Out or Kicked Out?: The Opinions of Students, Faculty, and the Mass Media". Senior Theses, Trinity College, Hartford, CT 2004.

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The Hersh Resignation —
Dropped Out or Kicked Out?:
The Opinions of Students, Faculty, and the Mass Media

Julie Griffith

Revised January 2004

Educational Studies Senior Research Project

Trinity College

It seems absurd that I have no memory of the day I heard that Trinity College had chosen Richard Hersh as our new president. I do not remember who told me, where I was, what I was doing, or how I felt. Off the top of my head, I cannot even remember what time of year it was. However, the hot summer day that I received an instant message from my friend telling me that he had resigned is so clear in my mind that the moment is stored in my memory right along with winning the lacrosse state championship and receiving an acceptance letter from Trinity College.

My lacrosse championship, the Trinity acceptance letter, and Hersh's resignation are vivid memories because all three touched me personally and because they contained the element of surprise. Although I had been skeptical about Hersh's success at Trinity for awhile, I never imagined he would decide to leave the school after just fifteen months on the job. His departure marked his presidency as the shortest, not only in Trinity's history, but also among all similar colleges in New England. Because I had been halfway across the world, studying abroad for the semester preceding his resignation I wondered if perhaps there was more to the story than I knew.

When his resignation was announced a friend suggested that I read an article by the editor of the *Trinity Tripod* to understand how things stood on campus while I was in Australia. I learned that feelings of dissatisfaction and uncertainty had clearly been looming on campus for awhile. But I still wondered what exactly precipitated such an abrupt resignation. I read through Hersh's resignation letters and then began to speak with classmates about the events. An assignment for my Educational Studies Senior Seminar in which each student was instructed to design and carry out a semester-long research project related to education seemed a perfect opportunity to pursue my questions

of the Hersh resignation. I set out to uncover the opinions of students, faculty, and the mass media as to why Hersh had left Trinity College and then to compare their perspectives to those of Hersh, himself. In theory, Trinity's community is comprised of the student body, the members of the faculty and executive authorities, embodied in the president of the college. These groups co-exist in a harmonious tri-partite unit and clearly showed agreement in some aspects regarding the resignation. However, different opinions began to emerge which piqued my curiosity further. Had the faculty, students, or trustees done something to infuriate the new president -- or vice versa? In the end, did Hersh drop out of Trinity -- or was he kicked out?

Background:

Richard Hersh came to Trinity College in the spring of 2002, however, before arriving here he held a range of positions at various institutions around the country. Hersh graduated from Syracuse University (B.A., M.S.) and Boston University (Ed.D). He was then recognized as a Congressional Fellow in Washington, DC. Traveling all the way to Australia, and Germany broadened his perspectives on education. Upon return to the United States, Hersh was appointed, in turn, vice president of research at the University of Oregon and vice president for academic affairs at the University of New Hampshire. He was also visiting professor at Harvard University and the University of Toronto focusing on disciplines centered on moral development and education. Prior to his selection as President of Trinity College he held advising positions for the Christian A. Johnson Endeavor Foundation and the Council for Aid to Education. In 1996, Hersh worked with previous Trinity College President, Evan Dobbelle, as a consultant to the

Learning Corridor. He also served as president for eight years at Hobart and William Smith Colleges in Geneva, New York.¹

In the spring of 2002 Hersh was appointed President of Trinity College by a search committee of trustees, faculty, students, and staff. They considered him to be “the ideal candidate to lead Trinity College to its next level of achievement and distinction”.² On April 1, 2002, Richard Hersh assumed office as the nineteenth president of Trinity College. Although his official inauguration was put off until September 22 of the following school year, he immediately began working toward his goals for the school. His agenda, as set by the trustees was to focus on internal problems such as the curriculum review, student alcohol abuse, and diversity.

Excitement filled the main quad at Trinity the morning of his inauguration with individuals expressing that “it is already clear that he brings strong personal leadership,” and that “his directness and vision would strengthen any institution and any community”.³ Chairman of the Board of Trustees, Paul E. Raether '68 agreed that Hersh's leadership and dedication to Trinity would allow the college to “move to a new level of academic excellence”.⁴

Despite Hersh's optimistic expectations for a successful and long lasting tenure at Trinity, just fifteen months later, on June 26, 2003, President Hersh would announce his resignation from Trinity College.

Context of Research:

The resignation of college presidents has been a topic of interest around the country for a number of years. Rita Bornstein, writing in the *Chronicle of Higher*

Education, states that failures of college presidents have become a common occurrence where “names have changed” over time, but “the failures are disturbingly familiar”.⁵ Recent debates have occurred online through the *Chronicle of Higher Education* where individuals have looked at a number of causes of recent resignations. Discussion Board postings suggest that presidents are unsuccessful because of their inability to move a college forward and because they lack education and experience.⁶

Other small liberal arts colleges in the northeast, similar to Trinity, have also experienced resignations by their presidents. One year ago, Eugene M. Tobin, president of Hamilton College in Clinton, New York was forced to step down after he failed to acknowledge sources he used in a speech at the beginning of the year.⁷ Four years ago, Claire Gaudiani stepped down from the presidency at Connecticut College. After twelve years in the position, Gaudiani’s resignation resulted from a lack of communication with the faculty who felt that she often made decisions without consulting them. She was also criticized for using the college’s money for external causes, at a time when the college faced budget problems. Students were upset by major budget cuts which took away two dining halls, reduced hours at campus facilities and increased fees for services. While trustees expressed their support for Gaudiani’s leadership, professors were relieved with the decision, stating ““We think it’s the best thing for the college””.⁸

Clearly, the resignation of college presidents is a topic of concern across the nation because of its frequency. Historians often enquire why events such as the resignation of a college president happen. They examine the details of the event. However, rather than just narrowly recounting events, my research was designed to look at a range of interpretations to see how different individuals explain how they

experienced the Hersh resignation. My findings will add to the existing research and perhaps open up new pathways for further research. Future studies may also find it interesting to look at how different individuals from the college setting may have various opinions on the event of a presidential resignation at a variety of schools.

In addition, this research is very important for the college, itself. The interviews I conducted and documents I uncovered will add to Trinity's archives for use by the general public. Peter Knapp, the Trinity College archivist, completed a two hour interview with Richard Hersh following his resignation. Although the interview documents must be kept confidential for the next ten years, once this time period expires, the interviews I have conducted will allow one to compare the opinions of students, faculty, and the mass media with those of the president, himself. In the immediate future, this study will help to uncover problems that may have existed while Hersh was in office, and perhaps to aid the current presidential search committee in making a better choice for Trinity's next president. The resignation of President Hersh is quite a controversial issue on campus and it is therefore useful to reveal how different individuals explain the event in order to prevent similar situations from occurring in the future.

My inquiry focused on the research question: According to President Hersh, why did he resign from Trinity College? And, do students, faculty, and the mass media explain the cause of his resignation in the same way?

A range of opinions:

I first looked at how Hersh explained his resignation through letters to the Trinity community in June of 2003. He stated that he decided to resign because conflicts over

issues with students and faculty had become more of a focus than his agenda for the school.

I then researched how students, faculty and the mass media explained his resignation. Initial reactions were varied. Students and the mass media tended to focus on a cultural misfit between his leadership style and his role as president of the college. Students also stressed policy related issues as a cause of his resignation. On the other hand, faculty members centered their attention on the political process.

When students and faculty were prompted with specific questions related to the resignation, they tended to agree on three main factors involved in his resignation. Students, faculty and the media all agreed that Hersh's leadership style and approach to issues did not fit with the culture at Trinity. In addition, they agreed that he regarded himself as all-knowing and never took the time to get to know Trinity. Consequently, over time he lost the support of students, parents, faculty, administration, and trustees.

Some common trends among individual interpretations are clearly evident and discrepancies become apparent as well. However, the data must be evaluated in more detail to fully understand the patterns described.

Hersh's own opinion:

On June 26, 2003, Hersh announced to the public his resignation as President of Trinity College. Two letters of resignation were made public-- one to the Board of Trustees and one to trinity colleagues. In both letters, he first described his success over the previous fifteen months. In his judgment, the college improved in terms of campus introspection, a higher number of applications, increased fundraising, a reduction of

budgets, a successful faculty retreat, progress with issues of racism, and strengthening of the urban program.⁹

But, as he stated, “not all has gone well”.¹⁰ Hersh continued saying “a significant number of faculty and students have experienced [his] leadership style in a way that has resulted in [his] becoming too much the focus of attention”.¹¹ He therefore determined that future progress was not possible if he remained president and concluded that it was in the best interest of the school if he were to step down.

What about everyone else?

To investigate how students and faculty explained Hersh’s resignation I randomly selected individuals to interview. There are pros and cons to any research method and I too have faced many concerns with my work. I originally chose to use a random sample in my research because in this type of sampling, every unit of the population has an equal chance of being selected, independent of other units.¹² Therefore, in my particular study, every student and faculty member at Trinity would have an equal chance at being selected to be interviewed. I believe that this is the most appropriate method of selection because my goal was to uncover a range of opinions from a variety of individuals on campus. Although random sampling allows for samples to be representative of the total population in the long run, the small number of individuals selected limits the extent to which the sample is representative. Therefore my sample of seven students and seven faculty members is limited in certain respects. However, in the long run, “random sampling will ensure the representativeness of the samples, and hence will legitimize

establishing estimates for the population parameters, within a certain calculable margin of error”.¹³

Using the Trinity College campus directory and a random number table I selected seven students from the sophomore, junior and senior classes to be interviewed. The four female and three male students were all white and came from the current sophomore, junior and senior classes at Trinity. Current freshmen were not included in the sample because they were not present for Hersh’s term as president. Seven faculty members were also selected at random for interviews. Four of the chosen interviewees were females and three were males. Six of the seven faculty members were white; one was Asian. Four of the faculty members came from the Natural Sciences and Mathematics departments and three teach in the Arts and Humanities. Prospective interviewees were contacted by email to set up an in person interview date and time. If an individual did not reply to my request after two attempts, then their name was taken off the list and the next individual was contacted. Interviews were then conducted in person around campus and tape recorded for documentation purposes. All participants were made aware of the fact that their names would remain confidential in anonymous documentation.

I had originally contacted current Board of Trustee members hoping to include them in my research; however, I was unable to arrange any interviews. Some were uninterested while others felt it would be a conflict of interest to be involved in my project while they are in the process of hiring a new president.

I asked each of the interviewees a series of questions starting with an open ended question-- Why did president Hersh resign? This was then followed by questions which prompted individuals to relate his resignation to specific topics of his leadership style,

alcohol policies, campus racism, finances, and the curricular review. The order of these questions was rotated to minimize any confounding effects of question order. Lastly, the interviewees were asked if they thought any actions that Hersh took at the beginning or end of his presidency may have led to his resignation.

Mass media articles, related to the resignation, in the *Trinity Tripod*, the *Chronicle of Higher Education*, and the *Hartford Courant* were then examined. Patterns were identified in each of the articles and then compared to one another, and the responses of Hersh, students, and faculty members.

Students:

“People didn’t like his policies, people didn’t like what he was doing for the campus”.¹⁴ Responses from students to an initial question of why Hersh resigned were focused on policy related issues which caused a cultural misfit. Students were concerned with his “radical agenda” to make changes on campus. They felt that he was promoting policies that the people at Trinity did not agree with.

Students were then given prompted questions to force them to relate Hersh’s resignation to specific issues on campus. Responses then tended to shift and open up to new possibilities of causes of his resignation.

The most agreed upon cause of Hersh’s resignation was his leadership style. Every student responded that this factor played a role in Hersh leaving Trinity. They described him as being “disagreeable,” he “didn’t listen,” and he was “opinionated,” and “arrogant”. A concerned student described how his style this way: “I’m going to tell you what we’re going to do, I don’t want to hear what you have to say, or if I do hear what

you're going to say, I'm going to kind of tear it apart and not be very nice about it".

These negative qualities were summed up by one student who stated, "I don't think that Trinity and his style mesh well together".

Students were also concerned with the alcohol policies he was enforcing. Six out of seven students agreed that the decisions he made concerning alcohol on campus were involved in his resignation. Some students thought that his ideas were headed in the right direction; however, they were greatly anxious about the ways in which he approached the problem of alcohol abuse. Students clearly believed that he needed a model to base his actions on because they said that his approach to dealing with alcohol abuse was inappropriate in that he forced new policies on the school while trustees had originally urged him to focus his efforts on these exact issues. Unfortunately, they never provided him with instruction as to how to go about approaching these problems. One student stated, "he definitely was trying to push something onto our school". Another talked about how "he came in and imposed a strict doctrine". Students also believed that Hersh played a significant role in shutting down a fraternity in the beginning of the year and arresting forty students at a local bar in the spring.

Questions pertaining to campus racism provided a range of interesting responses. Three of the students thought that racism was not an issue involved in Hersh's resignation, while two others thought the opposite was true. The remaining two students felt that they did not know enough about the issue to respond either way. Those who thought it played a role said that Hersh "had conflicting views... He would say one thing and do another." In addition, "he wasn't giving enough to minority groups on campus." As a whole, students were divided in their views of Hersh's role in racism issues.

Perhaps these responses are related to the limited extent of representativeness in the sample. As mentioned before, all of the students were white. This could have affected their responses to the issue of racism.

When asked about issues of campus finances, and the curricular review, a majority of students thought they did not play a role in the resignation or they didn't know enough about the topic to respond either way. Perhaps students are just uninterested in these topics, or possibly they were not exposed to issues related to these topics for any number of reasons.

Students also discussed a variety of actions that Hersh took in the first few months on the job which they believe led to his resignation. Some talked about the "little changes" he started making from the beginning which effected campus life such as when he "shut down one of the main fraternities on campus". Another talked about his "lack of action." This student described a seminar class which had situated itself on the sunny quad in the center of campus on a spring afternoon. Although it was clear that the students were having a class with a professor, Hersh made no acknowledgment of their presence. The student stated, "it wouldn't be that hard for him to come over and say, 'hey guys, what're we studying?'"

Students felt that in Hersh's last few months on the job, he continued what he had started from the beginning. Another student described a lack of action when the Women's Group approached him about sexual harassment problems on campus. He responded that the "problems on Trinity's campus are the same as all the other campuses and really special attention shouldn't be put into those just because they're so prevalent".

Others touched upon a general misfit with the Trinity community all along and that he slowly lost the trust of everyone on campus.

In the end, students agreed that “he came in here too quickly and made too large decisions”. Therefore his resignation resulted from the snowballing of his actions over time along with his personality and style which clashed with Trinity. He lost the support of individuals at Trinity.

Faculty:

Whereas students tended to focus on policy related issues, faculty members tended to initially say that a political process led to his resignation. He had lost the support of students, faculty, and trustees. One faculty member stated, “virtually everyone pulled off”. They believed that “even if he tried to go forward with his plan for improvement of the college, he couldn’t do it in the face of as much adversity as there was”. One faculty member explained that the resignation was a “result of extreme pressure from the trustees... who in turn were pressured by a great number of faculty members”. Others added that “the students in some ways precipitated his departure with the... editorial in the *Tripod* around commencement time”.

When faculty were prompted on certain topics, they too tended to shift their opinions as to why Hersh resigned. Similar to students, all faculty members agreed that Hersh’s leadership style was involved in the cause of his resignation. His “leadership style didn’t jive with the position that he held of president”. Faculty members described him as “monopolizing,” “harsh and hurtful,” “offensive,” “unresponsive,” “short tempered,” “know it all,” “argumentative,” “confrontational,” and “unprofessional”. In

addition, he didn't listen to individuals at Trinity because "he knew what was best and he was going to go with that".

Clearly leadership style is a topic of interest in this case and Hersh did not have one that was accepted at Trinity. James LaJaunie, staff member of the *Chronicle of Higher Education* posted a statement on a Colloquy discussion board that "just because someone is in a leadership position does not mean that person is truly a 'leader.' A key component to being a good leader is that a person can also be a good follower and listener. By taking the time to listen to the faculty, staff, and students of an institution, a president can gain valuable insight into the style and approach that must be used to manage and lead an institution effectively".

Five out of the seven faculty members also believed that alcohol policies were involved in his resignation, mainly because of the way his decisions antagonized students. His announcement and carrying out of the policies were of particular concern. For the most part, faculty members thought the student had every right to be upset over Hersh's actions involving alcohol policies because "students are going to drink, that's the bottom line". One faculty member described how "the handwriting went up on the wall from the very first interview he did with the *Tripod* in which he said that he was willing to empower students to take control of their party life and their alcohol consumption. But if they couldn't handle it, he would step in. And if he had to, he'd bring in the police. And he hopes that students don't make a fight out of this because if there's a fight, he'll win..." He went on to add that he hopes that "someone read that to him as they showed him the door because he clearly didn't win and that right there was the wrong way to deal with this age cohort".

Faculty members were split as to whether issues of racism played a role in Hersh's resignation. Some thought that his role in campus racism "had nothing to do with [it]," and he "supported minority students who felt alienated". One faculty member described how "some of the only people [he] knew that were Hersh supporters were people who valued him for emphasizing that issue [racism]". However, the same faculty members stated that he exaggerated some of the problems on Trinity's campus and made these comments public in the *Hartford Courant*.

A majority of faculty members thought that campus finances were not involved in his resignation because he was very successful at a time when the economy was bad and the college had to make major financial decisions. In addition, "every campus is having the same problems". Therefore, he was fairly successful, considering the unfavorable situation he was dealing with.

Lastly, the faculty was also widely split when relating the curricular review to the resignation. They were appreciative of the retreat he organized in May where he received a donation of one million dollars from an associate so that the faculty could go away and discuss the curriculum. Faculty felt he wasn't very involved in the review for the most part and that this was a good thing. However, faculty members said that there were times when he would come to the meetings and even to the retreat and when he was around "you can't get anything done". He was "Chief Know-It-All," and would come into the meetings and take over. He would let faculty members make suggestions, but he wouldn't listen to them. Other faculty members thought that his role in the curricular review was minimal and that the initiative had begun before he arrived at Trinity.

In addition, faculty members discussed specific actions he took which led to his resignation. They were concerned with his mishandling of the evaluation of the Dean of Faculty- Miller Brown, details of which I was not privy to. He also voiced strong opinions in articles in the *Hartford Courant* and *Trinity Tripod*, which I will discuss in a moment, which portrayed the college in an unfair light. In the end, they too believe that his resignation resulted from the snowballing of his actions over time which became evident to him in his final meetings with faculty members.

Mass Media:

After I conducted interviews with specific individuals from Trinity I then turned to the mass media to see how they explained his resignation. My research started with an article in the *Trinity Tripod* which I have deemed to be “the beginning of the end.” In April of 2003, Abigail Thomas, Editor-in-Chief for the *Tripod*, wrote an article calling for Hersh’s resignation which initiated discussions on and off campus about problems that had existed all along. Her intentions to “just start a conversation” developed into an in depth look at his presence at Trinity by a range of individuals.¹⁵

Thomas claimed that he was a “failure as our president” for a number of reasons.¹⁶ Thomas felt that the articles Hersh wrote had “dismissive and disparaging comments about the Trinity community” because he accused Trinity parents of “not fulfilling their duties” in setting clear rules for their children and he also exaggerated racial issues on campus.¹⁷ In addition, she described his leadership style as “moralistic,” and “paternalistic,” and discussed his “belittling” of students and faculty on a regular

basis.¹⁸ In her opinion, he never took the time to understand or care about Trinity, and it clearly showed.

Articles in the *Hartford Courant* and the *Chronicle of Higher Education* touched upon similar problems. Although they described Hersh as being successful starting the first major curriculum review in twenty years, raising more money than any other year except a capital campaign year, and improving international program and campus safety; they too described his leadership style in negative terms.¹⁹ A writer for the *Chronicle of Higher Education* described him with words such as “arrogance,” “highhandedness,” “condescension.”²⁰ This is a “style that doesn’t historically fly in collegiate, collaborative halls of higher learning.”²¹ He also focused too heavily on issues of alcohol abuse, campus racism, and fraternity behavior while the trustees had urged him to focus on academics. Articles in the *Hartford Courant* discussed his “preachy style on issues such as alcohol abuse and campus racism” when he “pressed for a public discussion... over such things as alcohol and drug abuse on campus, racism, homophobia and anti-Semitism.”²² These are issues that are present on every campus and presidents are forced to address them around the country. However, many felt that the way in which Hersh presented these problems to the public portrayed the college in an unfair light. These conflicts slowly caused his relationship with students and faculty to fall apart and he could not continue in office without their support.

Explaining the Demise of College Presidents:

In November of this year, Rita Bornstein, president of Rollins College and author of *Legitimacy in the Academic Presidency*, conducted research similar to mine. In her

studies, she looked at a number of reasons for the demise of college presidents. Similar to Hersh, many other college presidents have recently been leaving their institutions across the nation. Bornstein explains that “even after a legitimate search-and-selection process, however, presidents are vulnerable”.²³

In her article, “Why College Presidents Don’t Last,” she discusses recurring themes in college president resignations due to a lack knowledge of how to save failing presidencies.²⁴ She describes six main threats to the success of a college president. I believe that three of these threats are exactly what Trinity students, faculty and the mass media have revealed in my research.

The first threat, a “cultural misfit,” occurs when the president’s style does not match the culture of the institution.²⁵ In her description of this initial threat, she makes references to the recent resignation of a president who resigned after just 15 months at a liberal-arts college. Bornstein states that “his failure was in trying to initiate change without first embracing the institution’s culture, demonstrating an appreciation for what had already been achieved before his arrival, and gathering support for his initiatives”.²⁶ Is it just a coincidence that this description is so similar to the Hersh presidency? She continues to explain “grandiosity” as a second threat to presidents.²⁷ This occurs when years of experience cause a president to feel that he knows what is best for the college. In addition, she deems “erosion of social capital” as a threat when a president loses support from the individuals at the institution.²⁸ Presidents must form positive relationships with a variety of individuals at a college in order to decrease the threat of a “tipping point” in which unpopular views of a president can take over the campus.²⁹

Three additional threats are “managerial incompetence,” “inattentiveness,” and “misconduct”.³⁰ Although these are not directly related to the Hersch resignation, they are important to note in the current research. “Managerial incompetence” is a threat when an individual is hired for the position of president who lacks experience in managing causing a variety of related failures.³¹ Other presidents have failed because of their “inattentiveness” to matters directly related to the institution.³² On the other hand, more of their time and attention is devoted to causes outside of the college such as leading in “civic affairs, economic-development projects, and state- and federal-policy initiatives”.³³ Lastly, Bornstein states that “misconduct” can threaten a president if he or she takes part in inappropriate and unethical behavior.³⁴

As discussed before, the presidents at Hamilton University and Connecticut College have recently become subject to these threats and have been forced to resign from their respective institutions. In relation to Bornstein’s article, former President of Hamilton College, Eugene Tobin, would be accused of “misconduct” due to his failure to acknowledge sources in his speech.^{35, 36} On the other hand, Claire Gaudiani’s resignation as president of Connecticut College would be categorized under the threats of “inattentiveness” and “erosion of social capital”.³⁷ She lost the support of students and faculty because she was using money for external causes while the college experienced budget cuts. Clearly her time, energy, and funds were not directly focused on Connecticut College and she quickly lost support of those at her institution.

Conclusion- Dropped Out or Kicked Out?:

As stated before, Hersh explained that he resigned because conflicts with students and faculty over issues became more of a focus than his agenda for the Trinity College. He deemed that the discontent of students and faculty was too great to allow him to continue forward in achieving his goals for the school.

When students faculty and the mass media were allowed time for introspection and given prompts on specific campus issues, they agreed on three main causes for his resignation, which have been coined by Rita Bornstein: “cultural misfit,” “grandiosity,” and “erosion of social capital.” All parties agree with Hersh that there was a “cultural misfit” between his role as president and the Trinity Community; his style and approach to issues did not fit with Trinity’s culture. It is easy for a president to admit that he resigned because of a difference which existed. He didn’t necessarily claim that his leadership style was one of negative qualities; rather, he admitted that his style was one that was different from what Trinity was looking for in a president.

However, Hersh did not discuss the other two causes which were crucial in the minds of students, faculty and the mass media. This may be explained by the fact that these explanations are more focused on negative personal qualities and actions which led to disapproval. Bornstein explains “grandiosity” in terms of presidents feeling all-knowing after years of working at a college.³⁸ Members of the Trinity Community and the mass media claim that Hersh was all-knowing from the beginning and never took the time or expended the energy to get to know Trinity College. In the end, they believed that his resignation was due to an “erosion of social capital” in which he lost the support of students, parents, faculty, administration and trustees, and was therefore forced to

resign. Hersh clearly thought of himself as a well-informed individual who knew the answer to any problem. Due to the hold on his interview with Trinity's college archivist, it may be ten years before we know whether he was privately aware of the other issues affecting his failed presidency.

Endnotes

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http://www.trincoll.edu/pub/trinity_people/president/inauguration/cv.htm.
- ² http://www.trincoll.edu/pub/trinity_people/president/inauguration/cv.htm
- ³ Hersh, R. H. *Inaugural Address: This Place and Our Time.* Trinity College's 19th Presidential Inauguration.
http://www.trincoll.edu/pub/trinity_people/president/inauguration/address.htm.
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- ⁵ Bornstein, R. "Why College Presidents Don't Last." *The Chronicle of Higher Education*, from (2003, November 14),
<http://chronicle.com/weekly/v50/i12/12b02001.htm>.
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- ⁷ "Hamilton President Resigns over Speech," (2002, December 26). *George Mason University: History News Network.* <http://hnn.us/comments/6292.html>.
- ⁸ Basinger, Julianne, "Under Fire From Students and Professors, President of Connecticut College Quits," *The Chronicle of Higher Education* 47 (2000): A40.
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- ¹⁰ Hersh, R. H., resignation letter to Trinity Colleagues, July 1, 2003.
- ¹¹ letters of resignation, 2003
- ¹² Hopkins, K.D., Hopkins, B.R., & Glass, G.V. (1996). "Basic Statistics for the Behavioral Sciences (3rd ed.)." Boston: Alyyn and Bacon.
- ¹³ Hopkins, et al., 1996

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- ¹⁴ All direct quotations from student and faculty interviews conducted by Julie Griffith, November 2003. Deposited in the Trinity College Archives, Hartford, Connecticut.
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- ¹⁹ "President Hersh's Short Tenure." (July 2, 2003). *The Hartford Courant*: Editorial. p.A12.
- ²⁰ Jurgensen, J. "Prideful Potentates Learn Timeless Lesson: Why Do So Many Rejoice When The Powerful are Brought Low? As the Ancients Knew, Arrogance Has Its Price." (July 3, 2003). *The Hartford Courant*. p. D1.
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- ²² Frahm, R. A. "Trinity Gets Interim President: Painter Led Colleged for One Year in '90s." (July 31, 2003). *The Hartford Courant*, p. B1.
- ²³ Bornstein, 2003
- ²⁴ Bornstein, 2003
- ²⁵ Bornstein, 2003
- ²⁶ Bornstein, 2003
- ²⁷ Bornstein, 2003
- ²⁸ Bornstein, 2003
- ²⁹ Bornstein, 2003

³⁰ Bornstein, 2003

³¹ Bornstein, 2003

³² Bornstein, 2003

³³ Bornstein, 2003

³⁴ Bornstein, 2003

³⁵ Bornstein, 2003

³⁶ Bassinger, 2000

³⁷ Bornstein, 2003

³⁸ Bornstein, 2003