

## Personal Information

**Black n' Red**

Name Jean Cunningham

Dates of use February 2015 - August 2015

If this book is found please contact

[REDACTED]

Guide to book contents

Important contact details



Use this page as a quick reference to the book's contents during use and for archiving purposes

[www.BlacknRed.com](http://www.BlacknRed.com)

Not Responsive

(FRB)

4 February 2015 - Faculty Review Committee (Edmondson, Moon)

> Two levels:

~ Early warning system that incorporates alerts in the right places

> Pull language from green book (honesty, integrity, respect)

• Community standards, Dutch Bibas back-up

• Committee in place - Forest, Len, Andy  
Gilson

16 February Any time after 1:30- check w Paul and

Send calendar invite

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16 February - Amy, Youngme (by phone), Paul

> 4th floor Morgan quad - looks from conference room

• Framing - standards of professional conduct, community standards  
(more aspirational, less punitive)

Youngme

• Clear that a fair amount happens at a local level

• Combination of clarity and vagueness

• Not just misconduct - more aspirational - pervasive lack of respect (people who are behaving badly often)

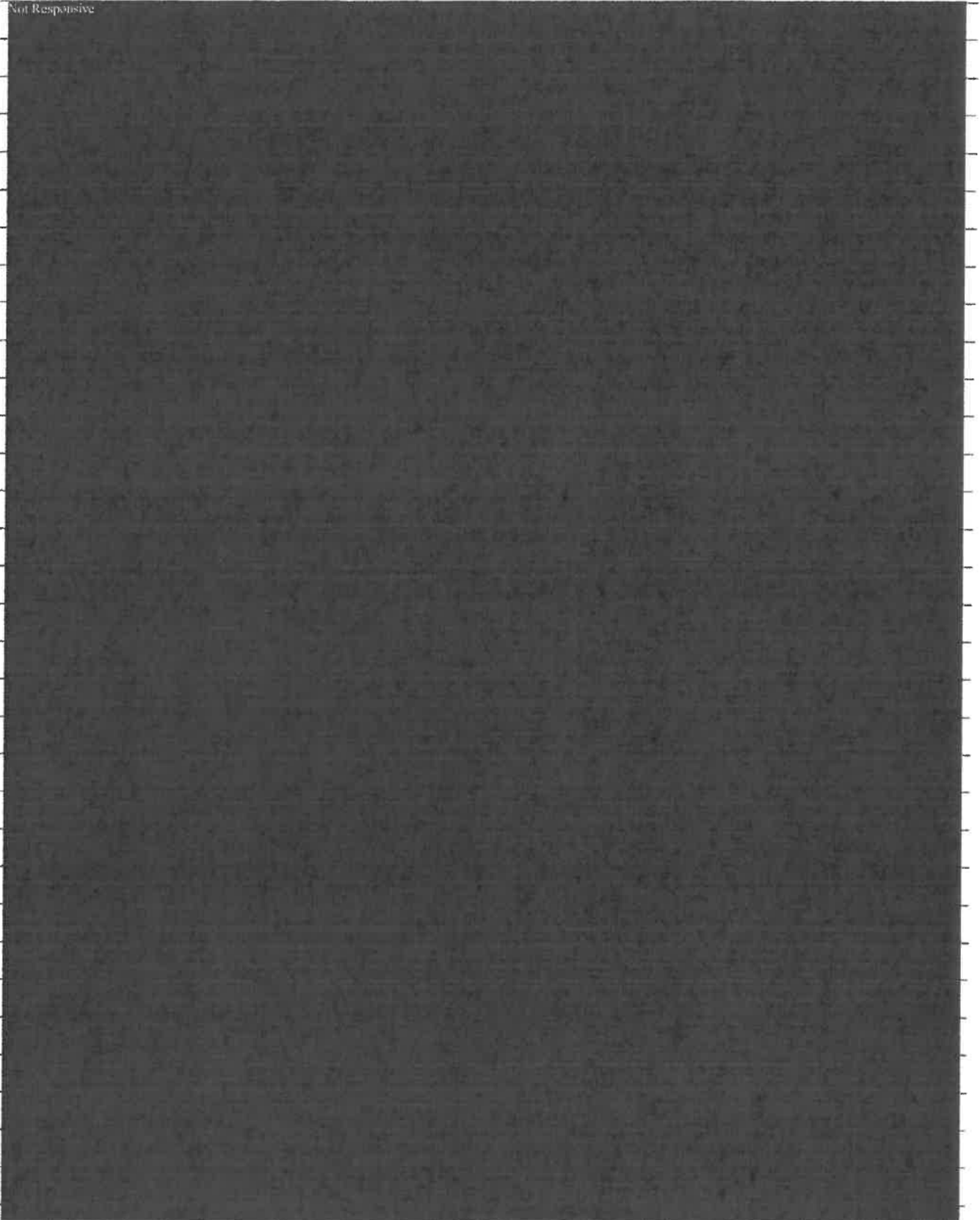
Paul: For all tenure cases, or before, is there a review? How do we avoid bias - e.g., more cases being brought against women?

↳ do we do a review with everyone in Year 7? or 2 years before tenure review?

★ Take a look at roster of promotions (both associate and full)

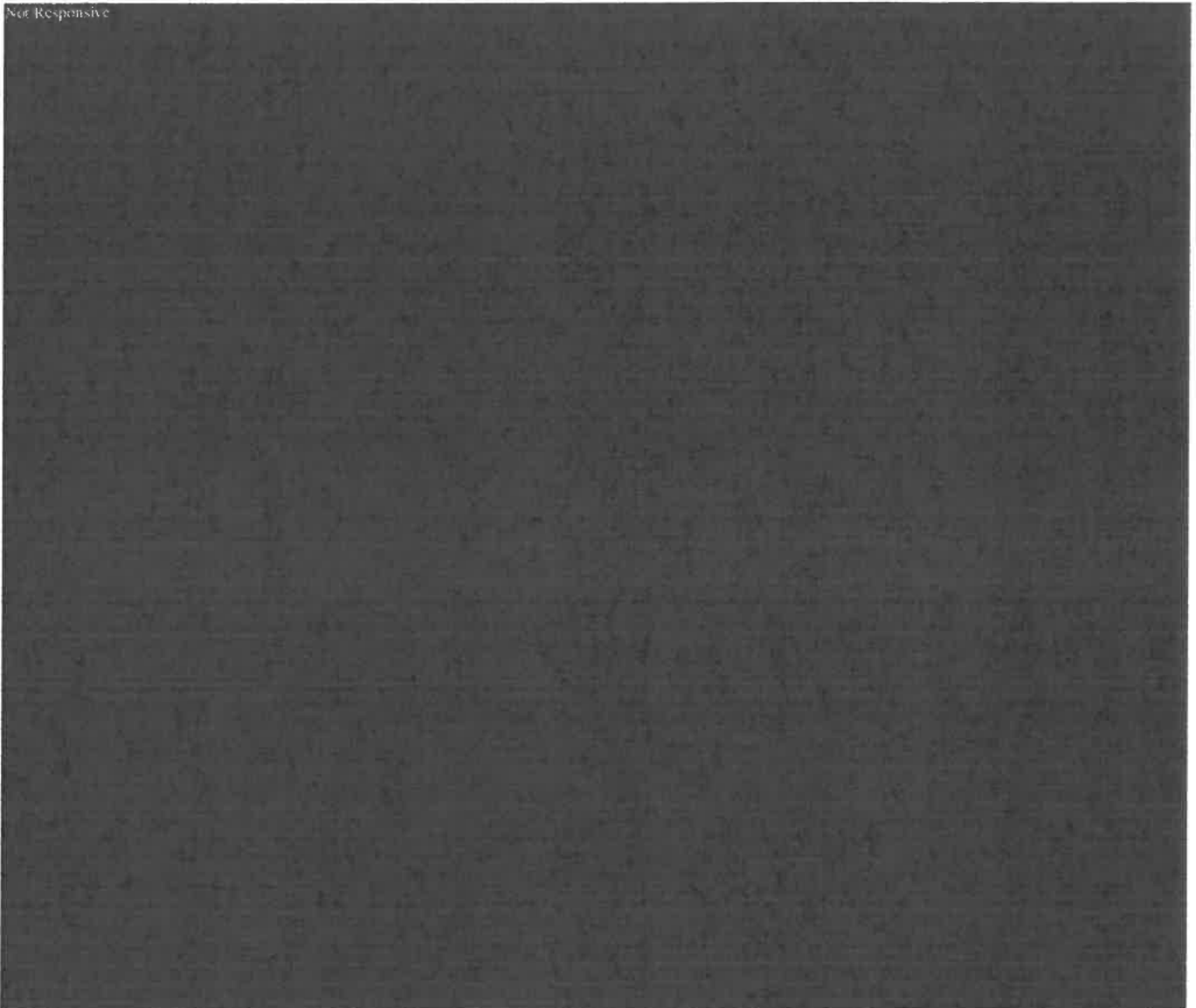
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4 March 2015 - Nitin

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> FRB - look at how we enact this



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**HBS0022427**

JA-0517

8 April 2015 - Lynn

- Vagueness of language - will people worry about police state?
- Cover memo - better explanation
- Tone and format - third party versus "we"
- Different terms, proliferation - can we do a better job acknowledging them - much is practice and not even written down
  - is our behavior consistent w practices and policies?
- Who can bring an allegation? (be clear on members of community)
- Concerns rather than allegation
- What triggers the FRB? Are serious cases the ones that are the easiest to resolve? Not just serious - can be complexity, potential for repercussions.
- Reports to external experts - 13a
- Standard of proof: evidence that standard/requirements have been met versus whether or not a violation has occurred



- Focus first on what we're trying to accomplish and less on interaction with AC - don't overreact to trigger
- > Addressing Concerns about Faculty Behavior (different title)
- Does Dean have right to reject the recommendations / findings of the FRB?

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#### FRB

- > responsibilities within the classroom environment? Extent to which faculty model the behavior.
- > staff who don't feel comfortable raising issues w faculty - greater visibility in EE leading to interesting outcomes
- > retaliation - concern?
- > what do we do about staff?
- > will staff feel comfortable coming forward? Who will they go to?
- > opportunity for Niten to discuss and socialize

12 May 2015

- Subcommittee will ask subset of unit for letters
- Will ask for specific letters on ~~research~~ teaching and course dev.
- Subcommittee vote and Standing committee vote - both will go to AG
- Subcommittee will write 1-2 pp. summary / addendum following feedback / discussion of Standing committee.

↳ all of this goes to the full faculty

- for discussion for tenure
- for review for Associate

Standing committee - may ask people to join the discussion (from unit or from elsewhere)

Upcoming meetings:

2014 new hires, 2016 packages

June for people submitting packages in February

Different messaging for faculty at different phases

- new - road map, Third Year Review
- Associate - standards, process
- Tenure - multiple audiences

Paul will email Associate and Tenure faculty

For cases next year: exploring evidence to bring to bear (think people are using it anyway; want to be sure we are using it appropriately)

Also heads up on videotaping courses - allow reviewers to see without being physically present.

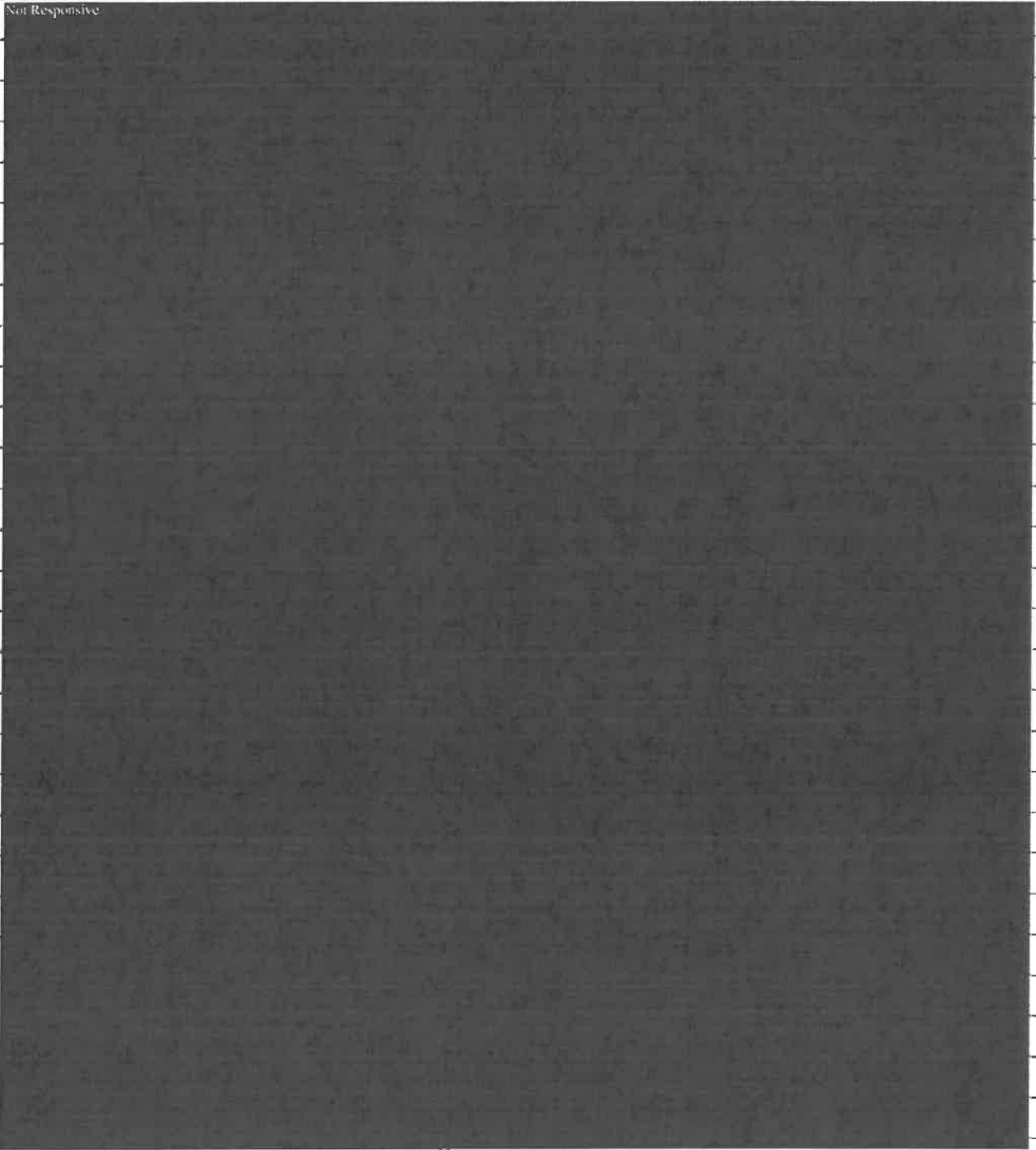
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30 June - Ellen, Bob

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Healy: Dealing with implementation of AC process recommendations.

○ Overlap with FRB

- Subcommittee receives FRB report
- standing committee (would review subcommittee report and FRB report)
- Big Room

Narayandas: Fourth path - FRB simply means person has to withdraw

Nohria: Past history here - have always had cases reviewed, but typically by an elder statesman.

Now process engages the candidate more fully - greater transparency.

If FRB deems that the candidate has failed to meet our standards, think that most candidates will choose to withdraw.

Nohria: Need to make sure we are connecting the dots - collecting information

Ely: Is the FRB's role punitive or developmental? Would favor the latter... and worry that the FRB will be insufficient.

Nohria: Would hope that most issues are handled locally, and with a developmental focus.

Kaplan: Think we should do more around training.

Healy: Envision the SAD playing a more proactive role.

Sahlman: Would note that we have never discussed faculty issues - maybe we should do more of this.



23 July 2015 - FRB meeting (Reinhardt, Schlesinger, Crispi, Edmondson)

- > Chinese restaurant - how to evaluate against green book or FRB document. Serious damage to reputation of School.
- Blinkx even more disturbing - would want more information.
- > Blinkx
  - do OA policies permit?
  - Ben didn't care what his clients did - causes him concern
  - left w only Ben's assertion that the company did nothing illicit.
- > Restaurant: Should know better. Bad form, and it hurt - is it part of a pattern? Is he thick, doesn't learn? Is there evidence of improvement in his behavior over time?
- > No remorse; no awareness of effects of action.
- > Crusader against wrong-doing - ok, but that needs to be paired with judgment.
- Len: Committee will need to be cautious and sensitive to Ben's likely response / tendency to parse language.
- Angela: Sense of defending / being in litigation mode.
- Hits across every area of the School.
- Len: FRB should go back and examine some of these earlier incidents - pattern.

117 Western Ave = Spangler  
25 Harvard way = EMT

- > Real job here - come up with recommendation.
- > Pattern of behavior - definite evidence of consistency around interactions.

Len: would look at Blinky differently from the others.

① Develop a chronology of the staff interactions

②

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- > ASK for a copy of the ~~submitted~~ personal statement
  - potential for reputational harm
  - how you interact with others
- ⇒ set up next meeting for late next week (Friday)

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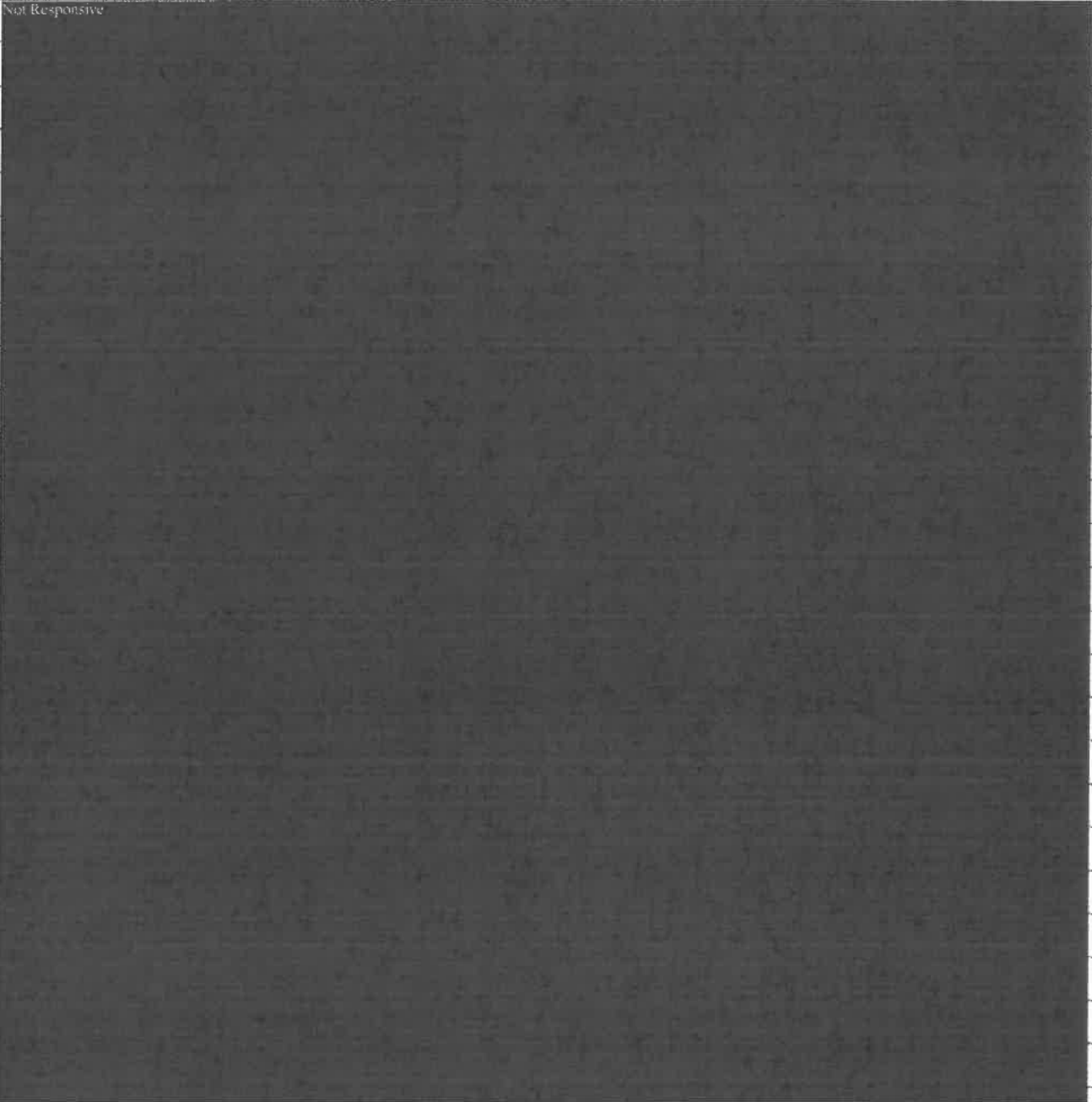
### FRB work

- > uncovering of difficult encounters / reporting of chronology
- > BE - inability to separate personal interests; champion of the little guy

Idea / priority list

- Convening - 3 day activity - all conferences together

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31 July 2015 - Faculty Review Board (Amy, Angela, Len, Frest)

> Tone of interactions w faculty - Surprised by apologetic tone, across staff

> This round felt like a personnel file - has anyone actually spoken to Ben about his behavior? Low self-awareness or understanding of impact on others.

Is it late to be getting to the FRB? Is there data that it's been discussed with Ben, or with his unit? Concerned about this from a legal perspective, and from point of view of process.

So other 2 issues elevate<sup>in</sup> importance - institutional impact.

Edmondson: But collegiality more generally - do we want this person as a senior colleague?

Unaware of the staff time he's consuming.

Schlesinger: Always seems to go into staff interactions with assumption of ill intent.

Reinhardt: Did this come up at all during the Associate review?

Saw many of these things as annoyances. But looked at copyright, business cards, travel as confusion around his role as a faculty member - which is what happened w restaurant and Blinkx as well.

Schlesinger: Finds the loophole.

Reinhardt: Think Blinkx and restaurant are the most serious - but copyright fits in too.

Schlesinger: Three levels

① pest

② role.

③ post Associate review activities

Surprised by insistence that Blinkx report was not an OA.

Crispi: Perhaps the cumulation of annoyances should have made the light of day. But the platform is increasing, and the pattern - using authority, belligerence - is troubling.

Schlesinger: Obsessed about detail but blind to nuance.

Edmondson: Paragraphs in personal statement - basically, "I'm right, even if people perceive it incorrectly."

> People did not think his motives were selfish - they thought he was a bully. Ben had it wrong here.

Does he know how to be seen as doing what is right?

Schlesinger: Just blind, even if well-intended.

Edmondson: Not even sure I'm concerned about intent - worried about impact.

Schlesinger: Blind Spot = material risk to the community.

Reinhardt: Personal statement off the mark, even after review by unit.

Schlesinger: Does it matter that we are seeing this - as faculty - so late in the game? Angela and Rick shut things down, but everyone else very accommodating.

Crispi: Experience during CIO Search - another example of lack of self-awareness.

Edmondson: our job isn't to fire Ben - it's to report on what the FRB finds.

Schlesinger: So able to report on pattern, and on ways that is troubling, and concerns for future risk. Plus 2 recent case studies about how they can go badly wrong - external reputational capital

Crispi: Personal statement shows lack of understanding - so you wonder what is coming next.

Schlesinger: Right or wrong isn't the issue - it's the implications of the actions. Does that map to the Green Book?

Reinhardt: Advancing the mission of the School. want to be clear on role: Report to dean. Should include our diagnosis. Recommendations and sanctions? Coaching?

Schlesinger: Process observation: without a clear intervention, believe there is a significant risk. Is that sufficient?

Can we provide this advice, or do we need to be able to

assume that a tenured member of the faculty understands this? Will Ben say, "no one ever told me?" He hasn't received coaching that would generate insight.

Edmondson: Was the travel / upgrades legal? As a business school ourselves, should we be thoughtful here?

Schlesinger: Comfortable saying that without significant intervention, likely to put University at significant risk.

Edmondson: Committee can articulate view about risk. Can also make a statement about whether previous behavior is sufficiently problematic.

> Additional investigation - who should we talk to? [REDACTED]?  
Other senior faculty in unit?

Crispi: Think a unit conversation is important.

Reinhardt: Is his clock accelerated? ☆

Crispi: Is there more information that would be helpful on the 2 key instances? Quantify response to restaurant incident - M+C activity, # of emails to dean

Schlesinger: Want to look at the pattern rather than the individual incidents... Continue to be worried about legal component.

Crispi: Timing of projectors - resurfaced right after restaurant issue.

Reinhardt: Would like to talk to [REDACTED]

Cunningham: He has received verbal feedback

Schlesinger: Low evidence of awareness, low evidence of listening - so no reason to believe he will change, and case law indicates significant risk.

Edmondson: Would like to meet w individuals as a group.

Schlesinger: What about the allegation?

Reinhardt: We are investigating behavior - two precipitating incidents - reasonable concern that his behavior <sup>and actions</sup> could put the reputation of the institution at risk.

Crispi: Clear that we are not just looking at those 2 things?



Schlesinger: Correct - will look more broadly - want to ascertain whether this is a pattern of behavior, and in that context will want to speak to members of the community.

Interviews with:

[REDACTED]

⇒ Also want a copy of Ben's CV ☆

ASK Ben for response within 2 weeks, and he can request additional time if he needs it.

Process allows you to provide a statement - please let us know if you wish to do so.

> Amy email to each

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