



TEXAS A&M UNIVERSITY
Faculty Affairs

Supporting You in Your Role as a Leader

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Types of Issues



TEXAS A&M UNIVERSITY
Faculty Affairs

Managing Faculty

Faculty-Related Grievances

Managing Staff

Resolving Student Complaints & Issues

Planning for Student Programs

Investing Resources

Managing Faculty



TEXAS A&M UNIVERSITY
Faculty Affairs

Hiring

Evaluations

Promotion & Tenure

Retention

Development

Compliance and Reporting

Climate Issues

Resources

Office of the Vice President for Faculty
Affairs (Faculty Affairs)

Human Resources & Organizational
Effectiveness (HROE)

Office of the Vice President for
Research (VPR)

SCENARIO #1



During annual evaluations, you find an associate professor 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 service 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 head, but no limitations on time or reporting were put in place. Although he has not officially reported this activity, 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 head, 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.

SCENARIO #2



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. 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.

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.

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.

SCENARIO #3



TEXAS A&M UNIVERSITY
Faculty Affairs

You received a complaint from Jennifer, an Associate Professor in your department. Jennifer has been with your department for the past 15 years and there is no other female Associate Professor in her track and rank with the same years of experience.

She claims in her complaint that she feels she has been overlooked by the department. Her research productivity and publications, she claims, are at the same level or above her male colleagues similarly situated with the same years of experience.

Jennifer further claims that the teaching output and service engagement is also significant. Her annual evaluations are satisfactory in the three areas of performance. However, she claims her salary is below that of her male counterparts.

SCENARIO #4



TEXAS A&M UNIVERSITY
Faculty Affairs

Robert is an APT faculty member in your department. He has been in the position for the past three years. However, due to a variety of issues including low student ratings, low student registration for this class, and low annual evaluation ratings, you gave him a notice of nonrenewal. Robert has indicated to you that he wishes to appeal the nonrenewal.

SCENARIO #5



TEXAS A&M UNIVERSITY
Faculty Affairs

John, a tenured professor who is coming up for tenure and promotion, has expressed concern to Jackie, a tenured associate professor, about Blake. Blake is an influential tenured professor who chairs a research committee in your department in which John and other tenure track professors are members. According to Jackie, Blake is going to present a proposal to the committee which he expects the committee to pass. John, and other tenure track committee members believe the proposal should be voted down, but they fear to do so because Blake is on the P&T committee.

Managing Staff



TEXAS A&M UNIVERSITY
Faculty Affairs

Hiring

Evaluations

Retention

Development

Reporting Lines

Climate Issues

Resources

Human Resources & Organizational
Effectiveness (HROE)

Office of the Vice President for Faculty
Affairs (Faculty Affairs)

SCENARIO #1



Deborah, a staff member in your department, asks to meet with you. During the meeting, she voices the abusive behavior that Mary, a faculty member, displays with the staff under her. The staff are afraid of Mary.

You ask for specifics and Deborah provides you with examples of abusive behavior such as yelling, belittling, and condescending attitude. Deborah further makes a side comment to indicate that this behavior seems to selectively direct to certain individuals.

SCENARIO #2



Joe, a staff member in your department, is charged with making cash deposits from your clinic to the bank. He meets with another staff member to count the cash, seal the package for deposit, and sign off on the deposits before leaving to make the deposit.

He leaves late one day and misses the bank operating hours, and the package he has to deposit is too large for the after-hours deposit bin. He calls his supervisor for instruction, who tells him to take the deposit to another location that has later operating hours.

He is pressed for time, however, and decides to open the package and redistribute the cash into several smaller packages that will fit in the bin. The next day, he lets his supervisor know what happened, and the supervisor reports it to you.

Resolving Student Complaints & Issues



TEXAS A&M UNIVERSITY
Faculty Affairs

Conflict with an Instructor

Grade Appeals

Mental Health Issues

Authorship Conflicts

Graduate Student Employment

Resources

Division of Student Affairs

Graduate & Professional School and
Ombudsperson

Office of the Vice President for
Research (Authorship Conflicts)

SCENARIO #1



TEXAS A&M UNIVERSITY
Faculty Affairs

Four students ask to meet with you about a course they are taking; you agree. The students 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.

SCENARIO #2



TEXAS A&M UNIVERSITY
Faculty Affairs

The Faculty Affairs Office has referred to you a Tell Somebody Report. The Report is from a student in which the student complains about Dr. George, a faculty member in your department.

According to the report, Dr. George singled out the student in class and proceeded to chastise the student in front of the class. The student further claims that this is not the first time Dr. George has displayed an abusive behavior in class and that students are fearful of Dr. George's temper.

Planning for Students & Programs



TEXAS A&M UNIVERSITY
Faculty Affairs

Resources

Evaluating Course Needs and
Scheduling

Office of the Provost

Managing Faculty Workload to Meet
Course Needs

Office of the Registrar

Providing Direction for Students to
Resources

Office of Academic and Business
Performance Analytics (TAMU by the
Numbers)

Growing, Adding, Teaching Out
Programs

Faculty Affairs

Education Board

SCENARIO #1



TEXAS A&M UNIVERSITY
Faculty Affairs

You're working with your department team on developing a spring semester schedule. Your department scheduler tells you that there have been increasing pressures on enrollment the last year, with courses filling quickly and majors complaining about not being able to get into required classes.

A quick review of the fall and spring suggests that the department needs to offer five more sections than had been planned.

SCENARIO #2



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Student interest in a graduate program in your department has been decreasing steadily. There are currently two students enrolled in the 5-year program, and there is one faculty member who offers courses in the program curriculum.

Several faculty members are strong advocates for the need for the program, stating that it is common for nationally prominent programs to include this area of study.

Investing Resources



TEXAS A&M UNIVERSITY
Faculty Affairs

Resources

Research Support

Strategic Investments & Policies

Space Allocations

Office of Academic and Business
Performance Analytics (TAMU by the
Numbers)

Office of the Vice President for
Research

Faculty Affairs

Division of Operations

SCENARIO #1



One of your faculty members, Professor Best, is an international star in her field and runs a large research operation. One of her strengths is finding new areas of research and conducting ground-breaking studies in a new field before it gets "hot." 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.

SCENARIO #2



TEXAS A&M UNIVERSITY
Faculty Affairs

You are identifying the research lab space available for an incoming assistant professor. During a walk through of your unit, you notice that a desirable space appears to be used for storage, with dust on equipment and no visible signs of activity.

You reach out to the faculty member assigned that space, and they explain that their lab funding has been limited, but they have submitted two grants that have a high likelihood of funding and require that specific space.
