

Michigan State University

2007-08

# Diversity and Inclusion at MSU

## Annual Progress Report



## Executive Summary

Each year, a two-part narrative and data report is prepared by the Office for Inclusion and Intercultural Initiatives at Michigan State University. This executive summary highlights a sample of activities that occurred between October 2007 and October 2008. The full report can be viewed at the Office for Inclusion and Intercultural Initiatives web site at [www.inclusion.msu.edu](http://www.inclusion.msu.edu).

## INTRODUCTION

A **narrative report** is published each year to reflect progress made through program initiatives engaged in by colleges and departments that support inclusion and diversity at Michigan State University. A **data report** is also published each year that includes student and workforce trend data organized by race/ethnicity and gender categories. This executive summary highlights a sample of data and programs from a vast pool of information that was collected. Program information in the narrative section is categorized according to the five imperatives found in the “*Boldness by Design*” initiative.

### ***Boldness by Design***

The “*Boldness by Design*” strategic positioning initiative serves as the university’s plan that guides Michigan State University as it transforms to become the model land-grant university for the 21<sup>st</sup> Century. This initiative reaffirms MSU’s core value of inclusion which is woven throughout the mission of the institution:

*Built on the foundation of our tradition, our land-grant values, and Michigan State’s historic and existing strengths, Boldness by Design is not a change of direction but a call to focus on five imperatives:*

- *Enhancing the student experience*
- *Enriching community, economic, and family life*
- *Expanding international reach*
- *Increasing research opportunities*
- *Strengthening stewardship*

#### **Founders Day Address, President Lou Anna Kimsey Simon, February 9, 2006**

*At MSU we take great pride in our diversity. Valuing inclusion means providing all who live, learn and work at the university the opportunity to actively participate in a vibrant, intellectual community that offers a broad range of ideas and perspectives....*

*Valuing inclusion benefits MSU scholars who advance knowledge by exploring the vast range of questions that result from our differences....*

*Our commitment to inclusion means we embrace access to success for all and treat all members of the extended MSU community with fairness and dignity.*

Taken from **President’s Statement on Diversity and Inclusion**

This report was compiled and edited by the Office for Inclusion and Intercultural Initiatives. Special thanks is extended to the following offices for their contributions to the report: Office of the Provost, the Women’s Resource Center, Planning and Budgets, Assistant Provost and Assistant Vice President for Academic Human Resources, Assistant Vice President for Human Resources, Vice President for Student Affairs and Services, Admissions and Scholarships. The full report can be viewed at the Office for Inclusion and Intercultural Initiatives’ web site — [www.inclusion.msu.edu](http://www.inclusion.msu.edu).

## FIRST TIME FALL ENROLLMENT

The total first time fall enrollment of minority freshman for fall 2008 was 1,184, a decrease of 43 compared to 2007. Minority freshman composed 16.1 percent of the freshman class. In other categories, total enrollment of minority undergraduate transfer students for fall 2008 was 189, an increase of 43 compared to 2007. Total enrollment of minority graduate students for fall 2008 was 206 compared to 180 for fall 2007.

First Time Fall Enrollment	Freshman		Transfer		Graduate	
	2008	2007	2008	2007	2008	2007
Black/African American	568	605	57	54	89	82
Asian/Pacific Islander	370	345	72	48	54	53
Hispanic/Latino	207	227	41	30	49	42
American Indian/Alaska Native	39	50	19	14	14	3
<b>TOTAL MINORITY</b>	<b>1,184</b>	<b>1,227</b>	<b>189</b>	<b>146</b>	<b>206</b>	<b>180</b>
White/Other	5,553	5,724	1,124	1,130	1,023	1,013
<b>DOMESTIC TOTAL</b>	<b>6,737</b>	<b>6,951</b>	<b>1,313</b>	<b>1,276</b>	<b>1,229</b>	<b>1,193</b>
International	600	367	160	130	508	441
<b>UNIVERSITY TOTAL</b>	<b>7,337</b>	<b>7,318</b>	<b>1,473</b>	<b>1,406</b>	<b>1,737</b>	<b>1,634</b>
Men	3,220	2,438	776	561	734	411
Women	4,117	3,146	697	539	1,003	546

## TOTAL ENROLLMENT

There was a slight increase in overall minority student enrollment in fall 2008 and a slight decrease in enrollment for women during the same period, compared to one year ago. Minority students represented 17.6 percent of the domestic student enrollment in fall 2008, and 53.9 percent of total students enrolled were women. International students represented 9.6 percent of the total students enrolled in fall 2008, an increase from 8.4 percent in 2007.

Total Enrollment	Fall 2008		Fall 2007	
	Number	Percent	Number	Percent
Black/African American	3,392	8.0	3,408	8.1
Asian/Pacific Islander	2,361	5.6	2,368	5.6
Hispanic/Latino	1,337	3.1	1,309	3.1
American Indian/Alaska Native	325	0.7	329	0.8
<b>TOTAL MINORITY</b>	<b>7,415</b>	<b>17.6</b>	<b>7,414</b>	<b>17.6</b>
White/Other	34,724	82.4	34,762	82.4
<b>DOMESTIC TOTAL</b>	<b>42,139</b>	<b>100.0</b>	<b>42,176</b>	<b>100.0</b>
International	4,509		3,869	
<b>UNIVERSITY TOTAL</b>	<b>46,648</b>		<b>46,045</b>	
Men	21,519	46.1	21,189	46.0
Women	25,129	53.9	24,856	54.0

<b>Undergraduate Enrollment</b>	<b>Fall 2008</b>		<b>Fall 2007</b>	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
Black/African American	2,909	8.0	2,899	8.4
Asian/Pacific Islander	1,843	5.0	1,858	5.4
Hispanic/Latino	1,041	2.8	1,038	3.0
American Indian/Alaska Native	261	0.7	256	0.7
<b>TOTAL MINORITY</b>	<b>6,054</b>	<b>17.7</b>	<b>6,051</b>	<b>17.5</b>
White/Other	28,085	77.2	28,392	82.4
<b>DOMESTIC TOTAL</b>	<b>34,139</b>	<b>100.0</b>	<b>34,443</b>	<b>100.0</b>
International	2,198		1,629	
<b>UNIVERSITY TOTAL</b>	<b>36,337</b>		<b>36,072</b>	
Men	17,073	46.9	16,867	46.8
Women	19,264	53.0	19,205	53.2

<b>Graduate Enrollment</b>	<b>Fall 2008</b>		<b>Fall 2007</b>	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
Black/African American	483	6.0	509	6.6
Asian/Pacific Islander	518	6.4	510	6.6
Hispanic/Latino	296	3.7	271	3.5
American Indian/Alaska Native	64	0.8	73	0.9
<b>TOTAL MINORITY</b>	<b>1,361</b>	<b>17.0</b>	<b>1,363</b>	<b>17.6</b>
White/Other	6,639	82.9	6,370	82.4
<b>DOMESTIC TOTAL</b>	<b>8,000</b>	<b>100.0</b>	<b>7,733</b>	<b>100.0</b>
International	2,311		2,240	
<b>UNIVERSITY TOTAL</b>	<b>10,311</b>		<b>9,973</b>	
Men	4,446	43.1	4,322	43.3
Women	5,865	56.9	5,651	56.7

## RETENTION and GRADUATION<sup>1</sup>

The overall first year persistence rates for undergraduate students (cohort of 2007) showed a slight decrease from the prior year (from 90.9 percent to 90.8 percent, while the rate for minority students showed an increase (from 87.2 percent to 89.6 percent). Individually, the rates for all minority groups increased from the prior year. The rate for White students showed a slight decrease. The 89.6 percent rate for minority students represents the highest since 1994.

The overall six year graduation rates for undergraduate students (cohort of 2002) showed an increase from the prior year (75.0 percent compared to 74.3 percent). The 75.0 percent overall graduation rate represents an all-time high for the last 10 years. While a decrease from the year before, the 61.1 percent rate for minority students, (62.4 percent from 61.1 percent) as a group represents the third year that this rate has exceeded 60 percent. Individually, Asian/Pacific Islanders, Hispanics and American Indian/Alaska Natives showed increases while Blacks and Chicanos showed slight declines over the prior year. The rate for White students showed an

<sup>1</sup> In reading this report, please note that the rates are dynamic, which means that the numbers can change from year to year.

increase. Our persistence and graduation rates (overall and by groups) continue to be higher than the overall national rates at Division 1 NCAA colleges and universities while they continue to fall within the mid-range for Big 10 schools.

## ACADEMIC HUMAN RESOURCES

From October 2007 to October 2008, the total **academic human resources workforce**, i.e., headcount, not FTE's, increased by 121 individuals, with a net increase of 59 women representing 43.4 percent of all academic human resources, and a net gain of 88 minorities—representing 23.1 percent of the total academic human resources workforce. The academic human resources workforce includes 106 self-identified **individuals with disabilities**, including 50 tenure system faculty, 21 continuing academic staff, 15 fixed term academic staff and 20 fixed term faculty.

Academic Workforce	Fall 2008		Fall 2007	
	Number	Percent	Number	Percent
Black/African American	306	6.1	298	6.0
Asian/Pacific Islander	683	13.5	612	12.4
Hispanic/Latino	149	2.9	140	2.8
American Indian/Alaska Native	31	0.6	31	0.6
<b>TOTAL MINORITY</b>	<b>1,169</b>	<b>23.1</b>	<b>1,081</b>	<b>21.9</b>
White	3,883	76.9	3,850	78.1
<b>ALL TOTAL</b>	<b>5,052</b>		<b>4,931</b>	
Men	2,858	56.6	2,796	56.7
Women	2,194	43.4	2,135	43.3

During 2007-08, there were 136 **new individuals appointed in the tenure system**, including 51 minorities (37.5 percent) and 61 women (44.9 percent). On a non-duplicate basis, 93 individuals, or 68.4 percent, of the total appointments in the tenure system were members of protected groups. This reflects a significant increase from 51.8 percent in 2006-07. Overall, the number of tenure system faculty increased from 1,975 to 2010, a net gain of 25 women and 29 minorities.

Tenure System Faculty	Fall 2008		Fall 2007	
	Number	Percent	Number	Percent
Black/African American	97	4.8	99	5.0
Asian/Pacific Islander	242	12.0	214	10.8
Hispanic/Latino	59	2.9	56	2.8
American Indian/Alaska Native	17	0.8	17	0.9
<b>TOTAL MINORITY</b>	<b>415</b>	<b>20.6</b>	<b>386</b>	<b>19.5</b>
White	1,595	79.3	1,589	80.5
<b>ALL TOTAL</b>	<b>2,010</b>		<b>1,975</b>	
Men	1,366	67.9	1,356	68.7
Women	644	32.0	619	31.3

The retention of minority and women tenure system faculty requires continued attention by the university given the relatively limited opportunity to hire and the experience over the past several years in which hiring gains have been offset by a higher rate of resignation for women and minorities than for majority men. For

2007-08, the proportion of minorities who resigned was higher than their overall representation in the tenure system; while the proportion of women who resigned was lower than their overall representation in the tenure system. Efforts are underway for implementation in 2009-10 to identify reasons for separations of early career faculty, including women and minorities, to include the use of online faculty exit surveys, individual interviews and mentoring programs and through the NSF funded ADVANCE Grant: MSU Advancing Diversity through the Alignment of Policies and Practices (ADAPP) initiatives to increase diversity in science, technology, engineering and mathematics disciplines.

## SUPPORT HUMAN RESOURCES

During 2007-2008 the university experienced increases in the support staff workforce by 155 employees, including an increase of 72 women employees (64 .3 percent of the workforce). While overall White support staff increased, the number of overall minority support staff remained at 932 (15.1 percent). Regular new hires decreased by 12 (2.0 percent) from 610 to 598. The number of self-identified employees with a disability decreased by 3 from 124 to 121 (2.0 percent of the workforce). The support staff workforce consists of 129 (2.1 percent of the workforce) U.S. veterans, 94 (1.5 percent) Vietnam era veterans, 36 (0.6 percent) other eligible veterans, 5 (0.1 percent) disabled veterans and 2 (0.03 percent) recently separated veterans.

Support Staff Workforce	Fall 2008		Fall 2007	
	Number	Percent	Number	Percent
Black/African American	421	6.8	436	7.3
Asian/Pacific Islander	154	2.5	140	2.3
Hispanic/Latino	319	5.2	315	5.2
American Indian/Alaska Native	38	0.6	41	0.7
<b>TOTAL MINORITY</b>	<b>932</b>	<b>15.1</b>	<b>932</b>	<b>15.5</b>
White	5,234	84.8	4,978	82.8
<b>ALL TOTAL</b>	<b>6,166</b>		<b>6,011</b>	
Men	2,204	35.7	2,121	35.3
Women	3,962	64.3	3,890	64.7

## DIVERSITY and INCLUSION INITIATIVES

The following are examples of activities engaged in throughout the university community that support diversity and inclusion at MSU. Information is organized according to the five strategic imperatives identified in the ***Boldness by Design*** initiative.

***Enhance the student experience by continually improving the quality of academic programs and the value of an MSU degree for undergraduate and graduate students.***

- **“Community Partnerships, Civic Engagement, and Multicultural Teacher Education: Teaching for Social Justice through Service Learning,”** project in the College of Education aimed at improving the preparation of undergraduate teacher candidates to work effectively with diverse learners through revising the service learning component of TE250, an early teacher preparation course.
- The **Peace and Justice Project** in the College of Arts and Letters is aimed at promoting undergraduate student interest in the Peace and Justice Specialization, particularly among minority students. The Students for Peace and Justice Club initiated a film discussion series and prepared papers for presentation at a national undergraduate conference at the University of Notre Dame.
- The **American Sign Language (ASL) Community** opened during fall semester 2008 in Snyder-Phillips Hall, which became the hub for many academic and cultural events that focus on deafness, welcoming and bringing together students who are deaf or hard of hearing with others across campus who use or study the language.
- The **African Studies Center** continued to work with the **Office of Study Abroad** to increase opportunities for students from disadvantaged backgrounds to participate in study abroad programs in Africa. MSU received three (3) Fulbright-Hays Group Project Abroad awards to sponsor first-generation, Pell Grant eligible students from across the U.S. to participate in MSU semester programs in Senegal and South Africa.
- The **Charles Drew Science Enrichment Laboratory** in the College of Natural Science, which includes as a part of its mission increasing the representation of underrepresented minorities in the sciences, became an official Living-Learning Community built to increase cohesion of the freshman class cohort. Initiatives were also implemented to repurpose an endowment to use as a catalyst along with alumni support to build private sector support for research scholarships for juniors and seniors.
- The **Institute of Agricultural Technology (IAT)**, in the College of Agriculture and Natural Resources, arranged an agreement with Lansing Community College, to offer its students in specific programs the opportunity to enroll in one of the specified IAT programs and earn a Certificate from IAT and an associate’s degree from LCC. IAT will transfer in the general education credits from LCC as part of the credits for awarding the certificate. Given the fairly large number of minority students at LCC, the agreement could increase the current 8 percent enrollment of minority students in IAT.
- **Retention, Engagement, Academics, and Performance** Program (REAP, College of Agriculture and Natural Resources) was implemented in 2008 to offer CANR undergraduate students with a GPA less than 2.0 additional assistance towards graduation. At the end of spring semester 2008, 80 percent of the participating students earned a semester GPA greater than 2.0, seven of which earned 2.5 and 3 earned 3.0.
- **Disability in a Diverse Society**, sponsored by International Studies and Programs, is a model study abroad opportunity for students with disabilities and those interested in the area that has led to increase the participation of students in study abroad.

- The College of Music and the Wharton Center co-funded the commission and world premiere of **“Serenade: To Hearts Which Near Each Other Move for Symphony Orchestra and Chorus”** by Adolphus Hailstork, an MSU graduate and one of the most prominent African-American composers in the United States.
- **Faculty and Organizational Development** hosted several workshops whose themes were diversity and inclusion: **“Students Speak: Lesbian, Gay and Transgender Students at MSU”** which consisted of a panel of MSU experts to gauge the degree to which MSU classrooms are inclusive, and MSU as a place that welcomes all students, regardless of their sexual orientation. **“Intercultural Complexity and Sensitivity: Taking Seriously the Perspectives of Others,”** focused on what is required for faculty and students to integrate multiple capacities: empathy, sensitivity, tolerance of ambiguity, awareness of self, awareness of others and cognitive complexity. This sessions explored how these capacities are related, and utilized student interview data that demonstrated levels of maturity and development, and national and international data on student attitudes toward “others who are different.”
- **ASMSU Student Assembly** passed bill #44-66 that addressed the controversy of Free Speech and resolved Student Assembly to actively pursue a workshop on Hate Speech and Free Speech in the MSU community.
- A diverse group of potential peer educators interested in being trained to facilitate workshops offered in the residence halls were recruited by the **Sexual Assault and Relationship Violence Program**. The training workshops were designed to increase cultural competence, build bridges between diverse peer educators while also preparing them for interactions with students from diverse socio-economic backgrounds, cultures and sexual/gender orientation.
- **International Volunteer Action Corps (IVAC)**, in the office for the Assistant Provost for Academic Student Services and Multicultural Issues, created bridges between international and domestic students to build meaningful relationships across cultures, and engage in a variety of program strategies for this purpose. MSU students participated in several projects and programs that were sponsored by IVAC during the report year: service projects at the Refugee Development Center, Woldumar Nature Center and YouthVille Center in Detroit.
- **“Student Parents on a Mission”** sponsored by the Family Resource Center in collaboration with Spartan Child Development Center continued programming support for students with children to enhance retention and graduation of student parents.
- **University Outreach and Engagement’s Center for Community and Economic Development**, supported graduate and undergraduate students in community and economic development projects. The *Community Evaluation Research Center* has developed a graduate training program to build student skills in areas of program evaluation and community collaboration. CERC will support this work, particularly in communities with diverse and low-income populations.
- **Campus Planning and Administration** leads the university’s efforts to select and place public art throughout the campus that is created by a variety of internationally acclaimed artisans from different cultural backgrounds. English and Braille signage have been installed under the public art to accommodate a diverse population of individuals.

***Enrich Community, Economic and Family Life through research, outreach, engagement, entrepreneurship, innovation and diversity.***

- **University Outreach and Engagement** engaged in a variety of campus community partnerships. **Wiba Anung** (Early Star) is a four-year research partnership between the MSU UOE and Native American Institute, the Michigan Inter-Tribal Council, Grand Traverse Band of Ottawa and Chippewa Indians and Sault Ste. Marie Tribe of Chippewa Indians and Bay Mill Community College, aiming to improve educational and social outcomes for



young children in tribal Head Start and Early Head Start programs. **Promoting Academic Success (PAS)** is a four-year research partnership of MSU, Lansing School District and Capital Area Community Services Head Start that aims to improve educational and social outcomes for boys of color. The **Community Evaluation and Research Center** is evaluating the “Building the Safety Net” (BSN) Project to document the extent to which it has met its capacity-building goals. The BSN project targets six Domestic Violence and Sexual Assault service agencies in Detroit, trying to expand culturally responsive DVSA services for Arab-American, Asian-American and Latino populations to improve the organizational structures of agencies and build a network with other human services providers.

- **Eldercare/Aging and Parenting Education Series** are provided by the Family Resource Center in support of MSU family caregivers and MSU employees with children.
- **University Services** completed a natural gas contract with Charlevoix Energy Trading (American Indian business) providing supply opportunities on a regular basis to the Power Plant.
- The **Kellogg Hotel and Conference Center** hosted the “Empty Plate” dinner to raise funds for the Greater Lansing Food Bank.

***Expand International Reach through academic, research, and economic development initiatives and global, national, and local strategic alliances.***

- **Education for Global Citizenship (EGC)** in the College of Education is a bilingual, bi-cultural and dual pedagogy program that incorporates the best educational practices of both the East and the West to help students become fluent in the languages and cultures of both China and the United States.
- **Libraries** collaborated with Humphrey Scholars, international Fulbright Scholars, visitors from the premier science high school in Shiga, Japan, and a “reverse” study abroad program through the English Language Center that were mostly undergraduate women from Dubai. Tours were conducted in Mandarin and English and a script has been developed for a Mandarin audio tour of the Libraries produced in 2008.
- The **Residential College in the Arts and Humanities** hired tenure stream and fixed term faculty with teaching and research expertise in areas, including Chicano/Latino Studies, Asian-American and Asian Studies, African American and African Studies, African and American Indian Ethnomusicology and Francophone Literature.
- **University Housing** and the **Department of Residence Life** collaborated with the **Office of International Students and Scholars** to ensure that incoming international students were greeted and welcomed to MSU in a supportive fashion.

***Strengthen Stewardship by appreciating and nurturing the university’s financial assets, campus infrastructure, and people for optimal effectiveness today and tomorrow.***

- Michigan State University was awarded a five-year, \$3.98 million **ADVANCE grant from the National Science Foundation** to increase the representation and advancement of women in academic science and engineering careers. A key strategic goal of the NSF is to cultivate a world-class, broadly inclusive science and engineering work force, in part through “Increasing the Participation and Advancement of Women in Academic Science and Engineering Careers” program, also known as ADVANCE. MSU’s ADVANCE project, titled “Advancing Diversity through Alignment of Policies and Practices (ADAPP),” is designed to attract, retain and promote the best possible faculty by improving the campus environment for all people.
- The **Honors College** created two new scholarships to attract and retain a diverse population of students. **Honors Enrichment Scholarships** are intended for students who earned a 3.5 grade point average in their first semester at MSU and have been a part of campus academic enrichment programs, i.e., College Achievement

Admissions Program, Aanii, the Charles Drew Science Enrichment Laboratory, the Summer Business Institute, Vetward Bound or the College Assistance Migrant Program. **Diversity Leadership Awards** was designed to recognize students who are advancing the ideals of inclusion through their academic or co-curricular work.

- **Faculty and Organizational Development** sponsored a “needs and challenges” study of mid-career faculty and their chairs to examine whether they experienced special challenges relative to race/ethnicity, gender, sexual orientation and age. The study received the *Robert F. Menges Award for Outstanding Research in Faculty Development* by the Professional and Organizational Development Network in Higher Education.
- The **Division of Housing and Food Services** expanded the Green Cleaning Program and initiatives throughout the division. This initiative included purchasing cleaning products and equipment that met applicable certifications, coupled with improved cleaning procedures.
- “Project Bloom” in cooperation with the **MSU Extension Lenawee County 4-H program** and the Lenawee Intermediate School District, engaged children and young adults with different abilities through horticulture therapy. Horticulture therapy, barrier-free environments and therapeutic gardens are created for working, learning and relaxation.
- **Transportation Services** (Physical Plant) introduced electric vehicles for general and service type transportation needs on campus.
- The **Office for Inclusion and Intercultural Initiatives**, in collaboration with the **Theatre Department**, launched a new initiative, “*Transforming Theatre Ensemble*”, which is an interactive theatre group that uses drama to explore multicultural dimensions of teaching, learning and working in a diverse environment. Performances are designed for faculty, administrators, students and staff to initiate dialogue about and to promote awareness and understanding of diversity and inclusion. A new diversity education and development certificate series entitled, “Building Blocks for Diversity,” was designed by the **Office for Inclusion and Intercultural Initiatives** and offered to MSU employees through Human Resources Development. This three-part series provides participants the opportunity to explore their individual attitudes and biases toward diversity and inclusion, and better understand the connection between bias and workplace productivity.
- Michigan State University is committed to facilitating access to university instruction, communication, research, and business processes, while enhancing community building for the broadest possible audience. It is this commitment that led to the new **MSU policy on Web accessibility**, which was announced on July 1, 2008 and effective May 15, 2009. Unless granted an exception, the policy on Web accessibility applies to all university Web pages used to conduct core university business or academic activities.
- The **Office for Inclusion and Intercultural Initiatives** created the Intercultural Education Network (IEN) to bring together faculty and staff members whose job responsibilities include designing, coordinating and implementing education and development opportunities relative to diversity and inclusion. The IEN collaboratively examines educational efforts that are intended to support inclusion at MSU and enhance cross-cultural understanding. The expectation of IEN is to enable members to gain awareness of the various educational programming activities offered across the university; evaluate tools designed to measure the effectiveness of intercultural education programs; and to share an understanding of the goals, outcomes and impact of these efforts within the MSU community.

