MICHIGAN STATE UNIVERSITY
THE STEERING COMMITTEE DRAFT AGENDA
FEBRUARY 12, 2019 3:15 PM
ROOM 443, ADMINISTRATION BUILDING

1. CALL TO ORDER
2. Approval of Agenda for February 12, 2019
3. Approval of Draft Minutes for January 8, 2019 (Appendix A)
4. President’s Remarks: Acting President Satish Udpa
5. Provost’s Remarks: Dr. June Youatt
6. Chairperson’s Remarks: Professor Deborah Moriarty
   6.a. University Council Working Session (Appendix B)
7. Committee Reports
8. NEW BUSINESS
   8.1. MSU Website Issues, Heather Swain, Vice President for Communications and Brand
        Strategy
   8.2. IT Update, Rob McCurdy, Associate Vice President and Chief Information Officer
   8.3. African American and African Studies (AAAS) Proposal for New Department, Reports from
        University Committee on Faculty Affairs (UCFA), University Committee on Undergraduate
        Education (UCUE) and University Committee on Graduate Studies (UCGS) (Appendix C)
   8.4. Revised Emeritus Policy Changes Request, Professor Mark Waddell, University Committee
        on Faculty Affairs (UCFA) Chairperson (Appendix D & E)
   8.5. University Committee for the Library (UCL) Bylaw Change Request, Sara Long, UCL
        Chairperson, (Appendix F)
   8.6. MSU Online Strategy, Letter from Education, Dr. Laura Torterelli, Elementary Literacy
        and Department of Teacher Education, (Appendix G & H)
   8.7. Teladoc Utilization, Renee Rivard, Executive Management Director and Director for
        HR Benefits
   8.8. Budget Update, Dave Byelich, Assistant Vice President and Director for Planning and
        Budgets
9. Draft Agenda for Faculty Senate for February 19, 2019
   9.1. University Committee on Curriculum (UCC) Report, Professor Marci Mechtel, UCC
        Chairperson (Action Item) (Short Report, Appendix) (Long Report, click on link)
9.2. High Risk Travel Process, Dr. Steve Hanson, Associate Provost and Dean, Dr. DeAndra Beck, Associate Dean for Research and Chris Daniel, Director of the Office of Health Safety, International Studies and Programs (Information Item) (Appendix)

9.3. African American and African Studies (AAAS) Proposal for New Department, Reviewed by University Committee on Faculty Affairs (UCFA), University Committee on Undergraduate Education (UCUE) and University Committee on Graduate Studies (UCGS), (presenter to be determined), (Action Item) (Appendix)

9.4. Budget Update, Dave Byelich, Assistant Vice President and Director for Planning and Budgets (Information Item)

9.5. At-Large Slate of Nominees, for Approval, Amanda Tickner, University Committee on Academic Governance (UCAG) (Action Item) (Appendix)

9.6. Athletic Council Slate of Nominees, for Approval, Professor Amanda Tickner University Committee on Academic Governance (UCAG) (may have to be moved to March meeting) (Action Item) (Appendix)

9.7. Invitation for the Board of Trustees to Attend Faculty Senate – Pending Confirmation from Trustees – Confirmed for Trustee Byrum and TeBay to attend, arriving at 4:30 (Information Item)

10. Draft Agenda for University Council for February 26, 2019

10.1. University Committee on Curriculum (UCC) Report, Professor Marci Mechtel, UCC Chairperson (Information Item) (Short Report, Appendix) (Long Report, click on link)

10.2. University Committee for the Library (UCL) Bylaw Change Request, Amanda Tickner, University Committee on Academic Governance, and Sara Long, University Committee for the Libraries (UCL) Chairperson, (Action Item) (Appendix)

10.3. IT update, Rob McCurdy, Associate Vice President and Chief Information Officer (Information Item)

10.4. Faculty Senate Work Session with John Beck, Results of Asks/Actions, Chairperson Deborah Moriarty (Information Item) (Appendix)

11. ADJOURNMENT
Approved:
2018-2019: Meeting # 4

MICHIGAN STATE UNIVERSITY
THE STEERING COMMITTEE DRAFT MINUTES
JANUARY 8, 2019 3:15 PM
BOARD ROOM (4TH FLOOR), ADMINISTRATION BUILDING


Absent: D. Straiton, K. Rifiotis

1. CALL TO ORDER
   The meeting was called to order at 3:16 p.m.

2. Approval of Agenda for January 8, 2019
   The agenda for January 8, 2019 was approved as presented.

3. Approval of Draft Minutes for November 6, 2018
   The minutes for November 6, 2018 were approved as distributed.

4. President’s Remarks: Interim President John Engler
   Interim President Engler provided no remarks.

5. Provost’s Remarks: Dr. June Youatt
   Due to the long agenda, Provost Youatt withdrew her remarks.

6. Chairperson’s Remarks: Chairperson, Professor Deborah Moriarty
   6.1. Announcement of Dr. Laura McCabe voted in as an At-Large Member
   Professor Moriarty reported that Dr. Laura McCabe was voted by the Faculty Senate as the replacement for Dr. Rob LaDuca as an At-Large Member of the Steering Committee. She also stated that the At-Large Members of the Steering Committee will be meeting with the MSU Board of Trustees tomorrow, after the Board of Trustees meeting, so that a discussion can be held regarding the orientation of new MSU faculty members about the role of Academic Governance at MSU. She said that a flow chart has been developed illustrating who serves on the various committees, and how the various committee structures work.

   Professor Moriarty also noted that Sherry from the Secretary for Academic Governance office will be sending out an email to the Standing Committee Chairs, and the At-Large Steering Committee members to solicit their availability for the Faculty Liaison Breakfasts with the Board of Trustees. These meetings involve a breakfast on Tuesday morning at 7:30, a lunch on Thursday at noon, and the Board of Trustees meeting on Friday. She stated that the Committee consists of the Chair of the Faculty, the Chair of the Steering Committee, the Vice Chair of the Steering Committee, the Chair of UCFA, and two additional members; the two additional members can be At-Large Members, and a Chair of a Standing Committee,
with the intent that the Board of Trustees will recognize that the Standing Committee Chairs are important in the successful function of Academic Governance at MSU. She said that the Board of Trustees will thus have an opportunity to meet them, and to hear about what that particular Standing Committee does.

Professor Moriarty stated that an email ballot will be sent from the Secretary for Academic Governance office to the Faculty Senate for voting on the Vice Chair of the Steering Committee position. She added that she would normally report on the meetings with Interim President Engler, except that the last two meetings with him have been canceled. The next meeting scheduled with him is on January 24th, so the next Steering Committee meeting should have a report from Interim President Engler.

7. Committee Reports

University Committee on Academic Governance (UCAG) – Amanda Tickner

Dr. Tickner reported that the last time that UCAG met was November 15th. At that meeting, UCAG constructed revised By-Laws language that would allow Honor College representation on the University Committee on Undergraduate Education. She added that UCAG continued their discussion about the work of the Ad Hoc Committee on By-Laws reforms recommendations, and worked on some revisions of the recommendations, She stated that UCAG continued their review of College By-Laws.

University on Curriculum (UCC) – Marci Mechtel

Professor Mechtel reported that the UCC met at the end of November 2018 and approved the following Program requests. Regarding new Programs: five new Programs were approved, including an Art Photography Minor, effective Summer Semester of 2019, a Food Safety Graduate Certificate, effective Summer Semester of 2019, a Social Sciences Data Analytics Minor, effective Fall Semester of 2019, and a Sustainable Bio-Products Science and Technology Minor, effective Summer Semester of 2019. She added that an additional ten Program changes and one Program deletion were approved. Regarding courses: thirty new courses were approved, forty course changes were approved, and there were no course deletions. The single Program discontinuation was the Earth Science Interdepartmental Bachelor of Science Degree, effective Spring Semester of 2021.

University Committee on Undergraduate Education (UCUE) – Richard Bellon

Dr. Bellon reported that UCUE has mostly dealt with standards that are curricular issues. One of the things that UCUE worked on was the approval of the creation of the new Department for African-American and African Studies. He added that UCUE has also had extensive discussions about block tuition, addressing, in part, a particular concern with block tuition during the add/drop periods. The concern, he stated, with block tuition is that students would essentially “camp” in seats that they do not intend to use, and then drop those seats at the last minute, which would prohibit those students who need to enroll in those courses the ability to do so. Dr. Bellon stated that UCUE developed a number of different ideas to implement a drop/add policy that would be consistent with what UCUE would like, which includes waiting for the technology to catch up with policy. Discussion ensued.
University Committee on Faculty Tenure (UCFT) - Len Fleck

Dr. Fleck reported that UCFT did not meet in December; however, a working group of UCFT (six people altogether) UCFT and UCFA did meet on December 6th with University Council to discuss a response to the Board of Trustees regarding the Dismissal of Tenured Faculty Policy. He noted that the focus of this discussion was whether the University President, alone, could decide whether or not an individual could get paid during the process of dismissal. He said UCFT’s response was that there should be at least a three-person panel to make this type of decision.

Dr. Fleck added that the other question UCFT had to address was whether or not individuals have to decide to go forward with the hearing, and then, if they did, would they lose the option of being able to retire with their benefits. He stated that UCFT wants to be careful about issues of MSU faculty rights and due process. He said that the two questions were separate: one was whether a faculty member should be removed from their position, because they represented a danger to others, or to themselves, or to the university property, and the other was whether a faculty member should be denied their pay.

Dr. Fleck stated that UCFT agreed that a faculty member should not be paid if that faculty member was actually placed in jail because of an offense. Regarding the issue about a faculty member having to make the decision of going forward with the hearing and give up the right to retire, it seemed harsh to deny them that right to retire. Dr. Fleck added that this situation is where UCFT was undecided, adding that UCFT will put together recommendations and language at their next meeting. Discussion ensued.

University Committee on Faculty Affairs (UCFA) – Mark Waddell

Dr. Waddell reported that at their last meeting during the Fall Semester, UCFA approved the creation of the new Department for African-American and African Studies for the College of Arts and Letters. He added that the Provost asked UCFA to examine how Endowed Chairs are reviewed, and UCFA is working with Dr. Curry’s office on that process. He concluded his report by stating that UCFA has not been able to look at the proposed University By-Laws changes to this point.

University Committee on Graduate Studies (UCGS) – Dr. Gwen Wittenbaum

No report at this time.

University Committee on Student Affairs (UCSA) – Katherine Rifiootis

No report at this time.

COGS – Diondra Straiton

No report at this time.

8. NEW BUSINESS

8.1. Board of Trustees Response to Reclaim MSU Proposal, Dr. Jennifer Johnson, At-Large Member
Dr. Johnson reported that there were five suggestions with the Reclaim MSU Proposal, two of which had to do with the Presidential Search process. The Board of Trustee’s response was "we believe these concerns have been addressed," and Dr. Johnson does not think that there is anything more that can be discussed with these two suggestions. She added that she does not think Reclaim MSU concerns have been addressed fully, but it appears as if nothing further can be done at this point.

Dr. Johnson stated that there are three issues that have to do with the composition of the MSU Board of Trustees. She said Reclaim MSU had suggested: 1) creating a University Board. In addition, they had suggested: 2) amending the Constitution of the State of Michigan to change the composition of the MSU Board of Trustees. She noted that Reclaim MSU had suggested: 3) to add a State Constitutional Amendment. The MSU Board of Trustees’ response to issues four and five was that they could not discuss issues beyond their authority. On issue #1, the Board of Trustees felt that the language was confusing, and they wanted further clarification.

Dr. Johnson added that the two proposals, the University Board Proposal for Reclaim MSU, and the Dr. Rufus Isaacs Proposal (which restates what does and does not require a constitutional amendment) be sent to UCFA and to UCSA for review, because these issues also include student representation.

It was moved that the response from the MSU Board of Trustees regarding the Reclaim MSU Proposals be added as an information item to the Faculty Senate agenda. The Motion was seconded. The Motion carried. The original Proposal came out of Faculty Senate; they will steer it to sub-committees for review and a recommendation. A report from UCFA and UCSA will be made to the Steering Committee at their March meeting.

8.2. Continuing Concerns Regarding Hostile Work Environment, Professor Deborah Moriarty

Professor Moriarty reported that various concerns were raised about issues involving the hostile work environment at MSU. Discussion ensued.

8.2.1. How the Office of Institutional Equality (OIE) Works
Terry Curry will discuss the function of the Office of Institutional Equity at the next Faculty Senate meeting. A Motion was made and seconded for Dr. Curry to speak at the Faculty Senate regarding the Office of Institutional Equity. The Motion carried.

8.2.2. Workplace Bullying and Harassment
https://www.mnsu.edu/csw/workplacebullying/msu_online_workplace_behavior_project_survey.pdf-

A Motion was made and seconded to place Rebecca Campbell as the representative of the RVSM Task Force to appear at Faculty Senate to discuss the upcoming survey. The Motion carried. Discussion ensued.

8.3. Healing Fund, Professor Greg Swain, At-Large Member
A motion was made to reconsider the issues surrounding the Healing Fund at the Faculty Senate meeting as an action item. A Motion was made and seconded. Discussion ensued. The Motion carried.

8.4. **Budgetary Policy, Professor Deborah Moriarty**

Chairperson Moriarty reported on concerns surrounding the MSU Budgetary Policy. She said that she would like the Budgetary Policy to be front and center. The Policy of an annual 1%–to-2% departmental budget cuts has led to a consistent policy of budget centralization, which makes academic innovation and responsiveness impossible. She stated: “I, for one, refuse to serve as Department Chair under these constraints.” Professor Moriarty went on to say that she believes that this issue should be made well known to candidates for the position of President of MSU, and that she is very interested in knowing their plans to make changes to this policy.

Provost Youatt replied that the above statement is inaccurate. She said there is no University policy that 1%–to-2% comes out of a Department’s budget each year. She added that: “There is a 1% drawback that is reallocated. Every cent that is drawn back is reallocated to the Academic Mission. There is no requirement that it be department by department by department. And I'm sorry that this person feels it is so distressing that they cannot be a Chair, but whatever is happening in their college is specific to their college. It is not University policy.” Discussion ensued.

Provost Youatt stated that she will agree to address the Budgetary Policy issue as part of her remarks at the Faculty Senate meeting.

8.5. **Mental Health Update, Dr. Tenille Gains, Interim Associate Director of Counseling Services**

Dr. Gains reported extensively on the resources currently provided by MSU for mental health services. Discussion ensued. It was agreed that the mental health service issues be provided to the Faculty Senate as an information item.

8.6. **Provost Promotion and Tenure Memo to The Steering Committee, Professor Martin Crimp, CAC Chairperson of Engineering**

Dr. Crimp reported on concerns about the Provost’s memo on Promotion and Tenure at MSU. Discussion ensued.

8.7. **Bylaws 3.3.1.1. and 3.3.1.2.1. Regarding CACC One-Year Term, Dr. Gary Hoppenstand**

Discussion ensued regarding the University By-Laws language inconsistency about term limits of service. A Motion was made and seconded to take this issue to UCAG for review. The Motion carried. UCAG will bring back a report of their findings to the Steering Committee.

9. **Draft Agenda for Faculty Senate for January 15, 2019**

9.1. **University Committee on Curriculum (UCC) Report, Professor Marci Mechtel, UCC Chairperson (Action Item) (Short Report, Appendix) (Long Report, click on link)**

9.3. Survey by RVSM Task Force, Rebeca Campbell (Information Item)
9.4. Healing Fund, Professor Greg Swain, At-Large Member (Action Item)
9.5. Mental Health Update, Dr. Tenille Gains, Interim Associate Director of Counseling Services (Information Item)
9.6. Board of Trustees (BOT) Response to Reclaim MSU (Information Item)
9.7. High Risk Travel Process, Dr. Steve Hanson, Associate Provost and Dean, Dr. DeAndra Beck, Associate Dean for Research and Chris Daniel, Director of the office of Health Safety, International Studies and Programs (Information Item) (Appendixes)

10. Draft Agenda for University Council for January 22, 2019

10.1. University Committee on Curriculum (UCC) Report, Professor Marci Mechtel, UCC Chairperson (Information Item) (Short Report, Appendix) (Long Report, click on link)
10.2. University Council Work Session for 2018-2019, Professor John Beck, Human Resources and Labor Relations:

   What should be on the list of “Asks” that we bring to our initial conversations with the new president?
   What are the “Actions” we should be developing and leading that should not wait on, or be dependent upon, the arrival of the new president?
   Motion to approve and seconded. **Motion carried.**

11. ADJOURNMENT

   A motion was made to adjourn and was seconded. The motion carried. 4:55 pm
At the meeting of the University Council held on January 22, 2019, a working session was led by Professor John Beck (Human Resources and Labor Relations). The working session focused on two questions:

1. What should be on the list of “asks” that we as a faculty and staff should bring to our initial conversations with the new president?

2. What are the “actions” we should be developing and leading that should not wait on, or be dependent upon, the arrival of the new president?

A summary of the responses from the different breakout groups is given below. Topics listed below are ones the search committee should probe with the candidates. Candidate responses should then be somehow with shared the broader MSU community prior to a hiring.

1. Asks

   a. Develop greater shared governance processes and trust between upper administration and faculty/staff.
   b. Transparency in decision making.
   c. Increasing faculty input, guidance and opinion on decisions.
   d. Tenure suspension (BOT change during summer of 2018 – Recent Changes to the Discipline and Dismissal of Tenured Faculty for Cause Policy – forced leave without pay) and problems with the block tuition plan. Policy change made by BOT without consultation of UCFT and others.
   e. Support culture change across campus and shared governance.
   f. Support endorsement commission for diversity equity and inclusion.
   g. What are the priorities for investment (financial and personnel)?
   h. How will they interact with the student body to get feedback – how are they going to learn about the culture here?
   i. Have humility and be a healer given MSU’s current situation.
   j. Give voice to students and faculty at highest levels of governance, define rights.
k. Review support of international students (change in culture, funding).
l. How can we be globally competitive?
m. Role of fixed-term and promotion of these faculty?
n. Fostering trust within shared governance – what is the plan for it?
o. Consider and review prominence of athletics over academics.
p. Where would you like MSU to be five years from now?
q. Will records of Title IX investigations be made available to the public?
r. What do you think about the centralization/decentralization of the university management?
s. What is the vision for how MSU can be both an R1 and land grant university?

2. Actions
a. Revisit centralization of IT and Communication, and roll back centralization moves.
b. Work with BOT for By-law changes.
c. Assess each unit of the University – is it functional and necessary?
d. Revamping the core undergraduate curriculum.
e. Revamp action of governance.
f. Pushing for shared governance and revise policies to increase involvement of faculty and staff in university decisions.
g. Address concerns for numerous recent VP hires.
h. Explore ways for engagement for BOT with greater university community and revisiting block tuition.
i. Increase transparency and accountability of the BOT.
j. Better understanding of university and college budgets, review by students and faculty.
k. Create budgets that can be understood by the average person.
l. Student success initiatives and reboot things that have stalled.
m. More follow through about student and faculty feedback – more in-depth and thorough feedback (e.g.: campus climate survey).
n. MSU needs to operate from an ethical center rather than a legal standpoint.
o. Continue improving disability, counselling services and representation of minority faculty.
p. Demand transparency instead of obstructing external investigations.
q. Continue to work on policy changes that better define the roles of The Steering Committee, University and the President.
r. Make a public apology for past MSU actions – less emphasis on MSU branding and what the community wants.
s. Continue with efforts to have a more open presidential search.
t. As University Council -> come up with more coherent ideas about what needs to change (TSC – focus on the list).
u. Talk about the value of closed searches vs. open presidential searches.
Proposal to establish the Department of African American and African Studies in the College of Arts & Letters

Executive Summary

October 12, 2018

The College of Arts & Letters at Michigan State University requests the establishment of a Department of African American and African Studies (AAAS) within the College. This unit will support the work of students, faculty, and staff associated with the existing Program in African American and African Studies (AAAS) and provide a sustainable structure that will enable us to re-establish our leadership position in Black and Africana Studies.

Executive Summary

This report recommends the establishment of the Department of African American and African Studies (AAAS) in the College of Arts & Letters and the concurrent dissolution of the African American and African Studies Program. The AAAS Program is an interdisciplinary intellectual collective dedicated to producing, challenging, and elevating knowledge on African-descended people, especially in the United States, Africa, the Caribbean, and Latin America. Our core faculty are drawn from various departments in the Colleges of Arts & Letters, Education, and Social Science and our areas of expertise include Education, English, History, and Philosophy. We are committed to making concrete connections between our scholarship, pedagogy, and the cause of social justice. Our program, like the discipline of Black Studies, is interdisciplinary at its core and embraces diverse and comparative scholarly approaches to research, teaching and civic engagement required for vibrant, complex and comprehensive study of the Black world.

A comparative approach to Black Studies scholarship at MSU situates the history, migration, and culture of Africa and its peoples in diaspora within the larger context of global political, economic, and cultural movements. The strengths of the faculty at MSU who are currently associated with the AAAS program (and would move to the department) point to a Diaspora focus, with an emphasis on Gender and Sexuality Studies and critical feminist approaches to structures of power and knowledge production that will distinguish us from our peers and deepen our institutional commitments to equity and inclusiveness. A focus on migration will allow the Department to bring the experiences of regional African American and African-descended populations and themes in Michigan and/or the Upper Midwest into dialogue with scholarship on the broader African Diaspora. This vision will position the Department of African American and African Studies at Michigan State University to advance engaged scholarship that is capable of shaping responses to the concerns of these vibrant and resilient regional communities within a broader cultural, historical, and global context. The emphasis on Gender and Sexuality Studies and critical feminists approaches as it relates to African and African descendants is something that is lacking at other institutions of higher learning and will position Michigan State University to be a leader in the discipline.

At many U.S. institutions of higher learning, there is an increasing awareness that inclusiveness (diversity) – be it in the curriculum or the composition of the student body and faculty (e.g., racial and ethnicity/culture aspects, gender, language, language variation, physical and mental capabilities, political persuasion, religion, sexual orientation, socioeconomic status, etc.) – is good for the academy, especially in the multicultural and globalized world that we inhabit. Inclusiveness helps enrich college and university experiences for students and non-students alike. Given
today's multicultural society, knowledge of, and experiences with diversity are essential to any academic enterprise that purports to foster excellence and intends to prepare students who can meaningfully contribute to the public good.

African American and African Studies is essential to this mission of diversity, equity and inclusion at Michigan State University, and to the overall core values, strategic priorities and initiatives of the College of Arts & Letters, specifically interdisciplinarity, and critical diversity, inclusion and community engagement. With regard to students and faculty of color, further, the presence of AAAS amplifies the priorities of the Office of the Provost to support faculty, elevate scholarship, and enhance student success. In order to strengthen AAAS as a Black/Africana Studies unit suitable for a world-class institution like MSU, department status is essential to create the necessary structural anchor.

The current program was founded in 2002 as a Ph.D. granting unit. It has since evolved to also offer a Masters of Arts degree and an undergraduate minor. The creation of a AAAS department has been the long-term goal since its founding, but has evolved in recent years due in part to the realization from deliberations between faculty, graduate students, and other university stakeholders that the current programmatic structure does not provide the quality mentoring and professional development necessary to train students to be competitive both on the academic job market and as leaders in the field of Black Studies. It is impossible to define a sustaining academic mission, train successful graduate students, and remain a major contributor to the field with no dedicated faculty housed in the unit. Also, the lack of an undergraduate major inhibits the ability of undergraduate students to gain a nuanced understanding of critical issues related to diverse populations and the global political, economic, and cultural implications of an increasingly diverse United States.

The AAAS program has gone through a number of transformations in recent years. We are concluding a three-year moratorium on graduate admissions. The program has been in a restructuring phase since the 2015-2016 academic year. The AAAS core (voting) faculty confirmed its support to move forward with a department on May 23, 2017 at our faculty retreat with a vote of 11-0. The director serves as ex-officio and does not vote. Five core faculty members were not present at the retreat. Three of these core faculty members have since voluntarily moved to affiliate status and the remaining two are no longer employed at Michigan State University.

I. Unit involved

African American and African Studies (AAAS) is a cross-college, university-wide, academic unit hosted by the College of Arts & Letters at Michigan State University. The AAAS Program is an interdisciplinary intellectual collective which currently consists of 17 core faculty members and 15 affiliated faculty members. There are 12 Ph.D. students and 36 undergraduate minors matriculating through the program. Of the core faculty, 8 are actively advising graduate students and 4 teach the undergraduate minor curriculum. The faculty are drawn from various departments in the Colleges of Arts & Letters, Social Science, and Education. Based on the strength of committed core faculty, AAAS has defined its major areas of intellectual inquiry as Histories, Social and Cultural Theory, and Feminisms, Gender, and Sexuality as they pertain to Africa and Transnational Diasporic Studies. These areas were singled out because they are core strengths and provide the opportunity to distinguish AAAS at MSU as a leader in the field.
of Black Studies. Faculty engaged in this scholarship at MSU are already award-winning scholars in these areas within their individual disciplines. However, when working collectively within a AAAS department, these combined strengths will make Michigan State University the center for such inquiry both nationally and globally. Prior to this recent change, the program mission was broader in that it centered on the teaching, research, and production and creation of knowledge; and the cultivation of scholars committed to academic excellence and social responsibility in the Black world. Part of this openness was due to the program structure in which the unit has relied solely on any faculty member at the university who expressed an interest in being a part of AAAS, rather than on specific areas of strength. The program continues to embrace diverse scholarly approaches to research, teaching and civic engagement required for vibrant, complex and comprehensive study within the larger Black Studies discipline. However, rather than continue a dilettante approach to Black Studies, a focus on the previously mentioned areas allows for specialization and forward thinking.

The Graduate Program
The graduate program in AAAS was founded in 2002 when there was an urgent need for model interdisciplinary Ph.D. programs focused on Black and Africana Studies to educate a new generation of faculty to lead and develop these important areas of research. At the time, there were only a handful of Ph.D. granting departments in the nation, and the interdisciplinary program faced little competition as it established itself as a leader in the field. Innovative members of the faculty like Geneva Smitherman and Darlene Clark Hine helped establish MSU as a leader in African American socio-linguistics, education, and comparative African-American history.

In its current program structure, AAAS PhD students are required to take four graduate seminars AAAS 829, 830, 831, and 832. Each course serves as an important scholarly delivery of our disciplinary academic model to graduate students that introduces AAAS students to the core tenets of the Black Studies discipline. AAAS 829 examines these tenets from a Black Studies African continental perspective. AAAS 830 examines these tenets from African-American US perspective. AAAS 831 incorporates an African Diaspora perspective. The AAAS 832: Multi-Cultural Pedagogy and Methods Seminar in African American and African Studies provides instruction in methods, leadership and mentoring for graduate students.

In addition to the core courses, graduate students are required to take 15 additional graduate credits (including a 3-credit methods course) in at least one of the following sub-disciplinary concentrations: Anthropology, Education, English, Geography, History, Philosophy, Political Science, Sociology, and Writing Rhetoric and American Culture (WRAC).

Students also complete foreign language instruction as well as domestic and international internships.

The first class of students graduated from the Ph.D. program in 2009. Since then, 30 students have matriculated through the program, with roughly two-thirds working as professors in community colleges and four-year institutions across the nation. Some of the institutions where AAAS graduate students have found tenure-track positions in recent years are Santa Clara University, the University of North Carolina-Charlotte, the University of Alabama, the University of California-Merced, California State University-Northridge, the University of Pittsburgh, and the University of North Carolina-Pembroke. Many of these students have also won prestigious...
grants and received post-doctoral fellowships at the College of William and Mary, the Pennsylvania State University, Syracuse University, and Bowdoin College.

The first cohort of three AAAS doctoral students entered the program a year after its founding in the 2003-2004 academic year. From that initial class through the 2015-2016 academic year, 68 students have entered the program with most finishing within a 5-6-year time to degree.

The M.A. program in AAAS began in the 2007-2008 academic year with one student, and experienced significant growth after the 2010-2011 academic year. Since 2010-2011, fourteen students entered the program. Five of these students left the program earlier, with three of them moving on to earn PhD’s in departments at Michigan State University such as Teacher Education, History, and Sociology. There were five additional students in the M.A. program who entered under the M.A. bridge program in which after the completion of the degree they automatically transitioned into the AAAS doctoral program. Two of these students chose to remain for the Ph.D., with the others opting for Ph.D. departments at highly competitive institutions such as the University of London and the University of Wisconsin-Madison.

The Undergraduate Program
The Minor in African American and African Studies is administered by the College of Arts & Letters and was created in 2010 as a specialization. It transitioned to an undergraduate minor in 2013 and provides students with an interdisciplinary study of the historical and contemporary lived experiences of African descendants in the United States and elsewhere in the northern hemispheric African Diaspora, as well as continental African nations and peoples. The minor is available to students who are enrolled in bachelor’s degree programs at Michigan State University. With the approval of the department and college that administers the student’s degree program, 6 of the 18 credits in courses that are used to satisfy the minor may also be used to satisfy the requirements for the bachelor’s degree. The 12-credit core curriculum requirement comprised of AAAS 100, 300, 390, and 495 are unique credits that offer undergraduates a foundation in Black Studies and may not be used to satisfy the requirements for the student’s bachelor’s degree program. As of Fall 2017, students in the minor may choose from an Arts and Humanities track or a Social Science track that satisfies the requirements for the respective colleges.

Requirements for the Minor in African American and African Studies (Social Science Track)

Students must complete 18 credits from the following:

All of the following core courses (12 credits)-

- AAAS 100 Race and Community in Local to Global Perspective (Introductory Course)
- AAAS 300 Survey in Africana Studies (Capstone)
- AAAS 390 Special Topics in Black/Africana Studies
- AAAS 495 Advanced Research Methods in African American and African Studies

Complete a minimum of 6 credits from the following:

- ANP 330 Race, Ethnicity, and Nation: Anthropological Approaches to Collective Identity
- EC 414 Economic Analysis of Sub-Saharan Africa
Requirements for the Minor in African American and African Studies (Arts and Humanities Track)

Students must complete 18 credits from the following:

All of the following core courses (12 credits)-

- AAAS 100 Race and Community in Local to Global Perspective
- AAAS 300 Survey in Africana Studies
- AAAS 390 Special Topics in Black/Africana Studies
- AAAS 495 Advanced Research Methods in African American and African Studies

Complete a minimum of 6 credits from the following:

- ENG 317 Readings in African and Caribbean Literature
- ENG 350 Readings in African, African American, and African Diaspora Literature
- ENG 450 Seminar in African American Literature
- HST 310 African American History to 1876
- HST 311 African American History since 1876
- HST 312 African American Women
- HST 360 African History to 1800
- HST 361 African History since 1800
- HST 383 The Caribbean
- PHL 350 Introduction to Social and Political Philosophy
- MC 324B Regional Politics, Cooperation, and Conflict in Sub Saharan Africa
- MC 372 Comparative Black Political Thought
- MC 377 Culture, Politics, and Post-Colonialism
- MC 383 African American Politics
- WRA 125 Writing: The American Ethnic and Racial Experience

All four undergraduate course offerings are filled to capacity regularly and are taught by the faculty with contractual assignments in the unit and the occasional advanced graduate student. The unit recently hired a fixed term academic specialist to serve as an advisor to both graduate and undergraduate students. Her responsibilities include helping to enhance the undergraduate experience and recruit minors as well as lead the study abroad program to South Africa. She
has also assisted with professional development for graduate students by organizing workshops and sessions on conference presentations and the academic job market.

II. Rationale for formation of the Department of AAAS

National Trends

Since the founding of the program in 2002, the field of Black and Africana Studies has become highly competitive as universities refine their strategic focus on educating scholars capable of bringing their research and pedagogy to bear on the complex interdisciplinary questions with which the field is concerned. Initially, Michigan State University had one of only a small handful of Ph.D. programs in the entire field of Black/Africana Studies. These early departments included the University of California-Berkeley, University of Massachusetts-Amherst, and Temple University. MSU’s Ph.D. program once ranked as high as number 2 ahead of Harvard University. Since then, however, most major universities have begun offering Black Studies doctorates, with many universities resourcing and developing Ph.D. programs in already functioning departments. At present, 17 major institutions offer a Black Studies Ph.D., attracting top students in almost every scholarly topic in the field. Of those, Michigan State University is now the only institution that offers a Ph.D. in Black Studies and/or related field in a program structure as opposed to supporting it within the context of a department. In addition to the previously mentioned University of California-Berkeley, University of Massachusetts-Amherst, and Temple University, of the 17 departments, 7 departments exist at peer institutions within the Big Ten academic conference (See Appendix A).

A 2013 University of Illinois survey on African American Studies units across the nation pointed to five priorities for African American Studies at the graduate level. Each of these priorities reflected the needs of these units to meet the historical challenges posed by the field and achieve success in the modern university: 1) Black intellectual history, including ongoing research on the current state of Black Studies through surveys, case studies, and comparative studies of other ethnic studies units, 2) Interdisciplinary study of the Black American Experience; 3) Global connections and diaspora dialogues which is inclusive of continental Africa, the Caribbean, Latin America, and other areas around the globe with African descended populations; 4) Application, that is, putting theory into practice; 5) Creative use of new technologies. While these priorities are general, AAAS at Michigan State has sought ways in which to align its unit with these national trends. Moreover, through engaging with broader notions of the African diaspora, the unit has the potential to move beyond superficial notions of global connections and diaspora dialogues to make a real impact in the field.

1 Cornell University, Harvard University, Indiana University, Northwestern University, The Ohio State University, Pennsylvania State University, Temple University, University of California-Berkeley, University of Colorado-Boulder, University of Louisville, University of Massachusetts-Amherst, University of Pennsylvania, University of Texas at Austin, University of Wisconsin at Milwaukwee, Virginia Polytechnic Institute and State University, Yale University. See, http://www.ncbsonline.org/africana_studies_graduate_programs
III. Background: The Developmental Process

Conversations regarding the existing program model and the realization that a shift in its structure was needed generated momentum beginning in 2011. With the support of the College of Arts & Letters, the AAAS faculty have used a moratorium on the graduate program implemented by the college in 2015 to strategize about ways to move forward. Throughout the 2016-2017 academic year, the faculty met frequently to develop strategies for restructuring the program to better serve the needs of students and faculty and remain competitive in the larger field. The initial actions were to review AAAS bylaws and reconcile them with existing university and college bylaws. As part of that process, we solidified the role of the director, articulated the duties and responsibilities of core and affiliated faculty, and responsibilities of AAAS committees. The goal was to develop an infrastructure to make the best use of limited faculty resources within the current program structure and provide a foundation to better train graduate students. As part of the strategic planning for the 2016-2017 academic year, the unit also brought in two senior scholars (one each in the Fall and Spring) to consult with the dean, AAAS faculty and graduate students about the best ways to move forward and reopen graduate admissions in the unit. Part of these discussions involved refining the academic vision and mission of the unit and revising the graduate handbook and undergraduate minor. The AAAS curriculum committee initiated this process at the graduate level.

At the undergraduate level, the College of Social Science (CSS) instituted requirements that all majors within their college must also enroll in a minor from that college. Because AAAS recruits heavily from CSS, the unit revised its minor to meet CSS requirements and also streamlined courses to remain current within its home college (CAL). Courses that were no longer on the books were eliminated and the two academic tracks were revised to an Arts and Humanities Track and a Social Science Track in order to better serve students and keep the AAAS minor in line with changes throughout the colleges. By doing so, the unit can continue to recruit minors from across the university.

Though the initial efforts regarding the bylaws, and curriculum revisions were successful, the limitations of the program model resurfaced when planning to reopen graduate admissions for Fall 2017. To work through this process, the core faculty participated in a faculty retreat on May 22-23, 2017. Much of our discussion at the retreat centered on lifting the moratorium on graduate admissions, creating new directions for the program, and restructuring the program in light of disciplinary strengths we have from the committed core faculty. During the retreat, the faculty worked to construct a vision and mission statement for the program that aligned with the research and teaching interests of core members of the unit. Central to this process was envisioning a program in which MSU’s AAAS could attract and recruit competitive students and compete in the larger discipline of Black Studies nationwide. In addition to constructing a vision, faculty defined the core fields of the AAAS program and outlined a cluster of foci that would showcase our areas of strength. These areas included Critical Knowledge Production, Feminisms, Gender and Sexuality Studies, and Languages, Literatures and Cultures. Because the unit has historically relied on volunteer faculty, there has never been a clear scholarly area(s) of focus in the unit. Finally, the faculty discussed the implementation of a process for the revision of both the graduate handbook, the undergraduate curriculum, and the possibility of finding ways to hire faculty into the unit. We engaged in a generative and productive deliberation, but came to an impasse when determining how to implement proposed changes. The faculty came to the following conclusions: AAAS at Michigan State University cannot sustain a graduate program under the current conditions. Most of the faculty in AAAS at Michigan State are not rooted in Black Studies, but within other disciplines (primarily the College of Education, English, History, and Philosophy). More often than not, these faculty do not
engage the field of Black Studies as their primary vehicle for research and academic inquiry and have utilized structures from their respective disciplines to cobble together a cohesive program, graduate handbook, and other unit processes. As a result, the program at Michigan State University is not in a position to compete with peer institutions. Our current Ph.D. structure relies on the volunteerism of tenured faculty (the majority of which are not in the College of Arts & Letters). The undergraduate minor relies exclusively on junior faculty with 25%, and 50% contractual assignments in AAAS.

The faculty requested from Dean Christopher P. Long of the College of Arts & Letters an external review of the program by senior scholars in the field of Black Studies to offer insight as to the viability of the program. Drs. Carole Boyce-Davies (Cornell) and Clarence Lang (Kansas) were chosen and visited AAAS on October 26-27, 2017. A total of 12 core faculty members and 14 graduate students participated. The reviewers were asked to structure their visit and report by addressing the following questions:

1) Based on the strengths of its current faculty and the proposed vision for the program, how might the Ph.D. program be uniquely positioned to take a lead nationally in specific direction of Black Studies scholarship (Africa, African American, the African Diaspora, etc.)? How can the program best position itself to be competitive in attracting top graduate students?

2) What are the fundamental skills and experiences (research, teaching, publication) that graduate students should have when they leave the program in order to be competitive on the academic job market?

3) Given the interdisciplinary nature of Black Studies from its inception, does the AAAS program in its current structure foster interdisciplinarity, while at the same time maintaining the core foundations and principles of Black Studies as a stand-alone discipline?

4) Is the graduate curriculum at MSU in line with disciplinary standards? What are the best practices for organizing the graduate curriculum (handbook, areas of focus, comprehensive examination, internships, etc.)?

5) What are disciplinary foundations that students in the undergraduate minor should graduate from the program knowing? Can they successfully transition into a Ph.D. program in Black Studies or a related field from MSU based on our current offerings?

6) Is the current structure of African American and African Studies as a Ph.D. granting program (without department status) viable? What are the strategies/structures that could be put in place to help strengthen the unit?

7) What are the advantages to department status? What structures need to be in place (faculty, curriculum, programming, institutional resources) in order to insure a successful transition?

The external reviewers concluded the following in their report dated November 26, 2017:

1) The African American and African Studies Program should become a department by the next academic year, with its own faculty and an increase in clerical staff
The College of Arts and Letters, with the support of central MSU administration, should approve an average of three (3) new hires per year for full-time AAAS faculty lines in order to achieve a core faculty of 11 (eleven) over the next three years. We stress that AAAS faculty growth should not rely on the recruitment of existing faculty, which could foster animosity from their existing home departments, as well as stoke ill will between the College of Arts and Letters and other colleges housing current AAAS faculty.

The College of Arts and Letters, with the support of MSU administration, should assist African American and African Studies in developing a Bachelor’s Degree, and possibly also a five-year combined BA/MA so as to attract talented students from the undergraduate major into the graduate program.

The College of Arts and Letters, in partnership with AAAS and other colleges and units, should continue the ongoing work of clarifying expectations regarding teaching, service, and evaluations in Memoranda of Understanding for AAAS-affiliated faculty.

The College of Arts and Letters, in partnership with AAAS and other colleges and units, should continue to be mindful of ways to support the research productivity of pre-tenure faculty who have affiliations with AAAS. A better structured leave of absence before tenure would ensure that their service to AAAS is rewarded as it also prepares them for tenure, promotion, and professional advancement in the field.

The College of Arts and Letters, in partnership with AAAS and the Graduate School, should compose a joint message to all current AAAS doctoral students assuring them of their value to MSU and the University’s commitment to their academic success and professional advancement. Continuing efforts also should be made to monitor and assist these doctoral students with funding opportunities and other necessary academic support.

The College of Arts and Letters should make deliberate efforts to anchor and integrate its strategic plan initiatives (e.g., “Critical Diversity in a Digital Age”) in existing interdisciplinary units like AAAS, instead of creating new units that duplicate the labor they already have been performing with few resources. That is, the College’s emerging new strategic initiatives should provide opportunities to enhance the work of units like AAAS rather than occasions to diminish or mischaracterize them as “silos.”

Following the external review and report, the unit was given the approval from Dean Christopher Long on March 9, 2018 to pursue a formal proposal for the establishment of a AAAS Department.
IV. Description of Department of AAAS

Mission
The mission of African American and African Studies (AAAS) as an interdisciplinary intellectual collective is centered on the study and production of knowledge of Africa and the African Diaspora, especially in the United States, the Caribbean, and Latin America. We feel charged with the task of providing an integrative education aimed at illuminating the experiences, lives and circumstances of peoples in Africa and its diasporas, along with the many diasporas of Black peoples globally and transnationally. Our major areas of intellectual inquiry include Histories, Social and Cultural Theory, and Feminisms, Gender, and Sexuality Studies as they pertain to Africa and Transnational Diasporic Studies. As a unit, we are committed to making concrete connections between our scholarship, pedagogy, and the cause of racial and social justice.

Areas of Study:

1) Histories
2) Social and Cultural Criticisms
3) Feminisms, Gender, and Sexuality Studies

1. Name

The core faculty of AAAS recommend that the new Department be named African American and African Studies.

The name of the department firmly situates the department in the larger field of African American Studies which is rooted in the United States experience. However, it maintains the Michigan State University and AAAS scholarly commitment to engage the global position of the African continent, while assessing its global impact through the African Diaspora.

2. Faculty

The Department will be true to the founding interdisciplinary vision of AAAS at MSU by establishing departmental bylaws, policies, practices, and a curriculum that require faculty and students to draw on disciplinary expertise in doing transdisciplinary work. Our ability to hire and grant tenure to faculty in the Department will enhance this interdisciplinary approach by grounding it in Black Studies. This will enable our faculty to reach out in collaboration with a broader range of disciplines as full partners. These collaborations will be the catalyst through which the Department will advance the intellectual vision outlined above and re-establish the Ph.D. program as a national and international leader in the field.

To accomplish this, we will need to combine the existing strengths of our faculty with a strategic hiring plan that will enable us to recruit 6 new faculty members from within the university beginning in Spring 2019 for AY 19-20 and 6 external hires over the next three years (2 each year with searches starting in AY 19-20). Such a critical mass of scholars in
Black Studies will be able to shape a visionary interdisciplinary graduate curriculum and support the success of a new cohort of creative and engaged graduate students.

At least four of these new external hires should come at the rank of Associate or Full professor to give the new department the depth of scholarship and experience it will need to succeed. The Dean of the College of Arts and Letters has committed to leveraging all the tools at our disposal—including MSU Foundation Professorships—to recruit the best candidates for the positions the unit identifies.

As the vision and mission of the unit continues to be refined and developed in AY 18-19, we will undertake conversations about which faculty members internal to MSU are best positioned to contribute to the new Department. How those appointments are structured will be tailored to the career pathway and goals of each individual faculty member. The Dean has committed to working with each faculty member, the Chair of their current Department, and, when necessary, the Dean of their home College, to ensure that appointments advance the mission of the new Department and the success of the individual faculty members involved. This will be done in the spirit of mutually beneficial collaboration without the intent to compromise the quality programs of the faculty members’ home departments.

AAAS has been in conversations with chairs in the College of Arts and Letters and are committed to maintaining strong relationships. As all of the initial hires to the unit will come from other departments, it is our expectation that many of them will not shift their entire lines to AAAS. To accommodate existing departments, but also to ensure that the department can function properly, AAAS is prepared to accept 15%, 25%, and 49% jointly appointed faculty from faculty internal to MSU. All external (new) hires will have their tenure homes in the Department of AAAS.

3. **Undergraduate Program**

   No changes are anticipated in AAAS offerings of the undergraduate minor at this time. The minor was most recently revised during the 2017-2018 academic year to streamline courses and allow more course options for minors in the College of Arts & Letters and the College of Social Science. Those changes went into effect this fall. All currently enrolled students will continue to have the same opportunities to fulfill their program without any impact. Students who minor in AAAS come from a broad array of majors and colleges including, James Madison College, CAL, and CSS among others. In agreement with the College’s priority of enriching the undergraduate experience, the curriculum of all our undergraduate minor is regularly discussed and reviewed to confirm that it meets students’ needs and meets their goals in sufficient breadth and depth.

   With the establishment of a AAAS department, the goal is to create an undergraduate major within the first 5 years of its creation. The Bachelor’s degree in AAAS will provide opportunities for graduate students in AAAS to acquire much needed experience teaching in their discipline.

   The undergraduate minor will continue to be offered with the establishment of the department. The core courses from the undergraduate minor are transferrable to the undergraduate major. In AY 19-20, the AAAS faculty (internal hires) will begin constructing the undergraduate major using the existing undergraduate minor curriculum as a model. Once the first cohort of external hires arrives in AY 20-21, undergraduate course revisions and creation of new courses will continue. The expectation is that a completed major will
move through academic governance in AY 21-22 and students will be able to major in AAAS beginning in AY 22-23.

4. **Graduate Program**
   No changes are anticipated in AAAS offerings of the graduate program at this time. Once the Department has been created, the program will move out of moratorium and we will pursue curricular change. Currently there are 12 students in the program with all but 3 having achieved Ph.D. candidacy status. Most candidates in the program have advanced to this status within the past two academic years. All should advance to candidacy by the end of AY 18-19 with the majority completing their degrees in AY 19-20. The transfer of these students to a department structure will not affect their time to degree. Moving forward, the university has guaranteed the program 20 fully funded Ph.D. lines over a five-year period. This translates to four students admitted each year with five-year funding packages. The expectation is that the AAAS department will begin taking applications for a new cohort of Ph.D. students in AY 19-20 for the following academic year.

As the remaining members of the last graduate cohort defend their dissertations and are successfully placed, the faculty in the new AAAS department have an opportunity to reset the culture of the program with a revised graduate handbook that ensures interdisciplinary training for students that aligns with the vision of the Department outlined above.

5. **Assessment**
   We approach assessment from a variety of perspectives; a fuller assessment plan will be developed by the new Department Chair and his/her administrative team and faculty beginning in AY 19-20 once the department is established. The new Department would conduct assessment of its curriculum, students, and faculty members on a regular basis in order to evaluate their position vis-à-vis the university metrics of excellence and productivity such as the University Learning Goals and the interactive rubrics provided in: [http://learninggoals.undergrad.msu.edu/](http://learninggoals.undergrad.msu.edu/). A foundation already exists, as the existing Program has assessment plans in place in the current AAAS program bylaws that govern faculty and graduate students. These bylaws were revised most recently in October 2016.

Currently, AAAS is going through a detailed vision process in which faculty interested in joining the new department are required to submit updated curriculum vitae and statements of interest indicating their level of commitment to transferring all or portions of their line to the unit. Interested faculty will meet throughout this academic year and will be the core group to construct and implement any new assessment plan.

6. **Department Governance** Initially, the department will be governed by the College of Arts & Letters and University bylaws. Once the department is established, tenure stream faculty within the new unit will create department bylaws that will address issues of faculty governance, annual review, reappointment, tenure and promotion, among other procedures for administering the unit. This process will begin in AY 20-21 (i.e. the second year) once there is an established AAAS faculty.

7. **Budget and statement about resources**
   The success of the Department of African American and African Studies is a top priority for the College of Arts & Letters as it puts its core commitment to diversity, equity, and inclusion into practice. All existing AAAS Program-related resources will be invested into the new Department. The Provost has committed funding for 2 new faculty lines a year for three years (6 total) to support the hiring strategy outlined in this proposal. The College of
Arts & Letters will work with Department Chairs and College Deans to negotiate the transfer of salary lines for internal faculty into the new Department. To reiterate, this will be done in the spirit of mutually beneficial collaboration without the intent to compromise the quality programs of the faculty members’ home departments. Current resources to support graduate fellowships in AAAS will be transferred into the new Department. A detailed 5-year budget plan has been submitted to the Provost’s Office as part of the College of Arts & Letters Spring 2018 budget request. This plan outlines the recurring funds required to ensure the success of the Department, including the redirection of existing funds in the College and the request for new funds to support faculty hiring and graduate student support. An official request for space has been made with the Office of Facilities Planning and Plant Management.

8. Personnel plans and impact on faculty and staff

Tenure stream faculty
Since AAAS is currently a program, no tenure stream faculty are directly impacted by the transition to a department. The four faculty with teaching assignments in the unit have 100% appointments in other departments. Should they choose to transfer all or portions of their lines to the new department or maintain teaching assignments in AAAS, then their current memorandums of understanding must be renegotiated.

The core and affiliated faculty model under which the program currently operates would be abolished and all responsibilities for teaching, advising, and mentoring of graduate and undergraduate students would be the responsibility of the tenure system faculty in the new department or have a portion of their tenure line allocated to the new department.

Non-tenure stream faculty
AAAS currently has one fixed-term academic specialist. This position will be reassigned to the Department of African American and African Studies as a permanent position consistent with the university policies and procedures and in consultation with Human Resources.

Assessment of Department Faculty
Until bylaws are established for the department in AY 2019-20, AAAS will operate based on the College of Arts & Letters and University bylaws and procedures regarding tenure, promotion, annual review, and reappointment.

Staff
All staff members currently appointed in AAAS will be reassigned to the Department of African American and African Studies consistent with contractual agreements and in consultation with Human Resources. This includes one graduate secretary.
V. Internal Consultation with AAAS Program Faculty and Students

Faculty
In addition to the previously mentioned activities, with the support of the College of Arts & Letters, the AAAS faculty have used the moratorium to strategize about ways to move forward. The external faculty consultations, program revisions, core faculty retreats on May 22-23, 2017, May 11, 2018, and the external review from October 26-27, 2017 insured that all affected faculty, staff, and stakeholders were offered extensive opportunities for input and to actively participate in deliberations that resulted in these recommendations. All the meeting minutes, reports, correspondence with administrators, proposal drafts, and department proposal drafts were made available on a AAAS D2L page established for this process. Professors at the Assistant, Associate and Full levels, and the graduate students all met by rank with the external reviewers. Graduate students elected a representative to the most recent retreat and the current vision process. All indicated that Michigan State’s AAAS program had reached a critical “turning point” in its evolution and cannot continue under the current conditions of its existence.”

Students
A representative elected by the AAAS graduate students was involved in the department proposal process and attended the most recent faculty retreat in May 2018. This representative is also involved in the current vision process for the selection of faculty and curriculum revisions and will continue in this role through the establishment of the department.

The Program Director met with undergraduate minors on April 4, 2018 at one of our monthly “Talk Back” sessions. The sessions provide an opportunity for undergraduate minors and other interested MSU students to come together and discuss issues impacting them as students at MSU and the larger community. There was enthusiasm about the possibility of department status. The students particularly raised the question of a AAAS major and were excited that future generations of undergraduates would be able to take advantage of such an opportunity. A follow-up meeting with the undergraduate students is scheduled for October 17, 2018.

Staff
The academic specialist and the graduate secretary attend all AAAS core faculty meetings and have been actively involved in the proposal process.

VI. Consultation by Unit and College Governance

Unit
A vote at the May 22-23, 2017 faculty retreat on whether to move forward with a plan to push for the establishment of a department was called and all were in favor of moving forward with a AAAS department. The vote was 11-0, excluding the director who serves ex-officio at AAAS meetings. According to AAAS bylaws, the quorum for a vote is 25% of core faculty (five faculty members). AAAS has 17 core faculty members. The 11 members present at the meeting was well over this number.
**College Advisory Committee**

On October 4, 2018, the Department was an agenda item at the College Advisory Committee’s (CAC) monthly meeting. The Program Director and two elected members of the AAAS executive committee members attended and answered questions. The Program Director has also extended an offer to the CAC to attend any meeting in which the Department Process and Program Bylaws may be discussed as well as their impact on the College Bylaws. The CAC enthusiastically endorsed the department proposal and voluntarily wrote the memo attached to this proposal in support.

**VII. Start Date and Calendar**

**Timeline**

**Spring/Summer 2018**

Prepare proposal to create a new Department of African American and African Studies.

**October 2018**

Submit proposal to create the Department to Provost Office for Approval and subsequent Academic Governance review and Administrative processes routing.

**Fall 2018**

Refine the strategic plan and academic vision for the new Department of African American and African Studies.

Develop a strategic hiring plan to be executed in Spring 2019 (vision, mission, areas for hiring), AY 19-20 and AY 20-21.

Begin assessing the Graduate Handbook to align it with the new vision and structure in anticipation of curriculum revisions and the re-opening of the graduate program in AY 2020-21.

**Spring 2019**

Articulate and establish a process by which faculty may apply to be founding members of the Department based on its academic mission, while preserving and enhancing the current strengths of existing programs at MSU.

Receive applications from MSU faculty to join the Department.

Review internal faculty applications to the Department.

Execute the strategic hiring plan (establish search committee, create job descriptions).

Develop a strategic recruitment plan for a new cohort of highly qualified graduate students.
July 1, 2019  Creation of the new Department of African American and African Studies

AY 2019-2020

Execute the strategic recruitment plan for a new cohort of highly qualified graduate students.

Recruit and hire new faculty according to the approved strategic hiring plan.

Recruit and admit 4 new students into the graduate program for fall 2020.

Submit proposed graduate curriculum changes to the College/Graduate School and the Provost’s Office.

Begin conversations regarding creating the new undergraduate major.

AY 2020-2021

Welcome new faculty to MSU.

Welcome new cohort of graduate students to MSU.

Continue undergraduate course revisions and creation of new undergraduate courses to submit to academic governance.

Recruit and hire two new faculty according to the approved strategic hiring plan.

AY 2021-22

Welcome new faculty to MSU.

Begin accepting undergraduate majors.

Recruit and hire two new faculty according to the approved strategic hiring plan.
Appendix A:

Overview of Peer Institutions
The following data were taken from two surveys 1) a 2016 peer survey by AAAS graduate student Leah Gaines on Northwestern, Purdue, Indiana-Bloomington, Ohio State, Penn State, Illinois, Maryland and 2) a 2018 survey by academic specialist Joy Coates gathered from current web sites of MSU, UMass-Amherst, UC-Berkeley, and Temple.

I. PROGRAM, COURSES, FACULTY

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<th>Faculty Core</th>
<th>Status</th>
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<td>African American and African Studies</td>
<td>Program</td>
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<td>Center</td>
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<td>Grad concentration, BA-major, minor &amp; certificate</td>
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<td>Full professor – 5 Assoc professor – 1 Assoc professor – 4 Affiliated faculty – 12 Lecturer - 1</td>
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| MICHIGAN STATE UNIVERSITY, African American and African Studies est. as a program in 2002 (See Coates survey, 2-4. for complete details on program) | The AAAS Program at MSU is an interdisciplinary intellectual collective dedicated to producing, challenging, and elevating knowledge on African-descended people, especially in the United States, Africa, the Caribbean, and Latin America. Though our faculty are drawn from various departments in the Colleges of Arts and Letters, Social Science, and Education, our disciplines of expertise include History, English, Philosophy, and Education. Our major areas of intellectual inquiry include Gender and Sexuality Studies, Feminisms, Critical Knowledge Production, and Languages, Literatures, and Cultures. We are committed to making concrete connections between our scholarship, pedagogy, and the cause of social justice. | PhD-Three important elements define our core curriculum graduate study of African American and African Studies at MSU: 1) a discrete set of interconnected, required core seminar courses based in African-American studies, African studies and African Diaspora studies, 2) two required internships courses (domestic and international) and one required teaching mentoring/pedagogy professional development course, 3) a required Africana Language immersion program. | PhD- requires its graduate students to complete 30 credits of course work including: three (3) graduate seminar courses in Introduction to African American and African Studies I, II, and III (AAAS 829, 830, 831):  
- AAAS 829 examines these tenets from a Black Studies African continental perspective  
- AAAS 830 examines these tenets from a Black Studies African-American US perspective  
- AAAS 831 examines these tenets from a Black Studies African Diaspora perspective. Requires two (2) internship courses  
- AAAS 893a Internship in African American and African Studies (must be performed in a Black community outside of the United States)  
- AAAS 893c Multi-Cultural Pedagogy and Methods Seminar in African American and African Studies (Methods, leadership and mentoring for graduate students of undergraduate students of color)  
- minimum of 3 credits in research methods in the area of concentration  
- additional 12 credits of course work in an area of concentration |
<p>| Language requirement--students must attain spoken and written second-year proficiency in a language used in Africa, the U.S. or elsewhere in the African Diaspora, other than the Language of Wider Communication of the United States and England. Assist faculty in one offering of AAAS 495 Advanced Research in African American and African Studies. Comprehensive exams--written/oral. |</p>
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<tr>
<th>NORTHWESTERN, African American Studies, est. as a department in 1972 (See Gaines survey, pg. 8-26 for complete details on program)</th>
<th>Our scholarship and teaching build and explore analytic paradigms that tease out the commonalities and connections, as well as the differences and debates, with respect to how people organize communities, shape cultures, and navigate dominant racial power structures. We use a variety of methodologies and engage both academia and the wider community in order to contribute to African American Studies' intellectual canon while offering insights, prescriptions, and critical challenges to address larger societal issues.</th>
<th>PhD-Three substantive areas form the basis of this program: 1. Expressive Arts and Cultural Studies 2. Histories 3. Politics, Society, and Culture</th>
<th>PhD-require all our students to take eighteen (18) courses total over two years (all things being equal, an average of three courses per quarter). Program Breakdown: 18 required courses go as follows: • 6 core courses • 4 track courses • 4 courses within one's chosen discipline of specialization • 3 elective courses • 1 research methods course Language requirements— Some students, depending on their research projects, will be required to attain competence in a foreign language. Qualifying Exams— written/oral</th>
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<tr>
<td>PURDUE, African American Studies and Research est. as a center in 1970 (See Gaines survey, pg. 50-69 for complete details on program)</td>
<td>The mission of African American Studies and Research Center is to provide an interdisciplinary education, which prepares students to be astute readers, clear writers, and critical thinkers. Our courses allow students to engage complex social problems with the tools of historical resources and theoretical perspectives. AASRC is building an intellectual</td>
<td>The African American Studies Interdisciplinary Graduate Program is offered to M.A. and Ph.D. students who wish to specialize in African American Studies within their chosen disciplines. This concentration is completed in collaboration with the graduate student’s home department or program and in consultation with the student’s major adviser. The</td>
<td>To receive the concentration designation on your transcript, students must complete our two core graduate seminars (6 credit hours). Interdisciplinary Graduate Program Core Courses: • AAS 574 Research Methods in African American Studies and • AAS 575 Theories of African and African American Studies. Doctoral students can take as many additional</td>
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community for the 21st century, as students are equipped to adjust to the nuances of our ever-changing world. Following departments and programs currently offer the AAS concentration: American Studies, Anthropology, English, History, Languages and Cultures, and Political Science. Courses as necessary to provide expertise in their specific research area. Electives come from multiple fields, which represent the breadth of African American Studies’ interdisciplinary scope. Eligible courses:

### Interdisciplinary Graduate Program Elective Courses:

- AAS 590 Directed Reading in African American Studies
- HIST 594 Afro-American Thought & Ideology
- HIST 651 Reading Seminar in American History [when the focus is Race/Civil Rights in the US]
- ENGL 557 19th-Century African American Narrative
- ENGL 583 US Ethnic/Multicultural Literature [when the focus is African American Literature]
- ENGL 597 Contemporary Black Feminist Literature
- ENGL 672 Seminar in Women’s Literature and Feminist Theory [when offered as African American Women Writers]
- LC 601 Seminar in Latin America and the African Diaspora
- PHIL 542 Rationality and Relativism: African American Perspectives
| INDIANA-BLOOMINGTON, African American and African Diaspora Studies est. as a department in 1970 as Afro-American Studies; PhD offered in 2008 (see Gaines survey, pg. 2-7 for complete details on program) | It is the mission of AAADS to create and share scholarship of the highest quality dealing with the African American and African diasporic experience; promote the study and understanding of the historical and contemporary connections among Africans, African Americans, and other New World black communities; and affirm the democratic tradition of equal opportunity for all by combating all forms of discrimination based on ethnicity, gender, class, sexual orientation, disability, and religious differences. | The curriculum for the AAADS doctoral program has been shaped by two concentrations that have an influence on research and teaching: 1) Race, Representation, and Knowledge Systems focuses on examining how race is represented, reconstructed, and reproduced across the African diaspora. It concerns the role of race-making in intellectual life, popular culture, literary and artistic expression, and in new media, 2) Power, Citizenship and The Ph.D. degree requires completion of at least 90 credit hours of an advanced course of study. Major Subject and Minor Subjects Major Subject • The student will select a major subject from the departments and programs listed in this bulletin. The major department or program is responsible for monitoring the student's progress toward the degree and for making recommendations to the University Graduate School regarding the nomination to candidacy, the appointment of a research committee, the defense of the dissertation, and the |
| **OHIO STATE, African American**<br>African American Studies est. as an academic division, Black Studies, in 1969; achieved formal department status in 1972 (See Gaines survey, pg. 27-35 for complete details on program) | The mission of the department is to produce and disseminate knowledge and understanding about African peoples globally. The department offers students from all communities the opportunity to acquire the theories. For the African American Studies and African Studies area concentrations, at least 6 credits are required in each of two “focus areas”<br>1) Social Studies and 2) Cultural Studies | The required Ph.D. coursework is inclusive of 51 credits, of which:<br>• 15 credits in the main area of concentration (African American, African, or Comparative Diaspora Studies).<br>• 9 credits in the other two areas of conferring of the degree.<br>**Minor Subjects**<br>- The student will select at least one minor subject. A minor provides additional breadth and depth to the individual's program. It must be taken outside the major department from among those minors offered listed in this bulletin or in a specifically approved inter- or intradepartmental area—see departmental entries<br>**Language requirement**<br>Qualifying exams—written (may require oral if necessary) |
practices, methodologies, critical thinking, and communication skills necessary to master an interdisciplinary approach to the historical, cultural, social, psychological, political and economic experiences of people of African descent throughout the world. To foster and maintain an intellectual environment in our community on and off campus, assisting students and community members in their development as lifelong learners and informed citizens, seeking to better the community, nation, and world.

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<th>PENN STATE, African American Studies est. as a department in 1993, offered dual PhD in 2013 (See Gaines survey, pg. 36-49 for complete details on program)</th>
<th>The Department of African American Studies is a meeting ground for scholars, students and thinkers committed to the study of African American and African-descended peoples in the Americas. With faculty trained in anthropology, English, history, philosophy, and other disciplines, our collective work fosters critical understanding of the diaspora’s many cultures and expressions. As we foster meaningful</th>
<th>Students electing this program through participating departments will earn a degree with a dual-title at the Ph.D. level, i.e., Ph.D. in (graduate program name) and African American and Diaspora Studies. The following graduate program offers a dual-title degree in African American and Diaspora Studies: 1) Art Education 2) English 3) History 4) Philosophy</th>
<th>Degree Requirements The minimum course requirements for this dual-title Ph.D. degree are 15 credits of coursework related to African American and Diaspora Studies, all at the 500 level or above. Of these 15 credits, 9 must come from the required core course sequence in African American and Diaspora Studies, which comprises the following courses: AFRICAN AMERICAN STUDIES (AF AM) 501. Seminar in African American and Diaspora Studies</th>
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<td>concentration, of which at least 3 credits in each area of concentration.</td>
<td>12 credits in the elective category.</td>
<td>15 Credits for the Prospectus and Dissertation Language Requirement Comprehensive exams--written/oral</td>
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engagement with the eco-nomic, social and political conditions of black life on campus and beyond, we seek to build a vibrant community of inquiry and innovation at Penn State.

- 502. Blacks in the African Diaspora
- 503. Sexual and Gender Politics

Students must also take 6 elective credits, all of which must come either from the list below or otherwise have the prior approval of African American and Diaspora Studies Graduate Faculty Officer:

- AFR 501. Key Issues in African Studies
- PHIL 539. Critical Philosophy of Race
- HIST 547. Slavery in the Americas
- HIST 549. Topics in African-American History
- HIST 551. The African American Freedom Struggle in the Twentieth Century
- HIST 572. Race and Empire in the Americas, Caribbean & Pacific
- ENGL 565. Period Studies in African-American Literature
- ENGL 566. Genre Studies in African-American Literature
- ENGL 567. Thematic Studies in African-American Literature
- ENGL 568. Gender Issues in African-American Literature

Language Requirement

Comprehensive exams--written/oral

ILLINOIS, African American Studies originated as Afro-American

Our teaching and research focus primarily on the experiences of African American Studies offers a Graduate

24 total credit hours:
12 credit hours
| **Academic Program** | people of African descent in the United States, and to a lesser degree, in the rest of the hemisphere. The program integrates courses and research from the social sciences and humanities in the College of Liberal Arts and Sciences with other academic areas throughout the university such as fine arts, education, journalism, and law. Twelve core faculty members and more than thirty faculty affiliates from throughout the University participate in the department’s activities. We have offered an Interdisciplinary Minor in African American Studies since Fall 1988. Twenty years later, in June 2008, the Illinois Board of Higher Education approved a proposal giving the Department of African American Studies the right to grant Bachelor of Arts degrees. Students began enrolling in the major in 2008. | Concentration (24 graduate hours) for any student enrolled in one of the following doctoral programs at the University of Illinois at Urbana: 1) History, 2) Educational Psychology, 3) African Studies, 4) Sociology, 5) Political Science, 6) Education Policy, Organization and Leadership. | • AFRO 500, Core Problems in African-American Studies  
• AFRO 597, Problems in African-American Studies  
• AFRO 598, Res Seminar in African-American Studies  
12 credit hours:  
• Graduate courses from an approved list of African American Studies courses, at least two of which must be at the 500-level. |

| **MARYLAND,** African American Studies est. as a department in 1969 (see Gaines survey, pg. 80-86 for complete details on program) | An end to racial disparities in education, HIV, cardiovascular disease and labor opportunities can be more than a dream. Through our rigorous curriculum, students are challenged to think critically and to develop a strong understanding of African American issues while preparing for leadership roles. | Does not offer a PhD. Offers graduate certificate. The African American Studies Department at the University of Maryland, College of Social Sciences offers a Certificate program in African American Studies, which is a 21 credit-hour complementary study component, which offers students an excellent opportunity to develop a specialization in African American issues while pursuing their degree. | **MARYLAND,** African American Studies est. as a department in 1969 (see Gaines survey, pg. 80-86 for complete details on program) |
research, excellence in teaching and community engagement, the African American Studies Department (AASD) at the University of Maryland continues to develop the social understanding, future leaders and stronger communities to make these dreams a reality. Scholarly examination of black communities helps illuminate the parallels, contradictions and strengths evident in all communities. Thus, while the specific subject matter of the program concerns black communities in the U.S., Africa and the African Diaspora, the essential value of the program extends to the scientific study of other cultures and communities around the world.

Park is the nation’s leading program of its kind dedicated to social science and policy research. The program’s pre-designed specializations reflect the unique strengths of the African American Studies Faculty:
1) Global, Urban and Community Studies
2) Health and Family Wellbeing
3) Race, Culture and Social Status

pursuing an undergraduate degree in another field. Students may select the cultural and social analysis concentration or public policy concentration in AASD. All credits for the certificate must be completed at the University of Maryland College Park.

Segment 1: The Foundation Courses (9 credit-hours)
- AASP 100,
- AASP 101, and
- AASP 200 or AASP 202

Segment 2: 9 credit hours of AASP upper division level electives.
- (300 level or above)

Segment 3: 3 credit-hour seminar
- AASP 400 or AASP 402

| UMASS-AMHERST, Afro-American Studies est. as a department in 1970; offered PhD in 1996 (see Coates survey, pg. 5-29 for complete details on program) | Our graduate students receive a thorough grounding in the historical and cultural realities of the African American experience and are assisted in developing the intellectual and scholarly capacity to undertake a meaningful critique of society, history, and cultural life, as Total Requirements: 16 Graduate Courses Qualifying Exam Credit 10 Dissertation Credits Required Courses
| The Department will be a leader in Africana Studies research and teaching, and in service to black communities and black studies in the 21st century. Our mission is to create academically excellent, socially responsible, and globally concerned scholar activists in the tradition of | 1) AfroAm 701/702 Major Works in Afro-American Studies I and II
2) AfroAm 692A Literary Theory
3) AfroAm 691F Black Politics |
Massachusetts native W.E.B. Du Bois, through teaching, research and creative activity, and service and outreach to the campus, the community, and scholarly professional fields, well as to make ongoing contributions to scholarship on the questions of race and race relations. Our graduate program encourages our students to adopt a critical perspective requiring an integrative approach to the study of:
A) history,
B) politics,
C) economics, and
D) culture
Students are required to focus not only on the experiences of African Americans, but also on the linkages of those experiences to the cultural, political, and economic forces of the larger society to which Black people have been, and are, inextricably linked.

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<th>UC-BERKELEY, African American Studies (&amp; African Diaspora Studies) est. Ethnic Studies department in 1970; offered PhD in 1997 (see Coates survey, pg. 30-49 for complete details on program)</th>
<th>The African American Studies graduate program focuses on the life, culture, and social organization (broadly defined) of persons of African descent. The study of Africa, North America, and the Caribbean are central components of the program. Students are expected to apply a multidisciplinary approach to the study of the international and national divisions</th>
<th>The PhD program in African Diaspora Studies is the first such program of its kind, training students to theorize the African Diaspora and racialized blackness across history, social institutions, culture and geographical location. We recruit the most promising and disciplinary-diverse young scholars and</th>
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<td>A minimum of two years or four semesters of academic residence is required by the university for all Ph.D. programs. Academic residence is defined as enrollment in at least 12 units in the 200 series of courses.</td>
<td>• Every graduate student must enroll in and complete a minimum of 12 units of graduate course work per required semester of academic residency.</td>
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<td>• AfroAm 691C Historiographical Methods Language Requirement Comprehensive exams—written</td>
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of race as they pertain to persons of African descent, wherever they may find themselves. Such an approach is to be employed for the study and understanding of development and underdevelopment, domination and power, self-determination, mutual cooperation, and aesthetic and creative expression. Issues of identity construction, marginality, territoriality and the universal role of race in the organization of political economy and in class formation are critical to the program’s intellectual agenda.

specifically educate them to direct the future research trajectory of African Diaspora Studies as a field. Emphasizing a rigorous interdisciplinarity, our program is particularly strong in:
1) African American and sub-Saharan African history;
2) cultural studies (with emphases in literature, performance, visual culture, and creative practice);
3) women’s, gender & sexuality studies;
4) education;
5) sociology; and
6) African languages.

- After successful completion of course work with a minimum GPA of 3.30, a prequalifying examination based upon general knowledge in the field of African American Studies will be administered by the department

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<th>LANGUAGE requirement</th>
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<tr>
<td>Comprehensive exams--written/oral</td>
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**TEMPLE, Africology and African American Studies** est. as Afro-Asian Institute in 1971; as Pan African Studies in 1972; first to offer PhD (see Coates survey, pg. 49-68 for complete details on program)

The mission of the Department of Africology and African American Studies is to provide an intellectual arena in which students learn to critically examine, analyze, and interpret the experiences, traditions, and dynamics of people of African descent. The department’s undergirding philosophy is that the specific historical experiences of a people must be the central axis guiding

Applicants to the Ph.D. program should have a clearly articulated research interest that fits within the department’s faculty expertise. Africology and African American Studies is a discipline that draws from diverse academic fields. Most research areas fall into two general categories:
1) the cultural aesthetic, which engages

A student who enters the Ph.D. program with an M.A. degree in an area other than African American Studies may apply to have up to 6 credits considered for credit toward the Ph.D.

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<th>PROGRAM REQUIREMENTS</th>
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<td>General Program Requirements: Number of Credits Required to earn the Degree: 51. Required Core Courses:</td>
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<td>• AAAS 8002 African Civilizations</td>
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<td>• AAAS 8004 Theories and Methods in</td>
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and informing any effective analysis and interpretation of that people’s past, present, and future. Our graduate program is informed by the African-centered/Afrocentric paradigms in relation to other perspectives in Africana studies. The program reflects a deeply ingrained commitment to the self-directed study of African peoples and has benefited from a variety of conceptual and political inputs from diverse, but fully committed, faculty participation as well as invaluable contributions from the community. It is the goal of the department that graduates of our Ph.D. program be prepared to engage in a diverse range of intellectual issues that affect the lives of Africans on the continent and in the diaspora.

2) The program reflects a deeply ingrained commitment to the self-directed study of African peoples and has benefited from a variety of conceptual and political inputs from diverse, but fully committed, faculty participation as well as invaluable contributions from the community. It is the goal of the department that graduates of our Ph.D. program be prepared to engage in a diverse range of intellectual issues that affect the lives of Africans on the continent and in the diaspora.

interests in the humanities, particularly history, literature, and the performing arts; and the social behavioral, in which issues may be addressed under the broad domains of sociology, psychology, political science, philosophy, anthropology, and the like.

III. Websites
Michigan State U https://reg.msu.edu/AcademicPrograms/ProgramDetail.aspx?Program=1044
Purdue https://www.cla.purdue.edu/african-american/gradprogram.html
Indiana-Bloomington https://aaaads.indiana.edu/graduate/phd-degree.html
Ohio State https://aaas.osu.edu/students/grad/phd/requirements
Penn State http://bulletins.psu.edu/graduate/programs/A/GRAD%20AFAM%20DUALTITLE
Illinois http://www.afro.illinois.edu/education/gradconc/
Maryland https://aasd.umd.edu/landing/Graduate
UMass-Amherst https://www.umass.edu/afroam/afroam-phd-requirements
Northwestern http://www.afam.northwestern.edu/graduate/program-overview/requirements.html
UC-Berkeley https://africam.berkeley.edu/phd-program/
Temple http://bulletin.temple.edu/graduate/scd/cla/africology-african-american-studies-phd/
January 13, 2019

MEMORANDUM

TO: Mark Waddell, Chair, University Committee for Faculty Affairs

FROM: Theodore H. Curry II, Associate Provost and Associate Vice President of Academic Human Resources

SUBJECT: Changes to the Emeritus Policy

The Emeritus policy was last reviewed and revised in 1991. At MSU, Emeritus status is automatically granted at the time of one’s retirement. A faculty member is eligible to retire from the University at age 62 with 15 years of service or after 25 years of service at any age.

It is not uncommon for other institutions to provide Emeritus status after a faculty member has attained a substantial period of service short of the years needed for retirement eligibility. MSU’s current policy does not provide for this flexibility.

Further, recent events have required the University to review its policies accordingly. As such, we propose that the Emeritus policy be modified as follows:

1. Allow emeritus status to be granted to faculty and academic staff who end their employment at MSU after a substantial period of distinguished service short of the years needed for retirement eligibility, upon the recommendation of the Provost to the President, after consultation with the University Committee for Faculty Affairs.

2. Add to spirit of current policy that emeritus is granted automatically upon retirement assuming good standing. Good Standing is assumed unless one ends employment while suspended or during termination proceedings.

3. Allow for the revocation of emeritus status upon the recommendation of the Provost to the President, after consultation with the University Committee for Faculty Affairs, in those exceptional cases in which behavior occurring or discovered after being awarded emeritus status is deemed to be substantially inconsistent with the behavior expected of MSU faculty and academic staff.

Additionally, the Emeritus policy is contained with the Faculty Handbook. We also propose to remove executive managers from the provisions of this policy as executive managers are not faculty or academic staff appointments. A separate policy provision may be developed to address how Emeritus status is granted for executive managers.

Attached is a draft revised policy for the committee’s review. We look forward to discussion on this matter at an upcoming UCFA meeting.
IV. ACADEMIC HUMAN RESOURCES POLICIES (Cont.)

The following policy was approved by the Board of Trustees on May 18, 1950 and revised on April 5, 1991 and ________.

Members of the faculty, academic staff and administrators who leave the University with official retirement status and in good standing are granted certain privileges and the "emeritus" title. For faculty members with the rank of professor, associate professor or assistant professor, the "emeritus" designation is appended to the rank held at the time of retirement, e.g., professor emeritus. For academic staff the title would be librarian emeritus, etc. For administrators whose administrative appointment requires approval by the Board of Trustees and for all executive managers, the emeritus designation, upon approval by the Provost and the President, is appended only to the most senior administrative title held at Michigan State University, which may be held at or prior to the time of retirement, e.g., dean emeritus. The emeritus designation is not normally awarded for administrative titles held on an "acting" or “interim” basis.

Faculty, academic staff and administrators who end their employment at the University after a substantial period of distinguished service short of the years of service needed for retirement eligibility, may be granted emeritus status upon the recommendation of the Provost to the President, after the Provost consults with the University Committee for Faculty Affairs.

Faculty with the emeritus designation are entitled to attend Academic Senate meetings with voice but without vote; to march in academic processions such as commencement; to receive the MSU News-Bulletin; to avail themselves of the libraries; to receive, on application, a faculty vehicle permit; to represent the University, on appointment, at academic ceremonies of other institutions; and, in general, to take part in the social and ceremonial functions of the University.

Emeritus status that had previously been granted may be revoked upon the recommendation of the Provost to the President, after consultation with the University Committee for Faculty Affairs in those exceptional cases in which behavior occurring or discovered after being awarded emeritus status is deemed to be substantially inconsistent with the behavior expected of Michigan State University faculty, academic staff and administrators.

1 “Good Standing” is assumed unless one ends employment while suspended or during termination proceedings.
To the Steering Committee:

The UCL is in the process of revising our bylaws, and we would like guidance on how to add a section on Dispute Resolution (primarily when a dispute arises between the University Librarian and the Committee that is unable to be resolved). We thought that perhaps the Steering Committee would like to suggest general language for all consultative-advisory committees to use for this purpose. Below, I am providing only the section of our bylaws that outlines our function, just to provide some context for what the function of the committee is. Then, I have included the new language that we have drafted for dispute resolution below that.

Thank you for your time, and I look forward to meeting with you on Tuesday, February 5.

Sincerely,
Sarah Ann Long
Assistant Professor of Musicology
College of Music

Michigan State University
University Committee for the Libraries-Bylaws
Revised January 2019

PURPOSE

The University Committee for the Libraries (UCL) is one of the primary advisory/consultative committees designed to encourage and facilitate faculty support for and utilization of the MSU Libraries in accordance with Bylaws for Academic Governance, Section 5, University Council Advisory-Consultative Committees.

FUNCTIONS

The duties of the committee are threefold:

A. To actively monitor faculty and student concerns about the libraries’ resources, policies and services.

B. To work with the Director of Libraries/University Librarian in developing the Libraries’ programs and policies that meet and promote the instructional and research needs of faculty, students, and staff.

C. To advise and consult with the university administration about:
   a. The state of the libraries: resources, services, and policies.
b. The university commitment necessary to assure that the Libraries adequately supports the university mission of preservation, creation, transmission, and application of knowledge.

[In accordance with the function of the UCL, as outlined above, the committee is adding a section to the bylaws on Dispute Resolution. We would like to know]

**Dispute Resolution**

Any disputes that arise between the UCL and the University Librarian that are unable to be resolved by the Committee itself shall be referred to the University Committee on Academic Governance.
Dear Colleagues,

We, members of the Faculty Senate who represent the College of Education, are writing to bring concerns about the process and content of the “MSU On-line Strategy” document that is currently circulating on campus to the broader Faculty Senate. We are doing so at the request of our colleagues in the College of Education, who were informed of this strategy via the College Curriculum Committee. The CCC was told by our Dean. Faculty themselves, it seems, were never consulted in the creation of this strategy, despite curriculum being the responsibility of the university faculty.

To briefly summarize, this document proposes consolidating on-line programming across the university under the auspices of the HUB, with 15% of the revenue from these programs being diverted away from the colleges which currently house them, split between the Provost’s office (10%) and the HUB (5%). This memo details our concerns and questions about this proposal, which fall into three large categories: 1) curriculum and quality control over on-line programs, 2) the opacity of the decision-making processes that direct after curriculum, and 3) financial and logistical issues.

1. **Curriculum and quality control.** On-line programming is a major part of the instructional work done in many departments and falls under the purview of the faculty as part of our responsibility for curriculum. In the Teacher Education department, for example, all our Master’s programming is on-line. Faculty have already undertaken the work to create and teach high quality on-line programming in many areas across the university, resulting in programs that are widely regarded as excellent and highly ranked, both nationally and internationally. These programs have been designed to meet the needs of their students (in the case of our Master of Arts in Teaching and Curriculum programs, Michigan teachers) and are already highly visible to our target populations and successful in recruitment. We are very concerned about the implications of nationally recognized on-line graduate programs being swept into the proposed centralized strategy. We believe that maintaining faculty control over these programs is crucial to their continued success. In particular, centralization poses many challenges and few obvious benefits to established programs:

   a. First, programs differ considerably across the university. In Teacher Education, on-line graduate classes are intentionally small in size (i.e., capped at 25) and focused on portfolio forms of assessment. We are, therefore, dramatically, different from large hard science and social science graduate courses (e.g., psychology) that may be offered by other units on campus.

   b. Second, faculty need to maintain control of successful programming in order to continue to innovate. The strategy document refers to TPCK, or Technological and Pedagogical Content Knowledge (p. 13), which was developed in the College of Education. The very faculty who developed and continue to discuss this model would have less incentive than ever
before to develop and teach courses using applications of this same intellectual work.

c. Third, it is not clear how centralization or the HUB would contribute to the improvement of existing programs, rather than simply taking credit (and revenue) for work already completed and conducted in academic departments. We do not see this strategy embracing cutting edge work in on-line learning design (e.g., potential affordances of Artificial Intelligence technology), for example, nor does this strategy address broader issues and conversations about equity in teaching and learning design that are a core commitment of our university. The broader campus conversation about learning accessibility is, surprisingly, absent in this report. This is a huge task confronting departments and colleges, both on-line and face-to-face, that the strategy does not address. The strategy document claims that the HUB will be able to help improve on-line course offerings but in reality, the staff of the HUB have very different expertise and limited if any teaching experiences, so it is unclear how they could actually serve in this role.

d. Fourth, the area discussed in this strategy where existing programs could use assistance is in marketing our programs. Any marketing assistance for our existing on-line programs, however, would need to be aligned with departmental and college visions for specific programs and driven by curricular directions determined by faculty.

In short, we are concerned that the proposed strategy would diminish the role of faculty in our on-line program, undermine quality of our graduate programs, and discourage continuing innovation by re-routing revenues emerging from expert curriculum and teaching work already completed in many colleges to the Hub and to the Provost’s office.

2. The decision-making process. We have a concern about the process through which this on-line strategy has been developed. It is not clear if departments and faculty want to make the move of growing on-line grad programs around campus, or if the HUB plans to drive on-line program growth against the wishes of faculty. In addition, faculty, departments, and academic governance not yet being consulted or involved in the creation, evaluation, and implementation of the strategy. In fact, the kinds of issues that should in fact be leading and driving any campus-wide on-line learning strategy begin to be listed on page 7 of the On-line Strategy document as “questions still remaining”:

- Which online programs in colleges have program managers (Can this capacity can be shared across programs)?
- Which online programs in colleges have dedicated advising or other student services?
- What is the state of the financial planning for online programs in each college? What do the profit and loss statements look like?

These questions address program management, coordination, and advising. However, perhaps even more important questions, not listed, relate to graduate curriculum and graduate programs. Because faculty have not been including, important questions have not been addressed.
In addition, this strategy appears to reflect other centralizing moves made by former Interim President Engler and his team, during a time of central administrative instability at MSU. We are concerned that this strategy, and the process by which it was constructed, contribute to and reflect, a culture of backroom deals and institutional bullying at MSU that neglects faculty input.

3. Fiscal and logistical concerns. We believe that departments with already existing, successful on-line programs developed and taught by faculty with scholarly expertise on teaching and learning should not be placed in the same fiscal bucket as graduate programs on campus with no on-line presence yet developed. Moreover, any marketing and resulting growth of on-line graduate programs need to be supported by additional funding for in-house infrastructure for faculty continuing to do the curriculum and instructional work. Nobody in the HUB would be able to help with that. Such support needs to happen internally within colleges and departments. Perhaps a better strategy would be to allocate 5% of revenues back to the college to spend however is needed (e.g., reinvesting in the program through marketing help from the HUB). Overall, it appears that the colleges stands to lose 15% of their revenue from this model, including 5% going to the HUB and its administration and staff, in return for very little. It is unclear how this re-financing serves our university and our students.

In sum, we fail to see what value the proposed On-line Learning Strategy would add already existing and successful on-line programs, we believe that faculty are entitled to a voice on decisions of this magnitude which concern curriculum and instruction, and we are concerned that important questions about the diversion of finances and other important logistical concerns have yet to be addressed. We believe the Faculty Steering Committee, the Faculty Curriculum Committee, and the Faculty Senate all have a responsibility to weigh in on this decision.

Sincerely,

Laura Tortorelli and Alyssa Hadley Dunn

Faculty Senators

College of Education
Overview: An Online/Blended Program Strategy for Michigan State University

This document addresses a long standing need at Michigan State University (MSU) for a University-wide strategic approach to graduate online/blended education. Such a strategy should be used to enable MSU to realize opportunities that are consistent with our values and expertise. This strategy will address both fully-online and blended programs, in which students may be required to attend some formal educational or clinical sessions in-person in East Lansing or another designated instructional site. Much of what must be thoughtfully addressed for an online program applies to blended programs as well, as it may not be assumed that the visits to an instructional site will afford students all the benefits associated with attendance on the East Lansing campus in a traditional face-to-face graduate program.

This strategy does not address undergraduate online program potential, the strategy and methods for launching undergraduate degrees differs significantly, the market is fundamentally different, and the institution’s motivations would be different. While MSU offers online/blended
undergraduate courses as options within our existing undergraduate degrees, these are complementary to the residential experience and not designed to be a stand-alone degree experience. Nor do we have the administrative and service centers necessary to be a fully-online undergraduate experience. Considering those opportunities and go-to-market strategy is beyond the scope of this document.

In this document, the term “online” will be used as an umbrella for both fully-online and blended online/in-person programs. Where we need to be specific to only “fully-online” programs or “blended” programs to differentiate, language will be more precise.

Online programs in many subject areas are growing, and have become more attractive to certain segments of the educational market. It is assumed in this strategy that thoughtful planned expansion of MSU’s online program offerings is in both the interest of society and the institution.

- Provide access to graduate degrees necessary for career advancement to employed and career-change individuals beyond the traditional reach of major universities
- Graduate programs with flagging enrollment and quality of candidate may expand the breadth and depth of their applicant pool
- Some online programs are the first choice for individuals who do not wish to experience a gap in employment, depend on full-time family care services, or relocate.
- Some online programs provide distinctive certificates that round out and individual’s capabilities for their current or next job, and have currency with employers.
- In some cases, due to employment patterns and demographics, the only viable way to launch a masters program is through the reach of online.

We face a number of challenges as an institution with regard to online programming:

- MSU is stagnating with regard to online programs. Enrollment revenue suggests 7% growth, but when tuition increases are factored, growth is flat.
- We see a steady decline in MSU’s market share in the online education landscape. A 2017 BiSK report highlighting online degree conferrals places MSU 15th among peer institutions. MSU lags behind Big10 peers Illinois, Rutgers, Penn State, Purdue, Wisconsin, Indiana, Minnesota, Nebraska and Wisconsin. We should decide if this is acceptable or a situation that should be addressed.
- Central, collegiate, and program responsibilities and revenue-sharing agreements have been separately negotiated over time, and thus are variable and uneven across our current portfolio of programs.

Revenue per se is not the primary reason to enter the marketplace or the single criterion for assessing value. Rather, there exist a set of compelling opportunities for MSU to consider

1. To position ourselves, consistent with our mission and values, to meet the changing learning needs of a changing population (adults, community, and corporate populations). We can and should be both creative and entrepreneurial
2. To develop models grounded in our values and adapted to emerging market needs
To seize these opportunities, we see MSU as having internal opportunities
3. To align human capital, incentives, funding, and revenue-share to enable our success
4. To help programs obtain substantive start-up support for a timely build and to launch a quality experience in the initial offering

We have been engaged in the online program market for 20-years and have developed a robust list of program offerings, including 26-fully online degrees and 52-fully online certificate
programs. But the online learning marketplace has evolved significantly over the last 20 years. A recent digital learning compass report notes that

- More than 6,000,000 students are now enrolled in higher education distance courses
- 30% of all students in higher education are now taking at least one distance course
- 68% of distance learners attend public institutions
- Distance education enrollments are highly concentrated, with 5% of institutions accounting for almost half of all distance education students.
- Graduate students are twice as likely as undergraduates to take all their courses at a distance, and more than ⅝ of graduate students study at least in part via distance (vs. 29% for undergraduates).

We have a good history and experience to build on. There is opportunity for MSU.

The strategy proposed here asks that Deans create and manage college-level portfolios that must be thoughtfully composed and sustainable. The Provost must similarly manage a university portfolio. It is assumed that MSU will be most successful keeping online programs as a mainstream option in program and curricular design, run through the academic units, and not operate in a highly centralized (e.g. Penn State World Campus) or privatized model (e.g. Purdue) that operates online offerings like a parallel but separate campus.

The strategy assumes each program ought to possess certain capabilities. These may be developed in-house or obtained through partnerships. The build or buy question for each capacity will be considered in the proposed implementation of this strategy for the institution and for any given program opportunity.

The strategy is grounded in five required elements of program design:

1. Academic Staffing and Administration
2. Learning Design and Production
3. Student Success Support (program management and proactive advising)
4. Marketing and Sales (traditional and positioning based on societal needs)
5. Financial Planning

MSU has incentivized course development (via assistive services, RBI, and OCCI) over engaging in a broader range of professional and continuing education activities, including online programs. A more expansive portfolio of learning experiences would entail degree programs but also an array of learning experiences that learners would find valuable (e.g. micromasters, certificates). These experiences are likely more sophisticated in design, and they have potential to expand our social impact, reach a broader audience with need, and generate revenues to be reinvested in the academic enterprise. To move in this direction, MSU needs to align incentives appropriately. This strategy proposes a new incentive structure to emphasize what MSU calls RBI experiences and does so in a way that can provide the capacity and quality required.

The document covers the required design elements for online graduate programs, the current state of online capacity, market opportunities for MSU, incentives, and an appendix with a summary of “learning design” as an area of research and expert practice.
Grounded in Values, Built to Compete: Five Required Elements for Online Programs

For MSU to succeed in a competitive online space in ways that are sustainable and mission-driven, our approach must be grounded in values and expertise.

As an institution, we have long identified Quality, Connectivity, and Inclusivity as values. These are values worth living through our decisions about what sorts of online learning experiences we provide to the world and how we design and deliver them. We also need to have important and often challenging conversations about what we mean by “quality,” about how an online program increases connectivity (and why is this valuable), and how our experiences can be inclusive, accessible, and equitable.

Essential as well is to avoid the pitfalls of others. Higher education has considerable experience with regard to what sorts of approaches will be successful and which ones are likely to fail. The most concise summary can be found in Joshua Kim’s “10 Ways to Fail When Creating Online Programs.”

If Kim’s list is expressed as a set of positive principles, it might look like this:

1. **Center student learning** as the core design principle.
2. **Play to MSU’s strengths**: Focus on where we best and make choices at the college and university levels about where we invest.
3. **Align with values**: We must make choices that align with our values and deliver experiences that we are proud of. Nowhere in our values do we list “make money” as a value. Decisions and how we execute those decisions cannot be driven only by money.
4. **Engage faculty**: Faculty must own and be engaged in the work or our efforts are not sustainable or engaging.
5. **Online differs from on-campus**: While we want online experiences that are as valuable as our on-campus experiences, online students have different needs that we must attend to and design for.
6. **Marketing and sales are required**: All the risk is in the market. We must be modest about who we are and the fact that we are late to the market (in many but not all cases). Our decisions must be disciplined by markets.

This leads to what we should think of as the five required elements of any online program. Across these dimensions MSU must decide which central services to offer that help create a quality student experience, incentivize growth in online offerings or create economies of scale in sustaining quality experiences and programs. Furthermore, any proposed program should develop a program plan that details how these program design elements are to be fulfilled, either by building up the local program staff, relying on pooled resources across programs in the college, depending on university services, or fulfilling specific capacities with an external partner or vendor.

1. **Academic Staffing & Administration**
   The primary investment the college makes in a new online academic program is dedicating academic staffing to leading, producing, and ultimately teaching in the program. This includes recruiting early leaders among the faculty that will form the core of the program. MSU’s experience has taught us, successful programs are deeper than the college and department administrators. Ultimately the academic affairs administrators and faculty will decide on the staffing composition of online programs, this may include tenure-system faculty, fixed-term faculty, adjunct faculty, and associated academic and support staff. Often Deans and Chairs
hire a program director, someone that takes administrative responsibility for planning and executing the program. From the academic staff whose appointment and assessment include duties in the online program, leadership needs to:

1. Identify academic staff who will develop the program, curriculum, courses, content
2. Identify faculty and academic staff who will teach in the program
3. Manage intellectual property concerns, clearly articulating authorship agreements
4. Reach agreement on compensation, teaching load with faculty who develop or teach

2. Learning Design and Production
Learning design is an evidence-based practice grounded in strong research and pedagogical literatures that is fundamental to learning environments and a culture in which we care about students and their learning (see Appendix A for more on Learning Design). Designing to support student learning requires the expertise of learning designers and faculty working collaboratively and collegially. The complexity of the work exceeds the capacity of any individual or type of individual and demands professional design. Learning design adds value to an online program, but it is also a cost category that must be accounted for. Design also entails that the experiences will be produced, which may require video, audio, technology, or facilities.

3. Student Success Support
An often assumed or overlooked capacity, effort by those tasked with managing a program are the associated student support services. These are fundamental to a quality online educational experience. This includes effort focused on ongoing enrollment management, tutoring/review, practicum/clinical-placement, student advising, career services, etc. Online students have different needs than our on campus students, but all students need effective, proactive support in an effort to ensure success. Like learning design, both program management and advising add value, and are costs that must be accounted for.

4. Marketing and Sales
Market intelligence informs our investment choices and our positioning of a given program. Sales ensures not simply that we have students but that we have the students we want. In addition to traditional forms of market knowledge, it is also necessary to leverage faculty and staff expertise to make investment decisions based on an understanding of emerging and changing societal shifts (e.g., culture, learning, careers/jobs, emerging tech, global issues). Here again, understanding markets, marketing, and sales each are fundamental and add costs as well as value to programs.

5. Financial planning
Not surprising, then, each program needs a sound financial plan--but so does the portfolio of each college. Each of the capacity areas named above adds value and cost to a program. Full-cost accounting is required up-front along with a financial plan that models a path toward sustainability.

This new approach to online program strategy also asks Deans and the Provost to take more active ownership of a portfolio of programs. For Deans, this means leveraging market intelligence in relation to university and college values and in conversation with faculty to make decisions about developing new programs and revising existing ones. Some intelligence on MSU opportunities is provided below ("MSU Market Opportunities"). A “portfolio” suggests choices and coherence. A college portfolio should be sustainable, but this doesn’t mean that each program or opportunity must make money. Choice implies investing in some ideas bubbling up from departments and programs and saying “no” to other ideas. Faculty engagement is critical, but not every idea that faculty have is worth investment.
The Current State of Online Programs at MSU

Let’s begin with MSU’s capacity with regard to the five elements detailed above. It is modest:

- Learning Design in IT and the Hub have 10 designers for the entire campus. Those designers work on more than online experiences.
- Colleges may or may not have learning design capacity (learning designers are not IT staff). If they do, it is 1 or 2 people.
- MSU has no marketing or sales capability.

Because our internal capacity is modest, some colleges/programs have engaged external partners. Often this involves revenue sharing, but could be fee-for-service. Notably:

- College of Business is partnered with BISK for extensive services with a significant revenue share
- College of Engineering has negotiated a more narrow set of services from All Campus
- Other colleges are considering partnerships or services from Wiley

Questions that still remain that would better identify our capacity:

- Which online programs in colleges have program managers (Can this capacity can be shared across programs)?
- Which online programs in colleges have dedicated advising or other student services?
- What is the state of the financial planning for online programs in each college? What do the profit and loss statements look like?

MSU has some capacity to resource the five elements but not much. Each of the questions above can and should be answered. MSU should thoughtfully consider the relative advantages of attempting to build certain capacities multiple times (per program or per college), developing a central service, or securing design elements through a strategic partnership or a program-at-a-time negotiation with a service provider. Given the intimacy of business process and necessary technologies, integrating a new partner has overhead costs.

The Build vs. Buy consideration for services ought to include an assessment of MSU’s current capacity, an understanding of how rapidly the service/solution will need to continue to evolve, and the effort/time required for MSU to develop capacity that is already available in the market. If the goal is an immediate step forward, the buy options may be more attractive, and MSU should consider how to leverage partners to develop internal capacities for long-term sustainability and resilience.

Our situation means that the development of new online learning experiences at MSU will require a thoughtful mix of internal resource allocation, external partnerships, and exploring new investments in our own capacity.

So what do we look like from the outside?

- A Google Search, using the string “Online Programs at MSU” yields the following:
  - Six paid (advertisement) placements with the top search result going to ASU Online, followed by American Public University, and then MSU’s certificate programs from the Broad College and College of Social Science—because of our partnership with BISK.
The fifth result is our own MSU Registrar’s office page, which is not a marketing and sales portal.

- MSU Colleges with the most online degree programs in the marketplace break down this way:
  - **College of Education**: Provides a dedicated website for online programs.
  - **Broad College of Business**: Provides a dedicated website (managed by Bisk) with a large Request for Information (RFI) pop-out (a sales technique).
  - **College of Social Science**: Programs are featured on individual department websites, inconsistently, with no rollup or links on College’s home page.
  - **College of Nursing**: Information regarding online programs can be found beneath the “Continuing Education” tab.

Essentially, even though MSU has a substantial number of for-credit degrees and certificate programs (including fully-online and those with hybrid components) in the online education and learning space there exists no coordinated strategy or framework to assist learners who may be interested in learning more about these programs.

**MSU Market Opportunities**

Michigan State University has been engaged in the online program market for the last 20-years and has developed a robust list of program offerings including 26-fully online degrees and 52-fully online certificate programs. MSU was an early entrant in the online learning market and realized the benefits of limited competition in online learning overall and in their respective program disciplines. Programs were able to recruit students with minimal regard to program market position, competitive understanding, strategic marketing planning and budget allocation and an overall understanding of the true cost inputs to develop and maintain a successful online program.

The online learning marketplace has evolved significantly over the last 20-years, while MSU’s approach to adapting to these changes has stagnated. This stagnation and lack of coordinated strategy has led to a plateau and in many cases a downward trend in online graduate degree enrollments and revenues. MSU enrollment revenue data suggests a 7% growth, but when tuition increases are factored, we believe that growth is flat. A 2018 BiSK report highlighting online degree conferrals (2016 IPEDS) places MSU 15th among peer institutions. MSU lags behind Big10 peers Illinois, Rutgers, Penn State, Purdue, Indiana, Minnesota, Nebraska and Wisconsin.

For the past two years, the Hub has been developing stronger business intelligence with regard to online programs and identifying partners outside the university who can help us. MSU has an opportunity to define a strategic position in the online marketplace that will serve the evolving needs of learners from across the United States and globally. Our relationships with online program management companies (BiSK, All-Campus, and Wiley) provide data-driven market and growth opportunities in several key discipline areas.

Summaries of these market analyses are included at the conclusion of this document in Appendix B. There are three primary patterns in the feedback: (1) MSU has opportunities, (2) the opportunities are unevenly distributed, and (3) there is good agreement as to what the opportunities are.
Any new program proposal ought to have a market analysis conducted that minimally provides the following information.

- Career opportunities and Job Market analysis (Job postings and top industry employer analysis)
- Department of Labor/BLS data and job posting analysis (e.g. Burning Glass, Emsi, Talent Neuron etc...)
- Knowledge, skills and abilities assessment, compensation
- Degree Market (IPEDS Data).
- Degrees in market and modality; degrees conferred and directional trends. Corresponding offerings and leverage-able approaches (e.g. certificates, micro credentials etc...)
- Competitive Analysis (program, program structure, pricing)
- Naming Recommendations
- Pricing Recommendations
- Product recommendations (types of credential, number of credits or hours etc...)

**Aligning Incentives**

Historically, MSU has incentivized course development over engaging in a broader range of professional and continuing education activities, including online programs. Our current OCCI model was designed to incentivize course development, and it worked well to create some initial graduate certificates and programs, and shift many undergraduate electives and summer study towards online delivery.

This section seeks to create an incentive for a more expansive portfolio of learning experiences that we have been calling “online programs” would entail degree programs but also an array of learning experiences that learners would find valuable. “Experiences” in this case should include options like micromasters, certificates, and other such things, in addition to traditional degree programs. These experiences might create a more complex portfolio, but they also could extend geographic reach, expand our social impact and generate revenues to be reinvested in the academic enterprise. To move in this direction, MSU needs to align incentives appropriately.

Currently, colleges receive 75% of tuition revenue from RBI and OCCI activities, with some exceptions (i.e., when a student takes an online and face/face course in the same term, all tuition revenue is retained by the Provost.). The funds received by colleges supports all costs associated with providing the online experiences, inclusive of course development, instruction (including faculty and graduate assistants), advising, and administrative support. Some colleges have become dependent on OCCI funds for indirect administrative expenses that are beyond the scope of their online programs.

In the current planning and budgeting model at MSU, it is assumed that college funding from the University general fund is generally perceived as flat at best, more likely in a gradual decline. The incentives to produce course development for current MSU students via OCCI has been capped. Incentives to find and engage new students (via RBI) remains a viable pathway for colleges to grow revenues. “Alignment,” then, means rewarding colleges for compiling and executing a strong portfolio of actual growth and ensuring that we have the resources to be provide excellent learning experiences: learning design, program management and advising, marketing and sales, and strong financial planning.
The baseline revenue sharing would be as follows.

Gross-Revenue (from tuition and fees inputs)
- First apply any revenue sharing agreement or university-level fee-for-service with external partners

Internal to MSU share of Net-Revenue*:
- Provost 20%
- Hub 5%
- College baseline: 60%
- Open: 15% (incentives to add to College baseline)

*Net-revenue is MSU dollars after any external revenue sharing agreement or university direct-expenses for the program are removed from gross-revenue.

**Funding Central Capacity via the Hub for Innovation in Learning and Technology**

MSU has little central capacity to support the university’s existing portfolio, let alone any growth. All of our peers have a mechanism for bootstrapping central capacity. The 5% will be used to support colleges and departments that engage in activities such as:

- Learning design and development in quality content
- Marketing and recruitment for online programs
- Baseline program management support and startup incubation
- Faculty development for teaching online
- Developing common infrastructure for running online programs

Beyond this support, the Hub would also work with central administration to ensure that colleges and departments have infrastructure that will support innovative offerings (e.g. micromasters, CBE, badges, for example). Furthermore, the Hub would use these funds to leverage growth opportunities for programs, inclusive of providing assistance for programs looking to scale their work and impact.

**The College Baseline and “Open” Dollars**

Colleges have significant opportunities with this new approach but also significant responsibilities. As new opportunities are imagined and designed--and as existing opportunities are revamped--learning design, management, advising, and marketing and sales have to be resourced. Again, MSU has limited capacity in some areas, no capacity in others. Thus the centrality of planning and design.

To achieve these goals, the university would phase in a new cost share model as follows:

- The College receives 60% of net-revenue as baseline.
- The College’s share of revenue should cover direct expenses for the program in all the five dimensions of program management, including academic staffing, content licensing, course production, marketing, student services, etc, and indirect expenses within the college. The college will also compensate fee-for-service providers within the institution and external service providers that are providing contracted services for the program.
- The “open” dollars can be allocated to incentivize colleges to create quality product and experiences, consistent with MSU’s intent to sustain a good reputation in the online marketplace:
  - The course is verified as web accessible.
  - The course is verified as QM certified (certification lasts for three years).
○ The program maintains an exceptional career progression and placement rate for graduates. (How to measure this?)
○ The college dedicates and direct-expenses staffing or service-contracts to support the program in excess of what the baseline revenue share can support.

Programs need time to adjust to new expectations, therefore this model should be phased in for grandfathered programs, with an explicit and transparent timeline to be established for each program, if these recommendations become standard university practice for new programs.

Considerations in the Have / Build / Buy model for OPM functions.

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Appendix: The Importance of Learning Design in Digital Teaching and Transformation

Summary

- As early as the 1970s, Gagne and Briggs (1974) recognized that successful learning took place in systemic (designed) contexts. To design successful learning contexts, faculty subject matter experts, teaching experts, curriculum and learning designers, assessment experts, instructional technologists, technical practitioners, and private industry must work together to create seamless course experiences—a process called instructional, or learning design (Aggarwal, 2018; Jaschik, 2017; Knott, 2015; Brooks 2015; Tabata & Johnsrud, 2008; Wenger, 1998; Gagne & Briggs, 1974).

- Quality learning design, such as easy-to-navigate course structures, opportunities for autonomous learning, instructor knowledge and facilitation, faculty-to-student and student-to-student interaction, and instructor feedback have significant impact on student satisfaction and learning (Clapper, 2018; Eom, Wen & Ashill, 2006; Brooks, Dahlstrom, Grajek & Reeves, J, 2015; Brooks, 2017; Silver, Bourke & Strehorn, 2006).

- Execution of effective learning design requires a team with a varied disciplinary, intellectual, and practical skill set. Few people have all of the skills and bandwidth necessary to deploy well-designed, pedagogically sound learning experiences. This results in the need for multi-dimensional teams and rapid development and iteration processes (Dahlstrom & Bischel, 2015; Bierne & Romanowski, 2018; Morrison, 2013; Mcdonald, Rich, Gubler & Rich, 2018; Aggarwal, 2018).

Definitions and Importance of Learning Design

Faculty subject matter experts, teaching experts, curriculum and learning designers, assessment experts, instructional technologists and technical practitioners must work together to design and create seamless course and curricular experiences (Aggarwal, 2018) Jaschik, 2017, Knott, 2015, Allen & Seaman, Dahlstrom, Brooks, Pomerantz & Reeves, 2016; Tabata & Johnsrud, 2008; Wenger, 1998). While the design of learning, or learning design, is defined in a number of ways, the practice is grounded in an understanding of learning as a function of engagement (between and among humans; with material and technologies), not the one way distribution and consumption of content. The purposeful design of learning environments and contexts should facilitate learning (Aggarwal, 2018; Silver, Bourke & Strehorn, 2006; Gagne, 1970; Gagne & Briggs, 1979).

So what is learning design? A common definition is that learning design refers to a range of activities associated with better describing, understanding, supporting and guiding pedagogic design practices and processes. It is, therefore, about supporting teachers in managing and responding to new perspectives, pedagogies, and work practices resulting, to a greater or lesser extent, from new uses of technology to support teaching and learning. (Conole 2009; 2013, p. 1)
As technology adds complexity to the environments that students must navigate to learn, the purposeful, intentional, and strategic design of learning experiences becomes increasingly critical. In addition to the student experience within the learning environment, the act of teaching requires more than lectures, finding technology, and porting face-to-face course structures to online environments. This is why designed online experiences require a broad ranging skill set that exceeds technology and subject matter expertise.

One of the strongest frameworks for describing the forms of knowledge and expertise is TPACK (Technological, Pedagogical, and Content Knowledge). Developed by researchers at MSU (Mishra and Koehler 2006), TPACK names three critical knowledge spheres that should work together in the development of teaching. The gist of the research is that all three forms of knowledge are required for effective teaching. While two are long-standing areas of knowledge and expertise, technology is recently embedded into nearly every aspect of student and faculty life, requiring intentional thought and purposeful analysis of the affordances and challenges in learning design and teaching practice. Few faculty members are expert in each knowledge domain, but every faculty member has capacity and expertise. But learning design teams can and should be formed to supply necessary expertise.

Without learning design support, faculty tend to revert to less effective methods of instruction, often emulating the ways in which they themselves were taught rather than a student-centered and focused approach to the student needs, technology, and learning contexts of today (Yelon, Sheppard, Sleight, & Ford, 2004; Yelon & Ford, 1999). Indeed, faculty struggle to find support and resources to incorporate technologies in ways that students find helpful (Dahlstrom, Brooks, Pomerantz & Reeves, 2016). The need for design support, therefore, is perfectly reasonable. Faculty need support (both in teaching methods and technical help) to create courses that encompass the best of what we know to be effective with regard to technical and experiential aspects of usability and accessibility, instructor presence, and communication and responsiveness to student needs (Clapper, 2018; Dahlstrom, Brooks, Pomerantz & Reeves, 2016; Brooks, Dahlstrom, Grajek & Reeves, 2015; Silver, Bourke & Strehorn, 2006; Eom, Wen & Ashill, 2006).

Learning design is an evidence-based practice grounded in both strong research and pedagogical literatures that is fundamental to learning environments and a culture in which we care about students and their learning. Effective learning design is best achieved by teams working in collaboration and sharing the desire to create caring, navigable, accessible, rigorous, quality learning experiences and spaces.

References


Appendix A: Relevant Institutional Policies and Guidelines

Intellectual Property & Copyright
Covers shared rights for creation of works by MSU employees, licensing of university property to 3rd parties, and use of other entities copyrighted works at MSU.
https://technologies.msu.edu/researchers/patent-copyright-policy
https://technologies.msu.edu/researchers/patent-copyright-policy/msu-copyright-policy

Contracts with Partners
Corporate entities that wish to sponsor creation of a dedicated online program for their employees or customers should do so under a sponsored research agreement via MSU Business Connect.

MSU programs that wish to purchase services from an Online Program Management vendor, especially if shopping from niche providers for specific needs, should work with the MSU Innovation Hub to review options, and MSU Purchasing to select and contract a vendor.

MSU colleges and programs that seek a strategic partnership with an Online Program Management vendor, or another entity which would result in revenue sharing and joint operation of an MSU academic program ought to work with MSU’s Innovation Hub to select and develop a business plan with the partner, with Office of General Counsel and the Provost’s Office reviewing the relationship, joint venture business plan, and contract prior to commitment.

Startup Packages for Revenue Based Initiatives
Each situation is different, colleges often develop the seed funding themselves. The MSU Copyright fund might be a valid source for creation of licensable content. The Provost or Hub may want to preserve a portion of collected revenue to fund future RBI. Deans should plan to discuss startup packages for RBIs with the Provost and OPB, and possibly address them in annual planning processes.

APPENDIX B: Past Market Analyses

We asked BiSK to produce an analysis for purposes of this conversation (July 2018). They looked at MSU’s entire portfolio of existing graduate degrees and considered market factors such as education, labor, and MSU brand presence. The list below is specific to MSU, and does not include other institutions in the market. This list was developed with a growth strategy in mind: launching foundation programs and leveraging that success to facilitate the launch of other programs – true portfolio development.¹ The tables below include existing programs with

¹ Please note that financial efficiencies may be gained by launching a portfolio of programs sharing courses, faculty resources, development costs, and so on. This may require collaboration between colleges and programs.
growth opportunity as well as new opportunities not offered online at this time (see Tables 1 and 2).

Table 1: BiSK Analysis of MSU Opportunities, Part 1

<table>
<thead>
<tr>
<th>College</th>
<th>High Potential</th>
<th>Emerging</th>
<th>Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Social Science</td>
<td>MA Psychology</td>
<td>MA Economics</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Master of Social Work - OCL</td>
<td>MA Family Community Services</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MS Criminal Justice</td>
<td>MA Political Science</td>
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<tr>
<td></td>
<td>MS Judicial Administration</td>
<td>MA Program Evaluation</td>
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<td></td>
<td></td>
<td>MA Youth Development</td>
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<tr>
<td></td>
<td></td>
<td>Master of HR and Labor Relations</td>
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<tr>
<td></td>
<td></td>
<td>Master of Public Policy - Public Policy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Master of Social Work - CSW</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MS Forensic Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MS Law Enforcement Intelligence and Analysis</td>
<td></td>
</tr>
<tr>
<td>College of Natural Science</td>
<td>MS Applied Statistics</td>
<td>MS Biomedical Laboratory Operations</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>MS Statistics</td>
<td>MS Biomedical Laboratory Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MS Clinical Laboratory Sciences</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>MA/MS Mathematics</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>MS Applied Mathematics</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MS Chemistry</td>
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<tr>
<td></td>
<td></td>
<td>MS Geological Sciences</td>
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<tr>
<td></td>
<td></td>
<td>MS Industrial Mathematics</td>
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<tr>
<td></td>
<td></td>
<td>MS Mathematics Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MS Physiology</td>
<td></td>
</tr>
</tbody>
</table>

Table 2: BiSK Analysis of MSU Opportunities, Part 2
Similarly, we invited All Campus in 2016 to identify opportunities with the strongest potential, and they provided us with

- Criminal Justice
- Social Work
- Strategic Communication
- Psychology

From Wiley (September 2017), we received the following:

<table>
<thead>
<tr>
<th>College</th>
<th>High Potential</th>
<th>Emerging</th>
<th>Programs</th>
</tr>
</thead>
</table>
| College of Human Medicine        | Master of Public Health | MS Biochemistry and Molecular Biology  
|                                  |                 | MS Biostatistics  
|                                  |                 | MS Epidemiology  
|                                  |                 | MS Integrative Pharmacology  
|                                  |                 | MS Pharmacology and Toxicology  
|                                  |                 | MS Physiology  | 7 |
| Broad College of Business        | MBA  
|                                  | MS Accounting  
|                                  | MS Business Analytics  
|                                  | MS Finance | MS Hospitality Business Management  
|                                  |                 | MS Management Studies  | 6 |
| College of Arts and Letters      | MA Literature in English  
|                                  | MA Teaching English to Speakers of Other Languages | MA Arts and Cultural Management  
|                                  |                 | MA Critical Studies in Literacy and Pedagogy  
|                                  |                 | MA Digital Rhetoric and Professional Writing  
|                                  |                 | MA Foreign Language Teaching  | 6 |
| College of Engineering           | MS Computer Science  
|                                  | MS Civil Engineering  
|                                  | MS Electrical Engineering  
|                                  | MS Mechanical Engineering | MS Biomedical Engineering  
|                                  |                 | MS Materials Science and Engineering  | 6 |
| College of Agriculture and Natural Resources | MA Education Technology  
|                                  | MA Higher, Adult and Lifelong Education  
|                                  | MA Student Affairs Administration | MA Applied Behavior Analysis  
|                                  |                 | MA School Psychology  | 5 |
| College of Osteopathic Medicine  |                 | MS Biochemistry and Molecular Biology  
|                                  |                 | MS Integrative Pharmacology  
|                                  |                 | MS Pharmacology and Toxicology  
|                                  |                 | MS Physiology  | 4 |
Finally, from Noodle Partners (September 2017), the following prioritized list:

**Tier One:**
- MS Computer Science (Engineering)
- MSW (Social Science)
- MBA (Business)
- RN to BSN (Nursing)
- MSN (Nursing)
- Doctor of Nursing Practice (Nursing)
- MATC (Education)
- MAED (Education)
- MA Special Education (Education)
- Educational Leadership EdD (Education)

**Tier Two:**
- MA Communication, Applied Track (Communication Arts and Sciences)
- MPH (Human Medicine)
- MS Statistics (Natural Science)
- MS Biostatistics (Natural Science)
- MS Agriculture, Food and Resource Economics (Ag and Natural Resources)
- MS Criminal Justice (Social Science)
- MS Law Enforcement Intelligence Analysis (Social Science)
- MS Cyber Security (Social Science)