



2012 -13 ANNUAL PROGRESS REPORT ON

# DIVERSITY AND INCLUSION EXECUTIVE SUMMARY

Advancing Knowledge. Transforming Lives.



### INTRODUCTION

ntroduced in December 2012, **Bolder by Design** continues the journey initiated by President Lou Anna K. Simon in September 2005 with Boldness by Design, the original strategic framework created for advancing Michigan State as a top research university. Today, Bolder by Design propels us forward with emphasis on accelerating the pursuit of the big ideas, innovation, and global impact. We focus on pioneering performance with purpose. Bolder by Design is the shared strategic framework that aligns our efforts across Michigan State University and around the globe, harnessing the power of working together to achieve our highest aspirations and to fuel the creation of better outcomes and growing value for our students, state, nation, and world. The profound message states that:

"To ensure we are among the best, we must reach higher—
taking every aspect of our game to a new level of performance
in order to achieve the best for society and those we serve. This requires courage to push
beyond easy answers for new possibilities. It requires investment to turn bold dreams into
breathtaking new realities. It demands an enterprising culture that takes intelligent risks and
learns from failure, empowering all of us to collaborate, create, explore, and discover."

As part of our shared strategic framework, there are six imperatives that commit us to delivering distinctive, high-value impact and experiences in everything we do. This Annual Report on Diversity and Inclusion embodies all six imperatives, particularly #2: "Enrich community, economic, and family life through research, outreach, engagement, entrepreneurship, innovation, diversity, and inclusiveness." Each year, for more than 25 years, MSU has taken this opportunity to highlight some of its greatest work, performed by some of the most talented people in the world.

#### LEADERS AND PARTNERS

#### RESPONDING TO CHANGE AND MAKING A DIFFERENCE

#### **MSU's Office for Inclusion and Intercultural Initiatives**

n the land-grant tradition, MSU's inclusive culture extends beyond the physical campus and into our increasingly globally-connected world. **MSU's Office for Inclusion and Intercultural Initiatives (I3)** is actively and diligently infusing MSU's core value of inclusion into every aspect of university life and, in some instances, beyond. To be inclusive, we must think more broadly—strategically—and not be afraid to take risks, make mistakes, and recognize that our actions affect people around us no matter where they are from or what part of the world they live in.

Developing our intercultural skills is critically important if we are to advance a culture of high performance. There are times when we do not intend to exclude or offend others by the words we use to communicate—we may simply lack information—which is why it's important for us to learn and be mindful of how inclusive language, both written and oral, helps to create supportive and inclusive spaces. By MSU's standards, "inclusive" means that we value, respect, and welcome differences. We may not always get it right, but we must continue to try because we understand and teach that an inclusive campus is one that encourages and creates opportunities to capitalize on those differences. Indeed, our differences make us better learners, teachers, scholars, employees, and community members; they are among our greatest assets.

During recent years, the Office for Inclusion has boldly taken intelligent risks, reached higher, and pushed beyond easy answers to help MSU be the best that it can be. Through collaborative, proactive outreach, educational programs, policy work, and strategic initiatives—on campus and beyond—the Office for Inclusion continues to partner with others to ensure that Michigan State University lives its core value of inclusion; contributes to MSU's status as a global leader; and enhances its reputation among peer institutions, stakeholders, and the world community.

#### "There IS No Excuse For Sexual Assault" — A Title IX Campaign

In spring 2013, MSU kicked off an educational campaign, "There is No Excuse for Sexual Assault."
The campaign seeks to:

- define sexual assault;
- debunk common myths;
- provide information on reporting sexual assault;
- increase recognition of the role of the Title IX coordinator;
- take the complex issues of defining and reporting sexual assault and condense them into easily-understood, memorable, bite-sized pieces of information; and
- raise awareness to inspire action, prevent incidents, and respond more effectively.

The campaign has its own Facebook © page, posters, t-shirts, and the support of a number of Greek chapters and other student organizations on campus. During fall semester 2013, the Office for Inclusion worked with the Greek system to promote the campaign at a fundraising event—"Walk a Mile in Her Shoes-designed to increase awareness of sexual assault. 13 created a webpage -sexualassault.msu.edu-with resources for the campus, including policies and procedures, FAQs, and contact information for the Title IX coordinator and campus liaisons.



#### STRONG POLICIES

# MAKE FOR A SAFER, MORE ACCESSIBLE AND RESPECTFUL ENVIRONMENT FOR EVERYONE

n inclusive campus is one where diverse people live and learn together free from discrimination. To that end, the Office for Inclusion (I3) enforces MSU's Anti-Discrimination Policy (ADP) and promotes best practices in non-discrimination. The prevalence of sexual assault at universities in the United States has gained national attention recently, with statistics revealing that one in five college women will be sexually assaulted on U.S. campuses. In recent years, I3 has worked collaboratively with other administrative units and student organizations at MSU to increase the university's focus on gender discrimination—not just in terms of equal access and fairness in education and employment, but also in the areas of sexual harassment and assault. This team effort has been extremely successful in heightening awareness, broadly expanding understanding, and addressing concerns. The following are some examples of what is being done to address these important issues.

#### Title IX - Gender Discrimination

**Title IX** of the Education Amendments of 1972 prohibits discrimination on the basis of sex in higher education. The law requires that any school receiving federal funds must designate a Title IX coordinator to oversee the school's compliance with Title IX. At MSU, I3 is the office of the Title IX coordinator and thereby oversees all aspects of gender discrimination, including sexual harassment and assault.

MSU has fulfilled this charge and gone far beyond the requirements of the law, taking a leadership role among Big 10 and other peer institutions in its steps to educate the campus community—including but not limited to the following examples:

**Sexual Assault First-year Education (SAFE)** is an e-learning program required of all incoming students (freshman, transfer, and international).

- The SAFE program is designed to familiarize incoming students—before they arrive at MSU—with the realities and consequences of sexual assault on college campuses: what it is, how to intervene, what resources are available, and how to report a sexual assault.
- As of fall 2013, over 20,000 students have taken SAFE.
- According to a study by the National College Health Assessment (NCHA), in recent years there has been a significant increase in the number of MSU students who say they have accessed information from MSU about sexual assault and relationship violence within the last academic year.
- Solution 13 has cooperated with the Athletics Department to require SAFE for every student athlete—not just incoming students. Since fall semester 2011, every incoming student athlete has taken the SAFE program.
- Through SAFE, MSU has sent a clear message that sexual violence is not tolerated.

I3 has developed an e-learning program in partnership with **Learning Design and Technology (LearnDAT)**, which will be piloted by one of the university's largest employers—**Infrastructure**, **Planning**, **and Facilities (IPF)**—and ultimately expanded to include all members of MSU's faculty and staff.

**Bias incidents** are cases of verbal or non-verbal conduct that is threatening, harassing, intimidating, discriminatory, or hostile and is based on a category protected under the MSU ADP, such as a person's age, color, disability status, gender, gender identity, height, marital status, national origin, political persuasion, race, religion, sexual orientation, veteran status, or weight.

MSU has established a bias incident reporting line (517-432-3650), which allows anyone to report a bias incident. It is the recipient of these reports and is the office that tracks, analyzes trends, and investigates, where possible, under the ADP.

Spartan Helpline magnets in English, Arabic, Chinese, and Korean have been developed and distributed throughout campus with information on how to report bias incidents.

MSU offers a course on prohibited harassment for supervisors through Human Resources. Participants receive training on how to recognize and respond to prohibited harassment issues that may arise at work in order to uphold the university's policies.

The Americans with Disabilities Act (ADA) prohibits discrimination and ensures equal opportunity for persons with disabilities. The Office for Inclusion is the office of MSU's ADA coordinator. Enforcement of the ADA is not just a legal requirement; it is imperative for a truly inclusive campus. The **Resource Center for Persons with Disabilities** (**RCPD**) leads efforts to maximize opportunities for persons with disabilities and partners with I3 to address discrimination against persons with disabilities and recommend changes in university policies and procedures. The following initiatives were undertaken and collaborative relationships were created during the report year as they relate to the ADA:

- Following sweeping changes to ADA regulations, I3 worked with the Vice President for Finance and Operations to conduct a comprehensive self-audit to ensure full compliance with the law and to facilitate the elimination of architectural, transportation, and communication barriers. Working through Infrastructure Planning and Facilities, Residential and Hospitality Services, and the Athletics Department, all construction and design staff were trained on ADA standards for accessible design.
- MSU continues to lead nationally in its efforts to improve web access in compliance with the Web Content Accessibility Guidelines (WCAG), as established by the World Wide Web Consortium (W3C).
- The entire supervisor's employee category (323) in Residential and Hospitality Services and Infrastructure Planning and Facilities have been trained by I3 on the ADA. The comprehensive training covered the relationship between the ADA and the Family Medical Leave Act (FMLA) and Workers' Compensation.
- The **President's Advisory Committee on Disability Issues (PACDI)** meets monthly and is responsible for advising the president on university policies, programs, and procedures affecting persons with disabilities in the university community.

#### **CREATIVE TEACHING**

#### CONCEPTS AND METHODS

ducation and Development (E&D) in the Office for Inclusion (I3) offers a variety of classes that are primarily designed for small group interactions intended to foster authentic conversations among people from diverse backgrounds. This work is often done working collaboratively with various other offices such as Faculty and Organizational Development, Human Resource Development, Office for International Studies and Programs, and the Center for Applied Inclusive Teaching and Learning in Arts and Humanities.

Educational and development opportunities are offered that are original in design. 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. Each year, new clients seek the support of I3 to provide professional development opportunities to its employees.

#### **Diversity Education Series**

This report year, **Michigan State University Federal Credit Union (MSUFCU)** requested a diversity education series for its managers and staff. Working in collaboration with the **Office of International Students and Scholars**, I3 tailored a series of educational workshops to meet the needs of the credit union. The first and very critical step in the process was to meet with clients to determine their needs and identify a set of goals. The goals of MSUFCU were to 1) increase branch managers' awareness and understanding of the significance of diversity and inclusion; and 2) increase the effectiveness of managers and their staff in serving an increasingly diverse customer base, including mid-Michigan's growing international population.

#### **MasterCard Foundation Scholars Program**

Another new I3 client during the report year was the **The MasterCard Foundation Scholars Program (MCFSP)** at MSU. The MasterCard Foundation (MCF) has partnered with MSU to provide full tuition scholarships to undergraduate and master's students from sub-Saharan Africa. The MCFSP manager and network coordinator's ongoing goal is to equip these students with the skills and competencies they will need to spur economic growth and social development in their countries of origin. Recognizing that this cohort of students would greatly benefit from learning how to interact with people from different parts of the world—in addition to MSU's relevant policies and expectations of all of its students—a specially designed workshop, "Multiculturalism, Stereotyping/Biases, and Coping in MSU/U.S. Environments," was conducted at the first MCFSP retreat in the summer of 2013 with 32 MCF scholars attending.



#### **Transforming Theatre Ensemble**



One of the unique strategies used to cultivate people's intercultural understanding is 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. TTE offers variety of diversity workshops each year: faculty mentoring across disciplines, student civility, and mental health in the classroom, to name a few. Whether offered as a stand-alone performance or combined with another diversity workshop to enhance audience participation, TTE has received enthusiastic feedback from audiences wherever it performs.

In 2013, TTE partnered with the **Office of Faculty and Organizational Development**, the **MSU Counseling Center**, and the **Resource Center for Persons with Disabilities** to create an interactive Lilly Teaching Seminar, *Responding to the Mental Health Needs of Our Students*. The workshop was designed around a series of scenes that collectively made up a short play. Participants analyzed behaviors and choices of actors portraying the roles of students and a professor who tried to navigate a challenging situation over a period of time.

TTE also partnered with MSU scholars, practitioners, community members, and older adults to develop *Aggie's Story*, an interactive theatre performance aimed at understanding the particular challenges faced by aging members of the LGBT community. According to an article in *Aging Today* (American Society on Aging, July/Aug 2011 Issue), an estimated 1.5 million adults over the age of 65 identify as lesbian, gay, bisexual, or transgender. Compared to their heterosexual counterparts, older adults who identify as LGBT are more likely to need professional social services, but are also less likely to actually access those services out of fear of harassment and discrimination. In May of 2013, TTE was invited to perform *Aggie's Story* at three conferences: "Best Practices of Northern Michigan," the "Michigan Alliance for Person-Centered Communities," and "Michigan Mental Health and Aging." Approximately 450 people attended these conference performances, where the discussions—while sometimes tense— were rich and productive. In a post-performance assessment, 82 percent of respondents agreed or strongly agreed that, as a result of the performance, they felt better prepared to provide services to LGBT clients. In partnership with the **MSU School of Social Work**, the **College of Osteopathic Medicine**, and others, *Aggie's Story* will be used to increase the cultural competence of future practitioners, so that MSU students will graduate as thought leaders on LGBT aging issues in healthcare, public policy, and human services.

As demonstrated above, although a unit's needs may vary, the principles and approach used to meet those needs are universal and could apply to any diversity training offered anywhere.

#### One way of measuring impact

After completing two three-part training series on diversity and inclusion offered by E&D through **Human Resource Development (HRD)**, the experience was so impactful that a group of approximately 60 employees expressed a desire to continue to have thoughtful conversations about topics covered in the workshops. The vastly diverse group—now known as the **Creating Space for Inclusion Spartans** or "**CSI Spartans**"—wanted to continue conversations beyond the classroom that included their personal life experiences around these issues. Since 2011, this group of perpetual learners has had quarterly facilitated discussions that are teaching them how to become more culturally intelligent as they learn how different cultural influences impact behavior. This expansion of awareness among these individuals is equipping them to have more thoughtful conversations about diversity and inclusion at MSU and in communities where they live and travel.

#### **Turning bold dreams into breathtaking new realities**

The **Creating Inclusive Excellence Grant (CIEG)** has been in existence at MSU for over 10 years and has become instrumental in shaping the university's inclusive excellence. Every year since the program's 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 facilitates development, research, and assessment of university-wide diversity and inclusion efforts. This grant source is administered by the Office for Inclusion and provides the MSU community the opportunity to create synergy within and across organizational systems in support of an inclusive educational and work environment that is diverse. Applicants are encouraged to submit proposals for nonrecurring funding for projects or programs intended to create and support an inclusive university. The CIEG program has served as a way to support MSU's colleges and units, enabling faculty to conduct critical research, allowing administrative units to implement innovative ideas, and funding program initiatives targeting specific or broadly diverse audiences. The following is a sample of projects that were funded by the CIEG during 2012-13.

#### Department of Plant Biology, College of Engineering

The Department of Plant Biology launched a pilot of the **Science Career Insiders (SCI)** program, designed to help first generation undergraduate natural science students land scientific research jobs on campus during their sophomore year. The department recognized that first generation students (i.e., students who are among their family's first generation to attend college) may need extra support to explore careers in science. The 10-week grant-funded program offered strategies for approaching faculty members about research jobs, techniques for developing persuasive resumes and cover letters, and—perhaps the most meaningful of all—a mentor. Toward the end of the 10 weeks, SCI students engaged in "lab immersions," in which they spent time in labs interviewing graduate students, becoming familiar with the facility, and even participating in research. At the beginning of the program, participants ranked their understanding of how to get an undergraduate research job at an average of 4.58 on a 10 point scale. After the program, the same students' self-assessment had nearly doubled, to 8.7.

#### College of Natural Science

In the summer of 2013, nine undergraduates recruited from the **Charles Drew Science Scholars program** in the College of Natural Science (CNS) and the **Diversity Program Office (DPO)** in the College of Engineering attended an intensive six-week Research Experience in Mathematics (REM) program. Organizers hypothesize that early exposure to a research experience will help low math-placement students persist and succeed in science, technology, engineering, and math (STEM) disciplines at MSU. During the six-week session, students were introduced to STEM research projects, attended workshops, and presented their work via PowerPoint and poster presentations. Results of a pre- and post-REM survey suggest that the experience increased students' awareness of the relevance of mathematics in STEM, improved their attitudes toward math, and boosted their confidence. Participants are being monitored to measure the impact of REM on their progress in STEM throughout college.

#### National Superconducting Cyclotron Laboratory (NSCL)

The National Superconducting Cyclotron Laboratory (NSCL) institutionalized recruiting of underrepresented groups in physics at the NSCL. To enhance the participation of minority students in nuclear physics, the NSCL collaborated with Howard University and Hampton University to develop joint proposals and a collaborative research project at MSU. The NSCL also sponsored a one-day visit and tour with students from the Detroit International Academy for Young Women, providing a unique opportunity for high school girls to experience the National Superconducting Cyclotron Laboratory firsthand.

#### **⋄** The Department of Romance and Classical Studies

The Department of Romance and Classical Studies offered a new course for advanced Spanish majors and minors in 2012. The goal for students enrolled in Hispanic Theatre (SPN 491) was to become familiar with Hispanic/Latino theatre, expand their cultural knowledge of the Spanish-speaking world through exposure to real-world topics, and enhance their linguistic skills by staging and performing three plays in Spanish. As they learned their lines and expressed their characters' emotions, students found themselves thinking, feeling, and reacting in Spanish. Assisted by the **Theatre Department**, students performed at the Arena Stage, which was

family, and members of the Hispanic community. To further enrich their learning experience, the students also performed at a 2013 symposium on Latin America and the Caribbean—co-sponsored by the Center for Latin American and Caribbean Studies

filled to capacity with an appreciative audience of students, faculty, friends,

(CLACS) and the **Department of Romance and Classical**Studies—as well as the **Latin IS America** festival in April.

#### Residential College in the Arts and Humanities

The Residential College in the Arts and Humanities (RCAH) sponsored its second annual artist-in-residence exhibition in the series, "Perspectives on African-American Experience: Emerging Visions." The 2013 exhibit was "Loss Prevention" by the artist Eto Otitigbe, a sculptor and polymedia artist with an engineering and fine arts background. The exhibit introduced students and other viewers to a synthesis of new media, engineering, and design, blended to build awareness of social justice issues.

In the second year, RCAH hired an undergraduate RCAH student and a graduate student from the African and African-American Studies program to work on publicity to build an audience from across the MSU campus and the broader community.

#### MSU Museum

Identity, isolation, transition, and acceptance were at the center of the groundbreaking exhibition, "East Meets West: The Transgender Community of Istanbul." The exhibit featured photographic portraits that offered rare insight into the complex identities of the members of a community of male-to-female transsexuals living in Istanbul, Turkey, and was presented in partnership with MSU's Office for Inclusion and Intercultural

Initiatives, the Asian Studies Center, the Center for Gender Studies in a Global Context, the College of Arts and Letters (Department of Art, Art History, and Design), and the MSU LBGT Resource Center. The exhibit was timed to coincide with the annual "Midwest Bisexual Lesbian Gay Transgender Ally College Conference" (MBLGTACC), the largest regional LGBT college conference in North America. The February 2013 conference, held at the Lansing Center, was organized by MSU students.

#### Center for Poetry, Residential College in the Arts and Humanities

In celebration of National Poetry Month 2013, the Residential College in the Arts and Humanities (RCAH) Center for Poetry brought three acclaimed poets to MSU. A 2012-13 CIE grant—"It Will Any Moment Happen: Opening the World with a Poem"—allowed the Center for Poetry to sponsor visits from Natalie Diaz, Li-Young Lee, and Carl Phillips, whose poetry addresses the complex issues of race, class, gender, and social justice. Each visiting poet gave an evening reading and attended an informal afternoon conversation with students and members of the MSU and area community. Natalie Diaz, a member of the Mojave and Pima Indian tribes, spoke about her role as director of a language revitalization program in Mohave Valley, Arizona, and her work to preserve endangered native languages. Li-Young Lee, born in Indonesia to Chinese political exiles, spoke about the life of a poet, and advised his listeners to establish boundaries around writing time and to develop habits that contribute to a successful writing career. Carl Phillips, who identifies as African American and gay, spoke about how these dual identities influence his writing and affect reader reaction to and construction of his work.

#### Department of Theatre

Seeking to debut a new play on the theme of "The Changing Face of Global Culture in the 21st Century," the MSU Department of Theatre conducted an international playwriting competition for its 2012-13 season. The call for scripts yielded 289 entries from 16 countries. A student selection committee, headed by senior David

Clauson, selected *Sweet Mercy* by playwright Melody Cooper. The play explores the unique and troubled relationships between black North Americans and East Africans and examines the moral responsibility of "first-world" bystanders to international conflicts." In its report, the selection committee noted: "By focusing on the special and troubled relationship between Africans and African Americans, this play ventures into bold new theatrical territory for the Department of Theatre. Both of these groups have their own torturous history of slavery, genocide, and oppression, and *Sweet Mercy* draws comparisons and contrasts between these two groups with skill and subtlety." The production was staged in the Arena Theatre in March of 2013.

#### College of Music

The first annual Latin IS America festival, held in April 2013, explored the connections between Latin American and U.S. cultures with two weeks of music, film, theatre, the visual arts, and scholarly discussions. Organized by the College of Music in partnership with other campus and community groups, the festival offered a blend of art and scholarship intended to dissolve boundaries and establish fresh connections. "Our objective is always inclusive," said James Forger, Dean of the College of Music. "We want to provide educational experiences for our students and the community, not just one concert at a time but through a series of events that build bridges. Latin IS America is one way we can do that." Supported by CIEG funding, Latin IS America reflects the university's commitment to global engagement, diversity, and community outreach.

In November 2012, CIEG funding allowed the College of Music and the **Center for Latin American and Caribbean Studies** to welcome one of Cuba's most accomplished composers, Maureen Reyes, for a weeklong visit to MSU. Ms. Reyes, a faculty member of Cuba's Higher Education Institute of Arts (Instituto Superior de Artes), shared her music and talked about the state of music education in Cuba as well as the role of women in Cuba's contemporary art scene.

#### Colleges of Arts & Letters and Social Science

Black Feminisms, Leadership, and Praxis received CIEG funding to gather in-depth oral histories from women identified as leaders and organizers of black feminist groups on college campuses and in the broader community. The goal of the research—headed by Kristie Dotson, assistant professor in the Department of Philosophy—is to glean from these subjects the elements of effective leadership and the characteristics of successful black feminist organizations: how they are created, utilized, supported, and sustained. Recognizing that scholarship produced by and about black women is essential to the academy, the researchers hope to establish a Black Feminist Research Collective (BFRC) at MSU. In April 2013, to initiate a community-wide dialogue about these issues, the Department of Philosophy (along with the College of Arts and Letters, the College of Law, the Office for Inclusion and Intercultural Initiatives, the African American and African Studies Program, the Indigenous Law and Policy Center, James Madison College, the Center for Gender in Global Context, the Department of Sociology and Anthropology, and the Residential College in the Arts and Humanities) presented the "Thinking Intersectionality Symposium" with Kimberlé Crenshaw, Patricia Hill Collins, and Nira Yuval-Davis.

#### College of Engineering

The **Office of Recruitment, Scholarships, and K-12 Outreach** in the College of Engineering expanded its outreach initiatives to underrepresented high schools in Detroit, Grand Rapids, and Lansing. The purpose of the grant was to increase the number of VEX Robotics teams sponsored and mentored by MSU Engineering students. Ten of the robotics teams won Excellence Awards and advanced to the World VEX Robotics Championship.

#### Resource Center for Persons with Disabilities (RCPD)

In 2010, RCPD launched the **Building Opportunities for Networking and Discovery (BOND)** program to support students with autism spectrum disorders (ASDs) and to increase community awareness of this population's unique strengths and needs. In 2012-13, in addition to social outings, workshops, and experiential learning opportunities (ELOs), BOND offered weekly technology support sessions for students at the RCPD. The BOND program also expanded into three MSU neighborhoods (East, Brody, and River Trail) to provide drop-in times for mutual mentoring and individual student meetings.

#### **MSU STUDENTS:**

#### OUR BEST AND BRIGHTEST

#### **Recruitment—Enriching Diversity among Students**

The **Office of Admissions** works hard to guide families through the admission process and prepare students for success. Each year, the office engages in a variety of activities to promote greater diversity in enrollment. Truly diverse universities—where students that are different based on race, ethnicity, gender, religion, national origin, sexual orientation, socioeconomic status and ability live and learn together in an inclusive, welcoming, and supportive community—begin with admission.

In the land grant tradition—and in accordance with our core values—MSU actively recruits applicants a broad range of demographics and backgrounds. Following is a sample of the many efforts made by the Office of Admissions in 2012-13 to enrich the diversity of the student population at MSU:

#### **Targeted recruitment**

- The Office of Admissions partnered with various MSU colleges to recruit students directly from Detroit's Cody High School: three academies under one roof with a population of 1,875 students (98 percent African American).
- Spartan Club is an after-school program offered biweekly at Renaissance High School, one of Detroit's highest performing schools of choice. For each two-hour Spartan Club session, representatives from two different academic units or colleges visit the high school to talk about their program.
- In cooperation with MSU's Resource Center for Persons with Disabilities (RCPD), the Office of Admissions conducted college programs in southeastern Michigan high schools that offer services to students with a variety of learning and physical disabilities.
- The Office of Admissions continued to focus on recruiting students who qualify for financial aid under the **College Assistance Migrant Program (CAMP)**, expanding efforts into Texas, Florida, and California.
- MSU's Upward Bound Program—helping hundreds of low-income students from Lansing to finish high school and enroll in college—conducted a special admissions program with participants in the fall of their senior year to help them complete their applications to MSU.
- Pre-College Program —Spartan Quest is a two-day pre-college camp at MSU that identifies low income Detroit youth from communities historically underrepresented in higher education and (a) encourages the students to finish high school, (b) prepares them for college, (c) exposes them to various fields of study at Michigan State University, and (d) guides them through the application process.

#### **Partnerships and Collaborations**

- Participated in the Metro Detroit Youth Day Conference at Belle Isle and sponsored 22 scholarships for the event.
- Participated in the 100 Black Men of Chicago College Scholarship Fair.
- Co-sponsored, with Detroit Public Schools (DPS), the fourth annual DPS Decision Day, an on-site event allowing more than 700 students to submit completed college applications in the morning and return in the afternoon to pick up admissions decisions from 18 participating public and private institutions.
- Through marketing and community relations efforts, reached out to Hispanic/Latino, rural, and Hmong students, and signed an agreement with Women of Tomorrow to provide 10 annual scholarships for women students of color from underserved communities, starting in fall 2014.
- Collaborated with the Michigan State University Model United Nations (MSUMUN) club by providing funding to support their invitation to approximately 700 students to visit MSU from around the country.

#### **From Recruiting to Enrollment**

MSU students come from every county in the state of Michigan, all 50 states in the United States and more than 130 countries. They win championship titles and some of the world's most prestigious academic awards. And there are more than 600 student organizations and 200 academic programs to explore. MSU stands among the top three schools in the Big Ten with a fall 2013 student enrollment population of 49,343, of which 19.4 percent

were U.S. students of color and 14.5 percent were international students. Of those U.S. and international students that enrolled, 77 percent were undergraduates, 17.9 percent graduate, and 5.1 percent were graduate professional students.

Total Student	Fall 2013		Fall 2012	
Enrollment	#	%	#	%
Black/African American	3,091	7.3	3,037	7.2
Asian	2,149	5.1	2,080	4.9
Native Hawaiian/Pacific Islander	24	0.1	32	0.1
Hispanic/Latino	1,720	4.1	1,678	4.0
American Indian/Alaska Native	131	0.3	136	0.3
Two or More Races	1,066	2.5	928	2.2
TOTAL MINORITY	8,181	19.4	7,891	18.7
White	33,280	78.9	33,584	79.4
Other/No Response	719	1.7	832	1.9
U.S. TOTAL	42,180	100.0	42,307	100.0
International	7,163		6,599	
UNIVERSITY TOTAL	49,343		48,906	
Men	23,890	48.4	23,692	48.4
Women	25,453	51.6	25,214	51.6

Fall First Term	Fall 2013		Fall 2012	
Undergraduates	#	%	#	%
Black/African American	578	8.8	511	7.3
Asian	379	5.8	335	4.8
Native Hawaiian/Pacific Islander	3	.05	8	0.1
Hispanic/Latino	304	4.6	290	4.2
American Indian/Alaska Native	13	0.2	12	0.2
Two or More Races	211	3.2	199	2.9
TOTAL MINORITY	1,488	22.7	1,355	19.5
White	4,995	76.4	5,509	79.3
Other/No Response	58	0.9	89	1.2
U.S. TOTAL	6,541	100.0	6,953	100.0
International	1,301		1,248	
UNIVERSITY TOTAL	7,842		8,201	
Men	3,777	48.2	3,965	48.3
Women	4,065	51.8	4,236	51.7

New Transfer	Fall 2	013	Fall 201	2
Undergraduates	#	%	#	%
Black/African American	58	4.2	59	4.5
Asian	41	3.0	51	3.9
Native Hawaiian/Pacific Islander	0	0.0	0	0.0
Hispanic/Latino	59	4.3	56	4.2
American Indian/Alaska Native	5	0.4	4	0.3
Two or More Races	39	2.8	29	2.2
TOTAL MINORITY	202	14.7	199	15.0
White	1,161	84.5	1,109	83.8
Other/No Response	11	0.8	15	1.1
U.S. TOTAL	1,374	100.0	1,323	100.0
International	139		126	
UNIVERSITY TOTAL	1,513		1,449	
Men	784	51.8	744	51.3
Women	729	48.2	705	48.7

# 2013 Enrollment of Students of Color

#### **FRESHMAN CLASS**

Total enrollment of freshman students of color for fall 2013 was 1,488, an increase of 10.88 percent compared to 2012.

Students of color make up 18.9 percent of the freshman class and represent 22.7 percent of the U.S. portion of the incoming class.

#### **TRANSFER STUDENTS**

Total enrollment of undergraduate transfer students of color for fall 2013 was 202, compared to 199 in 2012.



Undergraduate	Fall 2	Fall 2013		Fall 2012	
Enrollment	#	%	#	%	
Black/African American	2,538	7.6	2,514	7.6	
Asian	1,606	4.8	1,551	4.7	
Native Hawaiian/Pacific Islander	22	.06	26	.08	
Hispanic/Latino	1,357	4.1	1,319	4.0	
American Indian/Alaska Native	83	.25	100	0.3	
Two or More Races	904	2.7	777	2.3	
TOTAL MINORITY	6,510	19.6	6,287	19.0	
White	26,262	79.1	26,437	79.6	
Other/No Response	418	1.3	476	1.4	
U.S. TOTAL	33,190	100.0	33,200	100.0	
International	4,798		4,254		
UNIVERSITY TOTAL	37,988		37,454		
Men	18,924	49.8	18,691	49.9	
Women	19,064	50.2	18,763	50.1	

DATA SOURCE: Office of Planning and Budgets; Fall Semester 2012 and Fall Semester 2013

#### **MSU IN TOP 10**

#### INTERNATIONAL STUDENT ENROLLMENT AND STUDY ABROAD

ichigan State University ranks in the top 10 for international student enrollment and study abroad participation, according to the Institute of International Education's most recent annual *Open Doors Report*. With 6,759 scholars from other countries on campus in 2012-13, MSU ranks ninth in the nation for enrolled international students.

MSU ranked fourth for study abroad participation with 2,380 MSU students studying overseas in 2011-12. It has one of the largest catalogs of international learning opportunities, offering more than 275 study abroad programs in more than 60 countries on all continents. "Michigan State prepares graduates who can compete anywhere in the world and has long recognized that international study and engagement should be part of the student experience," MSU President Lou Anna K. Simon said. "That becomes truer every day in this increasingly interconnected world."

Nationally, international student enrollment rose 7 percent to a record high of 819,644 students, according to the *Open Doors Report*. MSU's international student enrollment increased 1 percent from last year. The rise in international student enrollment is the result of an increase in Chinese undergraduates, according to Peter Briggs, director of MSU's Office for International Students and Scholars (OISS). "This is the new way of the world," he said. "With such global diversity coming to our community, we have the privilege of building international friendships while greatly expanding our cultural opportunities."



#### DEVELOPING SCHOLARS

#### AND PROFESSIONALS

hree major questions constitute a national discussion and intensifying interest in graduate education in the U.S.: Who do we educate? How do we educate them? What do we educate them to do? **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. The Graduate School promotes high expectations for all academic units to recruit inclusively, to support responsibly, and to enable graduate students to complete degree programs within the shortest reasonable time-to-degree. Successful implementation of the roles of TGS requires regular consultation and close cooperation with faculty and administrators of all academic colleges and 100+ graduate programs at the university.

The Graduate School continued activities and began new initiatives to encourage graduate programs in all colleges to recruit students more broadly and more inclusively. Special efforts have continued to encourage inclusive recruitment of U.S. students in all areas of scholarship, and especially in the natural, agricultural, and social sciences, mathematics, and engineering. All activities supported by the Graduate School promote inclusion of diverse populations of graduate students and postdoctoral researchers. A complete description of Graduate School program activities is available in the annual report posted on the Graduate School website where the current and prior year's reports are archived (http://grad.msu.edu/annualreport/).

Analysis of recent enrollment data continues to reveal sobering statistics with respect to broadening participation by underrepresented minorities in the U.S. scientific workforce as well as in the overall U.S. workforce. As a national reference point, the 2010 U.S. Census recorded an underrepresented U.S. minorities (URM) population of 32 percent of the total. URM participate in the scientific workforce in numbers far less than expected for 32 percent of the U.S. population. The Graduate School has begun monitoring demographics of enrollment in MSU graduate programs and shares these data with each of the academic colleges as a means to encourage the

Graduate Student	Fall 2	Fall 2013		Fall 2012	
Enrollment <sup>1</sup>	#	%	#	%	
Black/African American	459	7.0	445	6.8	
Asian	237	3.6	226	3.4	
Native Hawaiian/Pacific Islander	2	.03	5	.08	
Hispanic/Latino	277	4.2	272	4.1	
American Indian/Alaska Native	40	0.6	28	0.4	
Two or More Races	120	1.8	110	1.7	
TOTAL MINORITY	1,135	17.4	1,086	16.5	
White	5,130	78.6	5,165	78.7	
Other/No Response	259	4.0	313	4.8	
U.S. TOTAL	6,524	100.0	6,564	100.0	
International	2,296		2,293		
UNIVERSITY TOTAL	8,820		8,857		
Men	3,781	42.9	2,606	29.4	
Women	5,039	57.1	6,251	70.6	

Graduate Professional	Fall 2	013	Fall 2	Fall 2012	
Student Enrollment <sup>2</sup>	#	%	#	%	
Black/African American	94	3.8	78	3.2	
Asian	306	12.4	303	12.6	
Native Hawaiian/Pacific Islander	0	0.0	1	.04	
Hispanic/Latino	86	3.5	87	3.6	
American Indian/Alaska Native	8	0.3	8	0.3	
Two or More Races	42	1.7	41	1.7	
TOTAL MINORITY	536	21.7	518	21.5	
White	1,888	76.6	1,853	76.7	
Other/No Response	42	1.7	43	1.8	
U.S. TOTAL	2,466	100.0	2,414	100.0	
International	69		52		
UNIVERSITY TOTAL	2,535		2,466		
Men	1,185	46.7	1,134	46.0	
Women	1,350	53.3	1,332	54.0	

<sup>&</sup>lt;sup>1</sup> Masters, Doctoral <sup>2</sup> Medicine, Law

DATA SOURCES: Office of Planning and Budgets Standard Reports - Headcounts by Racial/Ethnic Federal Category, Gender and Student Category, V1.0, Fall Semesters 2012 and 2013; The Graduate School

graduate programs to recruit more broadly and include the talent of the nation. Paragraph, last sentence:

While the graduate student enrollment continues to fluctuate—showing slight increases some years and showing slight decreases other years—overall, the data distribution is similar from year to year. The data have prompted discussions and planning within the Graduate School to accelerate actions by colleges to address the long-

standing national issue of achieving full participation by all U.S. citizens in graduate education. Karen Klomparens, Dean of the MSU Graduate School, challenged MSU to double enrollment of URM graduate students within the next five years as part of the 2013 planning for MSU's Bolder by Design.

The Graduate School continued to represent Michigan State University at large national conferences that focus on increasing participation by U.S. citizens in the U.S. science and engineering workforce. TGS involvement varies from sponsoring exhibitor booths, to distributing MSU information, to the providing financial support for individual faculty, students, and/or staff members to attend and recruit potential summer undergraduate research interns and graduate students. During the 2012-2013 academic year these conferences included:

- Annual Biomedical Research Conference for Minority Students (ABRCMS)
- American Indian Science & Engineering Society (AISES)
- Society for Advancement of Chicanos and Native Americans in Science (SACNAS)
- Emerging Researchers National (ERN) Conference
- National Organization for the Professional Advancement of Black Chemists and Chemical Engineers (NOBCChE)
- Big Ten Conference at Purdue

Units collaborating with the Graduate School included the **BEACON Science and Technology Center**, and the **Colleges of Social Science, Natural Science, Engineering**, and **Agriculture**.

#### **External Faculty Partnership Workshops**

On September 5, 2013, the Graduate School hosted a faculty working group of visitors from 18 colleges and universities to build educational collaborations that increase the numbers of underrepresented U.S. minorities (URM) in the scientific workforce. This was a follow-up to the September 2012 workshop which transitioned this activity from faculty-meeting-faculty to working group activity to accomplish definitive goals. This workshop activity aims to develop and implement strategies to increase enrollment of graduates from partnering institutions into MSU graduate programs.

Faculty in this workshop came to MSU from Spelman College; Morehouse College; North Carolina A&T University; Virginia Union University; Bennett College; Clark Atlanta University; Tuskegee University; Alabama A&M University; Tennessee State University; Florida International University; Prairie View A&M University; Medgar Evers College (Brooklyn, NY); University of North Texas, Dallas; and Lehigh University. Participating MSU faculty and administrators represented the College of Human Medicine, Department of Chemistry, Department of Biochemistry and Molecular Biology, Neuroscience Program, BEACON Science and Technology Center, and the College of Natural Science.

MSU reported progress on one of the objectives set the previous year: to seek adjunct faculty status for select faculty from partner institutions. The afternoon session consisted of breakout groups to address curriculum development and bridging mechanisms to increase the flow of students into graduate programs at MSU. The session produced a logic model with 10 strategies to increase the numbers of students participating in summer research, increase the numbers of students entering and completing PhD programs at MSU, and to improve research and teaching practices at partner institutions. The pace of these actions and interactions will increase during the next year and a subset of the External Faculty Partners will return to MSU in early spring of 2014 to sustain the building momentum of the group.

#### **WORLD-CLASS**

#### FACULTY, ADMINISTRATORS AND STAFF

fforts to diversify MSU's academic and staff workforce continue to be a priority for the university. The university is committed to affirmative action and equal opportunity in employment and has policies and procedures in place to insure that the university meets—and often exceeds—its obligations to relevant federal and state agencies. The institution and its employees are supported in a variety of ways to insure that goals are at least met and, exceeded, at best.

- Academic Human Resources and the MSU Human Resources (support staff) provide leadership;
- Faculty and Organizational Development provides support for faculty, academic administrators, and academic staff in their quest for excellence across the tripartite mission of teaching, research, and outreach;

- Organization & Employee Development offers a wide range of learning opportunities to help support staff meet their professional development goals; and
- The **Office for Inclusion (I3)** provides assistance to hiring units when they seek to fill vacant positions with placement goals for minorities or women. Encouraging the use of the Faculty Search Toolkit, a resource for search committees and administrators, 13 works closely with faculty search committees in the colleges to provide guidance on best practices for effective recruiting. I3 also works closely with staffing coordinators in units offering strategies for recruiting to fill support staff positions that have placement goals for minorities and women.

Academic	Fall 2	Fall 2013		Fall 2012	
Workforce	#	%	#	%	
Black/African American	311	6.1	291	5.8	
Asian	746	14.5	757	15.0	
Hispanic/Latino	186	3.6	168	3.3	
American Indian/Alaska Native	29	0.6	32	0.6	
Native Hawaiian/Pacific Islander	7	0.1	2	.03	
2 or More Races	26	0.5	24	0.5	
Total Minority	1,305	25.4	1,274	25.2	
White	3,827	74.6	3,783	74.8	
Total	5,132	100	5,057	100	
Men	2,825	55.0	2,790	55.2	
Women	2,307	45.0	2,267	44.8	

Tenure System	Fall 2	Fall 2013		Fall 2012	
Faculty	#	%	#	%	
Black/African American	92	4.8	92	4.7	
Asian	266	13.7	257	13.2	
Hispanic/Latino	80	4.1	72	3.7	
American Indian/Alaska Native	14	0.7	15	0.8	
Native Hawaiian/Pacific Islander	3	0.2	2	0.1	
2 or More Races	9	0.5	9	0.5	
Total Minority	464	24.0	447	23.0	
White	1,471	76.0	1,498	77.0	
Total	1,935	100	1,945	100	
Men	1,286	66.5	1,297	66.7	
Women	649	33.5	648	33.3	

#### **Institutional Commitment, Focus and Direction**



OVANCE

Advancing Diversity through the Alignment of Policies and Practices

Advancing Diversity through the Alignment of Policies and Practices (ADAPP-ADVANCE) entered its fifth and final year in 2012-2013. Its many successes are listed below. During the 2012-13 grant year, the provost, deans of the grant supported colleges and Paulette Granberry Russell (I3), Rene Stewart O'Neal (Planning and Budget), and Terry Curry (Academic Human Resources) have tasked themselves to determine which of the initiatives started during the

grant will remain in place in the future.

#### **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.

#### **Academic Employment Highlights**

#### Women in the academic workforce

There was a net increase of 40 women in the academic workforce during 2012-13; the proportion of women increased to 45 percent of all academic human resources. Although the number of faculty in the tenure system decreased during 2012-13, the proportion of women in the tenure system increased slightly to 33.5 percent. As of October 1, 2013, women comprised 36.7 percent (36) in executive management positions. Of the 247 individuals in the academic manager group, 76 (30.8 percent) were women.

#### Minorities in the academic workforce

The total number of minorities represented 25.4 percent of the total academic human resources in 2012-13, a net gain of 31 minorities. The percentage of minorities in the tenure system increased from 23.0% to 24.0%, a net gain of 17. As of October 1, 2013, minorities comprised 14.3 percent (14) of executive management positions. Of the 247 individuals in the academic manager group, 13.8 percent (34) were minorities.

During 2012-13, 90 new individuals were appointed in the tenure system, including 37 minorities (41.1 percent) and 45 women (50 percent).

The academic human resources workforce includes 76 selfidentified individuals with disabilities, including 35 tenure system faculty, 15 continuing academic staff, 10 fixed term academic staff, and 16 fixed term

- The provost continues to heighten the focus on college-level progress on diversity by providing incentive funding for colleges that make notable strides in diversifying their faculty, consistent with the goals and objectives of the ADAPP-ADVANCE grant and our commitment to institutionalizing best practices for faculty recruitment, retention, and advancement in a climate that supports inclusive excellence. Two foundational metrics are being assessed for all colleges; each college was also expected to submit additional metrics particularly relevant to that particular college's context.
- Agreement entered 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.
- In spring 2013, the **ADAPP-ADVANCE Work Environment Survey** was deployed. This will enable MSU to compare survey results to the data collected in spring 2009. This Work Environment Survey is now being used by two additional institutions: Purdue University and 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, which 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 review 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 **Office for Inclusion** and **Academic Human Resources**, sponsored a visit from Dr. Nilanjana Dasgupta, Professor of Psychology at University of Massachusetts-Amherst. She ran four faculty workshops and one graduate student workshop on the topic of implicit bias. One hundred eleven faculty and 20 graduate students attended the workshops.
- Funded by another source, ADAPP-ADVANCE worked with partners to have a Women's Leadership Luncheon for female faculty in three residential colleges (Lyman Briggs, James Madison, and the Residential College in the Arts and Humanities). Twenty-five faculty attended this event, which was modeled after the women's leadership luncheons that were supported in the three STEM colleges since the beginning of the grant.

The Office for Inclusion's **Transforming Theatre Ensemble (TTE)** was asked to partner with the University of Delaware in its pursuit of a National Science Foundation (NSF) Partnerships for Adaptation, Implementation, and Dissemination (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:
  - "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.
  - "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 & Karen Patricia Williams.

#### **Women in STEM Conference**

According to national statistics, women comprise only 24 percent representation in the fields of science, technology, engineering, and math (STEM), and the women in the field still face barriers when it comes to advancement opportunities and fair pay. The 2012 "Women in STEM Conference," co-sponsored by the **College of Agriculture and Natural Resources** and the **College of Natural Science,** addressed gender bias in the workplace, salary negotiation, the importance of finding a mentor, on-the-job communication skills, and career development. Conference keynote, Lisa Marshall, professional development consultant and author of Smart Talk, spoke on "Women Must Ask (The Smart Way): Tightrope Negotiation."

#### **STEM Fellowship Program**

Michigan State University is partnering with global tech giant Wipro Ltd. to help meet the demand for science, technology, engineering, and math (STEM) teachers who will be leaders in America's urban school districts.

The **College of Education** will use a \$2.8 million multi-year grant from the India-based company to offer a unique fellowship program to more than 100 teachers. The program launched in the summer of 2013 in Chicago, with the possibility for expansion into other U.S. cities later. MSU has a long-standing relationship with Chicago Public Schools as a partner site for the university's teaching internship and initiatives to improve urban education.



Wipro has a history of investing in programs that foster equitable and effective education throughout India and the United States. Since 2011, MSU has been assisting leaders of the new Azim Premji University in India with curriculum and faculty development. The Wipro STEM Fellowship Program includes coursework leading to a graduate certificate in STEM Teaching and Leadership and is designed to help teachers become catalysts of change in disadvantaged urban communities. Teachers selected for this fellowship receive a stipend and must commit to continue teaching in an urban school for at least two years.

#### **Supporting Our Faculty**

The Office of Faculty and Organizational Development (F&OD) supports faculty, academic administrators, and academic staff in their quest for excellence in teaching, research, and outreach throughout their careers. In 2012-13, F&OD offered professional development programs to address MSU's **Bolder by Design** imperatives and to advance the values of inclusion and diversity. Examples follow.

#### **IMPERATIVE:** ENHANCE THE STUDENT EXPERIENCE

The Lilly Seminar Series is a group of workshops and seminars focused on innovative approaches to teaching, learning, and assessment at the university level. In 2012-13, several Lilly seminars were developed specifically to enhance faculty awareness of and responsiveness to an increasingly diverse student population:

- "What's the Climate in Your Classroom? Strategies for Creating Inclusive Learning Environments in STEM Courses" taught concrete methods for developing learning environments that benefit diverse groups of learners.
- "Responding to the Mental Health Needs of Our Students" taught the skills and knowledge faculty and staff require to respond effectively to students with mental health needs.
- "Assessment Tools and Resources: Student Learning and Program Design" shared, with study abroad program leaders and others, three assessment tools to measure the

effectiveness of student learning and program design: the Global Perspectives Inventory (GPI); the Beliefs, Events, Values Inventory (BEVI); and the Intercultural Development Inventory (IDI).

Each year, the annual "Spring Institute on College Teaching and Learning" offers workshops on best practices in instructional development. In 2013, the Office for Inclusion and Intercultural Initiatives and F&OD co-sponsored a workshop, "Effective and Inclusive Teaching," focused on the knowledge, understanding, skills, and resources educators need to create and sustain inclusive learning environments.

Also at the institute, three **Faculty Learning Communities (FLCs)** presented results from a year-long discussion on "Best Practices to Maximize the Learning Experiences of International Students: Focus on China, Korea, and India," "Proven Practices for Academic Success by Students of Color," and "Teaching and Learning Abroad."

#### IMPERATIVE: ENRICH COMMUNITY, ECONOMIC, AND FAMILY LIFE

F&OD supports **Faculty Learning Communities (FLCs)**, ongoing discussion groups in which six to 12 educators from across departments meet monthly to talk about a specific teaching and learning topic. This year, three FLCs addressed a number of topics related to inclusion and diversity: "Best Practices to Maximize the Learning Experiences of International Students: Focus on China, Korea, and India," "Practices for Academic Success by Students of Color," and "Teaching and Learning Abroad."

The **Faculty Emeriti Association** promotes, facilitates, and sponsors activities—such as lecture series and special projects—that encourage faculty emeriti to actively engage with the MSU community and share their lifetime of experience and expertise. In 2012-13, two lectures focused on topics of international relations: "Toward a New Normal?: Nine Tectonic Shifts in U.S.-China Relations" and "The China-Taiwan Relationship: a Condundrum." Both lectures drew audiences of 100.

#### **IMPERATIVE:** STRENGTHEN STEWARDSHIP

The "Leadership and Administrative (LEAD) Seminar Series" promotes leadership development opportunities and supports campus leaders in their efforts to foster organizational change. In 2012-13, the Office for Inclusion and Intercultural Initiatives and F&OD co-sponsored seminars that promoted diversity and inclusion.

- Inclusive Leadership" defines diversity and inclusion and teaches strategies for reinforcing an inclusive climate that supports a diverse workforce.
- Success in the Academic Hiring Process from Start to Finish: Clarifying Purposes and Procedures, Avoiding Delays, and Increasing Faculty Quality and Diversity."

**Workshops for Faculty on Leadership and Academic Life** offer leadership development for faculty, which can help level the playing field for those who don't have mentors or sponsors to advise them. In 2012-13:

- "Women in Leadership: Pathways and Problem Solving," presented by a panel of successful women administrators, offered strategies to help women minimize gender challenges and maximize professional opportunities.
- "MSU Student Veterans: Who Are They and What MSU Services Are Available?" explored who MSU's veterans are, the unique perspectives they bring, the challenges they may face on campus, and how faculty can support them.

#### IMPERATIVE: EXPAND INTERNATIONAL REACH

In 2012-13, F&OD sponsored presentations and meetings with international visitors from Jazan University, Saudi Arabia; Sichuan University, Northwest University of Nationalities, and Shanghai University of Traditional Chinese Medicine (China); Iraq Fulbright Visiting Scholars; and the MSU-China Scholarship Council Higher Education Administration.

Support Staff	Fall 2013		Fall 2012	
Workforce	#	%	#	%
Black/African American	403	6.3%	400	6.3%
Asian	177	2.8%	167	2.6%
Hispanic/Latino	362	5.7%	339	5.4%
American Indian/Alaska Native	34	0.5%	32	0.5%
Native Hawaiian/Pacific Islander	2	0.0%	1	0.0%
2 or More Races	31	0.5%	33	0.5%
Total Minority	1,009	15.8%	972	15.4%
White	5,386	84.2%	5,336	84.6%
Total	6,395	100%	6,308	100%
Men	2,458	38.4%	2,397	38.0%
Women	3,937	61.6%	3,911	62.0%

#### SUPPORTING WOMEN

#### AT MSU

ddressing the needs of women at MSU is nothing new. The university has a long history of listening to women and taking their concerns seriously. The **Women's Advisory Committee for Support Staff (WACSS)** advises the Executive Vice President for Administrative Services about issues that primarily affect women support staff. This group was formerly referred to as the Women's Advisory Committee for Finance and Operations (WACFO). Committee members represent support staff women from all employee groups across campus and at MSU's off-campus locations in Michigan.

#### What does the committee do?

- Identify areas in which the university could improve responsiveness to concerns from women and other support staff, suggest alternative solutions for perceived problems, and represent support staff in all areas of the university.
- Recommend policies, programs, or procedures that impact women support staff employed at Michigan State University.
- Ensure a productive educational work environment (particularly in areas related to women's concerns), including general issues of campus climate and programs as they affect employees throughout the university.
- Alert the administration and recommend solutions to problem areas related to women support staff and other employees at the university.
- Serve as liaison between support staff employees and the university administration.

#### Women's Resource Center



The Women's Resource Center (WRC) at MSU serves to empower women to achieve personal, professional and academic success, create a climate that advocates for gender equity, values inclusion and provides resources that enable all students, faculty, and staff to become active

## SUPPORT STAFF

s a premiere employer in Michigan, MSU offers a variety of employment opportunities in East Lansing and beyond. Currently, there are 10 collective bargaining groups at the university that comprise some of the best employees in the nation.

As of fall 2013, there were a total of 6,395 staff employees. MSU supports diversity and excellence among its support staff. Among them were 3,937 women (61.6 percent) and 1,009 minorities (15.8 percent).

The number of employees that self-identified with a disability in 2013 was 113 (1.8 percent of the workforce). Veteran data reflects self-identification in one or more veteran categories: 133 (2.1 percent) Vietnam-era veterans; 50 (0.8 percent) other eligible veterans, 41 (0.6 percent Armed Forces Service Medal veterans, 18 (0.3 percent) disabled veterans, and 12 (0.2 percent) recently separated veterans.

members of the MSU community. The WRC works toward leadership development, social justice, and addressing gender related issues/concerns for people of all genders through educational programs, conferences, newsletters and other resources.

For more than 20 years, the WRC has worked to fulfill its mission within the campus community. Recent years have included signature events such as the **Women's Leadership Conference** and **Women Matter**. The Women's Leadership Conference is attended by approximately 200 MSU members and area high school students each year and serves as a valuable leadership development opportunity for all participants. Women Matter celebrates the formal and informal accomplishments of women faculty and staff each spring, closing out the academic year. New programs this past year included the **Women's Day of Service**. In conjunction with the **Center for** 

**Service Learning and Civic Engagement**, more than 100 MSU students participated in a day of community service at area agencies, bettering the lives of Lansing and East

investment program for women called, "She's Got It: A Woman's Guide to Saving and Investing." As part of the **Gender and its Intersections** series, the WRC brought Tim Wise, noted anti-racist activist, to campus in the spring of 2013. Mr. Wise's talk, entitled "What Does a White Guy Know about Race and Gender?" was attended by over 300 people in a standing room only audience. Also part of the series, scholar and WRC staff member Lydia Weiss, presented her thesis which focused on transgender identified women and their sense of body image.

Lansing residents. The WRC also partnered for the first time with TIAA-CREF on an

The WRC is committed to gender equity for all MSU campus community members and part of that effort includes ongoing outreach to men. The

Women's Resource Center Men's Advisory Committee (WRCMAC)
has provided guidance for much of the WRC programming efforts
with regard to individuals who identify as men. Outreach to

men has included the annual Men's Health, Wellness, and

**Fitness Expo**, now in its fifth year. The WRC has also provided support for Compass, which is a student group that examines hegemonic masculinity and its consequences in the lives of men.

Additional student group support and advising is provided to "Successful Black Women of MSU (SBW)" and the "Women's Initiative on Leadership Development (WILD)." SBW hosts the annual Peace Summit each spring and WILD hosts the Women's Leadership Conference each fall.

The WRC works closely with the Office for Inclusion and Intercultural Initiatives (I3) on matters of sexual harassment. Each fall and spring, in conjunction with I3, a session on prohibited sexual harassment in the workplace is done for all University administrators and supervisors new to their positions. Besides sexual harassment, the WRC works closely with other units dealing with sexual assault and relationship violence through the Violence Free Communities initiative (VFC). VFC and I3 worked together to create the "No Excuse for Sexual Assault" educational campaign for the entire campus community.

A new and very exciting initiative, led by the WRC and additional units such as **Student Life, MSU Safe Place**, the **Office for International Students and Scholars, Olin Health Center,** and the **Counseling Center** is "Ask A Spartan." "Ask A Spartan" is an interactive

website designed primarily for International Chinese students at MSU to ask very difficult questions on often taboo topics such as assault, relationship violence, sexual health, and others. All questions are asked anonymously and users of the website can ask their questions in English or Chinese in order to create an accessible venue free from translation error to most effectively provide resources to this population. Interns working on the project translate questions to English and give them to the appropriate professional to answer. Questions and answers are posted on the site and previously asked questions are archived so students with similar questions can refer to already provided answers. "Ask A Spartan" has been in existence since February 2013 and to date, more than 90 questions have been asked and answered... askus.msu.edu/ask-a-spartan.

The WRC has proudly served all members of the campus community through its programs and services. It is advancing gender equity through education and access to resources. Gender Matters!

# LIVING BOLDER BY DESIGN

#### **Enhancing the student experience**

In inclusive teaching and learning communities, students' distinct identities are acknowledged, valued, and accounted for in curricula, course materials, and classroom culture. Two new MSU courses were designed with inclusiveness in mind.

#### **New Disability in Society Course**

A new freshman seminar, "UGS 101: Disability in Society, Education, and Pop Culture," brings the topic of disabilities out of the shadows and into the classroom.

What constitutes a "disability"? Where does the concept of disability come from? How do definitions of disability affect social attitudes, legal rights, and personal dignity? These are just a few of the questions students will contemplate as they examine how society classifies and interacts with people who are different from the "norm." The course is open to all freshmen, in any major, and is designed for students with and without disabilities.

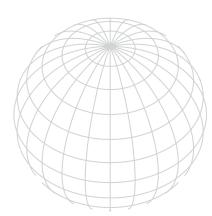
#### **New Global Studies Course**

GSAH 312: Media Mobility: Change, Access, Representation asks questions like "How do mobile technologies change your life?" and "How do information technologies transform community?" In this new **Global Studies** course, students will explore and create media in a global context, with a focus on changes in the urban experience and the move from an industrial economy to an experience economy. They will develop the new media literacies required to participate in the world of user-generated content.

#### **Preparing for Academic Success and Exploring Careers**

College of Agriculture and Natural Resources and the College Assistance Migrant Program (CAMP)

In collaboration with administrators of the MSU **College Assistance Migrant Program (CAMP)** and the Associate Director of Undergraduate Diversity for the **College of Agriculture and Natural Resources (CANR)**, a pilot course, "ANR 491: Preparing for Academic Success and Exploring Careers in Agriculture and Natural Resources," was introduced. In fall 2012, 53 CAMP scholars took the class, which was designed to help them (1) identify academic support services, (2) develop study skills and behaviors, (3) prepare for academic success, and (4) learn about undergraduate majors and career paths in agriculture and natural resources.



#### **Global Learning at MSU: The FORUM BEVI Project**

In keeping with the university's Liberal Learning Goals and Global Competencies, MSU is participating in the **FORUM BEVI Project**, a collaboration between the International Beliefs and Values Institute (IBAVI) and the Forum on Education Abroad.

The Beliefs, Events, and Values Inventory (BEVI) examines how students' life experiences, culture, and context influence how they come to see themselves, others, and the larger world. The analytic tool is especially relevant to international, multicultural, and transformative learning, such as study abroad. The BEVI assesses such factors as basic openness; stereotypes; self- and emotional awareness; preferred strategies for making sense of why "other" people and cultures "do what they do"; global engagement (e.g., receptivity to different cultures, religions, and social practices); and worldview shift (i.e., the extent to

which a person's beliefs and values change as a result of specific experiences).

For the past four years, the BEVI has been administered to a random selection of incoming freshmen—stratified by ethnicity, gender, and academic program—during academic orientation week. After taking the BEVI, students may attend a debriefing session where they learn more about the assessment and examine their individual and group results. Participating students indicate that these sessions provide important insights about themselves and their views, and are helpful as they start their academic career at MSU.

The **Center for Community and Economic Development (CCED)** provides leadership and support for Student Led, Faculty Guided Projects in targeted Michigan communities. The projects are funded by the U.S. Department

of Commerce and the Michigan State Housing Development Authority (MSHDA) and supported by MSU and other institutions of higher education in Michigan.

One such project, "Green Neighborhood-Joy/Southfield" partnered Wayne State University students with the Joy-Southfield Community Development Corporation (CDC) to create a healthy community that they hoped would come to be known as "the greenest neighborhood in Detroit." The Green Neighborhood project focused on improving the economic health of the community in two ways. First, it developed a short-range strategy to advance the CDC's efforts to develop a commercial section of Joy Road into an attractive, pedestrian-friendly retail district. Next, the CDC wanted to attract green industry (and, with it, job opportunities for local residents) to the neighborhood's main industrial area, work that has begun. (University Outreach and Engagement).

The Center for Community and Economic Development (CCED) faithfully administered the **Kyle C. Kerbawy Endowment**, established to (1) help MSU impact urban neighborhoods through community and economic development programs and (2) recruit urban and minority students into certificate and degree programs and prepare them for graduation and employment. In fall 2013, a minority student from Detroit became the first recipient of a Kerbawy Endowment award. The student is pursuing a master's degree in Urban and Regional Planning in the College of Social Science, School of Planning, Design, and Construction. (University Outreach and Engagement)

With a research grant from the Information Technology and Innovation Foundation (ITIF) Accessible Voting Technology Initiative (AVTI), **Usability/Accessibility Research and Consulting** put together a team of capstone engineering students, introductory engineering students, and students with disabilities to develop accessible voting devices. The team invented a "Smart Voting Joystick" and universal mounting devices to enable voters with dexterity impairments, senior citizens, and others to exercise their right to cast ballots independently.

# **ENRICHING COMMUNITY,**

#### ECONOMIC, AND FAMILY LIFE

he OsteoCHAMPS Program in the College of Osteopathic Medicine, over a decade old, brings more than 50 select high school students to the MSU campus each summer for two weeks of educational and motivational programs to prepare them for higher education in health-related fields.

**Future DOcs** is a Saturday program designed to increase urban involvement in and exposure to health-related career options. The program offers lectures and workshops, volunteer opportunities, site visits, and mentoring for select high school students from Macomb County and Detroit.

Both programs draw recruits from underserved communities. "Meeting the needs of medically underserved persons has been part of the values of MSUCOM since we began," said William Strampel, dean of the college. "Pipeline programs like Future DOcs, which draw from, inspire, educate, and equip young people from these communities to later serve these communities is the surest way I know to improve access to good health care."



In 2012, **University-Community Partnerships (UCP)**, in collaboration with the Flint Area Reinvestment Office (FARO) and other area stakeholders, established Neighborhoods Without Borders in response to 50 years of economic blows and urban decay in Flint. Neighborhoods Without Borders addresses some of Flint's most challenging issues in ten key areas: lifelong learning, jobs and money, retail renaissance, community safety and ex-offenders, housing, healthy residents; arts and culture; opportunities for youth; and parks, open space, and greening. It is a grassroots community effort to significantly improve the overall quality of life in Flint

neighborhoods. The work continued through 2013 and engendered a number of Stategic Doing action work groups. More than one third (34.4 percent) of Flint residents live below the poverty level, compared to 13.2 percent in the nation. Flint is an African American majority community, a demographic that is reflected in the Neighborhoods Without Borders core team. (University Outreach and Engagement)

The Michigan 21st Century Community Learning Centers (21st CCLC) initiative is a federally-funded after-school enrichment program for K-12 students attending low-performing schools in high-poverty areas. The programs are evaluated at the federal, state, and local levels. In Michigan, the state evaluation was conducted by Michigan State University's Community Evaluation and Research Collaborative (CERC). CERC collected data from over 30,000 students in 345 sites across Michigan; most sites were in areas of concentrated poverty in Detroit, Grand Rapids, Benton Harbor, Battle Creek, Saginaw, and Flint. The majority of students served by 21st CCLC are African American, Latino, and Arab/Middle Eastern. The evaluation is designed to assess whether the program is meeting its goals of improving students' academic achievement, overall development, and general well-being. (University Outreach and Engagement)

#### MSU Museum and Art, Culture, and Economic Development



MICHIGAN STATE UNIVERSITY ElderheART, a program initiated at the former Kresge Museum, was reformatted and introduced by the MSU Museum in 2012. This program engages elder citizens suffering early dementia and Alzheimer's disease with museum exhibits to facilitate discussion and stimulate brain function. The MSU Museum is expanding the program to include not only works of art, but also displays of history and science. Planning is also underway for developing a "quilts and health"

component for the Quilt Index website, including a link to the Alzheimer's Art Quilt Initiative. (University Outreach and Engagement)

# **EXPANDING INTERNATIONAL REACH**

ravel south of the U.S. border to Merida, the capital of Mexico's Yucatán Peninsula, and you'll find many people in serious need of basic health care. You'll also find physicians and medical students from MSU who are working to change that.

For the past two years, faculty from the College of Osteopathic Medicine, in partnership with MSU's Institute of International Health, have been working with leaders in the Yucatán's health system to develop clinical programs to benefit the area's six million inhabitants.

MSU physician Jake Rowan packed up his family and moved to Merida, Mexico for a year to lead the on-site work. His office doubles as a treatment room, where he and other physicians—along with MSU medical student Travis Gordon—treat a steady stream of patients suffering from diabetes and kidney-related illnesses. The goal is to teach medical students about global health issues and give them plenty of hands-on experience, while at the same time providing desperately needed health services to the residents of Merida. Already, 40 dialysis units and a hyperbaric chamber are up and running, and now the college is helping to build Mexico's first osteopathic clinic.



Jake Rowan, DO, associate professor, College of Osteopathic Medicine and director of Medical Education-International Programs, Merida, Mexico

#### **COMING TO MICHIGAN**

## FROM AROUND THE GLOBE

#### MSU Leads National Conversation on Integration of Chinese and American Students

As American universities welcome an unprecedented number of Chinese students, Michigan State University has co-produced a documentary about U.S.-China cultural exchange to foster an international conversation about the importance of intercultural communication.

"The Dialogue," a co-production of Crossing Borders Education and MSU, follows four American students (including an MSU graduate) and four Chinese students as they travel through Hong Kong and Southwest China. Along the way, they undergo culture shock and frustration, but also learn to appreciate and understand their diversity and the role that culture plays in communication and understanding.

"It's a captivating film that pulls the viewer into personal stories of navigating cultural differences and how important these are in our interpersonal communication," said Brett Berquist, executive director of MSU's **Office of Study Abroad.** 

"The Dialogue" responds to the Obama administration's "100,000 Strong" initiative, a call to double U.S. study abroad enrollment to China. The film is intended to help educational organizations prepare American students for studying in China, and Chinese students for studying in the U.S. Two of MSU's Hong Kong partner universities are organizing screenings for this purpose.

#### **New Film Documents the Life of Chinese Students at MSU**

In 2004, there were just 44 undergraduates from China at Michigan State University. By 2013, that number had risen to 3,458. Including graduate school, students from China now make up 61.2 percent of overall international enrollment at MSU. To explore the personal implications of this demographic shift, a team of faculty and students from MSU's College of Communication Arts and Sciences produced a half-hour documentary, "Imported from China." The film follows two Chinese students through their daily lives as they

adjust to life in America and at MSU. The production team was led by journalism associate professor Geri Alumit Zeledes and academic specialist Troy Hale.

"Imported from China" demonstrates how relationships are nurtured and shaped across cultural boundaries. "What we had in mind was to show how this abrupt change in the demographics of MSU is having an impact on so many layers—person-to-person, in group communications, and even in classroom discussions," Zeldes said.

Like MSU, colleges and universities throughout the country are seeing an influx of students from China. Of the top 20 universities with the largest numbers of Chinese international students, eight are from the Big Ten.



#### **International Night at the Spartan Child Development Center**

The **Spartan Child Development Center (SCDC)** was established in 1971 and is dedicated to meeting the needs of all children ages two weeks to six years. SCDC's philosophy is that each child is a unique person with an individual personality, learning style, and cultural background.

SCDC is committed to providing a multi-cultural, nonsexist, and nonviolent atmosphere. The curriculum is play-based and child-centered. Teachers develop lesson plans that support the ideas and interests of the children. Experiences are provided that meet the individual learning needs of the children and support growth in the following developmental areas: social-emotional, cognitive, physical, and language.

With the support from many local restaurants and food stores, each year in April, the SCDC hosts International Night, an opportunity for staff and families to celebrate and share their diverse cultures, traditions, beliefs, and foods.

#### **Women's Economic Empowerment in the Middle East**

Michelle Kaminski, Associate Professor in the **School of Human Resources and Labor Relations**, joined other legal and advocacy experts from around the world as a guest speaker at an international conference in Amman, Jordan last April. The conference—"Supporting Women's Economic Empowerment Today and Tomorrow"—addressed three topics of critical concern to women in the Middle East and North Africa (MENA): expanding women's economic opportunities; creating an environment that enables gender equality; and expanding opportunities for women's inclusion and participation in decision-making.

Dr. Kaminksi spoke on the third topic—expanding women's inclusion and participation in decision-making—focusing her remarks on the potential benefits of labor unions for the region's working women as well as the obstacles women might face in attempting to organize. Reflecting on her experience in a blog post following her visit, Dr. Kaminski described the dichotomy between women's economic aspirations and the traditional gender roles that limit women's economic independence in Islam. She also shared revealing statistics:

- 25 percent of Jordanian women work outside the home, compared to 68 percent in the United States.
- In Jordan, women's earned income is 21 percent of men's, compared to 80 percent in the United States.
- Women in Jordan face challenges when it comes to property inheritance and land ownership rights.
- Among Syrian refugee families in Jordan that are headed by women, 55 percent have zero income and rely entirely on charity.

By joining a global conversation about human rights, women's rights, and the political, social, and economic status of women in the Middle East, Dr. Michelle Kaminski exemplifies MSU's commitment to international teaching, research, and service and contributes to the university's reputation for excellence worldwide.

# INCREASING RESEARCH OPPORTUNITIES

# Going Green to Learn More About Intellectual Disabilities

n 2010, The Daughters of Charity Service (DoC) and its fundraising body RESPECT embarked on an ambitious plan to establish an interdisciplinary research institute for autism and other intellectual and neurodevelopmental disabilities. The resulting program—Daughters of Charity Technology and Research for Intellectual Disabilities (DOCTRID)—was established as an international collaborative comprising Michigan State University, eight Irish Universities, the Royal College of Surgeons in Ireland (RCSI), and the University of Massachusetts Medical School. The initiative prompted MSU to align its own research resources and to fund a fellowship program to support three researchers on campus and in Ireland.

Autism and other intellectual and neurodevelopmental disabilities are persistent, multifaceted, and global—which puts them right in Michigan State's wheelhouse. More than three dozen MSU faculty members have relevant research expertise—from pediatrics, neuroscience, genetics, and psychology to biomechanics, interactive media, computer engineering and music.



In October, 2013, MSU President Lou Anna K. Simon, visited Dublin, Ireland, with MSU colleagues, to meet with the DOCTRID partners.

The Research in Autism, Intellectual and Neurodevelopmental Disabilities (RAIND) initiative at MSU is a coalition of these scholars and researchers focused on improving the quality of life for individuals with intellectual disabilities.

In October, 2013, President Lou Anna K. Simon, visited Dublin, Ireland, with MSU colleagues, to meet with the DOCTRID partners. According to President Simon, "It's an exciting initiative that perfectly models the MSU method of knowledge discovery and application with partners on the ground, co-creating solutions to complicated problems." Further, the DOCTRID program illustrates the value of scientific investigation conducted in multiple cultural contexts.

Last spring, DOCTRID won an \$11.3 million Marie Curie COFUND grant from the European Union to fund 40 additional postdoctoral researchers for the partner universities; five to eight of those postdoctoral researchers are expected to come to MSU.

President Simon pointed out that "Michigan State isn't new to Ireland. We've worked there for many years with exchange and study abroad programs. We also have many connections forged in research programs, often focused on agriculture and food science."



lan Gray, former MSU Vice President for Research and Graduate Studies, speaks at the DOCTRID conference.

## **STRENGTHENING**

**STEWARDSHIP** 

**Fill the Bus** 

During Fall Welcome 2012, the **Center for Service-Learning and Civic Engagement** again encouraged members of the MSU community to "fill the bus" and reinforce the notion that "Spartans give ... for the public good."

"Fill the Bus" is an annual university-wide civic engagement event that mobilizes thousands of students, faculty, and staff to donate school supplies, backpacks, non-perishable food, and personal hygiene items to non-profit partners in mid-Michigan. In 2012, Spartans collected 300 bags of school supplies, 200 pounds of food, and 40 backpacks—four busloads of donated items in all—and delivered them to appreciative community organizations throughout the region.

According to Renee Zientek, director of the Center for Service-Learning and Civic Engagement, "The individual contributions requested are small

and modest, but those extra notebooks, folders, packs of markers, or other items can help make the beginning of the school year brighter for local children and their families. The impact is, ultimately, significant because of the sheer number of people who participate."

# MSU Men "Walk a Mile in Her Shoes" to Raise Awareness

During fall 2013, in a show of solidarity with women, men of MSU walked a mile in red high heels. It was all part of a fundraising

event, "Walk a Mile in Her Shoes," sponsored by the MSU Greek community to raise awareness of sexual assault and harassment. Proceeds went to the Alpha Chi Omega Foundation, which supports organizations like the Center Against Rape and Domestic Violence (CARDV).

The Office for Inclusion and Intercultural Initiatives was at the event to promote "There is No Excuse for Sexual Assault," an awareness campaign aimed at helping students, faculty, and staff understand, recognize, and prevent sexual assault on campus.

#### **Madison Academic Diversity Initiative (MADI)**

The Madison Academic Diversity Initiative (MADI) is a James Madison College program that serves as a social and academic support network for first-year underrepresented students, including first generation college students, students from low socio-economic backgrounds, and students of color. The program offers professional development opportunities; social outings; monthly community dinners with local alumni, faculty, and deans; study space for mid-terms and finals; leadership opportunities within the college; and participant-planned community service projects. In MADI's pilot phase, 17 students participated, along with five faculty, four JMC alumni, and all three deans (Sherman Garnett, Julia Grant, and Jeff Judge). All 17 student participants have remained active in the program for the entire semester, have decided to remain in Madison for the coming year, and have maintained a 2.7 GPA or above.



#### **Advancing our culture of high performance**

To encourage more underrepresented students (i.e., low-income, students of color, and first generation college students) to study abroad, Assistant Dean Julia Grant, Professor Ross Emmett, and Professor Gene Burns developed a "post-term" London study abroad offering. Students in this unique program take a semester-long course and, immediately following the semester, travel abroad for two weeks. Offering the study abroad opportunity in early May accommodates the students' need to work over the summer. The program is also heavily subsidized. All together, James Madison College disbursed \$16,500 in scholarships to 14 students with financial need.

# LIAISON, OUTREACH, AND INFORMATION LITERACY

ore than just books and quiet space— A university library is more than a repository of collections or a quiet place to study. It is the lifeblood of the university, an essential gathering place where emerging and established scholars can pursue knowledge, information, and world-class resources in an atmosphere conducive to learning and other creative endeavors. As part of a major land grant/AAU institution, the **Michigan State University Libraries** are committed to inclusion and to the pursuit of excellence through diversity and pluralism.

In 2012-13, **MSU Libraries** served members of diverse communities—including international students and prospective international students, English language learners, ESL tutors, visiting international professionals, EFL (English as a Foreign Language) instructors and scholars, and Humphrey Fellows from third world countries.

In an effort to be more inclusive and accessible, MSU Libraries offered orientation sessions, presentations, bilingual library tours, staff training, brown bag lunches, resource fairs, research support, bilingual library signage, and a new web feature—"Many Books, Many Languages"—to help users access literature collections in over 60 languages.

Liaison librarians did their part to help students from disadvantaged backgrounds make a smooth transition to college-level work, in collaboration with the College Assistance Migrant Program (CAMP) Scholars Initiative, the Broad Summer High School Scholars Program in the College of Education, and first year writing classes offered through the Department of Writing, Rhetoric, and American Cultures. The libraries also collaborated with the

Office of Cultural and Academic Transitions (OCAT) to give library orientations to incoming freshmen in OCAT's Maximizing Academic Growth In College (MAGIC) summer transition program.

#### **Library Collections**

Purchasing materials in support of diversity is one of the important ways that the MSU Libraries advance the values of inclusion and multiculturalism on campus. In 2012-13 the libraries made a substantial investment in multimedia resources on topics of ethnicity, race, and religion; GLBT and gender issues; and civil and human rights.

#### **Library Series**

In 2012-13, MSU Libraries hosted a range of film series, colloquia, dramatic readings, and exhibits on topics of culture, gender equity, and human rights. These programs were offered in cooperation with MSU's **Jewish Studies Program, Asian Studies Center, Muslim Studies Program, Department of English, Department of Linguistics and Germanic, Slavic, Asian, and African Languages, Comics Forum,** and the **Michigan Humanities Council.** 

#### **Assistive Technology Center and Services for Persons with Disabilities**

Located in the main library, the Assistive Technology Center (ATC), provides assistive and adaptive technology and services to help patrons with disabilities access library resources. The room was established by, and is maintained in collaboration with, the **Resource Center for Persons with Disabilities (RCPD).** 

#### **Relationship Building for Better Partnerships**

A three-part professional development series, "Relationship Building for Better Partnerships: Anishinaabe Tribes and MSU Extension," provided a unique opportunity for MSU Extension (MSUE) staff and several of Michigan's Anishinaabe Tribes to learn from each other, build relationships, and plan collaborative projects. To build, strengthen, and support the work started during the series, the organizers offered Multicultural Action mini-grants of up to \$1,000 to participants who completed the series.

#### **Diversity Advisory Committee**

Throughout the academic year, the Diversity Advisory Committee plans community-wide events and recommends internal staff programs in support of MSU Libraries' inclusion and diversity goals. In 2012-13, the committee participated in activities for the 2013 Dr. Martin Luther King, Jr. Commemorative Celebration; planned display cases reflecting diversity for the main library; and facilitated internal initiatives such as the Fall Harvest Diversity Heritage Luncheon, trainings for library staff and student employees, and SafeZone training from the LBGT Resource Center to help staff create a welcoming, affirming, and inclusive space for people marginalized by their sexuality and gender identity.

#### **ACCESSIBLE AND SUPPORTIVE**

#### **CAMPUS INFRASTRUCTURE**

#### **Continuing Education**

All Infrastructure Planning and Facilities (IPF) supervisors received refresher training on the Americans with Disabilities Act (ADA) and the Family Medical Leave Act (FMLA). A panel of experts from the Resource Center for Persons with Disabilities (RCPD), the Office of Employee Relations, and the University's ADA Coordinator from the Office for Inclusion fielded questions and offered advice. The interactive forum allowed participants to speak openly about specific work life situations, get advice on how to handle concerns brought to a supervisor's attention, and explore the supervisor's responsibility in matters of ADA and FMLA. This refresher session wrapped up a five-year training plan based on a needs assessment survey conducted in 2008 for all IPF supervisors.

#### **Outreach**

In October 2012, IPF staff members took advantage of the opportunity to participate in the "National Organization of Minority Architects (NOMA)" conference for professional development and networking and to demonstrate

support of NOMA, whose mission is to champion diversity within the architectural design professions. IPF employees staffed MSU's booth, met with representatives from a number of minority-owned firms, and made contact with several architecture students from Historically Black Colleges and Universities (HBCUs), including Howard and Hampton.

During a June 2013 visit to MSU as part of the **Visiting International Professional Program (VIPP)**, a delegation of 14 professionals from eight Malaysian universities toured Infrastructure Planning and Facilities to learn about the functions of the unit. The visit was arranged by Professor Kiwon Kang, VIPP Program Coordinator. "This delegation represents various units in the Malaysian universities such as the Chancellery Department, Treasurer's Office,

Registrar, and Corporate Strategy for Quality Assurance, Publications,

Development and Maintenance, and the Department of Academic Affairs," Kang said. The visiting professionals spent three weeks at MSU to improve their understanding of global

higher education.

The MSU Surplus Store and Recycling Center, in collaboration with the MSU College of Education and University Outreach and Engagement, introduced a new educational opportunity in STEM for area students in grades 3-5. Fourth graders from Pattengill Middle School attended a pilot class in spring 2013.

The MSU Surplus Store and Recycling Center is a state-of-the-art facility with an educational outreach component designed to teach young people about the impact of personal and collective decisions on our environment.

The newly-developed curriculum, based on state and National Science Standards, goes beyond the "three Rs" (Reduce, Reuse, and Recycle), and introduces school-age children to a fourth R: Rethink. Students in the pilot group completed pre- and post-lessons at their home schools and then participated in an educational experience at the center.



In conjunction with **Residential and Hospitality Services (RHS)** and **Student Affairs and Services, Facilities Planning and Space Management** completed a renovation project at the MSU Student Union, designed as a vibrant gathering place for cultural, social, and academic activities.

The new North Neighborhood Student Engagement Center provides services to the north campus residential neighborhood and to off-campus students. The MOSAIC Multicultural Unity Center—now in a more visible and accessible location, with expanded capacity and features—is a welcoming place for members of the MSU community to share and celebrate the values of diversity and inclusion. The renovation features two Rooms for Engaged and Active Learning (REAL), a variety of collaboration/study spaces, tutoring rooms, small meeting rooms, open computer stations, lounge areas, office space, a multipurpose room, barrier-free accessibility, and new restrooms.

#### **Barrier-Free Access Improvements**

The **Fairchild Theatre** was renovated to address a longstanding need for additional acoustically-appropriate rehearsal, class, and production space for the **College of Music, Department of Theatre**, and the **Wharton Center.** In addition to providing appropriate acoustics, audio/visual enhancements, and air conditioning, the renovations also significantly improved barrier-free access to and within the building: a new elevator in the northeast corner of the building, power-assisted entry doors, upgraded restrooms, a ramp to the arena theater, ADA signage, adjacent parking, a snow-melt system, and a hearing impaired component added to the sound system.

#### **Supplier Awareness**

The companies that a university does business with reflects a lot about what that university values. And when a university values inclusiveness and diversity, it actively seeks to engage a cadre of suppliers to reflect that inclusiveness and diversity. To that end, the **Supplier Awareness team**, formerly known as the Supplier Diversity team, enables **Purchasing Department** (University Services) staff to identify qualified, responsible, and diverse suppliers to do business with Michigan State University.

In keeping with President Lou Anna K. Simon's "Bolder by Design" imperatives, the team has undertaken a number of initiatives to improve business practices and relationships:

- Provide education and training for Purchasing Department buyers.
- Encourage business opportunities for minority business enterprises (MBE) and women business enterprises (WBE).
- Develop marketing brochures to increase awareness.
- Participate in conferences, workshops, seminars, and trade shows.
- Identify and engage suppliers whose backgrounds reflect the diversity of our student population and the State of Michigan.
- Build relationships with organizations like the Mid-Michigan Entrepreneur Institute, which provides business development services to microbusinesses.



Advancing Knowledge. Transforming Lives.

#### **THANK YOU**

#### To Our Contributors

On behalf of Michigan State University, the Office for Inclusion and Intercultural Initiatives wants to thank all of the people at MSU that contributed to the production of this report. The work that you do is important and valued.

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# OFFICE FOR INCLUSION \_\_\_\_\_ AND INTERCULTURAL INITIATIVES

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