Southeastern Conference

2016-2017 Academic Leadership Development Program

University of Alabama
October 17-19, 2016
Tuscaloosa, Alabama

Mississippi State University
February 22-24, 2017
Starkville, Mississippi

TheSECU.com  #MeansMore
Monday, October 17, 2016

All events at Hotel Capstone, unless otherwise noted

1:00–4:30 p.m. Check-in and Register
Hotel Capstone, The University of Alabama Campus
Workshop materials distributed

4:30 p.m. Welcome and Introductions
Ballroom, Hotel Capstone
Torie Johnson, Executive Director, SECU
Meg Amstutz, SEC ALDP Chair, Associate Provost, Georgia
Jennifer Greer, Local Host, Associate Provost, Alabama, SEC ALDP Fellow 2012-2013

Introductions of Fellows: All Liaisons

5:15-6:30 p.m. Reception and Tour, Bryant Museum
Host: Ken Gaddy, Director

6:45-8:15 p.m. Dinner & Talk: The Academic Affairs/Athletics Connection
Ballroom, Hotel Capstone
Athletic Director Bill Battle
Interim Provost Kevin Whitaker

Introductions: David Cordes, Professor and Chair, Department of Computer Science, Director, Freshman Engineering Program; SEC ALDP Fellow 2008-2009

Tuesday, October 18, 2016

All events at Rast A/B Bryant Conference Center, unless otherwise noted

7:30-8:00 a.m. Breakfast
8:00-9:00 a.m.  A conversation with University of Alabama President Stuart R. Bell

*Introduction: Melondie Carter, Assistant Dean, Capstone College of Nursing, SEC ALDP Fellow 2015-2016*

9:00-9:15 a.m.  Stretch Break, Office of Health Promotion and Wellness
Carolyn MacVicar, Program Coordinator

9:15-10:30 a.m.  Deans Panel – Leading at the College Level
Susan Carvalho, Graduate School
Don Gilstrap, Libraries
Bob Olin, Arts and Sciences
Vikki Vandiver, Social Work

*Facilitator: J. Brian Gray, Associate Dean for the Manderson Graduate School of Business, Culverhouse College of Commerce, SEC ALDP Fellow 2012-2013*

10:30-10:45 a.m.  Break

10:45-11:45 a.m.  The Ins and Outs of University Development
Bob Pierce, Vice President, Advancement

*Introduction: Joseph E. Phelps, Chair, Department of Advertising and Public Relations, College of Communication and Information Sciences, SEC ALDP Fellow 2014-2015*

11:45 a.m.-12:30 p.m.  Fellows Lunch: A Preview of the UA Campus
Governor’s Room, Hotel Capstone
Garrett Goodman, Staff Architect

*Liaisons Lunch, SEC ALDP Business Meeting
President’s Room, Hotel Capstone*

12:45-2:15 p.m.  Campus Tour and Tour of Digital Media Center
Capstone Men & Women;
Elizabeth Brock, Director of the Center for Public Television and Radio
2:30-3:45 p.m. **In-Basket Exercises, Part 1**  
*Facilitators: Lisa Dorr, Associate Dean, Social Sciences, College of Arts & Sciences, SEC ALDP Fellow 2014-2015*  
*Javonda Williams, Assistant Dean, School of Social Work, SEC ALDP Fellow 2015-2016*

3:45-4:45 p.m. **Impacting Student Retention & Success through Student Affairs Initiatives**  
Adam Sterritt, Assistant Vice President, Student Affairs  
Tim Hebson, Dean of Students  
Matthew Kerch, Executive Director of University Housing and Residential Communities  
*Introduction: Kim Bissell, UA Director of Undergraduate Research, SEC ALDP Fellow 2013-2014*

5:00-6:00 p.m. **Break at Hotel**  
Change for dinner, if desired

6:00 p.m. **Transport/Walk to Smith Hall for Dinner**

6:15-6:45 p.m. **Group Photo for Fellows/Liaisons**  
*Steps inside Smith Hall*  
Drinks and touring museum, as time permits

6:45-8:30 p.m. **Dinner**  
*Alabama Museum of Natural History*  
Pre-dinner talk by UA System Chancellor C. Ray Hayes  
*Introduction by UA President Stuart R. Bell*

Pre-dinner entertainment: The University of Alabama Jazz Combo; Director Christopher Kozak  
After-dinner entertainment: UA Forensics Team; Faculty Adviser Robert Imbody

**Wednesday, October 19, 2016**  
*All events at Rast A/B Bryant Conference Center, unless otherwise noted*

7:30-8:00 a.m. **Breakfast**
8:00-9:00 a.m. Building a Culture of Inclusion on Campus
Lane McLelland, Director, Crossroads Community Center
Paige Bolden, Intercultural Engagement Coordinator, Crossroads Community Center
Madison Bush, Crossroads, PIE Team Facilitator

9:00-10:00 a.m. Diversity Issues on the UA Campus/Past and Present
George Daniels, Assistant Dean, College of Communication & Information Sciences
Hillary Green, Associate Professor, Gender and Race Studies; American Studies
Kirk Walter, Assistant Director of Student Involvement
Candace Allen, President, Black Student Union
Parnab Das, President, International Students Association
Marissa Navarro, President, Hispanic-Latino Association

Introduction: Sandra Nichols, Associate Professor, College of Education, SEC ALDP Fellow 2012-2013

10:00-10:15 a.m. Break/Final Hotel Check-Out

10:15-11:00 a.m. Walk to Foster Auditorium/Foster Plaza discussion
Hillary Green, joined by:
Meredith Bagley, Associate Professor, Communication Studies
Adam Sharples Brooks, Assistant Professor, Communication Studies

11:00 a.m.-12:15 p.m. In-Basket Exercises, Part 2
Facilitators:
Tricia McElroy, Associate Dean, Fine Arts and Humanities, College of Arts & Sciences, SEC ALDP Fellow 2015-2016
Stuart Usdan, Senior Associate Dean for the College of Human Environmental Sciences, SEC ALDP Fellow 2010-2011
Liza Wilson, Senior Associate Dean, College of Education, SEC ALDP Fellow 2011-2012

12:15 p.m. Box Lunch/Wrap-Up
Special Recognition, SEC ALDP Chair and Executive Director
Mississippi State Preview, Peter Ryan, MSU Associate Provost

12:30 p.m. Adjourn
I. Wednesday, February 22, 2017
Transportation to Marriott Hotel will be provided according to guests’ flight plans into GTR Airport

A. 12:00 noon-4:45 p.m. Check-in and Register at The Marriott Hotel

B. 12:00 noon Lunch - Templeton Athletic Advising Center
Ms. Christine Jackson, Assistant Director, Athletic Academics - Tour of The Center (courtesy transportation will be provided for early visitors to campus following check-in at hotel)

C. 1:30-3:00 p.m. Tour - Mitchell Memorial Library
Dean Frances Coleman, Dean of Libraries
Templeton Music Museum, Ulysses S. Grant Presidential Library, John Grisham Room and the Stennis/Montgomery Room.

Official Program The Mill Conference Center – Lobby & Main Ballroom

D. 4:30-5:00 p.m. Walk from Hotel to the Mill Conference Center

E. 5:00-6:30 p.m. Welcome Reception and Remarks by the Provost
Dr. Judy Bonner, Provost and Executive Vice President (Wine and hors d’oeuvres served)

F. 5:15 p.m. Workshop Goals
Dr. Meg Amstutz, Chair – Liaison Committee

G. 5:30 p.m. Leadership – President’s Perspective after 8 years
Dr. Mark Keenum, President, Mississippi State University
H. 5:30-8:00 p.m.  Dinner  
With entertainment provided by Department of Music

I. 8:00 p.m.  Return to The Marriott Hotel  
Closing remarks and House Keeping Comments

II. Thursday, February 23, 2017

A. 7:00 and 7:30 a.m.  Transportation to Colvard Student Union

B. 7:00-8:00 a.m.  Breakfast  
Colvard Student Union – Ballroom, second Floor

C. 8:00-8:45 a.m.  Cybersecurity and its Importance on University Campuses  
Dr. Dave Dampier, Director, Distributed Analytics and Security Institute  
Facilitator: Dr. Rebecca Long, Associate Dean, School of Graduate Studies, SEC ALDP Fellow 2014-2015

D. 8:45-10:00 a.m.  Security Training Programs for Faculty, Staff and Students  
Panel Presentation – Activity and Discussion  
Dr. Thomas Bourgeois, Dean of Students  
Chief Vance Rice, Campus Police Department  
Facilitator: Dr. Ron McLaughlin, Associate Dean, College of Veterinary Medicine, SEC ALDP Fellow 2015-2016

E. 10:00-10:15 a.m.  Break (refreshments available throughout morning sessions)

F. 10:15-11:30 a.m.  Budget and Planning Interactive Program  
Mr. Don Zant, Vice President, Budget and Planning  
Les Potts, Financial Operations Analyst  
Elizabeth Blaine, Strategic Operations Analyst  
Facilitator: Dr. Michael Highfield, Professor and Head – Department of Finance and Economics, SEC ALDP Fellow 2009-2010
G. 11:30-12:15 p.m.  
**Deans Panel – Strategic Planning and Resources**
*Dean Jason Keith, Bagley College of Engineering*
*Dean Sharon Oswald, College of Business*
*Dean Rick Travis, College of Arts and Sciences*
*Dean Jim West, College of Architecture, Art and Design*

*Facilitator: Dr. Rebecca Long, Associate Dean, School of Graduate Studies, SEC ALDP Fellow 2014-2015*

H. 12:15-1:00 p.m.  
**Fellows Luncheon, Promise Program Student Panel**
*Ms. Christa King, Director of Promise Program*
*Colvard Student Union - Foster Ballroom*

**Liaisons Luncheon, SEC ALDP Business Meeting**
*Whittington Room, Colvard Student Union*

I. 1:15-3:00 p.m.  
**Effective Use of Annual Performance Reviews**
*Department Head Panel*

**Balancing the Emphasis on Teaching and Research**
*Deans Panel*

*Facilitator: Dr. Devon Brenner, Special Assistant to the Vice President for Research and Economic Development, SEC ALDP Fellow 2012-2013*

J. 3:00-3:15 p.m.  
**Break**

K. 3:15-4:00 p.m.  
**Shared Governance**
*Dr. Julia Hodges, Executive Associate Vice President for Academic Affairs*

*Facilitator: Dr. Linda Cornelious, Professor of Industrial Systems and Workforce Development, SEC ALDP Fellow 2015-2016*

L. 4:15-5:15 p.m.  
**Walking Tour of Mississippi State University Campus**
*Mr. Roger Baker, Campus Master Planner*
*MSU Student Ambassadors*

M. 5:15 p.m.  
**Return to Hotel from Colvard Student Union**
*Shuttle Service Provided to the Marriott Hotel*

N. 6:00 p.m.  
**Transportation to Raspet Flight Laboratory and Museum**
*Shuttles leave from the Marriott Hotel*
**O.** 6:15-7:00 p.m.  **Reception Wine and Cheese**  
*Raspet Flight Laboratory and Museum*  

*Entertainment Provided by the Department of Music*  
**Facilitators:** Dr. Peter Ryan, Associate Provost and Dr. Allison Pearson, Associate Vice President for Academic Affairs  

**P.** 7:00-8:45 p.m.  **Dinner**  

**Q.** 8:30-9:00 pm  **Return to The Marriott Hotel**  
*Shuttles run until 9:00 pm*  

### III. Friday, February 24, 2017  

**A.** 7:00-8:00 a.m.  **Breakfast**  
*The Mill Conference Center*  

**B.** 8:00-9:30 a.m.  **In Basket Exercise**  
*The Mill Conference Center*  

**Facilitators:** Dr. Greg Hall, Associate Dean College of Architecture, Art and Design, and Dr. Ron McLaughlin, Associate Dean College of Veterinary Medicine, SEC Fellows 2015-2016  

**C.** 9:30-10:00 a.m.  **Break**  
*The Mill Conference Center*  

**D.** 10:00-10:45 a.m.  **Interfacing Student Affairs with Academic Affairs – Enhancing Student College Experience**  
*Dr. Regina Hyatt, Vice President for Student Affairs*  
*The Mill Conference Center*  

**Facilitator:** Dr. David Morse, Professor and Head, Department of Counseling, Educational Psychology and Foundations, SEC ALDP Fellow 2010-2011  

**E.** 10:45-11:30 a.m.  **Title IX – The Challenges**  
*Mr. Brett Harvey, Director Title IX and Equal Opportunities Programs, Office of Compliance and Integrity*  

**Facilitator:** Dr. David Morse, Professor and Head, Department of SEC ALDP Fellow 2014-2015.
F. 11:30 a.m.  Recognition Ceremony, Assessment of Workshop and Closing Remarks
Ms. Torie Johnson, SECU Program Director and Dr. Meg Amstutz, Chair – Liaison Committee
The Mill Conference Center

IV.  Boxed Lunch Available and Departures
A. 12:00 Noon  Boxed Luncheon

Shuttle Service to the GTR Airport will be provided for those who need it.
The Southeastern Conference sponsors, supports and promotes collaborative higher education programs and activities involving administrators, faculty and students at its 14 member universities through its SECU academic initiative. The SEC also provides online and social media platforms to showcase achievements of these individuals on regional, national and international levels.

**SECU Vision Statement:** To serve as the primary mechanism through which the collaborative academic endeavors and achievements of Southeastern Conference universities are promoted and advanced.

**SECU Mission Statement:** To provide Southeastern Conference universities with efficient and thoughtful management of a cooperative academic program that includes regional, national and international components, each supported with an online/social media presence and all resourced by the Southeastern Conference.

**SECU Goals:**
- Highlight the endeavors and achievements of SEC faculty, students and universities
  - Examples: SEC Academic Conference; Faculty Achievement Awards; Faculty Travel Program
- Advance the academic reputation of SEC universities beyond their traditional regions
  - Example: SEC College Tours; SEC Symposium; Public Service Announcements
- Identify and prepare future leaders for high-level service in academia
  - Example: SEC Academic Leadership Development Program
- Increase the amount and type of education abroad opportunities available for students
  - Examples: IFSA Foundation Award; SEC Engineering Student Exchange; Dr Pepper Awards; SEC Cooperative Agreement
- Provide opportunities for collaboration among SEC university personnel
  - Examples: Enrollment/Admissions Managers; International/Education Abroad Administrators; Business School Deans; Chief Research Officers; University Communicators

**Connecting with SECU:**
- Online – www.TheSECU.com
- Facebook – TheSECU
- Twitter – @TheSECU
- Instagram – @TheSECUniversity
- You Tube – SECUniversity

Revised: September 20, 2016
SECU Academic Initiative Programs and Activities
(Updated: September 19, 2016)

The Southeastern Conference sponsors, supports and promotes collaborative higher education programs and activities involving administrators, faculty and students at its 14 member universities. The SEC showcases academic achievements of these individuals on regional, national and international levels using digital and social media platforms. For more information, visit the academic initiative online – www.TheSECU.com; Facebook – TheSECU; Twitter – @TheSECU; Instagram – @TheSECUniversity; and YouTube – SECUUniversity.

SEC Academic Conference – This on-campus event is an opportunity to showcase SEC faculty and student research in an area of significant scholarly interest to a range of academic, legislative and other stakeholders. The two-day conference is hosted by an SEC member university in late March and is designed to expand opportunities for collaboration among faculty, students and administrators.

SEC Academic Leadership Development Program (SEC ALDP) – This professional development program seeks to identify, prepare and advance academic leaders for roles within SEC institutions and beyond. It has two components, a university-level development program designed by each institution for its own participants (i.e., fellows), and two, three-day, SEC-wide workshops held on specified campuses for all program participants. These workshops are typically held in October and February.

SEC College Tour – The SEC College Tour occurs twice annually, once in the fall (mid-September) and once in the spring (mid-April). Enrollment and admissions administrators from all SEC universities participate in events designed to introduce the SEC universities to students, parents and school counselors who might not otherwise have heard of the institution. The goal is to advance the merit and academic reputation of SEC universities beyond the traditional SEC region through college fairs and counselor breakfasts. The spring event is generally held in April with the smaller, counselor-focused event happening in the fall.

SEC Faculty Achievement Awards Program – These awards recognize faculty from SEC member universities with outstanding records in research and scholarship. There is one winner/nominee per campus and one overall winner for the Conference, and all are announced in late March and early April. All receive an honorarium and memento from the SEC. The top recipient, the SEC Professor of the Year, is honored during the annual SEC Awards Dinner in Destin, Florida, and recognized in conjunction with the SEC Symposium in Atlanta, Georgia.
SEC Faculty Travel Program – To enhance collaboration that stimulates initiatives between SEC universities, this program provides faculty members from each SEC university the opportunity to travel to other SEC campuses to exchange ideas, develop grant proposals, present lectures, conduct research and deliver performances. Participation in this program is continuous throughout the academic year, with recipients being announce in mid-October.

International/Education Abroad Activities – As part of an exchange agreement, Italian engineering students enroll at SEC universities each fall, and engineering SEC students study in Italy each spring at the Politecnico di Torino. In addition, by utilizing a cooperative programming agreement, students from all SEC universities have access to education abroad programs offered at other SEC universities.

SEC MBA Case Competition – This graduate level competition provides an opportunity for SEC MBA students to demonstrate their skills at solving simulated, real-world problems that cover the spectrum of business disciplines (e.g., organizational dynamics, budgeting, capitalization, etc.). The competition is held on one SEC campus in early April and teams of four MBA students compete against other SEC teams, the best receiving various awards and recognition.

SEC Student Music Ensemble – The SEC provides performance opportunities during the SEC Football Championship weekend for undergraduate SEC students. Student musicians may participate during the SEC Legend’s Dinner and/or the SEC Pregame Hospitality Party.

SEC Student Pitch Competition – This event provides a showcase for young entrepreneurs as it pits teams of students representing each SEC university against one another in an idea pitch competition. Students present their innovative business ideas to a panel of judges to determine those most worthy of a funding investment. The top teams receive various awards and recognition.

SEC Symposium – The primary goal of this event is to address a current topic of interest to a diverse group of higher education stakeholders while incorporating the relevant expertise of SEC universities. Other objectives include regularly drawing national and international attention and participation to the Southeast region and positioning the SEC as a thought leader on the topic of interest. Information about the SEC Symposium may be found online at www.SECSymposium.com.

Other SECU Activities – The SEC supports collaboration between university personnel groups (e.g., deans of colleges, chief administrators, etc.); engages media partners in developing television and radio public service announcements and general academic messaging; and highlights the academic success of SEC student-athletes and athletics departments.
SEC ACADEMIC LEADERSHIP DEVELOPMENT PROGRAM

VISION STATEMENT
The SEC Academic Leadership Development Program vision is to introduce faculty and early career administrators to the broad landscape of university administration in order to enhance their understanding of the challenges and complexities of academic leadership.

MISSION STATEMENT
The SEC Academic Leadership Development Program mission is to identify, develop, prepare, and advance faculty and early career administrators from within the Southeastern Conference.

GOALS
The SEC Academic Leadership Development Program goal is to be proactive in preparing faculty and early career administrators for high-level service in academia by providing for the following learning opportunities during the SEC-wide workshops and/or campus programming activities:

- Stimulating academic leaders to think critically about the future of the academy.
- Teaching the managerial and organizational skills required to lead complex organizations.
- Increasing knowledge and understanding of academic leadership in the 21st century.
- Improving the general leadership skills and abilities of academic leaders.

MANTRA
“Becoming a leader, being a leader”
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<tr>
<th>Institution</th>
<th>Program Liaison</th>
<th>Program Fellows</th>
<th>Fellow Email Addresses</th>
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Revised: 9/13/16
SEC Academic Leadership Development Program Fellows
(Revised: September 8, 2016)

University of Alabama
Cohort 1 – 2008-2009
Natalie Adams, Assistant Dean, Graduate School
David Cordes, Head, Department of Engineering
Mike Hardin, Senior Associate Dean, Research in Commerce and Business Administration

Cohort 2 – 2009-2010
Marsha Adams, Director, Undergraduate Program
Michael Conerly, Head, Department of Information Systems, Statistics, and Management Science
DoVeanna S. Fulton Minor, Chair, Women’s Studies

Cohort 3 – 2010-2011
Kim Sydow Campbell, Assistant Dean, Assessment and Continuous Improvement
Catherine (Cathy) Pagani, Chair, Department of Art and Art History
Stuart L. Usdan, Associate Dean, College of Human Environmental Studies

Cohort 4 – 2011-2012
Viola L. Acoff, Head, Department of Metallurgical and Materials Engineering
Elizabeth K. Wilson, Professor, Education

Cohort 5 – 2012-2013
J. Brian Gray, Associate Dean, Manderson Graduate School of Business
Jennifer D. Greer, Chair, Department of Journalism
Sandra C. Nichols, Head, Department of Special Education and Multiple Abilities
Patricia A. Sobecky, Chair, Department of Biological Sciences

Cohort 6 – 2013-2014
Kim Bissell, Associate Dean, College of Communication and Information Sciences
Kari Frederickson, Chair, Department of History
Philo A. Hutcheson, Chair, Department of Educational Leadership, Policy and Technology Studies

Cohort 7 – 2014-2015
Lisa L. Dorr, Associate Dean, College of Arts and Sciences
Diane E. Johnson, Senior Associate Dean, Culverhouse College of Commerce
Joseph E. Phelps, Chair, Department of Advertising and Public Relations
Cohort 8 – 2015-2016
Melondie Reeves Carter, Assistant Dean, Capstone College of Nursing
Matthew T. Holt, Head, Department of Economics, Finance and Legal Studies
Tricia A. McElroy, Associate Dean, College of Arts and Sciences
Javonda Williams, Assistant Dean, School of Social Work

Cohort 9 – 2016-2017
Tim A. Haskew, Head, Department of Electrical and Computer Engineering
Aaron M. Kuntz, Head, Department of Educational Studies
Alice L. March, Assistant Dean, Capstone College of Nursing
Donna Meester, President, Faculty Senate

University of Arkansas
Cohort 1 – 2008-2009
Kathleen Condray, Assistant Professor, German
Joseph Rencis, Head, Department of Mechanical Engineering
Anna M. Zajicek-Wageman, Chair, Graduate Studies

Cohort 2 – 2009-2010
Ralph Henry, Professor, Biological Sciences
Marcia Shobe, Director, School of Social Work

Cohort 3 – 2010-2011
Chaim Goodman-Strauss, Chair, Department of Mathematical Sciences
Fran Hagstrom, Interim Head, Department of Rehabilitation, Human Resources and Communication Disorders
Kim LaScola Needy, Head, Department of Industrial Engineering

Cohort 4 – 2011-2012
Mark Boyer, Chair, Department Landscape Architecture
Javier Reyes, Associate Dean, Sam M. Walton College of Business
Lona Robertson, Associate Dean, Dale Bumpers College of Agricultural, Food and Life Sciences

Cohort 5 – 2012-2013
Jeannie Hulen, Chair, Department of Art
Michael L. Looper, Head, Department of Animal Science
Matthew A. Waller, Chair, Department of Supply Chain Management
Calvin White, Jr., Director, African and African-American Studies Program
Cohort 6 – 2013-2014
Yvette Murphy-Erby, Director, School of Social Work
Michael T. Kidd, Head, Department of Poultry Science
Kate Mamiseishvili, Interim Head, Department of Rehabilitation, Human Resources and Communication Disorders
Rajiv Sabherwal, Chair, Department of Information Systems

Cohort 7 – 2014-2015
W. Micah Hale, Associate Head, Department of Civil Engineering
Bart J. Hammig, Chair, Department of Health, Human Performance, and Recreation
Cynthia Sagers, Associate Vice Provost, Research
Kathryn A. Sloan, Chair, Department of History

Cohort 8 – 2015-2016
Jeff B. Murray, Chair, Department of Marketing
Heather Nachtmann, Associate Dean, College of Engineering
Carol Reeves, Associate Vice Provost, Sam M. Walton College of Business
Michael J. Riha, Chair, Department of Theatre

Cohort 9 – 2016-2017
Pearl K. Dowe, Vice Chair, Department of Political Science
Michelle Gray, Associate Professor, Exercise Science
Gary Peters, Chair, Department of Accounting
Edward A. Pohl, Head, Department of Industrial Engineering

**Auburn University**
Cohort 1 – 2008-2009
Kathryn M. Flynn, Associate Professor, Wildlife Sciences
W. Gary Martin, Professor, Curriculum and Teaching
Bruce F. Smith, Associate Professor, Veterinary Medicine
Paula Sullenger, Head, Department of Acquisitions

Cohort 2 – 2009-2010
Jeremy M. Downes, Associate Professor, English
Sharon Roberts, Associate Professor, Biological Sciences
Tin-Yau Tam, Professor, Mathematics and Statistics

Cohort 3 – 2010-2011
Claire Crutchley, Associate Professor, Finance
J.V. Ortiz, Chair, Department of Chemistry and Biochemistry
Constance Relihan, Senior Associate Dean, College of Liberal Arts
Cohort 4 – 2011-2012
Daniel Gropper, Associate Dean, College of Business
Dan LaRocque, Associate Dean, College of Liberal Arts
Ann Beth Presley, Associate Professor, Consumer Affairs

Cohort 5 – 2012-2013
Brigitta R. Brunner, Director, Public Relations Program
David Hinson, Head, School of Architecture, Planning and Landscape Architecture
Jared A. Russell, Director, Student Development

Cohort 6 – 2013-2014
Jennifer Wood Adams, Director, School of Communication and Journalism
Sushil H. Bhavnani, Chair, Department of Mechanical Engineering
Richard Burt, Head, McWhorter School of Building Science

Cohort 7 – 2014-2015
DeWayne L. Searcy, Director, School of Accounting
Bret H. Smith, Interim Associate Dean, College of Architecture Design and Construction
Ana M. Franco-Watkins, Director, Undergraduate Program

Cohort 8 – 2015-2016
Magdalena Garmaz, Program Chair, Environmental Design
Daniel M. Givens, Associate Dean, College of Veterinary Medicine
Stanley G. Harris, Associate Dean, Harbert College of Business

Cohort 9 – 2016-2017
Allen L. Landers, Professor, College of Science and Math
Kevin Moore, Chair, Department of Interior Architecture
Todd Steury, Associate Professor, School of Forestry and Wildlife Sciences

University of Florida
Cohort 1 – 2008-2009
NONE

Cohort 2 – 2009-2010
Kelli R. McCormack Brown, Associate Dean, College of Health and Human Performance
Paul D. Zwick, Associate Dean, Research and Graduate Affairs

Cohort 3 – 2010-2011
David E. Richardson, Senior Associate Dean, College of Liberal Arts and Sciences
Edward Schaefer, Associate Dean, College of Fine Arts
Cohort 4 – 2011-12
Tom Dana, Associate Dean, College of Education
Alan Dorsey, Associate Dean, College of Liberal Arts and Sciences
Joanne Foss, Assistant Dean, College of Public Health and Health Professions

Cohort 5 – 2012-2013
Thomasenia Lott Adams, Associate Dean, College of Education
Laurence B. Alexander, Associate Dean, Graduate School
Jennifer Harrison Elder, Associate Dean, College of Nursing

Cohort 6 – 2013-2014
Christopher M. Janelle, Interim Associate Dean, College of Health and Human Performance
Spiro K. Kiousis, Executive Associate Dean, College of Journalism and Communications
Rowan Milner, Chair, Department of Small Animal Clinical Sciences

Cohort 7 – 2014-2015
Mark E. Law, Associate Dean, College of Engineering
Robert J. Ries, Director, M.E. Rinker, Sr., School of Building Construction

Cohort 8 – 2015-2016
Daniel Connaughton, Associate Dean, College of Health and Human Performance
Lyrissa Lidsky, Associate Dean, Fredric F. Levin College of Law
Michael Weigold, Associate Dean, College of Journalism and Communications

Cohort 9 – 2016-2017
Joel H. Brendemuhl, Associate Dean, College of Agriculture and Life Sciences
John F. Stinneford, Professor, Fredric G. Levin College of Law
David E. Vaillancort, Director, Center for Exercise Science

University of Georgia
Cohort 1 – 2008-2009
Zhen Fang Fu, Professor, Veterinary Medicine
William Vencill, Professor, Crop and Soil Sciences

Cohort 2 – 2009-2010
NONE

Cohort 3 – 2010-2011
Eric Mueller, Director, Equine Programs
Scott A. Shamp, Director, New Media Institute
Cohort 4 – 2011-2012
Michael Bartlett, Interim Head, Department of Pharmaceutical and Biomedical Sciences
Michael Ferrara, Associate Chair, Department of Kinesiology
Susan Sanchez, Professor, Microbiology

Cohort 5 – 2012-2013
Karen Cornell, Assistant Head, Department of Small Animal Medicine and Surgery
Marsha Davis, Assistant Dean, College of Public Health
Jeffrey F.D. Dean, Associate Director, Institute of Bioinformatics
Susan Thomas, Associate Professor, Musicology

Cohort 6 – 2013-2014
Julian A. Cook, III, Professor, Law
Sarah F. Covert, Associate Dean, Warnell School of Forestry and Natural Resources
Tom Reichert, Head, Department of Advertising and Public Relations

Cohort 7 – 2014-2015
Melissa Harshman, Director, First Year Odyssey Program
L. Stephen Miller, Director, UGA Bioimaging Research Center
Judith Wasserman, Director, Advanced Visualization Initiative

Cohort 8 – 2015-2016
Erica J. Hashimoto, Associate Dean, School of Law
Jessica C. Kissinger, Director, Institute of Bioinformatics
Kecia M. Thomas, Associate Dean, Franklin College of Arts and Sciences
Mark Wilson, Associate Dean, College of Public Health

Cohort 9 – 2016-2017
Chris Garvin, Director, Lamar Dodd School of Art
Janice Hume, Head, Department of Journalism
Marisa Anne Pagnattaro, Director, International Programs
J. Marshall Shepherd, Director, Atmospherics Sciences Program

University of Kentucky
Cohort 1 – 2008-2009
Chris Frost, Professor, Corporate Reorganization, Finance, and Commercial Law
Lawrence Holloway, Chair, Department of Electrical and Computer Engineering
Lynda Brown Wright, Associate Professor, Educational and Counseling Psychology
Cohort 2 – 2009-2010
Scott W. Kelley, Director, School of Management
Michael B. Reid, Chair, Department of Physiology

Cohort 3 – 2010-2011
Linda A. Alexander, Associate Dean, College of Public Health
Sharon Stewart, Associate Dean, College of Health Sciences
Benjamin C. Withers, Chair, Department of Fine Arts

Cohort 4 – 2011-2012
Anna Bosch, Associate Dean, College of Arts and Sciences
Martha Peterson, Associate Vice President, College of Medicine
Diane Snow, Professor, Anatomy and Neurobiology

Cohort 5 – 2012-13
Patricia V. Burkhart, Associate Dean, College of Nursing
Sonja Feist-Price, Professor, Psychology
Rick Q. Honaker, Chair, Department of Mining Engineering

Cohort 6 – 2013-2014
Nancy C. Jones, Chair, Department of Theatre
Douglass S. Kalika, Chair, Department of Chemical and Materials Engineering
Sue Roberts, Professor, Geography
Deirdre A. Scaggs, Associate Dean, Special Collections

Cohort 7 – 2014-2015
Karen Badger, Associate Dean, College of Social Work
Kathryn Cardarelli, Associate Dean, College of Public Health
Andrew Hippisley, Director, Linguistics Program

Cohort 8 – 2015-2016
Kimberly Ward Anderson, Associate Dean, College of Engineering
Jeffory A. Clymer, Chair, Department of English
Rebecca E. Dutch, Associate Dean, College of Medicine
David A. Puleo, Associate Dean, College of Engineering

Cohort 9 – 2016-2017
Ty Borders, Co-Director, Institute for Rural Health Policy
Beth A. Garvy, Executive Chair, Department of Microbiology, Immunology and Molecular Genetics
Nicole Jenkins, Associate Dean, Gatton College of Business and Economics
John W. Scheib, Director, School of Music
**Louisiana State University**
Cohort 1 – 2008-2009
Kevin Cope, Professor, English
Patrick Hesp, Chair, Department of Geography and Anthropology
Robin Roberts, Associate Dean, College of Arts and Sciences

Cohort 2 – 2009-2010
Margaret H. DeFleur, Associate Dean, Graduate Studies
Thomas A. Sofranko, Interim Associate Dean, College of Art and Design

Cohort 3 – 2010-2011
Matthew R. Lee, Professor, Criminology
Carol E. O’Neil, Interim Associate Vice Chancellor, Office of Research and Economic Development

Cohort 4 – 2011-2012
Lisa Lundy, Associate Dean, Manship School of Mass Communication
Kristin Sosnowsky, Associate Dean, College of Music and Dramatic Arts

Cohort 5 – 2012-2013
David Baker, Director, Division of Laboratory Animal Medicine
Julia Chan, Professor, Chemistry
Frances C. Lawrence, Associate Dean, Ourso College of Business
Clinton Willson, Professor, Water Resources Engineering

Cohort 6 – 2013-2014
Stephen David Beck, Associate Dean, College of Music and Dramatic Arts
William A. Clark, Chair, Department of Political Science
Roland W. Mitchell, Associate Director, School of Education

Cohort 7 – 2014-2015
Jacqueline Bach, Director, Women’s and Gender Studies
Troy C. Blanchard, Associate Dean, College of Humanities and Social Sciences
Joan M. King, Curriculum Coordinator, School of Nutrition and Food Science
Meghan Sanders, Associate Dean, Manship School of Mass Communication

Cohort 8 – 2015-2016
Jason L. Hicks, Chair, Department of Psychology
Sherif Ishak, Interim Associate Dean, College of Engineering
Joyce Marie Jackson, Director, African and African-American Studies
Andrew W. Maverick, Associate Dean, College of Science
Cohort 9 – 2016-2017
Andrea Carroll, Interim Associate Dean, Paul M. Herbert Law Center
Richard L. Kurtz, Associate Dean, College of Science
Mandi J. Lopez, Director, Laboratory for Equine and Comparative Orthopedic Research
Andrea Miller, Associate Dean, Manship School of Mass Communication

University of Mississippi
Cohort 1 – 2008-2009
Kirsten A. Dellinger, Interim Chair, Department of Sociology and Anthropology
Charles H. Noble, IV, Director, MBA Programs

Cohort 2 – 2009-2010
Donald L. Dyer, Chair, Department of Modern Languages
Angela S. Rutherford, Director, Center for Excellence in Literacy Instruction

Cohort 3 – 2010-2011
Teresa Carithers, Associate Dean, School of Applied Sciences
Richard Forgette, Chair, Department of Political Science
Jason Ritchie, Associate Professor, Nutrition

Cohort 4 – 2011-2012
Alicia Bouldin, Associate Professor, Pharmacy
Carol Minor Boyd, Interim Dean, School of Applied Sciences
Susan Grayzel, Interim Director, Sarah Isom Center for Women and Gender Studies

Cohort 5 – 2012-2013
A.P. (Tony) Ammeter, Associate Dean, School of Business Administration
Joseph P. Ward, Chair, Department of History

Cohort 6 – 2013-2014
William W. Berry, III, Assistant Professor, Law
John C. Garner, III, Interim Chair, Department of Health, Exercise Science and Recreation Management
Ethel Young-Minor, Associate Professor, English
Charlotte Fant Pegues, Assistant Provost

Cohort 7 – 2014-2015
Virginia Rougon Chavis, Chair, Department of Art
Amy Wells Dolan, Associate Dean, School of Education
Steven Skultety, Chair, Department of Philosophy and Religion
Donna West-Strum, Chair, Department of Pharmacy Administration
Cohort 8 – 2015-2016
Michael Barnett, Assistant Chair, Department of Theatre Arts
Robert E. Cummings, Chair, Department of Writing and Rhetoric
Josh Gladden, Associate Vice Chancellor, College of Liberal Arts
Debora Wenger, Director, Undergraduate Journalism

Cohort 9 – 2016-2017
John M. Bruce, Chair, Department of Political Science
Daphne S. Cain, Chair, Department of Applied Sciences
Jack Nowlin, Senior Associate Dean, School of Law
Cristiane Surbeck, Associate Dean, School of Engineering

Mississippi State University
Cohort 1 – 2008-2009
Sadik C. Artunc, Head, Department of Landscape Architecture
Lori Mann Bruce, Professor, Electrical and Computer Engineering
Barbara Spencer, Associate Dean, Undergraduate Journalism

Cohort 2 – 2009-2010
Pasquale (PC) Cinnella, Interim Head, Department of Aerospace Engineering
Michael J. Highfield, Head, Department of Finance and Economics
Sheri Worthy, Associate Professor, Advertising

Cohort 3 – 2010-2011
Lara Dodds, Associate Professor, Literature
Rafael Hernandez, Associate Professor, Engineering
Beth R. Miller, Director, Interior Design

Cohort 4 – 2011-12
Hart Bailey, Professor, Veterinary Medicine
Barry J. Barnett, Professor, Agricultural Economics
Margaret R. Kern, Associate Dean, College of Veterinary Medicine
Meghan Millea, Professor, Economics

Cohort 5 – 2012-2013
Mitchell E. Berman, Head, Department of Psychology
Devon Brenner, Head, Department of Curriculum, Instruction and Special Education
John Usher, Head, Department of Industrial and Systems Engineering
Cohort 6 – 2013-2014
Jeralynn S. Cossman, Head, Department of Sociology
Jason E. Lueg, Head, Department of Marketing, Quantitative Analysis and Business Law
J. Mike Phillips, Head, Department of Plant and Soil Sciences
Julia Porter, Head, Division of Education

Cohort 7 – 2014-2015
David A. Dampier, Director, Center for Computer Security Research and National Forensics Training Center
Mark Lawrence, Associate Dean, College of Veterinary Medicine
Rebecca G. Long, Director, Graduate Studies
David Morse, Interim Head, Department of Counseling and Educational Psychology

Cohort 8 – 2015-2016
Linda F. Cornelious, Professor, Instructional Systems and Workforce Development
Greg G. Hall, Associate Dean, College of Architecture, Art and Design
Ron McLaughlin, Associate Dean, College of Veterinary Medicine
Linda W. Morse, Director, Center for Teaching and Learning

Cohort 9 – 2016-2017
Angi Bourgeois, Head, Department of Art
Teresa Jayroe, Associate Dean, College of Education
Melissa Moore, Head, Department of Management, Quantitative Analysis and Business Law
Scott T. Willard, Associate Dean, College of Agriculture and Life Sciences

University of Missouri
Cohort 5 – 2012-2013 (First Year in Southeastern Conference)
Jeni Hart, Associate Division Director, Department of Educational Leadership and Policy Analysis
Wilma King, Director, Black Studies Program
Robert D. Tzou, Associate Dean, College of Engineering

Cohort 6 – 2013-2014
Stephen P. Ferris, Senior Associate Dean, College of Business
Jana M. Hawley, Chair, Department of Textile and Apparel Management
Sandy Rikoon, Associate Dean, College of Agriculture, Food and Natural Resources
Gregory E. Triplett, Jr., Director, Department of Electrical and Computer Engineering
Cohort 7 – 2014-2015
Heidi M. Appel, Senior Associate Director, Honors College
Bryan L. Garton, Associate Dean, College of Agriculture, Food and Natural Resources
Christopher Hardin, Chair, Department of Nutrition and Exercise Physiology
Matthew P. Martens, Interim Division Executive Director, College of Education

Cohort 8 – 2015-2016
Anna Ball, Chair, Department of Agricultural Education and Leadership
Debbie S. Dougherty, Associate Dean, College of Arts and Science
Chuck D. Henson, Associate Dean, School of Law
Joi Moore, Associate Division Director, School of Information, Science and Learning Technologies

Cohort 9 – 2016-2017
Judith Goodman, Interim Associate Dean, School of Health Professions
Sheila Grant, Associate Dean, College of Engineering
John K. Lannin, Associate Dean, College of Education
Earnest L. Perry Jr, Associate Dean, School of Journalism

University of South Carolina
Cohort 1 – 2008-2009
Sheryl Kline, Interim Dean, College of Hospitality, Retail and Sports Management
Steve Lynn, Senior Associate Dean, College of Arts and Sciences
Greg Niehaus, Associate Dean, Moore School of Business
Harry J. Ploehn, Associate Dean, College of Engineering and Computing

Cohort 2 – 2009-2010
Cynthia Colbert, Chair, Department of Art
Michael A. Matthews, Chair, Department of Chemical Engineering
Timothy Mousseau, Associate Dean, Research and Graduate Education

Cohort 3 – 2010-2011
Lacy K. Ford, Chair, Department of History
Sandra J. Kelly, Professor, Psychology
Stephanie Y. Mitchem, Chair, Department of Religious Studies
Michael Sutton, Professor, Mechanical Engineering
Cohort 4 – 2011-2012
Ralf Gothe, Professor, Physics
John Henderson, Chair, Department of Psychology
Joel Samuels, Associate Professor, Law
Irma Van Scoy, Executive Director, USC Connect

Cohort 5 – 2012-2013
Lawrence Glickman, Chair, Department of History
Danielle Holley-Walker, Associate Dean, School of Law
James Knapp, Professor, Geological Sciences
Audrey Korsgaard, Chair, Department of Management

Cohort 6 – 2013-2014
William D. Anderson, III, Associate Dean, School of Medicine
Cynthia J. Davis, Graduate Director, Department of English Language and Literature
Valinda W. Littlefield, Director, African-American Studies
Joseph Rackers, Program Director, School of Music

Cohort 7 – 2013-2014
Christy Friend, Director, Center for Teaching Excellence
August E. Grant, Professor, Mass Communication
Robert E. Ployhart, Professor, Management
Sara Wilcox, Director, Prevention Research Center

Cohort 8 – 2015-2016
Nancy R. Buchan, Associate Dean, Darla Moore School of Business
Jessica Elfenbein, Senior Associate Dean, Graduate School
Travis W. Knight, Program Director, Nuclear Engineering
Toni M. Torres-McGehee, Program Director, Graduate Athletic Training

Cohort 9 – 2016-2017
Susan Kuo, Associate Dean, School of Law
Nina Levine, Chair, Department of English
DeAnne K. Hilfinger Messias, Ph.D. Program Director, College of Nursing
Marco Valtorta, Chair, Faculty Senate

University of Tennessee
Cohort 1 – 2008-2009
Sally J. McMillan, Associate Dean, College of Communication and Information
John Nolt, Director, Undergraduate Studies
John Zomchick, Associate Dean, College of Arts and Sciences
Cohort 2 – 2009-2010
Edwin-Michael Cortez, Professor, Information Technology
Joan MacLeod Heminway, Professor, Law
Dixie L. Thompson, Head, Department of Exercise Science

Cohort 3 – 2010-2011
Vincent A. Anfara, Jr, Chair, Department of Educational Leadership and Policy Studies
Robert J. Hinde, Associate Dean, College of Arts and Sciences
Matthew T. Theriot, Associate Professor, Social Work

Cohort 4 – 2011-2012
Chris Boake, Associate Dean, College of Arts and Sciences
Ann Fairhurst, Interim Head, Department of Retail and Consumer Sciences
Terry Leap, Head, Department of Management
Steve Thomas, Associate Professor, University Libraries

Cohort 5 – 2012-2013
David A. Golden, Professor, Food Microbiology
Catherine A. Luther, Associate Dean, College of Communication and Information
John Stier, Assistant Dean, College of Agricultural Sciences and Natural Resources
Penny J. White, Director, Center for Advocacy and Dispute Resolution

Cohort 6 – 2013-2014
Susan M. Benner, Associate Dean, College of Education, Health and Human Sciences
Joanne M. Hall, Professor, Nursing
Veerle Keppens, Associate Dean, College of Engineering
Annette L. Ranft, Associate Dean, College of Business Administration

Cohort 7 – 2014-2015
William M. Dunne, Associate Dean, College of Engineering
Bruce J. MacLennan, Associate Professor, Electrical Engineering and Computer Sciences
Brent Mallinckrodt, Associate Dean, College of Arts and Sciences
Michael Morris, Associate Dean, College of Business Administration

Cohort 8 – 2015-2016
Jeffrey T. Fairbrother, Head, Department of Kinesiology, Recreation and Sports Studies
Andrew Kramer, Associate Dean, College of Arts and Sciences
Carole R. Myers, Associate Professor, Nursing
Bonnie H. Ownley, President-Elect, Faculty Senate
Cohort 9 – 2016-2017
Suzie Allard, Associate Dean, College of Communication and Information
Charles Collins, Associate Dean, College of Arts and Sciences
Beauvais Lyons, President, Faculty Senate
Matthew M. Mench, Head, Department of Mechanical, Aerospace and Biomedical Engineering

**Texas A&M University**
Cohort 5 – 2012-2013 (First Year in Southeastern Conference)
Michael Benedik, Interim Dean of Faculties and Associate Provost
Blanca Lupiani, Associate Dean of Faculties
César Malavé, Head, Department of Industrial and System Engineering
Cynthia Werner, Head, Department of Anthropology

Cohort 6 – 2013-2014
George Cunningham, Associate Dean, College of Education and Human Development
Sumana Datta, Executive Director, Honors and Undergraduate Research
Rosana G. Moreira, Assistant Head, Department of Biological and Agricultural Engineering
John N. Stallone, Head, Department of Veterinary Physiology and Pharmacology

Cohort 7 – 2014-2015
Richard B. Kreider, Head, Department of Health and Kinesiology
Kirsten Pullen, Director, Academy for the Visual and Performing Arts
David Threadgill, Chair, Department of Molecular and Cellular Medicine
Douglas W. Woods, Head, Department of Psychology

Cohort 8 – 2015-2016
Ginger E. Carney, Associate Dean, College of Science
John E. Hurtado, Senior Director, Interdisciplinary Engineering Programs
Violet Showers Johnson, Director, Africana Studies Program
Kathleen L. Kavanagh, Head, Department of Ecosystem Science and Management

Cohort 9 – 2016-2017
David M. Cairns, Head, Department of Geography
Cecilia H. Giusti, Associate Dean, College of Architecture
Mark B. Houston, Head, Department of Marketing
Antonietta Quigg, Associate Vice President

**Vanderbilt University**
Cohort 9 – 2016-2017 (First Year in SEC Academic Leadership Development Program)
Geoffrey M. Fleming, Chair-Elect, Faculty Senate
Leslie Welch Hopkins, Assistant Professor, School of Nursing
Greetings from the Capstone!

As we reflect on the recent academic year at The University of Alabama, we have much to report. Our outstanding students, faculty and staff have reached a great number of exciting accomplishments in the areas of teaching, research and service. I consider it a privilege to serve as president of such an exceptional university, and I am proud to share with you these achievements.

Our primary focus at the University is our students. By recruiting the best and brightest students from Alabama, our nation and the world, we maintain a culture of high-achieving scholarship at the Capstone, which is essential to student success. We provide these students with remarkable faculty and staff who are passionate about encouraging and equipping them to flourish in their time on our campus and beyond.

We started the year in August with another record-breaking enrollment, not just in terms of quantity, but quality as well. With higher test scores and grade point averages than ever before, the graduating freshman class set the bar high for future generations, and we continued to raise our benchmarks throughout the year. In the classroom, on the field and at national academic competitions and conventions, the University is consistently supporting and producing champions.

We welcomed several new faces to our leadership team this year, and I have enjoyed seeing their divisions, colleges and departments thrive already under their guidance. There has never been a more exciting time to be at The University of Alabama.

As you read the pages that follow, you will see models of leadership, innovations in research and discovery, a commitment to serving the communities of our state, and brief snapshots of the impact we have beyond our campus. As the state’s flagship, we consider it our privileged responsibility to enrich the quality of life for all Alabamians, as well as those from across our nation and around the globe. We do our work with rich anticipation of how students from the Capstone will depart from our halls to change the world.

It is with immense pleasure that I share with you the milestones we have reached for the 2015-2016 academic year. I am confident that you will enjoy reading about these indicators of our success. As we celebrate this recent year, I expect even more extraordinary achievement in the days ahead. We have embarked on a great trajectory, and I look forward to seeing where it takes us.

Stuart R. Bell
President
The University of Alabama
STUART R. BELL BECOMES 29TH PRESIDENT

1,541 DEGREES AWARDED AT SUMMER COMMENCEMENT

RECORD ENROLLMENT: 37,100 STUDENTS
UA BECOMES FOUNDING MEMBER OF NATIONAL STEM INITIATIVE

BUSINESS ANALYTICS LAB OPENS
CUBA CENTER DEDICATED

CROSSINGPOINTS RECEIVES $2.5 MILLION GRANT FOR EXPANSION
AVERY JOHNSON STARTS SEASON AS MEN’S BASKETBALL COACH

STRATEGIC PLANNING COUNCIL BEGINS MEETING
NEW INSTITUTIONAL WEBSITE UNVEILED
2,200 DEGREES PRESENTED AT COMMENCEMENT
DERRICK HENRY WINS HEISMAN TROPHY

CRIMSON TIDE WINS 16TH NATIONAL FOOTBALL CHAMPIONSHIP
CULVERHOUSE CHALLENGE RAISES $3.6 MILLION

INTERCULTURAL DIVERSITY CENTER OPENS
SEWELL-THOMAS BASEBALL STADIUM OPENS
$3 MILLION GIFT RECEIVED FOR ADAPTED ATHLETICS

STUDENTS SERVE GLOBALLY ON ALTERNATIVE SPRING BREAKS AROUND THE WORLD
UNDERGRADUATE RESEARCH AND CREATIVITY CONFERENCE

FOUR PILLARS OF STRATEGIC PLAN ANNOUNCED
CAPSTONE CREED REVISED
NEW RING CEREMONY INSTITUTED
HOLLINGS, GOLDWATER, TRUMAN SCHOLARSHIP WINNERS NAMED
FIRST UA STUDENT EARNS HERZT SCHOLARSHIP

5,350 DEGREES AWARDED AT COMMENCEMENT
SEVEN FULBRIGHT WINNERS ANNOUNCED

BAMA BOUND WELCOMES CLASS OF 2020

YEAR IN REVIEW
Achievements

ENROLLMENT FALL 2015

37,100
record enrollment for fall 2015 with over 635 National Merit Scholars currently enrolled

17,222
in-state students enrolled in Fall Semester 2015:
14,662 undergraduates
2,283 graduates
277 AP

4,385
in-state students
graduated in 2014-2015
3,190 bachelor’s
918 master’s
39 educational specialists
153 doctoral
85 professional

62
International students
from 62 countries

FRESHMEN
The class of 7,211 is the largest and best qualified in UA history

174
National Merit and National Achievement Finalists

36%
of the class reports an ACT of 30 or higher

2,261
freshmen enrolled in Honors College
RANKINGS AND RECOGNITIONS

43rd ranking among public universities by U.S. News and World Report

The School of Law ranks 10th nationally among public universities

School of Library and Information Studies ranks 15th nationally among public universities

Top 5 public relations program in the nation

12th for online MBA PROGRAMS

MBA PROGRAM ranks 4th among the 14 SEC schools and 25th among all public schools

Online Master’s in Social Work named the top-ranked program of its kind by BestColleges.com

RN to BSN program in Capstone College of Nursing ranked No. 1 by College Choice website

STUDENT ACHIEVEMENTS (2015-16)

1 DEPARTMENT OF ENERGY FELLOW
1 EISENHOWER FELLOW
1 MERCEDES-BENZ DOCTORAL FELLOW
7 FULBRIGHT SCHOLARS
1 GILMAN SCHOLAR
2 GOLDWATER SCHOLARS
1 SCRIPPS HOWARD AWARD WINNER
1 HERTZ SCHOLAR
1 KILLAM FELLOW
1 TRUMAN SCHOLARS

1 KILLAM FELLOW
2 NATIONAL SCIENCE FOUNDATION GRADUATE RESEARCH FELLOWS
2 GILMAN SCHOLAR
1 TRUMAN SCHOLARS
3 HOLLINGS SCHOLARS
2 MERCEDES-BENZ DOCTORAL FELLOW
1 EISENHOWER FELLOW
1 DEPARTMENT OF ENERGY FELLOW

2,261 freshmen enrolled in Honors College

The class of 7,211 is the largest and best qualified in UA history

174 National Merit and National Achievement Finalists
36% of the class reports an ACT of 30 or higher

37,100 record enrollment for fall 2015 with over 635 National Merit Scholars currently enrolled

17,222 in-state students enrolled in Fall Semester 2015:
14,662 undergraduates
2,283 graduates
277 AP

Achievements

UA LIBRARIES 2015-16

5 LIBRARIES
4 MILLION VOLUMES
1.7 MILLION VISITS TO BUILDINGS
3.5 MILLION VISITS TO WEBSITE

OUR PRESENCE ON SOCIAL MEDIA

ON VIMEO
“WE REMEMBER APRIL 27, 2011”
MORE THAN 19,200 VIEWS
“LOOKING BACK ON 2015-16 ACADEMIC YEAR”
MORE THAN 21,000 VIEWS

PASS 500,000 FOLLOWERS ON FACEBOOK
NOW ON INSTAGRAM AND SNAPCHAT
89.3K TWITTER FOLLOWERS
Reaffirmations, Recognitions and Awards

Tree Campus USA
The Arbor Day Foundation presented UA with the 2015 Tree Campus USA Recognition for the University’s careful management of its urban forest.

SACSCOC
In December the Southern Association of Colleges and Schools (SACSCOC) announced that UA had earned reaffirmation of its accreditation through 2025. Reaffirmation is the culmination of a process designed to verify that the University adheres to standards of quality as judged by its peers. It involved a significant self-study by the University and the development of a Quality Enhancement Plan to improve student learning and the environments that support student learning.

AEJMC
The College of Communication and Information Sciences maintained its accreditation by the AEJMC – the Association for Education in Journalism and Mass Communication. The nonprofit organization promotes the highest possible standards for journalism and mass communication education.

EMAP
The Emergency Management Accreditation Program (EMAP) is the only accreditation process for emergency management programs and is sought by federal and state agencies, counties, cities and universities. UA was only the third university in the country to meet the 64 national standards necessary to earn the EMAP designation. The standards address the various emergency preparedness mission areas: prevention, protection, mitigation, response and recovery.

IACS
The UA Counseling Center has been reaccredited by the International Association of Counseling Services (IACS), the accreditation association for university and college counseling centers, which has the highest standards available for campus counseling centers.
Math Education
The secondary math education program in the College of Education received recognition from the National Council for Teachers of Mathematics (NCTM).

NCTM, which manages accreditation processes of math education programs for the Council of the Accreditation of Educator Preparation, granted UA’s secondary math education program the two-year designation, a first for the program.

Cyber Defense Program
The National Security Agency and the Department of Homeland Security designated The University of Alabama a Center of Academic Excellence in Cyber Defense Research. UA joins about 60 universities nationwide that have earned this designation.

AEJMC Diversity
The leading national organization for journalism and mass communication education recognized the College of Communication and Information Sciences as a leader in equality and diversity. The selection committee identified C&IS as a unit that displayed progress and innovation in racial, gender and ethnic equality and diversity during the previous three years.

Alabama Public Radio
The Alabama Associated Press honored Alabama Public Radio, housed in UA’s Digital Media Center, as “Most Outstanding News Operation” in the state. This is the fourth year in a row APR has received the award.

Public Speaking Program
The National Communication Association named UA’s public speaking program as one of the 2015 Programs of Distinction.

ACT Card
The UA Action Card Office was presented with the 2016 National Association of Campus Card Users’ Best Social Networking and/or Website Award at the 23rd annual NACCU conference in San Francisco. The Action Card is the official UA photo identification and prepaid purchasing card. Its uses include access to athletic events, UA libraries and various campus facilities.

National ADDY
The Office of Design/Production in UA’s Division of Strategic Communications won a National ADDY in the American Advertising Awards competition for the design of an invitation to the 40th anniversary celebration of the UA President’s Cabinet. With more than 40,000 entries from across the country, the American Advertising Awards are the world’s largest and most competitive advertising competition.

Engaged Scholarship
Dr. Samory T. Pruitt, vice president for the Division of Community Affairs, and Dr. Cassandra E. Simon, associate professor of social work, were honored at the 16th annual Engagement Scholarship Consortium Conference in State College, Pennsylvania.
**Faculty Achievements**

**Dr. Susan J. Appel**, Capstone College of Nursing, was named a Fellow of the American Association of Nurse Practitioners.

**Dr. Jason E. Bara**, associate professor of chemical and biological engineering, was recognized with the FRI/John G. Kunesh award at the American Institute of Chemical Engineers. This award is presented by the AIChE Separations Division and acknowledges separations scientists under the age of 40 with outstanding contributions to the academic, scientific, technological, industrial or service areas involving separations technologies. Bara’s research focuses on improving the carbon capture process by developing new solvents for safely scrubbing CO2 emissions.

**Dr. Michael Bruce**, assistant professor of telecommunication and film, won Best of Festival in the BEA Faculty Sports Competition for his production of TideSports.com TV. The 30-minute episodes aired on WVUA 23 twice weekly during the 2015 Alabama football season.

**Dr. David Cordes**, head of the department of computer science and director of the Freshman Engineering Program, was recognized as a Fellow of the Computing Sciences Accreditation Board, the lead society for accreditation of degree programs in computer science, information systems, software engineering and information technology.

**Meredith Cummings**, director of Scholastic Media for the College of Communication and Information Sciences, earned first place in the 2015 National Federation of Press Women’s Communication Contest for her blog, “Up Beat.”

**Dr. George Daniels**, associate professor of journalism, received the 2015 Robert P. Knight Multicultural Recruitment Award, presented annually by the Scholastic Journalism Division of the Association of Educators in Journalism and Mass Communication, or AEJMC. The award recognizes an individual or organization that has made significant contributions to promoting diversity in scholastic media programs.

**Dr. Richard C. Fording**, professor and chair of political science, received the Herbert Simon Book Award for “Disciplining the Poor.” The recognition comes from the Public Administration Section of the American Political Science Association.

**Dr. Michael Bruce**
Michael Martone, a professor of English and creative writing, was selected as the winner of the 2016 Mark Twain Award for Distinguished Contributions to Midwestern Literature.

Dr. Ian McDonough, assistant professor of psychology, has been named a winner of the Matilda White Riley Early Stage Investigator Honors, a paper competition of the National Institutes of Health.

Dan Meissner, instructor, received the Educator of the Year award given by the Public Relations Council of Alabama. This award was established to recognize an educator who has taught public relations, or a closely related discipline, and who has demonstrated a commitment to advance the profession of public relations.

Dr. Jamie Campbell Naidoo, associate professor in the School of Library and Information Studies, was named The American Library Association’s 2016 Achievement in Library Diversity Research honoree.

Seth Panitch, professor of theatre, took the grand jury prize for his first full, feature-length film, “Service to Man,” at the 20th American Black Film Festival.

Dr. Theresa Wadas, Capstone College of Nursing, was chosen as a Fellow of the American Association of Nurse Practitioners.

Steven Yates, an instructor in the School of Library and Information Studies, has been elected as the 2017-2018 American Association of School Librarians president.
Hear Here Alabama

Dr. Marcia Hay-McCutcheon, associate professor of communicative disorders, drives a mobile hearing center – a large, motorcoach-like vehicle – into areas of West Alabama to test patients’ hearing, at no cost to the patients. The outreach program helps an underserved segment of Alabama’s population.

“In Alabama, approximately 22 percent of the population is 55 years old or older, and, additionally, according to the 2014 Alabama Poverty Data Sheet, Alabama is the nation’s seventh poorest state,” Hay-McCutcheon said. “A large percentage of Alabamians are estimated to have an undiagnosed hearing loss and/or no resources to address the hearing loss.”
Giving a LIFT

In August 2014, Culverhouse Accounting Lecturer Lisa McKinney, CPA and graduate student assistant David Hose initiated a free job skills training program they called LIFT (Learning Initiative and Financial Training) for low-income, minority and disadvantaged Tuscaloosa residents.

This program has continued to grow through the past year.

LIFT helps the unemployed and underemployed build career-worthy skills and it teaches young children that business school can be fun and cool. More than 22 classes at seven locations are taught by nearly 300 Culverhouse accountancy students who volunteer their time each week.

Student Engineers in Action

The steps of Alabama’s tallest mound got a much-needed makeover, thanks to a group of University of Alabama engineering students. Built in 1967, the Mound B steps at Moundville Archaeological Park had fallen into disrepair.

In stepped UA’s Student Engineers in Action. Over the course of the school year, the students researched and drafted a plan to replace the steps, working over the spring semester to overhaul the steps. The volunteer opportunity gave the students a chance to work on an historic project, a unique experience that could help in preparing for a career.

Impact Report

The Impact Report shares information on UA’s contributions to each county in Alabama. To view the report, go to www.ua.edu/outreach/impact.
SECU ADLP Speakers and Facilitators Biographies
Monday, October 17, 2016
4:30 p.m. - Welcome and Introductions

Torie Johnson, Executive Director, SECU

Torie A. Johnson has been involved in higher education administration for more than 10 years, working first in intercollegiate athletics and now as Executive Director of SECU, the academic initiative of the Southeastern Conference. She was named to this position in July 2011 after serving in the SEC athletics office for more than eight years. SECU was created in 2005 as the SEC Academic Consortium to promote and advance the academic endeavors and achievements of the SEC universities. As Executive Director, Johnson is responsible for leading cooperative initiatives and programs for the universities, as mandated by the league’s Presidents and Chancellors and in consult with the SEC Provosts. She also manages all SECU office operations.

Meg Amstutz, SEC ALDP Chair, Associate Provost, Georgia

Dr. Margaret A. Amstutz has served as the associate provost for academic programs at the University of Georgia for the past three years and is beginning her 20th year at UGA this month. She arrived in Athens in 1997 and served in the Office of the President at UGA for sixteen years—ten years as assistant to the president, working as a liaison to faculty and academic affairs, followed by six years as chief of staff. As chief of staff, she oversaw the Office of the President as well as the Office of Legal Affairs, the Office of Internal Auditing, and the Equal Opportunity Office. She holds an academic appointment at UGA as Adjunct Assistant Professor of English. Dr. Amstutz received her bachelor’s degree in English from Centre College in Danville, KY, and holds master’s and doctoral degrees in English and American literature from Washington University in St. Louis. While in St. Louis, she worked with the Missouri Humanities Council, a state affiliate of the National Endowment for the Humanities.

Jennifer Greer, Local Host, Associate Provost, Alabama, SEC ALDP Fellow 2012-2013

Jennifer Greer is Associate Provost for the University of Alabama. Previously she was interim dean of the College of Communication & Information Sciences and chair of the Journalism Department. At other universities, she’s served as a graduate director, associate dean and acting dean. Greer has taught writing and digital media classes for nearly 25 years. She also serves as vice president to the nation’s largest association for mass communication educators, AEJMC. Greer has won college-wide teaching awards three times in her career and was recognized with Alabama’s university-wide award for academic advising in 2011. She oversees UA faculty personnel issues, leadership development programs, compliance offices (including Equal Opportunity Programs and Title IX), academic misconduct issues, the core curriculum, The University of Alabama Press, and several other units in Academic Affairs.
5:15 – 6:30 p.m. - Reception and Tour, Bryant Museum

Ken Gaddy, Director Bryant Museum

Kenneth Gaddy is a native of Thomasville, Alabama and a graduate of the University of South Alabama. He served as Curator of the Alabama Museum of Natural History for four years where he led the Museum Expedition program in addition to managing the collections. He joined the staff of the Paul W. Bryant Museum in 1991 later becoming Director. He is the executive producer for the museum’s Crimson Classics, Crimson Comments and Mama Called television shows and editor of the books Twelve and Counting: The National Championships of Alabama Football, All of Us Fought the War and When Winning was Everything.

He serves on the boards of the Tuscaloosa Preservation Society, Easter Seals West Alabama, Easter Seals Alabama and the Alabama Museums Association.

He is married to Scarlett, a social studies teacher and they have one son, Michael.

6:45 – 8:15 p.m. – Dinner & Talk: The Academic Affairs/Athletics Connection

Bill Battle, Athletic Director

William R. "Bill" Battle recently is in his fourth year as Director of Athletics at The University of Alabama. Since taking the job on March 22, 2013, (succeeding the late Mal Moore, who had held the position since November 1999), Battle has not only maintained Alabama's unparalleled athletics success, but also has placed increased focus on the primary mission of Alabama Athletics: to recruit and develop student-athletes to compete at the highest levels in intercollegiate athletics, to educate and prepare student-athletes to compete at the highest levels in life after graduation, and to accomplish both with honor and integrity.

Battle took the job as Director of Athletics at Alabama after a career as a college football coach and entrepreneur that was consistently hallmarked by innovation and foresight. During Battle's tenure, Alabama has produced two NCAA team national championships (men's golf in 2014 and football in 2015); ten SEC team championships in five different sports (two in football, gymnastics, men's golf, and women's golf, one in softball and women's tennis); 16 NCAA individual champions; 34 Academic All-Americans (leading the nation in that category in both 2013-14 and 2014-15); and 16 NCAA Postgraduate Scholarship awardees.

Battle's vision has impacted the Alabama Athletics Department in numerous ways over the last three years, particularly in revitalized fundraising efforts that directly enhance the daily experience of every Crimson Tide student-athlete. Battle spearheaded the redevelopment of Alabama's historic baseball facility, Sewell-Thomas Stadium, transforming an aging facility into one of the nation's most dynamic venues when the stadium opened in February, 2016. He also has led the drive for numerous other facility and departmental improvements, including a new rowing facility and plans for a new aquatics facility. He has increased outreach efforts to keep students, fans, faculty, staff and stakeholders abreast of what is happening in Alabama Athletics.

A native of Birmingham, Ala., Battle attended The University of Alabama on a football scholarship and enjoyed a successful playing career as a three-year starter at end for the Crimson Tide under legendary head coach Paul "Bear" Bryant from 1960-62. Battle was a member of Bryant's first national championship team at Alabama in 1961, and was a three-year starter. Generally regarded as the team's best end throughout his playing career, Battle came to Tuscaloosa after starring in three sports at Birmingham's West End High School.
An excellent student, Battle earned a bachelor's degree in Biology (minor in Psychology) from The University of Alabama in 1963 and a master's degree in Education from The University of Oklahoma in 1964. He was an Academic All-SEC selection as a senior in 1962 and was selected to play in the Senior Bowl all-star game in Mobile, Ala., in January of 1963. He was named first team tight end and second team defensive end on The University of Alabama All Decade Team of the 1960s. Alabama won three national championships in the decade (1961, 1964 and 1965).

Battle entered the coaching profession as a graduate assistant at The University of Oklahoma in 1963 under famed head coach Bud Wilkinson. In 1964 and 1965, he served as an assistant coach at the United States Military Academy while serving a two-year military tour. In 1966, he moved on to the University of Tennessee, where he served as an assistant coach under head coach Doug Dickey for four seasons (1966-69) until he was named head coach of the Volunteers in 1970. When he was named head coach, Battle was the youngest head coach in college football at the age of 28.

During his seven-year tenure as head coach (1970-76), Battle's teams went 59-22-2, finished three seasons ranked in the nation's top 10 among five top-20 finishes and won four out of five bowl games. Battle's Tennessee teams won 11 games once (1970) and at least 10 games in three different seasons (1970, 1971 and 1972). His first Tennessee team finished the season ranked fourth in both national polls. His 1971 team finished ranked ninth in both national polls and the 1972 Tennessee squad finished ranked eighth by the Associated Press and 11th in the coaches' poll.

Battle embarked on a career in the private sector after his coaching career ended. He held various positions within Circle S Industries in Selma, Ala., and served as president of two different companies, as well as vice chairman of the Circle S Holding Company Board. During his six years at Circle S, the organization grew from two companies earning $12 million in annual sales to 10 companies earning $60 million.

Battle founded The Collegiate Licensing Company (CLC) in 1981, and served as president and Chief Executive Officer (CEO) until 2002. He also served as chairman of the board of Licensing Partners International (LP), which was created in 2001 to represent the licensing interests of non-collegiate sports properties, as well as corporate and entertainment properties. The companies were sold to IMG in 2007, but he continued as chairman of CLC and consultant to IMG until March of 2013 when he was called back to Alabama.

A 1981 inductee into the Alabama Sports Hall of Fame, Battle was inducted as the first member of the charter class of the National Collegiate Licensing Association Hall of Fame in 2000. He was the recipient of the 2005 Paul W. Bryant Athlete Award at The University of Alabama and was inducted into the International Licensing Industry Merchandisers' Association (LIMA) Hall of Fame in 2008.

Battle received a National Football Foundation award in December 2008 for Outstanding Contributions to Amateur Football. In June 2010, Bill was inducted into the National Association of Collegiate Marketing Administrators' (NACMA) Hall of Fame. He was inducted into the Tennessee Sports Hall of Fame, receiving its Lifetime Achievement Award in 2011. He is slated to be inducted into the Sporting Goods Industry Hall of Fame in May of 2016. He currently serves on the boards of the Bryant-Jordan Student-Athlete Foundation, The University of Alabama A-Club Educational & Charitable Foundation, the Crimson Tide Foundation, and the National Football Foundation.

Battle's wife, Mary, is a summa cum laude graduate of the University of Texas' School of Nursing with a Bachelor of Science degree in nursing. She earned a Master of Science in healthcare administration from the University of Alabama-Birmingham. For many years Mary worked in the healthcare industry both in the clinical setting and for healthcare corporations that developed and managed physician provider networks including the development of strategically significant relationships with payors and business and industry.

Mary currently serves on the Arthritis Foundation National Board of Directors and is the chairperson of the Arthritis Foundation Leadership Council for the Birmingham market. She is also a member of the Volunteer Engagement Task Team for the Arthritis Foundation. In addition, Mary is an inaugural member of the UAB School of Medicine Board of Visitors and is active in fundraising activities for UAB that support research projects targeting more effective treatment for rheumatoid arthritis.
The Battles are part of UAB's Stem Cell Institute Board and are both active in their support of UAB's Department of Rheumatology. In their leisure time, the Battles enjoy life on their ranch in Georgia. Mary is an avid equestrian while Bill enjoys working on various projects around the ranch.

Kevin Whitaker, Interim-Provost

Kevin W. Whitaker is currently Interim Provost at The University of Alabama. Dr. Whitaker has been an aerospace engineering faculty member since 1987. From 2000 to 2014 he served the College of Engineering as the Associate Dean for Academic Programs. He has a BS degree in Mechanical Engineering from the General Motors Institute, and MS and PhD degree in Aerospace Engineering from Texas A&M University. His research interests include high speed propulsion and aerodynamics. Dr. Whitaker and his wife, Laura, have been married for 28 years and have two daughters; one is a civil engineer (and UA alum) living in Chicago and one is a freshman at The University of Alabama.

Introduced by:

David Cordes, Professor and Chair, Department of Computer Science; Director, Freshman Engineering Program; SEC ALDP Fellow 2008-2009

Dr. David Cordes is Professor and Chairman of the Department of Computer Science, a position he has held since 1997. In addition, he serves as Director of the College of Engineering’s Freshman Engineering Program. He is a Fellow of the Computer Sciences Accreditation Board (CSAB) and served as Chair of ABET’s Computing Accreditation Commission in 2013-2013. He was selected as a Fellow of the SEC Leadership Development Program in 2008-2009. His research interests include software engineering, its applications to systems software, and computer science education.
**Tuesday, October 18, 2016**

**8:00 – 9:00 a.m. - A Conversation with University of Alabama President Stuart R. Bell**

![Dr. Stuart R. Bell, President](image)

Dr. Stuart R. Bell, President

Dr. Bell has broad administrative experience and is a nearly 30-year veteran of higher education. He previously served at UA for 16 years where he founded and directed an interdisciplinary research center.

Immediately prior to becoming UA’s president, Dr. Bell was executive vice president and provost at Louisiana State University. During Dr. Bell’s tenure there and earlier at the University of Kansas where he served as dean of its College of Engineering, those institutions opened new facilities, and student recruitment, retention and success were emphasized.

First joining UA in 1986 as an assistant professor in the UA College of Engineering’s department of mechanical engineering, Dr. Bell was named department head nine years later.

With research interest in combustion engines, Dr. Bell has expertise in alternative fuels for engines, innovative engine designs and modeling of engine and engine processes. He directed UA’s Center for Advanced Vehicle Technologies.

Dr. Bell was awarded the Society of Automotive Engineers’ Ralph Teetor Award for Outstanding Contributions to Research and Teaching in 1988. He was presented the T. Morris Hackney Faculty Leadership Award for the UA College of Engineering in 2001, and, in 2005, he received the Richard S. Woodbury Award from the American Society of Mechanical Engineers.

An Abilene, Texas, native, Dr. Bell earned a nuclear engineering degree from Texas A&M University in 1979. He earned his master’s and doctorate degrees in mechanical engineering from Texas A&M in 1981 and 1986, respectively.

He and his wife, Susan, have three adult children, Stuart, Stacy and Stephen.

*Introduced by:*  

Melondie Carter, Assistant Dean, Capstone College of Nursing, ALDP Fellow 2015-2016

Melondie Carter, PhD, RN is the Assistant Dean of Undergraduate Programs and professor in the Capstone College of Nursing. Dr. Carter served as the Assistant Director of the Office of Health Promotion and Wellness at the University of Alabama for 6 years. She began in 2008 in the Office of Health Promotion and Wellness, where she has co-led the WellBAMA program, the signature health and wellness health screening and health, coaching program. Dr. Carter has delivered a health promotion and wellness program in a small rural Black Belt industry for the past 11 years. She is the PI for the research project, Baseline Description of Employee Health Status and Interests for the University of Alabama. She has served on the Wellness Advisory Board for two industries including the University of Alabama and Mannington Mills.

Dr. Carter served as the Chair of Student Life on the Faculty Senate for 7 years and co-chaired the Textbook Committee, which developed the University of Alabama Textbook Rental Program. Melondie recently published manuscripts in the Journal of Nursing Education, Journal of Occupational Health Nursing and the American Journal of College Health on topics related to employee health at a southeastern university. She has numerous national and international presentations related to health promotion at a university setting and two book chapters. Dr. Carter has 22 years of teaching experience at the University of Alabama including undergraduate and graduate courses.
9:00 – 9:15 a.m. - Stretch Break, Office of Health Promotion and Wellness

Carolyn MacVicar, Program Coordinator

Carolyn MacVicar is a Coordinator in the Office of Health Promotion and Wellness and is responsible for program development and delivery. She finds helping faculty and staff achieve a more balanced, healthy lifestyle very rewarding.

With a B.S. degree in nutrition/dietetics from the University of Georgia, she has been involved in health promotion and wellness endeavors for much of my adult life and has coordinated programs and services for diverse populations acquiring extensive knowledge in program development and delivery. Early in her professional career, Carolyn realized how simple changes in our daily lives could have a ripple effect and alter our lives in a positive way.

As a mother of three, who works full-time and maintains a healthy lifestyle, she identifies with the challenges of integrating health behaviors into a busy lifestyle, and enjoys helping people navigate these challenges. In addition to her work in the wellness office, she has been teaching Pilates Reformer at the Student Recreation Center for the past 7 years and more recently introduced yoga to faculty and staff. In her free-time she enjoys running, playing tennis, and stand-up paddle boarding.

9:15 – 10:30 a.m. - Deans Panel – Leading at the College Level

Susan Carvalho, Dean, Graduate School

Susan Carvalho currently serves as Associate Provost and Dean of the Graduate School, at the University of Alabama. During her prior years at the University of Kentucky, she served as Interim Associate Provost and Dean of the Graduate School, associate provost for internationalization, associate dean in the College of Arts & Sciences, convener of the General Education Reform Steering Committee, interim chair of the Departments of Hispanic Studies and of Political Science, and Chair of the Domestic Partner Benefits Committee.

She earned her bachelor’s degree from the University of Notre Dame, and her master’s and Ph.D. degrees in Hispanic Studies from the University of Virginia. In 2006 she spent a year at UNC-Chapel Hill as a Fellow of the American Council on Education, and she currently serves as an ACE Senior Associate for Internationalization. She is often invited to speak at national and international conferences on topics such as women’s leadership, international education, and accreditation as it relates to international programming. Throughout her various roles, her work has involved a sustained focus on inclusion, academic excellence, the excitement of discovery through research, and a record of sound and productive fiscal management.

Donald Gilstrap, Dean, University Libraries

Donald Gilstrap is dean and professor of University Libraries and professor of Educational Leadership, Policy, and Technology Studies at The University of Alabama. Dr. Gilstrap has over 20 years of administrative and broad information technology management experience in research libraries, as well as leadership in professional organizations and editorial boards at the state, national, and international levels. He also has actively taught doctoral courses in organizational development and research methods and has served on numerous dissertation committees. His research has focused on information literacy and assessment, leadership, organizational dynamics, and research methods. Dr. Gilstrap received BA degrees in both French and history, as well as an MLS from the School of Library and Information Management and an MA in history, from Emporia State University. He holds a PhD in educational leadership and policy studies from the University of Oklahoma.
**Bob Olin, Dean, Arts & Sciences**

Robert F. Olin is dean of The University of Alabama’s College of Arts and Sciences, UA’s largest division with 521 faculty, 10,000+ students, and an annual budget of over $100 million. Olin is known nationally for his innovations in educational technology. He is the recipient of the national 2002 Virginia B. Smith Innovative Leadership Award given to individuals who demonstrate their ability to foster changes in higher education that result in substantial improvements. Olin began the Alabama-Cuba Initiative in 2002, that, to date, has partnered some 150+ University faculty members with faculty members at the University of Havana in research and creative collaborations. He is also the founder of two computer-assisted math learning centers, one at The University of Alabama and one at Virginia Tech University, which have substantially improved course completion rates at both places. He also has elevated the regional and national profile of the College’s humanities and fine arts programs. Most recently, he was successful in obtaining the gift of the $10 million Paul R. Jones Collection of American Art for the University, one of the largest and most representative collections of African American art in the world.

**Vikki Vandiver, Dean, Social Work**

Vikki L. Vandiver is currently dean of the School of Social Work - The University of Alabama. Before coming to UA, she held the rank of Professor of Social Work and Associate Dean of Academic Affairs at Portland State University – School of Social Work and Affiliate Professor with the Department of Psychiatry, Oregon Health and Science University, Portland, Oregon. She holds a doctorate in public health from University of Texas – School of Public Health and a masters in social work from University of Houston, Houston, Texas. She is the author of three books on mental health *(Maneuvering the Maze of Managed Care, 1996; Free Press; Integrating Health Promotion and Mental Health, 2009; Oxford Press; Best Practices in Community Mental Health, 2013; Lyceum Books,)* and over three dozen chapters and articles on best practices in community mental health. She is also co-editor of the peer-reviewed journal *Best Practices in Mental Health* (Lyceum Books, Inc.) She has been in the field of community mental health for over 35 years. Her research interests include best practices in community mental health, traumatic brain injury, mental health promotion, quality of life for individuals with mental health conditions and equine - assisted activities for at risk tribal and non-tribal youth. While in Portland, she served on numerous community boards, including serving for 17 years as chair and member of Cascadia Behavioral Healthcare, the largest behavioral healthcare organization in Oregon. She currently serves as a board member with Children’s First, a policy and advocacy board in Montgomery, Alabama and is an active member with Rotary International.

In October, she was honored at the National Council of Social Work Education - Mentor Recognition Program, held in Denver, for her work mentoring women in social work education.

Dr. Vandiver relocated to the Tuscaloosa area from Portland, Oregon in July, 2014. She was joined by her husband, Kevin Corcoran (also on faculty at UA), two cats and a horse. She has shown in competitive equestrian exhibitions, Saddleseat Division, in the NW but now just rides for fun (in her spare time) on a cranky mare named Shadow.

**Facilitated by:**

**J. Brian Gray, Associate Dean for the Manderson Graduate School of Business, Culverhouse College of Commerce**

J. Brian Gray is the Associate Dean of the Manderson Graduate School of Business in the Culverhouse College of Commerce at The University of Alabama (since 2011). Dr. Gray served as Interim Dean of the Culverhouse College of Commerce in 2015-16. He is the Harrison Family Teaching Excellence Faculty Fellow and Professor of Statistics in the Department of Information Systems, Management Science, and Statistics. Dr. Gray came to the University in 1990, after spending seven years as a faculty member in the Department of Finance and Decision Sciences at Texas Christian University. He earned the MS and PhD degrees in Mathematical Sciences from Clemson University in 1980 and 1983, respectively. Dr. Gray attended the University of Alabama in Birmingham where he received a BS degree in Mathematics in 1978, with minors in Business Administration and Computer Science.
10:45-11:45 a.m. - The Ins and Outs of University Development

Bob Pierce, Vice President, Advancement

Bob Pierce, vice president for advancement, leads the Division of Advancement at The University of Alabama, including all University fundraising, Planned Giving, Advancement Services and Alumni Affairs. He took the helm of UA’s advancement team in 2015, bringing with him nearly two decades of fundraising experience from the University of Southern Mississippi, where he served as vice president for advancement from 2010-2015. He holds a master’s degree in advertising and public relations from UA and a bachelor’s degree in business administration from the University of Southern Mississippi.

Introduced by:

Joseph Phelps, Chair, Department of Advertising and Public Relations, College of Communications and Information Sciences, SEC ALDP Fellow 2014-2015

Dr. Joseph E. Phelps is the Reese Phifer Professor and Chairman of the Department of Advertising and Public Relations. Phelps became a Fellow of the American Academy of Advertising in 2015. He was also selected as a Fellow of the SEC Leadership Development Program in 2014-15. He previously served as Head of the Advertising Division (2001-2002) of the Association for Education in Journalism and Mass Communication (AEJMC) and as President (2004-2005) of the American Academy of Advertising (AAA). His research interests include examining managerial and public policy issues associated with the use of consumers’ personal information and developing a better understanding of the persuasion processes associated with exposure to narrative advertising.

11:45 a.m. – 12:30 p.m. - Fellows Lunch: A Preview of the UA Campus

Garrett Goodman, Staff Architect

Garrett Goodman serves the University of Alabama as Staff Architect, under the direction of the Assistant Vice President of Construction Administration through the Division of Financial Affairs. In his role, he leads in administering the design of internal and external projects throughout the campus. He is responsible for ensuring that both internal and external projects are designed to meet the University’s standards for design quality and technical proficiency. His responsibilities include programming, planning, design reviews, and construction technical reviews for projects throughout campus. He engages in projects throughout their life cycle, from project inception in initial planning throughout the construction process and into occupancy. Along with the oversight of externally designed projects, he leads the UA internal architectural group in the design of small on-campus projects.

His professional experience prior to joining UA includes the design and management of over $330 million in public projects, with an emphasis in higher education facilities totaling over $280 million, including over $140 million for UA. He has been integral in the design of academic, student housing, laboratories, food service, and general campus buildings in conjunction with master planning in higher education environments. A registered Architect and LEED Accredited Professional, Garrett earned his Bachelors in Architecture from Mississippi State University and MBA from the University of Alabama.
12:45-2:15 p.m. - Campus Tour and Tour of Digital Media Center
Capstone Men & Women

Elizabeth Brock, Director of the Center for Public Television and Radio

Elizabeth Brock is the Director of the Center for Public Television and Radio, comprised of Alabama Public Radio, the Center for Public Television and WVUA 23. Elizabeth came to the University of Alabama from Seattle after nearly 20 years of national television production experience for broadcast and cable networks. Elizabeth was Executive Producer of Bill Nye the Science Guy, produced for distribution by PBS and The Walt Disney Company and recipient of 19 national Emmys, and SciSquad, a 13-part children’s series produced for the Discovery Channel. She continues to serve as the Executive Producer of Second Opinion, a public television health series nominated for a 2016 national Emmy, and Digital Media Center documentaries such as The Bankheads and Mama Called, recipient of the 2014 Southeast Regional Emmy Award for Best Historical Documentary. Her documentary work includes a variety of one-hour specials as well as episodes for AMERICAN MASTERS and AMERICAN EXPERIENCE for PBS and REVISITING AMERICA for the Discovery Channel. Elizabeth has received numerous national and regional awards, including multiple Emmys, the Anna Quindlen Award for Excellence in Journalism, the National Science Board Public Service Award, and the National Education Association Award. She received her M.B.A. from the University of Washington and her B.S. from the University of Maine.

2:30 – 3:45 p.m. - In-Basket Exercise, Part 1

Facilitated by:

Lisa Lindquist Dorr, Associate Dean, Social Sciences, College of Arts & Sciences, SEC ALDP Fellow 2014-2015

Lisa Lindquist Dorr received her PhD in History from the University of Virginia in 2000. She started as an assistant professor in the Department of History in August 2000. Her research focuses on race and gender in the twentieth century South and she is just about finished with a book on booze smuggling from Cuba to the southern coast during Prohibition. She has served as the Graduate Director in History and a harassment officer for the College of Arts and Sciences before assuming her current position as associate dean in 2013.
Javonda Williams, Assistant Dean, School of Social Work, SEC ALDP Fellow 2015-2016

Javonda D. Williams, Ph.D., L.C.S.W., is an Associate Professor and serves as the Associate Dean for Educational Programs and Student Services in the School of Social Work at The University of Alabama in Tuscaloosa. Dr. Williams has worked as a foster care social worker, child and family therapist, educator, and researcher. Dr. Williams has extensive clinical experience working with sexually abused children and adolescents. She has expertise in group work and community based interventions. Her areas of scholarship and research include children and adolescent mental health, ecologically sensitive treatment options for sexually abused children and adolescents and forensic interviewing.

3:45 – 4:45 p.m. - Impacting Student Retention & Success through Student Affairs Initiatives

Adam Sterritt, Assistant Vice President, Student Affairs

Dr. Adam Sterritt serves The University of Alabama as the Assistant Vice President for Student Affairs and oversee student engagement and retention initiatives here at the Capstone. Dr. Sterritt also teaches in the Higher Education Administration program at UA and serves on the editorial board for the NASPA Journal of College and Character.

Dr. Sterritt started his career in higher education at The Florida State University, where he also received his bachelor’s and master’s degrees. He holds a doctorate in Higher Education Management from the Institute of Higher Education at the University of Georgia and has worked professionally in the Student Affairs for more than 15 years.

Tim Hebson, Dean of Students

Dr. Hebson has an undergraduate degree from The University of Mobile after transferring from Auburn University at the end of his sophomore year. He holds a Master’s in Education degree from Samford University and a Doctorate in Higher Education from The University of Alabama.

Tim currently serves as Dean of Students at The University of Alabama, where he has worked for the past 14 years. He previously worked at Samford University, Auburn University and The University of Montevallo and has more than 35 years of experience in Higher Education.

Matthew Kerch, Executive Director Housing and Residential Communities

Matt Kerch is the Executive Director of Housing and Residential Communities. He first came to The University of Alabama in June 2012, serving as Director of Housing Operations until 2014. During the 2014-2015 academic year, Matt served as Interim Executive Director of Housing and Residential Communities. Before coming to UA, Matt served as the Assistant Director of Residence Life at Lehigh University in Pennsylvania. He has also worked as a Residence Coordinator at Dickinson College, and worked in Student Activities and Student Involvement at Wilson College.

Matt earned a bachelor's degree in psychology from Shippensburg University, where he also played collegiate basketball. He then earned a master's degree in counseling and college student personnel from Shippensburg University and is currently completing his dissertation for a doctorate in higher education administration at UA.
Matt enjoys the many aspects of working with HRC which include strategic planning and assessment efforts focused on students' experiences at college, being involved with construction/renovation projects, and working with a great group of colleagues. Matt is also focused on providing a student-centered environment where residents have ample opportunities to learn, develop and engage.

In his free time, Matt enjoys spending time with his wife and daughter, being outdoors, and watching sports. He also enjoys Tuscaloosa's great places to shop, relax, and eat. Matt has presented at multiple national and regional conferences, and is actively involved in both ACPA and NASPA.

**Introduced by:**

**Kim Bissell, UA Director of Undergraduate Research, SEC ALDP Fellow 2013-2014**

Dr. Kim Bissell is a Professor in the College of Communication and Information Sciences and serves as the College's Associate Dean for Research. She is the Southern Progress Endowed Professor in Magazine Journalism and also serves as the University of Alabama’s Director of Undergraduate Research. She serves as the Director for the College’s Institute for Communication and Information Research and the co-director of the Health Communication Lab. Bissell was selected as a Fellow of the SEC Leadership Development Program in 2013-2014 and has served as the chair of the Council of Divisions of the Association for Education in Journalism and Mass Communication. Her research interests lie in the intersection of media, health, and children, and her recent publications have been related to the role of media in the development of children’s nutritional knowledge and attitudes.
6:45 – 8:30 p.m. – Dinner

Pre-dinner Talk with UA Systems Chancellor C. Ray Hayes

C. Ray Hayes, UA Systems Chancellor

C. Ray Hayes is Chancellor of The University of Alabama System, which is one of America’s leading public university systems. Chancellor Hayes, who assumed his position on September 1, 2016, is the seventh chancellor in the history of the UA System. His professional career spans more than three decades of senior administrative leadership in Alabama, Texas and Mississippi.

As chief executive officer, Chancellor Hayes directs the planning, development and assessment of all activities of the UA System and is responsible for their effective and efficient implementation. He is the principal link between the Board of Trustees’ responsibility for policy and each campus president’s responsibility for operations, working closely with state and Federal officials and agencies and leaders in K-12 and post-secondary education as well as the business community. Hallmarks of Chancellor Hayes’ administrative philosophy include a strong student-centered focus in all aspects of policy-making, dedicated emphasis on fiscal and ethical integrity, and a stated commitment to student retention and academic success.

Prior to his unanimous election by the Board of Trustees to lead the UA System, Chancellor Hayes was the Executive Vice Chancellor and Chief Operating Officer. In that capacity he was the senior administrator responsible for the financial health and physical properties of the three-campus system, which is comprised of doctoral research universities in Tuscaloosa (UA), Birmingham (UAB) and Huntsville (UAH) as well as the world renowned UAB Health System.

With a budget of more than $5.8 billion, 65,600 students and 37,000 employees, The University of Alabama System is a major driver of economic growth for the state of Alabama and the region. The annual economic impact is approaching $9 billion. The three System campuses achieved new records for enrollment in the Fall of 2016 and are a model for the nation in teaching excellence, scientific research and public service.

Prior to his recruitment to the UA System in 2006, Chancellor Hayes was Vice President for Finance and Administration at Mississippi State University (2004-2006) and Executive Vice President for Finance and Administration at Texas A&M – Corpus Christi (1992-2004). He earned his bachelor’s and MBA degrees from Mississippi State and has held leadership roles with the National Association of College and University Business Officers (NACUBO), the Society for College and University Planning and other regional and national entities.

Chancellor Hayes has a long record of involvement with the Southern Association of Colleges and Schools Commission on Colleges as an off-site and on-site evaluator. He was a founding Board member of the Harte Research Institute for Gulf of Mexico Studies. Among many other diverse contributions to economic growth and higher education partnerships, he is past chairman of the Corpus Christi Regional Economic Development Corporation, a former member of the Texas A&M University System Investment Committee, and currently serves on numerous boards affiliated with the UA System. He is a member of the Leadership Alabama class of 2016.

Chancellor Hayes and his wife Kathy have two adult children, Nicholas and Sarah, and are the proud grandparents of Owen Hayes.

Introduced by:

UA President Stuart R. Bell (See Bio and Picture earlier in program)
Pre-dinner entertainment:

The University of Alabama Jazz Combo

The UA Jazz Ensemble provides a professional atmosphere for students interested in the many aspects of jazz. This award winning group has performed at numerous jazz festivals, including: Notre Dame Collegiate Jazz Festival, Mobile Jazz Festival, Wichita Jazz Festival to name a few and performs throughout the region in schools and conferences. Its repertoire covers musical styles from the 1940s to contemporary arrangements, including those written and arranged by students. This group is the nucleus for the Hilaritas ensemble. The Jazz Ensemble is open by audition to any student, regardless of major and is directed by Chris Kozak.

Faculty Advisor: Chris Kozak

Christopher Kozak is associate professor and director of jazz studies at The University of Alabama. He holds both an MM in jazz arranging and composition and a BM in African-American jazz studies in double bass performance from the University of Massachusetts in Amherst, MA.

While at UMASS he has studied Jazz Composing and Arranging with Jeff Holmes and double bass with renowned Double Bassist and composer Salvatore Macchia. He also studied advanced Improvisation Techniques with saxophonist Chris Merz and multi-reeds artist Adam Kolker. Professor Kozak was also a composition student of Yusef Lateef and his methods of Autophysiosphyic Music.

Previously, Professor Kozak was an active performer in the Northeast music scene on the Acoustic and Electric Bass in Jazz, Contemporary, and Popular styles. Since his hire at The University of Alabama, he has maintained an active role as a performer. Previous performances include Greg Abate, Joe Alessi, Geri Allen, James Arigo, Victor Atkins, Jamie Baum, Warren Chiasson, the Jimmy Dorsey Orchestra, Peter Ellefson, Peter Erskine, John Fedchock, Sim Flora, Giacamo Gates, Kathy Kosins, Vladislav Lavrik, the Guy Lombardo Orchestra, Andy Martin, the Michael Glaser Reputable Quintet, David Goloshokin, Danny Gottlieb, Jeff Holmes, Steve Houghton, Marlon Jordan, Adam Kolker, Yusef Lateef, Delfeayo Marsalis, Virginia Mayhew, Dick Oatts, Regis Philbin, The Birmingham Seven, Lew Soloff, Sal Spiccola, and Rob Zappulla.

He was a Downbeat Jazz Award recipient in 2000, 2001, and 2002 with the UMASS Studio Orchestra on double bass. He is a former faculty member of Springfield College, Holyoke Community College, and is a current member of the CMENC, ABA, AMEA, and Jazz Education Network. He also remains active as a clinician and high school jazz festival adjudicator at the regional, national, and international levels.

One of his notable previous accomplishments was in Colombia South America with the Cultural Exchange Centro Colombo Americano for a jazz camp that he and Dr. Jonathan Noffsinger developed and taught. They spent time in Medellin Colombia working with students at the EAFIT University and the RED Banderas (young children) within the city for a week. The following week they were in Manizales, Colombia for another jazz camp for their students at the University Nationale. Several performances were lined up with his quartet at the Moravia Center and San Fernando Plaza in Medellin and the National University and University of Caldas in Manizales.

As the current director of the University of Alabama Jazz Ensemble, he has taken the Ensemble to various Festivals such as the UGA/Athens Twilight Jazz Festival and Competition and to the 1st Annual Jazz Education Network Conference in St. Louis, MO.

Professor Kozak has been on faculty at The University of Alabama since 2005.
After-dinner entertainment:

**UA Forensics Team**

The Alabama Forensic Council, the competitive speech and debate program at the University of Alabama, aims to promote intellectual discovery, enable professional development, strengthen and utilize one’s unique voice, construct democratic messages, engage in interpersonal and rhetorical exploration, and foster community.

**Faculty Advisor Robert Imbody**

This is Bobby’s 6th year as the Director of Forensics at The Capstone. Each of the previous five years the Alabama Forensic Council has been ranked in the top-10 teams in the Nation earning 6th place this past April at the premiere National Speech Tournament in the country. He has coached individual students to 18 National Championships and over 30 National Final round appearances. He came to Alabama from Kansas State University where he was the Assistant Director of Forensics for nine years. Bobby is married and has two brilliant daughters and in his free time does more work because there is no free time. A graduate of Ohio University and Hastings College, Bobby is glad to finally be at a school that can win some football games.

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**Wednesday, October 19, 2016**

**8:00 – 9:00 a.m. - Building a Culture of Inclusion on Campus**

**Lane McLelland, Director, Crossroads Community Center**

Lane McLelland is the director of The University of Alabama’s (UA) Crossroads Community Center. Responsible for fostering diversity and inclusion on campus through intercultural engagement opportunities such as Practicing Inclusive Excellence workshops, Sustained Dialogue, and cultural heritage celebrations, she brings to her work thirty years of experience in community dynamics and multicultural education. Previous to her appointment at Crossroads, McLelland served as the assistant director in UA’s New College, where she taught courses in ethics and principles of deliberative democracy. As its assistant director, McLelland also coordinated New College’s Civic Engagement and Leadership Minor and developed Partners for Action and Research in Communities (PARC), its embedded community-based research internship program in Walker County.

After receiving her interdisciplinary BA in International Studies and Conflict Management from UA, McLelland spent two years teaching at Tunghai University in Taiwan and three years working in Washington, DC, with China-related organizations. Her interest in cross-cultural ethics then sent her to graduate school at Pacific School of Religion in Berkeley, California, where she earned a Master of Divinity degree and an M.A. in Ethics.

Before returning to academia, McLelland served as a United Methodist minister and as the program director of the Healthcare Ethics Consortium at the Emory Center for Ethics. In addition to her role at Crossroads, she is currently a doctoral candidate in the Social and Cultural Studies Program in UA’s College of Education. Her classes and research focus on moral development in higher education and civic engagement models for sustainable social change.
Paige Bolden, Intercultural Engagement Coordinator, Crossroads Community Center

Paige Bolden was born in New Orleans, Louisiana and spent most of her childhood moving around the country because of her father’s career in the United States Navy. She graduated from The University of Alabama with a Bachelor of Arts degree in Communication Studies in December of 2013 and a Master of Arts degree in Communication Studies with a concentration in Interpersonal and Intercultural Communication in May of 2016. As an undergraduate student at UA, Paige held leadership positions in a variety of departments on campus such as the Women and Gender Resource center, Housing and Residential Communities, and Orientation & Special Programs.

During her time as a graduate student, Paige served as an ambassador for the graduate school, and worked as a graduate research assistant for the Crossroads Community Center for 2 consecutive years. As a graduate research assistant, she was instrumental in designing the Crossroads’ new Practicing Inclusive Excellence (P.I.E.) workshop curriculum.

Upon graduating with her master’s degree, Paige was hired to work full time for Crossroads as the Coordinator of Intercultural Engagement. In this new role, she develops workshop curriculums and facilitation guides for the P.I.E. workshops and the undergraduate/graduate student P.I.E. facilitation team.

Madison Bush, Crossroads, PIE Team Facilitator

Madison Bush is a junior from San Antonio, Texas majoring in Political Science and Jurisprudence Philosophy, and is on the Pre-law track with a minor in French. As a member of the Honors Colleges, Madison also serves as a Senator for the College of Arts & Sciences, a PIE Team Facilitator for UA Crossroads, and is a Greek Ambassador for the Office of Sorority and Fraternity Life. Outside of campus, Madison volunteers for the Rise School of Tuscaloosa, and is also one of the planning board members of the She Can Conference: Celebrating Tuscaloosa Women.

9:00 – 10:00 a.m. - Diversity Issues on the UA Campus/Past and Present

Dr. George Daniels, Assistant Dean, College of Communications & Information Sciences

Dr. George Daniels, assistant dean for the College of Communication and Information Sciences, has been a member of the faculty in the Department of Journalism and Creative Media, since 2003. As assistant dean, he oversees the College’s diversity activities and leads assessment and accreditation efforts. He is the 2015 recipient of Robert P. Knight Multicultural Recruitment Award, which recognizes the leading journalism educator in K-12 recruitment and outreach. Most recently, Daniels was one of the co-chairs for a campus-wide committee developing the diversity and inclusion component of the University of Alabama’s new strategic plan “Advancing the Flagship.” An associate professor of journalism, Dr. Daniels worked as a television news producer in three media markets including Richmond, Virginia, Cincinnati, Ohio and his most recent station in Atlanta. Dr. Daniels is nationally certified by Journalism Education Association as a Master Journalism Educator (MJE). He’s a native of Richmond, Va. and a cum laude graduate of Howard University. He received his master’s degree and Ph.D. in mass communication from The University of Georgia. You can follow his updates on Twitter at @BamaProducer.
Hillary Green, Associate Professor, Gender and Race Studies

Dr. Hilary N. Green is an Assistant Professor of History in the Department of Gender and Race Studies at the University of Alabama. She earned her M.A. in History from Tufts University; and Ph.D. in History from the University of North Carolina at Chapel Hill. Her research and teaching interests include the intersections of race, class, and gender in African American history, the American Civil War, Reconstruction, Civil War Memory, the US South, 19th Century America, and the Black Atlantic. She is the author of Educational Reconstruction: African American Schools in the Urban South, 1865-1890 (Fordham University Press, 2016). She is currently developing a book manuscript on African American memory of the Civil War.

Kirk Walter, Assistant Director of Student Involvement

Kirk graduated from the University of Georgia in 2004 with a bachelor’s degree in Philosophy. He later attended law school at the Capital Law School in Columbus, Ohio and received a Juris Doctorate degree, with a concentration in Alternative Dispute Resolution, in 2008. Most recently he earned an M.L.I.S. degree from the University of Alabama. Prior to working with the Office of Student Involvement, Kirk worked as elections counsel for the State of Ohio and later as a staff attorney for the Alabama Disabilities Advocacy Program. In his role as assistant director of the Office of Student Involvement, Kirk is responsible for the development and implementation of programs and initiatives that serve special student populations, including LGBTQIA+ students.

Candace Allen, Black Student Union

Candace Allen is a native of Baton Rouge, Louisiana where she attended St. Joseph’s Academy for high school. She is currently a senior with a double major in Athletic Training and African American Studies with minors in Food & Nutrition and Biology on the pre-medical track. Allen is the current President of the Black Student Union, as well as a member of Alpha Epsilon Delta, Alpha Lambda Delta, the Elliot Society, and an HES Ambassador. She has also served on the Student and Campus Life Committee, the President’s Council, the Human Relations Council, and the Black Student Leadership Council. Allen enjoys working closely with students and administration to enhance the quality of student life, but she is most passionate about healthcare disparities and educational access.

Parnab Das, International Student Association

Parnab Das is currently in his third year as a PhD student in the department of Civil, Construction and Environmental Engineering. He currently is serving as the President for the International Students Association and Indian Students Association of Tuscaloosa and a student member in the Human Relations Council at the University of Alabama for the academic year 2016-2017. His goal as the president of the cultural and inter-cultural organizations is to blend the culture of the domestic students with the international students and vice-versa. He has always worked for diversity inclusiveness and cultural integrity on campus by through different on campus activities. Alongside this Das is determined to work sincerely in the area of safe water and water sanitation for developing countries and for undeveloped areas in the developed countries to reflect my creative ideas in the field of science and technology. Das has a full linguistic proficiency in English and Hindi, alongside with Bengali which is his mother tongue.
Currently, Collabora Alabama Hillary Green, Associate Professor, Gender and Race Studies (see Diversity Issues for photo and biography)

10:15 – 11:00 a.m. - Foster Plaza Discussion

Hillary Green, Associate Professor, Gender and Race Studies (see Diversity Issues for photo and biography)

Furthermore, mentored

Introducing

Furthermore, Dr. Nichols has held numerous elected and appointed positions on executive committees with the International Council of Exceptional Children, the American Association of Colleges for Teacher Education and various organizations within the states of Alabama, Tennessee and Mississippi. As a part of these organizations, she recruited, mentored and retained many higher education students from diverse backgrounds.

Currently, Sandra serves as the program coordinator for the University’s undergraduate, graduate and post-graduate Collaborative Special Education programs. Previously she served as department chair at both The University of Alabama and the University of Memphis.

10:15 – 11:00 a.m. - Foster Plaza Discussion

Hillary Green, Associate Professor, Gender and Race Studies (see Diversity Issues for photo and biography)

Marissa Navarro, Hispanic Latino Association

Marissa Alayna Navarro was born in Berkeley, California but was raised in Grand Rapids, Michigan when her mother was honorably discharged from the Navy. She is currently seeking a degree in International Relations with a minor in Latin America Studies and Spanish, while being in Honors College. Marissa works at UA Crossroads as a student intern. She founded and serves as the current president for The Hispanic-Latino Association on campus. As well as, the Deputy Director of International Involvement in Student Government Association.

Introduced by:

Sandra Nichols, Associate Professor, College of Education, ALDP Fellow 2012-2013

Sandra effectively develops and facilitates partnerships between university, public service and business entities. As a result, she has gained expertise in leading turnaround initiatives within higher education and K-12 institutions. Dr. Nichols has also implemented numerous school and community based programs designed to enhance the quality of life for children and adults with disabilities. While conducting this work, she acquired and facilitated grant and contract programs totaling more than seven million dollars. Sandra’s scholarship and research in these areas has been disseminated internationally.

Furthermore, Dr. Nichols has held numerous elected and appointed positions on executive committees with the International Council of Exceptional Children, the American Association of Colleges for Teacher Education and various organizations within the states of Alabama, Tennessee and Mississippi. As a part of these organizations, she recruited, mentored and retained many higher education students from diverse backgrounds.

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10:15 – 11:00 a.m. - Foster Plaza Discussion

Hillary Green, Associate Professor, Gender and Race Studies (see Diversity Issues for photo and biography)

Meredith Bagley, Associate Professor, Communications Studies –

Dr. Meredith M. Bagley (PhD ’10 Univ Texas - Austin) is an Associate Professor of rhetoric and public discourse in the Department of Communication Studies. Her research is centered in critical rhetorical theory, social movement/protest rhetoric, and sport discourse. She teaches courses at all levels of the department and holds a variety of service positions across the college and university including Safe Zone LGBTQ+ Resource Center, Hallowed Grounds Civil Rights Campus Tours, UA Faculty Senate and co-head coach for UA Women's Rugby Club. She has been at UA since 2010 and grew up in Rutland, Vermont.
Adam Sharples Brooks, Assistant Professor, Communication Studies

Dr. Adam Sharples Brooks is a nationally renowned public speaker with a Ph.D in Communication and Information Sciences, an M.A. in Communication Studies, and a background in Public Relations. His research focuses on rhetoric in the areas of diversity, identity, and cultural studies. As the current Assistant Director of the Public Speaking Program at The University of Alabama, Adam oversees The Speaking Studio with a mission to help clients clarify and craft effective messages, cultivate dynamic delivery, and calm public speaking anxiety. Over the course of his career Adam has coached numerous public speakers to national acclaim and is an expert in the areas of rhetoric, diversity and communication, public speaking delivery, popular culture, and mass communication.

11:00 a.m. – 12:15 p.m. - In-Basket Exercises, Part 2

Facilitated by:

Tricia McElroy, Associate Dean, Fine Arts and Humanities, College of Arts & Sciences, ALDP Fellow 2015-2016

Dr. Tricia A. McElroy currently serves as Associate Dean of Humanities and Fine Arts in the College of Arts and Sciences, as well as an Associate Professor of English. In addition to overseeing eight academic departments, she is responsible for administering the tenure and promotion, Distinguished Teaching Fellowships, and Teaching Grants processes for the College. She has served on the Faculty Senate and its Steering Committee as Chair of the Faculty Life Subcommittee. Having directed Alabama’s longest-running study abroad program in Oxford, England, on several occasions, she takes a special interest in international education, and now chairs the University’s International Education Committee.

McElroy earned her D.Phil. in English from the University of Oxford. As a member of faculty for Alabama’s Hudson Strode Program in Renaissance Studies, she teaches widely in English Renaissance literature – Shakespeare, sixteenth-century poetry and prose – but her own scholarship makes border raids to the north, into Scottish studies. Within that field, her interests venture into satire, manuscript culture, and early modern political thought. She has published essays on Scottish Reformation poetry, political propaganda, and memoirs in early modern Scotland. She is currently working on a book about Mary Queen of Scots and is editing a new two-volume edition of Reformation satire, *Scottish Satirical Literature, 1567-1584*, which will be published by the Scottish Text Society.

Stuart L. Usdan, Senior Associate Dean for the College of Human Environmental Science, SEC ALDP Fellow 2010-2011

Dr. Stuart Usdan earned his Ph.D. in Health Education and Health Promotion from the University of Alabama at Birmingham School of Public Health in 2000. As a Full Professor in the Department of Health Science, Dr. Usdan has been the coordinator for the joint doctoral program in Health Education and Promotion since his arrival to UA. Dr. Usdan’s has been the Associate Dean in the College of Human Environmental Sciences for the past 6 years. In his current role as Senior Associate Dean, Dr. Usdan provides leadership to advance the research mission of the college and coordinate the graduate programs offered under the Masters of Science in Human Environmental Sciences degree program. Dr. Usdan also serves the university as chair of the non-medical section of the Institutional Review Board at UA. In 2010, Dr. Usdan was selected as one of three UA faculty members to the SEC Academic Leadership Development Program (ALDP). Dr. Usdan’s specific research interests include substance abuse prevention, alcohol assessment and measurement, and internet-based interventions. His recent research projects have been funded by the *National Institute on Alcohol Abuse and Alcoholism* and the *U.S. Department of Education*. 
Liza Wilson, Senior Associate Dean, College of Education, SEC ALDP Fellow 2011 – 2012

Dr. Elizabeth K. Wilson is a Professor Senior Associate Dean and in the College of Education. She has served as the college’s Department Head of Secondary Education and Executive Director of the Alabama Consortium for Educational Renewal. Her research interests include teachers’ beliefs and practices in middle and secondary education. Wilson has received Best Paper Awards for her research from the American Educational Research Association and the International Society for Technology Education. She has participated in the university’s Faculty Fellows for Service Learning program and Leadership University program as well as the Southeastern Conference Leadership Development Program in 2011-2012.

12:15 p.m. – Special Recognition, SEC ALDP Chair and Executive Director

Preview of Visit to Mississippi State

Peter L. Ryan, MSU Associate Provost

Dr. Peter Ryan has served as the Associate Provost for Academic Affairs at Mississippi State University since May 2011. His responsibilities include management of international academic agreements and study abroad policies, coordination of the self-study review process for academic departments and supervision of new faculty development. Dr. Ryan received his Ph.D. from the Ontario Veterinary College, University of Guelph, Canada.

Dr. Ryan is a Professor in the Departments of Animal and Dairy Sciences and Pathology and Population Medicine. He has served as coordinator of the Animal Physiology Graduate Program since 2000. His research is in the area of reproductive physiology with a major focus on uterine pathogenesis and pre-term delivery using domestic animals as models for the human condition. His research has been supported by the National Institutes of Health (NIH), National Science Foundation (NSF), United States Department of Agriculture (USDA), and other public and private sources.

Dr. Ryan is co-Director of the Facilities for Organismal and Cellular Imaging that utilizes bioluminescent, fluorescent, ultrasound and digital thermal imaging technologies to investigate physiological events in living systems. In August 2009, he joined the Office of the Provost as the Associate Vice President Intern for Academic Affairs and was appointed Interim Associate Provost in April 2010.
In-Basket Exercises

Exercise 1:

THE PRIVILEGED FEW

You are a dean of the College of Arts & Sciences at a mid-sized college that is trying to distinguish itself from among its peers. The president has invested heavily in the Honors Program by building a new residence hall, raising funds for endowed scholarships, featuring the new director at the fall trustees meeting, and committing to provide programmatic funding increases for the next three years.

All of this investment has garnered excellent press coverage for the Honors Program, and additional gifts for the program have been coming in steadily. However, with the addition of the new dorm and special programs for honors students, the disparity between honors and non-honors is becoming more apparent. Parents are lobbying heavily to get their students in honors. The director of the Honors Program has hinted that he would like to launch a marketing effort for the program: featuring pictures of former students hiking in Machu Picchu, the tagline reads “Seek the Highest Heights! Go Honors at State U.”

The rumbling of faculty and non-honors students is starting, and it is clear that some individuals feel that the wealth is not being fairly shared across the student body. Opportunities are flowing for honors students, but the rest of the student body is facing large classes, lack of scholarship funding, and declining support for student activities.

1. As dean, should you raise these concerns with the provost or president? If you do, how and when do you approach them? How do you do so without seeming unsupportive of an institutional priority?

2. What can you do as a dean to work with the Honors Program director regarding this situation?

3. What messaging should you do from your own college in light of this situation?
Exercise 2:

ADMINISTRATIVE INTERFERENCE

OUR University has arguably one of the strongest departments of chemistry in the country. Doctoral graduates of this department are highly sought after for academic positions and have notable success in moving through the promotion and tenure process. The department chair and associate dean have been at OUR University for over 25 years each, and the dean of the College of Science is the senior and most influential dean on campus. The provost is an interim who is a finalist for the permanent provost position.

There is a tenure-track position open in chemistry, and the department chair wants to hire one of their alums who is a recent graduate and who was a stellar student. The university has a policy that discourages (but does not prohibit) hiring its own graduates until they have proven themselves elsewhere.

Department of chemistry faculty members have the following concerns about the search:

- The department chair, associate dean, and the dean met with the provost and were granted permission to interview Dr. Alumnus even before the first search committee meeting was held, before advertising, and obviously, before the first application was received.
- After three candidates interviewed for the position, Dr. Alumnus was ranked third by the tallying of departmental faculty votes, but there were many “unacceptable” votes among the candidates. The search committee was similarly divided.
- More than 80 percent of the current faculty members in chemistry received a PhD from the department.
- There are two senior faculty members in the department who do not like or respect each other, and many of the more junior faculty members side with one or the other of them. One of them is the major professor for Dr. Alumnus.
- The department chair recommends Dr. Alumnus for the position. The associate dean has concerns but supports the recommendation of the department chair. The dean is recommending two of the final candidates, with Dr. Alumnus being his preferred candidate. According to policy, the provost will make the final decision, because Dr. Alumnus graduated from the department within the previous three years.

1. How should the provost proceed with making the decision?

2. How should the decision be communicated to the department?

3. If Dr. Alumnus is offered and accepts the position, will the lack of faculty support and obvious division compromise the promotion and tenure process for Dr. Alumnus six years from now? Will Dr. Alumnus be accepted as a peer or continue to be viewed as a graduate student?

Adapted for use by SEC Academic Leadership Development Program, part of its SECU Academic Initiative
Exercise 3:

WHO WILL GET A PINK SLIP?

You are the chair of a large department in your state’s flagship research university. In a meeting called by the dean, you have been given the news that you will have to reduce your departmental budget by nine percent. Since 96 percent of your budget is in salary and you cannot reduce your operating budget without crippling your operation, you realize that you will have to reduce your instructional force. The dean has told the chairs that she has received strict orders from the provost not to announce the cuts until the university president has met with the Board of Trustees in an attempt to get them to fight to restore the university’s funding.

When you get back to the department, however, you become aware that news of impending budget cuts has gotten out, though without any clear details. Professor Trotsky, who is active in the unofficial faculty and staff union, storms into your office and demands that you call a meeting of the department to discuss the situation.

You realize that the implications of the budget cuts are serious. You will have to let go term instructional faculty and increase the teaching loads of the tenure-line faculty if the president is unsuccessful in getting funding restored. You also remember all too well that you have been given explicit orders not to discuss anything that the dean has told you with your faculty and staff.

The night before the meeting, unable to sleep, you rise and sketch out your conduct of the meeting.

1. What plan do you draw up in the middle of the night?

2. Who needs to be informed?

3. What messages need to be conveyed?

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Exercise 4:  
LACK OF DIRECTION

You have been hired in a national search to lead a department, which has had four different department heads in five years. In addition to bringing stability and direction to the department, the dean has charged you with diversifying your faculty ranks.

As you start your new administrative position, you review the personnel files of all of your faculty members. The file of one of your assistant professors troubles you. She is due to be reviewed for tenure and promotion next year, but her publication record is thin. Although she has presented quite a few conference papers, there is little evidence of a focused research agenda. Further examination of her file reveals additional complications. Over the course of her probationary period, four different department heads have given her different, and sometimes conflicting, direction. Looking back at her CV, you see that what seemed like lack of a focused research agenda was actually her response to different directives in her annual reviews from various hands. The file contains no other documents besides the heads’ reviews, and it is not clear to you that this faculty member has been mentored by anyone other than the department heads.

You fear that it will not be possible to build a strong tenure case. You consider advising the faculty member to “restart” her career at another institution, rather than trying to establish a research record with such a short time remaining at your university. You set up an appointment to talk with her. Before she arrives, you discover that she is a member of an underrepresented minority, the only one on your faculty.

1. How should you handle this situation?

2. What structures might you put in place moving forward?

3. How might you work with administration and the departmental faculty to assist this colleague?
Exercise 5:

SALARY INEQUITY BETWEEN NEW HIRES AND OTHER FACULTY

One of your faculty members, Professor Best, is an international star in her field and runs a large research operation with nearly $1.5 million per year in external funding. One of her strengths is finding new areas of research and conducting ground-breaking studies in a new field before it gets "hot." Best is, without a doubt, one of your most meritorious faculty members.

Best wants to hire a collaborator, Dr. Future, on a new project. According to Best, this project promises to produce many important discoveries and is certain to be externally funded. Best needs Future's expertise to make the project a success. Best plans to pay Future's salary with one of her existing grants until they get funded for the new work.

Given Future's postdoctoral experience and the salaries of comparably qualified individuals in your department, you think that a salary of $50,000 is appropriate. Best, however, insists on a salary of $70,000, because she is eager to get started on the new project and doesn't want to lose Future. Best also points out that Future needs the extra salary, because he has a family and cannot justify moving to the university for only $50,000. Best stresses that the salary would be paid by “soft money” rather than university funds.

When you tell Best that you will only recommend a salary of $50,000, she is furious and writes a long letter arguing that your decision will injure her research program and is antithetical to the development of cutting-edge research programs at the university. She threatens to take her case directly to the dean.

1. As department chair, what are both your immediate and long-term responses to Best?

2. Whom do you contact, and which offices must be made aware?

3. What policies are or should be in place to guide similar decisions, and who is the author of these policies?

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Exercise 6:

HIGH SCHOOL PROGRAM

You are the dean of the College of Science & Technology at Franklin University, a large, southern public university. For the last several summers, the Department of Physics has sponsored a summer program called “Kite Flyers” for rising high school seniors. The program is named after Benjamin Franklin’s legendary scientific discovery.

Twenty-four outstanding boys and girls come to campus for an intensive four-week residential program. The program is built around class work, career preparation and motivation, and fieldwork introducing the students to scientific discovery. The purpose of the program is twofold: entice the students to pursue careers in science, particularly physics; and, secondly, recruit the students to Franklin University. Days are focused on class and fieldwork, and nights are free for structured activities or studying. Part of the program is enrollment in a class for three credit hours.

Both academic and behavioral standards are spelled out in advance materials and covered in a three-hour orientation for students and their parents. Faculty and staff oversee daytime activities but are casual about overseeing nighttime activities. There is an RA (Resident Assistant) for boys and another for girls; they are under the direction of a community director employed by Residential Life. There is also a live-in graduate student who serves as a mentor to the Kite Flyers.

At 6 a.m. on a Friday morning, three weeks into the four-week program, you are called at home by the Kite Flyers faculty director. At 3:30 a.m. the university police found an inebriated sixteen-year-old girl (Sheila) trying to get back into the locked residence hall where the Kite Flyers are housed. She looked “rough” when found. The graduate assistant confirmed that the student is indeed a Kite Flyer, and the faculty director was called in. The police have since discovered that Sheila had been out with unnamed friends the night before on “The Strip” near campus where several bars are located.

The director wants you to know that she has dismissed Sheila from the program, called her parents to come get her, and intends to see that she gets an F in the coursework. As you are dressing for the office, Sheila’s father, who is well-placed in state power circles, calls to tell you that the director has been heavy-handed and he will not have his daughter singled out for what he calls “things that all the kids are doing.” He is particularly afraid of the effect of his daughter’s “one-time bad judgment” on her academic prospects. The father is on his way to campus, and he vows to “take it to the top” if you cannot “take care of it.”

1. What are your first steps?

2. Which offices might you contact to ensure campus communication?

3. What plans or policies might be or should be in place to handle such crises?

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Exercise 7:

INHERITING A PERSONNEL PROBLEM

You are a newly appointed chair of a large department after a full external/internal search, and you have been in the position for only three months when you do the annual faculty evaluations. You find an associate professor who has been in the same position for the last ten years who has not applied to be promoted to full professor. You also find that his prior annual evaluations all rate his work as superior.

On further investigation, you discover that the faculty member is operating a consultancy service on university time. Because of the consultancy work, the faculty member is minimally involved in the service commitment to the department and leaves most of the teaching assigned to him up to teaching assistants. The faculty member was given verbal permission shortly after promotion to associate professor to do consultancy work (related to his research) by the previous chair, but no limitations on time or reporting were put in place. Although he has not officially reported this activity (contrary to university requirements), it is widely known by other faculty. To muddy the water further, the consultancy work has resulted in significant industry grants for some other faculty in the department, but research publications are considerably delayed because of the restrictions placed on the release of the data by the contracting agency. As chair, you feel that the associate professor is taking advantage of his university position, and that the industry contracts are harming the scholarly activity of the department.

1. As department chair, what would your approach be to resolve the situation?

2. How do you go about either getting the person back on track or getting them out the door?

3. What might be some major unintended consequences of action?

4. How would you approach the problem as an internal hire or an external hire; how might that make a difference?

5. How do you enlist support or help with the situation?

6. What are the relative advantages and disadvantages of a gradual approach or confronting the problem head-on?

7. How do you encourage change in an entrenched culture of entitlement?

8. What specific administrative steps would you take to prevent repetition of this complicated scenario?
Exercise 8:

STAY ON THE PORCH: INTERIM STATUS

You have been serving as interim associate dean in a moderately sized college (55 full time faculty, 1500 undergrads, 250 grad students) for the past 15 months. Your portfolio is large and varied, focusing on all aspects of undergraduate affairs. A new dean has been hired, and she is forming her leadership team, which will include three new department chairs, a new associate dean for faculty affairs, and an associate dean for your current interim position. Prior to agreeing to serve in your interim role, you were an active research and teaching professor with some managerial responsibilities, and you have maintained those responsibilities and continued to be engaged in research and teaching.

You have enjoyed the associate dean role, and you have kept the administrative plates spinning while also developing some new initiatives. You realize, however, that fulfilling the demands of your previous faculty roles and effectively performing the duties associated with the administrative position cannot be sustained long-term without some adjustments. You work well with the new dean, and it is apparent that she would like you to consider applying for the regular position. You are inclined to do so, but the following issues give you pause:

- The dean has made it evident that the scope of the position will remain consistent with your current portfolio, but the FTE will be set at .50. The previous associate dean had a 1.0 FTE administrative assignment. The scope of the position has grown since you assumed it, particularly with the additional oversight of online programs.
- During your interim period, you have enjoyed the new role, and you would like to continue to explore academic administration. You’re unsure whether this position has enough scope to allow for that development.
- You have unfinished business with a new NIH grant, your research lab, and the PhD students you have taken on.
- You know that while long hours are part of the job, you must carve out time for family. You understand that "balance" is not feasible, but you realize the need for greater efficiency in professional pursuits.
- The position announcement has not yet been posted, but will be within the next week.

1. What factors should drive your decision making as you weigh the costs and benefits of pursuing the associate dean position or reverting back to your prior faculty position?

2. What terms and conditions should you consider and discuss if offered the associate dean position?

3. What do you need to consider to develop your “bottom line?”
Exercise 9: FACULTY NOT GETTING ALONG WITH OTHERS

You are the department chair for a department in the College of Education at a research intensive university. The College of Education has over 3,000 students; and your department has over 500 students, 17 tenure track faculty members, and 5 full-time staff members. You have worked very diligently to diversify your faculty through recruitment efforts and hiring incentives. However, in spite of your efforts, you have only been able to recruit and retain one minority faculty member who is a young Hispanic female, Juanita Juarez.

When she was first hired, everyone was very enthusiastic about and very supportive of Juanita, inviting her to collaborate on research projects and including her in program planning. Over time Juanita has had disagreements with some of the faculty and staff in the department, ending in yelling or sharp words being exchanged. Juanita is very strong-willed and claims discrimination in any situation that does not get resolved to her advantage. Juanita does have a strong research agenda and has won a national award for her innovative research.

In spite of good faith attempts on your part to help her become a productive member of the faculty and to provide opportunities for her advancement, Juanita’s behavior continues to be inappropriate at times. She has become enemies with several of the faculty. One of the other faculty members, who had a screaming match with Juanita about class assignments last spring, now makes an effort to discredit Juanita and is encouraging students to file complaints about Juanita’s teaching. In the past, Juanita has received high marks on student evaluations of her teaching.

Juanita is up for review for promotion and tenure this year. As department chair you must write a letter either recommending that Juanita be promoted and receive tenure or that she be dismissed. One of your written goals for your department is to increase faculty diversity.

1. What are the greatest challenges in making the decision of whether or not to retain this faculty member?

2. Are there any actions you could take to resolve the challenges you identified?

3. Which action (support tenure and promotion or support dismissal) is in the best interest of your department?
Exercise 10:

REReducing EXPENDITURES

Your university is facing the need to make budget cuts. Your chancellor has engaged the provost and deans.

One dean responds:

After our budget discussion last week, here is what I think I heard and wrote down:

- A salary cut for all employees, graduated by size of salary
- A fee charged to students in addition to their tuition and fees
- Reinstate the alumni tuition level making it possible to raise tuition without raising non-resident tuition for many students higher than the "market will bear"
- Give-backs from colleges and other units
- Increase enrollment, increasing class size, and possibly increasing instructional loads
- Review policies that make it difficult to eliminate weak programs rather than an across-the-board cut
- Furloughs
- Implement retirement incentives
- Change hiring policies to make it possible or easier to hire instructional faculty
- Make it easier to make term appointments
- Create incentives for faculty to fund all or most of their salary with extramural funding
- Create incentives for faculty to teach overloads
- Simplify the hiring procedures for "adjuncts"
- Freeze reclassifications
- Freeze staff promotions
- Freeze or partially freeze hiring

Deliver a clear message similar to the one delivered to the deans to the faculty and staff

Recognizing that a seven percent cut must be made, identify the steps necessary to proceed.

1. What is the suggested process?

2. Which items require faculty input and through what mechanism?

3. Which of these items should be included in your message?

4. Are some of these possible as purely administrative decisions requiring minimal input?

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Exercise 11:

RESEARCHER BEHAVING BADLY

You are the dean of the College of Arts and Sciences; your institution has recruited a distinguished scholar in microbiology, Dr. Jerry Potter, who has arrived with great fanfare at the institution. His research program will be featured in the upcoming alumni magazine, and he has brought large federal grants with him that will bolster the institution’s research rankings. Within six months of his arrival, your assistant informs you that she’s heard through the grapevine that his secretary is very unhappy; she says Dr. Potter yells at her and treats her unprofessionally. She’s started looking for a new job.

Within the month, you receive a call from the university ombudsperson indicating that a graduate student in Dr. Potter’s lab is afraid to file an official harassment complaint. The details of her charges revolve around activities that might best be described as bullying.

You surmise that Dr. Potter does not have a respectful work environment in his lab. You talk to his department head, who is already aware of the problem. The department head indicates that he has approached Dr. Potter about his behavior, but Dr. Potter claims he has important work to do and does not have time for incompetent people.

1. What actions do you take as dean?

2. Whom do you involve in these discussions?

3. What are the college-wide implications of this situation?

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Exercise 12:

ANGER MANAGEMENT

Dr. Mean is a full professor and known to be a prickly colleague. His student evaluations indicate that he is a good teacher but is demanding and intimidating. His colleagues say he is brilliant, but he never has anything good to say about anything or anyone. His contributions in committee meetings are always negative and at times his comments border on abusive. He has been known to raise his voice and stomp out of faculty meetings when he disagrees with a majority decision. He has openly criticized the department chair on numerous occasions.

Within the course of one week, Dr. Mean had three significant altercations while on the job. The first was with a student who added his class on the last possible day and after class asked Dr. Mean if he had “missed anything.” He yelled at the student, berated him, pushed his class notes off the podium and scattering them all over the front of the room, and blocked the door so the student could not leave the room. The student reported this to the department chair and dropped the course.

The second occurred when a seminar room had inadvertently been double booked for two dissertation defenses. One defense was booked from 10 a.m.-12 p.m., and Dr. Mean’s student’s defense was scheduled for 11 a.m.-1 p.m. When he arrived and realized the conflict he disrupted the on-going defense by yelling, shoving chairs, and trying to insist that the department chair (who was out of town) come and rectify the situation. The department chair’s secretary found that the dean’s conference room was unoccupied and relocated Dr. Mean’s student’s defense. The secretary reported this to the department chair.

The third incident took place when he was alone in his office. Students in the hall and colleagues in adjoining offices overheard him yelling on the phone at someone, slamming books on his desk, and throwing the phone across the room. He stormed out of the office without acknowledging two colleagues who asked if he was ok. The colleagues immediately called the department chair.

The department chair did not witness any of these incidents.

1. How should the department chair address this behavior with the faculty member?

2. How should future incidents be handled or, better yet, avoided?
LAWNMOVER ADMINISTRATION

It is the middle of an academic year. As department chair, you have spent many hours over the fall semester looking at faculty workload and student needs. You finally concluded that one of the few faculty slots you will be given during the coming year should go to replacing a senior research professor in the most productive program under your umbrella. The outgoing faculty member is retiring due to poor health but is invested enough in her research to have agreed to mentor a “rising star” chosen through a national search who will build on what the retiree has accomplished. You are well aware, however, that being able to save the slot does not mean that you will have access to all of retiree’s salary, but you are hopeful that there will be enough to hire someone to maintain the momentum of the program. In particular, you are hoping there will be some dollars that can be shifted to graduate student funding for another highly-productive faculty member.

This morning you receive a cheery call from the provost who wants to tell you the good news: the president has used her connections to bring a well-connected policy-wonk to this program. The provost is very pleased that the program has an opening that “just fits” with the expertise of the president’s choice. The president has already instructed the provost to use the available salary for this person, and has offered to “find a little more,” if necessary. Furthermore, the president has told the provost that the new person brings a great deal of stature to the department, and due to the anticipated invitations to speak or participate in national initiatives, there cannot be any administrative or advising duties assigned. You ask and are told that this means no dissertation advising or student mentoring. In fact, the provost suggests that you keep the job responsibilities “flexible” until the new hire (the president’s choice) determines how much time can be committed to standard faculty responsibilities.

You tell the provost that this is certainly unexpected and that you would like some time to digest the news so that you can discuss it more thoughtfully. The provost says that there is really nothing more to discuss and that a thank-you message to the president would be in order. You know the program faculty will be very distraught, especially when it occurs to them that they will be picking up their retiring colleague’s day-to-day tasks.

1. How do you respond to the provost?

2. What issues do you need to discuss with your faculty?

3. How will you maintain the momentum of the program?
Exercise 14:

CULTURE CHANGE

Your university is a large, comprehensive, research-intensive, state-supported institution in a state with a very diverse population. However, the student body and faculty at your university do not reflect the diversity of the state. It is a priority of the provost to recruit and retain more faculty and students from underrepresented minorities. As dean of a college with six departments, you recognize that your student body is 85 percent Caucasian; you have only six faculty members who identify themselves as anything other than Caucasian (English is the second language for all six), and a large majority of the faculty and students are male. You want your college to lead the university in becoming more diverse, but you are aware that this will require a new, shared vision and aggressiveness in recruiting among the faculty.

1. How do you change the culture of the college such that developing diverse applicant pools and recruiting students of color and females is an expectation and valued?

2. How do you recruit applicants – faculty and students?

3. How do you convince highly qualified individuals from minority populations that they would be successful and feel comfortable attending or working in your college?
Exercise 15:

ASSESSMENT: GETTING FACULTY ONBOARD

The national accreditation cycle for professional education programs requires a full institutional report and site visit once every seven years. The institution must show evidence that faculty decisions about candidate performance are based on multiple assessments at admission into programs, appropriate transition points, and program completion. Further, the institution must demonstrate that candidate performance assessment data are regularly and systematically aggregated, summarized, and analyzed to improve candidate performance, program quality, and operations.

These accreditation requirements mean that there needs to be uniformity of assessment structures and easy capacity to aggregate and summarize assessments. A team of faculty reviewed and recommended that the college adopt XYZ data management system to support the aggregation and summarization of student assessment data. Some faculty volunteered and worked collaboratively in the development of assessment instruments and scoring mechanisms.

However, faculty use of the assessments and XYZ electronic portal is inconsistent at best. Some faculty are reluctant to require students to post their work to the electronic data management system for grading. Others want to use their own grading processes and do not see the need to grade assignments twice. During the most recent accreditation review, gaps in the assessment system were cited as an Area for Improvement. The associate dean, who holds responsibility for overseeing the accreditation process, is aware that the assessment system was seen as a weakness in the last accreditation visit. She realizes that, even though the next visit is three years away, there is an immediate need to address the shortcomings noted by the accrediting agency.

How does the associate dean begin to address the shortcomings?
Exercise 16:

A CHANGING EDUCATIONAL CLIMATE

You are the dean of a large, well-established, comprehensive professional school at a research-intensive institution. Your college has 4560 students. You have 222 full-time faculty, 176 of them being tenure track, and 140 staff. The annual budget is $45.8 million. Your students comprise 13 percent of the institution’s total enrollment.

In recent years, state support for public higher education has declined rapidly and perhaps permanently. The percent change in per-student state funding at your institution from 2002 to 2010 is -37 percent. In addition, institutions such as yours have traditionally held a monopoly on graduate credentialing, but that monopoly has broken in the past five years. Various types of recognized credentials are proliferating, from alternative degrees to certificates, endorsements, and badges. On-line universities and for-profit institutions are expanding and absorbing more students who would have traditionally come to your institution.

See the attached graduate enrollment data for 2009-2013.

1. What does this data tell you as an administrator?

2. What administrative response is necessary, and by whom?

3. Identify short- and long-term strategies for responding to the changing educational climate.

Note: Data in a separate PDF file attached to email.
Exercise 17:

PROMOTION AND TENURE AT A BRANCH CAMPUS

About 10 years ago, your university acquired a failing community college campus located about 30 miles away. It has successfully been converted to an alternate lower division campus for first and second-year students after which they move to the home campus. This alternate site has small classes and engaged faculty, and it has proven to be very successful and is popular with the students (they still get to drive to the football games). The lack of upper-level undergraduate or graduate students and the limited facilities make it difficult for many faculty to engage in significant scholarship, yet because they are part of your institution, they are reviewed for tenure using similar criteria (and frequently failing). There are frequent complaints from main campus about the “lower quality” of the branch campus faculty and from the branch campus about the “unrealistic expectations” from the main campus.

You assemble a task force with faculty from both campuses to address this problem.

1. How would you charge the task force?

2. What parameters would you provide for them to begin their work?
Exercise 18:

SOCIAL SCIENCES CENTER

You are an associate dean of the College of Arts & Sciences. Three years ago, the dean took the budget away from an interdisciplinary social sciences program. The program was using the funds to offer a few courses each year for undergraduate students, to co-sponsor some events, and to host an occasional regional conference on campus.

The dean shifted the funding to a new Social Sciences Center focusing on enhancing graduate education. The center was supposed to pull together the students and faculty from the MA programs in the social sciences as well as faculty from other departments that didn’t have graduate programs to collaborate on research, scholarship, conferences, and events. The shift to a graduate emphasis is a significant change from the point of view of the faculty in all the social science departments. This dean has since left; a new dean will be taking her place in a few weeks.

The mission of the Social Sciences Center is: (1) to shore up the small MA programs to keep them from getting cut in a time of graduate-program retrenchment; (2) to improve recruitment and retention of high-quality faculty and graduate students in the social sciences; and (3) to move the intellectual climate of the college up a notch. The annual budget of $40,000 is the proceeds of an endowment; all expenses, including staff support and the director’s release time, come from this amount.

The director of the Social Sciences Center, who reports to you, plans to design an interdisciplinary PhD program in human nature & human consciousness that would draw on the social sciences faculty as well as strong science and humanities faculty on campus. The target populations for the program are: (1) foreign students, especially from Africa and India, who seek PhD degrees within the US and come with their own funding; and (2) the growing retired population in the local area who seek, for their intellectual stimulation, to pursue doctoral work. The purpose is not to train job applicants for an already over-supplied US academic job market.

1. What are the specific challenges facing the new director?

2. Who are her natural allies? Where does she face potential opposition?

3. In your position as associate dean, what should be the focus of your conversation with the new dean regarding the Social Sciences Center?
STUDENT ACCOMMODATION

You are a dean; you receive the following letter:

Dear Dean Smith:

I am a Disability Specialist in the Disabilities Services Office who works with students with learning disabilities. I want to express my concern about Dr. Alan Jones, who has refused to make an announcement for a volunteer note taker in his civil engineering class. One of the students in his class is on my caseload and needs note taking assistance. Dr. Jones has said that making the announcement will compromise his integrity and will signal to potential volunteers that they are “favorites.” While I am sympathetic to his concerns, I have tried to explain to him that note taking is a very basic accommodation and that note takers are regularly used in other classes. I have been unsuccessful in my attempts to persuade him to reconsider his position, despite the fact that he knows that providing this accommodation helps our institution meet the mandates of the Americans with Disabilities Act and helps the institution avoid potential liability.

Dr. Jones wants nothing to do with this process and has been pushing back for weeks. Finally, with his permission, yesterday a representative from our office, Ms. Sally Smothers, came to the class to ask for a note taker (Dr. Jones left the room while this occurred). Unfortunately, as of today, there are no volunteers. I think this may be due in part to the fact that the note taker would have to bring notes across campus to our office three times per week instead of leaving the notes with the professor after class, as is usually done. Since Dr. Jones refuses to be involved in the process, the drop off and pick up of notes would have to be conducted in a confidential manner through our office.

I am writing to you because I feel this student’s rights have been violated. I have reported this to my director, who told me I could send you a letter. She is deeply saddened that this has happened, because she genuinely enjoys working with and assisting faculty; she is also very concerned that it is now so late in the semester and that note taking assistance has not been provided to the student in a timely manner. I hope that this letter will make a difference for this student and for others in the future.

Sincerely,

Rick Evans

1. What can be done to address the situation for this student and future students in this class?

2. Should there be any repercussions for Dr. Jones? If so, what and who should handle them?

3. Evaluate the letter itself as well as the actions/directions of the disability office director.

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Exercise 20:

MERIT RAISE

An undergraduate student complains to Dr. A that Dr. B is missing many classes, frequently allows classes to leave early, does not show up for office hours, and returns assignments only after a long period of time. Dr. A is on the departmental team that reviews documentation for merit pay, tenure, and promotion. Dr. B has tenure and has been recommended for a merit raise. Dr. A was assigned to review Dr. B’s file and sees that many of the undergraduate students’ complaints are substantiated in the course evaluations of Dr. B.

After open and frank discussions of all faculty members and the committee votes were taken, Dr. B was not recommended for a merit raise by colleagues. The vote and recommendation were forwarded to the chair and the dean as the university contract directed. The chair, wishing to avoid conflict in the department, writes a neutral letter of support for the merit raise for Dr. B.

As a dean, you receive a file for Dr. B with a lukewarm letter for a merit raise from the chair, despite the negative committee recommendation. In addition, you have a student letter addressed to you as dean complaining that Dr. B was inebriated in class. This last complaint has not yet been fully investigated, and your recommendations are due to the provost.

1. What would be your recommendation regarding a merit raise for Dr. B? What would be your justification?

2. How would you address the chair’s reluctance to make a firm recommendation – one way or the other?

3. Regardless of your decision, how would you address the classroom management issues with Dr. B?

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Exercise 21:

GRADUATE STUDENT PAY

In a discussion about graduate admissions, a member of your department proposes that faculty members be allowed to supplement graduate stipends with their own research funds, which she and a few other faculty members have by virtue of having named chairs or grant funds, to make the stipends more competitive. The sole purpose, she argues, is to recruit the best possible graduate students to the university. This proposal generates a good deal of enthusiasm among several members of your department.

1. Should this practice be permitted?

2. What are some unintended consequences?

3. Can you offer some reasonable alternative approaches?

4. Are there stakeholders outside the department who should be drawn into the conversation?

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Exercise 22:

CAREER PROGRESS

You have just been appointed chair of your department. On your first official day on the job, you start reviewing the scholarly accomplishments and teaching performance of your faculty. In doing so, you note that Associate Professor Plehdeen has been at that rank for 10 years. At the time of tenure, she had published a stellar leading book in your area and had a very promising draft of a second book. In addition, she published one or two papers per year in journals and edited books. To date, she continues to publish one or two papers annually in quality journals and edited books, but she has been unable to complete the second book and get it published.

You note that her teaching is strong; and she has periodically been asked to take on an extra class, which she has done willingly. In addition, she has been very active on departmental and university committees and is often called on to serve in these capacities. Dr. Plehdeen is concerned about her promotion to full professor.

What actions do you take regarding her career progression?
Exercise 23:

CRITICISM OF TEACHING

Four students ask to meet with you about a course they are taking; you agree. The students (three women and one man) arrive at your office calm, respectful, and on time for the meeting. In the meeting, they express their profound displeasure with their professor. They claim that he is disorganized, doesn't seem to know the material well, and doesn't answer questions clearly. They tell you that the situation is so bad that they say many students have stopped attending class. They claim that the class itself is getting out of control and that students are being disrespectful to the professor in class. The students volunteer to record class on their iPhones to document the problems. They also indicate that some other students feel the same way but don’t want to rock the boat since they are seniors.

1. What additional information do you need to know in order to address this situation?

2. What initial steps would you take?

3. Does it matter at what point in the semester this conversation happens?

4. What avenues are available to you for addressing this complaint?

5. What are your responsibilities in this situation as an administrator?
Exercise 24:

BUDGET WOES

You are the dean of a mid-sized, financially strapped college on a large campus. Late one afternoon, three days after the end of the fiscal year, you receive an email from Financial Accounting informing you that 11 requests for payment from one department have been received that day. However, there are not adequate funds in the designated account to process the payments.

According to the emails, all requests are for travel reimbursements, and the requests total $18,000. It appears that the department chair held all travel requests until the end of the year and processed them just as the fiscal year was ending. Financial Accounting wants to know if you will approve an override on the departmental budget so that the reimbursements can be processed. The chair is out of the office. To approve the override, you must take the overage from another account - either another departmental account or the dean’s account. If you don’t approve the override, the faculty will not get reimbursed. You must let Financial Accounting know your answer right away because budget closings are underway.

1. Do you approve the override?
2. What do you tell the chair once he returns?
3. How do you avoid this from occurring any of your departments in the future?
Exercise 25: INFORMAL LEADERSHIP OR SABOTAGE?

You have been the dean of a major college for three months--the third person to hold the position in six years, plus one nine-month interim. During the time prior to your appointment, the college had become highly dependent on the dean’s staff and a few opinion leaders among the faculty to provide continuity and strategy for decisions. Fortunately, these people strike you as highly skilled, organizationally savvy, and devoted to the good of the college. They seem to be close knit and work very well together as a team. The senior associate dean served as the interim dean immediately before you arrived; she was a candidate for your position but was deemed too engrossed in the status quo to create the massive change the president and provost wanted to occur.

The president and provost made it very clear that you were selected because you understood the changes that needed to take place in order for the president’s plan for enrollment growth to succeed. Success is predicated on little or no growth in operating expenses, better use of current resources, including classroom space and teaching capacity, and more emphasis on centralized recruiting and admissions. The president’s plan seems very rational to you, particularly since it offers so much potential for the financial stability for the workforce, including faculty.

You have now gotten to meet your peers—the other deans and vice presidents. You have had long conversations with most of your associate and full professors as well as at least a short conversation with each of the rest of the faculty, whether tenured, tenure-track, or otherwise. Everyone has been extremely cordial and supportive. They seem to truly like the new president and are anxious to get on board with the new vision. You know that, as an outsider, you need the expertise and cultural knowledge that only insiders can provide.

All has gone well during the introductory period. Now, however, you need to create a strategy for change. Suddenly you are met with a murky resistance. People who have pledged support are not available for important meetings, rumors are emerging from nowhere that are only partially true, and a tone of negativity seems to be emerging. You hear remarks like, “That’s what Dean Longone said, and look where it got her,” and “That won’t work—we would have to change our whole philosophy of teaching.” Yesterday, the provost called because one of your faculty members had complained directly to her about a possibility that you had shared—confidentially, or so you thought—with your senior staff. Since the discussion with your staff was only preliminary, and the strategy needed a lot of refining before presenting it to a larger audience, you were dumbfounded by the leak. The provost ended the conversation with by warning you that she could not afford to have a dean who released sensitive ideas prematurely and created unnecessary controversy and fear. You were stunned.
As you reflect, the possibility of a passive mutiny on the part of your staff occurs to you. You wonder whether they were quietly sabotaging you in order re-gain the status they no longer had. You suspect they were not truly concerned about the foreseen changes but may be angling for a turnover where their friend, the overlooked candidate, would be given a second chance to become dean. You wonder who and how many were involved.

1. How do you proceed? Do you go on the defensive, getting to the bottom of the rumors and pushback? Or do you stay positive, assuming that the process of working through the details will create buy-in?

2. Do you clean house and start over with new staff? Or do you discuss this with your staff and set clear expectations for their support and behavior?

3. Finally, how do you overcome the doubt that the provost has already expressed in your leadership?

Developed for use with SEC Academic Leadership Development Program, part of its SECU Academic Initiative
Exercise 26:

BUILDING BRIDGES ACROSS BUREAUCRACY

Your university’s budgeting is based in college and departmental units; tuition revenue for courses flows to the department offering the course. Your president has determined that interdisciplinary efforts across the university will maximize faculty and research resources and has issued a call for proposals for interdisciplinary programs that will result in new faculty lines. The university’s research office has stepped up and made it easier for cross-college collaborations, but the Registrar’s Office has been slow to create new codes for interdisciplinary courses. Further, faculty still do research individually, teach individually, and are judged for promotion and tenure as individuals. They are not convinced the interdisciplinary model is workable at a large scale.

1. As a chair in a traditional, disciplinary department, what are you going to do to take advantage of the new funding?

2. What strategies can you employ?

3. Who are your allies?

4. What problems or issues do you see facing the department if you move to take advantage of these interdisciplinary resources?

5. What problems may emerge if you do not?

Developed for use with SEC Academic Leadership Development Program, part of its SECU Academic Initiative
Exercise 27:

DATA FOR DECISIONS

Your university is doing planning for staffing and budgeting. What conclusions can be drawn from the tables below?

Faculty Distribution (Full Time)*
By Age, 2012-13

<table>
<thead>
<tr>
<th>Rank</th>
<th>Gender</th>
<th>Below 25</th>
<th>25-34</th>
<th>35-44</th>
<th>45-54</th>
<th>55-64</th>
<th>65 or above</th>
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<td></td>
<td></td>
<td>M  F</td>
<td>M  F</td>
<td>M  F</td>
<td>M  F</td>
<td>M  F</td>
<td>M  F</td>
</tr>
<tr>
<td>Professor</td>
<td></td>
<td>18 2</td>
<td>103 29</td>
<td>159 40</td>
<td>81 11</td>
<td>361 82</td>
<td></td>
</tr>
<tr>
<td>Assoc. Prof.</td>
<td></td>
<td>2 7</td>
<td>90 64</td>
<td>73 48</td>
<td>60 35</td>
<td>13 5</td>
<td>238 159</td>
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<tr>
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<td></td>
<td>28 53</td>
<td>76 49</td>
<td>11 13</td>
<td>9 7</td>
<td>3</td>
<td>127 122</td>
</tr>
<tr>
<td>Instructor/</td>
<td></td>
<td>14 19</td>
<td>19 17</td>
<td>6 8</td>
<td>4 8</td>
<td>1</td>
<td>44 52</td>
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<tr>
<td>Lecturer</td>
<td></td>
<td>3 3</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>0</td>
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<tr>
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<td></td>
<td>0 47 79</td>
<td>206 132</td>
<td>193 98</td>
<td>233 90</td>
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<tr>
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<td>28.4 24.4</td>
<td>27.1 9.6</td>
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</table>

*Includes instructor through department head.

 Faculty Distribution (Full Time)*
By Rank, 2012-13

<table>
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<tr>
<th>Rank</th>
<th>Gender</th>
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<th>% of Total</th>
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</thead>
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<td>Asst. Professor</td>
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<td>249</td>
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<tr>
<td>Instructor/Lecturer</td>
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<td>Total</td>
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*Includes instructor through department head.
### Faculty Distribution (Full Time)*
#### By Years of Service, 2012-13

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<th>20-24</th>
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<td>47</td>
<td>14</td>
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<td>98</td>
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<td>3</td>
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<tr>
<td>Visiting</td>
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<tr>
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<td>140</td>
<td>105</td>
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<td>38</td>
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</table>

* Includes instructor through department head.

### Average Faculty Salaries*
#### by Rank
**2003-04 - 2012-13**

<table>
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<tr>
<td>Professor</td>
<td>$84,153</td>
<td>$92,011</td>
<td>$95,439</td>
<td>$100,516</td>
<td>$105,058</td>
<td>$105,600</td>
<td>$104,805</td>
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<td>68,050</td>
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<td>74,611</td>
<td>74,025</td>
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<td>77,099</td>
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<td>59,807</td>
<td>61,745</td>
<td>64,252</td>
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<td>63,758</td>
<td>63,374</td>
<td>66,015</td>
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<td>31,655</td>
<td>34,843</td>
<td>34,968</td>
<td>34,436</td>
<td>36,036</td>
<td>37,732</td>
<td>40,834</td>
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<td>$80,491</td>
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<tr>
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<td>$82,388</td>
<td>$85,508</td>
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*12-month salaries converted to 9-month equivalent by multiplying by 9/11.
**Compiled from annual Faculty Salary Survey by Discipline, Office of Institutional Research & Information Management, Oklahoma State University.

Developed for use with SEC Academic Leadership Development Program, part of its SECU Academic Initiative
Exercise 28:

OPPORTUNITY FOR RESEARCH COLLABORATION OR STIFLING OF RESEARCH FREEDOM

You are the director of a small research center on ADHD that is neither well-endowed nor well-funded. However, the research is compelling, and you have managed to engage some excellent faculty from four very distinct disciplines (chemistry, philosophy—ethics, biomedical engineering, and social work), secure several grants, and garner national attention for your approach.

The dean of engineering actively pursues collaboration with industry, and one of Engineering’s prospective donors, the owner of a biomedical start-up, is particularly impressed with the center’s research. He has told the dean of engineering that he will contribute $2 million to the center to continue a particular strand of research he thinks his company can use profitably. He is willing to provide support and assistance from his own personnel, a substantial contribution in itself, as well as space and use of company equipment. Furthermore, he wants assurances that a particular faculty member will pursue the research according to his company’s agenda. The dean thinks this is a great idea, a perfect example of how the academy can work with industry to the benefit of both.

The faculty member is ambivalent—excited about the resources but concerned about the loss of academic autonomy. And you are aware that using corporate personnel and space might entangle you in a culture different from that of academe. You recognize that the expectations about research methods and results shared with the scientific community in such venues as publications are often in conflict with the proprietary approach to research methods and results in the corporate world. Your judgment is that this is a risky proposition and may prevent the center from taking on other more productive projects. You are getting pressure from the president and the research vice president to accept the gift and the conditions. The research vice president went so far as to state “Well, it must be nice to have so much money that you don’t need any more,” which you saw as an implied threat.

How do you proceed?
Exercise 29:

FEWER NURSING STUDENTS

You are dean of a College of Applied Health Sciences. It is spring semester, and many students who applied to your highly competitive nursing program have learned that they were not admitted into the program. Soon the provost begins to receive two or three emails/phone calls a day from parents of rejected students. Each parent stresses the same complaint, namely that they are angry that recent cuts to the program have reduced the number of slots for new students. In fact there were not cuts to the program, but for the last three years, the Nursing College’s yield rate was higher than expected, so much so that the Provost’s Office was forced to transfer emergency funds to cover the costs of instructing the unexpectedly high number of new students. This year the Provost’s Office forced the college to accept fewer students as the best manner to close this now structural deficit.

You are beginning to suspect that the nursing program is implying to students that the Provost’s Office is responsible for the reduction in admission slots, resulting in the many complaint calls.

1. Is lowering the enrollment the best alternative for managing the budget situation?

2. Could an argument be made that the increased revenue of state funding and tuition would offset the investment in additional faculty resources for expanding the enrollment?

3. With whom should the response to callers be discussed?

4. How can you be assured that the message will be accurately conveyed?
Exercise 30:

SUPPORTING YOUR PEOPLE

You are an associate dean of arts and sciences at a major university. One of your department chairs has been complaining about a staff member, specifically a staff secretary, in his office for several months. You have advised him repeatedly to begin the staff development process, which puts in writing the problems with performance, a development plan to help the employee overcome deficiencies, and a timeline for improving performance. Even though the department chair has complained about performance, he has been reluctant to begin that process, because the employee is battling so many personal issues.

When you arrive at your office this morning after attending a breakfast meeting, you immediately get a phone call from this department chair. He is beside himself because the staff secretary did not come to work this morning. When the chair called him at his home, he learned that a child was sick, so the staff secretary was not coming in at all. This has put the chair in a terrible bind, because the office associate is on vacation today, and the staff secretary was to answer the phone and receive all walk-in traffic. Now, there is no one to perform these tasks except the chair himself. The chair wants you to talk to the staff secretary. He thinks hearing a warning from you will get the staff secretary to shape up. Besides, he points out, you are well-known for the support you provide department chairs.

1. What are the appropriate next steps to address the personnel situation?

2. Should you meet with the departmental staff secretary?

3. Should you take any immediate steps to address the absence of a staff person in the department?
Exercise 31:

SCIENTIFIC MISCONDUCT

You are a vice chancellor for research on one of five campuses of a state university system. The chancellor has asked you to consider an allegation of scientific misconduct against a dean on your campus. A faculty member, who is also on the dean’s staff, has filed the allegation at the university system level. The complainant alleges that he wrote an article and showed it to the dean, who suggested that they co-author it. The faculty member agreed to the co-authoring arrangement only if the dean’s contributions were substantive. The dean submitted the article with his name on it as first author to a newsletter where it was published. The faculty member found out, read the newsletter article, and determined that the dean made some minor grammatical corrections but added virtually nothing new to the article. The published article listed the faculty member as second author. The faculty member also stated that he had filed a statement of scientific misconduct.

The faculty member has been telling everyone on campus who would listen about the situation. Lately, the university has been in the newspapers for misconduct by chief administrators, and the president has encouraged all campus units to avoid negative newspaper coverage at all costs.

Following the university’s procedure for claims of scientific misconduct, you conduct a preliminary investigation, and there appears to be some doubt as to what actually transpired. University administration is looking closely at the case.

1. How do you proceed?

2. With whom do you talk first?

3. How do you determine if a full investigation of the allegation is warranted?

Adapted for use by SEC Academic Leadership Development Program, part of its SECU Academic Initiative
Exercise 32:

OBSERVING THE SABBATH BUT NOT ON SUNDAY

As a senior faculty member in a department, a new faculty member comes in to talk with you, closing the door behind him. You knew he was from the Middle-East, but he announces that he is a devout Muslim and could really use some help and advice. His religion observes the Sabbath on Friday, and while it would be acceptable to work Friday mornings, he really wishes to be observant Friday afternoons.

The issue is that your department holds many committee and all faculty meetings on Friday afternoons. This colleague said he already talked to the department chair who let him know he would be allowed to miss faculty meetings if he really felt he needed to be observant on Friday afternoon. This colleague shares his concern that he will be marginalized in the department; he will be unable to participate in important department discussions and decisions, and this may also hurt him at tenure time.

1. What advice and help could you offer this colleague?

2. Are there compromises to scheduling that would be acceptable to all in light of this circumstance?
Exercise 33:

NEW ONLINE COURSE DEVELOPMENT

A prominent university, well known for its tremendous success in graduating leaders in engineering, decided to develop and implement an online MS degree program. The main purpose was to enhance the education of employees in the workforce with the idea that added institutional revenue would be generated by online fees. The institution decided to incentivize faculty to teach in the program by offering them a one-time stipend of $5,000 per course for course development, with the understanding that they would also be teaching the course once approved.

Professor John E. Smith, a tenured professor in the Department of Industrial Engineering Technology, jumped at the opportunity and developed four courses over a two-year period. The university administration was tremendously ecstatic about his enthusiasm for new course development and for stepping up to teach in the new program. The university and the college promoted the program with industry colleagues through a series of meetings in many communities across the region. The industry partners were excited about the wonderful opportunities for their employees. Many of the industry partners offered to cover tuition costs for employees seeking the MS degree in the new program.

The following fall term, the courses were offered for the first time. Professor Smith was teaching two of the four courses he developed in an online format, and Blackboard was to be solely used for course delivery. In week one, Professor Smith introduced himself as well as his professional background and issued the first assignment. Students had one week to complete the assignment. Professor Smith continued with assigning work on a weekly basis. However, Professor Smith didn’t send any replies as to grading of any assignment for six weeks. After repeated attempts by many students to contact Professor Smith by phone, he didn’t respond to any of the calls. At midterm, students had no idea how they were performing in class. Students complained to the administration.

1. As the department head for the Department of Industrial Engineering Technology, what action do you take with Professor Smith?

2. Who do you involve in your discussions with Professor Smith?

3. What are the college-wide and university implications of this situation?
Exercise 34:

THE SELF-SUFFICIENCY PRINCIPLE

The newly-appointed dean of your college has noted the importance of the unit becoming more self-sufficient financially, in order to be less vulnerable to large fluctuations in public funding. Several years of budget cuts impacting your college highlight the need for such a change.

To this end, you have been assigned, as associate dean, to develop a plan with faculty and administration for an entrepreneurial initiative to support the dean’s vision within a year, but no new resources can be allocated for the effort. The initiative could be in several forms, including professional training, distance learning, extramural research projects, and so forth. With this in mind, please consider the following:

1. What process would you use for developing a plan?

2. How would you ensure buy-in from the various stakeholder groups?

3. How could a plan be developed with no additional resources and on such an ambitious timeline?
Exercise 35:  

STRATEGIC PLANNING FATIGUE

Ten years ago, your institution began preparations for an accreditation review that took place two years later. The effort took place at a time of institutional crossroads; at the insistence of a retiring president and his board, accreditation efforts were aligned with strategic planning. Mission, goals, and objectives were scrutinized at every administrative level, and in some cases, revised. The curriculum was re-articulated, realigned, and revised. Ongoing assessments were put in place accordingly.

Shortly after the accreditation review was completed, a new president was hired; and the administration turned over, including the provost and half of the deans, as well as most of the vice presidents. The president was hired by the board to instill business practices into institutional operations. The charge to the president was to reward programs and departments on the basis of efficiency as well as effectiveness, create a climate of entrepreneurship, and use enrollments to bolster revenues. The provost, as well as other campus officials, employed consultants trained in participatory decision-making to gain buy-in for a top-down directive. Faculty and staff once again spent a great deal of time in re-framing their tasks, creating new strategies and initiatives, and revising formal planning documents. However, many faculty members felt that they were led by the consultants toward what the administration wanted, and that the process was more manipulation than participation.

Now, eight years later, the institution is financially stable, and the president has gained respect and popularity with the board and relaxed his initial authoritarian style. The provost, who implemented the changes according to the president’s instructions, has moved on to a presidency at a different institution. You are the new provost, unburdened by the president’s heavy hand, brought on board to re-focus on academic excellence; and the president has called for a new institutional strategic plan.

Longtime faculty and professional staff are not volunteering to participate. They are jaded by the frequency of calls for planning, ownership that resides at the top, and the paucity of benefits they have experienced from previous strategic planning exercises. Even faculty who have decried the inattention paid to academics are not being stirred by your pleas for participation. The provost worries that the process will be lacking in institutional memory, understanding of campus culture, and credibility.

1. What can you do to generate excitement for and commitment to the process?

2. How should the respected president help with the planning process?

Developed for use with SEC Academic Leadership Development Program, part of its SECU Academic Initiative
Exercise 36:

**YOUTUBE DISASTER**

Cassidy Salem works in the university’s news and publication bureau. She just fielded a call from a reporter about an article that was published in an online magazine about the controversial views of a faculty member. Cassidy is completely caught off guard and immediately goes online to review the article.

The article shows a brief video of a lecture given by a respected faculty member in Sociology and describes Dr. Singleton’s lecture as making an argument for strict gun controls. It doesn’t take long for the phones to start ringing off the wall and emails to flood in from parents, students, other university officials, and even from several State senators and representatives. Most of the comments are along the lines of “If this is the kind of stuff that the university teaches, then...” In one half hour, the situation is completely out of control, and Cassidy’s office is in full damage control mode.

It takes two weeks for the dust to settle and the real facts to emerge. A student attending Dr. Singleton’s class took a video of his lecture but only posted a three-minute segment on YouTube. The clip was out of context and didn’t show that Dr. Singleton was not voicing an opinion but was instead engaging his class in a discussion about societal attitudes and viewpoints on this hotly debated issue. The full lecture covered various viewpoints including pro-gun views, gun control views, views of the gun manufacturers, as well as laws to address gun safety and the responsibilities of gun owners. Dr. Singleton’s goal was to spur debate and, as with many societal issues, to show that answers are not always black and white. From Dr. Singleton’s memory of the class, it also appears that the video was edited, taking select segments and statements throughout the lecture and putting them together to make it appear that Dr. Singleton was voicing a very clear opinion on the topic rather than promoting an exchange of viewpoints.

The university has been able to determine which student posted the video but has not yet discussed the situation with her. Dr. Singleton wants her expelled given that, in his opinion, her posting of just a short, edited segment of the lecture was malicious and intended to harm both him and the university. The university has asked for the article to be retracted and for an apology to be extended in its place, since the article was entirely inaccurate and one-sided. The university is still working on damage control and is concerned that individuals who might have read the initial story may never hear the truth.

An internal meeting is scheduled to determine the next steps.

1. Who should be at the table for the meeting?

2. Do students have the right to record lectures and other course activities and to distribute them for use outside of their intended purpose?

Developed for use with SEC Academic Leadership Development Program, part of its SECU Academic Initiative
3. Should the university sue the journalist who wrote the original article or the magazine who published the article or both?

4. Given that there were pictures of other students in the video, were their FERPA rights violated by the student who captured the video?

5. What policies should be in place to address this type of situation?
More than 60% of our freshman class is from another state. Your students will feel at home with us, too.
The University of Alabama is located in Tuscaloosa, 1 hour SW of the Birmingham-Shuttlesworth International Airport (BHM). We are about 3 hours from Atlanta, 3.5 hours from Nashville and 3.75 hours from Memphis. The beaches of the Alabama Gulf Coast are only about 4.5 hours away.
Quick Facts

Total Enrollment: **26,754**

7th fastest growing public university in the nation
(The Chronicle of Higher Education)

**HOME OF THE RAZORBACKS**

**ACT: 26**

Average High School GPA: **3.64**

Freshmen with a High School GPA of 3.75 or higher **40.6%**

Freshmen with an ACT Score of 30 or higher **17.4%**

**4,915 New Freshmen**

Student-to-Faculty Ratio **19:1**

**400+ Student Organizations**

**OVER 200 DEGREE PROGRAMS**

Baccalaureate, Master's, doctoral, professional, and specialist degree programs

**TOP 25 OUTDOOR COLLEGES** - Outside Magazine

**100+ STUDENTS**

51+ countries

**HIGHEST RESEARCH CLASSIFICATION**

The Carnegie Foundation for the Advancement of Teaching elevated the U of A to its highest research status (along with only 114 of the nation’s 4,664 colleges and universities).

**FALL 2015**

**RANKED 62ND**

Best National Public Universities


**uofa@uark.edu | 1-800-377-8632 | 479-575-5346**

admissions.uark.edu

facebook.com/uofaadmissions
@UofAAAdmissions
VISIT CAMPUS

There’s no better way to learn about the University of Arkansas than to visit our campus. Connect with current students and experience the richness of Razorback traditions like Senior Walk and Spooper’s Stone. Visitors will experience first-hand the personalized attention and professional commitment we give to each University of Arkansas student.

Use the online request form to schedule your personalized visit. Select the visit that interests you, learn about campus life from a student guide, have lunch, meet with an admissions counselor, tour student housing, explore the University’s Health and Recreation Building (HPER), and learn about scholarships and financial aid opportunities.

COST

Estimated tuition & fees for the 2016-2017 academic year

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<th>RESIDENT</th>
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<td>Room &amp; Board</td>
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<td>Books &amp; Supplies</td>
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<td>$34,546</td>
</tr>
</tbody>
</table>

KIMBERLY CLARK
Assistant Director
Office of Admissions
kkclark@uark.edu
479-387-5932

TYPICAL VISIT ITINERARY

- Meet with an admissions counselor
- Enjoy a walking tour of campus
- Take a residence hall tour
- Make other selected appointments (academic & extracurricular)

Schedule your visit online at visit.uark.edu

Take a virtual tour of campus:
virtualtour.uark.edu
For more than 150 years, Auburn University's faculty, academic departments, and services have received high marks from students, accrediting agencies, and ranking publications. A degree from Auburn is backed by the prestige of internationally recognized programs.

Auburn has been among the top 50 public universities in the nation for 23 consecutive years.


Auburn ranks among the top 1/3 of universities for providing a supportive campus environment.

– National Survey of Student Engagement

Nothing but the best


High Design

DesignIntelligence magazine (2016) ranked Auburn's undergraduate programs highly:

Industrial Design ranked #5.
Architecture ranked #9.
Interior Design ranked #9.

Auburn is included in a distinctive group of universities designated as land-, sea-, and space-grant institutions.

Named Best College in the state of Alabama by Forbes.

Auburn is included in a distinctive group of universities designated as land-, sea-, and space-grant institutions.

For undergraduate programs, U.S. News & World Report ranked the Samuel Ginn College of Engineering 30th among the nation's public universities.


High Design

DesignIntelligence magazine (2016) ranked Auburn's undergraduate programs highly:

Industrial Design ranked #5.
Architecture ranked #9.
Interior Design ranked #9.

Auburn is included in a distinctive group of universities designated as land-, sea-, and space-grant institutions.

Named Best College in the state of Alabama by Forbes.
Auburn University offers more than 140 formal undergraduate majors, which are housed in 13 colleges and schools. Explore the majors in depth at auburn.edu/majors.

**Student Body**
- 27,287 total enrollment
- 21,786 undergraduates
- 4,902 new freshmen
- 13,759 male students (50%)
- 13,528 female students (50%)
- 3,749 minority students (13.7%)
- 1,639 international students representing 91 countries
- Non-resident students (40%)
- 89.6% first-year retention rate

**Facilities**
- 32 residence halls equipped with high-speed wireless Internet and within walking distance to academic buildings
- 35+ dining venues and food trucks across campus
- 185,000-square-foot Student Center
- 240,000-square-foot Rec Center

**Tuition & Fees**
- $10,696 In-State Tuition
- $28,840 Out-of-State Tuition

**Faculty Profile**
- 1,216 Number of full-time faculty at Auburn University
- 87% are full-time instructional faculty.
- 93% of full-time faculty have the highest terminal degree.

**Student-to-Faculty Ratio**
- 19:1

Auburn University was named one of Kiplinger’s Top 100 Best Values in Public Colleges.

Access to Atlanta Hartsfield Jackson International Airport - 1½ hours

**Contact**
Cindy Singley
Director of University Recruitment
t: 334-844-7435
e: cindy.singley@auburn.edu

Allison Saggus
Assistant Director of University Recruitment
t: 334-844-7504
e: allison.saggus@auburn.edu

For more information and to find the admissions advisor in your area, visit auburn.edu/ourau.
The University of Florida is among the nation’s most academically diverse public universities. We are proud to support the learners, leaders and thinkers of tomorrow with more than 100 undergraduate and 200 graduate programs. We provide quality education that promotes excellence and respect for diverse ideas, thoughts and perspectives. We are champions in research, sustainability and athletics. We invite you to the Sunshine State and to become part of our dynamic learning environment.
VISITING CAMPUS

Prospective students and their families are encouraged to visit campus to experience the spirit of UF firsthand. Official campus tours are Monday-Friday (excluding state and university holidays) and begin with a 30-minute information session followed by a 90-minute guided walking tour.

Gainesville is repeatedly ranked as one of the most livable cities in Florida due to its near tropical climate, vast entertainment options, quaint downtown and thriving business environment.

INNOVATION ACADEMY

As one of the nation’s leading research institutions, UF has long been the home to innovation. We now are the first university in the country to offer an Academy to students who share in that creative spirit. UF’s Innovation Academy is one of the nation’s most forward-looking undergraduate programs, providing students with a small-cohort experience focused on innovation, creativity, entrepreneurship, ethics and leadership. Students are enrolled during the Spring-Summer academic year and have the Fall semester to explore off-campus learning opportunities, such as study abroad, internships, research or online courses.

TOP-RANKED UF ONLINE

Qualified students everywhere can now earn a four-year bachelor’s degree from UF without having to come to campus. Degree programs are available in anthropology, biology, business administration, computer science, criminology & law, environmental management, geography, geology, health education and behavior, nursing, psychology, sociology, sport management, and telecommunication, media and society.

PATHWAY TO CAMPUS ENROLLMENT (PACE)

PaCE provides UF with expanded opportunities to offer admission to more of the best and brightest students. Students, commit to enroll for at least two semesters to UF Online to earn 15 credit hours. There is no need to transfer credits, as students are Gators from the first day of enrollment.

After completion of 60 credits (up to 45 may come from previous college credits earned through AP, IB, Dual Enrollment or other accelerated methods), students transition to the residential campus.

With 60+ majors available, PaCE can put more students on the fast track to success.
Enrollment & Academics

27,548 Undergraduates
8,582 Graduate/Professional
36,130 Total Enrollment

170 Majors and Academic Programs

18:1 Student/Faculty Ratio

38 Average # Students Per Class

Student Life

First-Year Profile (Fall 2015)

Total Applications: 22,225
Applications Received: 11,602
Total Enrolled: 5,300

SAT
Mid 50% (CR+M+W)
1800-2060

ACT
Mid 50% Range
27-31

GPA
Mid 50% Core
3.81-4.06

AP/IB
Total Courses
Mid 50%
4.8

Honors Program Class Profile

Total Enrolled: 525
GPA Mid 50% Core: 4.0-4.18
SAT Mid 50%: 2130-2240
ACT Mid 50%: 32-34

Athens, Georgia

As one of the First, you’ll call Athens your new home away from home.

Recognized by The New York Times as a downtown renaissance and known for its influence in music history, there’s a lot you can see and do in Athens. From catching a show at the historic Georgia Theatre to eating at world-renowned restaurants to exploring vintage shops and art galleries, there’s something here for any college student.

Founded in 1785, the University of Georgia is America’s first state-chartered public university. We take our designation as the FIRST seriously.

FiRST
Visit UGA

The best way for students to learn about the University of Georgia is to visit our campus. The UGA Visitors Center offers student-led campus tours and staffs an information desk to assist campus guests. The Office of Admissions offers daily information sessions where you can find out why UGA is consistently rated as one of America’s “Best Colleges” among public universities.

For more info on scheduling a visit to UGA check out visit.uga.edu and visitathensga.com

2016-2017 Academic Cost of Attendance

<table>
<thead>
<tr>
<th></th>
<th>Georgia Resident</th>
<th>Out-of-State Resident</th>
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</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees:</td>
<td>$11,634</td>
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<td>Typical Room:</td>
<td>$5,660</td>
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<tr>
<td>Typical Meal Plan:</td>
<td>$3,956</td>
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<tr>
<td>Living Expenses (Est.):</td>
<td>$4,958</td>
<td>$5,668</td>
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<tr>
<td>Total Cost:</td>
<td>$26,208</td>
<td>$45,128</td>
</tr>
</tbody>
</table>

UGA is a national leader among public universities in the numbers of major scholarships earned by our students. UGA has produced:

- 23 Rhodes Scholars
- 49 Goldwater Scholars
- 20 Truman Scholars

#12 on Kiplinger’s list of “Best Value in Public Colleges & Universities 2016”

Ranked as one of the top 10 hipster colleges in America by The Huffington Post

#21 on U.S. News & World Report’s “Best National Public Universities 2016”

Recognized in The Princeton Review’s “The Best Value Colleges: The 150 Best-Buy Schools and What It Takes to Get In”

#5 among the top research institutions producing the most 2014-2015 Fulbright U.S. scholars

For the 4th year in a row UGA received Tree Campus USA recognition from the Arbor Day Foundation

#33% Graduate with Study Abroad experience

Programs on 7 Continents

UGA Campuses in

Costa Rica
Cortona
Oxford

U.S. News & World Report’s “Best National Public Universities 2016”

Learn More

Admissions admissions.uga.edu
Visit visit.uga.edu
Honors honors.uga.edu
Housing housing.uga.edu
Financial Aid osfa.uga.edu

Contact Us

Patrick Winter
Associate Vice President for Admissions and Enrollment
pwinter@uga.edu

Amanda Dale
Senior Associate Director of Admissions
ryan197@uga.edu

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ugaadmissions
ugaadmissions
Admissions Profile

For the Fall 2015 semester, the University of Kentucky:

- Enrolled 5,211 freshmen
- Received a record number of applications of over 22,521
- Average ACT: 25.5 (with a mid-50% range of 22 - 28)
- Average SAT: 1128 (with a mid-50% range of 1000 - 1230)
- Average GPA: 3.68 (with a mid-50% range – 3.30 to 4.03)
- 18.8% undergraduates from diverse backgrounds – American Indian or Alaskan Native, Black or African American, Hispanic, Two or More Races, Native Hawaiian or Other Pacific Islander, International

Full admission requirements for UK can be found online at [www.uky.edu/Admission/freshmen](http://www.uky.edu/Admission/freshmen).

The University of Kentucky will accept ACT or SAT test scores. UK does not currently require the writing portion of the ACT for admission purposes. For SAT, only the Math section and Evidence-Based Reading Writing section are considered. The University of Kentucky will superscore only for admission purposes – not for scholarships. UK is a member of the Common Application.

UK Points of Pride

Located in the “Horse Capital of the World,” UK offers academic programs in equine science and management, as well as an equine specialty in animal sciences. In addition, UK is home to the Maxwell H. Gluck Equine Research Center where seven of the Top 10 equine vaccinations used around the world were developed.

UK is one of only nine universities in the United States to have programs in agriculture, engineering, law, medicine and pharmacy on a single campus.

Record number of National Merit, National Achievement and National Hispanic Finalists – 117 – enrolled in the fall of 2015, which places us in the Top 10 of public institutions in the nation!

Visit our Campus!

[www.uky.edu/visitorcenter](http://www.uky.edu/visitorcenter)

The best way to see the University of Kentucky is to visit our campus through the UK Visitor Center. Our Visitor Center is open Monday – Friday with tours in the morning and afternoon.

Traveling to UK

The University of Kentucky is located in Lexington, Ky., in the heart of Bluegrass country. Lexington is one hour east of Louisville and one hour south of Cincinnati. More than 295,000 people call Lexington home – the University of Kentucky has approximately 23,000 undergraduate students and 7,000 graduate students. For more information on the “Horse Capital of the World” visit [www.visitlex.com](http://www.visitlex.com).

The Blue Grass Airport (LEX) – [www.bluegrassairport.com](http://www.bluegrassairport.com) – has approximately 85 direct and nonstop flights each day through airlines including Allegiant, Delta Air Lines, United Airlines and US Airways. Louisville International Airport (SDF) and the Cincinnati/Northern Kentucky International Airport (CVG) are also good travel options.
Non-Resident Scholarship Opportunities

Incoming freshmen with a 25 ACT or 1200 SAT (M + EBRW) and a 3.00 unweighted GPA will automatically qualify for the “see blue” Scholarship – a $7,000/year award renewable for four years.

Students with a 25 ACT or 1200 SAT (M + EBRW) and a 3.50 unweighted GPA will automatically qualify for the Bluegrass Spirit Scholarship – an $8,000/year award renewable for four years.

Students with a 30+ ACT or 1390+ SAT (M + EBRW) and a 3.50 unweighted GPA will automatically qualify for the Kentucky Heritage Scholarship – a $10,000/year award renewable for four years.

Students with a 31 ACT or 1420 SAT (M + EBRW) and a 3.50 unweighted GPA qualify for UK’s competitive scholarships and should complete an academic scholarship application by December 1.

Students with a 33 ACT or 1490 SAT (M + EBRW) and a 3.5 unweighted GPA qualify for the Otis Singletary Scholarship, which covers the cost of tuition and provides a room and board allowance. Apply by December 1.

National Merit Finalists receive the Patterson Scholarship – a four-year renewable award, valued at over $145,000 that covers the cost of tuition, and provides a room and board allowance.

Helpful Websites

The best place for prospective students to find information about the University of Kentucky is www.seeblue.com. Other useful websites include:

www.uky.edu – University of Kentucky homepage
www.applyuk.com – Undergraduate Admissions
www.uky.edu/majors - Academic Majors
www.uky.edu/AcademicScholarships - Office of Academic Scholarships
www.uky.edu/FinancialAid – Office of Student Financial Aid
www.uky.edu/Housing – Campus Housing
www.uky.edu/DiningServices – Dining Services
www.uky.edu/Registrar – Office of the Registrar
www.uky.edu/Registrar/Major-Sheets – Majors and Minors
www.seeblue.com – Learn about the University of Kentucky
www.youvisit.com/uky – Tour our campus virtually

2015-16 Annual Tuition and Fees

<table>
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<tr>
<th>Out of State</th>
<th>Annually</th>
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<tbody>
<tr>
<td>Tuition &amp; Fees*</td>
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<tr>
<td>Room &amp; Board**</td>
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<td>Books &amp; Supplies***</td>
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<td>Travel***</td>
<td>$1,150</td>
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<td>Personal***</td>
<td>$2,460</td>
</tr>
<tr>
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</table>

*Tuition for full-time students – more than 12 hours – for the full academic year (fall and spring semesters) for students with 59 hours or less.
** Rate based on traditional residence halls.
*** Expenses vary according to individual needs and spending practices.

UK Representative for the SEC College Tour

Stephen Barnett
Senior Associate Director of Admission
and Senior Associate Registrar
Phone: 859-257-3256
FAX: 859-257-3823
Email: stephen.barnett@uky.edu

866-900-GO-UK • FAX: 859-257-3823
admissions@uky.edu • www.applyuk.com • #seeblue
LSU QUICK FACTS
2016-2017

APPROX. 31,500 STUDENTS
52% FEMALE
30% NON-WHITE
24% NON-RESIDENT

RETENTION RATE
FROM FIRST TO SECOND YEAR
84.7% LSU
64.2% NATIONAL AVERAGE

GRADUATION RATE
OVER SIX YEARS
69.1% LSU
57.0% NATIONAL AVERAGE

UNDER GRAD 26,159
GRAD 5,367

17,429 APPLICANTS
13,480 ADMITS
2015 FRESHMAN CLASS
13,480 ENROLLEES

FRESHMAN ENROLLMENT AND PERCENTAGE OF MINORITIES
23.2% 2011
26.7% 2012
27.3% 2013
28.6% 2014
29.8% 2015

24:1 STUDENT-TO-FACULTY RATIO
70 BACHELOR'S DEGREES
102 MINORS
167 AREAS OF SPECIALIZATION

UNIQUE PROGRAMS
LANDSCAPE ARCHITECTURE
PETROLEUM ENGINEERING
POLITICAL COMMUNICATION
INTERNAL AUDITING
COASTAL ENVIRONMENTAL SCIENCE

AVERAGE ENTERING FRESHMAN GPA 3.43

IN THE PAST 10 YEARS
17 GOLDWATER SCHOLARS
11 FULBRIGHT SCHOLARS
9 TRUMAN SCHOLARS
3 UDALL SCHOLARS
1 GATES CAMBRIDGE SCHOLAR

LOVE PURPLE
LIVE GOLD
LSU RANKED IN THE TOP 100 VALUES IN PUBLIC HIGHER EDUCATION BY KIPLINGER'S PERSONAL FINANCE

300+ STUDENT ORGANIZATIONS

MORE THAN 225,000 LSU ALUMNI
130 ALUMNI CHAPTERS

TIGER STADIUM RANKED AS THE LOUDEST COLLEGE FOOTBALL STADIUM

MORE THAN 300 STUDY ABROAD LOCATIONS

GRADUATES' STARTING SALARIES ARE 15% HIGHER THAN PEERS'

TO LSU

BTR 8 MILES BATON ROUGE 62 MILES NEW ORLEANS

TO LSU

ATLANTA, GA 524 MILES
AUSTIN, TX 435 MILES
CHICAGO, IL 912 MILES
DALLAS, TX 430 MILES
DENVER, CO 1,216 MILES
HOUSTON, TX 272 MILES
MEMPHIS, TN 381 MILES
MOBILE, AL 199 MILES
NEW YORK, NY 1,358 MILES
ORLANDO, FL 696 MILES
SAN DIEGO, CA 1,733 MILES
SEATTLE, WA 2,643 MILES
WASHINGTON, D.C. 1,139 MILES

BATON ROUGE, LOUISIANA 92° AVG. HIGH 64° AVG. LOW

NEW INITIATIVES
NASA PARTNERSHIP • BIOLOGICAL ENGINEERING FAST PATH • 3+3 PRE-LAW PROGRAM

RESIDENTS OF 50 STATES AND MORE THAN 100 COUNTRIES

NEED-TO-KNOW WEBSITES
LSU.EDU/ADMISSIONS
LSU.EDU/HOUSING
LSU.EDU/FINANCIALAID
LSU.EDU/VISITCAMPUS

REPRESENTATIVE CONTACT INFO
TRÉE GEORGE
ASSOCIATE DIRECTOR
ALFREDGEORGE@LSU.EDU

Love Purple, Live Gold
The University of Mississippi is included in the elite group of R-1: Doctoral Universities – Highest Research Activity by the Carnegie Classification of Institutions of Higher Education, the definitive list for the top doctoral research universities in the United States. UM is the only institution in Mississippi to earn this distinction.

Named Best College Town by Southern Living Magazine

Oxford was ranked #4 as "America's coolest southern town" and #6 as the "coolest college town in the USA" by Jetsetter.com.

LARGEST UNIVERSITY IN MISSISSIPPI

University Primetime ranks UM #16 for having the "overall best quality of life."

Resident Tuition
$7,644

Non-Resident Tuition
$21,912

$274,000,000 awarded in scholarships and financial aid in 2015
The University of Mississippi is located in Oxford in north-central Mississippi. Oxford is home to roughly 20,000 residents (not counting Ole Miss students). For more information about Oxford, please visit www.visitoxfordms.com and oxfordms.net.

The Oxford, Miss., area is served by the Memphis International Airport, about 75 miles northwest of Oxford. For hotel and dining information, please visit visitoxfordms.com/where-to-stay and visitoxfordms.com/what-to-eat.

HELPFUL WEBSITES

The best place for prospective students to find information about the University of Mississippi is our prospective student website: http://admissions.olemiss.edu

Other useful websites include:
The University of Mississippi homepage: http://www.olemiss.edu
Office of Financial Aid and Scholarships: http://financialaid.olemiss.edu
Student Housing: http://studentshousing.olemiss.edu
Dining Services: http://www.campusdining.com
Academic Offerings: http://www.olemiss.edu/academics

FRESHMAN PROFILE

For the fall 2015 semester, the University of Mississippi enrolled 3,969 first-time freshmen. These freshmen had an average ACT of 24.7 (or about a 1100 SAT) and an average GPA of 3.54 (on a 4.0 scale). In addition to our first-time entering freshmen, the University of Mississippi enrolled 1,598 transfer students.

Admission requirements for Ole Miss can be found online at: http://admissions.olemiss.edu

The University of Mississippi does not currently require the writing portion of the ACT for admission purposes. When taking the SAT, we consider the Critical Reading and Math scores only. The University of Mississippi does not super score.

ACADEMIC OFFERINGS

Ole Miss offers more than 100 majors in the College of Liberal Arts and professional schools of Accountancy, Applied Science, Business, Education, Engineering, Journalism, Pharmacy and Law.

CONTACT US!

Office of Admissions
145 Martindale Center
P.O. Box 1848, University, MS 38677
Phone: (662) 915-7226 | Fax: (662) 915-1831
Email: admissions@olemiss.edu

COME VISIT US!

The University of Mississippi hosts several special visit programs throughout the year, as well as weekday campus visits, which give you more of a personalized tour of our campus. Weekday tours are scheduled Monday-Friday. To schedule a weekday campus visit or sign up for a Saturday Special Event, please visit http://www.olemiss.edu/visit/
Visit Starkville and Tour Campus

#VisitMSU
Campus visits at Mississippi State are an experience like no other. Enjoy a guided tour of our beautiful campus by our friendly student recruiters—also known as Roadrunners—and meet with an admissions counselor to learn what being a Bulldog is all about.

#PreviewMSU
Preview Days are exciting all-day events held during the spring semester of your junior year and fall semester of your senior year. See the campus with other future Bulldogs and cover every aspect of student life: academics, residence halls, student organizations and more.

Academic Insight
These are special half-day events for admitted students sponsored by each academic college during the spring semester of your senior year. Visitors meet with representatives of the college and speak with current and entering students. This is a great way to learn more about your chosen academic program at Mississippi State!

And if you just can’t wait, take our new Virtual Tour!
campusvisit.msstate.edu

MSU is closer than you think:
- Cleveland, OH - 804 miles
  4 hour flight
- Columbus, OH - 660 miles
  3.5 hour flight
- Cincinnati, OH - 554 miles
  3.25 hour flight
- Pittsburg, PA - 842 miles
  4 hour flight
- Harrisburg, PA - 937 miles
  4 hour flight
GENEROUS SCHOLARSHIPS

Scholarship opportunities abound at Mississippi State, especially for students living outside Mississippi. Check out our awards for academically strong students, students of alumni, military service, leadership and more. Our larger award packages for non-residents begin at a 26 ACT and a 3.5 GPA.

scholarships.msstate.edu

TOP 100 Research Universities according to the National Science Foundation

career.msstate.edu

AFFORDABLE TUITION

<table>
<thead>
<tr>
<th>Non-Resident Tuition &amp; Fees</th>
<th>$20,900</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room &amp; Board*</td>
<td>$9,418</td>
</tr>
<tr>
<td>Total for Non-Resident</td>
<td>$30,318</td>
</tr>
<tr>
<td>----------------------------</td>
<td></td>
</tr>
<tr>
<td>In-State Tuition &amp; Fees</td>
<td>$7,780</td>
</tr>
<tr>
<td>Room &amp; Board*</td>
<td>$9,418</td>
</tr>
<tr>
<td>Total for In-State</td>
<td>$17,198</td>
</tr>
</tbody>
</table>

*Weighted average. Cost depends on the residence hall assigned and the meal plan selected.

Tuition and Fees listed are for the 2016–2017 academic year and are subject to change without notice by the Board of Trustees, State Institutions for Higher Learning. Amounts listed are the Primary Expenses for MSU and are all required for each entering freshman.

89% of students get a job or get into graduate school within six months of graduation.

1,000 Study Abroad Programs in 80 Countries

175+ Programs including 15 Pre-Professional Programs

20,000 Students from 85+ Countries & All 50 States

19:1 Student-to-Faculty Ratio

You’ll get the attention you deserve.

scholarships.msstate.edu
majors.msstate.edu
honors.msstate.edu
studyabroad.msstate.edu
housing.msstate.edu
career.msstate.edu

AMONG THE TOP RANKED PUBLIC UNIVERSITIES IN THE SOUTH WITH THE BEST RETURN ON INVESTMENT -BESTVALUESCHOOLS.COM

1 OF 13 NATIONWIDE LAND-, SEA- AND SPACE-GRAnt INSTITUTIONS

admissions.msstate.edu/research
LOCATION
The University of Missouri is located in Columbia, a city of 115,000 people located between St. Louis and Kansas City. Columbia is considered a quintessential college town and has been consistently ranked one of the best places to live in the United States by *Money* magazine, *Fortune* magazine and *U.S. News & World Report*. Campus is located next to Columbia’s downtown district, within walking distance of hundreds of shops, restaurants, and art and music venues.

REQUIRED CURRICULUM

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 units</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4 units</td>
</tr>
<tr>
<td>Social studies</td>
<td>3 units</td>
</tr>
<tr>
<td>Science</td>
<td>3 units</td>
</tr>
<tr>
<td>Foreign language</td>
<td>2 units</td>
</tr>
<tr>
<td>Fine art</td>
<td>1 unit</td>
</tr>
</tbody>
</table>

One unit may be in speech or debate. Two units emphasizing composition or writing skills are required.

Mathematics:

Algebra I and higher

Social studies:

One unit must be a laboratory course.

Foreign language:

Same language

Fine art:


FAST FACTS

Student Population: 35,448

2015 Freshman Class: 6,191

Student to faculty ratio: 20:1

Average ACT score: 26

AAU Member

One of six universities nationwide with a veterinary school, medical school and law school on one campus.

ADMISSION REQUIREMENTS

You meet the requirements for automatic admission to Mizzou if you have completed the below required curriculum with good grades and you:

- Have earned a composite ACT score of 24 or higher.
- Have earned an SAT score of 1160 (redesigned exam) or a combined SAT critical reading and math score of 1090 or higher (pre-March 2016 exam)*
- Meet the scale below based on if you are from a ranking or non-ranking school.

<table>
<thead>
<tr>
<th>High School Class % Rank</th>
<th>Core GPA (non-ranking schools)</th>
</tr>
</thead>
<tbody>
<tr>
<td>top 52%</td>
<td>2.80</td>
</tr>
<tr>
<td>top 46%</td>
<td>2.90</td>
</tr>
<tr>
<td>top 38%</td>
<td>3.05</td>
</tr>
<tr>
<td>top 31%</td>
<td>3.20</td>
</tr>
<tr>
<td>top 22%</td>
<td>3.35</td>
</tr>
<tr>
<td>top 14%</td>
<td>3.50</td>
</tr>
<tr>
<td>top 6%</td>
<td>3.65</td>
</tr>
</tbody>
</table>

* Scores listed are based on the College Board’s new concordance table. Scores are subject to change. Please visit admissions.missouri.edu for the most up-to-date information.
** Students who attend non-ranking high schools will be evaluated for admission based upon their core grade point average in required core college-prep courses in combination with their standardized test scores. This is a GPA that MU recalculates with specified courses. It is not the transcript GPA.
MOST POPULAR CAMPUS PROGRAMS

JOURNALISM
The world’s first journalism school is also one of the most internationally renowned. It combines a broad liberal arts curriculum with hands-on, real-media opportunities. Students staff seven professional multimedia and multiplatform newsrooms as well as two strategic communication agencies that serve multinational clients.

BUSINESS
The Trulaske College of Business is AACSB-accredited and ranked in the top 10 percent of all U.S. undergraduate programs, according to U.S. News & World Report. Degree programs include a five-year combined bachelor/master’s degree in accountancy, as well as business and international business degrees in economics, finance, management and marketing.

ENGINEERING
Mizzou’s College of Engineering is a hub of groundbreaking research in multiple degree programs, including biological, chemical, civil and environmental, computer science, electrical, industrial, and mechanical engineering. Undergraduate students have access to state-of-the-art labs and research opportunities with faculty. Freshman enrichment and professional development programs help students succeed.

ESTIMATED COSTS, 2016–17 (Non-resident)
TUITION .............................. $25,998
ROOM & BOARD.......................$ 10,558
TOTAL ESTIMATED COST .............. $36,556

Automatic scholarships awarded upon admission
Mark Twain Non-Resident Scholarship

<table>
<thead>
<tr>
<th>Amount</th>
<th>ACT/SAT Score Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>$10,000</td>
<td>30–36 ACT or 1390-1600 SAT* (redesigned exam) or 1330-1600 SAT* (pre-March 2016 exam) and class rank in top 25%</td>
</tr>
<tr>
<td>$8,500</td>
<td>30–36 ACT or 1390-1600 SAT* (redesigned exam) or 1330-1600 SAT* (pre-March 2016 exam) and class rank in top 50%</td>
</tr>
<tr>
<td>$7,000</td>
<td>27-29 ACT or 1280-1380 SAT* (redesigned exam) or 1210-1320 SAT* (pre-March 2016 exam) and class rank in top 25%</td>
</tr>
<tr>
<td>$5,000</td>
<td>27-29 ACT or 1280-1380 SAT* (redesigned exam) or 1210-1320 SAT* (pre-March 2016 exam) and class rank in top 50%</td>
</tr>
</tbody>
</table>

*Scores listed for the redesigned SAT (offered after March 2016) are based on the College Board’s new concordance table. Scores are subject to change. Please visit scholarships.missouri.edu for the most up-to-date information.

All scholarships are subject to change without notice. They are not to be regarded as offers to contract. Many non-resident Mizzou students become eligible to file for Missouri Residency. This allows students to pay resident costs after freshman year. For more information, email residency@missouri.edu.

VISIT MIZZOU
Visit Mizzou any weekday by calling 573-882-2456 or visiting admissions.missouri.edu/visit. Experience Mizzou with our online tour: admissions.missouri.edu/online-tour

CONTACT:
Patrick Elmore
Assistant Director of Admissions
573-882-2458
ElmoreP@missouri.edu
Historically, one-half of our freshman class receives a merit scholarship. All merit scholarships come with either partial or full reduction of the out-of-state tuition rate, making USC an excellent value. For a full listing of scholarships and descriptions, visit sc.edu/admissions and select “Tuition and Scholarships.” All students who apply by December 1 are considered for scholarships. The expenses outlined above do not include financial aid or scholarship awards. These projected costs are intended to help students to anticipate expenses. Some students will spend more than the typical amounts, others less, depending on individual lifestyles and circumstances. A student’s eligibility for financial aid, however, will not be based on individual preferences and spending habits, but on the standard budget allowances.

Admissions Profile: Fall 2015 Enrolled Students

<table>
<thead>
<tr>
<th></th>
<th>All Freshmen</th>
<th>Honors College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Applications</td>
<td>25,730</td>
<td>2,767</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>5,190</td>
<td>488</td>
</tr>
<tr>
<td>SAT Middle 50%</td>
<td>1130–1280</td>
<td>1390–1470</td>
</tr>
<tr>
<td>ACT Middle 50%</td>
<td>25–30</td>
<td>31–33</td>
</tr>
<tr>
<td>Average Weighted Core GPA</td>
<td>4.01</td>
<td>4.65</td>
</tr>
</tbody>
</table>

See sc.edu/admissions for a full explanation of freshman requirements and updated Fall 2016 enrollment statistics.

Important Deadlines

- OCT. 15 Early Answer Deadline (decisions issued mid-December)
- NOV. 15 Honors College / Top Scholars Application Deadline
- DEC. 1 Regular Application Deadline (decisions issued mid-March)
- FEB. 1 Credentials Deadline (last chance to send in best scores for scholarship consideration!)

Estimated Freshman Expenses for 2016-2017 Academic Year

<table>
<thead>
<tr>
<th>Fall and Spring Semesters Combined</th>
<th>S.C. Resident</th>
<th>Non-resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Technology Fee</td>
<td>$11,814</td>
<td>$31,195</td>
</tr>
<tr>
<td>Housing (average traditional, suite)</td>
<td>$7,200</td>
<td>$7,200</td>
</tr>
<tr>
<td>Meals (average 10-21 Meal Plan)</td>
<td>$3,650</td>
<td>$3,650</td>
</tr>
<tr>
<td>Books and Supplies (average)</td>
<td>$1000</td>
<td>$1000</td>
</tr>
<tr>
<td>Total (varies with housing and meal options)</td>
<td>$23,864</td>
<td>$43,045</td>
</tr>
</tbody>
</table>

NOTES: Estimates for housing and meals include a range of costs dependent on individual selection. Additional academic fees apply to certain majors. Tuition, fees, housing, and meal plan expenses are subject to change by the Board of Trustees at any time.
As Gamecocks, your students’ potential has no limits!

We hope to see you soon!

The University of South Carolina is nestled in the heart of the state’s capital city. While the university is only two hours from the beach and the mountains, there is plenty to do in Columbia! Students enjoy hiking, biking, and river rafting. Plus, there are great shops, restaurants, museums and entertainment venues to explore.

Counselors, Come Visit! Schedule a campus tour with the Visitor Center at sc.edu/visit. Suzanne Cruea, your school counselor contact from admissions, works with the Visitor Center to ensure you receive a custom experience. You can contact Suzanne by phone at 803-777-0076 or by email at smedlin@sc.edu if you have any questions.

USC Representatives
Dr. Mary Wagner, Director
Undergraduate Admissions
Columbia, SC 29208
803-777-7700 | mary.wagner@sc.edu

Your Students’ USC Regional Representatives:
Chape Ovalle, Pennsylvania (Pittsburgh), Ohio
803-576-6120 | ovallecc@mailbox.sc.edu
Sharon Gramcko, Pennsylvania (Philadelphia)
803-576-6123 | sgramcko@sc.edu
Chris McCoy, Ohio
803-576-6086 | mccoychr@mailbox.sc.edu

Cleveland, OH
Charlotte, NC
Atlanta, GA
Pittsburgh, PA
Columbia, SC

400+ student organizations

Charlotte, NC
Atlanta, GA
Pittsburgh, PA
Columbia, SC
Charlotte, NC
Atlanta, GA
Pittsburgh, PA
Columbia, SC

As Gamecocks, your students’ potential has no limits!
GREETINGS FROM BIG ORANGE COUNTRY!
As the state’s land grant institution and flagship campus, the University of Tennessee, Knoxville, thrives on excellence, innovation, and tradition.
We are a community with a rich tradition of leadership and service, driven to achieve by the Volunteer Spirit.
Our campus is situated in the heart of Knoxville, a thriving modern city with the welcoming personality of a small Southern town.
We are proud to include more than 235,000 alumni as members of the Volunteer family and we look forward to welcoming new Vols to Rocky Top!

VISIT
We have events on our campus and in your area.
Tours allow students to learn about UT and Knoxville firsthand! We offer tours on weekdays with start times between 8:30 a.m. and 1:30 p.m. We also offer tours on select Saturdays throughout the year. Students should register at vip.utk.edu.
visit.utk.edu
admissions.utk.edu/events

APPLY
Students can apply for admission at vip.utk.edu or commonapp.org starting August 1.
November 1: Priority admissions and competitive scholarship deadline.
December 15: Regular admissions and institutional scholarship deadline.
apply.utk.edu

CONNECT
VIP (Vol-in-Progress): Students can create a VIP account at vip.utk.edu and stay in touch. As a VIP, students will receive up-to-date information about admission to UT and invitations to special events. This is also the portal for tour registration and the application for admission.
UT Counselors: Students can find their regional UT admissions counselor at admissions.utk.edu/find-your-counselor.
Undergraduate Admissions Office: admissions@utk.edu | 865-974-1111

WE ARE BIG ORANGE

THE UNIVERSITY OF TENNESSEE
UNDERGRADUATE ADMISSIONS
WHY BE A VOL?

Outstanding Academics
- 170+ undergraduate academic programs in 9 academic colleges
- Prestigious undergraduate honors and scholars programs

Emphasis on Experiential Learning
- Innovative opportunities for hands-on learning in and out of the classroom through civic engagement, real-world problem solving, and more

Vibrant Campus Life
- 500+ student organizations
- Greek life
- Leadership and service opportunities

Top-Notch, Quality Faculty
- 1,500+ instructional faculty
- 14 joint chairs for research shared with Oak Ridge National Laboratory

Big Orange Experience
- Students from all 50 states and approximately 100 countries
- 30+ diversity initiatives and programs

Volunteer Family
- 235,000+ alumni
- 60 alumni chapters worldwide

WHY KNOXVILLE?

Knoxville (pop. 180,000+) has the charm of a small town alongside the opportunities of a big city. Major research institutions and corporations call Knoxville home, giving our students access to world-class internship and career opportunities. Our music venues, museums and galleries, local sports teams, delicious restaurants, and eclectic shops offer something for everyone.

Knoxville offers the perfect backdrop for outdoor adventure, and our campus is situated on the banks of the Tennessee River and a short drive from the Great Smoky Mountains. Knoxville is also home to an expansive Urban Wilderness featuring more than fifty miles of trails as well as parks and greenways.

Favorite outdoor activities of UT students include:
- Hiking
- Biking
- Paddleboarding
- Rafting
- Kayaking

$41.8 MILLION SCHOLARSHIPS AWARDED ANNUALLY BY UT

17:1 STUDENT TO FACULTY RATIO

26 NEW & IMPROVED FACILITIES IN THE PAST 5 YEARS

MID-50% ACT SCORE 24–29

1:1 FEMALE TO MALE STUDENTS

95 COUNTRIES REPRESENTED

1,500+ FULL-TIME INSTRUCTIONAL FACULTY 86% WITH HIGHEST DEGREE IN FIELD

*Numbers based on 2014-2015 school year.
MAJOR TEXAS A&M DEADLINES

**DEC 1**
FALL/SUMMER ADMISSION & SCHOLARSHIP DEADLINE

**MAY 1**
ADMISSION CONFIRMATION DEADLINE

**MALE AND FEMALE POPULATION BREAKDOWN**

**51%**

**49%**

**FRESHMAN NUMBERS**

APPLICATIONS 34,291
ACCEPTED 22,379
ENROLLED 9,800*

* Source: Preliminary Fall 2016 Enrollment Data. Office of Admissions
AVERAGE COST OF ATTENDANCE
FOR IN-STATE RESIDENTS NOT LIVING AT HOME

$27,272 PER YEAR*

*out of state tuition averages $47,988/yr
financialaid.tamu.edu

ROOM & BOARD 43%
TUITION & FEES 39%
BOOKS & SUPPLIES 5%
TRAVEL 3%
MISCELLANEOUS 10%

OUR LOCATION

90%
FRESHMAN TO SOPHOMORE RETENTION RATE

ACADEMIC PROFILE
Middle 50th percentile

1100 – 1320 SAT (CRITICAL READING + MATH)
24 – 30 ACT (MATH + ENGLISH)

Data Sources: Office of Admissions, Scholarships & Financial Aid, Data and Research Services, and THECB

HOW WE STACK UP

FLAGSHIP STATE UNIVERSITY WITH MORE THAN 64,000 STUDENTS

INTERNATIONALLY RECOGNIZED FACULTY

ONE OF THE LARGEST UNIVERSITY CAMPUSES IN THE WORLD

MAJOR RESEARCH UNIVERSITY (LAND, SEA AND SPACE GRANT)

MORE THAN $866 MILLION INVESTED IN RESEARCH

ONE OF THE “BEST COLLEGES IN AMERICA FOR YOUR MONEY” (Money Magazine, 2015)

RANKED IN THE TOP 10 UNIVERSITIES WITH MOST GRADUATES NOW CEO IN FORTUNE 500 (UniversityHerald Reporter, 2016)

4TH AMONG PUBLIC UNIVERSITIES IN “BEST COLLEGES FOR YOUR MONEY” (Money Magazine, 2016)

SCOTT MCDONALD
Assistant Vice President & Director of Admissions
smcdonald@tamu.edu
(979) 458-0996

LYNN BARNES, JR
Director of Recruitment
lbarnes@tamu.edu
(979) 458-0971
Highlights

Expanded Financial Aid Program
We make three important commitments to U.S. citizens and eligible non-citizens to ensure that students from many different economic circumstances can enroll at Vanderbilt. First, our admissions process is need-blind. Second, Vanderbilt meets 100% of a family's demonstrated financial need for all admitted students. Third, financial aid awards do not include loans. This initiative does not involve income bands or income cutoffs that limit eligibility.

The First-Year Experience and Beyond
First-year students live and learn together in the 10 houses of The Martha Rivers Ingram Commons, each guided by a faculty head of house, a professor and mentor who lives among the students of the house. Warren and Moore Colleges, Vanderbilt’s newest residential options, expand opportunities for upperclassmen to experience living-learning communities.

Location
Nashville, Tennessee
Located in the heart of the city, Vanderbilt University is situated on 330 acres of park-like campus in one of Nashville’s most vibrant areas. Known for its unique blend of cosmopolitan flair and small town charm, Nashville is consistently ranked as one of America’s friendliest cities.

The Nashville area is home to a diverse population of more than 1.7 million. The climate is mild and pleasant, with plenty of sunshine and four distinct seasons. Nashville is served by the Nashville International Airport, which is a 15-minute cab ride from campus.

Estimated Cost of Attendance, 2016/17
Tuition 44,496
Housing 9,772
Meals 5,190
Books and Supplies 1,294
Activities Fee/Rec Center Fee 1,114
Personal Expenses 2,788
Travel Allowance Varies
First-Year Experience Fee 732
New Student Transcript Fee 30
Estimated Total $65,416 (plus travel)

First-year Engineering
Laptop Allowance $1,500*
Engineering Lab Fee 650*

*For engineering students only

In addition to Vanderbilt’s expanded financial aid program, Vanderbilt has three signature merit scholarship programs. Recipients of these scholarships are guaranteed full-tuition awards plus summer stipends for study abroad, research, or service projects. These merit scholarships require a separate application, available to students via their MyAppVU portal after they have applied for admission.
Visiting Campus

**admissions.vanderbilt.edu/visit**

Prospective students and their families are encouraged to visit campus and should take advantage of our many visit opportunities. In addition to our daily information sessions and campus tours, we host the following visit programs:

- **Black and Gold Days**
  Held on six different dates early each year, Black and Gold is a program for high school freshmen, sophomores, and juniors that is designed to help students get started on their college search.

- **PreVU**
  This is a summer visit program for rising high school seniors, offering students and their families an in-depth look at Vanderbilt inside and outside the classroom.

- **‘Dore for a Day**
  This half-day program is designed for high school juniors, seniors, and admitted students and offers a chance to shadow a current Vanderbilt student.

If prospective students and their families can’t make it to campus, our Virtual Tour is a great way to see campus and learn about Vanderbilt. Find it here: [vu.edu/tour](http://vu.edu/tour).

Vanderbilt Visits You

**admissions.vanderbilt.edu/travel**

Vanderbilt admissions representatives travel across the country and internationally to meet prospective students and their families. We visit high schools, attend college fairs, and begin the travel season in May with a series of Road Show receptions from coast to coast.

Contact Information

**Amy Smith**
Senior Associate Director of Undergraduate Admissions
amy.r.smith@vanderbilt.edu
(615) 343-0474

**Office of Undergraduate Admissions**
Vanderbilt University
2305 West End Avenue
Nashville, TN 37203
(615) 322-2561
(800) 288-0432

---

**1,607**

**FIRST-YEAR STUDENTS ENROLLED FALL 2015**

- Minority students: 38.8%
- International: 7.5%

- ACT Middle 50%: 32–35
- SAT Critical Reading Middle 50%: 710–790
- SAT Math Middle 50%: 720–800

- 91% ranked in the top ten percent of their class (for those whose high schools reported rank)

- 2/3 FROM STATES OUTSIDE THE SOUTHERN U.S.

- 51/49 % first-year students Fall 2015

---

*Vanderbilt requires either the SAT or the ACT. SAT Subject Tests are optional. If official scores are sent to Vanderbilt, they may be considered during the application review process.*
Emergency Contact Information

University of Alabama Police Department
(205) 348-5454

DCH Medical Center
809 University Blvd. E.
Tuscaloosa, AL 35401-2029
(205) 759-7111

University Medical Center
850 5th Avenue East
Tuscaloosa, AL 35401
(205) 348-1770

For non-medical emergencies contact:

Jennifer Greer- UA Liaison
jdgreer@ua.edu
Cell number: 205-394-3194

Amanda Bergeron
abergeron@ccs.ua.edu
Cell number: 205-310-3480

Kate Cobb- Dr. Greer’s Assistant
kacobb1@ua.edu
Cell number: 607-343-6722
SEC ACADEMIC LEADERSHIP DEVELOPMENT PROGRAM (SEC ALDP)
October 17-19, 2016 | University of Alabama
October 17 – 19, 2016
Bryant Conference Center, Hotel Capstone
320 Paul Bryant Drive
Tuscaloosa, Alabama 35401

WI-FI Information

Bryant Conference Center
SSID: UA-BryantConfCtr
Password: Bama#One

Hotel Capstone
SSID: Hotel Capstone
*No Password required*

Other Locations on Campus
SSID: UA-WPA2
Username: bcc-guest
Password: logmein*