

Diversity: 2010-2011

Our Commitment

Diversity and Inclusion

Annual Progress Report

Executive Summary

Michigan State University

Compiled by the Office for Inclusion and Intercultural Initiatives

Michigan State University is the nation's founding Land Grant University that has long been committed to the principles of diversity and inclusion. Over the course of MSU's 157-year history, it has grown from a land grant university to define itself in the 21st century as a world grant university that has strengthened its commitment to the core values of quality, inclusion and connectivity. Our story is about people from different parts of the world, different cultures, coming together to effectively advance the public good and shape the changes that will be hallmarks of our future. Every year, MSU makes a concerted effort to recruit and retain a diverse, engaged and culturally intelligent population of faculty, students and support staff. This report represents examples of some of the many ways the MSU community works continuously to fulfill its world grant ideal.

Meeting, exceeding legal obligations

During 2010-2011 Michigan State University engaged in a number of activities responsive to various federal civil rights regulatory changes, including clarifications by the U.S. Department of Education, Office of Civil Rights (OCR) on Title IX and its prohibition of sexual harassment/sexual assault in secondary and post-secondary education. A number of amendments in the Americans with Disabilities Act (ADA) also led to changes that enhance accessibility to campus facilities and programs for persons with disabilities.

The **Office for Inclusion and Intercultural Initiatives (I3)** is responsible for ensuring university compliance with federal and state civil rights laws and MSU's Anti-Discrimination Policy. During the past year the **Title IX and ADA Coordinator** in I3 has focused greater attention on compliance with newly revised civil rights state and federal laws and regulations. Specifically, changes have been made to regulations and/or guidance with regard to Title IX, the ADA, and Title VI (which prohibits discrimination based on race, color, national origin in institutions receiving federal

funding), and the US Department of Labor and its Office of Federal Contracts and Compliance Programs.

To create greater efficiency in university investigative practices, the Student Disciplinary Hearing Procedures were revised to expand I3's obligation to investigate student complaints of sexual harassment/assault involving students and to provide proactive educational opportunities to the broader community, specifically to incoming students, on ways to avoid and respond to sexual assault, which is a severe form of sexual harassment.

The OCR also provided additional guidance on interim measures in the event an incident is brought to the attention of the University, and urged education of the campus community on recognizing, responding to, and preventing sexual violence. The Title IX Coordinator, working closely with the Office of the General Counsel, led the efforts to draft and implement formalized internal response protocols for reported sexual assaults. The protocols are applicable to units most directly responsible for supporting students including the MSU Police, Residence Life, Student Affairs, Athletics, academic and non-academic unit liaisons. In addition, a new MSU Title IX Coordinated Response Team (TCRT) was created. TCRT is ensuring a coordinated and prompt response to each instance of sexual assault. Through the efforts of this team, MSU is providing greater support to the student community.

Sexual Assault First-year Education (SAFE)

was not only designed to meet the requirements under the law, but to also serve as an early educational intervention process to change behavior that could potentially result due to a lack of knowledge about the university's Anti-Discrimination Policy.

In the 2010-11 academic year, I3 developed an e-Learning program entitled **Sexual Assault First-year Education (SAFE)**. This new program was provided to

incoming students for the first time in fall 2011. The SAFE e-Learning goals were to help incoming students understand the realities of sexual assault on college campuses, the consequences, how to intervene and how to report a sexual assault. SAFE had a 75.0% participation rate and 70.0% completion rate and MSU has sent a clear message that sexual violence is not tolerated. In the first months of fall semester 2011, there was a sharp decrease in the number of reported sexual assaults in contrast with previous years.

The Sexual Assault Relationship Violence Prevention Program (SARVPP) is a mandatory workshop for all incoming first year students. I3 partnered with SARVPP to coordinate efforts with regard to first-year education on sexual assault. The expectation for each incoming student (including transfer and international students) is to take SAFE and then to enroll in and attend a SARVPP workshop. The SARVPP workshops are two-hour workshops facilitated by peers. The workshops explore the definitions of sexual assault, rape, and relationship violence, and offer ways in which both men and women can become active bystanders in the prevention of sexual violence. Workshop participants interact in college life scenarios in both mixed-gender and separate male and female groups.

In addition, I3 has formed new partnerships with Student Affairs and Services, including the Sexual Assault Program (SAP), SARVPP, Safe Place and the LGBT Resource Center to continue to educate and communicate to the student body regarding campus resources available following incidents of sexual harassment, sexual assault and relationship violence among students. SAP provides a 24 crisis hotline for victims of sexual assault. The hotline is operated by volunteers through the Sexual Assault Crisis Intervention (SACI) program. Advocacy training for SACI is provided by Judicial Affairs for volunteers. The goal of the training is to prepare volunteers to serve in the role of “counsel” during formal disciplinary hearings. This cadre of trained volunteers provides an additional resource to survivors without creating a conflict of interest for

those in administrative roles. Volunteers also help survivors regain a sense of control over their circumstances.

In fall of 2011, a number of unfortunate racial bias incidents occurred at MSU. **The Black Student Alliance (BSA)**, along with other student organizations partnering with BSA took an active role in bringing the incidents to the attention of the administration and broader university community. President Simon and other university administrators met with student leaders and BSA members to begin discussion on BSA proposed strategies to address the incidents. Discussions during fall 2011 and spring 2012 included policy and procedural changes to effectively respond to bias incidents; enhancements to current academic programs, education for students, faculty, and staff on ways to engage respectfully across cultures; increases in resources and staff to support MSU’s diverse student population; and a facility or expanded space in support of the intercultural engagement of all members of the MSU community.

Similar to the issues raised regarding sexual assaults on college campuses across the country, the OCR issued additional guidance to public educational institutions in October 2010 on bullying and other forms of prohibited harassment under Title VI. The bias incidents in fall 2011 and the additional clarification provided by OCR were instrumental in the development of a proposal by MSU’s President Lou Anna K. Simon requesting that the Board of Trustees grant her administrative authority to expand the interim Title IX investigation and hearing procedures to other forms of prohibited harassment under the University’s Anti-Discrimination Policy. Discussions with BSA regarding the racial incidents of fall 2011 are scheduled to continue through spring 2012. Results of these discussions will be reported in the 2013 Annual Progress Report on Diversity and Inclusion at MSU for 2011-2012. However, not unlike the enhanced educational efforts related to sexual assault, e-Learning and other training modules on bias incidents, prohibited harassments and ethnic

intimidation, will be developed for students, faculty, staff and administrators, and information about these learning opportunities will be prominently publicized throughout the campus community. Internal response protocols, an Incident Response Team, and bias incident reporting lines are also in the developmental stages and are intended to assist students and other members of the campus community more readily identify and access related campus resources.

Amendments to the **Americans with Disabilities Act (ADA)** and additional guidance on assuring workforce equal opportunity through the oversight of the Equal Employment Opportunity Commission, requires extensive training of all directors and supervisors. Training on the ADA for all supervisory staff in Residential Hospitality Services, one of MSU's largest employing units has been completed and more training of a similar nature will be completed by the end of 2012 for other units.

During 2010-2011, the **President's Advisory Committee for Disability Issues (PACDI)** reviewed various unit efforts to improve accessibility in MSU event venues. PACDI offered recommendations that would provide increased access to these venues for persons with disabilities (the Breslin Center, football stadium, and the Wharton Performing Arts Center). PACDI is advised of any legal or regulatory changes that impact the disability community and MSU. If institutional changes are deemed necessary, I3 works collaboratively with PACDI to implement them.



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Accessible seating at MSU Athletic events: In addition to the work of PACDI, I3 partnered with the Athletics Department, the University Physician's Office and the Breslin Center to ensure that accessible seating for patrons was provided consistent with ADA regulations. New guidelines and procedures were adopted and implemented. Feedback received by PACDI and the Athletics Department indicates that the changes made have resulted in positive improvements.



Service Animal Policy: Clarification was provided to define a "service animal" that includes dogs and miniature horses that are trained to perform tasks for the benefit of an individual with a disability. This clarification of definition was necessary to distinguish the difference between a "service animal" and "comfort animal".

Changes in policy and procedural improvements enhance the quality of experiences for persons with disabilities at MSU and serve to maintain MSU's status as one of the leading universities in the nation on disability services.

The U.S. Department of Justice provided advance notice that it is considering revising the regulations for the implementation of the Americans with Disabilities Act to establish specific requirements for state and local governments and public accommodations to make their websites accessible to individuals with disabilities. MSU implemented a

web accessibility policy in 2009, well before federal changes were proposed.

The **MSU Web Accessibility Policy** sets minimum guidelines for accessibility of web sites used to conduct core university business. Libraries, Computing and Technology and I3 coordinate university efforts to address new web accessibility requirements.

MSU: Its diverse Faculty and Staff

Having a diverse workforce is important to MSU. For its faculty, the Office of the Associate Provost and Associate Vice President for Academic Human Resources (AHR) has responsibility for ensuring that Michigan State University is able to attract and retain an internationally competitive and diverse faculty and academic staff.

During 2010-11 the total academic workforce (headcount) increased by 23 individuals from 4,927 to 4,950. With the net increase of 43 women, the proportion of women increased slightly to 43.4% of all academic employees; with a net increase of 35, minorities represented 24.7% of all academic employees, increasing in proportion by 2.9%.

While MSU's tenure system faculty decreased during 2010-11, the proportion of women in the tenure system increased to 32.8% and the percentage of minorities in the tenure system also increased to 22.2%. There were 69 new individuals appointed in the tenure system, including 25 minorities (36.2%) and 22 women (31.9%).

Women

Women comprised 43.4% of the **academic workforce**, an increase of 2.0% since 2009-10; the proportion of women in the **tenure system** increased to 32.8%.

Women were 33.8% of **academic managers**.

Women comprised 35.3% and 15.3% of the **executive managers**.

Minorities

Minorities comprised 24.7% of the **academic workforce**, an increase of 2.9% since 2009-10; the proportion of minorities in the **tenure system** increased to 22.2%.

Minorities were 14.2% of **academic managers**.

Minorities comprised 15.3% of the **executive managers**.

Academic Human Resources included **individuals that self-identified with disabilities**—46 tenure system faculty, 22 continuing academic staff, 8 fixed term academic staff and 16 fixed term faculty.

Academic Workforce	Fall 2011		Fall 2010	
	#	%	#	%
Black/African American	285	5.7%	263	5.3%
Asian	723	14.6%	710	14.4%
Hispanic	157	3.2%	156	3.2%
Amer. Indian/Alaska	35	0.7%	33	0.7%
Native Hawaiian/Pacific Islander	2	0.0%	2	0.0%
2 or More Races	23	0.5%	18	0.4%
Total Minority	1,225	24.7%	1,182	24.0%
White	3,734	75.3%	3,739	76.0%
Total	4,959	100.0%	4,921	100.0%
Men	2,810	56.7%	2,822	57.3%
Women	2,149	43.3%	2,099	42.7%

Tenure System Faculty	Fall 2011		Fall 2010	
	#	%	#	%
Black/African American	91	4.6%	86	4.3%
Asian	251	12.8%	249	12.5%
Hispanic	69	3.5%	71	3.6%
Amer. Indian/Alaska	17	0.9%	17	0.9%
Native Hawaiian/Pacific Islander	2	0.1%	2	0.1%
2 or More Races	7	0.4%	6	0.3%
Total Minority	437	22.2%	431	21.6%
White	1,528	77.8%	1,563	78.4%
Total	1,965	100.0%	1,994	100.0%
Men	1,320	67.2%	1,351	67.8%
Women	645	32.8%	643	32.2%



Advancing Diversity through the Alignment of Policies and Practices (ADAPP)

Michigan State University's core values include a deep commitment to inclusion and quality. Across the University, examples of academic human resource practices that embody these core values have supported and sustained excellence in a number of departments and colleges. The University's long-term commitment to quality and inclusion has resulted in the development of nationally recognized programs, administrative practices, and policies that support the careers and work lives of faculty.

In 2008, Michigan State University was awarded a \$3.98 million grant from the National Science Foundation (through its ADVANCE program) to catalyze additional efforts to improve the work climate for women and underrepresented faculty, primarily by developing and applying policies and best practices for career development that are consistently administered across colleges and departments.

In Michigan State University's grant proposal, Provost Wilcox explained that informal collegial nature of the academic work environment is experienced primarily at the department/unit level, and variation in department chairpersons' understanding and implementation of policies, as well as the epistemological and cultural diversity of faculty, results in academic human resource policies and practices that work most of the time for many individuals. He argued that this was *not enough*, since the existing system more often benefits gender and racial majority groups.

Accomplishments in 2010-2011

After a very successful site visit from eight members of a National Science Foundation review panel in 2010-2011, the ADAPP-ADVANCE team will focus its

efforts on institutionalizing the innovations and best practices from the grant beyond the three ADVANCE colleges (Colleges of Natural Science, Social Science and Engineering). To that end, a new strategic leadership team was established to reflect this new focus upon institutionalization. A steering committee was formed in September (Institutionalization Action Group, "IAG") that included MSU's Provost, the deans of the three pilot colleges as well as the Associate Provost for Academic Human Resources, the Director of the Office for Inclusion and Intercultural Initiatives, and the Director of University Planning. This group assumed responsibility for institutionalizing the best practices initiated by the ADAPP-ADVANCE grant during the 2008-2009, 2009-2010, and 2010-2011 grant years. This committee is undertaking a set of specific duties that include the following:

- Setting the agenda and design strategies to achieve the institutionalization goals for ADAPP-ADVANCE, and MSU more broadly;
- Helping define the role that central administrative offices (e.g., ADAPP-ADVANCE central office, F&OD, AHR, I3, OPB) have in supporting the college-based efforts; and
- Deciding upon most effective and appropriate best practices, and making recommendations about policy and practice changes, as well as identifying data to guide decision-making.

Goals for 2011-2012 include the institutionalization of a number of significant structures, processes and programs:

Institutionalization of the FEA Network

- The FEA Consortium, the expanded group of Faculty Excellence Advocates at Michigan State University, will continue to meet and discuss their evolving roles in each college. Input has been given to the co-PI and Associate Provost for Academic Human Resources about what educational and/or organizational support was needed in each college to maximize impact of

the FEA on diversity and inclusion in each college-specific context. FEAs were provided with resources relating to building their understanding of implicit bias and this work will continue in 2011-2012.

- Steps towards institutionalizing the FEA role at the university began, as a set of policy questions related to FEA selection, evaluation, accountability, and payment were identified.

Institutionalization of a university-wide Faculty Mentoring Policy

- As of August 16, 2011, the university adopted a faculty mentoring policy. This policy is only one of a few of its kind in the nation.

Institutionalization of Accountability Structures – Integration with the Academic Planning Process

- To institutionalize university accountability for diversity and to refine our internal set of metrics, for the fall 2011 academic planning process, each college was reviewed for some common indicators of success, including the number of underrepresented faculty members within each college, and their distribution across ranks. Colleges were asked to identify and describe additional plans and indicators that will bring/have brought results for improving diversity with timelines and specific initiatives for diversifying the faculty. In addition, they were asked to highlight any programmatic initiatives that were emblematic of progress on diversity across the college and what quantifiable impact they have had.

The evaluation team for the ADAPP-ADVANCE grant continues to serve as an integral resource to MSU in its commitment to data-driven decision-making around issues of faculty diversity and quality. Throughout the 2011-2012 and 2012-2013 academic years, colleagues at the Ohio Center for the Evaluation of Science and Mathematics Education will continue to provide analytical models that Michigan State can utilize beyond the ADAPP-

ADVANCE grant to assess our progress on a number of diversity measures. Some of the analytical models being produced include:

- An Annual Review & RP&T Policy Analysis that will examine the degree to which MSU's policies are transparent, aligned, and consistently implemented at the college and department levels.
- A Chair Inventory that will provide information on how individual departments are promoting transparency of policies and therefore access to this information for all faculty members.
- A Retention Model that both examines trends in faculty retention at the college level, and analyzes the impact of various variables (e.g., spousal hires) on a unit's ability to retain the highest quality and most diverse faculty.
- A Work Environment Survey will be deployed on a regular basis to understand how faculty perceives the transparency and consistent implementation of academic human resource policies.

The ADAPP-ADVANCE team has also made progress on a number of research projects including the launching of a research project entitled, *“Advancing Faculty Inclusion and Excellence: An Examination of Faculty Socialization Tactics toward and Perceptions of Institutional Embeddedness among Underrepresented Faculty of Color”*. The purpose of this project is to empirically examine the academic career experiences of tenure-system faculty members at Michigan State University. The quantitative data gathered through the ADAPP-ADVANCE Work-Environment survey did not sufficiently illuminate the experiences of women and underrepresented faculty at Michigan State. To that end, the research team has begun an in-depth qualitative study of how faculty members of color experience institutional socialization processes at Michigan State.

The director of the Office for Inclusion and Intercultural Initiatives has been invited to present to national audiences on the unique approach taken by the Michigan State University ADAPP-ADVANCE grant on MSU's approach under the grant to achieve excellence and diversity, MSU's faculty mentoring policy, and innovative approaches for recruiting diverse faculty.

MSU offers a competitive employment package and an attractive work environment that supports diversity and excellence. MSU works hard to ensure that its employees in support staff workforce categories are diverse. 2010-2011 saw decreases in the overall support staff workforce, however there were no significant decreases in the representation of women or staff of color.

Women

Women were represented throughout the various support staff employee groups in 2011:

62.4% of MSU's **total support staff workforce**
 53.5% **officials and managers**
 58.0% **professionals**
 94.6% **clerical**
 77.4% **technical**
 50.8% **service maintenance**
 8.5% **skilled trades**

Minorities

Minorities were represented throughout the various support staff employee groups in 2011:

15.5% of MSU's **total support staff workforce**
 10.7% **officials and managers**
 13.2% **professionals**
 15.4% **clerical**
 13.5% **technical**
 26.4% **service maintenance**
 12.3% **skilled trades**

Support staff employees that **self-identified as a person with a disability** totaled 122 or 2.0% of the workforce; total **veterans** were 81 or 1.3% of the support staff workforce.

Support Staff Workforce	Fall 2011		Fall 2010	
	#	%	#	%
Black/African American	397	6.4%	403	6.5%
Asian	161	2.6%	157	2.5%
Hispanic	336	5.4%	334	5.4%
Amer. Indian/Alaska Native	33	0.5%	33	0.5%
Native Hawaiian/Pacific Islander	1	0.0%	1	0.0%
2 or More Races	30	0.5%	31	0.5%
Total Minority	958	15.5%	959	15.4%
White	5,223	84.5%	5,261	84.6%
Total	6,181	100.0%	6,220	100.0%
Men	2,324	37.6%	2,311	37.2%
Women	3,857	62.4%	3,909	62.8%

Spartans Balancing Work and Life



Michigan State University is committed to providing a work environment that supports employees' work and personal life. Our policies, programs, and services demonstrate our goal to recruit and retain the best workforce for the 21st century. This commitment extends to all who work at MSU and embraces individuals, their spouses, partners, immediate, blended, and extended families. We are dedicated to helping members of the MSU workforce successfully manage their professional and personal life in ways that allow them to be more actively engaged, productive and fulfilled in their WorkLife at MSU.

In 2010, MSU conducted a comprehensive review of private and secure spaces that could be utilized by **nursing mothers** when they return to work or school. In May 2011, administrators were notified of the implementation of a university website that identified the location of rooms distributed throughout campus for nursing mothers use during the work/school day. Room locations, hours of availability and room attributes are described in detail and can be found at worklife.msu.edu/wellness.

Flexible work arrangements can be a win-win situation for both departments and employees at MSU. They can be a useful method to maintain unit service while supporting the personal needs of employees. Studies show that work schedule flexibility can yield many benefits, including increased productivity, improved morale, decreased absences and turnover, and improved work quality. Flexible scheduling reduces stress and healthcare costs and creates an environment where employees are more satisfied with their jobs and lives.¹

[Flex for U](#) is a new web page that promotes the advantages of flexible work schedules and provides information to MSU employees that are giving consideration of requesting a flexible work schedule.

MSU tackles the health needs of an aging population. **“Optimal Aging 2010: Critical Partnerships and Resources”** was a free community event held in collaboration with MSU’s Family Resource Center, College of Human Medicine, Geriatric Education Center and the Michigan Office of Services to the Aging. Diversity and limited resources of Michigan’s aging population require effective training be community-based, culturally relevant and multidisciplinary. MSU’s new [Division of Geriatric Medicine](#) will tackle those issues on several fronts.

Students: Our best and brightest

MSU is home to one of the most talented, creative, and hardworking student communities you’ll find. Our students come from every county in the state, all 50 states and more than 130 countries. MSU stands among the top three schools in the Big Ten with a fall 2011 student enrollment population that exceeded 48,000, of which 18.8% were domestic students of color and 12.2% were international students, including students enrolled in the MSU College of Law. Of those students that enrolled, 75.0% were undergraduates, 18.3% graduate and 6.6% were graduate professional students. The following data tables represent students at MSU during the 2010-2011 academic years.

Freshman

Total 2011 fall enrollment for freshman students of color was 1,385. These students comprised 17.5% of the freshman class and they represented 20.2% of the domestic portion of the incoming class.

Transfer

Total 2011 fall enrollment for undergraduate transfer students of color was 203.

Black / African American students

According to fall 2010 IPEDS data, MSU had the largest percentage of Black/African American students in in the Big Ten in its student body overall and in the undergraduate class.

¹ Casey, J. and Chase, P. Boston College Center for Work & Family, *Creating a Culture of Flexibility*, 2003.

FIRST TIME FALL ENROLLMENT

Entering Class	Fall 2011		Fall 2010	
	#	%	#	%
Black/African American	558	8.2	504	7.7
Asian	308	4.5	315	4.8
Native Hawaiian/Pacific Islander	6	0.1	2	0
Hispanic/Latino	286	4.2	281	4.3
American Indian/ Alaska Native	14	0.2	15	0.2
Two or More Races	213	3.1	202	3.1
TOTAL MINORITY	1,385	20.4	1,319	20.1
White	5,341	78.6	5,163	78.8
Other/No Response	73	1.1	66	1
DOMESTIC TOTAL	6,799	100	6,548	100
International	1,025		658	
UNIVERSITY TOTAL	7,824		7,206	
Men	3,720	47.5	3,368	46.7
Women	4,104	52.5	3,838	53.3

TOTAL ENROLLMENT

Total Enrollment	Fall 2011		Fall 2010	
	#	%	#	%
Black/African American	3,128	7.4	3,175	7.6
Asian	2,082	5	2,070	5
Native Hawaiian/Pacific Islander	29	0.1	26	0.1
Hispanic/Latino	1,606	3.8	1,458	3.5
American Indian/ Alaska Native	179	0.4	201	0.5
Two or More Races	847	2	710	1.7
TOTAL MINORITY	7,871	18.7	7,640	18.3
White	33,327	79.3	33,220	79.5
Other/No Response	852	2	917	2.2
DOMESTIC TOTAL	42,050	100	41,777	100
International	5,904		5,354	
UNIVERSITY TOTAL	47,954		47,131	
Men	22,945	47.8	22,229	47.2
Women	25,009	52.2	24,902	52.8

UNDERGRADUATE ENROLLMENT

Undergraduate Enrollment	Fall 2011		Fall 2010	
	#	%	#	%
Black/African American	2,612	7.9	2,665	8.1
Asian	1,539	4.7	1,566	4.7
Native Hawaiian/Pacific Islander	24	0.1	21	0.1
Hispanic/Latino	1,245	3.8	1,133	3.4
American Indian/Alaska Native	131	0.4	153	0.5
Two or More Races	691	2.1	571	1.7
TOTAL MINORITY	6,242	18.9	6,109	18.5
White	26,282	79.5	26,382	79.8
Other/No Response	520	1.6	573	1.7
DOMESTIC TOTAL	33,044	100.0	33,064	100
International	3,631		2,994	
UNIVERSITY TOTAL	36,675		36,058	
Men	17,980	49.0	17,350	48.1
Women	18,695	51.0	18,708	51.9

GRADUATE ENROLLMENT

Graduate Enrollment	Fall 2011		Fall 2010	
	#	%	#	%
Black/African American	516	5.7	510	5.9
Asian	543	6.0	504	5.8
Native Hawaiian/Pacific Islander	5	0.1	5	0.1
Hispanic/Latino	361	4.0	325	3.7
American Indian/Alaska Native	48	0.5	48	0.6
Two or More Races	156	1.7	139	1.6
TOTAL MINORITY	1,629	18.1	1,531	17.6
White	7,045	78.2	6,838	78.5
Other/No Response	332	3.7	344	3.9
DOMESTIC TOTAL	9,006	100.0	8,713	100.0
International	2,273		2,360	
UNIVERSITY TOTAL	11,279		11,073	
Men	4,965	44.0	4,879	44.1
Women	6,314	56.0	6,194	55.9

Our Neighborhoods:

Diverse ■ Interactive ■ Engaging

MSU **enhances the student experience** by continually improving the quality of academic programs and the value of an MSU degree for undergraduate and graduate students. A key strategy to expand undergraduate living-learning opportunities, including an increase in first-year opportunities has been the focus of administrators in Student Affairs and Services, Residential Hospitality Services and the Provost Office.

“Neighborhoods” is an initiative designed to create a new model of integrated services to students. MSU Neighborhoods are places where students live and learn in community and maintain a connection throughout undergraduate matriculation. More than just a cluster of residence halls, it's about the students in those residence halls discovering and creating their own communities in a setting that provides innovative, integrated support services, located right where they live and learn.

In fall 2010, the ideal for creating a community that is truly reflective of the university's values of quality, connectivity and inclusivity moved from the drawing board to reality with Hubbard Hall. The initiative has now expanded to the newly remodeled Brody Neighborhood and south campus, Holden Hall. The hub of the neighborhoods is the engagement center which houses the resources—from academic to social to health—in one central location.

The **Intercultural Pillar** is essential to the Neighborhoods in that it is designed to ensure that the diverse population of students that live, learn and socialize in the Neighborhoods benefit from the highest quality intercultural experience possible. The Pillar consists of a network of representatives from 11 different campus offices / colleges to exchange information and coordinate responses to bias incidences that may occur in the residence halls. Proactively, the Pillar provides educational opportunities for first year students to become aware and appreciative of the diversity of people within their living and learning environment. Plans are underway to produce a video that teaches students about diversity, inclusion and the university's expectation of civility.

Internationalizing the Student Experience



MaryJo Brode

Class of 2008, Okemos, MI

In 2011, three years after I graduated from Michigan State, I had an urge to embark on an adventure, to go places and do things I have always wanted to do. I have always wanted to volunteer in Africa and teach children, this is exactly what I did. Not only did I spend time teaching children in a small village how to read, write, and do math, but I also accomplished something I never thought I could do...I climbed one of the tallest mountains in the world, Mt. Kilimanjaro, and I did it with a fellow Spartan, who happens to be my best friend and freshman year roommate in Emmons Hall.

Spartan Sagas

<http://spartansagas.msu.edu/view/1750/>

As part of its accreditation process in 2005-2006, MSU identified campus internationalization as a core priority. Aligned with this process, the University President's strategic plan, *Boldness by Design*, articulates expanding international reach and enhancing the student experience as imperatives. In keeping with MSU's land-grant tradition, the concept of moving from "land-grant" to "world-grant" suggests that the local and global are connected and that MSU faculty, staff, students and alumni should not only serve Michigan and its residents, but also the broader global community. The adoption of *MSU Liberal Learning* goals frames how we articulate MSU's Global Competencies. We define "internationalization" as a **process** of creating "global-ready citizens, scholars, and professionals." We understand that we live and work in an increasingly complex and interconnected world. Thus, MSU seeks to provide opportunities for its students, faculty and staff to engage the world as professionals and citizens who will demonstrate leadership in their professional, personal and civic lives.

Internationalizing the Student Experiences (ISE) has the following **primary** goals:

1. To make internationalization integral to all aspects of the institution as a means of increasing MSU's students' global competency and learning;
2. To prepare and support graduates as global citizens able to contribute personally, intellectually, and professionally to the world; and
3. To facilitate collaborations between units on campus as a means of enhancing students' ability to experience and apply the Global Competencies in interdisciplinary ways.

During 2010-2011 ISE worked to achieve these goals by:

1. Assisting with the development of an award-winning, on-line fairy tales course taught in multiple languages and an international engineering development course.

2. Assisting with the curriculum redesign of the Human Development and Family Studies (HDFS) major.
3. Connecting academic units to co-curricular activities (e.g., connected HDFS, Sustainability Specialization, and Global and Urban Cohorts to MRULE).
4. Working to redesign integrative studies curriculum and courses to reflect MSU's global competencies
5. Working to operationalize institutional learning outcomes into rubrics
6. Working on a committee to define Global Learning as part of an AAC&U rubric development project
7. Working to redesign Resident Assistant training to reflect institutional and neighborhood goals
8. Designing and implemented curriculum for Residence Life staff training at multiple levels

In the context of MSU's land-grant tradition, MSU will provide opportunities for all its undergraduate students to become globally-competent professionals and citizens, people with *knowledge*, *attitudes*, and *skills* whereby they can demonstrate analytical thinking, cultural understanding, effective citizenship, effective communication and integrated reasoning.

To learn more about Internationalizing the Student Experience, visit the website "World View at MSU" <http://global.undergrad.msu.edu/>

Supporting Our Students



MSU takes great pride in the many ways that its students are supported. We continue to offer a variety of programs and services that students can take advantage of throughout the academic year. These include Student Life, Career Services Network, the Graduate School, Recreational Sports and Fitness Services, Counseling Center, Student-Community initiatives, Service-Learning and Civil Engagement and Resident Life. All-inclusive community consultation, outreach and services are available to students that self-identify with a disability, are Lesbian, Gay, Bisexual, Transgender, and Queer, Veterans, men, women, domestic and international, student parents or of a specific or multiple racial/ethnic groups. Professionals in these areas work relentlessly to provide the best service possible to MSU students.

The Graduate School (TGS)

The Graduate School (TGS) is the principal advocate for graduate and post-doctoral education at the University, and promotes the quality and visibility of these programs to the world. Part of its mission is to provide resources that enable faculty to preserve the high quality in current graduate programs, and to support the goal of moving all programs to national and international prominence.

TGS supports initiatives to encourage graduate programs in all colleges to recruit graduate students more broadly and more inclusively. Inclusive recruitment of domestic students in all areas of scholarship, and especially in the natural and social

sciences, mathematics and engineering is encouraged. All workshops for career preparation and development, for orientation of new faculty and administrators, and for training or support of training and retention of graduate students contain

In fall 2011, Michigan State University enrolled 11,279 graduate and professional students in 127 doctoral programs and 148 master's degree programs. Ph.D. program students numbered 3,372. Graduate and professional students constituted 23.5% of total enrollment (18.9% graduates, 4.6% professional), of which over 5 were female. Underrepresented U.S. minority populations comprised 9.3% of the graduate school enrollment.

a core emphasis upon inclusion. Fellowships and awards that support recruiting, retaining, and graduating a rich diversity of graduate students are provided. TGS has steadily moved to renew, acquire and focus new resources to develop domestic talent pools to meet challenges and maximize contributions from all sectors of the population to increase competitiveness of the U.S. workforce.

TGS has steadily moved to renew and to acquire and focus new resources upon the development of domestic talent pools to meet challenges to maximize contributions from all population sectors to increase competitiveness of the United States workforce. All of the activity support, program oversight, and acquisition of new resources by the Graduate School promote inclusion of diverse and underserved populations into the mainstream of training for masters and doctoral degrees.

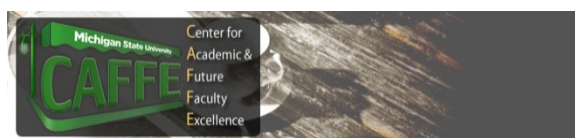
Alliances for Graduate Education & the Professoriate

The National Science Foundation (NSF) AGEP Program—



The Alliance for Graduate Education and the Professoriate at MSU is an NSF program that supports recruitment, retention, and graduation of

domestic students in masters and doctoral programs of the sciences, technology, engineering and mathematics (STEM); and the social, behavioral, and economic (SBE) sciences. The focus of AGEP at MSU places special emphasis on a fully inclusive recruitment and development of talented, domestic students from groups historically underrepresented in the STEM and SBE disciplines. A goal of AGEP is to promote changes that transform U.S. universities to embrace the responsibility of substantially increasing the number of underrepresented domestic students who will enter the professoriate in STEM and SBE disciplines. Specific AGEP program objectives are: (1) to develop and implement innovative models for recruiting, mentoring, and retaining underrepresented domestic students in STEM and SBE doctoral programs, and (2) to develop effective strategies to identify and support underrepresented domestic students with interest and talent to pursue academic careers.



CAFFE: Center for Academic & Future Faculty Excellence

Goal: To integrate, for individuals, a personalized curriculum of professional development with a plan for disciplinary training.

Product: A prepared individual who is ready to meet demands of a faculty position.

Funded by the NSF program entitled "Innovation through Institutional Integration" to establish a CAFFE, TGS coordinates and integrates existing programmatic activities to train and prepare a U.S. workforce of future faculty for academic excellence and success in the tenure streams of colleges and universities.

The CAFFE focus is to combine planning for disciplinary training with planning for professional development at all stages of the graduate school

experience. The strategy applied is to invite, encourage and offer training to faculty to adopt a concept of **parallel mentoring**. This process involves working with a graduate student or postdoctoral associate from the point of entry into MSU to assess goals and preparation to achieve those goals. Just as the faculty mentor works with the graduate student or postdoc to establish a specific plan to develop research competence and skills, the mentor will work to guide establishment of a specific plan for professional development. The CAFFE operation is succeeding to organize and connect previously established workshops, institutes and activities to facilitate operation of the parallel mentoring model. The CAFFE connections now span from undergraduate research activities and programs through post-baccalaureate and graduate school, to postdoctoral and early career faculty preparation in professional development.

Supporting students with disabilities

Serving students since 1971, today's **Resource Center for Persons with Disabilities (RCPD)** provides the foundational services for students with disabilities including mobility, visual, deaf or hard of hearing, learning disabilities, brain injuries, psychiatric and various chronic health conditions. RCPD served over a thousand students with permanent disabilities and temporary conditions during 2010-11. A team of experts provided over 6000 hours of campus and community consultation, and outreach and service. Hours of course-related interpreting / real-time writing were provided for deaf students, including contact hours for extra-curricular activities, such as, graduations, field trips and meetings with professors. Staff in the RCPD also aids departments with web accessibility initiatives that ensure online video content is accessible to deaf and hard of hearing users.

The **Disabled Veterans Assistance Program (DVAP)** marked its second anniversary at MSU. This program is also administered by the RCPD and it welcomes and provides support to veterans with service-

related disabilities. Unique financial aid packages devoid of loan obligations are provided to eligible student veterans. To assist student veterans with a successful transition to university life, the RCPD collaborated with a retired military officer and counsel to provide a workshop entitled, "Operation Spartan High Ground." This workshop allowed participants to explore strategies for transitioning to university life. The RCPD and Division of Student Affairs and Services collaborated to form the Student Veterans Resource Group where a number of different university offices are invited to share their information and coordinate efforts.

Lesbian, Bisexual, Gay, and Transgender Resource Center

University-wide initiatives that prepare all students, particularly LGBT students to thrive in a diverse world are led by the LGBTRC. Students marginalized by their sexuality or gender identity receive extensive support at MSU. Student engagement programs of the LGBTRC meet the unique needs of LGBT students for personal support, advocacy, and establishing the meaningful connections on campus that are important to student success. Cultural Competency Training programs are offered along with a Safe Neighborhood Series and SafeZone training.

International Students: "Home away from home"

The City of East Lansing continues to become a more welcoming global community. In fall 2010, the **Office of International Students and Scholars (OISS)**, Community Relations Coalition and the City of East Lansing teamed up to host "East Lansing Welcomes the World" at the East Lansing Hannah Community Center. More than 300 international students were welcomed to the area by community members that served as "ambassadors of the City" and the Mayor

of East Lansing. Information booths were sponsored by local service and resource agencies.

MSU Supports its Domestic and International Students

In recent years, MSU has welcomed a growing population of Chinese international students. Oftentimes these students struggled to find services at MSU to support them in their new environment. Greater outreach efforts were made when the **Multi-Racial Unity Living Experience (MRULE)** teamed up with the **Intercultural Aide Program** to develop authentic relationships with Chinese international students living in the residence halls in their first year, introducing them to the many opportunities at MSU.

'Día de los Muertos,' 'Day of the Dead' celebrated at MSU

"Día de los Muertos" or "Day of the Dead" is an ancient Mexican celebration for families to reconnect, remember and celebrate the lives of deceased ancestors.

Juan Javier Pescador and Estrella Torrez have brought this tradition to Michigan State University, but made it a public celebration including the Department of History, the MSU Museum, the Residential College in the Arts and Humanities and several student organizations.

In the United States, Mexican communities have turned "Day of the Dead" into a celebration of Latino cultures that creates an opportunity to bring the community together and raise awareness of issues affecting the lives of people in current times. With this focus, in November 2011, MSU dedicated its "Day of the Dead" celebration to victims of homophobia to raise awareness about homophobia, prejudice against people that identify as LGBT and hate crimes in the U.S.

The **MSU Sailing Center** hosted the first annual **Dragon Boat Festival** in the Greater Lansing area in June 2011. The Dragon Boat Festival is a Chinese holiday with a long history. Dragon Boat is celebrated by racing boats in the shape of dragons. This initiative was a collaborative effort between the MSU Sailing Center, Families of Chinese Children (FCC) and the Confucius Institute at MSU. Local families and adults from China, who were in the U.S. to teach Mandarin Chinese in Michigan high schools, were in attendance and the program was a huge success.



The “**Girls Get Going**” program is a free sports clinic for girls in 3rd through 8th grades to provide a positive sports experience for young girls who may not have had the chance to participate in sports. Girls from all backgrounds were paired together for a fun filled day of activity. This program is a joint collaboration between the **Women’s Resource Center, Recreational Sports** and the **Family Resource Center**.

Education for Inclusive Community

Educating the campus community in understanding the university’s core value of inclusion is championed by various offices at MSU, including I3, Student Affairs and Services, Faculty & Organizational Development, Residential and Hospitality Services, Human Resources Development, The Graduate School, Community Outreach and Engagement, as well as other academic and support unit offices. Through outreach and educational programs, workshops, consultations, lectures and activities, MSU continues

to promote our core values and advance diversity at MSU.

The **Transforming Theatre Ensemble (TTE)** is an interactive theatrical model that has become an integral part of I3’s education and development “toolkit”. In 2010-11, TTE performed a custom-designed sketch for academic advisors to educate them on bias, conscious and unconscious, and its potential impact, particularly as it relates to race, gender, national origin, religion and other protected characteristics. Designed to focus on the retention of students from diverse backgrounds and the role that academic advisors have in student success the sketch, “**Interrupting Bias: Inclusive Excellence in Academic Advising**,” portrayed experiences of underrepresented students, followed by interactive discussion between the audience and the actors. Based on feedback received through participant evaluations of the workshop, 90.0% reported that the workshop increased their understanding of the subject.

The **MSU Intercultural Education Network**, and its “*Community Conversations*” committee formed in 2010, invited the Cities of Lansing and East Lansing to join with the network and other campus groups to acknowledge, **10 Years After September 11**. Activities included the series of events surrounding the 2011, “One Book, One Community” project: Extremely Loud and Incredibly Close, by Jonathan Safran Foer; the 5th Annual Mayor’s Ramadan Unity Dinner; “Remembering 9/11: A Mosaic of Faith Traditions,” sponsored by the East Lansing Interfaith Council; and a symposium with a panel of distinguished scholars that examined the effects of 9/11 in the United States and around the world. Throughout fall semester a film and discussion series specifically designed for students was sponsored in various locations across campus. Film titles included “*Mooz-Lum*”, “*abUSed*”, “*The Postville Raid*”, and “*Two Spirits*” “*My Name is Khan*” and “*La Mission*.”

Residential & Hospitality Services, the MSU Museum and Physical Plant Division collaborated to sponsor a photo exhibit entitled, “*A Community between Two Worlds: Arab Americans in Greater Detroit*,” which is displayed in Brody Gallery until May 15, 2012.

PICTURED: Flag-waving students turn out for a Clean Up Our City rally in Dearborn, 1994. Photo courtesy of Bruce Harkness.



A special reception was hosted to open the exhibit to the residents of Brody and the community. A special curriculum guide was created by a member of the MSU faculty to raise awareness about the history and experiences of Arab and Muslim populations in Michigan; to counter common stereotypes about Arab and Muslim Americans; to reduce fears concerning Arab and Muslim populations; to encourage understanding between people of different ethnic and religious backgrounds; and to provide curriculum suggestions for classes in the Social Sciences, History, Integrative Studies and Race and Ethnic Studies programs.

Impacting Our World & Local Communities

MASK: Secrets and Revelations was the major exhibit at the Museum in 2011. This was an intrinsically multi-cultural exhibit, with examples of masks and masking from societies around the world. **University-Community Partnerships and the National Collaborative for the Study of University Engagement** coordinated multiple University Outreach and Engagement units in conducting an intensive institute on community engagement for 11 administrators and faculty members from King Faisal University (KFU), Saudi Arabia (July 2011). KFU will

host UOE in Saudi Arabia for a second institute in spring 2012.

The **Promoting Academic Success (PAS)** Initiative is a 4-year research partnership of Michigan State University, Lansing School District, the City of Lansing, Capital Area Community Services (CACS) Head Start and the Frank Porter Graham Institute at UNC Chapel Hill. It aims to improve educational and social outcomes for young boys of color. Students who participated in project interventions made substantial gains in academic achievement in contrast to comparison students.

Arab American National Museum Partnership: Patriots & Peacemakers: Arab Americans in Service to our Country Traveling Exhibition. The MSU Museum and University Outreach and Engagement are collaborating on the national tour of this exhibit. The exhibition that will be featured in the MSU Museum in 2014 tells true stories of heroism and self-sacrifice and shows that Arab Americans are an integral part of the United States.

Usability/Accessibility Research and Consulting included students with disabilities in usability and website accessibility evaluation projects and grant-funded research initiatives. As part of a U.S. Army Corps of Engineers grant, undergraduate students with disabilities (e.g., blind, low vision, and dyslexia) participated in website usability studies of the Corps Lakes Gateway, which is an outdoor recreation website, to identify best design practices.

Native American Graves Protection and Repatriation Act (NAGPRA) activities require close awareness of both legislative and ‘in spirit’ requirements of repatriation. In 2011, the MSU Museum recruited a NAGPRA assistant, in time for a predicted increase in NAGPRA claims under changes to federal legislation. The Museum liaises with tribal groups, researches claims, and ensures that outcomes meet legal requirements and that Native American claimants are dealt with courteously and promptly. In 2011, the Museum has dealt with 12 federally recognized tribes regarding formal requests for disposition.

US-Africa Cultural Heritage Strategic Partnership:

Documenting, safeguarding, preserving, interpreting/reinterpreting, and making accessible the heritage of Africa's many cultures is important for African peoples and the rest of the world. Cultural heritage scholars, policy makers, and practitioners from Africa and around the world are coalescing to create best practices for this work regarding issues such as tangible and intangible heritage, intellectual property rights, repatriation, and illegal trade in cultural materials. MSU UO&E, Michigan State University Museum, the African Studies Center, and MATRIX are partnering with African cultural heritage sector institutions, scholars, educators, and practitioners across Africa. Partners include: Smithsonian Institution, Association of Museums, Institute of Museum and Library Services, Association of African American Museums, and AFRICOM (the professional organization of African Museums and cultural organizations).

Spartans Making a Difference



Carl S. Taylor,
Professor of sociology

Research in Michigan's Urban Communities

The **Big Ten Network**² featured Sociology professor, Dr. Carl Taylor for his research on youth culture and gang violence in urban communities in Michigan. Dr. Taylor teaches MSU students, young children and youth involved in gangs to see what's still possible in these communities. He teaches students who aren't from urban communities that they share much in

² "Impact the World" is a powerful new eight-part series that shifts the focus from the playing field to the world stage where Big Ten professors and students are making their presence known by showcasing incredible breakthroughs that are changing lives across the world.

common with those who live there, and that they, too, have a stake in its success and the responsibility to care.



Zhenmei Zhang, Assistant
Professor of sociology.

Sociologist Zhenmei Zhang's study will be the first to produce statistics about **life expectancy with and without cognitive impairment by race and gender in the United States**. The study will use data from the 1998-2010 waves of the Health and Retirement Study and the Aging, Demographics, and Memory Study, which focuses on those older than 70 who were clinically assessed for cognitive impairment. According to Dr. Zhang, "Understanding the origins, mechanisms, and consequences of racial gaps in cognitive impairment can potentially lead to effective interventions to reduce this kind of racial disparity in the U.S."

MSU researchers focus on women's health



Community leaders across the world have long understood that women's health has a direct impact on the well-being of children and families, the stability of the workforce, and,

ultimately the quality of life for nations. Although MSU has been involved in exploring women's health issues for many decades, in recent years that research has broadened to include all aspects of women's health – from unlocking the devastating secrets behind breast cancer, to studying how to help women recover from violence and other traumas.

Sheng Yang He,
MSU plant biologist



Scientist named one of the nation's most-innovative

Sheng Yang He, plant biologist at Michigan State University, has been named one of the nation's most-innovative plant scientists as part of a \$75 million new plant science research initiative.

The Howard Hughes Medical Institute and the Gordon and Betty Moore Foundation honored He, from the MSU-Department of Energy Plant Research Laboratory, and 14 other researchers from around the country. He is the first MSU professor to earn the award.



MSU microbiologist
Gemma Reguera
(right) and her team
of researchers.

Microbes generate electricity while cleaning up nuclear waste

Researchers at Michigan State University have unraveled the mystery of how microbes generate electricity while cleaning up nuclear waste and other toxic metals.

Details of the process, which can be improved and patented, are published in the current issue of the Proceedings of the National Academic of Sciences. The implications could eventually benefit sites forever changed by nuclear contamination, said Gemma Reguera, MSU microbiologist.



Lisa Lapidus, associate
professor of physics
and astronomy, and
Basir Ahmad, post-
doctoral researcher,
have identified a new
treatment path for
Parkinson's disease.

Researchers identify path to treat Parkinson's disease at inception

Imagine if doctors could spot Parkinson's disease at its inception and treat the protein that triggers it before the disease can sicken the patient.

A team of researchers led by Basir Ahmad, a postdoctoral researcher at Michigan State University, has demonstrated that slow-wriggling alpha-synuclein proteins are the cause of aggregation, or clumping together, which is the first step of Parkinson's. The results are published in the current issue of the Proceedings of the National Academy of Sciences.

Lisa Lapidus, MSU associate professor of physics and astronomy and co-author of the paper, has dedicated her lab to researching folding. Using lasers to investigate the protein alpha-synuclein, the scientists correlated the speed at which the protein rearranges with its tendency to clump.



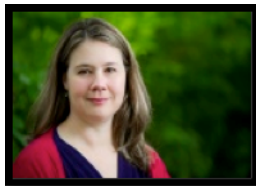
It's getting tougher
for urban residents to
find fresh produce.

Mapping food deserts

Two Michigan State University professors have developed interactive maps that offer a visual perspective of urban food deserts. By using GIS (geographic information systems) technology, they are showing, rather than simply telling, how urban residents are losing access to fresh produce and balanced nutrition.

Phil Howard, assistant professor of community, agriculture, recreation and resource studies, and Kirk Goldsberry, assistant professor of geography, conducted their research in Lansing. They found that many supermarkets have closed their stores that serve urban areas and have moved to the suburbs. They also showed that Michigan's state capital is a model for what's happening to food environments around the country.

"The change in food environments is recurring all over the nation," said Howard, whose research is supported by MSU's AgBioResearch. "The best selection of produce and the lowest prices have moved to the suburbs. So if you want lettuce in Lansing, or in most U.S. cities, you're going to have to drive to get it."



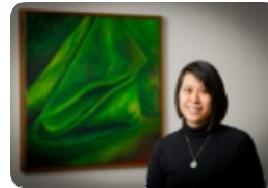
Laurie Van Egeren,
researcher with University
Outreach and Engagement.

MSU helps kids get a head start on science

Aiming to get low-income youth more involved in science, an interdisciplinary team of researchers led by Michigan State University will test an innovative teaching program that ultimately could be used in the nation's preschools.

The five-year effort, called Head Start on Sciences, is funded by a \$2.6 million grant from the National Science Foundation. It's designed to get educators more comfortable teaching science to 3-to-5-year olds – a task that's especially important for low-income and minority children who often start school with less preparation for science learning than affluent students, said lead researcher Laurie Van Egeren.

Andrea Louie, director of the Asian Pacific American Studies program and associate professor in the Department of Anthropology, has spent about 10 years working on a project studying the adoption of Chinese children by American parents.



Andrea Louie, director of the
Asian Pacific American Studies
program and associate
professor in the
Department of Anthropology.

She has been interviewing white adoptive parents and their children — who are now teenagers — in St. Louis since 2001.

She also has been interviewing Asian American adoptive parents in the San Francisco Bay area. She said that there's a perception that Chinese American adoptive parents, when compared to white adoptive parents, naturally have a form of Chinese culture and identity that they pass on to their children, but her research indicates that that isn't always the case.

Louie helps organize a mentoring program that pairs Asian American and Asian international students at MSU with local children adopted from Asia. The program, which is sponsored by the Office of Cultural and Academic Transitions with a grant from the Office for Inclusion and Intercultural Initiatives, provides an opportunity for the children to meet role models who are like them.



Chinese classroom

Michigan's Oxford Community Schools system is pushing educational boundaries with its new virtual and physical exchange programs with Chinese students and educators. Funded by the MSU Confucius Institute and Hanban, a Beijing-based Institution affiliated with the Chinese Ministry of

Education, Oxford Superintendent and 1988 and 1992 graduate in K-12 Educational Administration at

MSU stated, “We feel it is mission-critical for every student to become fluent in a world language and fluent in multiple world culture.” “In today’s global market, you need to have the skill set by which you can have virtual meetings in which multiple languages and cultures are present at the same time.”

Oxford’s virtual exchange program cooperates with Northeast Yucai Oxford International High School, located in Shenyang, China, and is offered to high schoolers during the hours of 8 p.m. to 4 a.m. Despite the virtual program’s ‘graveyard shift’ education schedule, Skilling believes that students will be eager to have an international experience without leaving their families and friends.

Oxford Community Schools has had a three-year history of embedding Chinese culture into the curriculum. As young as kindergarten, students at Oxford have the opportunity to connect with students in China by sending videos online, in which they share their positive experiences in America and ask questions about Chinese culture.

Making Our Spaces More Accessible & Accommodating

Michigan State University has come a long way in its architecture, landscape design, programs and services over the years. The university is committed to providing equal opportunity for full participation in all programs, services and activities. As part of this commitment, MSU has included the evolving set of state, national and local accessibility/barrier free standards throughout the past 30+ years to provide an increasingly accessible learning and work environment.

Beyond integration of the evolving accessibility codes in each new construction project, MSU has served as a lead innovator in technologies that often extend beyond state and national guidelines for accessible design. During the 1980s MSU was a pioneer of new concepts in automatic snow melt systems at building entrances, adoption of more accessible elevator control panels, and innovations in slip resistant entrance ramps.

MSU strives to employ concepts of universal design to more fully integrate accessibility features in new and existing structures. Each year the university sets aside funds for new projects that further the goal of a campus that is accessible to all campus facilities.

Campus Planning and Administration (CPA) developed, manages and implements the *University’s 2020 Master Plan* which serves as a guide to long-term physical development of the MSU campus. An important aspect of the unit’s responsibility is on the overall organization and character of campus systems including land use, buildings, motorized and non-motorized circulation, open space, and supporting infrastructure over the next 20 years. Among its significant features, the plan provides the University with a blueprint for systematically accommodating a potential growth in facilities, ensuring the careful use of finite land resources, extending the park-like quality of the campus landscape, enhancing the pedestrian environment, and setting in motion a plan that provides for future development in an environmentally sensitive manner. The following examples describe a few, but very important ways to insure that the MSU campus is accessible to persons with disabilities.

Steve Troost, of CPA, attended a research initiative in West Bloomfield directed at investigating the use of traffic circles incorporating new signal technology to enhance pedestrian circulation and safety. Participants included the Resource Center for Persons with Disabilities (RCPD), Physical Plant Engineering and Architectural Services and the MSU Police.



In this picture, Steve Troost is guided by a representative from RCPD as he conducts a hands-on trial simulating a sight-impaired pedestrian crossing the street while using a signal in a traffic circle in West Bloomfield, Michigan. The participants improved their understanding of new requirements of the 2010 Americans with Disabilities Act (ADA) Standards for Accessible Design. They also improved their understanding of signalized traffic circles for assessment of the university's Bogue and Shaw intersection in conformance with ADA 2010.



The **W. J. Beal Botanical Garden**, located on the banks of the Red Cedar River, is an outdoor laboratory for the study and appreciation of plants. The garden

was established in 1873 and is the oldest continuously operated university botanical garden of its kind in the United States.

MSU is proud of the Beal Botanical Garden and the improvements that continue to be made to increase visitation. In fall 2011, the Garden was made more accessible when stairway handrails were added to three sets of stairs leading to it. These handrails

improve access for people with mobile limitations so that they too, can enjoy the beauty of nature that the Garden provides to its visitors.

The **Office of Planning and Budgets / Facilities Planning and Space Management** is instrumental in overseeing building renovation projects to provide users barrier-free access. Since 2009-10, several of these projects have been completed, making these facilities more accessible to people with disabilities.

- **Auditorium** – an interim wheelchair lift was installed in the southeast stairwell that leads to the lower level and Arena Theater from the exterior and handicapped parking.
- **Natural Science** – two existing freight elevators were converted to passenger elevators, providing access to all floors except the attic.
- **Student Services** – modifications were made to improve site and north main entry providing a ramped/grade level entry to the building, automated entry doors, and snow melt system. Accessible parking spaces are located in the adjacent parking lot on the west side of the building.
- **Brody Hall** – renovations to the building were made to enhance and update infrastructure, improve accessible entrances and accessibility for computer labs within the hall, public restrooms, way finding and upgrades to life safety systems.

MSU's requirements for design and construction can be challenging to navigate for small women-owned or minority-owned businesses. As a form of outreach, **Campus Planning & Administration** is collaborating with the **Physical Plant** and **Purchasing Department** to develop workshops to offer to small businesses that are interested in learning required and key techniques for success. These workshops will begin in spring 2012.

SUPPLIER DIVERSITY

Even though the economic downturn can be attributed to the 12% decrease in spending compared to the previous year at MSU, the total spend with diverse suppliers for GY2010-2011 was \$47,312,217.

New and creative methods are sought for introducing new, diverse suppliers to the MSU community and providing them with knowledge that will help them to succeed.

These are just a few examples of diversity and inclusion initiatives that occur throughout the university on a regular basis. As our faculty, students and staff continue to grow and value our diversity and ensure that everyone is respected and included, we will continue to make progress and improvements in these areas and MSU will continue to be one of the best universities in the nation and the world.