Case Study #2-
Wand Control at Hogsmeade University

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Overview

Hogsmeade University of Witchcraft and Wizardry is a midsize public institution in the Northeast. A primarily liberal campus, there is a small but vocal conservative minority, largely made up of the student group Hogsmeadians for Liberty (HAL). HAL sponsors a controversial speaker, Severus Riddle, to come to campus for a forum on wand rights. During the forum, chaos broke out in the crowd, narrowly avoiding physical violence and injury. The next day, Vice President of Student Affairs Albert Longbottom and Dean of Students Robin Granger discuss how to avoid a fiasco like this in the future.

Decision Issues

What is Hogsmeade University's immediate response to the prior night's events?

What guidelines should there be for invited speakers and events on-campus?

How does Hogsmeade University avoid this campus response in the future?

How do we empower students to have and to facilitate civil discourse?

Key Facts

Key Stakeholders/Decision Makers

Essential Facts

Additional Information

Who is involved?

Decision makers:

VPSA Albert Longbottom

Dean Ron Granger

Stakeholders:

Magical Peace Action Committee (led by Hermione Lovegood)

Hogsmeadians for Liberty (led by Draco Blasini)

Campus Aurors

What We Know

- Institutional leadership wants to be very cautious not to infringe upon student organization's free speech rights
- They want to avoid future conflicts and especially violence at future events
- HU currently has very lax event planning protocols
  - Students only have to get funding approved by the Student Ministry of Magic and reserve a space
  - They are not required to submit any paperwork to administration, nor must they notify Campus Aurors of a potentially controversial event/speaker

Influencing Literature

Restorative Justice (Zehr, 2002; Nienow & Stringer, 2016)

In a restorative justice lens, there are five main questions being asked:

1. Who has been hurt?
2. What are their needs?
3. Whose obligations are those?
4. Who has a stake in this situation?
5. What is the appropriate process to involve stakeholders in an effort to put things right? (Zehr, 2002, p. 38).

With the heated nature of the events following the Hogsmeadians for Liberty forum, we found it essential to recognize all aspects of the incident in order to enact effective change.

Our course of action included an immediate response of an on-campus town hall. The structure and agenda of this meeting will be influenced by restorative justice principles and the concept of restorative circles.

This type of process "brings together the people involved in and impacted by a conflict– including community members– to promote understanding, self-responsibility, and action," (Fien, 2012, para. 5, as cited in Nienow & Stringer, 2016).

Kotter's (1996) Eight Stage Process of Creating Major Change

When we enter our case study, we have been charged by Vice President of Student Affairs Albert Longbottom to sketch out thoughts about t**he charge for the committee** and to **begin to put the group together.**

1. Establishing a Sense of Urgency
2. **Creating the Guiding Coalition**
3. **Developing a Vision and Strategy**
4. Communicating the Change Vision
5. Empowering Employees for Broad-Based Action
6. Generating Short-Term Wins
7. Consolidating Gains and Producing More Change
8. Anchoring New Approach in Campus Culture

Kuh's (1991) *Involving Colleges*

Overall, *Involving Colleges* focused on how to successfully foster student development and learning through extracurriculars such as student organizations.

- "Institutional agents must also be willing to share control of the institution with students and be open to the possibility that there are many ways to achieve institutional purposes" (p. 346).

- "Do not overstructure or overorganize the out-of-class experience for students; do just enough to enable students to develop and implement their own educationally purposeful activities," (p. 346).

Kuh (1991) grounded our response in the protection of student learning opportunities even when things maybe uncomfortable and heated. It explicitly provided a group positionality based in literature.

BARTS Model
(Green & Molenkamp, 2005)

Boundaries: Thought of as " the container for group work," boundaries for our student groups will clearly define and guide how students will engage the work they desire to achieve (p. 2). For this case study, this work, specifically, means event planning and management.

Authority: Students at Hogsmeade University have the formalized authority through their recognition by Student Government. Due to organizational structure, Student Government falls under Campus Activities and Student Engagement within the Division of Student Affairs. This instills formal authority to the student group.

BARTS Model
(Green & Molenkamp, 2005)

Role(s): For our student groups, the defining roles for the events will be essential to keeping communication open between HU Event Squad and the planning student group. On our event planning sheet, student groups must indicate who will serve as the point person for the event.

Task(s): In order to have students focused on the purpose and success of an student-sponsored event, they will be asked to list and delegated related tasks to the planned event. Key things considered funding, staffing the event, etc.
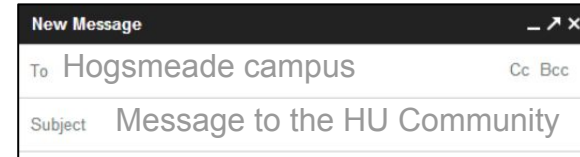
Course of Action

Communication from and with the Administration

Next week: Email from Dean Granger to the entire campus community

Next month: Town hall meeting available to all students encouraging input in event process

Develop a Guiding Coalition

VP of Student Affairs Longbottom has asked us to develop and assemble the responding committee. To do so, we will be drafting a committee charter. (See handout/next slide)

Our foundational charter consists of:

- Purpose/Mission Statement
- List of key stakeholders serving
- Committee responsibilities
- Individual responsibilities

(UMS Maxient User Group, 2017)

HU Events Squad Charter

Hogsmeade University Event Squad (HUES)

Purpose

The purpose of the HU Event Squad is to aid in safely bringing outside speakers to and/or holding events on campus which will enrich the campus community.

Executive Sponsors

- Vice President of Student Affairs, Albert Longbottom

Represented Stakeholder Groups

The represented stakeholder groups guided by Kotter's, *Putting Together the Guiding Coalition*, including position power, expertise, credibility, and leadership (1991, p. 57)
- Campus Police/Safety
- Division of Student Affairs
- Undergraduate Student Government Representative
- Faculty Senate Member
- Office of Campus Activities and Student Engagement
- Auxiliary Services

Committee Membership

- Representation from all key stakeholder groups (and/or designee).
- Members should have a broad knowledge base and understanding of the event/guest speaker process.
- Membership for HU EVENT SQUAD is an academic year commitment and will be reviewed annually.
- Meetings will be held monthly or as determined by the group either in person or via technology.

Chair: Dean of Students, Ron Granger

Committee Responsibilities

This work will be accomplished through a collaborative approach that benefits the University of Hogsmeade University as a whole.

- HUES will strive for the use of common practices across stakeholder groups whenever possible.
- Ensure appropriate information distribution related to event process including electronic accessibility.
- Assess event process after each event or at least once per month
- Review and recommend changes to policies and procedures, including this charter, as needed and recommend.

Individual Roles and Responsibilities

The expectations of individuals fulfilling the role of a HU Event Squad member include:

- Attend and actively participate in HUES meetings and any sub-groups
- Representatives are expected to bring forward feedback and/or concerns about events from their constituency.
- Contribute to effective communication between stakeholder groups.
- Actively support decisions made by HUES and report back to constituencies about actions and decisions.

Adapted from UMS Maxient User Group 2017

Event Planning Sheet for Student-Sponsored Events

Created using Green and Molenkamp's (2005) BART system of group and organizational analysis

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Event/Invited Speaker Proposal Form

Hosting Student Organization Information

Organization Name: _____

Contact Name: _____

Contact Email Address: _____   Contact Phone Number:_____

Funding Source(s): _____   Funding Amount: _____

Event/Speaker Information

Event/Speaker Name: _____

Organization/Institution (if applicable): _____

Topic Overview: _____

Date/Time: _____   Location: _____

# of Expected Guests: _____

REQUIRED - Advisor (print and sign): _____   Date: _____

For Internal Office Use

☐ Approved
☐ Approved with Modifications

   Modifications:

☐ Re-submit with significant modifications

HUES Chair Signature: _____   Date: _____

This form should be returned directly to the Division of Student Affairs located in Black Cat Union

Fin

References

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