

Number of Full-time tenure/tenure-track faculty- Numbers of Full-time Faculty: The numbers of tenure and tenure track positions (Assistant, Associate, and Full Professors) has declined over the last 5 years from 283 in 2014 down to 207 in 2019. In the same time the numbers of non-tenured faculty (Instructors and Lecturers) have increased from 76 in 2014 to 183 in 2019 as shown in Figure 1. The consequence of the decline in tenure and tenure-track faculty is that the student to tenure/tenure-track faculty has increased from 23 in 2014 to 28 in 2020 as displayed in Figure 2.

”Current status of the number of tenure and tenure-track faculty in Fall 2020” differentiates full-time faculty by their primary duties and payroll designations. Full time faculty whose primary duties are teaching and research (who are often on 9-month contracts) are differentiated from academic administrators who are tenures. This file also summarizes the years of faculty served at MSU. The result is that 73 out of 186 faculty have more than 19 years of service. This is 40% of all faculty! The results are shown in Figure 3.

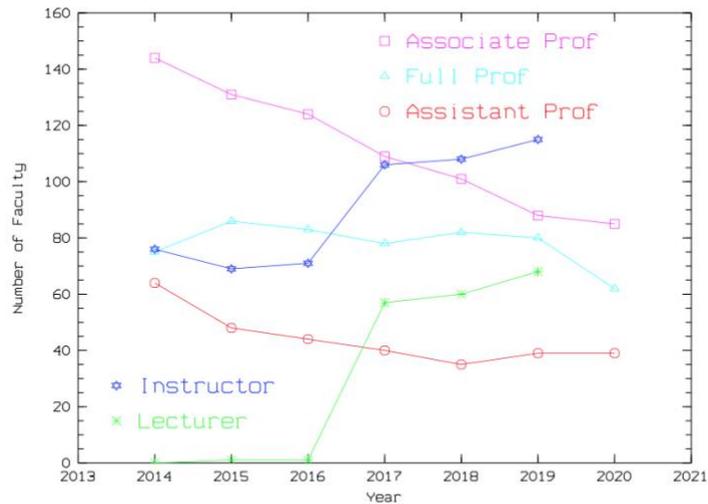


Figure 1: Developments of the different faculty positions are MSU from 2014 to 2020

References: For the 2014-2019 numbers in the plots in Figures 1 and 2 the MSU Profiles from 2014 to 2019 have been used. These data can be found here: <https://www.moreheadstate.edu/Administration/PPE/Institutional-Research/Institutional-Data-new/MSU-Profile>. Lesia’s data, Figure 3, was cross correlated among HR data for full-time faculty as of Sept 5, 2020, HR data for full-time faculty that have left MSU since Jan 1, 2020, the current list of faculty in BOR Personnel Book 20-21, Lists A and B from the 2019 and 2020 Faculty Regent election generated at FS request from IR, and IT faculty email protocols.

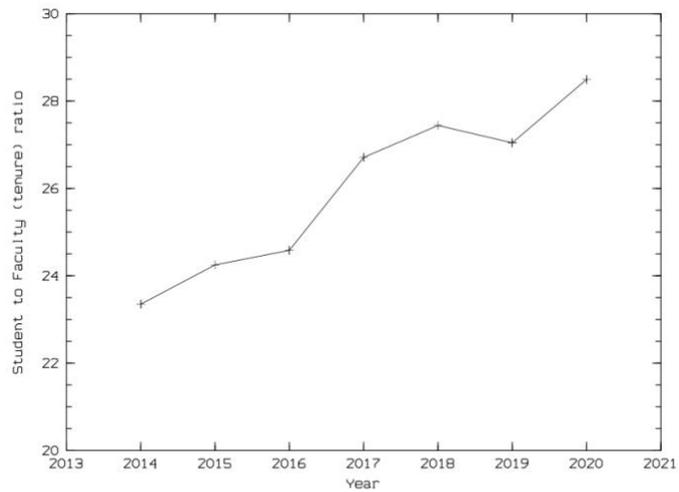


Figure 2: Developments of the student to tenure and tenure-track faculty ratio from 2014 to 2020

Fall 2020 FT Faculty Data— Years in Service for Tenure/ Tenure- Track Faculty, VAP, and Instructors

Academic Category Faculty PG-2							
Years	Assistant	Associate	Professor	Total TT	VAP	Instructor	Total TT VAP I
0-10	37	15	1	53	12	53	
eleven - 14	1	18	7	26	1	13	
15 -19	1	28	23	52	0	17	
20- 24	0	9	15	24	0	5	
25- 29	0	11	9	20	0	2	
30-36	0	4	7	11	0	0	
Total	39	85	62	186	13	90	289
% in rank	21	46	33				

Tenure-track comprises 64% of faculty
 VAP is 4%
 Instructors are 31% of faculty

*4 Individuals were identified with titles not matched to Personnel Roster; those faculty were not included to lists or totals.

Tenure-Track by the years:	Total	Percent
10 or fewer years	53	28
11 to 14 years	26	14
15 -19	*52	28
20-24	24	13
25-29	20	11
30-36	11	6
	186	100

* 18 of these people have 19 years of service

53 faculty (28%) have 20 or more years of service
 This will increase to 71 faculty (38%) within one year

*Percentages could vary if we have retirements or departures with no replacements

Fall 2020 Faculty Data— Years in Service for Department Chairs, Associate Deans, and Regional Campus Director

Administrative Category PG-2	
Years	
0-10	3
eleven - 14	2
15 -19	6
20- 24	4
25- 29	1
30-36	1
	17

Total Number of Faculty as listed for Fall 2020 including all categories
 310

Official University Communication includes 312 FT Faculty

Figure 3: Current status of the number of tenure and tenure-track faculty in Fall 2020

*Note- These figures are +_ 5 faculty because there are questions yet to be answered by HR/ Department as to presence on specific lists for full-time faculty. There are 106 part-time faculty (includes lecturers aka adjunct) on IT email protocol. Personnel book shows 43 persons (staff and 1 administrator) are listed as part-time to First-Year Seminar.

President’s Report- Dr. Morgan agreed in general with the faculty data and that we have too many Instructors. He stated that “a number of hires” were held for January 2021 and agreed we need to

hire some Assistant Professors. Official count of faculty is taken in November. He agreed that we have “a lot” of tenure/tenure-track faculty in the 19+ years category (38%). Morgan said that is something we need to address and “backfill.” Requested to send the spreadsheet so that he may further review the faculty numbers.

Questions:

Senator Lennex- The workgroups planning for Fall semester, and the one to which I was attached *Academic Affairs*, ended mid-July. Even though you’ve already announced the Spring schedule, when will the Spring work groups begin meeting? Will it be the same groups with constituency leaders or will there be more faculty involved? Other universities have begun shared governance planning.

Dr Morgan- Made a point of stating that he and Provost had consulted with a number of individuals including constituency leaders. Admits it was not the *Academic Affairs* workgroup. Admits it was not a formalized group to look at Spring semester dates; talked to constituency leads, mayor, judge, CPE, health groups.

Senator Lennex- Stated that while she appreciated consulting constituency leads on plans already formed, it is not shared governance. “It’s a ‘hey here’s a plan, tell me what you think.’ A shared governance group brings in faculty, staff, and students to formulate questions, issues, and address those items in particular kinds of ways. We heard earlier that there was a shared printer in CCL for which no consideration or guidance was issued when the personnel (Librarians and students) sharing the printer in a



COVID+ situation. Nobody thought about that. That’s one kind of situation, there are many other kinds of things that have come up over the summer and have come up into the fall that should be addressed by working groups of faculty, staff, and students.”

Regent Adams- “Dr Morgan, you mentioned that you look for specific needs when you make determinations for posting. Is there a list of criteria?”

Dr Morgan- “I’m not sure about specific needs one way or one lens to look at. Taking a generic department . . .

[you may want to look] how many instructors and the ratio of Instructors to Assistant Professors to Associates to full Profs. It’s also looked at who in the department could fill [vacancies]. There’s no master spreadsheet as to ‘here’s what we can do’ but we do anticipate upcoming vacancies and if people can be flipped to fill a position.” Morgan went on to discuss budget considerations and whether or not budget could be adjusted for vacancies.

Provost Report- “point well taken from Lesia’s data report that we need tenure-track hires.” Mentioned that from recent MSU departures no pressure had been placed from Morgan to replace tenure-track positions with Instructor or VAP. Provost clarified that he thought QEP discussions are being held with discipline area groups rather than departments to bring more personalization to discussion. Claimed he would look into the situation with shared CCL printer because they (rapid response team) has been discussing those actualities. The response team was due to meet 9.18 and would bring it up. The team has been meeting every Friday morning because of emerging circumstances.

Senator Kmetz stated his concern for no evening hours and that fellow Librarians also would like to close at 6pm. Provost said, “I’ve taken this into account.” Provost addressed the Spring schedule briefly by stating that feedback on an initial draft was sought from Faculty Senate as it was given to President Grupe. Grupe shared with faculty at large and received some feedback. (*It is unknown to what extent the feedback was used to form the Spring schedule as it was announced.) Provost mentioned that some of the budget recall (\$3million+ one time cut to MSU budget) will be funded through faculty vacancy credits. No details were provided.

Questions:

Senator Lennex- Highly recommended that not only the *Academic Affairs* workgroup be restarted in planning for Spring semester with President Grupe representing faculty as Provost had mentioned to Lennex that it would occur during Fall semester, but also form groups as other institutions across Kentucky have done to include faculty, staff, and students in broader working groups as part of the President's Cabinet, within and among existing workgroups so that they have more constituency input into creating solutions. These institutions have much better communications. This clear communication was one of the reasons Faculty Senate had requested my inclusion to the Rapid Response Team so that information could be brought to Faculty Senate in a timely way instead of in an impromptu two-hour meeting with nearly every Vice-President and Administrator present. If Faculty Senate had had someone as part of that working group, or part of an oversight group that received regular communication and participated in decision-making for policies related to COVID-19, we would not have needed that meeting. We would have clear communication and shared governance. I'm asking for more consideration so that we can have broader groups so that we can have effective shared governance.

Provost- Declined to address the decision about inclusion to Rapid Response Team preferring to define the team as 'active' and 'putting in numerous hours' addressing student needs. He further stated, "point well taken about shared governance."

Regent- Posed the question to Provost whether he could see where faculty concerns originate when we discuss this one-time clawback of funds, freezing tenure-track positions last Spring, yet MSU has hired five staff since July 1 in a sport which we cannot even play this Fall. Regent stated that she realized Provost perhaps had not been part of those decisions, but that it was important to be aware of the issue.

Provost- Thank you and I'm aware of the details.

Open Forum guests Dean Wayne Miller, College of Science and Dr. Caroline Atkins, Diversity Officer.

Dean Wayne Miller- The university farm is currently wrapping a major project with Wilderness Trace Solar to install a solar-powered facility for long-term research and provide off-grid renewable energy, saving up to \$100,000/ year. Joe Fraley, MSU Farm Manager explains much more in this clip: <https://www.newsbreak.com/news/2067908048727/every-day-is-sun-day-at-the-derrickson-agricultural-complex>

Miller followed up with information on COS related to faculty and students--- there are between 60-70 part-time faculty and 40 dual credit (mostly in mathematics) lecturers. The enrollment in COS has held steady the last several years as averaging 2,800 students. The most populous majors this Fall are in COS: Biomedical sciences (1), nursing (2), exercise science (6), ecology (7), and neuroscience (9). Miller highlighted stellar news of Radiology scoring 100% in their accreditation in 2018, noting that one of the team stated it was the first time a perfect score had been earned. Nursing underwent accreditation 2019 and earned a 100% score; Veterinary Science scored 100% in academics. One of the other nursing programs has an upcoming accreditation visit this Fall. Miller gave high praise to COS faculty for their excellent work with students and to students for surpassing national averages on accreditation and licensure exams. He also spoke briefly about review of programs toward fulfillment of Gray Associates analyses; Psychology is investigating needs for certificate programs possibly in engineering psychology, industrial psychology, and clinical psychology. Miller discussed many aspects of faculty research requirements and ended by congratulating Dr. Jen O'Keefe for her recently awarded multimillion dollar grant, \$650,000 of which will come to MSU.



Related to the Long-Hail study of hybrid faculty, President Grupe sent Dean Miller a copy of the results. Dean Miller had not seen the final results and discussed his part on Dean's Council in forming a hybrid faculty evaluation. As he phrased it, "the left hand did not know what the right hand was doing." President Grupe renewed his call for shared governance and participation of Faculty Senate to Dean's Council. Regent Adams reiterated that staff could not be called 'faculty' but in fact the categories were being muddled. Miller admitted that there has been no attempt to reconcile the comingling of titles to clearly differentiate staff from faculty. He reinforced that Dean's Council charge was to develop a form for Lecturer evaluation. Miller recognized the problem, though, and simply termed those persons as "people that are teaching."

Dr Caroline Atkins- Speaking about equity, diversity, and inclusion, the roster for Eagle Diversity Team has been sent to President Grupe for posting to FS BB. Senator Kiffmeyer is FS representative. Dr. Josh Qualls is now analyzing the data from Campus Climate Survey Spring 2020 (45% employee and 12% student participation). Campus Diversity grants were not funded from Spring semester; no grant funds are available this fall because of the budget cuts. In other news, the Cultural Competence Team has been analyzing approaches and models from other campuses. They have found a great program called *Welcoming diversity, equity, and inclusion*, from the National Coalition Building Institute (<https://ncbi.org/>). The NCBI trained (virtually) the President's Leadership Team in July, the Deans, Associate Deans and Chairs (9.16.20), and will be returning in October to train the Inclusion Team. Atkins has asked each Dean to identify two people who are interested in being the Inclusion Ambassador. The Ambassadors will be the leaders of difficult conversations about local to national issues.

In October, Supervisors and their staff will receive Implicit Bias training from Gallagher Bassett. Staff will receive an invitation from HR. Staff will have one month to complete one module. We are also working with Everfi for student implicit bias training. Both companies have situational based modules. To ensure majority of students complete this training, all students in all FYS courses will be asked on or about October 5 to undertake and complete two modules. Atkins stated that she will receive data aggregated by college so that college-level decisions could be made to refine curriculum or provide other student opportunities. Senator Tuerk suggested that modules be posted to faculty portal rather than sent as a link through email.

Information regarding Employment Classifications (thank you Regent for collating the information)

Internal Employment Policy:

It actually solves the problems we're encountering—all we need to do is follow it!

The institution has policies that define employment. The report that we were tasked to review, "The Evaluation of 'Hybrid' Employees at Morehead State University: An Analysis of History, Policies, and Practice with Recommendations," includes these policies in pgs. 1-3, in a section helpfully labeled "I. Background and Policy."

There can be no successful resolution to any of the problems Senate and Staff Congress are currently addressing (employment classification, workload considerations, the evaluation process and supervisor accountability, issues regarding FYS and its instruction, the seemingly simple request of getting an email list of all currently employed faculty) **if we do not address the institution's failure to follow its own policies.**

Most important point: the problem is not with the policy itself; *it is with the institution's failure to follow the policy we have in place.*

To wit: the "evaluation" of "hybrid" employees is an issue only because **there is no such thing as a hybrid or fractionalized employee. According to institutional policy, there are only "faculty" and staff.** The informal designation of "hybrid" arose in the absence of proper supervisory oversight. The

institutional decision to fractionalize loads of staff persons in order to count a portion of their salaries as “instructional spending” (to increase our standing in the performance funding model) only doubled down on error.

Important points:

- HR, supervisor, any other administrative error (or sloppiness in designation) does not obviate university policy (in fact, there are university policies designed to redress administrative error and ensure that faculty and staff are not misclassified or treated).
- Following policy would not automatically remove staff persons from the classroom. Instead, it would mandate a much needed consideration of their workload and remunerate them for their added labor, which would be recognized for what it is, a “supplemental appointment” (see [PG-3](#), “Supplemental Appointment”).

To iterate: Our policy is both functional and flexible enough to do what we need, even in the midst of a global pandemic. We created the problems we currently have when we opted not to follow our institutional policy.

Current policies, and what they clarify

[PG-2: Payroll classification](#) (offers employment classifications, classifications that draw upon definitions in PAC-1 and are themselves cited in PG-3)

Each regular faculty and staff member of the University is classified in one of the following categories.

Academic--Those individuals whose primary responsibility is teaching and who are qualified for the titles of Professor, Associate Professor, Assistant Professor, Visiting Assistant Professor, Instructor, or Lecturer (See PAC 1). Designation in this category is the responsibility of the Provost and Vice President for Academic Affairs.

Administrative--Those individuals whose primary responsibility is the administration of the institution or an academic or institution wide nonacademic unit or function of major scope. It includes the President; those with the titles of Vice President, Dean, and Associate Dean/Department Chair; and others designated by the President including, but not limited to, Directors and assistants to the President.

Staff Exempt--Those individuals whose primary responsibilities are the performance of professional, administrative, and supervisory work as defined by the Fair Labor Standards Act. Designation in this category is the responsibility of the Director of Human Resources.

Staff Nonexempt--Those individuals who perform technical, paraprofessional, secretarial, clerical, service, maintenance, and/or skilled trades work and who are designated as nonexempt under the Fair Labor Standards Act. Designation in this category is the responsibility of the Director of Human Resources.

[PAC-1: Definition of Academic titles](#) (defines academic ranks recognized by the University):

1. **Lecturer.** This title is used for appointments of nonregular faculty members who teach on a temporary or ad hoc basis, or if on a continuing basis, for less than full-time. The minimum qualification is the master's degree with 18 graduate semester hours in the teaching field or an approved record of outstanding professional experience and demonstrated contributions to the teaching field.
2. **Instructor.** This title is for an individual whose primary responsibility is teaching. The minimum qualification for this fixed-term, non-tenurable faculty rank is a master's degree

with at least 18 graduate semester hours in the teaching field or an approved record of outstanding professional experience and demonstrated contributions to the teaching field.

3. **Assistant Professor or Visiting Assistant Professor.** The terminal degree in the teaching field is expected for this rank.
4. **Associate Professor.** The Associate Professor shall possess the terminal degree in the teaching field, and if the rank is granted upon appointment, there must be evidence of scholarly, artistic, or professional achievements. Consistent with PAC-2, this rank will be awarded to assistant professors who successfully complete their probationary periods and achieve tenure.
5. **Professor.** The terminal degree in the teaching field is required, and if the rank is granted upon appointment, there must be evidence of scholarly, artistic, or professional achievements. This rank should be reserved for persons of proven stature in their fields. When considered for promotion to this rank, a faculty member must meet the criteria required in PAC-2.

CLINICAL FACULTY APPOINTMENTS:

A Clinical Faculty Appointment is used for current or former staff employees of external clinical affiliates associated with such programs of study at the University.

PG-3: Type of Appointments (lists and defines the different types of appointments in terms of what we might call levels of “permanence”—full-time, fixed, retiree, non-full-time, temporary, part-time, etc.)

SUPPLEMENTAL APPOINTMENT

A Supplemental Appointment designates an appointment which is supplementary to a Full-Time Standing or Full-Time Fixed Appointment and has the effect of providing an additional contractual provision beyond the terms of the Standing or Fixed Appointment. For example, a Supplemental Appointment may be used if an individual whose regular appointment is for nine months but whose appointment is extended for one to three additional months. Supplemental Appointments will also be used to designate those appointments which are supplementary to Full-Time Standing or Full-Time Fixed Appointments to compensate for approved additional services normally outside the scope of regular duties. For example, a Supplemental Appointment can be used when an eligible employee is employed to teach a course for additional compensation. Regular University benefits, except sick leave and vacation accrual, continue with a Supplemental Appointment.

As “The Evaluation of ‘Hybrid’ Employees at Morehead State University: An Analysis of History, Policies, and Practice with Recommendations” report makes clear, **current policy allows qualified staff persons to step into the classroom, should the need arise** (here I’m defining “need” as either a staff person’s *desire* to “moonlight” in the classroom, or to a possible institutional need to call “all hands on deck”).

Simply put, we have created our own problems by manufacturing unworkable systems outside of our functional policy guidelines. We can solve these problems by following our internal policies. (This is should be a no-brainer in any year—and should be the highest priority in a SACSCOC review year.)

Why the problem evaluating “hybrid” or “fractionalized” employees should be addressed by applying the policy we already have (instead of by propping up the problematic fictions we’ve created, contra policy)

Fractionalization is a budgetary fiction the institution has created in order to maximize performance funding metrics. It is “real” only insofar as we report percentages we (somewhat arbitrarily) define to the state. It does not affect payroll designations (“fractionalized” persons do not get two separate pay checks for their different jobs), and it is asymmetrically deployed (faculty who perform administrative or staff work, and get time off or supplemental pay for doing so, do not have portions of their salary removed from the instructional category for performance funding) and idiosyncratically applied (a number of new staff hires are expected to teach in load whereas others performing the same or similar jobs are not).

Fractionalization is injurious to staff persons:

- **it exacerbates the extant problems with job classification**
 - Staff already had an uphill battle attempting to clarify job descriptions and duties based on industry norms and BoL Occupational Job descriptions. Sliding a number of them into a quasi-academic position, wherein they’re granted instructional status without any ability to rely upon the PACs that define faculty employment, only makes problems worse. Caught in an indeterminate middle, these persons have work obligations that are no longer fully covered by the FLSA (as faculty labor is covered by PACs) while their primary jobs keep them from the policy protections offered persons of academic rank (the protections outlined in PACs).
- **it renders workload ambiguous, and thus indeterminate**
 - To be classified as faculty, one’s primary duties must be teaching. This is not the case for fractionalized staff, who occupy a nebulous position wherein primary has been replaced with “both/and.” Staff Congress has been attempting to address this ambiguity by questioning percentages and seeking clear definitions of specific job duties, but this attempt has been overshadowed by general calls for people to do more with less (calls that are invariably coupled with reminders of budget woes and the difficulty of keeping all of the people who are currently employed on payroll). A more productive path forward is policy consideration. Academic positions are jobs wherein the primary duties/job responsibilities are teaching. Staff positions are non-teaching. Ergo there is no such thing as a “hybrid” staff person who is fractionalized in order to perform a primary duty. According to policy, there is only a staff person who can be asked to teach part-time for a supplement.
- **it is ripe for exploitation**
 - What staff person is going to say “no” to a “teaching opportunity” when these persons know that they are on yearly contracts that can be terminated at any time for budget considerations as well as cause? Especially when they also aware of the fact that their supervisors can make themselves look good by seemingly “taking one for the team” volunteering their staff as tribute? And we all know HR consistently defaults to supervisor discretion in workload consideration, and every process on campus is “go through the chain of command”/“ask your supervisor,” so. . .
- **it implicitly adds unnecessary layers of supervision for staff persons**
 - What staff person who has been fractionalized in order to teach FYS knows that they are subject to “periodic evaluations by the Office of the Provost and Vice President for Academic Affairs”? And how would they know to find this gem, buried in [UAR 113.03](#), “Category J,” especially when this UAR is titled “Guidelines for Assessing *Faculty* Credentials” (emphasis added), and its last iteration 113.02 (note the number difference), revised in 2009, never mentioned staff or fractionalization at all. Its new version, finalized in summer of 2018, signed off on by both the then Provost and current President, still lists the scope as “all faculty” (!).

Fractionalization is injurious to faculty and a threat to tenure:

- **it creates a “non-disciplinary” category as a way to void academic content**
 - To render more staff persons able to teach FYS within SACSCOC constraints, the upper administration, which designed the new iteration of FYS without meaningful faculty input or review, designated it a “non-disciplinary” course. Because there is

no discipline or area of expertise for FYS, instructors of the course do not need to meet the SACSCOC minimum standards of for teaching collegiate-level courses (18 hours of graduate coursework in a discipline field or exceptional experience/expertise). This careful dance around SACSCOC standards effectively voids academic standards, as there is now a course with no defined disciplinary or academic content that is nonetheless awarded 3 hours of academic credit in our General Education core.

- **it removes faculty oversight in hiring and decisions over who teaches in their program**
 - An administrator's approval of a person's ability to perform staff duties is not the same thing as faculty endorsement of ability to teach in a given program. Fractionalized staff are teaching in academic programs as well as in our non-disciplinary freshman orientation, and there are instances of faculty persons having no say or control over who teaches in their academic programs.
- **it obviates the need for new tenure lines, at a time when our institutional health requires new blood**
 - If we keep on filling holes in the Academic core by plugging overworked staff persons into academic gaps, we are not only exhausting and demoralizing staff persons, we're also thinning the ranks of tenure and tenure track faculty, and thus moving our rather elderly campus one step closer to the brink (as we do not have enough "up and coming" younger faculty to replace those who could retire today or are very near retirement).

SACSCOC considerations

SACSCOC standard 5.1 **The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of non-faculty personnel.** (Personnel appointment and evaluation)

"Rationale and notes" (direct quotation from manual):

This standard indicates that institutions will publish policies describing conditions of appointment, employment, and evaluation that are periodically assessed and widely disseminated to demonstrate that the institution employs non-faculty personnel with sufficient qualifications to maintain its operations and to support the achievement of goals consistent with its educational mission. **There is an expectation that an institution consistently follows its own policies.**

SACSCOC standard 6.1 **The institution employs an adequate number of full-time faculty members to support the mission and goals of the institution** (Full-time faculty)

Selection of "Rationale and notes" (direct quotation from manual):

The number of such faculty will need to be sufficient to fulfill basic functions of curriculum design, development, and evaluation; teaching; identification and assessment of appropriate student learning outcomes; student advising; research and creative activity; and institutional, community, and professional service. Consequently, an institution relies on full-time faculty engagement in all aspects of the academic program; its quality and integrity are not driven solely by the number of hours that full-time faculty are teaching. **The work of the core faculty may be supplemented and enhanced by judicious assignment of professional staff, part-time faculty, and graduate teaching assistants whose qualifications broaden and enrich the curriculum, increase learning opportunities for students, and enhance the mission of the institution.**

*(Note: SACSCOC clearly distinguishes faculty from staff and refers to the "judicious assignment of professional" staff as a **supplement**—one that is may be desirable because of specific **qualifications** that might "broaden and enrich*

the curriculum, increase learning opportunities for students, and enhance the mission of the institution.”)

SACSCOC standard 5.4 The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution.

“Questions to consider” (direct quotation from manual):

Are policies and procedures in place for the regular evaluation of administrators?

Faculty Regent Report-

Regent Adams urged revision to Athletics and renewed focus on MSU’s core mission. A brief summary in her words:

Focus on long term investment in the core, not just short-term goals (note: we’re so used to short-term thinking that the most recent live stream confused mission with strategic plan)

Move from NCAA DI to NCAA DIII

- annual savings—\$2.5m to \$3m
- revenue potential: regional students who want to play college sports and would rather pay public school tuition vs. private

Prioritize research as part of the core mission of the university and explore revenue potential

- Shift efforts to prop up a declining market (graduate school) to support existing and emerging areas in funded research (e.g., criminal justice reform; studies of remote learning; mental health; infectious disease)

Prioritize initiatives on campus and allocate time and resources wisely

- Minimize the number of “spinning plates” to achieve quality in outcome not quantity of output
- Pare down overly broad, diffuse, or demonstrably overbudget Initiatives (such as the current the QEP) to a refined core; if necessary, add to the core in stages

Work with NACUBO and other institutions of higher education to modify budget categories to reduce confusion and aid credit ratings

- Student health is disadvantaged in the NACUBO system; intercollegiate athletics is granted flexibility
- NACUBO can lobby to change GASB standards that create the pension liability on our books (a liability that negatively impacts our credit ratings)

Staff Congress Report- Chair Savard-Hogge followed up on Senator Tuerk’s request and expanded by asking that all trainings be posted in our faculty portal. The portal will bring items to our attention and allow easy access rather than searching our email for links. Chair Savard-Hogge emphasized the Long-Hail report findings as she announced that the focus of Staff Congress in the coming months will be Supervisor Evaluations.

SGA Report- SGA has seated their representatives for this year. They are rolling out their Eagle Flight School program and partnership alumni ambassadors this semester.

Committee Reports:

Academic Issues- Use of MSU social media accounts entails strict adherence to MSU specified policies regarding posts on the accounts. Senator Dunman brought a concern regarding ownership of

Webex classes as it relates to PG-18. A document was written from the committee and forwarded to Jane Fitzpatrick, university legal counsel. Senator Schack reported that Fitzpatrick had acknowledged receipt of the document and was “looking into it.”

Evaluation- Committee is continuing to evaluate and phrase recommendations from the Long-Hail Report.

Faculty Welfare and Concerns- More concerns about ownership of Webex meetings were brought to this committee; FWC will be working with AI on PG-18 ownership issues. Continued discussion of the COVID-19 procedures. Senator Harrelson urged everyone to use the LiveSafe! App and report non-compliance. There was a situation with a faculty not wearing a mask--- Senator Harrelson stressed to FS to encourage your colleagues and students to wear masks so that we may all thrive. The committee discussed the excused absence policy and its associated UAR as well as building temperature and condition. If anyone has a building condition to report, email Kim Oatman.

Governance- GEC committee appointment to replace Mark Graves (humanities) as he was elected co-chair of the committee—Dr. Thomas Pappas (music, art, and theatre) was approved as replacement.

Motion to extend the meeting was made, seconded, and approved

Meeting adjourned 5:36pm