

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 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?

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?

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?

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?

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:

REDUCING 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?

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?

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?

Exercise 13:

LAWNMOWER 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?

Exercise 19:

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.

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?

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?

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?

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?

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**

Rank	Age Intervals (Years)												Total	
	Below 25		25-34		35-44		45-54		55-64		65 or above			
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Professor					18	2	103	29	159	40	81	11	361	82
Assoc. Prof.			2	7	90	64	73	48	60	35	13	5	238	159
Asst. Prof.			28	53	76	49	11	13	9	7	3		127	122
Instructor/ Lecturer			14	19	19	17	6	8	4	8	1		44	52
Visiting			3		3				1				7	0
Total	0	0	47	79	206	132	193	98	233	90	98	16	777	415
% of Total	0.0	0.0	10.6	18.8	28.4	31.2	24.4	23.5	27.1	24.4	9.6	3.8	100.0	100.0

* Includes instructor through department head.

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

Rank	Gender				Total	% of Total
	Male	% of Rank	Female	% of Rank		
Professor	361	81.5	82	18.5	443	37.2
Associate Professor	238	59.9	159	40.1	397	33.3
Assistant Professor	127	51.0	122	49.0	249	20.9
Instructor/Lecturer	44	45.8	52	54.2	96	8.1
Visiting	7	100.0	0	0.0	7	0.6
Total	777	65.2	415	34.8	1,192	100.0

*Includes instructor through department head.

**Faculty Distribution (Full Time)*
By Years of Service, 2012-13**

Rank	Years of Service														Total	
	0-4		5-9		10-14		15-19		20-24		25-29		30-Up		M	F
	M	F	M	F	M	F	M	F	M	F	M	F	M	F		
Professor	11	2	22	7	47	14	41	17	95	25	59	11	86	6	361	82
Assoc. Prof.	21	11	91	65	44	48	25	17	25	12	18	6	14		238	159
Asst. Prof.	98	98	21	18	2	3		1	1		1	1	4	1	127	122
Instructor Lecturer	35	29	6	15	2	5	1	3							44	52
Visiting	7														7	0
Total	172	140	140	105	95	70	67	38	121	37	78	18	104	7	777	415
% of Total	26.2		20.6		13.8		8.8		13.3		8.1		9.3		100.0	

* Includes instructor through department head.

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

Rank	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Professor	\$84,153	\$92,011	\$95,439	\$100,516	\$105,058	\$105,600	\$104,805	\$104,967	\$107,594	\$109,860
Assoc. Prof.	62,534	65,251	68,050	71,404	74,611	74,025	74,154	74,568	76,313	77,099
Asst. Prof.	53,577	57,399	59,807	61,745	64,252	63,249	63,758	63,374	66,015	68,475
Instructor/ Lecturer	32,308	31,323	31,655	34,843	34,968	34,436	36,036	37,732	40,834	42,301
All Ranks	\$67,363	\$72,460	\$75,325	\$79,696	\$82,223	\$80,454	\$81,060	\$80,491	\$82,941	\$84,556
Regional **	\$71,977	\$75,417	\$77,825	\$82,388	\$85,508	\$88,064	\$89,145	\$89,009	\$91,220	\$92,863

*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.

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?

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?

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?

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?