INSTITUTIONALIZATION – STRUCTURES, PROCESSES, AND PROGRAMS

- The Institutionalization Action Group (IAG) continues to meet (Provost; Associate Provost, Academic Human Resources; Director, Office for Inclusion and Intercultural Initiatives; Director, University Planning; Deans of Engineering, Natural Science and Social Science) to discuss their support for strategies to institutionalize grant initiatives, including FEA capacity building, role of central offices in supporting college faculty excellence and diversity efforts, as well as monitoring efforts by the respective offices, and accountability for progress vested in the provost and deans. During this quarter, the whole group met on September 4, and will be meeting again in December. The representatives from Academic Human Resources, Inclusion and Intercultural Initiatives and University Planning continue to meet with the Director and co-PIs of ADAPP-ADVANCE on a weekly basis.

- All colleges at Michigan State developed foundational diversity metrics that are being utilized by the Provost during the annual fall budget planning process. The metrics being used by the three ADAPP-ADVANCE colleges are included in Attachment 1.

- Biennial College Level Diversity Planning Meetings were revised to include FEA reporting on their responsibilities and activities related to ADAPP-ADVANCE faculty excellence and diversity initiatives.

- The Office of the Vice Provost for Academic Human Resources was expanded to include a data analyst who will work closely with colleagues in the Office for Planning and Budgets to track faculty data.

- Faculty Information Tool

At the beginning of September, the Faculty Information Tool (FIT) Development Team received approval to implement a pilot project to profile faculty professional accomplishments using Digital Measures’ Activity Insight (AI) system. The pilot, termed the Academic Profile Project (APP), will develop profiles of faculty in the College of Agriculture and Natural Resources, which already had an instance of this software tool but which was not integrated with the University’s systems of record. With this approval, funding was provided and a license for a separate instance of Activity Insights (AI) was signed. A project plan for APP was developed which includes an organizational structure (see below.) During October, personnel were recruited to participate in the various groups.

These groups started meeting at the end of October and a project management plan is under development for implementation by January of 2013. For APP, data from University
systems of record will be integrated with AI, and additional data will be ported into the university's enterprise data warehouse to include data not currently maintained. Tools for gathering such data are under development. The timeline for implementation of this two year APP project is being developed. The intent is to use this pilot as a proof of concept to make a case for a larger initiative that would expand APP to develop profiles for faculty in all colleges in the university.
INCREASE THE RECRUITMENT OF WOMEN FACULTY

• Members of the ADAPP-ADVANCE Grant Management Team continue to meet with search committees, distributing the faculty search toolkit with representatives of the committee.

• College of Engineering.
  o The FEA worked with the Electrical Engineering Department on the position advertisement for their new faculty search and the composition of the search committee. The FEA also met with the Mechanical Engineering search committee. The ADAPP-generated Search Toolkit was distributed to the committee and issues connected to implicit bias were discussed. The FEA and the Dean continued to work with the Engineering Department Chairs on opportunities and approaches that would help us make further progress on meeting our diverse faculty placement goals.

• College of Social Science.
  o The FEA continued to attend various LEAD seminars relating to recruitment, retention and mentoring of faculty.
  o The FEA was appointed to the Office on Faculty and Organizational Development Advisory Board (3 year appointment).
  o The FEA has been involved with the four (4) faculty searches currently underway in CSS.
  o In addition to the faculty searches, CSS currently has two (2) Chair/Director searches. The Dean and the FEA have met with both search committees to discuss the process and expectations. Currently, the FEA is serving on one of the search committee.
  o The Dean’s office is engaged with all faculty interviews. As a part of this process, an Associate Dean is assigned to each faculty search which includes interviewing each candidate brought to campus. The Associate Dean provides feedback on each candidate to the search committee.

• Natural Science
  o FEA met with the following faculty search committees at the beginning of their search process to review CNS policies and procedures: MMG (Microbial Ecology), Ecology, Evolutionary Biology and Behavior Program, Math/Statistics Joint Search, Geology (2 separate searches), Kellogg Biological Station, Department of Mathematics.
  o FEA and Associate Dean reviewed and worked with search committees as they reviewed applications and developed interview lists.
INCREASE THE RETENTION AND ADVANCEMENT OF WOMEN FACULTY

- Hosted Dr. Buju Dasgupta for two days (November 12 and 13) to run four faculty workshops and one graduate student workshop on the topic of implicit bias. 111 faculty and 20 graduate students attended the workshops.

- Although funded by another source, we held a Women’s Leadership Luncheon for female faculty in three residential colleges (25 faculty attended). This gathering was modeled after the women’s leadership luncheons we have been supporting in the three STEM colleges since the beginning of the grant.

- ADAPP-ADVANCE co-hosted an event with Faculty & Organizational Development called, “College Budgeting and Financial Planning: Things to consider When Asking Your Dean or Director for Money”.

- College of Engineering.
  - The FEA and the Dean arranged a luncheon meeting with the women faculty to discuss issues of concern to them and to provide an opportunity to get direct input regarding their work environment.

- College of Social Science
  - DeBrenna Agbényiga (Associate Dean for Graduate Studies & Inclusion and FEA) worked with the Dean to begin the process of revitalizing the annual review committee. The revitalization is due partly to the advanced by-laws that we received from several units that include some very inclusive and innovative practice to support the annual review process.
  - Chris Maxwell (Associate Dean for Research) is continuing to work with the committee charged with formalizing external letters that are a part of the faculty dossier for tenure and promotion.
  - Psychology and Social Work submitted their final pilot mentor project report that includes next steps for the department. The report was reviewed by Dean Baba and DeBrenna Agbényiga (Associate Dean for Graduate Studies & Inclusion and FEA) and sent to the ADAPP ADVANCE management team and the Ohio Evaluation & Assessment Center (OEAC) leader, Sarah Woodruff.
  - The Department leaders (Psychology and Social Work) presented the findings from their pilot mentor project to CSS Senior Staff and the Chairs and Directors at the annual retreat on September 19, 2012.
The FEA presented the review criteria being used (created by the ADAPP ADVANCE team and CSS is testing this model and providing feedback to the team on its use in the process) to evaluate the Unit’s mentor program at the CSS annual retreat on September 19, 2012. It was also shared that all feedback would be submitted to the Chairs/Directors by the end of this Fall semester.

Dean Baba, DeBrenna Agbényiga (Associate Dean for Graduate Studies & Inclusion and FEA), and Chris Maxwell (Associate Dean for Research) continued to work as a team as a part of the reappointment, promotion and tenure process. During this reporting phase, the team has meet with several Chairs/Directors to discuss cases identified during the Provost meeting as needing more guidance before the next evaluation period. During these sessions, the team provided clear guidelines and supportive structures for each faculty member. Chairs/Directors were advised to provide a formal letter to the faculty member (a copy was shared with the Dean’s office) detailing the concerns, assistance and supportive structures that will be provided to the faculty member.

The FEA was a panelist for MSU Residential Women Leadership Speed Mentoring Program on September 14, 2012.

Discussions are underway for the planning of CSS Women’s Leadership Program this Spring.

• Natural Science

FEA, Associate Dean and Dean attended luncheon for newly promoted faculty in the college. Several ADAPP related topics were discussed including satisfaction with mentoring programs and Annual Review/RPT process.

2012-13 STEM Teaching Essentials Workshops continued. (http://teachingessentials.msu.edu/).

FEA attended Workshops on Implicit Bias in Hiring and on HR practices.

Associate Dean developed worksheet describing the university policies for parental leave (Attachment 2).

Dean Kirkpatrick and Associate Dean Chivukula have begun to meet with CNS chairs to discuss Associate and Full Professors who might benefit from the creation of a faculty development plan.
IMPROVE WORKPLACE CLIMATE

- Social Science.
  - The Dean Baba is continuing to meet with every unit to discuss the College’s new strategic agenda and obtain feedback from faculty on the strategic direction for the next few years.
  - The College held its annual retreat on September 19, 2012. The retreat included an extensive discussion on the new research plan (expectations around research as a part of the RPT process) and an update and next steps for unit mentor programs.
  - Dean Baba and DeBrenna Agbényiga continue to provide biweekly or monthly updates on ADAPP at the Chairs/Directors meetings that are held bi-weekly.
  - The College recently completed its research assessment which includes guidelines and expectations for faculty with respect to their research portfolio and the RPT process. A meeting was held with Terry Curry to review the plan and steps for its implementation with faculty who will be a part of the RPT process going forward.
  - The Dean’s office (Dean Baba, DeBrenna Agbényiga and Chris Maxwell) addressed an issue of differential treatment of women in a unit. As a team, the issue was assessed and through consultation with Paulette Granberry-Russell plans have been established to improve the environment for the women faculty in the unit.

EXTERNAL COLLABORATIONS & RELATED INITIATIVES

- MSU Office for Inclusion's Transforming Theatre Ensemble was asked to partner with the University of Delaware in their pursuit of a NSF PAID grant. Michigan State has pledged to advise the Delaware team about artistic and administrative development of the program, and to provide insight of how TTE functions with partnership with ADAPP-ADVANCE to achieve the initiative’s goals.

- MSU ADAPP-ADVANCE provided a letter of cooperative support to a successful PAID application, “ADVANCING Intersectionality: An Analysis of Underrepresented Minorities in NSF ADVANCE Programming” (Jasna Jovanovic & Mary Armstrong, Cal State Polytechnic).

- College of Engineering
  - Upon request, we shared examples of our faculty mentoring plans with the Associate Dean of Research at the College of Engineering in West Virginia University.
In collaboration between our Director for Graduate Recruiting and Director of the MSU Women in Engineering program, we have developed a monthly gathering for graduate women in Engineering. Topics have included: Settling into Graduate School (advice from more experienced students); Wellness and Stress Reduction (presentation by Olin Health Center); Communicating Effectively (discussion of a TED talk video); Work-Life Balance (discussion with women faculty). In addition to the monthly gatherings, there is a private Facebook group for interested graduate women to share information and conversations. Over the last year, our gatherings have grown from an average of 12-15 women per month to more than 30 women at the November, 2012 lunch. Tamara Reid Bush, ADAPP-ADVANCE co-PI, was one of two faculty members who participated.

- In early fall, Tamara Reid Bush attended the Women in Science breakfast at the American Society of Biomechanics. One of the topics was ADVANCE, and she discussed some of our work with attendees.

- Dr. Reid Bush also had several k-12 diversity focused events for minorities and a discussion of science:
  - She serves as a Connector Faculty – through our MSU CEER program, I am a mentor for 8 female freshman who have declared ME as their major. 2012-2013.
  - She provided a K-12 Lecture titled: Kinematics (motions) and Kinetics (Forces) of the Human Body, two lectures to over 70 5th graders, May 21, 2012. My host noted that the fact I am a woman scientist really connects with the young girls in her classroom.
  - She provided a lab tour for 60 African American boys and discussed the research being done.

**RESEARCH**

- Mentoring. Clare Luz, co-PI, outlined a manuscript regarding the MSU experience with establishing a mentor policy and culture. She has also started outlining the second paper on evaluation of formal mentoring.

- Women’s Leadership. Dr. Reid Bush had an abstract accepted to ASEE on women’s leadership and involvement in disciplinary societies.

Underrepresented Minority Research Project

Completed interviews of underrepresented tenure system Black, Hispanic, and Native American faculty (goal to interview 36 percent of faculty within each category, and achieved
the goal among Black and Hispanic faculty, slightly less for Native American faculty). Transcription of interviews underway. Interview process to be replicated for those tenure system faculty who identify as Asian during late fall semester through early spring semester 2013.

Research Funding Study

A study of the impact of research grant activity on reappointment, promotion and tenure (RPT) of early career faculty at MSU has been undertaken and the manuscript describing the study should be ready for submission by January, 2013. The article, to be submitted to the journal, Research in Higher Education, is titled “Importance of External Funding in Promotion and Retention of Assistant Professors in STEM Disciplines and Differential Impact by Gender.” The study examines the external funding patterns of two cohorts of recently hired science, technology, engineering and mathematics assistant professors, analyzing the differences by gender of grant submission and success, and differences in the correlation between grant activity and RPT and retention at the university. Interesting gender differences in grant activity and correlations of that activity with RPT and retention were noted. In addition, differences in the grant activity of the two cohorts of faculty were noted which may reflect differences in transparency of expectations for RPT and retention between the earlier and later cohorts.
1. College of Engineering

DIVERSIFYING OUR FACULTY AND STUDENT RANKS

A. Students:
- Attract higher quality students to undergraduate program (as measured by continued increase in the median composite ACT scores) with special emphasis on enrolling out-of-state students and students from under-represented groups, including women;
- Increase the number of graduate students to 1000, with special focus on increasing the numbers of women and members of under-represented groups.

B. Faculty:
- Commit to ensure that 20% of all new faculty hires (2012-2017) will be persons from underrepresented groups, including women.
- Pursue scaling up the Diversity Programs Office-Scholars Program (DPO-SP) including the Engineering and Science Summer Academy (ESSA), in partnership with the Lyman Briggs College.

2. College of Natural Science

FACULTY DIVERSITY

The procedures and policies developed under the ADVANCE/ADAPP grant have been fully implemented in CNS, and all current searches are being carried out using them. The College Faculty Excellence Advocate is now fully engaged with the initiation and approval of each faculty hiring proposal, the departments are working to advertise their positions more broadly to reach a diverse pool of applicants, and each search establishes explicit and objective criteria for the evaluation of candidates in order to minimize the possibility of unintentional bias. In addition, all CNS Departments have instituted mentoring programs and improved annual evaluation procedures. The College reviews all annual reviews of assistant and associate professors. The CNS policies draw heavily on the best practices identified by the ADAPP/ADVANCE project. The College has begun conversations with each Department to identify tenured faculty who may benefit from the creation of a faculty development plan, and continues to work with Departments to support, monitor, and improve hiring, mentoring, and faculty review programs.

We made considerable progress in hiring of senior women this past year. Of the five full professors hired, three were women, and both people hired to endowed positions were women. Of the remaining 19 hires, 7 were women.

As we noted last year, the data on gender diversity and ethnic diversity in CNS show substantial differences among different units, although most units need to increase representation of women. All CNS units require their faculty to have PhDs in the relevant discipline, and all but the Department of Statistics and Probability require postdoctoral or equivalent experience as well. The National Center for Science and Engineering Statistics of the US National Science Foundation ([http://www.nsf.gov/statistics/wmpd/](http://www.nsf.gov/statistics/wmpd/)) surveys US academic institutions, and reports the number of postdoctoral fellows employed in the various STEM fields. This 2008 data set is the best metric for the gender diversity of the applicant pool for CNS (NSFWmnpDs column in the attached table). It is also more recent than the 2003 NRC data, which is also compiled in the table. For many disciplines, the I^3 expectations are substantially higher than any available estimate of the pool of women. For minorities, we have no better data than the I^3 data (summarized in the I3Min column in the table). The 2008 NSF data for PhDs awarded to minorities do not distinguish the ethnicity of temporary residents, and many people in the post-doc hiring pool are from this group.
The departments of Chemistry and Geological Sciences both recognize the need to hire women and minorities, and both hired a woman this year. We have authorized an open rank search in Chemistry this year with increasing diversity as a specific evaluation metric.

3. College of Social Science

The College of Social Science continues to remain committed to diversity. Our current strategic agenda includes diversity metrics that are consistent with our recruitment and retention process for new faculty and our research platforms. Building on our past success, we hope to continue to increase diversity among our faculty. To remain consistent in these efforts, we will continue to request units in the College to identify strategic areas where faculty searches would potentially result in increased diversity among the faculty. Furthermore, units have continued to improve their retention processes, which include mentoring of junior faculty and clearer reappointment, promotion and tenure guidelines. These aspects are further supported through College initiatives and the review of these processes. Given our current structures, we propose using the following Provost’s diversity metrics for purposes of evaluation: 1) “absolute number and percentage of domestic faculty of color and women faculty;” and 2) “progression through the ranks for purposes of evaluation.”
Nov. 7, 2012

Memo

To: CNS Chairs and Directors

From: R. Sekhar Chivukula, CNS Associate Dean for Faculty Development

Re: MSU Parental and Health Leave Policies for Faculty and Academic Staff

Attachments:

(1) Table summarizing MSU parental and health leave policies
(2) Draft parental leave/modified duties planning form for tenure faculty
(3) Draft parental leave planning form for fixed term faculty and academic staff

In order to clarify faculty parental and health leave policies and to facilitate planning for these leaves, we have developed the documents attached. The first summarizes the benefits available to faculty and academic staff under the various MSU policies relevant to parental and health leaves, and the next two are forms to facilitate the planning of these leaves.

By using these forms, faculty, departments, and the college will be able to document how the various benefits under each policy are being implemented, and record the agreement to the plan by all parties. The forms will allow us to avoid problems that have occurred in the past, including incorrect or incomplete implementation of leave policies and delays in requesting the “automatic” tenure clock extension which may accompany childbirth.

Our plan is to:

(1) Post these documents on the CNS website
(2) Advertise the existence of the forms to all CNS faculty by e-mail
(3) Require copies of the signed parental leave planning forms be on file in the college as part of the formal leave process.

Note that leaves are personnel actions that must be formally executed on EBS, and this requirement is not fulfilled by completing the planning forms.

Your comments and suggestions are welcome. We plan to complete the documents and implement use of the planning forms by December 1, 2012.
# Summary of MSU Parental and Health Leave Policies for Faculty and Academic Staff

For details on each policy and the required documentation, refer to the faculty handbook as indicated in the links below. Each kind of leave requires a specific request and supporting information to be filed in the EBS system by one’s supervisor.

<table>
<thead>
<tr>
<th>Situation</th>
<th>Short Term Disability Leave</th>
<th>Parental Leave</th>
<th>Family Medical Leave Act (FMLA)</th>
<th>Tenure Clock Extension</th>
<th>Modified Duties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth of a child or children.</td>
<td>6 weeks paid leave is automatic for a birth mother if requested.</td>
<td>An additional 6 weeks paid leave is automatic for caregiver if requested. If both parents are MSU faculty or academic staff, paid parental leave provides a combined total of 6 weeks.</td>
<td>The FMLA provides each eligible new parent 12 weeks of leave in total. Any paid leave taken counts toward the 12 weeks.*</td>
<td>One-year extension automatic if requested and if 12 weeks leave taken. Only two separate one-year extensions related to parenting are automatic.</td>
<td>Up to one additional semester without teaching assignment may be requested. Must be completed in child’s first year. If both parents are MSU tenure-system faculty in the same unit, their modified duties should be assigned in different semesters.</td>
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<td>A new child (or children) under six years of age enters the home due to adoption or foster-care placement.</td>
<td>n/a</td>
<td>6 weeks paid leave automatic for caregiver if requested. If both parents are MSU faculty or academic staff, paid parental leave provides a combined total of 6 weeks.</td>
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<td>Health Issues (self).</td>
<td>Up to 6 months of paid leave.</td>
<td>n/a</td>
<td>The 12 weeks provided by the FMLA run concurrently with short term disability leave taken.*</td>
<td>One-year extension automatic if requested and if 12 or more weeks leave taken.</td>
<td>n/a</td>
</tr>
<tr>
<td>Health Issues of Child, Spouse or Parent.</td>
<td>n/a</td>
<td>n/a</td>
<td>The FMLA provides 12 weeks unpaid leave.*</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

* Timely registration of one’s condition is required to establish eligibility for other benefits under the Family Medical Leave Act.
Parental Leave and Modified Duties Planning Form for Tenure-System Faculty
(Note: all of these personnel actions must be officially executed in EBS)

Name:  
Rank:  

Department(s):  
College(s):  

Situation:  New child(ren) under age six in the home?  Yes  No
  Date of child(ren)’s entry into the home:
  Date of child(ren)’s birth:

Accommodation Period
  • Taking Short-term disability leave? (applies to birth mother only)  Yes  No  n/a
    o Dates of short-term disability leave?
    o Describe arrangements for the leave (e.g., course release, service suspended...)

  • Taking Paid Parental leave?  Yes  No  n/a
    o Dates of paid parental leave?
    o Is this leave being split with a partner who is an MSU faculty/academic staff member?  Yes  No  n/a
    o Describe arrangements for the leave (e.g., course release, service suspended...)

  • Taking unpaid FMLA leave to bring total leave up to 12 weeks maximum?  Yes  No  n/a
    o Dates of unpaid FMLA leave?
    o Describe arrangements for the leave (e.g., course release, service suspended...)

  • Requesting a semester of Modified Duties?  Yes  No  Has it been approved?  Yes  No
    o In which semester?  Fall / Spring of  20__
    o Confirm that no teaching duties are being assigned that semester:  Yes  No
    o What duties are being assigned in lieu of teaching?

Plan for semester following the accommodation period.  This should represent a return to the normal faculty workload for the academic unit[s] in question.
  o Which semester?  Fall / Spring of  20__
  o What courses are being taught?
  o Are other duties are being assigned (as part of a typical faculty workload)?

Requesting tenure-clock extension? (automatic upon request if 12 weeks of leave are taken)  Yes  No  n/a
  o Review year would have been:  20__ / 20__
  o Extension moves review year to be:  20__ / 20__

Dated Signature of faculty member:

Dated Signature of department chair(s)/director(s):

Dated Signature(s) of dean(s):
# Summary of MSU Parental Leave Policies for Tenure-System Faculty

For details on each policy and the required documentation, refer to the faculty handbook as indicated in the links below.

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<td>The FMLA provides each eligible new parent 12 weeks of leave in total. Any paid leave taken counts toward the 12 weeks.*</td>
<td>One-year extension automatic if requested and if 12 weeks leave taken. Only two separate one-year extensions related to parenting are automatic.</td>
<td>Up to one additional semester without teaching assignment may be requested. Must be completed in child’s first year. If both parents are MSU tenure-system faculty in the same unit, their modified duties should be assigned in different semesters.</td>
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<td>A new child (or children) under six years of age enters the home due to adoption or foster-care placement.</td>
<td>n/a</td>
<td>6 weeks paid leave automatic for caregiver if requested. If both parents are MSU faculty or academic staff, paid parental leave provides a combined total of 6 weeks.</td>
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2 [http://www.hr.msu.edu/documents/facacadhandbooks/facultyhandbook/parentalLeave.htm](http://www.hr.msu.edu/documents/facacadhandbooks/facultyhandbook/parentalLeave.htm)

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4 [http://www.hr.msu.edu/documents/facacadhandbooks/facultyhandbook/implementation.htm](http://www.hr.msu.edu/documents/facacadhandbooks/facultyhandbook/implementation.htm)

5 [http://www.hr.msu.edu/documents/facacadhandbooks/facultyhandbook/modified_duties.htm](http://www.hr.msu.edu/documents/facacadhandbooks/facultyhandbook/modified_duties.htm)

* Timely registration of one’s condition is required to establish eligibility for other benefits under the Family Medical Leave Act.
Parental Leave Planning Form for Academic Staff and Fixed Term Faculty
(Note: all of these personnel actions must be officially executed in EBS)

Name:  

Position:  

Department(s):  

College(s):  

Situation: New child(ren) under age six in the home?  Yes  No
  
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Accommodation Period

• Taking Short-term disability leave? (applies to birth mother only)  Yes  No  n/a
  
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  o Describe arrangements for the leave (e.g., course release, service suspended...)

• Taking unpaid FMLA leave to bring total leave up to 12 weeks maximum?  Yes  No  n/a
  
  o Dates of unpaid FMLA leave?
  
  o Describe arrangements for the leave (e.g., course release, service suspended...)

Plan for semester following the parental leave. This should represent a return to the normal workload for the academic unit[s] in question.

  o Which semester?  Fall / Spring of 20__
  
  o What courses are being taught?
  
  o Are other duties are being assigned (as part of a typical workload)?

For probationary continuing system appointments: are you requesting an extension of the probationary period? (Extensions must be requested of and approved by the Provost’s Office)  Yes  No  n/a

  o Review year would have been: 20__ / 20__
  
  o Extension moves review year to be: 20__ / 20__

Dated Signature of academic staff or fixed term faculty member:

Dated Signature of department chair(s)/director(s):

Dated Signature(s) of dean(s):
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