

2011 -12 ANNUAL PROGRESS REPORT ON DIVERSITY AND INCLUSION EXECUTIVE SUMMARY

Advancing Knowledge. Transforming Lives.



INTRODUCTION

In 2005, MSU President Lou Anna Simon led the University on a strategic and transformative journey to become the model land-grant University of the 21st century. Titled "Boldness by Design," this strategic framework became the beacon that has guided MSU's efforts for the past eight years — and will soon take us to new heights and bolder quests.

The work being done across the University to advance knowledge and transform lives is impressive in quantity, quality and content. Few universities can compare as we remain committed to our land-grant mission. Our core values are affirmed and MSU is solidly committed to inclusion, which means "embracing people with diverse experiences, viewpoints and backgrounds to create a rich intellectual environment." For over 40 years, Michigan State University has annually documented and reported on activities that reflect affirmative action, nondiscrimination, diversity and inclusion. Diversity and inclusion has become synonymous with best practices throughout the institution—and what's represented here is only a snapshot of the variety of initiatives engaged in by MSU faculty, staff and students.

In 2011-12, MSU was bursting with vibrant and innovative activities—activities that moved us closer to our goal of fulfilling our commitment to be recognized worldwide as the leading land-grant research university in the United States by 2012. Faculty excelled in teaching and research; students took advantage of the many opportunities strategically designed to enhance their student experience, administrators worked diligently to improve systems, approaches, policies, and procedures and to create a sustainable future; staff learned new technology and expanded their knowledge to provide the highest quality service possible to MSU.

This document is an effort to pay tribute to the Spartans who helped to advance knowledge and transform lives during 2011-12.

ANOTHER FIRST

Higher Education Excellence in Diversity Award

In 2012, Michigan State University became the proud recipient of the *Higher Education Excellence in Diversity (HEED) Award.* This award was particularly meaningful because it was the first annual presentation by INSIGHT Into Diversity magazine. The national HEED award—the only one of its kind — honors colleges and universities that demonstrate an **outstanding commitment** to diversity and inclusion. MSU's commitment was demonstrated through a vast array of efforts that span the University in areas of employment, education and research. These efforts were recognized and complimented by the selection team coordinator whose feedback was, when it



comes to diversity and inclusion, "MSU gets it."

It is an honor to have received this inaugural award and everyone at Michigan State should be proud of the efforts to make MSU an accessible and welcoming community. This doesn't mean, however, that there isn't work left to do. The HEED award should serve as a reminder to all of us that diversity and inclusion must remain priorities in the 21st century higher education landscape. And, as we continue to do the work that is needed, we are filled with a great sense of pride knowing that MSU is on the right path. **Go Team MSU!**

FORMULATING BIG IDEAS

Creating Inclusive Excellence Grant

The Creating Inclusive Excellence Grant (CIEG) has been in existence at MSU for over 10 years and has become instrumental in shaping the university as it relates to inclusive excellence. Every year since its inception, faculty and staff have taken advantage of the opportunity to create initiatives that reflect the core values of quality, inclusiveness and connectivity. The CIEG serves to facilitate development, research and assessment of university-wide diversity and inclusion efforts. This grant source is administered by the Office for Inclusion and intercultural Initiatives (13) and provides the MSU community an opportunity to create synergy within and across organizational systems in support of an inclusive, diverse educational and work environment. Applicants are encouraged to submit proposals for non-recurring funding for projects or programs intended to create and support an inclusive university. For more than 10 years since the CIEG program has been in existence, it has served as a way to support MSU's colleges and units, enabling faculty to conduct critical research, and administrative and support units to implement innovative ideas and program initiatives targeting specific or broadly diverse audiences. The following is a detailed synopsis of projects that were funded by the CIEG during 2011-12:

Department of Art, Art History, and Design applied funds to enhance the visual arts programming offered to the campus and mid-Michigan community. Initiatives to enhance the student experience featured underrepresented artists, scholars, and scholarships. Visiting lecturers "challenged our assumptions about Eastern and Western culture; posed questions about gender, race and cultural identity; addressed the role of seeing and hearing in communication; and explored how visual representation in all its complex forms exists as a mode of inquiry for the artist, writer, and community."

African American and African Studies (AAAS) hosted a one day symposium on Malcolm X titled *The Emerging Black Studies Discipline: Malcolm X's Legacy and the African American Community in Michigan and Beyond.* This symposium served as a platform for cross-disciplinary and trans-disciplinary (academic and community partnerships) research, scholarship and teaching of pertinent issues occurring in African American, African and African Diaspora communities. AAAS was successful in achieving a publication contract with MSU Press to publish the conference proceedings as an edited book, scheduled to be released in 2013 and received a minigrant from the College of Arts and Letters to develop NEH grant applications in 2013.

Community Economic Development Inclusiveness (CEDI) Project in the MSU College of Law created an interdisciplinary cultural intelligence and expanded business law curriculum for students who provide legal assistance to campus and community entrepreneurs, with a heightened outreach to the Chinese community. The project engaged the campus and local community by creating opportunities for cross-cultural understanding and interactions through community economic development activities. Surveys of student participants reveal a perceived value of the CEDI training, better equipping them to serve clients of various racial/ethnic, gender, religious and other backgrounds.

QUALITY, INCLUSIVENESS, CONNECTIVITY: SPARTAN VALUES

Michigan State University has three interwoven core values that we believe set us apart and define us as a great university. These values are: quality, inclusiveness and connectivity. Striving for excellence is important at MSU, and we try to put quality into everything we do. Our commitment to quality means that we shun complacency and continually strive to be among the best in all we do — and to be the best in key areas.

Our commitment to inclusion means we embrace opportunities for all. Our commitment to connectivity builds on our land-grant heritage and values. Every year, MSU faculty and administrators demonstrate their belief in these values by continuously and boldly exploring different ways to overcome the challenges that get in the way of achieving excellence. This year's report pays special attention to the efforts of those who worked diligently to advance diversity and inclusion during 2011-12.

The College of Engineering set a goal to increase student retention which they believed required a need to focus on the group who would not normally succeed in the Engineering curriculum. These are incoming freshman that declare Engineering as a major and place into Math 1825 or Math 103; or incoming freshman that declare Engineering as a major and place into Math 1825 or Math 103; or incoming freshman that declare Engineering as a major and are admitted through the College Achievement Admissions Program (CAAP). Through the use of funds received from the CIEG, the Diversity Programs Office "Scholars Program" (DPO-SP) has succeeded in making an impact on retention numbers of underrepresented and academically at-risk students in the College of Engineering. These results lend optimism about the future of the program. The two-year retention initiative created a structured, systemic method of retaining all students in the college while having a particular focus on students who are underrepresented and academically at-risk. Data maintained in DPO has shown that over a third of the students retained would have changed their major or been in academic trouble after their first semester.

The Lesbian, Bisexual, Gay, Transgender Resource Center (LGBTRC) and the Office of Cultural and Academic Transitions (OCAT) collaborated to focus attention on the needs of a vulnerable and underserved population—queer students of color that face significant barriers to academic success due to compounding effects of marginalization on the basis of race and sexual orientation or gender identity. LGBTRC and OCAT are making an effort to attract and retain undergraduate students of color who are queer identified and their allies by offering individual and community-level leadership and identity development programs and support.

Project LEAD (Living Equity through Action and Diversity) was funded to support four MSU undergraduate students from the Department of Teacher Education and the Residential College of Arts and Humanities to serve as coaches for four clubs in East Lansing and Lansing public schools. The Project LEAD clubs were vehicles for empowering middle and high school students to assume roles as leaders in their schools and communities through a year-long experience focused on leadership, diversity, civic engagement, and social justice.

Race, Dis/ability and Class (RDC) Confronting Interlocking Privilege and Oppression is an interactive series of seminars that gives participants the opportunity to explore the dynamics of privilege and oppression by focusing on three interlocking systems of structural inequality—racism, ableism, and classism. Together, in two three-day retreats (more than 40 hours "class time") 17 RDC participants (selected from applicants from units across the College of Education) examined the histories and dynamics unique to each of these systems and identified how these systems intersect and reinforce each other. The seminars were offered by **Allies for Change**, an organization comprised of a network of educators and activists who share a passion for social justice and a commitment to creating and sustaining life-giving ally relationships and communities.

The Center for Poetry in the Residential College in the Arts and Humanities hosted two acclaimed poets whose work represent the convergence of ethnic identities and national origins and who address the complex issues of race, class, gender, and social justice through personal stories and the power of the poem. *One Poem at a Time: Ways to Change the World,* featured Luis Rodriguez and Naomi Shihab Nye who were stunning examples that writers can change our individual lives and thus the world. Due to their interactions with the campus and external community, the feedback received was overwhelmingly positive that the program demonstrated the Center of Poetry's commitment to diversity.

> The MSU Museum installed a photograph and mask exhibit titled "On Death and Horses and Other People." The exhibit provided an opportunity to profile the renaissance of this relatively unknown Eastern European traditional practice, which in the past had been heavily suppressed by Communist authorities. The exhibit not only revealed the extraordinary cultural practice of Masopust, but also served as a reminder of how cultural oppression is part of the tool kit of repressive authority. The artist, Markéta Luskacová, was invited to MSU to speak about her personal history in classes and in informal discussions at the Museum. In 2012, Luskacová's photographs were also featured in the exhibition "Another London" at Tate Britain. One faculty member who attended the session commented that it was the highlight of the semester.

The Resource Center for Persons with Disabilities is increasingly challenged to meet the diverse needs of individuals with Autism Spectrum Disorders (ASDs) while capitalizing on their strengths and abilities. ASDs have become a worldwide phenomenon, touching individuals, families, schools

and communities. According to the Center for Disease Control, one in 88 children have been identified as having an ASD. *Building Opportunities for Networking and Discovery* (BOND) provides impactful services, support, and programs for current students, families experiencing autism, MSU, and surrounding communities. BOND promotes academic achievement and social development while providing growth experiences for students at MSU. The program provides tailored, comprehensive services and engaging programming to facilitate the development of skills of individuals on the Autism Spectrum, enabling them to thrive at MSU and beyond.

The **Department of Philosophy** hosted the *18th Annual Philosophy Born of Struggle Conference*, which is the longest standing autonomously organized philosophical conference by Black philosophers. The conference theme was "Economic Crisis, Education and the Role of Philosophy for the African American Public," and attracted participants from across the United States. The session on "Conversations Across Generations of Struggle" with Dr. William R. Jones was particularly important because Dr. Jones is the co-founder (and

was the first chair) of the American Philosophical Association's Committee on Blacks in Philosophy. He is now Professor Emeritus at Florida State University, where an award has been established in his name in recognition of his contributions to advancing philosophy as an instrument of social transformation.

MSU College of Osteopathic Medicine (MSUCOM) conducts education and recruitment programs targeted towards K-12 faculty, administrators and students with the goals of providing earlier education about the osteopathic profession and increasing diversity within the college's applicant pools. The college collaborates with the Dr. Benjamin Carson High School of Science and Medicine in Wayne County and with the Mt. Clemens High School Biomedical Sciences Academy in Macomb County. Students in the program spend part of their school day studying some aspect of medicine and also job shadow in hospital settings. The MSUCOM provides regularly scheduled education programs in which its staff, students and alumni focus on various health and wellness issues, professional development, and leadership.

The **National Superconducting Cyclotron Laboratory** funded staff and student participation in the 2011 joint annual conference of the National Society of Black Physicists and the National Society of Hispanic Physicists. A first recruiting visitation initiative was organized where four students from underrepresented populations participated. Two students applied and were accepted in the REU program; one also accepted an offer to come to MSU for research during the summer of 2011.

The Eli Broad College of Business collaborated with the MSU Department of Anthropology and the University of California, Berkeley Counseling Center to design *"Hearing and giving voice to the Chinese undergraduate international student experience at MSU."* The project was led by Dr. Christine Zhou (UC Berkeley/formerly with the MSU Counseling Center), Dr. Adan Quan (MSU Department of Anthropology) and Dr. Georgia Chao (MSU Broad College of Business). MSU faculty, staff and students formed a team to identify key needs and concerns regarding Chinese undergraduate students at MSU. Chinese undergraduate students—as research collaborators—engaged in informal conversations, ethnographic research, and a pilot online survey to allow the team to gain initial insight into the experiences of the rapidly growing Chinese undergraduate student population at MSU. The project also pointed to the need for longitudinal research of the experience of Chinese students throughout their MSU careers. This study is hoped to be initiated in fall 2012, to be used for culturally appropriate and meaningful pre-departure training for Chinese students before they arrive in the United States.

The **School of Social Work** funded a speaker series, inviting four researchers to MSU to speak about the research process they used with a diverse population. The speakers were: Drs. Jorge Delva, "Research with International Populations," Robert Taylor, "Research with Older African Americans," Caitlin Ryan, "Research with LGBT Youth," and Thalia Gonzalez, J.D., "The Indian Child Welfare Act." A fifth speaker, Dr. Jack Menke, was supported by the **College of Social Science** and invited to speak about his research, , "Research with Indigenous Populations in Suriname."

WHY IS DIVERSITY IMPORTANT TO HIGHER EDUCATION?

If diversity is considered as a means to an end (for example: building and promoting an inclusive community), then diversity is important to higher education because it challenges higher education to develop educational policies and teaching practices that promote a civic culture inclusive of diversity.

(Checkoway, 2001; Butler, 2000).

LEADERS AND PARTNERS OFFICE FOR INCLUSION AND INTERCULTURAL INITIATIVES

The Office for Inclusion and Intercultural Initiatives (I3) believes that diversity education has the potential to transform an institution's cultural and pedagogical practices in higher education. Educational opportunities offered in I3 are not merely programs but on-going processes that are continually redesigned to keep in step with the ever changing demographics and cultural influences that we experience at MSU.

Just as it was for the University overall, 2011-12 was a busy year for the **I3**. One of the office's goals is to build longstanding collaborative relationships with colleges and units across the university and the I3 achieves this in a number of different ways.



No Excuses

Continuing its efforts from the previous report year, the office provided proactive educational opportunities to the broader campus community specifically incoming freshmen — on ways to avoid and respond to sexual assault, which is a severe form of sexual harassment. **I3** collaborated with **Violence Free Communities (VFC)** and worked diligently

all year to spearhead a sexual assault campaign, entitled, **"There is No Excuse for Sexual Assault."** The campaign, which included posters with compelling images and messages designed deliberately to dispel various myths regarding the perpetration of sexual assault, was launched in spring 2013. It was co-sponsored by **Faculty & Organizational Development** and introduced in front of an audience of University faculty, staff, and students at a symposium with speakers from the **Offices of the General Counsel, I3**, and **Student Affairs and Services.** The keynote presentation was provided by a MSU professor from the **Department of Psychology, College of Social Science**, with expertise on the subject of sexual assault. **I3** has also recruited and collaborated with various student groups — including several Greek sororities and fraternities— to communicate messages of prevention, bystander intervention, and education regarding sexual assault to the broader student population.

> I3 provides guidance and support to faculty search committees and unitlevel administrators to achieve greater transparency in the university's hiring process and to insure equal opportunity and fair assessment to all applicants. For many years, recruiting and outreach efforts have been viewed as an essential part of the hiring process to achieve diversity in the MSU's applicant pools, and strategic recruitment efforts have long become a natural part of the process when positions are filled.

Faculty Search Toolkit

Faculty search activities within units are expected to reflect MSU values, including the values of quality and inclusiveness. Search activities must also, comply with all relevant federal and state laws, including non-discrimination laws. MSU remains committed to attracting and retaining a diverse faculty, and it has long been recognized that a successful faculty search must include a commitment to diversity and inclusion in our academic workforce.

In 2011-12, I3 continued to work collaboratively with faculty search committees in the various colleges and academic units to promote the value of outreach to populations of qualified candidates that represent diversity, particularly when the hiring unit has placement goals for women and minorities in a particular job category. A great source of information designed to provide guidance to faculty search committees is the new Faculty Search Toolkit, which I3 used consistently at each search committee session. The Faculty Search Toolkit, developed as part of MSU's ADAPP/ADVANCE grant project, is comprehensive and includes all of the essential elements of a successful faculty search.

Education and Development

Diversity education that addresses the needs of people within an organization has the potential to create a more welcoming and respectful learning and working environment. A unique way that I3 cultivates people's intercultural competencies is by using interactive theatre. Based on Augusto Boal's "Theatre of the Oppressed," I3's **Transforming Theatre Ensemble (TTE)** provides interactive learning experiences that engage audiences in collaborative problem solving. This concept creates a safe distance for an audience to reflect on and analyze problematic attitudes and behaviors. I3 specializes in designing and facilitating diversity education workshops and the unit has a number of them in its education and development toolkit that focus on different diversity-related themes for our audiences—faculty, students, administrators and staff. TTE can be used as a stand-alone performance or incorporated into a broader workshop—either way provides audiences with unique opportunities to be active in the learning process.

MSU STUDENTS: OUR BEST AND BRIGHTEST

MSU students come from every county in the state of Michigan, all 50 of the United States and more than 130 countries. They win championship titles and some of the world's most prestigious academic awards. These students have the opportunity to join more than 600 student organizations and to explore over 200 academic programs. With a fall 2012 student enrollment population of 48,906, MSU stands among the top three schools in the Big Ten. Of this total, 18.6% were domestic students of color and 13.5% were international students. Of those students that enrolled, 76.6% were undergraduates, 18.4% graduate and 5.1% were graduate professional students.

	Fall 2012		Fall 2011	
Total Enrollment	#	%	#	%
Black/African American	3,037	7.2	3,128	7.4
Asian	2,080	4.8	2,082	5
Native Hawaiian/Pacific Islander	32	0.1	29	0.1
Hispanic/Latino	1,678	4.0	1,606	3.8
American Indian/ Alaska Native	136	0.3	179	0.4
Two or More Races	928	2.2	847	2
TOTAL MINORITY	7,891	18.6	7,871	18.7
White	33,584	79.4	33,327	79.3
Other/No Response	832	2.0	852	2
DOMESTIC TOTAL	42,307	100	42,050	100
International	6,599		5,904	
UNIVERSITY TOTAL	48,906		47,954	
Men	23,692	48.4	22,945	47.8
Women	25,214	51.6	25,009	52.2

FRESHMAN

Total 2012 fall enrollment for freshman students of color was 1,355.

These students comprised 16.5% of the freshman class and they represented 19.5% of the domestic portion of the incoming class.

TRANSFER

Total 2012 fall enrollment for undergraduate transfer students of color was 199.

	Fall 2012		Fall 2011		
Entering Class ²	#	%	#	%	
Black/African American	511	7.3	558	8.2	
Asian	335	4.8	308	4.5	
Native Hawaiian/Pacific Islander	8	0.1	6	0.1	
Hispanic/Latino	290	4.2	286	4.2	
American Indian/ Alaska Native	12	0.2	14	0.2	
Two or More Races	199	2.9	213	3.1	
TOTAL MINORITY	1,355	19.5	1,385	20.4	
White	5,509	79.3	5,341	78.6	
Other/No Response	89	1.3	73	1.1	
DOMESTIC TOTAL	6,953	100	6,799	100	
International	1,248		1,025		
UNIVERSITY TOTAL	8,201		7,824		
Men	3,965	48.3	3,720	47.5	
Women	4,236	51.7	4,104	52.5	

	Fall 2012		Fall 2011	
New Transfers	#	%	#	%
Black/African American	59	4.5	53	3.7
Asian	51	3.9	40	2.8
Native Hawaiian/Pacific Islander	0	0.0	0	0.0
Hispanic/Latino	56	4.2	71	5.0
American Indian/ Alaska Native	4	0.3	14	0.2
Two or More Races	199	2.9	36	2.5
TOTAL MINORITY	199	15.0	203	14.3
White	1,109	83.8	1,208	85.0
Other/No Response	15	1.1	10	0.7
DOMESTIC TOTAL	1,323	100	1,421	100
International	126		114	
UNIVERSITY TOTAL	1,449		1,535	
Men	744	51.3	837	54.5
Women	705	48.7	698	45.5

Undergraduate	Fall 2	012	Fall 201	1
Enrollment	#	%	#	%
Black/African American	2,514	7.6	2,612	7.9
Asian	1,551	4.7	1,539	4.7
Native Hawaiian/Pacific Islander	26	0.1	24	0.1
Hispanic/Latino	1,319	4.0	1,245	3.8
American Indian/Alaska Native	100	0.3	131	0.4
Two or More Races	777	2.3	691	2.1
TOTAL MINORITY	6,287	19.0	6,242	18.9
White	26,437	79.6	26,282	79.5
Other/No Response	476	1.4	520	1.6
DOMESTIC TOTAL	33,200	100	33,044	100
International	4,254		3,631	
UNIVERSITY TOTAL	37,454		36,675	
Men	18,691	49.9	17,980	49.0
Women	18,763	50.1	18,695	51.0

Challenges in Michigan Impact MSU

Recruitment, although centered in the Office of Admissions, is a campus community effort. The Office of Admissions not only seeks ways to attract and recruit but to yield more students of color at MSU. During the period of 2010 through 2012 both the Hispanic and Asian freshman populations reflected increases while the Native American freshman population remained largely static and the freshman population of African American students decreased. Historically, a significant base of MSU's African American population has long been supported by the diversity within Detroit Public Schools (DPS). In the recent past the challenges within DPS have been well documented and, in part, have contributed to MSU's recruitment challenges.

The decline in African American high school graduates within the State of Michigan overall has resulted in the Office of Admissions approaching student recruitment in a more competitive and creative way to attract a larger share of diverse Michigan students and expanding our outreach efforts beyond the Michigan borders. New financial aid/recruitment workshops have produced new partnerships with established community based programs that work with these targeted populations that help students and their families understand ways to finance and succeed in college.

The initial indicators for FS13 reflect that African American applications have already surpassed the total for last year with additional applications still to be received. More importantly, African American student admits are currently 4.3% greater than where they ended in August 2012.

²First time enrollment

DEVELOPING SCHOLARS AND PROFESSIONALS

Analysis of recent enrollment data provides sobering statistics with respect to broadening participation by underrepresented groups in the U. S. scientific workforce as well as in the overall, domestic workforce. Underrepresented U.S. minorities (URM) participate in the scientific workforce in numbers far less than their population size. While the 2010 U.S. Census recorded a URM population of 32% of the total, URM enrollment in graduate programs in science, technology, engineering and mathematics (STEM) at MSU was 4.7%, and was 8.6% for all disciplines. Table 1 displays graduate student enrollment at MSU in 2010, grouped by categories of race, ethnicity and nationality.

Graduate School Enrollment

These data have prompted discussions and planning within **The Graduate School (TGS)** to accelerate actions that address the long-standing national issue

of achieving full participation by all U.S. citizens in graduate education at MSU.

The Graduate School (TGS) at

Michigan State University 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.

During 2011-12, the Graduate School continued activities and began **new** initiatives to encourage graduate programs in all colleges to recruit graduate students more broadly and more inclusively. Special efforts have continued to encourage inclusive recruitment of domestic students in all areas of scholarship - especially in the natural, agricultural, and social sciences, mathematics and engineering. All activities supported by TGS promote inclusion of diverse populations of graduate students or postdoctoral researchers.

TABLE 1

2010 enrollment data for MSU Grad Students (not professional degrees)

Race, Ethnicity, National Origin	MS	PhD	Total all areas	% All	Total STEM	% STEM
Black	267	159	426	4.9	64	2.3
Hispanic	153	104	257	3.0	58	2.1
American Indian	41	17	58	0.7	8	0.3
Asian/Pl	193	90	283	3.3	68	2.5
Other	205	116	321	3.7	86	3.1
White	3,633	1,417	5,050	58.3	1,252	45.8
International	886	1,386	2,272	26.2	1,197	43.8
Totals	5,378	3,289	8,667	100.1	2,733	99.9

*Data source, Office of Planning and Budgets, Oct. 2012.

Graduate	Fall 2	2012	Fall 201	1
Enrollment	#	%	#	%
Black/African American	523	5.7	516	5.7
Asian	529	5.8	543	6.0
Native Hawaiian/Pacific Islander	6	0.1	5	0.1
Hispanic/Latino	359	4.0	361	4.0
American Indian/Alaska Native	36	0.4	48	0.5
Two or More Races	151	1.6	156	1.7
TOTAL MINORITY	1,604	17.6	1,629	18.1
White	7,147	78.5	7,045	78.2
Other/No Response	356	3.9	332	3.7
DOMESTIC TOTAL	9,107	100	9,006	100
International	2,345		2,273	
UNIVERSITY TOTAL	11,452		11,279	
Men	5,001	43.7	4,965	44.0
Women	6,451	56.3	6,314	56.0



TABLE 2: MSU AGEP Demographics by Gender

	Aasters Current)	PhD (Current)	Masters (Alumni)		Participant Total
Male	22	59	25	33	139
Female	29	111	29	44	213
Totals	51	170	54	77	352

Table 3:MSU AGEP Demographicsby Race and Ethnicity

	1asters Current)	PhD (Current)	Masters (Alumni)		Participant Total
Black	22	68	24	35	149
Hispanic	11	44	24	24	94
White	12	12	8	6	65
Asian	2	2	2	2	17
N. Amer	0	1	0	3	4
Other	4	7	5	7	21

AGEP Learning Community

The Alliances for Graduate Education and the Professoriate (AGEP) programs at MSU continued with funding from the National Science Foundation. The goal of AGEP is to produce a national professoriate that reflects the diversity of the domestic population. A key feature of the MSU program is the AGEP Learning Community. Analysis of graduate student participation in the MSU AGEP Community revealed that Community participants persisted to complete masters and doctoral degrees at a significantly higher percentage than the general population. This higher completion rate occurred without significant difference in time to degree. This analysis involved 352 participants from fall 2006 through spring 2012.

The AGEP Learning Community has developed into a model learning community with an intellectual focus, stimulating academic interests, promoting professional development, and providing opportunities to engage in wide-ranging discussions that inform and lead to evolution of thought. This has become a safe place for a community of scholars, where friendships and professional networks form, and where individuals find encouragement and support to sustain their study and complete the graduate school segment of their journey. These latest data show that the degree completion rate for AGEP community participants is higher than the rate for all graduate students in the same disciplines at MSU.

McNair—21st Century Scholars Program

The Graduate School collaborated with the Office of Supportive Services and the Undergraduate Research Office to redesign the McNair Scholars Program at MSU to prepare 21st Century students for 21st Century careers in the natural and social sciences and engineering. Distinctive features of the new program begin with a careful matching of mentor and participant interests, and include:

- A set of activities that connects the participants as apprentices within a research group led by outstanding investigators;
- Various opportunities for participants to interact with graduate students from historically underrepresented groups and faculty from minority serving institutions to expand their views about graduate education and strategies for success;
- Access, via NSF and MSU funded initiatives, to professional development workshops and venues to discuss issues related to science and the public good and the role of research in finding solutions for national and global challenges;
- An opportunity to have an enriching extra-mural research experience to complement the training received from the MSU mentors; and

• Mechanisms to develop oral presentation skills to communicate the goals and achievements of research to general audiences.

Spartan—PREP Proposal

The Graduate School and the Honors College of MSU collaborated to submit a proposal for a grant to develop a post baccalaureate research education program that would be primarily supported by NIH R25 project funding. The goals of the Spartan Post baccalaureate Research Education Program (Spartan-PREP program) is to broaden participation of U.S. underrepresented minority students in science doctorate programs by involving select graduates in post-graduate, i.e. post-baccalaureate training that prepares them to succeed in graduate school. The idea is to attract individuals who are bright students with outstanding academic credentials, who may not have decided to apply to graduate school before the senior year, or who may lack enabling research experience or a critical course or two.

WORLD-CLASS FACULTY ADMINISTRATORS AND STAFF

Concerted efforts are continuously made by unit administrators to diversify MSU's workforce— both academic and support staff. The University is committed to affirmative action and equal opportunity in employment and has policies and procedures in place to insure that it meets and often exceeds its obligations to federal and state agencies. Academic Human Resources and MSU Human Resources (support staff) provide leadership, and the Office for Inclusion and Intercultural Initiatives (I3) provides support to units to help them achieve their goals and the university's employment mission.

Academic Employment Highlights

Women in the academic workforce: There was a net increase of 121 women in the academic workforce during 2011-12; the proportion of women increased to 44.8% of all academic human resources. Although the number of faculty in the **tenure system** decreased during 2011-12, the proportion of women in the tenure system increased to 33.3%, a net increase of 3 women. As of October 1, 2012, women comprised 37.9% (36) of Executive Management positions. Of the 242 individuals in the Academic Manager group, women represented 32.2% (78).

Minorities in the academic workforce: The total number of minorities represented 25.2% of the total academic human resources in 2011-12, a net gain of 51 minorities. The percentage of minorities in the tenure system increased from 22.2% to 23.0%, a net gain of 10. As of October 1, 2012, minorities comprised 15.8% (15) of Executive Management positions. Of the 242 individuals in the Academic Manager group, minorities represented 14.9% (36). During 2011-12, 85 **new individuals** were appointed in the tenure system, including 34 minorities (40.0%) and 40 women (47.1%).

Persons with disabilities: 79 self-identified individuals with disabilities were in academic human resources including 38 tenure system faculty, 18 continuing academic staff, 8 fixed term academic staff and 15 fixed term faculty.



STAFF HIGHLIGHTS

WOMEN

Women were represented throughout the various support staff employee groups in 2012:

62.0% of MSU's total support staff workforce

53.5% officials and managers

58.6% professionals

93.9% clerical

76.6% technical

50.1% service maintenance

8.0% skilled trades

MINORITIES

Minorities were represented throughout the various support staff employee groups in 2012:

15.4% of MSU's total support staff workforce

11.0% officials and managers

13.0% professionals

15.9% clerical

12.9% technical

26.5% service maintenance

11.7% skilled trades

The overall **support staff workforce** increased in 2011-12 from 6,101 in 2010-11 to 6,308. The total number of women and minorities increased during the same period, with their representation in the workforce of 62.0% and 15.4%, respectively.

The support staff veteran data reflects self-identification in one or more categories. Support staff have self-identified as follows: 74 (1.2%) Vietnam Era veterans; 38 (0.6%) other eligible veterans; 24 (0.4%) armed forces service medal veterans; 9 (0.1%) disabled veterans and 3 (0.05%) recently separated veterans.

Academic	Fall 2012		Fall 201	I
Workforce	#	%	#	%
Black/African American	291	5.8	283	5.7
Asian	757	15.0	723	14.6
Hispanic	168	3.3	157	3.2
Amer. Indian/Alaska	32	0.6	35	0.7
Native Hawaiian/Pacific Islander	2	.03	2	.04
2 or More Races	24	0.5	23	0.5
Total Minority	1,274	25.2	1,223	24.7
White	3,783	74.8	3,727	75.3
Total	5,057	100	4,950	100
Men	2,790	55.2	2,804	56.6
Women	2,267	44.8	2,146	43.4

Tenure System	Fall 2012		Fall 201 [°]	1
Faculty	#	%	#	%
Black/African American	92	4.7	91	4.6
Asian	257	13.2	251	12.8
Hispanic	72	3.7	68	3.5
Amer. Indian/Alaska	15	0.8	17	0.9
Native Hawaiian/Pacific Islander	2	0.1	2	0.1
2 or More Races	9	0.5	7	0.4
Total Minority	447	23.0	437	22.2
White	1,498	77.0	1,527	77.7
Total	1,945	100.0	1,965	100.0
Men	1,297	66.7	1,320	67.2
Women	648	33.3	645	32.8

Support Staff	Fall 2012		Fall 201 [°]	1
Workforce	#	%	#	%
Black/African American	400	6.3	397	6.4
Asian	167	2.6	161	2.6
Hispanic	339	5.4	336	5.4
Amer. Indian/Alaska Native	32	0.5	33	0.5
Native Hawaiian/Pacific Islander	1	0.0	1	0.0
2 or More Races	33	0.5	30	0.5
Total Minority	972	15.4	958	15.5
White	5,336	84.6	5,223	84.5
Total	6,308	100	6,181	100
Men	2,397	38.0	2,324	37.6
Women	3,911	62.0	3,857	62.4

EVIDENCE THAT SPARTANS STAY COMMITTED



Advancing Diversity through the Alignment of Policies and Practices (ADAPP) is an initiative that provides support for MSU colleges in a sweeping effort to align our values of diversity and quality with academic human resource policies and practices at the department (or unit) level. We recognize that departments are critical sites in which recruiting, evaluation, and promotion decisions are initiated—and where climate is most directly experienced by MSU faculty members.

ADAPP-ADVANCE entered its fifth and final year in 2012-2013. The successes are many and are highlighted below. During the 2012-2013 grant year, the Provost, deans of the grant-supported colleges and a team of university administrators stand ready to make decisions about what initiative started during the grant will remain in place in the future.

Highlights of Accomplishments

A commitment for continuing support of one **Faculty Excellence Advocate (FEA)** in each MSU college. FEAs will continue to report to both the Provost and College Dean.

The **Provost** continues to heighten the focus on college-level progress on diversity by providing incentive funding for colleges that make notable progress on diversifying faculty, consistent with the goals and objectives of the ADAPP-ADVANCE grant and our commitment to institutionalizing best practices for faculty recruitment, retention, advancement, and creating a climate supportive of inclusive excellence. Two foundational metrics are being assessed for all colleges; each college was also expected to submit additional metrics particularly relevant to a particular college's context.

An agreement was entered into with the **Ohio Center for the Evaluation and Assessment of Mathematics and Science Education** to continue to monitor policies, practices, and work climate through August 31, 2014.

The ADAPP-ADVANCE Work Environment Survey will be deployed in Spring 2013. This survey will enable MSU to compare these results to the data collected in spring 2009. This Work Environment Survey is now being used by two additional institutions – Purdue University and the University of Cincinnati.

The Faculty Information Tool (FIT) Development Team received approval to implement a pilot project to profile faculty professional accomplishments using Digital Measures' Activity Insight (AI) system. The pilot, termed the Academic Profile Project (APP), will develop profiles of faculty in the College of Agriculture and Natural Resources. The college already had an instance of this software tool but which was not integrated with the University's systems of record. For APP, data from University systems of record will be integrated with AI, and additional data will be ported into the university's enterprise data warehouse to include data not currently maintained.

The intent is to use this pilot as a proof of concept to make a case for a larger initiative that would expand APP to develop profiles for faculty in all colleges in the university. Processes for which data will be collected and structured in the APP include building a faculty profile, conducting annual reviews, and conducting reviews for promotion and tenure (RPT). The project will also develop reports that will be used in support of annual review and RPT, as well as other departmental and college administrative functions. Data will be linked from current systems of record, and tools are being developed or adopted which will allow for collection of additional data currently not in the institution's systems of record.

In November 2012, ADAPP-ADVANCE, in partnership with the **Offices for Inclusion and Intercultural Initiatives** and **Academic Human Resources**, sponsored a visit from Dr. Nilanjana Dasgupta, Professor of Psychology at University of Massachusetts-Amherst. She led four faculty workshops and one graduate student workshop on the topic of implicit bias. Workshops were attended by 111 faculty and 20 graduate students.

Although funded by another source, ADAPP-ADVANCE worked with partners to host a Women's Leadership **Luncheon** for female faculty in three residential colleges (Lyman Briggs, James Madison, and RCAH). The event was attended by 25 faculty members. This gathering was modeled after the women's leadership luncheons we have been supporting in the three STEM colleges since the beginning of the grant.



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

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

Two research projects are in their advanced stages:

- 1. Advancing Faculty Inclusion and Excellence: An Examination of Faculty Socialization Tactics toward and Perceptions of Institutional Embeddedness among Under-represented Faculty of Color. Authors: Isis Settles, PhD, Associate Professor, Department of Psychology; Paulette Granberry Russell, J.D., Director, Office for Inclusion; Gregory Larnell, PhD, Assistant Professor, Department of Curriculum and Instruction, University of Illinois, Chicago.
- 2. Impact of external funding on promotion of Assistant Professors at MSU and differential impact by gender and ethnicity. Authors: Estelle McGroarty, Tiffeny Jimenez, Jodi Linley, Paulette Granberry Russell and Karen Patricia Williams.

EXPANDING LEARNING OPPORTUNITIES TO BECOME CULTURALLY COMPETENT

JRN 492: Bias Busters: Using the Newest Publishing Tools

to Break Old Stereotypes and Improve Cultural Competency and Diversity.

Students working in teams will research, write and publish a cultural competency guide that covers a marginalized community. Instructor: Joe Grimm, author of "A Journalist's Guide: 100 Questions and Answers about Arab Americans." The guide will be published in both digital and print versions.

ANP 437: Asian Communities: A Global Perspective.

What is Diaspora? Where is home? Where is home to a Chinese person living in Panama? How is cultural identity built and negotiated for an Asian adoptee? How do migrants and third generation immigrants differ in their views of their homeland?

SOC 490: The Social Context of Islam and Gender in South Asia.

This course will expose students to the issues faced by Muslim women in Afghanistan, Bangladesh, India, and Pakistan. Students will engage in discussions to understand the complex interaction of Islam with the social, demographic, ethnic, and political structures of those societies that continue to transform lives of woman in diverse ways, including how the concepts of tradition and modernity, development and democracy, Islamic revivalism and patriarchal interpretations can be explained in the global and gender context.

ESL 222: Listening and Speaking for Academic Purposes for Non-Native Speakers of English.

A new course component in 2011-2012 was the integration of service-learning in English as a Second Language. International students completing the conversational components of English language instruction served alongside domestic students in greater-Lansing community agencies, schools, youth programs and other service-based opportunities. Approximately 425 students from 22 sections of ESL 222 participated. (Center for Service-Learning and Civic Engagement)

TODAY'S GLOBAL LEARNERS TOMORROW'S GLOBAL LEADERS

MSU National Leader in Study Abroad, International Student Enrollment

Michigan State University is one of only four higher education institutions in the nation to rank in the top 10 for study abroad participation and international student enrollment, according to the Institute of International Education's annual Open Doors Report. MSU is the only Big Ten School to hold the distinction.

Last year, MSU launched a pilot effort to include international students in study abroad predeparture seminars. This year, 49 international and domestic students shared their international learning experiences during a Learning Abroad Conference developed by MSU's Faculty Learning Community on Teaching and Learning Abroad. Additionally, the Spartan Exchange Mentoring Program pairs domestic students with international students coming to MSU for just one or two semesters to help them maximize their Michigan experience.

Office of Study Abroad

MSU's **Office of Study Abroad (OSA)** encourages greater diversity in study abroad, particularly among students from underrepresented racial and ethnic groups, first time international travelers, men, LGBTQ students, students with disabilities, non-traditional students, and majors from the STEM (science, technology, engineering and math) disciplines. In order to help meet these goals in 2011-12, OSA awarded 482 scholarships for a total of \$409,500 to support MSU students participating in study abroad, the Diversity Abroad Team developed new online resources about financing study abroad in order to make the experience more accessible to a wide range of students. As the population of international students

Barbara Kotei, of Ghana, is a MasterCard Foundation Scholar at MSU. Photo by G.L. Kohuth.



new resources are also

available for non-US citizens who wish to participate on a study abroad program.

"Throughout my life, I had always wanted to travel to another country. Since I come from a small, low income family, it was never a dream that could be realized...Being a first generation college student, no one in my family knew anything about study abroad, but I decided to apply and see how it would work out. With the money I had saved up from working and the generous Study Abroad Scholarships I received, I was actually able to afford to study abroad!"

> **Sarah Erwin**, sophomore Animal Science Major Study Abroad Program: The Horse Industry of Ireland and Northern Ireland, summer 2012

MSU, The MasterCard Foundation partner on \$500 million African Scholars Program

With 50-plus years of engagement in Africa, Michigan State University will partner with The MasterCard Foundation on its \$500 million education initiative, The MasterCard Foundation Scholars Program. This program will provide talented, yet financially disadvantaged youth – especially those from Africa – with access to high-quality education.

MSU is the only institution in Michigan – and the Midwest – to join the program, which is part of a global network of institutions. The university will receive \$45 million in funding from the foundation to support 185 scholars throughout the nine-year program, which includes 100 four-year undergraduates and 85 master's degree students. MSU will host the most scholars among the six U.S. partner institutions, and welcomed the first group of scholars this fall; four graduate and two undergraduate students.

Sam Kilberg, a senior studying political theory and constitutional democracy, studied in China. Last year, MSU received scholarship grants from the Coca-Cola Foundation and Amway Corp. to support students interested in studying in China.

VETERANS AND SPARTANS

MSU-led Projects to Help War Veterans

A pair of projects totaling \$1.5 million and led by a Michigan State University professor will help Michigan National Guard members and their families in the often stressful transition from battlefield to civilian life. With the first initiative, funded by a \$1.3 million grant from the Department of Defense, Adrian Blow and colleagues will study resiliency in military families, working directly with National Guard veterans and their spouses and parents.

With the second, Blow will lead an effort to train as many as 1,000 mental health counselors to work with military families. The project is funded by a \$200,000 grant from the Detroit-based Ethel and James Flinn Foundation.

MSU Named Military-Friendly School

Michigan State University offers a wide range of programs designed to ease the transition for students who are coming to college after serving in the military. Thanks to this supportive environment, MSU has been named a Military-Friendly School by *G.I. Jobs* magazine, a publication that provides education, transition assistance and job opportunities for those making the transition from military to civilian life.

UNIQUE WAYS MSU IS INCLUDING STUDENTS

MSU HEP and CAMP

MSU HEP and **CAMP** received recognition as members of the **TOP 10 Programs** in the nation by the Office of Migrant Education, U.S. Department of Education. MSU High School Equivalency Program (HEP) and College Assistant Migrant Scholars Program (CAMP) were noted as top 10 performers in accordance with the national federal performance standard by the U.S. Department of Education, Office of Migrant

Education. The MSU High School Equivalency Program ranked 3rd in the nation for Government Performance and Result Act 2, which measures GED student achievement and placement. MSU CAMP was placed top 10 for Effectiveness and Efficiency.

Technology allows blind student to 'feel' images

The development of teaching aids to help a blind student study computer science is among the projects that was featured at MSU's annual Design Day. The MSU College of Engineering event presents dozens of student projects that not only offer an educational experience for the students, but benefit people throughout Michigan, the region and the world. Working with MSU's Resource Center for Persons with Disabilities, a team of first-year engineering students designed a set of teaching aids for a blind computer science student. The technology is useful in displaying graphics and other visuals that accompany a textbook, allowing the student to "feel" and "experience" the images.



SUPPORTING OUR FACULTY

Faculty and Organizational Development (F&OD) provides support for faculty, academic administrators, and academic staff in their quest for excellence across the tripartite mission of teaching, research, and outreach and across the career stages through a comprehensive program of professional development activities. These include: orientations, faculty and instructional development, organizational and keadership development, community build, and scholarship and resources.

F&OD is strongly committed to enhancing and supporting diversity and inclusion, often engaging in strategic partnerships with other MSU units to sustain and diversify its offerings. A few examples are highlighted below:



Lilly Teaching Seminars

The Lilly Teaching Seminar Series focuses on innovative and effective approaches to teaching, learning, and assessment at the university level. In the 2011-2012 academic years, seminars were developed to enhance faculty awareness of — and responsiveness to — an increasingly diverse student population and to enhance diverse faculty acceptance by students.

(IN)CIVILITY IN THE CLASSROOM

Presenters:

Paulette Granberry Russell, Sr. Advisor to the President for Diversity; Director, Office for Inclusion and Intercultural Initiatives, MSU

Douglas Estry, Associate Provost for Undergraduate Education; Dean of Undergraduate Studies, MSU **Jan Collins-Eaglin,** Director, Counseling Center, MSU Transforming Theatre Ensemble, Office for Inclusion and Intercultural Initiatives, MSU

ROUNDTABLE: TEACHING SOCIAL JUSTICE

Steven Esquith, *Dean, Residential College in Arts and Humanities and Professor, Philosophy, MSU* **Linda Campbell,** *Clinical Instructor, Social Work, MSU* **Lisa Fine,** *Co-Director, Center for Gender in Global Context, and Professor, History, MSU*

18th Annual Spring Institute on College Teaching and Learning

This Institute annually offers a three to four day series of workshops on topics relating to teaching and learning in higher education. At the 2012 Institute, the following workshop related directly to diversity and inclusion:

MAXIMIZING LEARNING: FOCUS ON CHINESE STUDENTS

Facilitators:

Peter Briggs, Director, Office of International Students and Scholars, MSU Faculty, Academic Administrators, and Student Affairs Staff Who Work with Chinese Students at MSU Panel of MSU Chinese Students

ENHANCING OUR STUDENT EXPERIENCES

The Community Relations Coalition partnered with the Office of International Students and Scholars (OISS) to host the third annual East Lansing Welcomes the World event in September. Held in the East Lansing Public Library, the event drew more than 300 international students for an opportunity to engage with local community members, enjoy international food and hear live music. President Lou Anna K. Simon and East Lansing Mayor Diane Goddeeris keynoted the event.

MSU Neighborhoods. Three Cultural Assistance Coordinators were introduced to help staff specifically support Chinese students. The coordinators organized welcome sessions for Chinese students to introduce them to neighborhood resources and support staff in the Engagement Centers. Presentations were given in Chinese and English and featured several upperclass students offering advice on successful transition strategies. The coordinators also met with neighborhood agents—academic advisors, nurse practitioners, tutors, community directors, and others—to help them interpret trends and better understand some of the issues facing Chinese students.

Since 2010, **MSU Safe Place** has coordinated an interpreter list comprised of individuals representing different cultures and languages. These individuals have been trained (and are available) to provide interpretation services for victims of relationship violence, stalking, and sexual assault. The project assists students and spouses who may need language assistance when receiving advocacy services, meeting with law enforcement, or going to court.

Career Services Network sent a two-person team to China in June to visit with major corporations open to hiring Chinese nationals graduating from MSU. The companies included Stryker, Bosch, General Motors, and Texas Instruments—businesses already in partnership with MSU as a core recruitment school. The companies expressed a strong interest in recruiting Chinese graduates, as well as a willingness to host domestic MSU students for internships. The team also visited Caohejing HiTech Park which is comprised of a consortium of China-based companies. Connected with the Career Gallery event in the fall, the Career Services Network hosted a panel of four major employers hiring international students. Over 250 attended.

An intentional focus was provided in **Student Life's Sexual Assault Relationship Violence** training to help peer educators better interact with students from diverse cultures, backgrounds, and sexual/gender orientation/identification. Through partnership with the **LGBT Resource Center** they received education on LGBT issues, culture and how sexual assault and relationship violence affects the LGBT community. In partnership with the **Office for International Students and Scholars (OISS)**, peer educators were taught cultural competencies — including how to help all students feel comfortable during SARV workshops. Peer educators were also challenged to explore their own cultural identity and embrace program expectations of inclusion and respect.

In October 2012, **The Office of Cultural & Academic Transitions** sponsored, *OUR MSU: Our Voices. Our Struggles* in partnership with the Office for Inclusion, Asian Pacific American Studies Program, Culturas de las Razas Unidas, and several other student organizations. This was an event designed as a night of cultural empowerment that involved student leaders uniting to take a stand against ignorance, discrimination and intolerance.

Resource Center for Persons with Disabilities (RCPD): MSU initiatives in inclusion and accessibility predate disability legislation. The University began activities to fully include people with disabilities in 1934 with the founding of the Tower Guard honor organization, and again in 1971-72 with the initiation of today's RCPD.

- The Rehabilitation Act of 1973 formalized a national set of standards to ensure that federally-funded programs did not systematically exclude people with disabilities from education.
- The 1990 Americans with Disabilities Act (ADA) dramatically expanded the premise of the earlier rehabilitation act into an ever-broadening arena. Ongoing amendments to the ADA combine with legal interpretation to stimulate a need to constantly review and reinvent campus policies and procedures to remain consistent with evolving regulations.

RCPD staff remains cognizant of these evolving standards while striving for creativity and innovation to reach the highest levels of opportunity. During 2011-2012, focus of the law encouraged self-review and action on a range of topics including architectural standards, communications technology, definition of disability, and the extent to which work and study environments must be modified in support of inclusion.

During 2011-12, RCPD was instrumental in providing services to 1,277 students with permanent disabilities and an additional 60 with temporary conditions. The unit welcomed, assessed and registered 286 new students with permanent disabilities through the Academic Orientation Program and ongoing self-identification activities. Thousands of hours are spent by experienced staff at RCPD to provide the highest quality services available.

NOT JUST ABOUT THE SPORTS: ANOTHER WAY THAT SPARTANS WIN!



Over more than five decades, Michigan State has been fortunate to have recruited some of the best student athletes in the nation. The University has a long tradition of tournament wins and many of our student athletes, men and women, representing diverse cultural backgrounds, have moved on to have very successful careers in professional sports and other industries. MSU is proud of the accomplishments of its student athletes and the extraordinary support that the university provides to help students achieve success academically and professionally.

MSU has one of the best athletic programs in the country. **The Department of Intercollegiate Athletics (IA)** takes great pride in the extensive support it provides to students that are also athletes. Student-Athlete Support Services (SASS)

is a leader among U.S. colleges and universities with the programs and opportunities it makes available to student athletes. Enhancing the student experience is key in five areas: community services and outreach, career development, personal development, academic excellence, and athletic excellence. IA's philosophy is, college success is essential, and academic and personal support to students helps them to succeed at MSU. Opportunities for student athletes to get involved in community-based initiatives have proven to help them create positive partnerships with communities, to facilitate learning, and to provide a variety of services in the community.

During 2011-12 there were a variety of outreach efforts and partnerships formed in the Greater Lansing Area. Sports classes, charitable events, community fundraising activities, food drives, field trips, panel discussions, Special Olympics, anti-drug speeches, and promoting healthy eating and exercise for children were just a few ways that student athletes got involved in the external communities. "Keeping It Real Mondays" promotes accountability, discipline and maturity among student athletes while providing freshman football players with an opportunity to discuss issues they face on a daily basis.

Fans and players alike wore pink at the MSU women's basketball game against the University of Michigan to help in the fight against breast cancer.

STATE-OF-THE-ART LIVING AND LEARNING COMMUNITIES

Residence Eduation and Housing Services

Residence Education and Housing Services created a new welcome program for international students. They also offered break housing (in five halls, Kellogg Center and two dining halls) for approximately 300 students during December 11 – January 12 break. The unit is working diligently to create a chef exchange with institutions in China, and have already sent multiple staff on study tours and working trips to China.

Because of these initiatives, RHS is witnessing an increased return of international students to the residence halls. Staff in RHS are encouraged to explore ways to continue learning about different cultures to meet the needs of a multicultural residential community. They initiated a Korean Student Focus Group to learn what those students thought about the benefits, challenges and opportunities relative to living and eating on campus. Information from these focus groups will be used to improve communication overall, but particularly for international

students who are unfamiliar with American customs and campus housing expectations.

LIVE IT! SPARTANS CONNECT WITH RESPECT— INTERCULTURAL ENGAGEMENT

MSU Neighborhood System

The neighborhood system at MSU helps make a very large university smaller by creating geographic communities that provide integrated support services to students where they live. The locations of the five neighborhoods are Brody, North, East, River Trail and South.

Each neighborhood houses an engagement center with resources designed to facilitate students' transition to MSU, bolstering success on campus and beyond. These resources reflect the four pillars on which the neighborhoods were founded: residential support, academic success, health and wellness, and intercultural engagement.

Intercultural engagement helps students connect across differences—where people may sometimes feel uncomfortable. "Difference" can mean many things to many people. The ultimate goal of intercultural engagement is that all interpersonal interactions are respectful. Spartans should leave MSU as a citizen scholar of the world—accepting of diversity and appreciative of its value.

At MSU we are working to make intercultural engagement a mind-set, a way of living that permeates everyday life in our residence halls and across campus.

SCIENCE AND CULTURE CONNECT



Michigan State University Science and Culture Museum

Founded in 1857, the MSU Museum was the first collection holding unit established on campus. It has comprehensive natural science collections and the university's most extensive and diverse cultural collections. These collections are used for research, education, exhibition, outreach, and engagement projects. The MSU Museum actively engages in a variety of projects and programs across the

University. Many of these initiatives have a strong relevance to multicultural populations (including students and families). Listed below are a few examples of the types of activities either hosted by the Museum or co-sponsored with other campus units:

Arab American National Museum Partnership

The MSU Museum is collaborating with University Outreach and Engagement on the national tour of the *Patriots & Peacemakers: Arab Americans in Service to our Country*. Arab Americans have been an integral part of the USA since its inception, contributing to our society in many ways, including public service. This exhibit tells true stories of heroism and self-sacrifice that affirm the important role Arab Americans have played in our country throughout its history, and highlights three specific areas of service: the U.S. Armed Forces, diplomatic service and the Peace Corps.

Native American Graves Protection and Repatriation Act (NAGPRA)

These activities require close awareness of both legislative and 'in spirit' requirements of repatriation. In 2011, the MSU Museum recruited a NAGPRA assistant to assist with 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 while treating Native American claimants courteously and promptly. In 2011, the Museum dealt with 12 federally recognized tribes regarding formal requests for disposition:

- 1. The Michigan Anishinaabek Cultural Preservation and Repatriation Alliance (MACPRA), consisting of 10 Michigan tribes;
- 2. The Pokagon band of Potawatomi Indians of SW Michigan; and
- 3. The Little Traverse Bay bands of Odawa Indians (LTBB).

In addition the Keweenaw Bay Indian Community requested inventories of materials, and the Bishop Paiute Tribe inquired after several items in the Museum's collections. Inventorying of the Museum's collections continues, in preparation for future requests.

Ike Papale: The Legacy of Lauhala Hat Weaving Traditions in Hawaii

A collaborative exhibition developed by the **Bishop Museum** and the **Michigan State University Museum**, this exhibit focuses on the living legacy of Native Hawaiian lauhala hat weaving traditions. The exhibition is an outgrowth of the 2006 Smithsonian Folklife Festival program/ exhibition, Carriers of Culture: Native Weaving Traditions, organized by the MSU Museum. The exhibition opens at the Bishop Museum in Honolulu in May of 2013. A smaller traveling version, coordinated by the MSU Museum Traveling Exhibition Service, will tour the USA.

GLOBAL LEARNING: OUR STUDENTS POINT OF VIEW

International Studies and Programs - Leader in Global Engagement

MSU is participating in the **FORUM BEVI Project**, an 11-campus national project, which is coordinated by The Forum on Education Abroad. The project provides an opportunity for inter-institutional thinking about and investigation of factors that influence global learning.

At MSU, the project is framed by MSU's Liberal Learning Goals (LLGs) and Global Competencies (GCs) (http:// undergrad.msu.edu/ learning), to examine the impact of curricular, co-curricular and extra-curricular experiences on students' Global Competencies. The project includes pre- and post-test administrations of the **Beliefs, Values and Events Inventory (BEVI)** and the opportunity to submit work pieces that they create/write to an electronic portfolio while at MSU (e.g., course assignments, presentations, research papers, personal reflections related to global learning).

The BEVI was selected as the quantitative assessment instrument due to its innovative approach to examining students' views about why 'other' people and cultures 'do what they do' and the factors that influence students' interests in global engagement. This allows us to link BEVI measures to learning outcomes associated with MSU's GCs. The BEVI is web based, which makes it accessible and low cost, and psychometric analysis indicates that it is reliable and valid.

For the past three years, the BEVI pre-test has been administered to random samples of incoming freshmen, stratified by ethnic origin, gender and academic program, during the summer Academic Orientation Program (AOP). Freshmen student samples in 2010, 2011, and 2012, were 838, 735, and 1249, respectively. Due to sample stratification, these freshmen samples are highly representative of their respective freshmen classes. After taking the pre-test, students were given a copy of *MSU Global Resources: a guide to campus and community resources that foster intercultural engagement.* Students indicate that this guide raises their awareness to the variety of programs and offices that have the potential to enrich their personal and professional growth.

Our complex world is shaped by intercultural issues and challenges, while our well-being depends on intercultural understanding on a personal level and responses on a global scale. There is a critical need for a new generation of individuals and future leaders across social, geo-political, and intellectual borders who understand these tensions and have the intercultural competence to address them. **Michigan State University (MSU)** and **Crossing Borders Education (CBE) in the United Kingdom** (http://www.cb-education.org/) are collaborating on an inspiring intercultural film series, the MSU-CBE Intercultural Films Project, which seeks to address this need. Thus, the project aims to:

- Address an intercultural competence gap by linking multiple stakeholder groups around a critical need—the need to communicate effectively with those from other cultures—domestically or internationally.
 - Allow film viewers to visually and personally engage with individuals of other cultures and gain perspectives that will better prepare them to navigate, communicate and live in different cultural contexts nationally and internationally.
 - Offer a variety of interactive multi-media toolkit resources that provides real world experiences for users to explore unfamiliar cultural environments. Toolkit resources equip them with insights and techniques to address intercultural tensions and to promote collaborative problem-solving.

Global Assessment through the Medium of Film

MSU, the host institution for this collaborative project, is co-producing a feature length documentary film, *The Dialogue*, and is creating the accompanying toolkit for the film. Set in Hong Kong and China, the film addresses intercultural communication and the related domains of cultural empathy; cultural identity; global attitudes, experience and motivation; interaction involvement; conflict resolution and problem solving; native language privilege; self-discovery; and public diplomacy. It is scheduled to be released in mid-2013.Toolkit resources employ newly emerging communication channels and technology, which are appropriate in practitioner and educational settings (high schools, community colleges and four-year universities). MSU's interests in the MSU-CBE Intercultural Films Project is to expand global learning opportunities for students. Prior to shooting *The Dialogue* documentary in Hong Kong and China, we administered a pre-test BEVI to the four American student characters in the film. We then administered a post-test BEVI to the same film characters in May 2012 to assess

the impact of this potentially powerful intercultural experience. The four American students in the film (four pre-test and four post-test) reported the following changes in their views following the intercultural experience of meeting, traveling and engaging with four unacquainted Chinese students. The students reported that their views:

- were less gender traditional;
- were more divergent from each other (as a group) concerning how they see the world — i.e., there was more variability and stronger views about how they see the world;
- were more realistic about themselves, others, the larger world and pessimistic about what it takes to create change;
- suggested that they evaluated their own life history less negatively after the experience; and
- were more intense about the experiences they had between themselves and others.

Despite, the group's small size, their engagement in the intercultural experience of filming *The Dialogue* appears to have had an impact on several important indicators associated with global learning. After the film is released, we look forward to administering the BEVI to thousands of documentary viewers and toolkit users to attain a more robust assessment of the impact of film on global learning outcomes.



Filming the movie, "The Dialogue", in China, (December 2011). Pictured are, Left: **Colin Marshall**, MSU Media Arts and Technology student (2012 graduate) and member of the film crew and Right: **Elena Dunckel**, MSU RCAH student (2012 graduate) Not pictured: Estrella Torrez, RCAH faculty served as an intercultural facilitator for the film.

RESEARCH: LEARNING MORE ABOUT OUR DIVERSE COMMUNITIES

Julian Samora Research Institute

In 2012, The **Julian Samora Research Institute (JSRI)** sponsored two symposia on transnational labor with the Departments of Sociology and Human Resources and Labor Relations. Mary Fonow, Director of the School for Social Transformation at Arizona State University, and Barry Estabrook, an award-winning gourmet writer, visited the campus in March and April, respectively. Dr. Fonow spoke on "Union Feminism, Sexual Politics, and Transnational Labor Activism." Mr. Estabrook spoke on his recent book *Tomatoland*, which focuses on industrial agricultural production in the tomato industry and the working conditions of farm workers in Florida.

University Outreach and Engagement

The **Barbara Van Baalen/MSU Museum Internship Program** was officially launched in January 2010. The program provides opportunities for Native American students (and students working with our Native American collections) who are also interested in careers in museum work. One quarter-time paid internship for fall and spring and one half-time paid internship in the summer were provided for students to work on projects designed and supervised by MSU Museum curatorial and collection management staff.

China-US Forum on Intangible Cultural Heritage: Professional Exchanges between The Yunnan Nationalities Museum and the Michigan State University Museum. These two museums have started professional exchanges that will focus on building the digital capacity to foster ongoing sharing between ethnographic museums in China and the U.S. This professional exchange is funded by the Asian Cultural Council. The Museum is working in partnership with MATRIX: Digital Humanities Center at Michigan State University to provide state-of-the-art digital museum training and to foster greater ongoing collaboration between ethnographic museums that focus on folk and traditional arts in China and the United States. The aim is to foster additional participation by folklorists, cultural heritage specialists, and museum professionals in exchanges between China and the U.S.

by folklorists, cultural heritage specialists, and museum professionals in exchanges between China and the U.S. This is part of a larger China-US Forum on Intangible Cultural Heritage Project with funding from the Henry Luce Foundation (2011-2013).

ACCESSIBLE AND SUPPORTIVE CAMPUS INFRASTRUCTURE

Offices of Planning and Budgets/Facilities Planning and Space Management

These offices were actively involved in a variety of accessibility projects. Barrier-free ramps, adding ADA interior wayfinding signage, upgrading toilet rooms, improving accessible entrances, hallways and safety systems were the central focus during renovations in several residence halls. The Bailey Hoop House project provides an innovative hoop house in the Brody neighborhood that is fully accessible and supported collaboratively by Residential and Hospitality Services and Residential Initiative on the Study of the Environment, (which is housed in Bailey Hall).



Further enhancements for students included classroom renovations in the form of new seating for greater flexibility and comfort for users. Rooms for Engaged and Active Learning (REAL), was created to respond to changes in pedagogy where greater emphasis is now being placed on student interactions and student centered learning, and increased levels of technology and operational support. The REAL design concept includes furniture and room layouts that place students in collaborative groups, providing each group with access to dedicated technology, including computer screen sharing, a whiteboard and a shared table space. The instructor has the ability to see or display the work of any specific student group and can present from an instructor station or move freely about the room to consult with student teams. REAL classroom spaces are specifically designed to enable lively interaction, enhance learning, and increase faculty and student engagement. Two classrooms designed as REAL spaces are located in McDonel Hall, and will be available for use in the 2013 Spring Semester.

The MSU Union renovation focused on accessibility; the entire first floor was made accessible. Additional universal design features in the project included an accessible mail and welcome center, accessible retail food venue, and accessible spirit shop venues.

Physical Plant

During 2011-12, the **Physical Plant** focused a number of its efforts on being inclusive, creating a more respectful workforce, and energy conservation. Time and attention was invested to develop a sexual harassment e-learning program, intended to be incorporated into the unit's new-hire orientation/training process. A growing number of Physical Plant managers understand the importance of creating a work environment that is free from discrimination and harassment —and they fully support the university's efforts to address these issues in a more direct and public way. The e-learning tool developed by the Physical Plant will be similar to the new e-learning course on sexual assault/sexual harassment that was spearheaded by the Office for Inclusion. Students from the Physical Plant participated in the focus group for the e-course prior to its launch.

University Services

University Services is the supply chain organization for MSU. One role of the supply chain professionals is to serve as the liaison between the university and supplier communities. As the liaison, it is important to engage in a variety of initiatives and functions that encourage the campus to procure goods from a diverse supply base. Purchasing's goal is to identify a number of qualified, responsible, diverse suppliers who are well positioned to compete for our business in a fair, reasonable, and ethical manner. The desired outcome is to reach a state in which our supplier base demographics mirrors our student population and the State of Michigan population as it relates to under-represented groups.

In 2011, University Services formed a new initiative—a Supplier Diversity Team (SDT) that engages in coordinated activities that share information across a variety of Supplier Diversity events and encourages participation by the larger Purchasing staff. The SDT consists of representatives from each of the procurement teams, allowing for increased communication and engagement that is moving the unit toward a state where inclusion is the norm. March 2011, University Services held its first New Supplier Open House, inviting prospective or new suppliers to visit Purchasing and meet with the buying staff. For new diverse suppliers this allows direct interface with the procurement staff and an opportunity to learn how to do business with MSU in a friendly, open environment.

The event was held at a time that allowed entrepreneurs, who may have other commitments until 5:00 p.m., the opportunity to attend. This event was well received by the supplier community and is intended to be held as an annual or semi-annual event.

Another new practice, University Services has begun the process of collecting Tier 2 spend data from strategic suppliers as another means to identify MSU spend as it relates to diverse suppliers. While direct spend is always preferable, many times it is not possible for organizations such as MSU based on available distribution channels and market conditions. Through collecting Tier 2 data, we can identify, at a deeper level in the supply chain, who we are buying from and where our dollars are going—providing a greater understanding of our supply chain and the communities we impact.

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MSU Purchasing

The **Purchasing Department** in University Services continues its involvement with the Michigan Minority Supplier Development Council, the Lansing Area Public Purchasing Group, and the Michigan Public Purchasing Officers Association, sending multiple individuals to a variety of events held by these organizations. These events provide opportunities to identify potential suppliers and to build relationships. Future efforts will include extending invitations to key campus stakeholders to attend these events along with Purchasing staff. The additional exposure of key stakeholders to diverse suppliers is expected to lead to increased opportunities.

MSU Police

The **MSU Police** work to provide for a safe, welcome, and orderly campus environment for Michigan State University students, faculty, staff, and visitors. They also provide an ethical, people-oriented work environment where members may enjoy their jobs, utilize their talents, respect one another, and grow as individuals. The standards that police officers are guided by are:

- Community policing
- Courtesy and excellence
- Quality leadership
- Caring customer service
- A people-oriented workplace

In 2011-12, officers participated in a multi-jurisdictional anti-crime unit with a goal of providing a safer environment for students living and interacting in the university community as well as for residents in Ingham County. Keenly aware of different needs among students, officers provide outreach to those with "special needs" in disasters or emergencies by coordinating with the RCPD to develop evacuation plans for individuals with special needs. In recognizing

the importance for the campus police to communicate effectively with international students, the department designated a liaison to the Office for International Students and Scholars (OISS) and provided funding for the development of a series of safety videos for international students entitled, "Know the Law." To increase the department's ability to communicate more effectively with students where English is not their first language, three police officers were hired with diverse backgrounds and fluency in Mandarin, Spanish and Farsi.

Two of the department's goals and initiatives during 2011-12 were to enhance safety in the residence halls by providing sexual assault awareness education; and to partner with OISS to translate law enforcement resources for international students.

2011 -12 ANNUAL PROGRESS REPORT ON DIVERSITY AND INCLUSION EXECUTIVE SUMMARY

Advancing Knowledge. Transforming Lives.

THANK YOU TO OUR CONTRIBUTORS

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OFFICE FOR INCLUSION

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