

# Faculty Senate

Transcript

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MICHIGAN STATE  
UNIVERSITY

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A handwritten signature in black ink that reads "Tyler Silvestri".

Tyler Silvestri  
Secretary for Academic Governance



**Chairperson Karen Kelly-Blake** Good afternoon, everyone. Secretary, are we at quorum?

**Secretary for Academic Governance Tyler Silvestri** Looks like it.

**Chairperson Karen Kelly-Blake** Alright. Thank you so much. Good afternoon again, everyone. A couple of housekeeping things before we get started: if you are not muted, please mute. If you have not renamed yourselves appropriately, please do so. So, we will now call this meeting to order. Our first item of business is the approval of the agenda for October 12, 2021. Is there any objection to approving the agenda as distributed? Hearing no objection, the agenda is approved. Second item of business, approval of draft minutes for September 21, 2021. Any objection to approving the draft minutes as distributed? Hearing no objection, draft minutes are approved. Thank you all very much. We will move on to item number three on the agenda, remarks. We received notification that President Stanley unfortunately will not be able to join us today. He is traveling for business, so we will move forward with Provost Woodruff for her remarks.

**Provost Teresa Woodruff** Thank you very much. Good afternoon, everyone, Chairperson Kelly-Blake, and faculty senators, as well as guests. I'm delighted to be with all of you today and look forward to our dialogue. I will note that I must leave to attend a function at Cowles House this evening, so I'll be leaving at about 4:25, but I very much look forward to the dialogue. It has been a very eventful month since we last met, and I know President Stanley wishes he could be here, but [Executive Vice President for Health Sciences] Norman Beauchamp and I will try and cover the waterfront of the matters that have been part of our experiences over the last month and be thoughtful about where we're headed in the future. Toward that end, I sent out a memo today that had to do with realignment within the provost's office, and there's a good deal of information on a wide range of topics, and it really does have a focus on organizational alignment to be fit for purpose. And so, please do read that when your schedule does allow.

In the meantime, I hope you had a chance to enjoy all the Homecoming festivities. It really was terrific meeting and seeing alumni back on campus. There was a real joyfulness around MSU, and I know President Stanley enjoyed his first parade, which came back after two years. I particularly enjoyed meeting Grand Marshall Dr. Barbara Ross-Lee. She is the first African American female dean of a U.S. medical school and the first osteopathic physician to hold a Robert Wood Johnson Health Policy Fellowship among many, many other extraordinary accomplishments. And her insights into the Spartan journey which she has had, which really was the Homecoming theme, were really powerfully articulated throughout the weekend on Saturday, and I very much enjoyed chatting with her further at the Black Alumni Gathering on Sunday morning.

Another celebration from Homecoming weekend was the October 1st, Billman Music Pavilion ribbon cutting. I think all of us really appreciate that building's elegant and thoughtful design, and the ways in which structure and function really melded together on



**Provost Woodruff, cont.** behalf of our students, faculty, and staff, and the ways it's going to interdigitate learning, teaching, and performance environments. So, I really think now our music facilities match the world-class talent of our College of Music, and we really take pride in both. And this is really a centerpiece to our arts plan. And in fact, this provost, as many of you know, believes firmly in the arts as not ornamental, but really central to the way in which we think and act, and inhabit our intellectual spaces. And so, the contribution of the College of Music to arts, to the university, and to the broader community really are vital to that venture. So it was a real, just honored as your proxy to hold those long scissors to cut that beautiful ribbon, a piece of which I have here in my office.

The MSU Strategic Plan 2030, Empowering Excellence, Advancing Equity and Expanding Impact, which did receive unanimous endorsement from the MSU Board of Trustees at a September meeting, was delivered a couple of weeks ago just after our last Faculty Senate meeting, and I believe just on Friday it came out as a full PDF, really beautifully and eloquently formatted. President Stanley wanted EVPHS Beauchamp and myself to really urge all faculty senators that if you haven't read it, really take a little time to review that strategic document. It really was inclusive and broadly collaborative effort of the Faculty Senate, a number of community engagement, working group, faculty, listening session, taskforces, students, alumni, donors, trustees, and so, this final framework really represents the integration of everyone.

It really does have the mark of the president, and his value of having all of us as part of really thinking about who we want to be going forward towards our 2030 demi-semi-sep-centennial. And that's a very exciting time. And it is part of a tripartite series of plans with the diversity, equity, and inclusion, and relationship violence and sexual misconduct plans, together with that university framework provides, I think, the optimism for our shared future.

And there is a quote—many of you know I like to find quotes that are prismatic to the moment and allow us to think in actual ways—and India's first female prime minister, Indira Gandhi, once said, "Have a bias toward action. Let's see something happen now. You can break that big plan into small steps and take the first step right now." And I think that optimism and action is really where we are. And towards this, the Office of the Provost has been working in anticipation of this release of the university's strategic plan. The deans met in late July to begin to think about the academic implementation work. And at that summit began to think about enabling and pragmatic mechanisms to take that first good step of this large document as we move forward. There are grant opportunities in planning that will come out over this next year, and we'll look forward to sharing that with you. And I know Executive Vice President for Health Sciences Norman Beauchamp and myself are both excited to bring and continue to have the broad voices as we begin walking towards our shared 2030 goals.

I also just want to remind very quickly everyone about the ethics symposium on Thursday, October 14th, just in two days. They sent out an email to faculty and academic staff encouraging participation. It has been organized by a transdisciplinary cohort of



**Provost Woodruff, cont.** faculty leaders, and includes keynote speaker Anita Allen, who is the Henry R. Silverman Professor of Law and Philosophy, and vice provost for faculty at the University of Pennsylvania's Carey School of Law, just an extraordinary intellect and thinker. And Kirk Hanson, the former executive director of the Markkula Center for Applied Ethics at Santa Clara University, and a professor emeritus at the Stanford University Graduate School of Business. Together, all of us in this day-long event are really going to envision how MSU can establish an institute in global ethics, in which leading edge research and ethical theory shapes global ethical practice, and knowledge of ethical practices informs the further development of theory. And so, I do hope all of you join us for this transformative initiative.

Lastly, President Stanley joined Senior Associate Provost Jeitschko and Michigan Lieutenant Governor Garlin Gilchrist to tour the newly opened Apple Developer Academy in Detroit. Dr. Sarah Gretter, who many of you know as our Director of the Apple Developer Academy, she accompanied them, and was lauded for being able to bring this extraordinary new enterprise to Detroit as part of our Michigan-Detroit co-endeavor. And our goal is to impact 1,000 students every year. And as many of you may have read, this program is embedded among Apple's Racial Equity and Justice Initiative projects that challenge systemic racism and advances racial equity nationwide. It really is designed to have that collaborative nature between ourselves, Detroit entrepreneurs, creators, and coders to cultivate skills that's going to really change the world as we go forward. So a very exciting opening of doors that occurred on Thursday. And with that, Chairperson, Kelly-Blake, I turn it back to you.

**Chairperson Karen Kelly-Blake** Thank you so much, Provost Woodruff. EVP Beauchamp, your remarks.

**Executive Vice President for Health Sciences Norman J. Beauchamp Jr.** Thank you, Chairperson Kelly-Blake. We were both hoping that train would pass before we had to speak next. We've got this train that passes behind us. So yeah, thank you, everybody. Yeah. Super glad to have a chance to present a few things. I'd like to provide first, some updates on the health colleges, and then touch a bit on, with the help of Dr. Weismantel, the COVID update for the faculty and staff. As was mentioned, it was really an honor to have Barbara Ross-Lee, a graduate of our COM College, come back for Homecoming. The first African-American physician to become a dean of a U.S. medical school, and shocking how recent that appointment was in our history, but really proud of her and what a role model she is. And the College of Osteopathic Medicine, 78% of their graduates stay in state, so, big part of our history, big part of serving our state.

And I might've mentioned previously, the recent accreditation site visit went really well with COM, and they've worked really hard to really summarize mission, education, research outreach, and clinical activities, and put it together in a way that was really compelling. College of Human Medicine, they were just awarded a really substantial grant that was for the strengthening of biomedical research infrastructure. It's a CO6 grant that on a more attained with colleagues, and it's a large animal imaging facility,



**EVPHS Beauchamp, cont.** but it really brings together strengths across university physics, imaging sciences, net science, neuroscience to create a lot of opportunities for the university.

And then there was a Gran Fondo, I recommend everybody to keep an eye out for it next year, but it was a large bike race in Grand Rapids. We do it every year. We had 1,500 riders, and it raised \$100,000 for skin cancer research. I'll post it in your chat, or I will send it to folks, it's just a really wonderful publication that came out related to the role of nurses in health equity. It was sent to me by Dean Rasch, and it was by the National Academy of Medicine. As we look at the strategic plan, really important how we bring together our strengths to bring health, hope, and healing to all folks.

The provost mentioned the strategic plan. It really has been wonderful, this being signed off, and it brings us together as an organization. I'll be setting up meetings regarding the Health Sustainability Pillar with the deans. I'll meet with the Council of Research Deans this week. Importantly, this is to serve as a mechanism to ensure that efforts, such as Henry Ford, align with institutional goals and create opportunities campus-wide, and also make sure that what occurs is cadenced with all the other really important work the university is doing.

And I'll just make a comment that at many R1 universities there's barriers, physical or cultural, to collaborations between health colleges and the rest of the university. And I think that limits the good that can be done, the opportunities for students, faculty, staff, and the community. And I think because we're architecting this together along the lines of the university strategic plan, it really provides us the opportunity to be better together and create it together. As I've spoken to some donors, they're really passionate about that unique part of MSU.

What I'd like to do now, with the support of Chairperson Kelly-Blake, is just ask Dr. Weismantel to comment a bit on what's happening with COVID on our campus. Usually we have our infectious disease president make those comments, but we thought it would be relevant just to get a brief touch-base on that, because typically the president would do that. If that's acceptable, Dr. Weismantel is here to share some of his observations with the faculty. And certainly the provost and I are here to answer questions as well. So with that--

**Chairperson Karen Kelly-Blake** Is there any-- I'm sorry, EVP Beauchamp. Is there any objection to providing Dr. Weismantel voice? Dr. Weismantel.

**University Physician David Weismantel** Thank you. No, thank you for this opportunity to share with you what's occurred, I think, over the last three weeks since this group last met. So, to start with, the vaccination rate for our campus right now stands at about 90.2% of students, faculty, and staff that have attested to being fully vaccinated, with an additional 3.5% saying that they are partially vaccinated and working their way toward full vaccination, which really brings us to 93%, 94% that are vaccinated, with a remaining 6.3% that are not vaccinated at this time, but many of those seeking or having received exemptions. And this is out of 63,365 responses.



**Dr. Weismantel, cont.** So, as of this time, as far as the exemptions go, we've had about 4,300 exemption requests. About 3,100, 3138 have been approved, 224 have been denied, 10 are still on appeal, and an additional 98 are pending an appeal. And there are still about 880 that are being reviewed as of this time. But in the end, in our community, either people will be vaccinated or they will have received an exemption. Those are the two alternatives in the end.

And then just a little bit on how we are doing with our case numbers. I would say that since the last time that this group met three weeks ago, things are relatively stable and unchanged. From a national standpoint, the numbers continue to improve. So if you're watching the national news, the incidents of COVID has decreased in the larger states, Texas, California, Florida, really contributing to about a 50% decrease of COVID over the last couple of months. I wish I could say the same for the State of Michigan. We have just had an ever so slowly increasing rate of COVID since about July. And it has not had exponential increase, it's just a very linear, slow increase. So in the end, right now, nationally, there are about 26 cases per 100,000 people. In the State of Michigan, there are about 42 per 100,000 people.

All that being said, Ingham County is doing very well as far as in the State of Michigan at 33 cases per 100,000, very similar to our neighbors down the road in Washtenaw County, which is at 32 or 33 per 100,000. In all of that really, I think our most interest then is how we're doing as far as the campus and the campus community or MSU community? And those numbers remain very stable. Last week, with our partnership with Ingham County, reporting 72 cases connected to MSU, 42 student cases and 30 employee cases. And so, if we're to translate that into those same numbers I gave you with Ingham County having 33 per 100,000, that would bring MSU in at about 16 per 100,000, so about half the rate as we have in the county right now. So doing relatively well and really holding steady with where we're at, much of that are due to our high vaccination rate that is holding us steady at that point.

And if there are any questions regarding the boosters, like at this time, I think we get the question, are we going to be requiring the booster shots? And I think the first step toward that will be the CDC changing their definition of what fully vaccinated is to saying that fully vaccinated is an initial series of one or two shots, and then needing a booster shot. And I don't foresee the CDC changing the current definition of the initial series defining fully vaccinated probably until the start of the new year. And then it would be at that point where we would consider changing our definition of fully vaccinated for our community. So I'll stop there, take it back to Dr. Beauchamp for any possible questions at the end. Thank you so much.

**Chairperson Karen Kelly-Blake** Thank you, Dr. Weismantel. Any questions for Dr. Weismantel, for EVP Beauchamp regarding--? Yes, Senator Gasteyer? You're muted, Senator Gasteyer.



**Senator Stephen Gasteyer (SSC)** Yes. Thank you so much, Chairperson Kelly-Blake. I actually have a question not-- Well, I have questions for Senator Beauchamp and for Provost Woodruff. So, let me start with the question for Provost-- Should I start with the question for Provost Woodruff, or would you prefer that I ask the question of EVP Beauchamp first, and then come back with a question for Provost Woodruff?

**Chairperson Karen Kelly-Blake** Secretary, could you give us some guidance because I think I may have messed up.

**Secretary for Academic Governance Tyler Silvestri** Whatever you think is best.

**Chairperson Karen Kelly-Blake** Alright. So Senator Gasteyer, please ask the questions that you feel that you need to ask.

**Senator Stephen Gasteyer (SSC)** Okay. So, for Provost Woodruff, I want to compliment you on the very inspiring set of things that we have moving forward. I actually had a question about the strategic plan, which I really enjoyed reading, but I noted a language piece that I thought was worth considering. It states in the-- And it may be just semantics, but I just wanted to get some clarification. So, it has language in the document, not so much about shared governance, but about accountable governance, but then very clearly says that the strategic plan is meant to be a framework, there aren't metrics by which we guide things. And so, I will tell you now, I'm not necessarily just speaking for myself, but for people who've come to me sort of concerned about this disjuncture, and how do we think about this as a guiding document that moves us forward in terms of accountability and improved governance, which as you well know from the time you were hired, this is something we've struggled with. So, I wondered if you would be kind enough to answer, just to give us some background on that.

**Provost Teresa Woodruff** So, senator, I appreciate the question, and I think it's an excellent one. And I think part of what was contemplated by the president and the groups that were pulling this plan together was to make sure that all the voices were heard. This was not top-down, this was very much of the people. And then the goal would really be to take that into an implementation phase. So, these are macro objectives, and then how do we live out each of the parts of that plan within our units? And the unit is designated in a variety of different ways. So for example, in the provost office, we're looking across all of the colleges, and asking, how would that plan be lived out to live across colleges? Colleges will be taking that plan and working at a college level and a unit level. And I would urge the Faculty Senate to take that document and also ask, how does that document and the aspirations of this community really get lived out and etched in the ways we do our work as a shared governing community.

And there is a real brilliance in the way that document was thought out in terms of giving the latitude for implementation in a way that doesn't say, we've determined, and we've assigned, and we've evaluated, and here's your goal. It allows for that intellectual latitude that exists within both intellectual spaces, and as you've said, governing spaces. It is a framework for our power plant and it's a framework for our greenhouses. And in



**Provost Woodruff, cont.** that way of framing, it is a most unique of all documents that I've seen if you look at strategic plans across the nation.

It also allows for kind of an ephemera, because it doesn't say, here is what the goal is for the Faculty Senate to accomplish by 2030. So, to me, that represents a remarkable opportunity for all of us to imagine ourselves within a values-based framework, towards a set of objectives that we all believe, within units that we define on behalf of this great university that we are all serving. So, I think that's the way I would answer that. And I would urge the Faculty Senate to take it as a living document, and begin to identify tactics, frameworks, outcomes, and who we want to be in 2030 based on and who we want to be in 2030 based on those guiding principles.

**Chairperson Karen Kelly-Blake** Thank you, Provost Woodruff. Senator Logan.

**Senator Sandra Logan (CAL)** Thank you, Chairperson Kelly-Blake. This question is for Executive Vice President Beauchamp, probably, possibly for the provost. I've recently been hearing some disturbing stories about the conditions, the support for and also conditions of students in-- The housing conditions for students under isolation because of COVID. And I wonder if you could comment about-- I mean, the stories I've heard are quite disturbing in terms of lack of support, lack of facilities available, and the conditions of the facilities that students are being housed in. So I wonder if you could comment on the kinds of support the university is providing and whether there are changes underway or accommodations being made to improve those conditions. Thank you.

**Executive Vice President for Health Sciences Norman J. Beauchamp Jr.** Yeah. So thank you, Senator Logan. I think the work to support the students, one, we want to hear any and all concerns. So please bring those forward directly. I found Vennie Gore in his role is being very responsive and supportive and they do things like make rounds, make nutrition available. The provost may be able to comment on that, as well as Dr. Weismantel, who makes sure that ... one of the big challenges for students is the sense of isolation and not having those supports. And I know that we've put a lot of work in the CAPS to make sure that that is available.

So I would look to the provost, Dr. Weismantel to comment, but if you are hearing anything, please ... I'll post my email. And I really do want to hear, because it is one of the most challenging parts of the response to COVID, is students feeling isolated. So I'll post my email and if you don't mind just sending me something and we'll make sure we tend to it right away. And then we'll also speak with Vennie Gore in addition to that. But I'd ask if the provost has something to add, or Dr. Weismantel, but thank you for bringing that up, Senator Logan.

**Provost Teresa Woodruff** Senator Logan, I don't have any input on that. Dean Largent was here, and I think he will directly work back on that topic and identify any concerns that those in isolation have. Dr. Weismantel, any other?

**University Physician David Weismantel** No, I think that's right. Hearing directly of those concerns. I think at the start of the year, just on the numbers, there were delays,





**Dr. Weismantel, cont.** but more recently we have not been having those delays. So I think as everyone else has stated, hearing directly what the concerns are ... I know that Vice President Gore and myself, all of us would like to hear of any of that so we can make for the best experience. And I will say also that as far as that sense of isolation and all, that we are making CAPS staff, counseling and psychiatric services staff, available. And that is one of the first offerings proactively that goes to the students. And I hope that that's not missed, but that they have that and that there are at least 24 hour crisis services available for them, and daytime further services available to them. And CAPS is fully hybrid, able to do remote appointments. So that should be in place. So I would like to know where we might be missing on any of these things.

**Chairperson Karen Kelly-Blake** Thank you, Dr. Weismantel, EVP Beauchamp, and Provost Woodruff. Senator Mollaoglu? I hope I pronounced that correctly. If I did not, please provide the correct pronunciation.

**Senator Sinem Mollaoglu (CANR)** That sounded good. So my comment is about the COVID policy at MSU. The faculty raised some concerns in our college about the new policy might be counterproductive for project-based capstone types courses, where the students are not required to tell the instructor when they're not feeling well, and therefore they might be missing a class, or the instructors are not informed when a student is sick. So the faculty is feeling a bit uneasy about this situation and they might actually-- They're considering to reduce one-on-one time with students, which actually is the benefits and at the core of capstone courses. So I'm just bringing that up to be considered, maybe a policy exception for capstone-types of courses.

**Chairperson Karen Kelly-Blake** So, Senator Mollaoglu, are you asking a specific person a question or are you just putting that out there for the Senate to consider?

**Senator Sinem Mollaoglu (CANR)** Because I'm new, I did not know, actually, if this is a question that I'm asking if it's considered, or if this is something to be considered, or if this is a good place to talk about it. I thought this would be a good spot as a follow-up of the COVID related discussions.

**Chairperson Karen Kelly-Blake** Alright. Thank you for that. So I think that I will go to my remarks, if that's appropriate, secretary, because I think I got off track. We're good? Okay. So good afternoon, again, everyone. A reminder, you received a ballot in your email from academic governance yesterday afternoon. Please complete that ballot by 5:00 PM on Wednesday, October 13th. I want to give a very warm and hearty welcome to Taylor Thrush, the new deputy secretary for academic governance. Taylor graduated from MSU's James Madison College with a degree in social relations and policy in 2016. She was also a Michigan Political Leadership Program Fellow through the Institute for Public Policy and Social Research here at MSU. Prior to her new role as deputy secretary, she served as committee clerk for the Michigan House of Representatives and worked as a legislative assistant. Her work included the tax policy oversight, education, ways and means, and communications and technology committees. Welcome to Deputy Secretary Thrush. So Deputy Secretary Thrush, do you have a few words?



**Deputy Secretary for Academic Governance Taylor Thrush** Hello, everybody. I just wanted to say thank you so much for the warm welcome and I'm very excited to be working with all of you.

**Chairperson Karen Kelly-Blake** Thank you so much. We're pleased to have you. My second item is there had been an item called DEI discussion on the agenda since April. However, there had been no Steering Committee meetings over the summer, and there was a Faculty Senate meeting that took place over the summer, but things got rushed and things got busy, so the Faculty Senate was not able to get to that item at that time and there was no clear ask associated with that item. So that item sort of sat on the agenda for several different rounds and languished. So at the October 5th Steering meeting, the committee discussed, and it was decided to remove that agenda item because of the DEI strategic plan and the upcoming initiatives that are arising from that plan that will soon be coming online.

Some of those include a religious observances policy. I believe the provost office is doing some things there, and that'll be coming to Steering in November. Also, we plan to have the [Vice President and Chief Diversity Officer Jabbar] Bennett come and speak to the Senate about implementing the DEI strategic plan recommendations and the framework for that rollout. And also, I would just like to ask that if you have asks related to a DEI agenda item, please do draft a resolution, submit it to academic governance and time for the upcoming November Steering Committee so that we can then consider that and that could show up on the Faculty Senate or University Council agenda. Also, sort of a general housekeeping item, a brief reminder about the work of Faculty Senate. So the Faculty Senate body is advisory and it is consultative. The Senate is expected to raise issues, but we want to do that with identified solutions. This body makes decisions about whether to adopt or not to adopt something. That something is an ask, a resolution, a recommendation.

For this body, the Faculty Senate at Michigan State University to do the work of academic governance, and it is work. It is work. People need to be clear about the ask. There are templates for drafting resolutions on the academic governance website and past agendas and minutes. Clear is kind. I say that to say this; state the problem, the issue, or the concern, and offer the solution, the remedy, or the corrective action that you want to see taken so that the body can then decide to adopt or not adopt the proposal. It is important that you ask for what you want, identifying the issue, also offering what the corrective might be.

An example of this work is actually the next item on the agenda with Dr. Amey. The goal is not just to discuss support for faculty. The goal is to make recommendations that the body will decide to adopt or not to adopt. So after today's discussions, we want you to think about the conversation that's happened when you go into your breakout rooms, the things that you've heard from your fellow senators. Take that to your constituents, get feedback, get asks, draft resolutions so that the body can vote on those actions. If all we do is discuss this topic today, then we have not done the work of academic governance. We have to do more than navel gaze. We have to think about what do we want?



**Chairperson Kelly-Blake, cont.** And we need to ask for what we want. So ask and make it clear. The answer might be no, but that is the work that we are doing. Thank you so much.

So our next item is the unfinished business, and that is with Dr. Amey, the support for junior faculty. And we will hand that over to Dr. Amey. Dr. Mollaoglu, I don't want you to think that I dismissed what you brought to the table. One of the things I would suggest is that you reach out to academic governance, because what you discussed briefly was important. And talk to us about your ask and what you want to bring that back so that we can actually have a proposal that we can consider, discuss, and then adopt whatever the remedy might be. Alright, Interim Associate Provost Marilyn Amey, you are up next.

**Interim Associate Provost for Faculty and Academic Staff Development Marilyn Amey** Thank you, Dr. Chairperson Kelly-Blake and senators for giving me this opportunity to be with you this afternoon. And also Chairperson Kelly-Blake, I especially appreciate the timing of your most recent comment. That gives me great hope for how the conversation might come forward with some recommendations for action, which I know myself and my colleagues who work in this space would very much welcome. So thank you for giving me some time today. My understanding of the task was to share with you some things that are available, and we try to support junior faculty, but also to get some thoughts from you all in discussion, that I understand now will also lead to some recommendations that you might vote on, asks if you will, about how we might better support this really important group of our colleagues on campus.

So with that said, I'm just going to briefly share some of the things that are going on right now. They have been informed extensively and will continue to be informed by both the strategic plan and the diversity equity and inclusion plans, as well as relationship violence and sexual misconduct, so that we are in tandem, walking forward with support for our junior colleagues. As you would imagine, and you have lived if you are one or have ever been a junior faculty member here at Michigan State University, when one arrives, regardless of their training or prior institution, the scope of work that MSU hires junior faculty to do is broad. It is very diverse, even within a single college, and how one explores and builds a successful career varies extensively. That said, we have found in the Academic Advancement Network, now to be the Office of Faculty and Academic Staff Development, that there are more needs than maybe imagined, and that oftentimes junior colleagues do not know who to ask, where it is safe to ask, and how to step forward through their career.

They understand what they've been hired to do on one level, but the implementation of those goals here at MSU is often quite distinct from where they got their graduate training, or if they had an academic appointment elsewhere that that is true. So what we have been especially trying to do in the last 18 months is to look more holistically at the roles of junior faculty in all of their configurations. And for those who may be representing academic staff or fixed-term appointments, I know that's not the primary focus today, but those academic colleagues are also in our wheelhouse, and how we are trying to help them also build effective careers here. We've reoriented our orientation



**Associate Provost Amey, cont.** programs, which all new academics are supposed to participate in, and as a result of that and quite a lot of feedback from new academics about the kinds of things that they're experiencing and would like support to find. I must add the caveat that we know centrally that the colleges are very active in the space as well, and that they have quite varied versions of support for junior faculty, whether that's in terms of a formal or informal mentoring program, if that's some senior colleagues or their department chair with whom they can talk about different issues, et cetera.

So this is not to take the place of that. I hope that one of the resolutions or suggestions you all might have is how the Office of Faculty and Academic Staff Development might work more closely with college associate deans, assistant deans, and faculty excellence advocates. We already do work with department chairs and deans quite a lot, but others in this space who are trying to support junior faculty, I would love to hear more examples of how we might work forward together. Some other things that we started in the last year was we have a monthly meeting of new academics that come together to discuss whatever's on their mind. The underlying curriculum are some important things that we think are useful in the transition because transitions, as we know, take longer than a term. And last year, especially in the pandemic environment where people were not largely on campus, we wanted to make sure that new academics had a way to connect, to even meet other people who might not be in their departments since people were meeting virtually.

And that was recommended to us to continue. And I think it goes well. People ask a lot of very good questions during that and we're able to provide them with resources and other colleagues from around campus with whom they might connect about particular interests. We make sure that they are aware of and get invited to and find connections with things like the Diversity Research Network, and the outreach and engagement write-ins, and other kinds of opportunities to meet people whose interests are similar to theirs or with whom they might find colleague-ship and opportunities for engagement in different ways. Obviously some of this is about teaching and learning. And what it means to teach here, last year of course, as we all experienced, many who came to campus for the first time last year had never taught online, as many who were already here had never done.

And that's a very different experience, as we all learned last year. So we tried to provide a lot of support and opportunities for discussion about online instruction and the needs that academics had, as well as the students in the classes and try to build that out. We've continued those conversations this year, as people went to face-to-face classes again. And for those who are second year who've been joining us once a month, they say that this is like starting over again. And I think we can all relate to that in a lot of ways. So we've been working hard to help them translate their first year experiences into this new environment of being back in person. We have been developing a set of workshops that is modeled on some of the national programs for junior faculty that lays out, as our leadership institute for academic leaders does, a set of conversations that traverse the year that cover the topics that junior faculty face and need to find ways of thinking about.



**Associate Provost Amey, cont.** That could include things about teaching and learning, it can include things about starting your research agenda, moving away from the dissertation topic to new lines of inquiry with that. How do you decide whether this is a good time to be pursuing a grant? Or which journals or conferences should you become aligned with? All of those kinds of transition issues that one goes through. And again, this is not to supersede what happens in local units, but when one is the new person, the only junior faculty in the department, when one is the only woman of color, or woman, or man of color in the department, that isn't always the most comfortable space when you're talking to very senior colleagues, who for whom being junior was a long time ago. And the perception is all the rules have changed.

I'm not going to argue whether that's true or not, but what is true is that the circumstances are different. So how one navigates MSU and disciplinary understandings and expectations, as well as college and department expectations, is very different than it was 30 or 40 years ago. So we're trying to provide opportunities for connection along the way so that people can find those with whom they can chat. It's a little bit better this year, I would say, because people are coming back to campus to have those coffee times with each other, but we've been trying to provide as much of the virtual version of that as we can. And what we've been told is sometimes that's easier, because a person could just log on, have a conversation, get some answers to some struggles or questions, and then go back to what they were doing.

We're working with the vice president for research and innovations office there, because they do so many wonderful workshops, but sometimes as a new academic, it's very hard to navigate which ones are for you. And is this a stepping stone grant process to larger and bigger grants in your area? Is this a workshop that you really need to have done grant work before it's very useful to you? So we're working with them to lay out a calendar, but also to lay out a graduated understanding of what it means to apply for a career award, for example. In my discipline, that happens to be something you apply for at the very end of your career. In other disciplines, it's something you apply for at the very beginning, but it hasn't been very clear. So they are working with us and we're trying to make what is available at the university, which is quite extensive, much more understandable to the new person's eye, and I will say also to the eyes of the department chairs, FEAs, and review committees who are working with junior faculty, so that there isn't guessing, and there's not contrary information being provided.

We're working with iTeach, which I'm sure that you're familiar with. They've had a lot of small groups that form on iTeach, but they've all been virtual. And one of the beauties is you can just drop in, ask a question, and leave. The other is that people are looking for more expanded and ongoing conversations. So we're working with the folks in the hub, specifically with iTeach to think about how that platform helps people incorporate ideas for teaching that become foundational for research and for different kinds of outreach and engagement. And we've gotten a lot of support also from Laurie Van Egeren over at outreach and engagement, and from the vice president for research's office as well,



**Associate Provost Amey, cont.** for trying to tie the pieces of one's puzzle together, instead of having them always be distinct.

I just want to mention just a couple other quick things. We're institutional partners with the National Center for Faculty Development and Diversity (NCFDD), which because we are institutional members, there are programs that they offer all year long that we are regularly encouraging people to pay attention to and participate in. There's also an opportunity in the summer that's funded by the provost office for a set number of colleagues. They are usually junior faculty who are recommended to participate for a summer mentoring and intensive workshop. It's a wonderful opportunity, and we are trying in our efforts to more intentionally encourage department chairs to intentionally nominate and recommend these opportunities for their junior faculty. We're trying to move away from the bombardment of information that one doesn't necessarily see themselves appropriately applying for, or being nominated for, and more intentionally structuring the ways in which people find out about information and are encouraged to apply for that. We also have found that there are some concerns that are raised, I think this would go all the way up, but for junior faculty in the kind of information that they receive on an annual evaluation basis, and whether that feedback ties to the next benchmark decision like reappointment, or promotion and tenure, so that how we help department chairs, and this would transcend also to faculty excellence advocates and committee chairs for review committees at multiple levels, how people understand the difference between feedback that helps one see the progress one is making, and what just either is sounding punitive or sounding laudatory, but isn't on a path to anywhere.

Several of the workshops we had last spring that we are having this fall are intentionally trying to address that discussion. Again, from a central position, this is not you should do this or that, but that people understand that there should be some kind of feedback that helps a candidate know how they are progressing, and so that the expectations, no matter how they are written are not obtuse or obscure, and that people know that they can ask questions to help themselves stay on track. That may include, for example, changing in an annual evaluation the goals that are set, not just one year at a time, but perhaps in the next two or three years. What are the goals? What are the needs that a junior faculty member has in order to succeed? Sometimes people don't know to ask. I would say, unfortunately, some people always know how to ask, but that is not a general rule of thumb.

They shouldn't have to ask. There should be an ongoing conversation that helps them feel supported by their department chair and/or by their senior colleagues, but particularly the chair who has more control over resources and being able to help people network. So in fact, next month we have a session with department chairs and we'll be doing some work in February with sessions for academics in all categories to talk also more about how do you think about what you are writing and communicating with others about your work? That certainly was a frustration last year with the pandemic and every kind of work that was disrupted, but there was less education if you will, about how to write what you did do. We need to constantly help people find the narrative that helps explain



**Associate Provost Amey, cont.** their work so that we can address the biases that we believe are inherent often in the review cycles.

That's another thing we're working with the CDO Dr. Jabbar and his office about is not just bias training and hiring processes, but how to think differently about review of dossiers, so that again, junior faculty do not feel like they were hired to do one thing, and then all of the reinforcement is for something else. So I think I'll stop there, but I would be very happy to answer any questions, and I would absolutely love... Secretary Tyler Silvestri said that it's possible to get into small groups. If you believe that that's a good use of time Chairperson Kelly-Blake, for people to be able to generate what's going on in their colleges. Unfortunately, because we are very dispersed, it's very hard to gather information, and in addition to what you might be thinking about doing for resolutions, it would be absolutely terrific to be getting some good strategies, either from you all here today as senators, or the questions that you have from your council of undergraduate—I don't even know what that is—your undergraduate education deans, or your academic deans. We get some, but we don't get a lot. I know there's some fabulous examples out there for strategies that are working very well on behalf of junior faculty. Then in some other colleges or programs where the distribution is different, or the ability to envision a new way is different, we're trying to map onto the provost mission statement for promotion and tenure from last year, we have work to do we know that, but your guidance and your suggestions and your thoughts and strategies will be most welcome.

**Chairperson Karen Kelly-Blake** Thank you Dr. Amey. It looks like Senator DeVoss has a question.

**Senator Danielle DeVoss (CAL)** I have two questions and they're really pointed questions, Marilyn, and I hope you didn't just cover this. In regards to junior faculty, the first question is, is there going to be, or is there already in place a blanket tenure clock or promotion clock extension due to COVID, or is that by application only? What support is your office providing in that context? And the second question is, is your office providing any guidance or support for COVID impact statements as part of annual review processes for this year? And I know this is slightly different, but I thought I'd throw it out there. Thank you.

**Interim Associate Provost for Faculty and Academic Staff Development Marilyn Amey** Thank you, Senator DeVoss. I appreciate both your questions. Yeah. You can imagine that we think about them a lot and hear them a lot. To your first question, and if the provost is still on the call, she can add her thoughts here. A blanket exception was granted a year ago by then Provost Sullivan. And I don't know if Provost Woodruff is still on the call right now, too-

**Provost Teresa Woodruff** I'm here.

**Interim Associate Provost for Faculty and Academic Staff Development Marilyn Amey** Okay. Thank you very much. Would you like to answer whether or not that time extension continues?



**Provost Teresa Woodruff** Yes, that time extension continues for this academic year and then we will reevaluate in the next year. So we have not removed that blanket approval that was authorized under then Provost Sullivan. So we are operating under that guidance, which is in the COVID modification document that was sent out last fall. So our decision was not to litigate it until we had an end to the pandemic.

**Interim Associate Provost for Faculty and Academic Staff Development Marilyn Amey** Thank you. Senator DeVoss, the second part of your question is a continuing challenge. We learned a lot last year when the invitation was provided for individuals to provide a pandemic statement. At that time nationally, the same conversations were existing that happened here. What does it look like? How should we think about it? Do we have to turn it in? If you recall the provision here was that you did not have to provide a statement, but if a statement was provided it was to be read without question as to its veracity. What we are working with chairs and again, with deans and FEAs this year, review committees is to know what to do with that. Some, but in my opinion would be not many, persons turned in such a statement, but even fewer knew exactly what to do with it. So because it is an important consideration and the work that was disrupted that is still not resolved in some ways, we want to make sure that people have a better understanding.

Some departments and colleges on campus have actually developed some really useful, I don't want to say rubrics because I don't know that that's what they would call them, but something on the order of a rubric for how to look at such a statement, and we're hoping to be able to use those. Then again, nationally, this has been a really heavy lift to try and arrive at what would be appropriate at different college campuses, and there's actually a convening on Friday afternoon of people in positions such as the one I'm currently in, who are trying to pull examples also, so that these can be shared across, it's not just the Big 10, but the Big 10 is represented in that group. Those are excellent questions. Thank you very much, Senator DeVoss.

**Chairperson Karen Kelly-Blake** Thank you Dr. Amey. So I see several hands up. We did have on the agenda an opportunity to have breakout sessions for the senators. So I guess I just want to know what people think is going to work best because we want your questions answered, but we want to be able to have an opportunity for people to think through what further support for junior faculty would look like and what the asks would be and what you think the potential remedies would be. So I will have the three people who have their hands raised ask their questions, and you all can think about if you think it would be a good use of our time to actually go into those breakout rooms that we had on the agenda, or we can just continue to ask Dr. Amey questions. So Senator Teppen, your question for Dr. Amey.

**Secretary for Academic Governance Tyler Silvestri** Sorry, Senator Teppen, to cut in. I can't raise my hand because I'm the host.

**Chairperson Karen Kelly-Blake** Oh, I'm sorry.





**Secretary for Academic Governance Tyler Silvestri** But Dr. Amey, am I correct that you had a hard out at 4:30? Or did I make that up?

**Interim Associate Provost for Faculty and Academic Staff Development Marilyn Amey** No, Secretary Silvestri. I did have a hard out at 4:30. I have been given five minutes extra grace period by where I have to go. So 4:35 will be my hard out.

**Chairperson Karen Kelly-Blake** Okay. Thank you, Secretary. Senator Teppen.

**Senator Brian Teppen (CANR)** I can save my point for the breakout room.

**Chairperson Karen Kelly-Blake** You sure? Alright. Thank you for that. Senator Ewoldsen.

**Senator David Ewoldsen (ComArtSci)** Is there anything being done about the instructions that are going to be given to RPT committees when they start talking about faculty who have been given extensions, because as someone who studies decision making I know other universities do this, where you're not allowed to talk about somebody going up early, because that changes the reference point and the criteria that people use to make a decision, and that worries me a lot to be quite honest.

**Chairperson Karen Kelly-Blake** Thank you. Provost Woodruff, maybe do you have a response? I saw-

**Provost Teresa Woodruff** Yes, let me see. Oh, I'm unmuted. Yes I think we do have instructions that are part of the materials that the office has been providing to groups that Dr. Amey indicated. So yes, those kinds of instructions to make sure that we're able to make good decisions are part of what has been delivered.

**Interim Associate Provost for Faculty and Academic Staff Development Marilyn Amey** Also to the senator's question, I would add that when going back through the letter from the provost last spring, the going early part is one that has also changed in part, I think, based on your comment Senator Ewoldsen, the concern that there is a different metric used in cases like that, or Provost Woodruff if I don't know if you want to address that specifically or not, since the question came up in that way.

**Provost Teresa Woodruff** I'm happy to talk about all parts of that activity. Maybe we can use that within the breakouts as well.

**Chairperson Karen Kelly-Blake** Alright. Thank you.

**Interim Associate Provost for Faculty and Academic Staff Development Marilyn Amey** I'm sorry, Chairperson Kelly-Blake. I would just say that colleges and RPT committees have had a way of dealing with time extensions in the past. For example, with different kinds of medical leaves that have existed. In some respects, while the COVID extension was granted to everyone without question, there has been a tendency, I think because we're all trying to be very careful, of overthinking what is required. When you unpack it, it's quite similar to what you would have otherwise done when someone is taking a leave of another kind, which does not mean that it's an easy resolution for an RPT committee, but we are bringing the chairs of RPT committees together.



**Associate Provost Amey, cont.** Many colleges have them at multiple levels, and encouraging the deans to have meetings specifically about some of these issues that were challenging last year. But the fact that we are now in a new year does not mean that all of those concerns have gone away. And again, there becomes an inherent bias inadvertently introduced that affects negatively particularly women and scholars of color, but anyone who was affected last year is subject to that same bias. We're trying to call it for what it is and give people strategies for not having that infiltrate to any extent, but certainly to the same extent as it has a tendency to creep in.

**Chairperson Karen Kelly-Blake** Alright. Thank you for that, Dr. Amey. Senator Pegler-Gordon, your question.

**Senator Anna Pegler-Gordon (JMC)** It's actually not a question. It is a request that was brought by faculty members in JMC in response to the agenda item. So there's two parts of this request. The first is that the one-year extension for people is extremely valuable for junior faculty, but that there is this cascading effect of the impact for a while, and this sense that in fact, it hasn't been just one year, that people who travel especially to do field work, or archival research, or teach abroad, they are not going to be able to collect data in summer 2020 and 2021 and possibly 2022. So this request is for the provost's office to actually expand this thinking about the impacts and to provide additional guidance on top of the already strong guidance I think, and I've been on RPT and we really have appreciated that. The second part was about people who are not on the regular schedule, but from associate to full where we know there are also a lot of inequities around gender and race. So the request is for guidance in that area as well, to ensure that we have more equity in those areas as well.

**Chairperson Karen Kelly-Blake** Thank you, Senator Pegler-Gordon. So we want to give Dr. Amey time to facilitate the brainstorming session because that's what we had on the agenda. And I know she has a hard out now at 4:35 with her five minute grace period. So Dr. Amey, if you want to set up what questions you want the breakout rooms to consider, I believe Secretary Silvestri has already set up the breakout rooms so that we can do this and respect your time.

**Interim Associate Provost for Faculty and Academic Staff Development Marilyn Amey** Thank you very much Chairperson Kelly-Blake. Given the questions that you have just been asking of me, what I would ask of you is that you identify in your small groups the issues you find most pressing of concern for junior faculty and a strategy you have found to be very effective. Secretary Silvestri says that this information can also be compiled, which I know you're going to be working on your recommendations, but this would give my colleagues and I something to have in the meantime in preparation for how we might better address any recommendations that you would choose to offer. So the pressing issues that you see, and then a strategy that you have found to work well.

**Secretary for Academic Governance Tyler Silvestri** Great. What time do you want to be back? 4:30 maybe?



**Interim Associate Provost for Faculty and Academic Staff Development Marilyn Amey** Yeah, that would be fine, secretary. Whatever you think is best for that. Because with the number of people that are here, the amount of processing that might normally happen won't, so...

**Secretary for Academic Governance Tyler Silvestri** Sure. And if you have to leave, we can continue the report outs and any notes that are taken or anything we can make sure that they and transcription everything we'll get...

**Interim Associate Provost for Faculty and Academic Staff Development Marilyn Amey** That would be excellent. Thank you so much.

**Secretary for Academic Governance Tyler Silvestri** And for those on the livestream, it's going to go off for a second, but if you check back at 4:30, it'll be back.

[The Senate broke into groups for approximately ten minutes.]

**Chairperson Karen Kelly-Blake** So are we all back, Secretary?

**Secretary for Academic Governance Tyler Silvestri** It looks like it.

**Chairperson Karen Kelly-Blake** Alright. Thank you all so much. So what we would like to do, and is Dr. Amey still here?

**Interim Associate Provost for Faculty and Academic Staff Development Marilyn Amey** Yes, I am.

**Chairperson Karen Kelly-Blake** Thank you, Dr. Amey. So we would like to do brief report outs from the 10 breakout rooms. I'm requesting that people make that max one minute. If you could provide one response to the first question, which was identify the most pressing issue, and two, an effective strategy. So we are going to just go in numerical order. Those of you who were in group one, your reporter, if they would respond, if you remember your group number.

**Secretary for Academic Governance Tyler Silvestri** That's Ewoldsen, Juzwik, Moore, and Joshi.

**Senator Sharlissa Moore (JMC)** Sorry about that. I forgot what my group number was. Okay. So we talked about how it should be explicitly off limits to talk about going up early if somebody has taken the COVID extension year, so it doesn't become a discussion of, oh, this person would've had a much stronger file if they went up next year, even though they have actually met the requirements for tenure and promotion.

Then second we talked about reducing the requirements for getting tenure. That led to a discussion about the fact that sometimes the requirements are really vague. So how do we decide how to reduce them? We thought that that might be a good thing for Faculty Senate to take on passing a resolution that the guidelines for tenure must be clear, and that will allow us to concretely talk about how to reduce them to make up for COVID impacts. Then finally, we talked a little bit about how the COVID impact statement is



**Senator Moore, cont.** challenging because the information is needed, but junior faculty might feel their privacy is being impinged on or might otherwise feel uncomfortable, and it could be used behind the scenes to judge people in ways that are not intended.

**Chairperson Karen Kelly-Blake** Thank you, Senator Moore. So just a reminder, Dr. Amey has to leave. So we want to get as many report outs as possible. We want to try to keep this to one minute. One pressing issue and one identifying effective strategy. So group two.

**Secretary for Academic Governance Tyler Silvestri** That's Scrivens, Cholewicki, Ghamami, Lorenzo, Mollaoglu, Francis, Carey.

**Senator Jacek Cholewicki (COM)** I'll volunteer to summarize our discussion. The problem appears to be that one year delay may not solve the problem because there are issues like field research, delaying paper publications. So the solution that we discussed was to actually change the threshold and the requirements for promotion and tenure, which agrees also with group number one.

**Chairperson Karen Kelly-Blake** Thank you very much. Group number three.

**Senator Brian Teppen (CANR)** I'll take the liberty since I kind of dominated that discussion since I was going to ask a question earlier. A fairly large group of faculty met last week to discuss how they might implement the new requirements from the provost from last spring that were about DEI as a critical part of packages. A possible solution would be, I think, for the provost's office to host some question and answer sessions where junior faculty and people who chair RPT committees and serve on them could find out about how to uniformly implement this.

**Chairperson Karen Kelly-Blake** Thank you for that. Group four.

**Senator Brian Roth (CANR)** I'll go for group four. Our group talked primarily about a couple of things, the first one of which was access to childcare for early faculty. I see that agrees with group 10, and one of the solutions we have would be an investment in childcare at the university level for junior faculty.

**Chairperson Karen Kelly-Blake** Oh, thank you for that. Group five.

**Senator Jane Bunnell (Music)** We abdicate because we had our associate provost with us. She already knows everything.

**Chairperson Karen Kelly-Blake** But we don't know.

**Senator Jane Bunnell (Music)** Oh, okay.

**Chairperson Karen Kelly-Blake** One thing.

**Senator Jane Bunnell (Music)** Childcare, but also we talked a lot about mentorship.

**Chairperson Karen Kelly-Blake** Okay. Thank you for that, Senator Bunnell. Group six. Group six.



**Secretary for Academic Governance Tyler Silvestri** It's Lipton, LaDuca, Aronoff, Halbritter.

**Chairperson Karen Kelly-Blake** Reporter?

**Senator Jack Lipton (UCAG)** I can say something. So we spoke about stressors for parents, caregivers, for both children and elder care on productivity, and salary compression for junior faculty, all of which are adding to the general stress, with the lowest paid faculty having no merit increases really puts economic stress on that group. So one of the things that we talked about beyond what everyone's talking about for more nuanced and generous issues relating to tenure, would be exploring annual salary raises with flat dollar amounts as a base with a flexible merit percent that would disproportionately increase salaries more quickly for lower paid junior faculty, helping to retain them, lower their stress, and increase their cohort as they moved towards the next level of promotion.

**Chairperson Karen Kelly-Blake** Thank you. Was that group six or group seven?

**Senator Jack Lipton (UCAG)** Six.

**Chairperson Karen Kelly-Blake** Alright. Group seven.

**Senator Marci Mechtel (UCC)** Group seven. I put our feedback in the chat just to help cull that. We really talked about time and loss of community because a lot of innovation can happen in conversations, et cetera. So while we heard a lot of great things from the provost office, what they're doing, how do we allow for time for junior faculty for that professional development, at what cost does that happen? And that's group seven.

**Chairperson Karen Kelly-Blake** Alright. Thank you. I see your hand, Senator Chakrani. I hope I pronounced that correctly, but we want to get finished with the report outs and I'll come back to you. So, group eight.

**Executive Vice President for Health Sciences Norman J. Beauchamp Jr.** No, I don't know who was the speaker. I offered to be the typer, so I'm also glad to be the speaker for the group.

**Chairperson Karen Kelly-Blake** Alright. If you would report out, EVP, one item for each.

**Executive Vice President for Health Sciences Norman J. Beauchamp Jr.** Okay. My one item is that with all of the recent discussions of ranking and metrics, there's concern and anxiety generated, because it's not clear what that means relative to how one puts a packet together for advancement. And, I think a suggestion would be just making sure that every junior faculty has an assigned mentor, whether they're tenure stream or fixed term.

**Chairperson Karen Kelly-Blake** Thank you for that.

**Executive Vice President for Health Sciences Norman J. Beauchamp Jr.** Those are my two comments, yes. And we posted that.



**Chairperson Karen Kelly-Blake** Thank you.

**Executive Vice President for Health Sciences Norman J. Beauchamp Jr.** Thank you.

**Chairperson Karen Kelly-Blake** Group nine, I saw that you posted something in the chat and if you could just briefly report out, one and one.

**Senator Peilei Fan (SSC)** Sure. Yeah. And most of the serious problem is loss of funding affecting technician and team member for the researcher team for the junior faculty member. The solution is possible university matched to compensate some funding loss to rehire team members.

**Chairperson Karen Kelly-Blake** Oh, thank you for that. Group 10. Who was in group 10?

**Senator Danielle DeVoss (CAL)** I pasted our bullet points in the chat. We were trying to orient--

**Chairperson Karen Kelly-Blake** Could you just report out one and one? One concern, and one strategy.

**Senator Danielle DeVoss (CAL)** I double down on everything else everyone said.

**Chairperson Karen Kelly-Blake** Alright. Thank you, Senator DeVoss. Thank you all so much. So if there were other things that you didn't get to say, because we were just asking for one response for each request, please submit those [acadgov@msu.edu](mailto:acadgov@msu.edu), and we can get those collated and get those to Dr. Amey.

**Chairperson Karen Kelly-Blake** And then we want to think about what we want to do as a body with this collated information and come up with some draft resolutions of our own and submitting those, and doing the work of actually adopting or not adopting some of these proposals. So thank you all so much. Senator Chakrani, I haven't forgotten about you, please.

**Senator Brahim Chakrani (CAL)** No, thank you so much. I appreciate it. So, one item that I want to add to Senator Pegler-Gordon, as I mentioned earlier, about equity and about transparency, something that one of my colleagues has actually reached out to me. Regarding the transparency of salary information has decreased at the university level, that the current access through the library is quite cumbersome and password protected.

It's not easy to get information about all units at the university, as far as they know. This requires knowing all the units codes and doing it manually. And this takes a lot of time because he's doing some research about equity. Given ease and access is a crucial aspect to data transparency, there is a clear sense in which the transparency has reduced at the university level. And there was never any reason provided for this increased ease of access, hence decreased transparency.

So on a side note, they don't know how providing the data behind the password protected interface satisfies the legal requirement the public universities have to make salaries



**Senator Chakrani, cont.** data public. So this is some of the concern that was communicated to us as we're discussing the transparency as regards to the access to this data. But also to the raises that everybody is getting so that faculties aren't knowing where they stand in the threshold of the departmental threshold and how their performance is actually being compensated for or not.

So I just wanted to put that out there. Maybe we can... I will invite him maybe sometimes come and give us a demonstration as to how it has become tough to get this data and how it would be something good for us to kind of open that data up instead of hiding it behind a password-protected, uh--

**Chairperson Karen Kelly-Blake** Alright. Thank you, Dr. Chakrani. That sounds like a perfect subject for a resolution, for us to adopt--

**Senator Brahim Chakrani (CAL)** Thank you so much.

**Chairperson Karen Kelly-Blake** --about getting some information. So reach out to acadgov.

**Senator Brahim Chakrani (CAL)** Okay.

**Chairperson Karen Kelly-Blake** So that you can get some information about how to draft that resolution so that then you can bring that forth.

**Senator Brahim Chakrani (CAL)** Thank you so much.

**Chairperson Karen Kelly-Blake** Alright. Thank you very much for that. I appreciate that. So we do have one last item on our agenda, but I see Senator Prouty's hand raised. So we'll go to Senator Prouty, and then we will go to Senator Mechtel for the committee report. Senator Prouty.

**Senator Ken Prouty (Music)** I just beat the deadline. Obviously I think we've raised childcare and it's an issue that has come up now and again. One of the things I mentioned in our breakout is it just seems to me that this is a topic that we've been talking about pretty much ever since I've been here, and I'm in my 15th year here at Michigan State.

At a certain point, I think what this comes down to is a simple established fact; childcare cost money, good childcare costs more money. And at some point there needs to be a decision made. Is this something that the university is going to appropriate, shall we say the appropriate funds for, to be able to do this?

And if we're talking about resolutions and I know we've passed resolutions before, with respect to childcare, I feel like this is the point that really needs to be driven home. This is a resource issue, and we need to start thinking of it, I think, in that way. Is this going to be something that we value? And if so, how are we going to do this?

Because we've been... Again, I don't want to sound like a broken record. We talked about this last year. This is a subject that has been brought up again and again, and again, and again. And I was bringing up the subject of one of my colleagues and the college of music



**Senator Prouty, cont.** who just adopted a baby a year and a half ago. She had to get basically on the wait list for the child development center, which is excellent by the way. But she had to basically get on the wait list about a year before her adoption even happened. That's the kind of wait lists we have for that level of childcare at the university right now. And if we're really serious about this, it's got to change. We just have to make a decision to change it. So I'll stop with that.

**Chairperson Karen Kelly-Blake** Thank you, Senator Prouty, that is extremely important. And I think that's part of the information we will send to Dr. Amey, because it's definitely part of this conversation that we're having today. So thank you very much for that.

I don't see any other hands raised. So we will move on with our new business on the agenda, which is the university committee on curriculum report. Senator Mechtel.

**Senator Marci Mechtel (UCC)** My report will be, although we did a lot of work, it's brief. We met as a full committee on September 30th and approved the following program requests. There were no new programs, but 24 program changes. With this we approved 4 course request, 27 new courses, 73 course changes and three deletions. And there are no more moratoriums or discontinuations of programs to report at this time. Thank you.

**Chairperson Karen Kelly-Blake** Thank you, Senator Mechtel. So we've come to this part of the agenda where we can have comments from the floor. I think it's just us, because I think Provost Woodruff has probably left for her other event. Secretary has just posted something in the chats, relevant resolution on caregiving. Comments from the floor. Yes. Is it Senator Guzzetta?

**Senator Juliet Guzzetta (CAL)** It is. Can you hear me okay?

**Chairperson Karen Kelly-Blake** Yes.

**Senator Juliet Guzzetta (CAL)** Okay. Sorry. My camera's fritzing out. Otherwise, I would be present for you all in face as much as voice. I just wanted to add, Senator Prouty's comments. As we think about supporting children here of our employees, I have a child at CDL, the Child Development Lab, and her older sister also went there.

And I think part of the issue that we really need to talk about, as a serious investment, is better supporting that staff because it's not only about spots for people that are adopting children, having children, et cetera, but it's the staff rate has a very high turnover and their salaries are just not competitive. And it pains me because I live with these kids, knowing how hard it is that they're there for eight hours a day working with our kids.

I mean, it is so much work. And it pains me to know that head teachers are paid like \$40,000, people with master's degrees. Right? So, I mean, I think we're really talking about a very robust investment, but it's one that I also think that the University can stand to benefit from widely, right? This kind of family support, to me, is very MSU. MSU talks a lot about supporting families. And that also means investing in the child's care





**Senator Guzzetta, cont.** and the teachers that are doing the serious work and labor. Again, at a salary more equal to something like an assistant professor. That's all. Thank you.

**Chairperson Karen Kelly-Blake** Thank you, Senator Guzzetta. And I really do appreciate Senator Juzwik's comment in the chat. It would be an excellent recruiting tool, no doubt. Senator Juzwik, your hand is raised.

**Senator Mary Juzwik (EDUC)** Thank you, Chairperson Kelly-Blake. Yes, I would love to be involved in working on a resolution about childcare. So let me just say that. But I think it's going to have to involve more than a pool of money. And whether that money is going to supporting staff retention at MSU childcare labs.

In the context of this global pandemic in particular, we have a situation where there may be times where caretaking needs to be done by intimates, where paid caretaking is not possible because of quarantining. So I think whatever we develop in terms of a resolution in the context of this global pandemic, where we have unvaccinated children, is going to need to recognize the recurring possibility of children needing to quarantine with intimate caretakers; caretaking that can't be necessarily paid out. Thank you.

**Chairperson Karen Kelly-Blake** Thank you. Other comments from the floor. Senator Prouty.

**Senator Ken Prouty (Music)** Yeah. I just want to take a little bit of time to respond to that. I understand that this is a situation that it's about more than money. But there's a couple of things that I think, as I'm listening to this. First off, the pandemic is going to end at some point. It may not be for a while, but we're going to get back to a space where the childcare issues are not necessarily driven by this specific acute thing that is happening right now.

When that happens, we are going to be faced with the same issues that we were faced with before. And that is simply that there are not enough people providing childcare to enough children, right now, to meet the needs of our faculty. That was not the case before. It's not the case now. It should be the case later.

But to get from that point to this point, it is simply going to mean that we're going to need to hire more people to do this. And we're going to need to hire more people who are highly trained and have master's degrees. And yes, we need to pay them more than \$40,000 a year.

We are talking here about eight significant and substantial financial investments from the university. And that is, I think our language needs to start to reflect this idea. I think we've sort of tiptoed around it for a long time, but at the end of the day, I come back to it's the Jerry Maguire thing, show me the money at some point. That's what this conversation has to be about. I'll leave it with that.



**Chairperson Karen Kelly-Blake** Thank you, Senator Prouty. Other commenters from the floor. Dissenters; others with opposing points of view that need to be considered in this space. Alright. Yes. Senator Mollaoglu.

**Senator Sinem Mollaoglu (CANR)** So I want to add to the discussion about the sick child care. The first three years of starting at daycare tends to be very difficult for families because every other week you have a sick child. And with a sick child, you can't really send them to daycare. So I'm speaking outside of COVID right now.

And at one point there was a service in place that you could call and request for nurse care. The number of hours provided were very limited and the personnel there was very limited as well, and that's an urgent emergency care. So I always felt that was something, especially to be expanded for the first three, five years of becoming a parent, and prioritized for faculty that have new families, fairly newer families.

With COVID it's very complicated. God knows I got saved by Okemos Public Schools' change of policy to have an onsite emergency testing daily, instead of quarantine. Otherwise, I have no idea what I would have done. So a lot of our faculty members here have no support, no backup care, no network or grandparents in place. We are on our own. And it's just a serious problem.

**Chairperson Karen Kelly-Blake** Thank you. So we all want to be mindful of the time, it's 4:53. I have hands raised. I'm going to go to EVP Beauchamp.

**Executive Vice President for Health Sciences Norman J. Beauchamp Jr.** Yeah. Thank you. I love that thinking of multiple different paths to get to this. I think the strategic plan, which calls for health sustainability and talks about health of the campus, this really falls right underneath that. And as we're looking at a five-year space planning, an example that I worked within Seattle is where we had a senior living facility with a childcare facility.

And it was really enriching for both parts of the community. And there may be some opportunities like that as well, that bring communities together in a healing way.

**Chairperson Karen Kelly-Blake** Thank you, EVP Beauchamp. Any others? Senator Juzwik, I saw that you had your hand up again, but I'm going to give other folks an opportunity who haven't had a chance to speak in the six minutes remaining. Other commenters from the floor. Alright, Senator Juzwik.

**Senator Mary Juzwik (EDUC)** Thank you. And thank you, Chairperson Kelly-Blake for recognizing me. I do want to express dissent, I think with Senator Prouty. I'm so grateful for what he's expressing here. But ultimately I believe my argument would be that my experiences, at least in this pandemic and also to what Senator Mollaoglu—I am so sorry, I feel like I butchered her name—commented on. I need time more than I need money as caretaker. It is a time that is our most precious commodity. If the money could be funneled to release time, I'm all for it. But ultimately, it's time that junior faculty are needing. If we're connecting this with a conversation too, about how to support junior faculty. Thank you.



**Chairperson Karen Kelly-Blake** Thank you, Senator Juzwik. Other commenters from the floor? Yes, Senator Bunnell?

**Senator Jane Bunnell (Music)** Well just very quickly, I think that there's room for both of those ideas. I really don't think it's just about time. I do think it is about how much it costs to take care of your children 1, 2, 3, whatever. Yes, it's about time as well, but also it's an equity issue. I mean, I really believe it's an equity issue.

And we need to be looking at it as something that equalizes, if you want us to mentor people, we need to know that our children are being taken care of. If you want us to be on a committee, we're happy to, but we need to know that we have coverage for our families so that we can participate fully in what the university would like us to participate in.

So I believe it's a commitment of funding and perhaps space, and perhaps a building. And we're educating, our school of education, is actually educating people that could be utilized to staff, but also time as well. So I don't think they're necessarily... I just want to say, I don't think they're oppositional. I think both things can be a part of one resolution.

**Chairperson Karen Kelly-Blake** Thank you for that, Senator Bunnell. Others. Senator Juzwik, it look like you might have the final word. Oh, your hand was still up. So you're not, okay. Other commenters from the floor. Last three minutes, opportunity to say a last thing. Yes. Senator Fan. Yeah.

**Senator Peilei Fan (SSC)** I just want to comment that not only childcare, but also the university policy for family friendly in general. For instance, our time for Faculty Senate is 3:15 to 5:00. I don't know how many of us need to pick up their children and for other things. And this is just one instance, but there are also other incidents in terms of a course arrangement and in faculty meetings, or some other University activities.

I don't think for some occasion considered the needs for faculty who have a family duty to perform. And perhaps this is a much bigger picture to look, rather than the childcare. I just want to make this to be aware for the discussion in future, probably.

**Chairperson Karen Kelly-Blake** Thank you very much. Senator Gasteyer, you will have the last word.

**Senator Stephen Gasteyer (SSC)** So it actually follows on to Senator Fan's very excellent comments as well. One of the things I have heard recently in our discussions of equity in our college is that there is still a tendency for senior faculty to make little side comments to junior faculty about how much time you're spending not at that meeting between 3:15 and 5, right? I think it may be time to add into that resolution explicit language saying that that is not okay.

**Chairperson Karen Kelly-Blake** Thank you, Senator Gasteyer. Alright. So I want to thank everybody for a very productive meeting today. It is 4:59. If there are no objections, we can end the meeting at 4:59. Alright. Hearing no objections. The meeting is adjourned. Thank you all so very much. Enjoy the rest of your day.