Charge to the Innovation, Engagement, and Entrepreneurship (IEE) Work Groups

Issued by: Office of the Provost, in collaboration with Faculty and Academic Staff Affairs (FASA)
Effective Period: August 1, 2026 – May 31, 2028
Sponsoring Offices: Office of the Provost; Faculty and Academic Staff Affairs; University Outreach and Engagement; Innovation & Economic Development

Background and Context

Michigan State University has affirmed Innovation, Engagement, and Entrepreneurship (IEE) as integral to its land-grant mission and to scholarly excellence across faculty and academic staff roles. Building on the work of the 2024-25 CEIE Task Force and the 2025-26 IEE Working Group, MSU has articulated shared definitions and a strong institutional commitment to recognizing IEE-related scholarship in reappointment, promotion, and tenure (RPT) processes for faculty and academic staff (FAS) in all appointment types.

At the same time, experience at MSU and nationally demonstrates that university-level commitments alone are insufficient to ensure consistent faculty experience. Implementation frequently breaks down at the disciplinary and college levels, where expectations, language, and evaluation practices vary widely. In January 2026, MSU was awarded a $250,000 Modernizing Academic Appointment and Advancement (MA3) Challenge grant for the project *Closing the Disciplinary Implementation Gap at Michigan State University*, providing an opportunity to align ongoing IEE efforts with a funded, multi-year implementation and evaluation strategy.

This charge formally continues and expands the work of the IEE Work Group through May 2028, aligning its work with the MA3 project and positioning the group as a central mechanism for advancing durable, scalable reform of RPT practices at MSU.

Charge

The IEE Work Groups are charged with advancing the recognition and effective implementation of Innovation, Engagement, and Entrepreneurship across MSU's reappointment, promotion, and tenure systems by developing university-level guidance, supporting college-level translation and implementation, and generating evidence-based recommendations for sustainable, system-wide change.

Each early-mover college will charge a subgroup, as noted below; central support will be provided to each, and the central support team will meet regularly to discuss university-level guidance, as informed by the college groups.

Specifically, the Work Groups will:

1. **Develop and Issue University-Level Guidance (in tandem with #2, below)**
    - Analyze existing MSU policies, procedures, documents and practices related to (RPT) across all colleges and academic units (i.e., map current state).

- Engage in a gap analysis and scaffold backwards from future state; map ideal ways to modify existing policies, procedures, and practices to align.
- Employ best practices in change management to ensure alignment at unit, college, and university levels.
- Develop clear, coherent university-level guidance for recognizing IEE scholarship and activity for all relevant faculty and academic staff appointment types.
- Produce revised instructions and exemplar materials (e.g., sample dossier language, example dossiers, evaluation criteria, committee charges, and external reviewer guidance), illustrating how IEE impact may be demonstrated across disciplines.
- Revise forms on progress and excellence to increase alignment between values, processes, and documentation; collect stakeholder feedback and reiterate as necessary.
    - Create a mechanism for collecting and evaluating feedback from stakeholder groups, including unions.
- Work with Academic Operations/Central Human Resources to ensure alignment with university systems and with Institutional Research to design/streamline processes using Academic Profile.
- Create and implement a phased communications strategy for university-wide implementation of revised policies, procedures, and documents.

2. **Support College-Level Implementation through CCISTs (in tandem with #1, above)**
    - Collaborate with College Central Leadership Implementation Support Teams (CCISTs) in early-mover colleges to ensure alignment between university-level guidance and college-specific policies, rubrics, and practices.
    - Engage Faculty Excellence Advocates (FEAs), associate deans, chairs, and other academic leaders in structured implementation and change-management activities.
    - Pilot and refine tools, processes, and supports that reduce disciplinary and procedural barriers to consistent implementation, specifically investigating/implementing, as appropriate, tools such as Academic Profile.
3. **Evaluate and Refine an Implementation Support Model**
    - Collect and synthesize qualitative and quantitative evidence regarding implementation processes, faculty and administrator perceptions, and structural changes adopted during the pilots.
    - Assess factors that enable or constrain successful translation of IEE guidance at the college level.
    - Refine the CCIST-based implementation model to support future scaling across all MSU colleges and academic units.
4. **Advise on Institutional Strategy and Sustainability**

- Provide periodic updates and recommendations to the Vice Provost and Associate Vice President for Faculty and Academic Staff Affairs, the Provost, and other leadership bodies.
- Advise on next steps for transitioning university-level guidance into formal policy, as appropriate and consistent with governance and collective bargaining requirements.
- Identify resource, staffing, data management, and structural considerations necessary to sustain implementation beyond the MA3 grant period.

5. **Engage Governance and Stakeholders**
    - Coordinate engagement with relevant governance bodies (e.g., Provost's Council, Faculty Senate, COFAD, CORD, GAAD) to socialize findings, solicit feedback, and support shared ownership.
    - Engage critical support infrastructures—for example, academic support units who can support training, assessment, data collection/analysis, etc.—for faculty assessment in (RPT)
    - Ensure alignment with collective bargaining agreements.
    - Contribute to communications strategies, including campus-facing materials and leadership briefings.

Deliverables and Timeline (Overview)

- ***Completed*: June 1, 2026**: Final report from the 2025–26 phase, including university-level guidance prototypes and recommendations for next steps.
- **2026–27**: Active CCIST pilots in early mover colleges; interim guidance refinements; formative evaluation findings.
- **2027–28**: Refined implementation support model; recommendations for system-wide scale-up and sustainability; final summary report to the Provost and Vice Provost for Faculty and Academic Staff Affairs.
- **Fall 2028**: Issue approved university-wide guidance.
- **January 2029**: Approved university-wide guidance and corresponding systems in place.

Deliverables and Timeline (Specific)

The IEE Work Groups will pursue their charge according to the following phased timeline, aligned with the MA3 grant period and institutional decision points:

Phase I: Synthesis, Guidance, and Readiness (Summer 2026)

- ***Completed*: June 1, 2026**: Submit a final report from the 2025–26 phase to the Vice Provost and Associate Vice President for Faculty and Academic Staff Affairs that summarizes:
    - Analysis of early mover college and unit-level RPT policies and practices;
    - Draft university-level guidance for recognizing IEE in RPT;

- Prototype exemplar materials (e.g., sample dossier language, committee charges, external reviewer guidance);
- Recommendations for next phase of implementation and scale.

Phase II: Pilot Implementation and Formative Evaluation (July 2026–May 2027)

- **Fall 2026**:
  - Launch CCISTs in early mover colleges;
  - Begin structured engagement with FEAs, associate deans, chairs, faculty, and governance bodies;
    - Engage with chairs of designated units;
  - University prototypes for all FAS groups (academic specialist, fixed term, HP, MSU Libraries, tenure system, MSUE, FRIB, etc.)
  - Translate university-level guidance into college-specific draft materials.
  - Conduct baseline evaluation activities (surveys, focus groups with key groups)
  - Launch communications campaign, including website (Provost Comms)
- **Winter–Spring 2027**:
  - Pilot revised rubrics, guidance documents, and review process- supports in participating colleges;
  - Conduct formative evaluation (e.g., surveys, focus groups, artifact review);
  - Provide interim progress updates to the Provost, Provost's Council, COFAD, CORD, GAAD, academic governance, and other leadership groups as appropriate.

Phase III: Refinement, Scale Up Readiness, and Sustainability Planning (July 2027–May 2028)

- **Summer–Fall 2027**:
  - Refine university-level guidance and CCIST tools based on pilot findings;
  - Engage with academic governance on next steps for a wider rollout;
  - Document effective practices, implementation challenges, and change-management strategies.
- **Winter–Spring 2028**:
  - Produce a final implementation support model suitable for broader institutional adoption;
  - Deliver a comprehensive summary report to the Provost and Vice Provost for Faculty and Academic Staff Affairs, outlining
    - Evidence of impact to date;

        - Recommendations for system-wide scale-up;
        - Resource and governance considerations for long-term sustainability.

- **Academic Year 2028-29**
    - Assess impact and rollout.

This timeline is intended to support timely decision-making and durable implementation while allowing flexibility to align with governance, collective bargaining, and institutional priorities.

Membership and Support

The IEE Work Group will include representatives from Faculty and Academic Staff Affairs, University Outreach and Engagement, Innovation & Economic Development, Institutional Research, HR, participating colleges, and allied academic and administrative units. Membership may be adjusted to ensure representation from early-mover and emerging colleges.

The Office of the Provost and FASA will provide visible sponsorship and communications support. Administrative and analytical support will be coordinated through FASA, in partnership with University Outreach and Engagement and the Innovation Center. Additionally, we will investigate avenues for streamlining reporting, collaborating with Institutional Research to pilot the use of Academic Profile for (RPT).

Reporting

The IEE Work Groups will report to the Vice Provost and Associate Vice President for Faculty and Academic Staff Affairs, with periodic updates to the provost and other leadership councils as appropriate.

Work Group Composition

Note that each early-mover college will be asked to charge a subgroup; the Central Admin and Additional Representative subgroups will oversee university-level guidance. Membership may be adjusted to ensure representation from all early-mover and emerging colleges, and colleges will be invited to add additional members as necessary.

* denotes participation in 2025-26 work group or 2024-25 task force

Central Administration

Elyse Aurbach*	**Assistant Provost, University Outreach and Engagement**	**Co-PI**
Kate Birdsall*	**Director for Faculty and Academic Staff Affairs**	**Co-PI**
Charley Hasemann*	**AVP for Innovation and Economic Development, MSU Innovation Center**	**Co-PI**
Diane Doberneck*	Director of Faculty and Professional Development, UOE	
Jennifer Rennick	Evaluator (College of Social Science/Psychology)	
Kelly Hodges*	Assistant Director for Faculty Development, FASA	
Alexandra Rockhold	Project Support (FASA)	
Monique Chittenden	Human Resources	
Bethan Cantwell	Institutional Research	

College of Agriculture and Natural Resources

Antomia Farrell	**Associate Dean for Faculty Affairs**

Sinem Mollaoglu*	FEA/CCSIT
Cedric Gondro	ANS, CANR RPT Committee Representative
Lissy Goralnik	CSUS, CAC Representative for Community Engagement
Dave Douches	PSM, CAC Representative for Innovation and Entrepreneurship
Kang Xia	Associate Director, MSU AgBioResearch
Deanna East	MSU Extension Associate Director
Jennifer Lee Johnson	CSUS, Director, Toxic Action Lab
Mojgan Nejad	Forestry
Dana Infante	Chair, Fisheries & Wildlife

College of Arts and Letters

Kirk Domer	Interim Associate Dean for FASA
Kathleen Fitzpatrick*	**Associate Dean for Research**
Senta Goertler	FEA
Tama Hamilton-Wray	FEA
Ruth Nicole Brown	Chairperson, AAAS
Danielle Nicole DeVoss	Chairperson, WRAC
TBD	Chairperson

College of Human Medicine

RPT work group	
Jamie Alan*	Former UCFA Chair
TBD	*Director of Faculty Development and Mentoring*
Wanda Lipscomb	Senior Associate Dean and FEA
Nara Parameswaran*	Senior Associate Dean for Research
Dawn Misra	Chairperson, Epidemiology
Charles C. Hong	Chairperson, Medicine

Lyman Briggs College

Ryan Sweeder	**Associate Dean for FASA**
Megan Halpern	Associate Professor
Jerry Urquart	FEA, Professor
Isaac Record	Senior Academic Specialist

Additional Representatives for University-Wide Guidance

Primary points of contact for each early mover college	
Evangelyn Alocilja*	Professor, College of Engineering
Delia Fernandez-Jones*	Director, Diversity Research Network, Inclusive Excellence and Impact
Emily Bouck*	Associate Dean for Research, College of Education; Council of Research Deans
Derrick Fox	Associate Dean and FEA, College of Music
Angela Hall*	Associate Dean and FEA, College of Social Science
Amanda Holmstrom	FEA, College of Communications Arts and Sciences
Rosa Leon-Zayas	FEA, College of Natural Science
Emilia Marcyk-Taylor	FEA, MSU Libraries
Artemis Spyrou	FEA, FRIB
Georgette Russell	Assistant VP of HR, MSU Medicine
Jennie Schaeffer	Director for FASA
TBD	*College of Osteopathic Medicine*
TBD	*College of Nursing*
TBD	*College of Veterinary Medicine*