

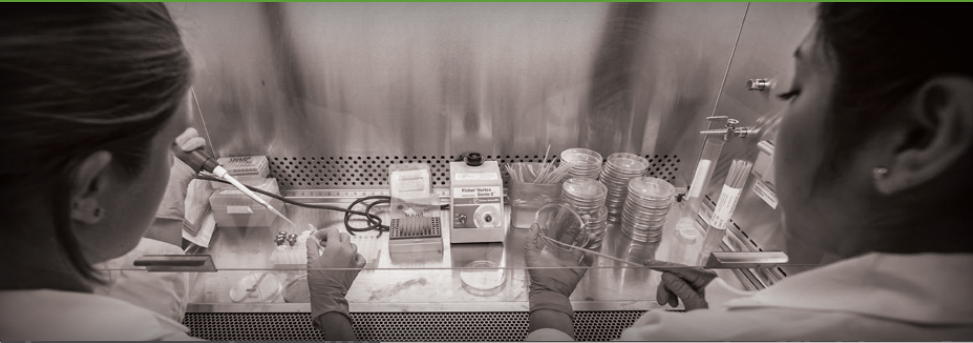
2013 -14 ANNUAL PROGRESS REPORT ON

# DIVERSITY AND INCLUSION

EXECUTIVE SUMMARY

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# PROJECT

MICHIGAN STATE  
UNIVERSITY



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# WELCOME

## A YEAR OF MILESTONES

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*Every year for the past 30 years, Michigan State University has published an annual report on diversity with narratives and data that describe the efforts of administrators, faculty, and support staff to make MSU a welcoming and safe place for everyone. These efforts align with the university's land grant mission and core values of diversity and inclusion and we are proud to showcase their work and demonstrate how it helps shape the university into a world-class institution.*

*The information contained in this report is just a small sample of the countless efforts undertaken every day — by some of the world's most creative, resourceful, and dedicated students, faculty, and staff — to create a place where people feel respected and safe, a place of civility and fairness, a place where multiple perspectives flourish, ideas take flight, and differences are among our greatest assets.*



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# WHO WE ARE

## STUDENTS

*MSU is home to some of the most talented, creative, and hardworking students and scholars on Earth. Spartans win championship titles and some of the world's most prestigious awards. They conduct research, study abroad, and tackle global problems. They participate in hundreds of student organizations, take advantage of 200-plus academic programs, and engage in thousands of hours of community service. And they come from just about everywhere.*

**50,085**  
students



from all 83  
Michigan counties,

all 50 U.S. states,



and over  
130 countries,  
and every  
continent on Earth

MSU's 50,085 students hail from all 83 counties in Michigan, all 50 states in the U.S., more than 130 countries, and every continent on Earth. In Fall 2014, 1,613 students in the new freshman class were students of color, a 7.3% increase compared to 2013. Students of color represented 24.1% of the domestic portion of the incoming freshman class and 20.6% of the total undergraduate enrollment. Fifteen percent of incoming freshmen (1,185 students) were international students.

### Transfer Students

Total enrollment of undergraduate transfer students of color for fall 2014 was 272, compared to 202 in 2013.

### Graduate Students

Total enrollment of graduate students of color (including graduate and professional programs) was 1,787, comprising 15.8% of total post-graduate enrollment. Excluding professional graduate students, while there was a slight decrease in graduate school enrollment (from 8,820 in 2013 to 8,769 in 2014), there was a 9.7% increase in the enrollment of students of color during that same period (from 1,135 in 2013 to 1,245 in 2014). International students accounted for 29.5% of the total graduate and professional graduate student enrollment.

Undergraduate Enrollment	Fall 2014		Fall 2013	
	#	%	#	%
Black/African American	2,594	7.7	2,538	7.6
Asian	1,679	5.0	1,606	4.8
Native Hawaiian/Pacific Islander	31	0.1	22	0.1
Hispanic/Latino	1,475	4.4	1,357	4.1
American Indian/Alaska Native	80	0.2	83	0.3
Two or More Races	1,032	3.1	904	2.7
<b>TOTAL MINORITY</b>	<b>6,891</b>	<b>20.6</b>	<b>6,510</b>	<b>19.6</b>
White	26,207	78.3	26,262	79.1
Other/No Response	382	1.1	418	1.3
<b>U.S. TOTAL</b>	<b>33,474</b>	<b>100</b>	<b>33,190</b>	<b>100</b>
International	5,312		4,798	
<b>UNIVERSITY TOTAL</b>	<b>38,786</b>		<b>37,988</b>	
Men	19,318	49.8	18,924	49.8
Women	19,468	50.2	19,064	50.2

20.6

Fall 2014 Total Undergraduate Percentage Minority Students

49.8

Fall 2014 Total Undergraduate Percentage Male Students

50.2

Fall 2014 Total Undergraduate Percentage Female Students

All Freshmen	Enrolled		
	FS12	FS13	FS14
White	5,509	4,995	5,043
African American	511	578	608
Hispanic	290	304	355
Native American	12	13	16
Asian American	335	379	369
Hawaiian/Pacific Islander	8	3	9
Two or More Races	199	211	256
Other/Not Reported	89	58	42
International	1,248	1,301	1,185
<b>TOTAL</b>	<b>8,201</b>	<b>7,842</b>	<b>7,883</b>
Total Minority	1,355	1,488	1,613
<b>% of freshman class</b>	<b>16.5</b>	<b>18.97</b>	<b>20.5</b>
<b>% of freshman class (w/o international)</b>	<b>19.5</b>	<b>22.75</b>	<b>24.1</b>

20.5

Fall 2014 Freshman Enrollment Percentage Minority Students

Fall First Term Undergraduates	Fall 2014		Fall 2013	
	#	%	#	%
Black/African American	608	9.1	590	9.0
Asian	369	5.5	380	5.8
Native Hawaiian/Pacific Islander	9	0.1	3	0.0
Hispanic/Latino	355	5.3	304	4.6
American Indian/Alaska Native	16	0.2	13	0.2
Two or More Races	256	3.8	213	3.2
<b>TOTAL MINORITY</b>	<b>1,613</b>	<b>24.1</b>	<b>1,503</b>	<b>22.8</b>
White	5,043	75.3	5,022	76.3
Other/No Response	42	0.6	58	0.9
<b>U.S. TOTAL</b>	<b>6,698</b>	<b>100</b>	<b>6,583</b>	<b>100</b>
International	1,185		1,304	
<b>UNIVERSITY TOTAL</b>	<b>7,883</b>		<b>7,887</b>	
Men	3,735	47.4	3,805	48.2
Women	4,148	52.6	4,082	51.8

24.1

Fall 2014 First Term Undergraduate Percentage Minority Students

47.4

Fall 2014 First Term Undergraduate Percentage Male Students

52.6

Fall 2014 First Term Undergraduate Percentage Female Students

In October 2007, the U.S. Department of Education issued final guidance on maintaining, collecting, and reporting race and ethnicity data, effectively modifying the standards for collecting and reporting this data. The racial/ethnic categories in this report's data tables are the standard categories as specified by the U.S. Department of Education.



Total Enrollment	Fall 2014		Fall 2013	
	#	%	#	%
Black/African American	3,196	7.5	3,091	7.3
Asian	2,214	5.2	2,149	5.1
Native Hawaiian/Pacific Islander	46	0.1	24	0.1
Hispanic/Latino	1,878	4.4	1,720	4.1
American Indian/Alaska Native	127	0.3	131	0.3
Two or More Races	1,217	2.9	1,066	2.5
<b>TOTAL MINORITY</b>	<b>8,678</b>	<b>20.4</b>	<b>8,181</b>	<b>19.4</b>
White	33,116	78.0	33,280	78.9
Other/No Response	646	1.5	719	1.7
<b>U.S. TOTAL</b>	<b>42,440</b>	<b>100</b>	<b>42,180</b>	<b>100</b>
International	7,645		7,163	
<b>UNIVERSITY TOTAL</b>	<b>50,085</b>		<b>49,343</b>	
Men	24,315	48.5	23,890	48.4
Women	25,770	51.5	25,453	51.6

20.4

Fall 2014 Total Enrollment  
Percentage  
Minority Students

48.5

Fall 2014 Total Enrollment  
Percentage  
Male Students

51.5

Fall 2014 Total Enrollment  
Percentage  
Female Students

New Transfer Undergraduates	Fall 2014		Fall 2013	
	#	%	#	%
Black/African American	69	4.4	58	4.2
Asian	63	4.0	41	3.0
Native Hawaiian/Pacific Islander	4	0.3	-	0.0
Hispanic/Latino	76	4.9	59	4.3
American Indian/Alaska Native	8	0.5	5	0.4
Two or More Races	52	3.3	39	2.8
<b>TOTAL MINORITY</b>	<b>272</b>	<b>17.4</b>	<b>202</b>	<b>14.7</b>
White	1,270	81.4	1,161	84.5
Other/No Response	19	1.2	11	0.8
<b>U.S. TOTAL</b>	<b>1,561</b>	<b>100</b>	<b>1,374</b>	<b>100</b>
International	107		139	
<b>UNIVERSITY TOTAL</b>	<b>1,668</b>		<b>1,513</b>	
Men	891	53.4	784	51.8
Women	777	46.6	729	48.2

17.4

Fall 2014 New Transfer  
Percentage  
Minority Students

53.4

Fall 2014 New Transfer  
Percentage  
Male Students

46.6

Fall 2014 New Transfer  
Percentage  
Female Students

Graduate Enrollment	Fall 2014		Fall 2013	
	#	%	#	%
Black/African American	489	7.5	459	7.0
Asian	242	3.7	237	3.6
Native Hawaiian/Pacific Islander	6	0.1	2	.03
Hispanic/Latino	321	4.9	277	4.2
American Indian/Alaska Native	39	0.6	40	0.6
Two or More Races	148	2.3	120	1.8
<b>TOTAL MINORITY</b>	<b>1,245</b>	<b>19.1</b>	<b>1,135</b>	<b>17.4</b>
White	5,049	77.4	5,130	78.6
Other/No Response	227	3.5	259	4.0
<b>U.S. TOTAL</b>	<b>6,521</b>	<b>100</b>	<b>6,524</b>	<b>100</b>
International	2,248		2,296	
<b>UNIVERSITY TOTAL</b>	<b>8,769</b>		<b>8,820</b>	
Men	3,821	43.6	3,781	42.9
Women	4,948	56.4	5,039	57.1

19.1

Fall 2014 Enrollment  
Percentage  
Minority Graduate  
Students

43.6

Fall 2014 Enrollment  
Percentage  
Male Graduate Students

56.4

Fall 2014 Enrollment  
Percentage  
Female Graduate  
Students

Graduate Professional	Fall 2014		Fall 2013	
	#	%	#	%
Black/African American	113	4.6	94	3.8
Asian	293	12.0	306	12.4
Native Hawaiian/Pacific Islander	9	0.4	0	0.0
Hispanic/Latino	82	3.4	86	3.5
American Indian/Alaska Native	8	0.3	8	0.3
Two or More Races	37	1.5	42	1.7
<b>TOTAL MINORITY</b>	<b>542</b>	<b>22.2</b>	<b>536</b>	<b>21.7</b>
White	1,860	76.3	1,888	76.6
Other/No Response	37	1.5	42	1.7
<b>U.S. TOTAL</b>	<b>2,439</b>	<b>100</b>	<b>2,466</b>	<b>100</b>
International	91		69	
<b>UNIVERSITY TOTAL</b>	<b>2,530</b>		<b>2,535</b>	
Men	1,176	46.5	1,185	46.7
Women	1,354	53.5	1,350	53.3

22.2

Fall 2014 Enrollment Percentage  
Minority Graduate Professional

46.5

Fall 2014 Enrollment Percentage  
Male Graduate Professional

53.5

Fall 2014 Enrollment Percentage  
Female Graduate Professional

## ACADEMIC WORKFORCE

*Michigan State University is a diverse and dynamic intellectual community whose world-class status depends on the intricate connection between its academic, research, and support staff teams. Therefore, the university continuously engages in efforts to recruit and retain diverse faculty and staff.*

### Administrative Appointments

There are 242 individuals in the academic manager group, which includes deans, assistant/associate deans, chairpersons, and directors. The representation of women in this group is 30.9% (no change from the 2012-13 academic year), compared to representation in the tenure system of 34% (n=75). The percentage of minority academic managers is 14% (n=34), compared to minority representation in the tenure system of 24.7%. Of the ten minority women, seven are Black or African American, one is Asian, one is Hispanic, and one individual is in two or more categories. Of the 24 minority men, seven are Black or African American, 12 are Asian, one is Native Hawaiian/Pacific Islander, and four are Hispanic.

Academic Workforce	Fall 2014		Fall 2013	
	#	%	#	%
Black/African American	311	5.9	311	6.1
Asian	774	14.8	746	14.5
Hispanic/Latino	203	3.9	186	3.6
American Indian/Alaska Native	29	0.6	29	0.6
Native Hawaiian/Pacific Islander	9	0.2	7	0.1
Two or More Races	26	0.5	26	0.5
<b>Total Minority</b>	<b>1,352</b>	<b>25.8</b>	<b>1,305</b>	<b>25.4</b>
White	3,882	74.2	3,827	74.6
<b>Total</b>	<b>5,234</b>	<b>100</b>	<b>5,132</b>	<b>100</b>
Men	2,876	54.9	2,825	55.0
Women	2,358	45.1	2,307	45.0

25.8

Fall 2014 Workforce Percentage  
Minority Academic Staff

54.9

Fall 2014 Workforce Percentage  
Male Academic Staff

45.1

Fall 2014 Workforce Percentage  
Female Academic Staff

## Executive Management

All executive management position titles are approved by the Board of Trustees and/or the president, and include senior administrators such as president, vice president/provost, general counsel, secretary of the board, etc., and specifically designated director and other administrative titles. As of October 1, 2014, there were 102 individuals appointed to executive management positions. Of these, 36 (35.3%) were women, and 14 (13.7%) were minorities. Of the eight minority women, six were Black or African American, one was Asian, and one individual was in two or more categories. Of the six minority men, four were Black or African American, and two were Asian.

## Recruitment and Retention

During the 2013-14 affirmative action year, the total academic human resources workforce (i.e., headcount, not FTEs), increased by 102 individuals, from 5,132 to 5,234. Women totaled 2,358. With a net increase of 51 women during 2013-14, the proportion of women went up slightly to 45.1% of all academic human resources. Minorities comprised 1,352 of the total academic human resources workforce. With a net gain of 47 minorities during 2013-14, minorities now represent 25.8% of the total academic human resources workforce, an increase of 0.4% over 2012-13. The number of Black or African American faculty in the academic human resources workforce remained constant at 311, or 5.9% of the total. Asians increased by 28, which represents 14.8% of the total. The number of Hispanic faculty increased from 186 to 203, which is 3.9% of the total. American Indians/Alaska Natives remained unchanged at 29 and 0.6% of the total. Native Hawaiian/Pacific Islanders increased by two (from seven to nine), and the number of faculty and academic staff in two or more categories remained unchanged at 26 (0.2% and 0.5 % of the total, respectively).

On a non-duplicate basis, the number of individuals in protected classes, i.e., women and minorities, was 3,109 in fall 2014, 59.4% of the total faculty and academic staff, increasing from 3,016 in 2013. Thus, the number and proportion of women and minorities in the academic human resources workforce increased in 2013-14.

Tenure System Faculty	Fall 2014		Fall 2013	
	#	%	#	%
Black/African American	92	4.7	92	4.8
Asian	281	14.4	266	13.7
Hispanic/Latino	83	4.2	80	4.1
American Indian/Alaska Native	15	0.7	14	0.7
Native Hawaiian/Pacific Islander	3	0.2	3	0.2
Two or More Races	9	0.5	9	0.5
<b>Total Minority</b>	<b>483</b>	<b>24.7</b>	<b>464</b>	<b>24.0</b>
White	1,472	75.3	1,471	76.0
<b>Total</b>	<b>1,955</b>	<b>100</b>	<b>1,935</b>	<b>100</b>
Men	1,290	66.0	1,286	66.5
Women	665	34.0	649	33.5

**24.7** Fall 2014 Workforce Percentage Minority Tenured Faculty

**66.0** Fall 2014 Workforce Percentage Male Tenured Faculty

**34.0** Fall 2014 Workforce Percentage Female Tenured Faculty

## Tenure System

During 2013-14 the number of faculty in the tenure system increased from 1,934 to 1,955. The number of women in the tenure system increased from 649 to 665, bringing the percentage of women faculty in the tenure system to 34%. Over the last 10 years, the percentage of women in the tenure system has increased steadily, growing from 29.7% to its current 34%. The number of minorities in the tenure system increased from 464 to 483. This net increase of 19 minorities increased the overall percentage of minorities in the tenure system to 24.7% (an increase of 0.7% over 2013). Over the last 10 years, the percentage of minorities in the tenure system has increased year-over-year from 17.7% to 24.7%. Black or African American tenure

system faculty remained unchanged for the third consecutive year at 92, or 4.7% of the total. Asians increased from 266 to 281 or 14.4% of the total. Hispanics increased from 80 to 83, or 4.2% of the total number of tenure system faculty.

## Overall Tenure System Hiring

During 2013-14, there were 109 new individuals appointed in the tenure system, including 37 minorities (33.9%) and 43 women (39.4%). On a non-duplicate basis, 69 individuals, or 63.3% of the total appointments in the tenure system, were members of protected groups.

## Disability Data

In 2013-14, the academic human resources workforce included 74 self-identified individuals with disabilities, including two executive managers, four academic managers, 30 tenure system faculty, 13 continuing academic staff, 13 fixed-term academic staff, and 12 fixed-term faculty.

# SUPPORT STAFF HUMAN RESOURCES

*Over the past 40 years the demographics of the American workforce have changed. This holds true for the MSU workforce as well. Today's workforce is a much more accurate reflection of the current population, and illustrates a significant mix of genders, races, religions, sexual orientations, ages, and ethnicities.*

Minority officials and managers decreased by one employee, from 30 to 29 (12.3% to 11.4% of the category). The professional category increased by 29 minorities, from 457 to 486 (13.6% to 13.8%). The number of clerical minority employees decreased by two, from 166 to 164 (16.6% to 16.8%), and minorities in technical jobs increased by three, from 63 to 66 (12.0% to 12.2%). Minorities in service and maintenance increased by five, from 258 to 263 (26.8% to 26.5%). In skilled trades, minority employees decreased by two, from 35 to 33 (11.4% to 10.9%).

Women officials and managers increased by 18—from 131 to 149 employees (53.9% to 58.4% of the category). The professional category increased by 87 women, from 1,969 to 2,056 (58.6% to 58.5%). The number of women in clerical positions decreased by 24, from 941 to 917 (94.2% to 94%). Women in technical positions increased by seven, from 401 to 408 (76.5% to 75.7%). The number of women in service and maintenance jobs increased by 23, from 472 to 495 (49.0% to 49.8%), and skilled trades remained the same with 23 women (7.5% to 7.6%).

**13.8**  
2014 Total  
Professionals  
Percentage  
Minorities

Employee Categories	Minorities <sup>1</sup>				Women			
	2014		2013		2014		2013	
	#	%	#	%	#	%	#	%
Officials/Managers	29	11.4	30	12.3	149	58.4	131	53.9
Professionals	486	13.8	457	13.6	2,056	58.5	1,969	58.6
Clerical	164	16.6	166	16.8	917	94.2	941	94.0
Technical	66	12.2	63	12.0	408	75.7	401	76.5
Service & Maintenance	263	26.5	258	26.8	495	49.8	472	49.0
Skilled Trades	33	10.9	35	11.4	23	7.6	23	7.5
<b>Total<sup>2</sup></b>	<b>1,041</b>	<b>15.8</b>	<b>1,009</b>	<b>15.8</b>	<b>4,048</b>	<b>61.5</b>	<b>3,937</b>	<b>61.6</b>

**58.4**

2014 Total Service  
& Maintenance  
Percentage Women

**49.8**

2014 Total  
Officials/Managers  
Percentage Women

<sup>1</sup>Total minority/ethnic groups combined.

<sup>2</sup>Total percentages for minorities and women are not intended to add up to 100%; rather, they reflect their representation in the total support staff workforce.



The support staff workforce continued to increase with 189 (2.9%) additional employees from 6,395 to 6,584 during 2013-2014. Women increased by 111 from 3,937 to 4,048 employees (61.6% to 61.5% of the workforce). The number of minority support staff increased by 32 from 1,009 to 1,041 (remaining at 15.8%). The number of minority women increased by 16 from 625 to 641 (9.8% to 9.7%) and minority men increased by 16 from 384 to 400 (6.0% to 6.1%).

## Employees with Disabilities

The number of self-identified employees with a disability decreased by 11, from 113 to 102 (1.8% to 1.6% of the workforce). The officials and managers category remained the same with one employee with a disability (0.4% of the category). The professional category decreased by four, from 54 to 50 (1.6% to 1.4%). Clerical employees with disabilities decreased by two, from 29 to 27 (2.9% to 2.8%), and technical stayed constant at six (1.1%). Employees with disabilities in the service and maintenance category decreased by four, from 21 to 17 (2.2% to 1.7%), and skilled trades decreased by one from two to one employee with a disability (0.7% to 0.3%).

## Support Staff Veterans

The support staff veteran data represent employees who self-identify in one or more veteran categories, as follows: 57 (0.9% of the workforce) Vietnam era veterans; 43 (0.7%) other eligible veterans; 34 (0.5%) armed forces service medal veterans; 12 (0.2%) disabled veterans; and nine (0.1%) recently separated veterans.

Support Staff Workforce	Fall 2014		Fall 2013	
	#	%	#	%
Black/African American	413	6.3	403	6.3
Asian	189	2.9	177	2.8
Hispanic/Latino	369	5.6	362	5.7
American Indian/Alaska Native	30	0.5	34	0.5
Native Hawaiian/Pacific Islander	1	0.0	2	0.0
Two or More Races	39	0.6	31	0.5
<b>Total Minority</b>	<b>1,041</b>	<b>15.8</b>	<b>1,009</b>	<b>15.8</b>
White	5,543	84.2	5,386	84.2
<b>Total</b>	<b>6,584</b>	<b>100</b>	<b>6,395</b>	<b>100</b>
Men	2,536	38.5	2,458	38.4
Women	4,048	61.5	3,937	61.6

**15.8** Fall 2014 Workforce Percentage Minority Support Staff

**38.5** Fall 2014 Workforce Percentage Male Support Staff

**61.5** Fall 2014 Workforce Percentage Female Support Staff



race, gender equity, veterans rights, disabilities, artistic freedom, speech, political refuge, human trafficking, food, water, clean air, voting, economic justice, business, trade, housing, race, gender equity, veterans rights, disabilities, artistic freedom, speech, political refuge, human trafficking, food, water, clean air, voting, economic justice, business, trade, housing, race, gender equity, veterans rights, disabilities, artistic freedom, speech, political refuge

# WHAT WE DO

## ENHANCE THE STUDENT EXPERIENCE

*Outreach and engagement often links MSU to distressed communities, people living in poverty, and groups that have been historically marginalized and underserved. As such, outreach and engagement may take students outside of their “comfort zone” — which is precisely where change is most likely to occur.*

### Community Engagement in the Spartan Spirit

The **University Center for Regional Economic Innovation (REI)** at the **Center for Community and Economic Development (CCED)** provides leadership and support for student-led, faculty-guided projects benefiting targeted Michigan communities. Each year, a select group of college students from throughout the state get REI funding for semester-long projects that help distressed rural and urban Michigan communities carry out economic development initiatives. Among the initiatives: urban farming, art incubators, makerspaces, pop-up businesses, the conversion of abandoned properties into greenhouses, and, at El Museo del Norte in Southwest Detroit, a project to teach neighborhood women to weld, pour concrete, and tackle woodwork to create an engaging community space out of the museum’s formerly neglected yard.



## did you know?

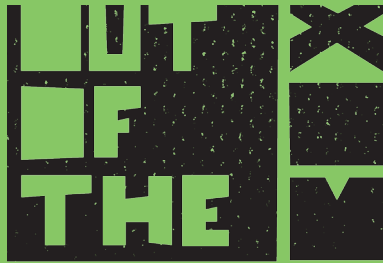
... that MSU students with children may qualify for an MSU Child Care Grant (an average of \$1,000 per semester, per child) or the Spartan Kids child care grant (\$5,000 per child, or 1,042 hours of care)?

*In a Family Resource Center survey of 165 child care grant recipients, 80% reported that the funds helped them stay in school; 30% said the grant helped them graduate; 67% said it helped them attend class; 75% said it reduced their stress; and 75% said the money gave them extra time to study.*

# Service Learning on Spring Break

Last year, MSU students worked hard to debunk the popular perception that spring break is synonymous with self-indulgence and risky behavior. Many Spartans would rather change the world.

**Alternative Spartan Breaks (ASB)** takes MSU students and faculty into communities that need help on a specific social issue. Teams of 12—nine participants, two student site leaders, and a faculty advisor—spend at least 30 hours working with community partners on projects related to hunger, homelessness, early childhood education, poverty, employment counseling, and refugee resources (to name a few). In the 2013-2014 academic year, 173 MSU ASB students and site advisors participated in responsive, capacity-building service projects in 14 diverse U.S. communities.



**Out of the Box** was a 2,800-mile cross-country journey made by seven **College of Communication Arts and Sciences** students, all members of the Media Sandbox Street Team. On their way to the *South by Southwest (SXSW) Interactive Festival* in Austin, Texas, during spring break, the students stopped in four cities to offer *pro bono* creative services (web design, branding, photography, advertising, and social media marketing) to four local nonprofits: a wellness center for urban women, an advocacy group for people with developmental disabilities, a foundation that supports youth charities, and a mobile art program for seniors and adults with disabilities. Throughout the journey, they documented their progress on video, and

later produced a documentary film, “Out of the Box.”

The MSU chapter of **Students Today Leaders Forever** sent three busloads of students on a nine-day “Pay it Forward Tour” during spring break, 2014. The color-coded buses (one pink, one green, and one blue) had separate itineraries, stopping in several states along the way before all meeting up in Atlanta. At each stop, students pitched in at homeless shelters, worked at food banks, planted trees, and helped endangered species.

## Into the Streets

Throughout the 2013-14 academic year, **Into the Streets**, a registered student organization, provided many short-term direct service opportunities for students to volunteer: regular trips to area food distribution and meal centers, work with refugees and their families, visits

to nursing homes, and projects at nature centers, among others. Through these experiences, more than 100 students connected with 20 or more community organizations in Greater Lansing.



## Taking it to the Streets

August 18, 2014 marked the third annual **Michigan State University Day of Service: Taking it to the Streets**. Hundreds of Spartans — most of them staff members and student residence hall assistants from **Residence Education and Housing Services (REHS)** — performed maintenance work, trash cleanup, and other volunteer jobs for area nonprofits concerned with homelessness, hunger, low income housing, children’s issues, animal rights, and more. The project was part of the students’ training for their residence hall



jobs: an orientation to meeting the needs of people from diverse educational, cultural, ethnic, socioeconomic, and geographic backgrounds. All told, REHS volunteers donated 3,500 hours of community service.

*“There’s no place like home.” Those words can ring particularly true for young people going away to college for the first time. And when nothing smells, tastes, looks, sounds, or feels like home, the transition can be all the more difficult. It takes a team effort to create a welcoming environment, foster a culture of inclusivity, and make students feel at home.*

## Diversity and Inclusion Graduate Assistant

In spring 2014, **REHS** created a new half-time position for a graduate assistant to develop a training curriculum on diversity and inclusion. The training equips hourly staff members with information and tools to meet the evolving needs of MSU’s global student body.

## Transgender Housing

The **Housing Assignments Office (HAO)** continues to work closely with the **LGBT Resource Center** to meet the housing needs of transgender students on a case-by-case basis.

The goal is for all students, including transgender students, to enjoy a safe and comfortable living environment.



## Easing Transitions

MSU’s global population continues to surge, with 7,704 international students enrolled in Fall 2014 (5,312 freshmen, 2,339 graduate students). To smooth the transition for Chinese students and their families, a delegation of staffers from **REHS** and the **Office of International Students and Scholars (OISS)** traveled to Shanghai and Beijing in May 2014 to hold informational meetings with some 500 admitted students and their families. They covered topics from student visas to laundry facilities, from academics to dining. When the students arrived on campus a few months later for early orientation, REHS, OISS, and area transportation providers partnered to create an unforgettable welcome complete with an early floor meeting, tours, and social activities.

## Hiring Priorities

To ensure that the makeup of the Resident Assistant (RA) staff reflects the diversity of the student population it serves, **REHS** has taken proactive steps to recruit and hire a diverse workforce, including students of color and international students.

## Simple Gestures

Sometimes inclusiveness starts with something small: a simple gesture that tells students they are welcome and valued:

- Multi-lingual welcome signage at campus Starbucks locations ...
- The Crossroads Food Court in the International Center opening early in fall 2014, in time for the international student move-in ...
- The presence of new menu items featuring authentic Asian and Indian dishes at the dining halls ...
- Special culinary events like “Brazil Week” (conducted in partnership with **Migrant Student Services** at Holden Hall last fall).



## It Takes a Village

To make the transition to the United States more comfortable and affordable for international students and their families, the **International Student Lending Center** loans gently used household items to international residents of Spartan Village apartments. Last year, members of the MSU community donated 10 vanloads of bedding, curtains, dishes, cookware, rugs, lamps, and other household necessities during the annual International Lending Center Drive, sponsored by the **College of Communication Arts and Sciences** as a way to welcome and support the new students and scholars.

*There's more to a college education than classes, lectures, and labs.  
MSU prepares students to live and thrive in the world after graduation.*

## Compassion in Health Care

The heart and soul of osteopathic medicine is compassionate care. *The Leadership Academy for Compassionate Care*, a one-year elective for selected students in the **College of Osteopathic Medicine (MSUCOM)**, emphasizes empathy as a way to improve health outcomes and the quality of the patient experience. To serve their increasingly diverse patients effectively, today's physician leaders need knowledge and proficiencies that go beyond the science of medicine: In addition to clinical skills, they also need excellent listening, advocacy, and cross-cultural skills.

## Curricular Changes at MSUCOM

Times are changing and so is the **MSUCOM** curriculum. Today, students attending classes in clinical skills and professional conduct can also expect to learn—through case studies and group discussions—strategies for serving patients whose race, gender, cultural background, religion, or sexual orientation are different from their own.

## Transforming the Doctor-Patient Relationship

In June 2014, students and faculty members from **MSUCOM** participated in the fourth annual *Transforming the Doctor-Patient Relationship: Telling the Story* workshop, a unique weekend experience facilitated by the Stuart Pimsler Dance and Theater Company. As participants danced, wrote, drew, and acted, they also discovered ways to explore their patients' personal histories, pondered ethical issues that emerged, and learned strategies to deepen the doctor-patient relationship. The event was sponsored by MSUCOM with significant support from the MSU Federal Credit Union Institute for Arts and Creativity at the Wharton Center.



D'Mello



Ley

## The Joy Initiative

Burnout, depression, loneliness, isolation, and even thoughts of suicide are very real experiences in medical school, especially for minority students. **The Joy Initiative** — spearheaded by psychiatry resident **Miko Rose, DO**, with faculty mentors **Alyse Ley, DO**, and **Dale D'Mello, MD** — aims to alleviate the negative effects of stress by teaching health care students to be resilient and joyful, qualities they can later model and teach to their patients. Techniques that are proving helpful include mindfulness training, cognitive behavioral therapy, group discussions, and meditation.

## Home is Where the Art Is

Art galleries, art studios, public art installations, sculpture, and special exhibits can be found in and around many of the residence halls and neighborhoods at MSU.

A rare and intimate look at religion, politics, conflict, identity and coming of age in the Middle East come together in "Eighteen," a photography exhibit on display in Brody Hall. Environmental portraits by Jewish Israeli photographer Natan Dvir explore the lives of Israeli Palestinian youths who are turning 18 years old. The project raises compelling and timely

questions about belief, trust and understanding—all the more poignant during this time of conflict and tension in the Middle East. The exhibit is a joint project of the **MSU Museum, School of Journalism, Residence Education and Housing Services**, and the **Office for Inclusion and Intercultural Initiatives**.

### Navigating the Transition from College to Career

In April 2014, PricewaterhouseCollins (PwC) delivered its first-ever global forum on women and leadership to college students around the world. MSU students gathered at the Wharton Center for a live webcast with **Sheryl Sandberg**, Facebook COO and best-selling author of *Lean In: Women, Work and the Will to Lead* and *Lean In for Graduates*. The event was part of *Aspire to Lead: The PwC Women's Leadership Series*, which focused on the challenges and opportunities female students face as they navigate the transition from campus to career.



Sandberg



## LEADERSHIP

*“Valuing inclusion benefits MSU scholars who advance knowledge by exploring the vast range of questions that result from our differences. It benefits our employees by creating a stronger work environment that draws on different points of view.”*

President Simon's Statement on Diversity and Inclusion

### Leadership Development

The university continues its commitment to leadership development through participation in the **Committee on Institutional Cooperation Academic Leadership Program (CIC/ALP)**, an intensive and highly selective opportunity for academic administrators and faculty to develop leadership and administrative skills and to gain a deeper understanding of higher education. Of the 152 faculty participants (designated as CIC/ALP fellows) from MSU since the program's inception in 1989-90, there were 83 women (of whom 21 were Black or African American, two were Asian, two were Hispanic, and six were American Indian/Alaska Native).

The **Lilly Teaching Fellows** program is another leadership development initiative intended to advance MSU's support of excellence in teaching and learning. The program selects a cohort of early career faculty who have the potential to be academic leaders—including promising pre-tenure faculty in the tenure system; assistant professors in the Health Programs system; and librarians or National Superconducting Cyclotron Laboratory (NSCL) faculty. The fellows engage in a year-long exploration of scholarly teaching and the scholarship of teaching and learning. The current cohort—MSU's twenty-fourth—consists of six fellows: four women and two men.



Similarly, the **Adams Academy** is another university development program aimed at promoting instructional excellence among fixed-term faculty and continuing system academic staff. Currently in its sixth year, the cohort has 12 participants, 10 of whom are women.



Under the **ADVANCE Grant**, each college has a designated faculty excellence advocate (FEA) who serves as a key driver of faculty quality and diversity. In an effort to identify areas for climate change within their respective colleges, FEAs also meet with, and gather data from, faculty who voluntarily resign from tenure system positions.

### **Underrepresented Minority (URM) Tenure System Faculty Study**

The principle investigators for this study are **Paulette Granberry Russell, J.D.**, Director of the Office for Inclusion and Intercultural Initiatives, and **Isis Settles**,

PhD, Department of Psychology, College of Social Science. The URM qualitative study was developed to address two issues that emerged in the 2009 faculty work environment survey. First, the response rate of URM faculty members was too low to make generalizations from the survey data to the population of URM faculty. Second, analysis of the responses of URM faculty members, although limited in number, indicated that their perceptions and experiences were more negative than those of white faculty members at MSU. For these reasons, the URM study was designed to glean the specific needs and particular experiences of faculty of color at MSU. Interview questions were tailored specifically to tap into the areas that were identified in the work environment survey as being problematic for URM faculty. These include: mentoring; interpersonal mistreatment (e.g., incivility, harassment); expectations around policies, procedures, and practices; and preparation for leadership.

The URM study is divided into two parts. Phase 1 examines the experiences of African American/Black, Hispanic/Latino, and American Indian faculty members. Phase 2 focuses on the experiences of Asian and Asian-American faculty members. While both the response rate and responses of Asian and Asian-American faculty members were similar to those of white faculty on the 2009 faculty work environment survey, it was important to survey this group, as their underrepresented status may depend on their gender, discipline, and national origin. Individual interviews of 116 tenure system faculty were completed; analysis of their data is in process and will be used to inform MSU's ongoing commitment to advance the recruitment, hiring, and retention of underrepresented minority faculty at MSU.

## **ENRICH COMMUNITY, ECONOMIC, & FAMILY LIFE**

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*MSU enriches community, economic, and family life through university-community engagement: forging reciprocal and mutually beneficial relationships between the university and the public.*

### **The Power of We**

**Power of We Consortium**—aimed at improving the quality of life for the residents of Ingham County—looks to the **University Outreach and Education (UOE) Center for Community and Economic Development (CCED)** to help analyze a number of key indicators selected to measure the well-being of the community. Of special interest are those indicators that impact minority and low-income residents, among them education, the economy, health and mental health, safety, home ownership, and family life.

### **Improving Healthcare for Latinos**

MSU's **Julian Samora Research Institute (JSRI)** partnered with the Michigan Alliance of Latinos Moving Towards Advancement (MI ALMA) to host a day-long summit, *Improving Health and Healthcare for Michigan's Latinos*, in March 2014. The meeting brought community leaders together to discuss factors affecting healthcare in the Latino community—



including language barriers, difficulty collecting data, and a lack of cultural competence—and to strategize solutions.

### Improving Muslim Mental Health



Abbasi

Anti-Islamic discrimination, social stigma, and other cultural barriers may prevent Muslims from getting the mental health services they need. Recognizing these obstacles, Assistant Professor of Psychology **Dr. Farha Abbasi** established the annual *Muslim Mental Health Conference* to improve access to culturally-appropriate mental health care in the Muslim community.

The sixth annual *Muslim Mental Health Conference*, April 24-26, 2014, was sponsored by the **MSU Department of Psychiatry** and the **MSU College of Osteopathic Medicine (MSUCOM)** in collaboration with the **Arab Community Center for Economic and Social Services (ACCESS)**.

### Wiba Anung: Early Star

Wiba Anung is the Ojibway word for “Early Star” and the name of an MSU/ Inter-Tribal Council research partnership dedicated to improving the academic and social success of children attending American Indian Head Start and Early Head Start programs in Michigan.

When the research project began, many of the children were perceived to be “at risk” due to economic disparities (poverty among American Indian families is twice the national average) and low educational requirements for teachers. Today, tribal partners bring to the table their unique knowledge of Native American culture, traditions, and community, while MSU faculty members contribute expertise in research, assessment, and early childhood development. Based on a series of focus groups with parents, tribal elders, community members, and staff, the Wiba Anung partnership focuses on language and academic skills, increasing teachers’ competencies, and infusing the Head Start curriculum and teacher training with culturally-relevant content.

The partnership continues to thrive because it is driven by community, grounded in scholarship, and built upon cultural strengths.



### Future DOcs

**Future DOcs**, a successful outreach initiative established at the **MSU College of Osteopathic Medicine (MSUCOM)** in 2012, continues to introduce high school students from historically underserved urban communities to health-related college and career possibilities through hands-on workshops, community service, and other educational experiences. Thanks to a partnership between MSUCOM and Sparrow Health System, the Future DOcs program expanded to mid-Michigan for a summer pilot in 2014.

### Thinking College

The **MSU Detroit Center** invited middle and high school students from historically underrepresented schools to attend an open house in March 2014, to talk about pre-college programs at MSU. Presenters offered tips for filling out successful program applications, described MSU’s residential campus programs, and discussed ways to cover program costs.

Participants also learned about a number of local opportunities for Detroit students:

- **STEM Genius** offers innovative, hands-on, project-based education in science, technology, engineering, and mathematics (STEM).
- **Detroit Area Pre-College Engineering Program (DAPCEP)** has been reaching out to K-12 students from underrepresented communities

## did you know?

... that MSU sponsors 64 pre-college programs geared toward historically underserved middle school and high school populations?

*Many of the programs are aimed at creating a college-going mindset in students who might otherwise not be college-bound.*



## did you know?

... that the MSU College of Osteopathic Medicine (MSUCOM) is the single largest provider of pediatric care to poor children in the Lansing area?

*Faculty members also provide services at the Ingham County Health Department and at clinics treating the homeless, people with substance abuse problems, and the indigent.*

since 1976 to cultivate interest and build skills in science, technology, engineering, math, and medicine.

- **Klub Dex** is an after-school enrichment program providing supplementary education, community projects, ACT preparation, and career development aimed at empowering Detroit high school students.

### Second Annual Science Festival

America's economic future hinges on producing enough skilled graduates in the fields of science, technology, engineering, and math (STEM) to meet the country's workforce needs. The goal of MSU's six-day *Science Festival* in April 2014 was to spark an interest in science by making it accessible, intriguing, and fun. Organizers made a special effort to attract families and school groups from low-income districts in the hopes of inspiring talented students from all backgrounds to consider STEM educations and careers. The free event brought 20,000 visitors to MSU.

### OsteoCHAMPS

For more than a decade, **OsteoCHAMPS** has prepared high school students for health care-related higher education and careers. The two-week pre-college summer program focuses on science, medicine, leadership, and life skills; students also learn about individual responsibility, diversity, and teamwork.

### Great Lakes Folk Festival

The **Michigan State University Museum (MSUM)** and the City of East Lansing partnered once again in August 2014 to stage the thirteenth *Great Lakes Folk Festival* — a three-day celebration of cross-cultural music, dance, traditional arts, storytelling, and ethnic food in downtown East Lansing.

### Experiencing the World at Home

**The Office for International Students and Scholars (OISS)** invited the community to celebrate cultural diversity with a number of events and outreach activities throughout the year.

- **The Global Festival**, in cooperation with the **Community Volunteers for International Programs (CVIP)**, treated 2,000 visitors to international exhibits, demonstrations, and performances during fall semester, 2013.
- **East Lansing Welcomes the World**, co-sponsored by **OISS** and the East Lansing Public Library, welcomed international students and their families to the community last fall.
- **One World; Many Stories** — a partnership between **OISS**, the East Lansing Public Library, Red Cedar Elementary School, the **Family Resource Center**, and the **Center for Language Teaching Advancement (CeLTA)** — is a community-based literacy program, aimed at exposing children to a variety of cultures. The sixth annual event, in March 2014, focused on the book, *Peace*, by Michigan author Wendy Anderson Halperin.

### Intercultural Communication Workshops

Last year, the **Office for International Students and Scholars (OISS)** conducted intercultural communication workshops for members of the MSU and East Lansing police departments, as well as 100 East Lansing landlords and property managers. Participants learned cross-cultural communication strategies and explored the international student experience at MSU.



### Science Discovery Club Reaches Lansing Kids

Reaching out to school age children in urban districts is one surefire way to spark an early interest in science, technology, engineering, and math (STEM) among historically underrepresented students. To that end, the **College of Veterinary Medicine** introduced the Science Discovery Club, an afterschool science program for elementary school students in Lansing. Using a “model-coach-fade” pedagogy, Vetward Bound peer leaders and MSU mentors start out by modeling the scientific method, follow up with hands-on activities, and, finally, step back as students develop their own year-end science fair projects and experiments.

### The Greening of the Fleet

MSU is committed to reducing its carbon footprint by using and promoting clean transportation. **Infrastructure Planning and Facilities (IPF)** is at the forefront of this effort, making “green” vehicles available through its **Transportation Services** department. In the fleet: a number of Ford and GMC hybrids, charter buses that run on biodiesel fuel, and Chevy Express cargo vans that run on propane autogas.

### A Bike Friendly Campus

**MSU Bikes Service Center** is more than just a bike shop; it is the driving force behind the “bike-friendly campus” that thousands of Spartans enjoy. In an effort to promote bicycling as a healthy and sustainable transportation option for the MSU community, MSU Bikes offers accessibility, support, and education for all things bicycle related. One recent initiative—the installation of new bike parking facilities on Trowbridge Road and Grand River Avenue—supports bicycling commuters by providing protection from theft and weather damage. What’s more, **Building Services** staffers (including the director) use the department’s 26 bicycles for campus transportation year-round.

### Job Shadowing at Infrastructure Planning and Facilities

On October 25, 2013, 17 high school students from the Jackson Area Career Center arrived at the **IPF** building for a day of job shadowing with personnel from **Maintenance Services** and **Engineering and Architectural Services**. During their visit, the Jackson-area juniors and seniors heard about skilled trades careers across IPF (such as electrical, plumbing, roofing, and construction management); toured construction sites and mechanical rooms of buildings around MSU; discussed worksite safety; and learned about the importance of being energy conscious in the building construction process.

### Mandatory E-Learning on Sexual Harassment

Last July, **Infrastructure Planning and Facilities (IPF)**, together with the **Office for Inclusion** and the **Transforming Theatre Ensemble (TTE)**, rolled out a new online training program on the subject of sexual harassment and sexual assault. All newly-hired student workers are required to complete the interactive training within one month of their employment—the first step in raising awareness within IPF of the surge in sexually violent crimes on college campuses throughout the nation.

## did you know?

... that MSU currently has over 275 study abroad programs on all continents and in more than 60 countries including Brazil, China, Greece, India, Israel, Morocco, New Zealand, and Russia?

*Approximately 26% of graduating seniors at MSU have participated in at least one study abroad experience.*

## EXPAND INTERNATIONAL REACH

*Outreach and engagement — at home and abroad — are central to MSU's land grant mission and essential to the university's diversity and inclusion priorities.*

### University Engagement

The **Office of the Associate Provost for University Outreach and Engagement (UOE)** is a campus-wide resource dedicated to helping faculty and academic units generate, share, and preserve knowledge in collaboration with communities worldwide. It is also home to the **National Collaborative for the Study of University Engagement (NCSUE)**, which studies the processes, relationships, and impacts of engaged scholarship. As such, NCSUE wants to know:

- How do scholars engage most effectively with their communities?
- How does such engagement enhance their scholarship?

NCSUE also plays a leadership role in the international Engagement Scholarship Consortium (ESC), an international alliance established to help its institutional members fulfill the promise and mandate of meaningful university-community engagement.

### Supporting Women's Economic Empowerment in Tanzania and South Africa

The **Center for Advanced Study of International Development (CASID)** in the **College of Social Science** has partnered with the University of Dar es Salaam (UDSM) in Tanzania and the Nelson Mandela Metropolitan University (NMMU) in South Africa on a program to enhance women's economic empowerment by building their capacity and experience in leadership, economic development, and business skills. The program, *Strengthening Leadership Capacity and Professional Skills: A Women's Economic Empowerment Program with Tanzania, South Africa, and the United States*, is funded by a grant from the U.S. Department of State, Bureau of Educational and Cultural Affairs.

### Children's Letters, Global Lessons

Created by the **MSU Museum** and the Nelson Mandela Museum, **Dear Mr. Mandela, Dear Mrs. Parks: Children's Letters/Global Lessons** is an exhibit of letters written by children from all over the world to late human rights leaders Nelson Mandela and Rosa Parks. Two traveling versions of the exhibition are now on tour, one each in South Africa and the United States.

### Feeding the Future: Improving Cowpea Yields in West Africa

**Irv Widders**, professor of horticulture, is passionate about how science can improve the lives of the poor. He runs the **Legume Innovation Lab** at MSU in support of "Feed the Future," a U.S. government initiative that invests in agricultural research to address global problems of poverty, food insecurity, and nutrition.



Widders

Consider the cowpea — a critical, affordable source of protein for millions of people in Sub-Saharan Africa. It is one of West Africa's most important crops, yet until now pests have been destroying more than half of the annual yield. Now, the Legume Innovation Lab, along with scientists from the University of Illinois at Urbana-Champaign and the International Institute for Tropical Agriculture, will use a \$1.45 million grant from the Bill and Melinda Gates Foundation to implement integrated pest management (IPM) solutions to benefit approximately 10 million smallholder farms.

## INCREASE RESEARCH OPPORTUNITIES

*At MSU, research is not just theoretical. The research happening here has the potential to solve the world's most urgent problems, address emerging needs as they emerge, and contribute to a more sustainable, equitable, and inclusive world.*



Ryan

### Is it Time for Women to “Man Up”?

Women are often at a disadvantage when applying for jobs in traditionally masculine fields (like engineering) or positions historically dominated by men (like top management). New MSU psychology research — *Should Women Applicants “Man Up” for Traditionally Masculine Fields?* — suggests that women who use stereotypically masculine traits to describe themselves in job interviews (*assertive, independent, achievement oriented*) are seen as “better fits” for traditionally male jobs than women who emphasize “feminine” traits (*warmth, supportiveness, nurturing*).

In a culture plagued by “pervasive and persistent” hiring discrimination, **Ann Marie Ryan**, psychology professor and co-author of the study, hopes this and other research she's working on will help women, minorities, older workers, and other marginalized job seekers to combat bias.

### Giving Native Children a Head Start

The **Tribal Early Childhood Research Center (TRC)** is a collaboration between the University of Colorado, MSU's **Community Evaluation and Research Council (CERC)**, and Johns Hopkins University, funded by the Administration for Children and Families to promote excellence in community-based participatory research and evaluation of tribal child care programs serving American Indian and Alaska Native children and their families. The university researchers are committed to community-based, culturally-competent, and scientifically rigorous research and evaluation in consultation with community stakeholders.

CERC also participates in the **Native Children's Research Exchange (NCRE)**, which brings together academic researchers and student scholars to share information and ideas, build collaborative relationships, mentor new investigators, and disseminate knowledge about child and adolescent development in American Indian and Alaska Native communities.

did you know?

... that MSU has 280 international institutional partnership agreements in more than 67 countries?





Johnson

## Watching and Listening to Mama

The messages that African American and Latina mothers communicate to their daughters — the things they say out loud and, just as importantly, the things they do — have a profound impact on how those daughters feel about race, gender, sexuality, womanhood, beauty, independence, relationships, self-worth, and more. These are the findings of *Watching and Listening to Mama: Maternal Messages to College Women of Color Navigating Campus Life at the Intersection of Race and Gender*, a research study conducted by **Deborah J. Johnson**, Professor of Human Development and Family Studies, with PhD graduate students **Sherrell Hicklen** and **Junghee Yoon**. The researchers presented their findings at the *Thirteenth Annual Hawaii International Conference on Social Sciences* in May 2014.

## Food for a Healthy Planet

Michigan State University has launched the first-of-its-kind interdisciplinary research center to study the global effects of agriculture on human and animal health. The **Center for Health Impacts of Agriculture (CHIA)** links MSU's agriculture and food security research with its three colleges of medicine—the **College of Human Medicine**, **College of Osteopathic Medicine**, and **College of Veterinary Medicine**—to address growing global health concerns.



Wu

**Felicia Wu**, John A. Hannah Distinguished Professor in the **Department of Food Science and Human Nutrition**, leads the new center. “The world’s population is expected to reach nine billion by the year 2050, creating drastically increased demands on agriculture and food production around the world,” Wu said. “It is not enough to just produce more food for the growing population. We need an integrated approach that will feed the population while maintaining health.” Co-led by **Dr. Ned Walker**, MSU professor and medical entomologist, CHIA is funded in part by the National Institutes of Health, the Bill & Melinda Gates Foundation, USAID, and the USDA.

## Curatorial Fellowship Brings Museums Together

**Michael Wilson**, a PhD student in the African and African American Studies program with a specialization in Art History, is the recipient of the **Nelson Mandela Museum-Michigan State University Museum Curatorial Fellowship** for 2014. The focus of the fellowship is museum-based research and education related to cultural heritage.

Michael is interested in researching the relationship between globalization, transnational identities, and visual culture. He will spend part of his fellowship based at the MSU Museum conducting research for an exhibition of quilts made by U.S. and South African artists in tribute to Nelson Mandela; he’ll also work at the Nelson Mandela Museum in Eastern Cape Province, South Africa, digitizing and archiving documents and material objects, and helping to create a virtual gallery of artworks from the museum’s collection. Built on a long-term partnership, the Mandela Museum-MSU Museum fellowship program helps address post-apartheid South Africa’s challenge to document and preserve history and expressive culture. The fellows’ projects are designed to embody the spirit of ubuntu, the traditional South African humanist philosophy focusing on compassion, humanity, and relationships.



# STRENGTHEN STEWARDSHIP

*At any major university, stewardship involves managing, maintaining, and allocating resources — financial, physical, intellectual, natural, and human. At MSU, stewardship also means taking care to nurture, cultivate, and grow those resources that enhance our core values of quality, inclusiveness, and connectivity.*



**The Demmer Center**, home to the **MSU Archery Team** and the **MSU Shooting Sports Club**, is also certified as a USA Shooting Training Center and a US Olympic Committee “Bronze Level of Excellence” Paralympic Sports Club.

As a Paralympic Sports Club, the center will:

- Recruit diverse youth and adults with physical and visual disabilities to participate in sports and physical activities regardless of skill level.
- Develop a community-based Paralympic Sports Club network as a foundation for a Paralympic athlete pipeline.
- Provide community-based sports programs to encourage injured service members and veterans to resume or begin sports activities upon reentry into their home communities.
- Create a national, unified branding campaign to promote the opportunities and benefits of sports and physical activities for people with physical and visual disabilities.
- Construct a rifle that converts light into sound, enabling people with visual disabilities (even blindness) to shoot independently at a specially designed black and white target.
- Continue to host the archery and air gun competitions for the annual Michigan Victory Games, sponsored by the Michigan Disability Sports Alliance.

## Accessibility Promotes Inclusiveness

Renovations to residence halls, academic buildings, student centers, and other spaces seek to improve functionality as well as to preserve historical features, while ensuring state-of-the-art life safety systems and ADA-compliant accessibility for all.

Major projects completed in 2013 and 2014:

- Dining hall renovations at **Landon Hall**
- **Chittenden Hall** renovation
- **Butterfield Hall** renovation
- **Summer Circle Theatre** courtyard renovation
- Construction of the “Hive” at **Wilson Hall**
- **Bessey Hall** third floor renovation

did you know?

... that the main library offers state-of-the-art assistive software, a Perkins Braille, Braille display, high-definition desktop video magnifier, and read-aloud rooms for patrons with vision impairment?

*It's all at the Assistive Technology Center (ATC), which can also provide assistive listening devices, motorized carts, book retrieval, and other services in collaboration with the Resource Center for Persons with Disabilities (RCPD).*



# A Quilting Tradition

*Throughout human history, quilts have been treasured as works of folk art, cultural artifacts, symbols of struggle and triumph, visual narratives, and a way for people — usually women — to pass traditions down from one generation to the next. Quilts are, by their very patchwork nature, metaphors for diversity, inclusion, and connectedness. And many times, they tell a story. The quilts at MSU reflect the university's commitment to sharing with students and the community the rich and diverse traditional arts of America and the world.*



## Ralli Quilts

The Summer 2014 installation at the **Eli and Edythe Broad Art Museum** featured examples from the ralli quilt collection at the **Michigan State University Museum (MSUM)**. The quilts, from southern Pakistan and western India, are constructed using patchwork, appliqué, and embroidery, with colorful designs that reflect motifs found in ancient pottery of the region. Exuding cultural pride and signifying communal identity, these quilts, through their patterning and methods of production, reveal their makers' histories.



## Conscience of the Human Spirit: The Life of Nelson Mandela

This exhibition and companion book co-produced by **MSUM** and the Women of Color Quilters Network (WCQN), was the



centerpiece of the **International Quilt Convention Africa**, July 2014, in Johannesburg, South Africa. The exhibition featured 81 textile tributes to Nelson Mandela made by WCGN quilters and South African quilters in 2013 and 2014. These diverse and often powerful pieces reflect the ways in which Nelson Mandela touched individual lives, changed a nation, and served as the “conscience of the human spirit” for people around the world.



## Quilting Sisters: African-American Quiltmaking in Michigan

Compiled of 15 quilts from **MSUM**'s textile collections, this exhibition represents the diversity of quilting traditions found within African-American communities in Michigan. From traditional to highly innovative, the quilts reflect themes of migration and settlement, ethnic identity, family history, quilting traditions, and quilts as art. This exhibition is currently on tour as part of MSUM's Traveling Exhibition Service, designed to provide affordable exhibitions for small museums across the state and beyond.



# ADVANCE OUR CULTURE OF HIGH PERFORMANCE

*A culture of high performance is an inclusive culture. Throughout its history as a land grant institution, MSU has created a culture that encourages all people to contribute their unique talents and perspectives, one that values differences and creates opportunities for students, teachers, employees, and community members to reach their full potential.*

## Office for Inclusion and Intercultural Initiatives

Diversity and inclusion at MSU is the primary focus of the **Office for Inclusion and Intercultural Initiatives (I3)**. MSU is a public institution that must comply with federal and state civil rights laws and affirmative action legislation. I3 is headquarters for the university's Title IX and ADA Coordinator, where staff work collaboratively with individuals and units across campus to create a safe and respectful environment for learning and working. Throughout the year, I3 offers a vast array of opportunities for faculty, students, and staff to develop cultural intelligence, explore personal biases, engage in community conversations on civil and human rights, and celebrate the efforts of individuals who go above and beyond their daily work to promote diversity and inclusion locally, nationally, and globally.

The following is a snapshot of work performed by I3 during 2013-14:

## Leading Higher Education Toward Inclusive Excellence

The **National Association of Diversity Officers in Higher Education (NADOHE)** —the preeminent voice for diversity officers in higher education — aims to lead higher education toward inclusive excellence through institutional transformation. At the association's March 2014 annual conference in West Palm Beach, Florida, **Paulette Granberry Russell**, Senior Advisor to the President for Diversity and Director of the **Office for Inclusion and Intercultural Initiatives**, was elected to serve as NADOHE's first vice president.



Paulette Granberry Russell  
Sr. Advisor  
to the President  
for Diversity

## Fall 2013 through December 2014 marked a year of milestones for MSU

Inspired by momentous national occasions, past and present, the university devoted unprecedented attention to two of the most urgent issues of our time: sexual assault and civil rights. All year, with support from the entire academy, the **Office for Inclusion and Intercultural Initiatives** focused on bringing these issues out of the shadows and into the light. Two catalysts sparked I3's efforts:

- The release of new federal guidelines for addressing sexual assault and relationship violence on campus energized MSU to redouble its already-considerable efforts to end sexual misconduct at the university.
- The 60<sup>th</sup> anniversary of *Brown v Board of Education* and the 50<sup>th</sup> anniversary of the *Civil Rights Act of 1964* inspired **Project 60/50**, a yearlong community-wide conversation about civil and human rights.



## Sexual Assault and Relationship Violence Mandates

MSU has long resolved to do what is necessary to create a safe, respectful environment for learning and working. So last year, when President Obama issued a call to action aimed at combating rape, sexual assault, and relationship violence on college campuses, MSU was already hard at work on initiatives to address these and other concerns. In September 2014, responding to guidance from the government, MSU President **Lou Anna K. Simon** issued a campus-wide letter to improve MSU's sexual harassment policy and promote safety and security at the university.



## did you know?

... that John A. Hannah (MSU president from 1941 to 1969) was appointed to the U.S. Civil Rights Commission by President Dwight D. Eisenhower in 1957 and was instrumental in shaping the Civil Rights Act of 1964?

### MICHIGAN STATE UNIVERSITY

September 2, 2014

To Spartans everywhere:

Sexual assault in all its forms is a serious problem on American campuses, and ours is no exception. A truly pervasive social problem that is underreported everywhere, its impact on both victim and community is profoundly damaging.

Anywhere sexual violence or intimidation meet with indifference, the cultural corrosion is contrary to everything Michigan State University stands for. This is our challenge and our problem — every single one of us.

At this moment, college campuses are the focus of particular national scrutiny. MSU is one of more than 70 colleges and universities being reviewed by the U.S. Office of Civil Rights (OCR) for our handling of sexual assault complaints. Legislation also was introduced recently in Congress to hold higher education more accountable for what happens within our communities. We welcome such wider acknowledgement of this significant problem, and whatever the outcome of the OCR review, we will continue to work to improve our efforts to promote safety and security.

This is something we've long understood. This year we observe the 20<sup>th</sup> anniversary of Safe Place, a program combatting relationship violence and stalking. We're also building on the 2004 University Task Force on Sexual Assault and Relationship Violence with renewed vigor during the fall. We're applying government guidance to improve our Sexual Harassment Policy, including reporting and investigation expectations, disciplinary hearings, counseling services and education programs. We have forged greater cooperation between campus police and local law enforcement agencies.

Today, MSU is responding to guidance from the White House Task Force on Sexual Assault and amendments to the Violence Against Women Act, which add responsibilities to investigate and report domestic violence and stalking.

Engagement is part of the Michigan State essence, so students cannot be passive observers. We are working to build a culture of active respect and concern that expects Spartans to support and protect one another, whether we're talking about sexual assault, racism or bullying. Any of us can appropriately intervene if a Spartan or other individual is at risk. And when the Spartan community engages in frank discussion to gauge problems and to develop solutions, it becomes a powerful example of embodying the change we wish to see in the world.

We will do what is necessary to respond effectively to sexual violence in accordance to not just the law but also with MSU's core values. We will do whatever it takes to create a safe, respectful environment for learning and working. We will show what Spartans can do when they work together to tackle one of society's most significant problems.

It's on us. Say it. Own it. Spartans Will.

*Lou Anna K. Simon*

Lou Anna K. Simon  
President, Michigan State University

**Office of the President**  
Hannah Administration Building  
426 Auditorium Road, Room 450  
East Lansing, MI 48824  
517-355-6560  
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Following is a brief timeline to demonstrate MSU's long-term commitment and ongoing efforts to address one of society's most significant problems.

## September 1992

### University Policy on Sexual Harassment issued

*The University Policy on Sexual Harassment* was issued by the Office of the President on September 1, 1992 and revised in May 1999, January 2011, and June 2011.

## 1994

### MSU Safe Place established

**MSU Safe Place** was established 20 years ago to provide advocacy, emergency shelter, education, and referrals for survivors of relationship violence and their children. Today, Safe Place continues to be the only domestic violence shelter located on a U.S. campus. It also serves as a learning laboratory for student interns and a source of community education about domestic violence and stalking.

## 2004

### Task Force on Sexual Assault and Relationship Violence established

## Fall 2011

### No Excuse for Sexual Assault campaign launched

In fall 2011, the **Office for Inclusion and Intercultural Initiatives (I3)**, in collaboration with other units across campus, launched *No Excuse for Sexual Assault*, the first campaign of its kind among U.S. colleges and universities. The sweeping awareness campaign defined



sexual assault, rape, and relationship violence; addressed common myths and misconceptions; and clarified concepts such as consent and incapacitation. Central to the campaign was an e-learning requirement for incoming freshmen and transfer students — Sexual Assault First-year Education (SAFE) — complete with a tracking system to verify completion of the course and training for intercultural aids and resident advisors throughout all five campus neighborhoods.

## 2011

### Title IX Liaison position established

MSU's dedication to the prevention of sexual misconduct reaches across the entire campus community. Since 2011, every major academic and staff unit has designated a liaison to the Title IX Coordinator's Office — a specially trained, publically identified Title IX Liaison who serves as the point of contact for advice and referral in the event of an incident.

## Fall 2014

### Annual Report on Sexual Misconduct released

In Fall 2014, I3 released a new *Annual Report on Sexual Misconduct*, detailing the number of complaints made under MSU's anti-discrimination and sexual harassment policies from August 2011 through August 2014. As part of the university's efforts to increase awareness of and knowledge about sexual assault, discrimination, and harassment, the report highlighted educational initiatives, available campus resources, and reporting protocols for the Spartan community.



## September 2014

### 'It's On Us' campaign adopted

In September 2014, MSU joined a new White House campaign aimed at combating sexual misconduct by focusing on bystander intervention. *It's On Us* complements MSU's *No Excuse* campaign by creating a culture in which not only is sexual misconduct unacceptable, but the entire community shares responsibility for putting a stop to it.

## November 2014

### University Task Force on Sexual Assault and Relationship Violence

In November 2014, the Title IX Coordinator's office convened a group of faculty, staff, and student representatives from across campus to serve on the University Task Force on Sexual Assault and Relationship Violence. The task force, charged with identifying strategies to reduce sexual misconduct and increase reporting when it occurs, examined the *Annual Report on Sexual Misconduct* and reviewed MSU's work over the last 10 years to ensure that university policy aligns with the new federal guidelines. As part of its ongoing work, the task force is collaborating with MSU faculty to create a "climate survey." The survey will measure current knowledge, attitudes, and perceptions about sexual assault on campus, thereby helping to shape the university's future prevention and response efforts. The group is also hosting a series of town hall meetings to encourage members of the campus community to share their perspectives and to recommend measures to end sexual assault and relationship violence at MSU. An online feedback form is also being used to gather information from the campus community.

## January 2015

### Complaint Process Streamlined

To encourage the reporting of relationship violence and sexual misconduct, and to avoid delays in addressing misconduct, I3 established, implemented, and is now managing a new, more streamlined internal procedure for handling complaints.

## January 2015

### New Relationship Violence and Sexual Misconduct Policy issued

The Office of the President issued an expanded Relationship Violence & Sexual Misconduct Policy (RSVM) effective January 1, 2015, reflecting new federal rules. The RVSM Policy is another step toward furthering MSU's efforts to ensure a safe and respectful learning and working environment for all students, faculty, and staff.

# Creating Inclusive Excellence One Grant at a Time (CIEG)

To advance MSU's core values of connectivity, excellence, and inclusiveness, the **Office for Inclusion and Intercultural Initiatives** seeks to fund long-term and short-term programs that promise to create inclusive excellence, enhance student experiences, and improve the climate for diversity at MSU. In 2013-14, 26 colleges and units received Creating Inclusive Excellence Grants for a wide variety of projects. Here are just a few:



## ART EXHIBIT: Love Economy

The **Residential College in the Arts and Humanities (RCAH)** received CIEG funding to sponsor its third annual artist in residence exhibition in the series *Perspectives on African-American Experience: Emerging Visions*. Artist Tomashi Jackson was in residence from January 20 through January 25; her exhibit, *Love Economy*, was in RCAH's LookOut! Art Gallery from January 20 through February 14. The exhibit used portraiture, video projection, and sculpture to depict "laboring women": women doing essential but often invisible jobs like housekeeping, office work, elder care, and childcare.

## THEATRE PRODUCTION: Beethoven and Misfortune Cookies

*Beethoven and Misfortune Cookies*, by award-winning playwright Joni Ravenna, came to the **Wharton Center for Performing Arts** for one night last September 26, 2013. The one-man show stars 1974 **Department of Theatre** alumnus Ernest Hardin Jr. ("J. Edgar," "White Men Can't Jump") as Detroit native Kabin Thomas, a University of Arkansas music professor who was fired in 2006 for using profanity in the classroom. Based on a true story, the play brings attention to "controversial" teachers who offer unique teaching strategies rather than standardized tests.

## SIGNATURE PROGRAM: Building Opportunities for Networking and Discovery (BOND)

Being on the autism spectrum at college can be a challenge. Since 2010, **Building Opportunities for Networking and Discovery (BOND)**, a signature program at the **Resource Center for Persons with Disabilities (RCPD)**, has been maximizing ability and opportunity for students with autism spectrum disorders. Thanks to BOND — and thanks, in part, to CIEG funds — students on the spectrum take advantage of social learning opportunities, support and skill building groups, individualized curriculum planning, experiential learning, integrative technology, and more.

# PROJECT

60  
50

2014  
1964  
1954

Two years ago, a small team of Michigan State University faculty and staff met to talk about how to commemorate two watershed moments in U.S. history: the 60th anniversary of the dismantling of public school segregation in 1954, and the 50th anniversary of the 1964 *Civil Rights Act*, which prohibited discrimination in vital areas of American life. We agreed that 2014 would be an appropriate year to reflect on our nation's civil rights history; that we would promote 2014 as a year to engage not only MSU students, but also the greater community, in a broad range of conversations on civil and human rights—past, present, and future. What has now become known as **Project 60/50** was launched on the national holiday recognizing the life and legacy of Dr. Martin Luther King, Jr.

In the case of *Plessy v. Ferguson*, the doctrine of “separate but equal” was enshrined in law in 1896 when the U.S. Supreme Court stated, “If one race be inferior to the other socially, the Constitution of the United States cannot put them upon the same plane.” In 1954, the Supreme Court issued its unanimous opinion in *Brown v. Board of Education*, declaring that, “in the field of public education the doctrine of ‘separate but equal’ has no place. Separate educational facilities are inherently unequal.”

The civil rights movement in this country began in earnest — and Dr. King became its leader — after a successful nonviolent black boycott of the Montgomery public bus system. Dr. King's



John A. Hannah  
MSU President  
1941-1969

role in the history of American civil rights is well known. Perhaps not as well known is the history of the Civil Rights Commission, established by President Dwight D. Eisenhower in 1957 and chaired by MSU President, **John A. Hannah** from its inception through 1964. Dr. Hannah, along with five other bipartisan members (including Howard Law School dean George M. Johnson, the only black member, and Father Theodore Hesburgh, president of the University of Notre Dame) recommended the elimination of discrimination in voting, education, and housing. The commissioners overcame their political differences and presented, to President Johnson, the framework for the *Civil*

*Rights Act of 1964.*

The primary focus of the U.S. civil rights movement has been to strengthen and enforce domestic laws to achieve equal opportunity at home. However, civil rights and human rights have always been intertwined. Dr. King underscored this inextricable connection when, in his last speech, “I See the Promised Land,” he spoke of “the human rights revolution” and bringing people out of poverty, hurt, and neglect, predicting that, “if something isn't done, and done in a hurry ... the whole world is doomed.”

Recognizing the human rights dimension of civil rights is a part of the continuing conversation. Like the bipartisan commission of the second half of the twentieth century, there are remarkable accomplishments ahead of us.

It all begins with our ability to communicate with one another.

**Join  
the  
conver-  
sation!**





## PANEL DISCUSSION: *Sharper Focus/Wider Lens: The Evolving Nature of Rights*

The **MSU Honors College**, as part of their Sharper Focus/Wider Lens lecture series and *Project 60/50*, hosted a dynamic panel discussion called “The Evolving Nature of Rights.” A faculty panel discussed the evolving nature of civil and human rights including property rights and the right to water, privacy, health care, and more. Speakers included faculty from the **College of Law**, **College of Social Science**, **College of Agriculture and Natural Resources**, and **College of Osteopathic Medicine**.



## EXHIBITION: *Ruby Bridges*

When Ruby Bridges was six years old, she became the first black child to attend an all-white elementary school in the south — William Frantz Elementary School in New Orleans — in compliance with the 1954 *Brown v Board of Education* decision.

A quilt made in tribute to Ruby, “Ruby Bridges: What a Difference a School Makes,” by California quilt artist Marion Coleman, was the centerpiece of an MSU Museum exhibition that focused on the

implications of *Brown v Board of Education* from a child’s perspective.



## COMMUNITY EVENT: *Mayor’s Ramadan Unity Dinner: Fighting Hunger – Building Hope*

The mission of the Mayors’ Ramadan Unity Dinner is to demonstrate the importance of diversity and the Muslim culture. Last year’s event united all community members, regardless of faith, in a common goal: to fight hunger and build hope. The eighth annual unity dinner, co-sponsored by Lansing mayor Virg Bernero and East Lansing mayor Nathan Triplett, was held at the Lansing Center on September 5, 2014.



[illegible]

- What's important to you? Why?
- Who are your heroes? Why?

The exhibit challenges members of the community to expand their thinking to encompass a wider range of human rights concerns, including gender equity, artistic freedom, healthcare, water, clean air, human trafficking, speech, and veterans' rights, to name just a few.



In September 2014, the Lansing Regional Sister Cities Commission (LRSCC) and Lansing mayor Virg Bernero co-hosted the 20th Anniversary Celebration of Global Diversity, a community event to enhance global awareness, cross-cultural understanding, and community engagement in a global context. In addition to discussions about global business, cyber security, education, trade, health, and culture, the event also showcased the music, dance, fashion, food, and cultural beauty of Lansing's sister cities (Akuapim South District, Ghana; Guadalajara and Saltillo, Mexico; Sanming, China; Otsu, Japan; and Asan, South Korea).



Aerospace engineer, artist, author, historian, curator, and quilt maker, **Dr. Carolyn L. Mazloomi** has created the Mazloomi Women of Color Quilters Network Collection at the Michigan State University Museum. The collection of mainly narrative quilts, by African American quilters across the country, represents a broad range of artistic styles and techniques, societal issues, historical topics, and personal stories.



Dr. Carolyn L. Mazloomi



## READING PROGRAM: *One Book, One Community, Three Voices*

*One Book, One Community (OBOC)* is an annual community-wide reading program that encourages East Lansing residents and members of the MSU community to read the same book and then come together to discuss it. To coincide with *Project 60/50*, OBOC organizers from East Lansing and MSU chose three works for 2014, each focusing on the same theme — the continuing struggle for racial equality — from different perspectives. Participants read *March Book One*, a graphic novel by U.S. Representative **John Lewis**, **Andrew Aydin**, and **Nate Powell**; watched the film, “Fruitvale Station,” directed by **Ryan Coogler**; and read *The Grace of Silence*, a memoir by award-winning journalist and National Public Radio contributor **Michele Norris**. Guest appearances by the authors and filmmaker generated packed audiences, powerful discussions, and memorable events.

The August 25 kickoff featured *March Book One*, a vivid, first-hand account of Georgia Congressman John Lewis’ lifelong struggle for civil and human rights, told in graphic novel form. Representative Lewis, a central figure in the civil rights movement, visited East Lansing with his co-authors to address the incoming MSU freshman class at the Breslin Center and to speak at the Hannah Center in East Lansing.

Following several area screenings of “Fruitvale Station,” director Ryan Coogler attended a special event at the Kellogg Center Auditorium on September 2 to discuss his film. “Fruitvale Station” is based on the true story of Oscar Grant, a 22-year-old black man who was killed by a Bay Area Rapid Transit police officer on a subway platform in Oakland, California.

The *Grace of Silence*, a memoir by Michele Norris, explores the racial legacy of the author’s family and examines how America talks about race. On September 15, Norris spoke at the Wharton Center for Performing Arts about her memoir and about the “Race Card” project. The event was jointly sponsored by OBOC and the World View Lecture Series.



John Lewis



Ryan Coogler



Michele Norris



## PERFORMANCE: 60/50 Theatre Project

*60/50 Theatre Project*, a “fictional documentary” about MSU’s historical involvement in human and civil rights, made an important contribution to **Project 60/50** by starting a no-holds-barred community-wide dialogue about diversity, inclusion, and rights — the good and the bad — throughout MSU’s history.

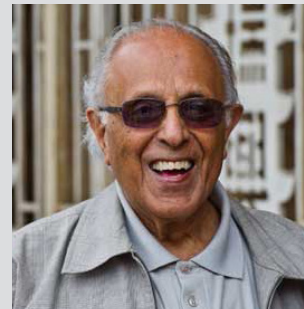
The play, by **Rob Roznowski** and **Dan Smith**, was written as a series of dramatic vignettes. Each member of the ensemble played a number of roles, frequently portraying someone of a different race or gender. This provocative approach forced members of the audience to acknowledge stereotypes and to think about race, ethnicity, gender, and sexuality in new ways.



## EXHIBITION:

### *Ahmed “Kathy” Kathrada: South African Activist for Non-racialism and Democracy*

Nelson Mandela's prison mate, confidante, parliamentary counselor, and friend, **Ahmed “Kathy” Kathrada** was the subject of an MSU Museum exhibition from January through April 2014 to commemorate the university's Project 60/50 thematic year. The exhibition tells the story of South Africa's anti-apartheid movement through the life and work of one of the country's most beloved freedom advocates, Kathy Kathrada. The exhibition was developed in partnership with the Kathrada Foundation in Johannesburg, South Africa.



Ahmed “Kathy” Kathrada



## COMMUNITY-WIDE SERVICE:

### *What's Your 110?*

In honor of Martin Luther King Jr. Day and **Project 60/50**, MSU and community partners chose January 20, 2014 as the launch day for “What's Your 110?” a yearlong service challenge calling on all Spartans to perform at least 110 hours (60 plus 50) of volunteer community service by January 20, 2015.

**THE GOAL:** That 1,000 Spartans would donate 110 hours each — for a total of 110,000 hours of community service between January 20, 2014 and January 20, 2015.

**THE RESULT:** Spartans engaged. From January 2014 to January 2015, 2,508 students conducted 44 community service projects and participated in 46 service-learning courses, contributing a total of 141,015 hours of service to the community.

**THE BOTTOM LINE:** Since Michigan values volunteer time at the rate of \$22.13 per hour, those 141,015 volunteer hours translate to \$3,120,661.00 worth of service to the community.



## FILM : *The Color of Fear*

As part of the Racial Healing Community Conversation Film Series and Project 60/50, East Lansing Public Library hosted a screening of *The Color of Fear*, a documentary film about the effects of racism. Over a period of three weekends in northern California, filmmaker **Lee Mun Wah** gathered eight men — two African Americans, two Latinos, two Asian Americans, and two Caucasians — and facilitated conversations that allowed them to talk, yell, argue, laugh, and cry together about the scars that racism has left with each of them.



Lee Mun Wah





## Slavery to Freedom: An American Odyssey Lecture Series

Since 2000, the **College of Osteopathic Medicine** has brought dynamic and thought-provoking speakers to East Lansing as part of an award-winning civil rights lecture series now known as the *Dr. William G. Anderson Lecture Series: Slavery to Freedom*. The guest lecturers for February 2014 were journalists Rochelle Riley and Jon Seigenthaler, along with pastor/social activist/author Frederick D. Haynes III — all icons of the U.S. Civil Rights Movement and multicultural scholars from education, business, industry, and government. The speakers addressed the community at an evening lecture, invitational breakfast, and in university classes as part of **Project 60/50**.



Rochelle Riley



Jon Seigenthaler



Frederick D. Haynes III



## Signature Lecture Series

In October 2014, the College of Arts and Letters Signature Lecture Series hosted a joint appearance of **Soledad O'Brien**, award winning broadcast journalist, documentarian, and executive producer, and Pulitzer Prize-winning American journalist and author, **Isabel Wilkerson**. The event took place at the Wharton Center for Performing Arts in conjunction with *Project 60/50*.

Through two CNN documentaries, *Black in America* and *Latino in America*, Soledad O'Brien has shed new light on the *Civil Rights Act* and *Brown v Board of Education* and offered a fresh perspective on the real lives behind the stereotypes. During the Wharton Center conversation, O'Brien related the idea of acceptance to her own life: Before 1964, it was illegal for her parents, an interracial couple, to dine together in public.

For her work as a reporter for the *New York Times*, **Isabel Wilkerson** became the first black woman to win a Pulitzer Prize in journalism. She is also author of *The Warmth of Other Suns: The Epic Story of America's Great Migration*. In the bestseller, she describes how, from 1915 to 1970, six million African Americans migrated from the rural south to the urban northeast, Midwest, and west, changing the cultural and political landscape of the country and paving the way toward equal rights.

During her visit, Wilkerson addressed the issue of inclusion among the black community.



Soledad O'Brien



Isabel Wilkerson



## SYMPOSIUM: Pursuing the Dreams of Brown and the Civil Rights Act

In April 2014, the Michigan State Law Review at MSU College of Law, the MSU College of Education, and the University of Missouri-Kansas City School of Law presented “*Pursuing the Dreams of Brown and the Civil Rights Act: A Living History of the Fight for Educational Equality*,” a symposium reflecting on Brown v. Board of Education and the Civil Rights Act of 1964. Following a keynote address, participants discussed the Supreme Court’s decisions in desegregation cases arising out of Detroit, Kansas City, and Seattle to examine the evolution of desegregation and integration across the country.



## World View Lecture Series

**Anne Devere Smith** — playwright, author, actor, and professor — spoke at the Wharton Center in November 2014 as part of the World View Lecture Series, in partnership with the College of Arts & Letters’ Leading Voices Series and in conjunction with **Project 60/50**. Known to television audiences as Nancy McNally on *The West Wing* and Gloria Akalitus on *Nurse Jackie*, Smith has been credited with creating a new form of theatre: solo performances based on interviews. One example, *Fires in the Mirror* — for which she earned a Pulitzer Prize nomination — is a series of 29 monologues based on interviews Smith conducted with people involved in the racially-charged 1991 Crown Heights incident in Brooklyn.



Anna Devere Smith

Following her appearance, Ms. Smith commended MSU, noting: “I can’t imagine that any university in the United States is putting as much effort into looking at our current circumstance in civil and human rights through the lens of watershed moments in justice and equality that we enjoyed 60 and 50 years ago. It was a true honor to be included.”



## The Race Card Project

The Race Card Project is a collaboration of Michigan State University’s **Project 60/50** and Michele Norris, NPR radio personality and author of *The Grace of Silence*. Norris asked people to condense their thoughts about race and identity into a six-word essay and send them to her on postcards. She received — and continues to receive — an avalanche of “race cards” from all over the world.



Michele Norris

“If I’m colorblind, you’re invisible.”

“That little black girl is sharp!” “I, myself, am not an Oreo.”

“Homeless. White. Unusual. Give him money.”

“You sound like a white girl.” “Too white for my own good.”

## Education: Investment in Human Capital

### Education and Development (E & D) in the Office for Inclusion and Intercultural Initiatives

appreciates how diversity and inclusivity can stimulate creativity and increase people's capacity for thinking in new ways. A diverse intellectual community offers a broad range of ideas and perspectives and provides opportunities to view issues through multiple lenses — making it the ideal environment for gaining new insights about oneself and others. E & D collaborates with MSU colleges and departments as well as members of the external communities to enhance high performing work teams and heighten student experiences. In addition to offering established classes and workshops, E & D developed and delivered several new programs during 2013-14:

#### Interactive Facilitation

When staff members in the **Office for International Students and Scholars (OISS)** wanted to become more skilled at getting international students to participate in group sessions, **Education & Development** responded with a new training initiative on “interactive facilitation.” The session helps presenters:

- Understand the difference between *lecturing* and *facilitating conversations*;
- Design icebreaker exercises to warm up and prepare participants to communicate more openly;
- Avoid dead silence — “crickets” — when soliciting interaction;
- Create a high level of participation from students;
- Use humor to relax and engage the audience.

#### Being Mindful: The Impact of Stereotypes

The MSU **Graduate Student Leadership Institute (GSLI)** is an intensive, one-day conference intended to give graduate students from around the world a chance to start honing the leadership, management, and interpersonal skills that prospective employers expect from advanced degree holders. At the inaugural institute — *Developing the Leader in You: Know, Be, Do* — **E & D** presented “Being Mindful: The Impact of Stereotypes.” This eye-opening session showed participants how (and why) to avoid making generalizations and assumptions about people from different cultural backgrounds.

## A Culture of Service

MSU employees engage in thousands of encounters with internal and external “customers” every day: teammates, partners, vendors, students, faculty, support staff, neighbors, and many others. Under the **Bolder by Design** strategic framework, the MSU community is called upon to embrace a culture of service and to deliver outstanding customer experiences — the kinds of experiences that distinguish the world's highest-performing organizations.

The **Spartan Experience** provides a unified philosophy and approach to service, with tools that help staff identify their unique customers and “Deliver Outstanding Spartan Experiences” (DOSE) every day.

Since the program's inception in October 2013, more than 1,600 employees from more than 30 departments have attended **The Spartan Experience** workshops. Four hundred or more supervisors have completed **Leading the Spartan Experience**, gaining the information and tools they need to implement the initiative within their teams.

## A Culture of Advocacy

Since 1992, the **Women's Resource Center (WRC)** has advocated for gender equity and empowered MSU women to achieve personal, professional, and academic success. Each year, 33,000 women participate in WRC educational programs, workshops, and conferences focused on leadership and professional development, intersectionality, work/life balance, and gender equity. WRC staff serve as advisors to three student groups: the **Women's Initiative on Leadership Development (WILD)**, **Successful Black Women of MSU (SBW)**, and **Women's Council**; staffers also participate in three university-wide groups for women: the **Women's**

**Advisory Committee to the Provost**, the **Women’s Advisory Committee for Support Staff**, and the **Women’s Advisory Committee to the Vice President for Student Affairs and Services**.

New to the Women’s Resource Center in 2013-14 was the **Women’s Networking Association (WNA)**, established “to connect professional women across campus through meaningful and empowering relationships,” an essential step for building women’s leadership at MSU and beyond.

## **A Culture of Lifelong Learning**

In spring 2014, to support the continuing education and professional development needs of MSU faculty and staff, **Human Resources (HR)** and **Information Technology (IT) Services** released a new learning initiative: **elevateU**. The online library of courses, tutorials, and learning programs is available 24 hours a day, seven days a week, and offers resources in business acumen, information technology, and desktop skills. Users can also access thousands of books, summaries, research reports, and best practices. There are also exam prep materials and sample tests for many certification programs, and many of elevateU’s courses are approved for continuing education credits. This e-learning initiative supports Bolder by Design’s sixth imperative—*Advance our Culture of High Performance* — by encouraging employees to increase their knowledge and skills to improve their units and elevate the institution.

## **Tools of Engagement**

**Tools of Engagement (ToE)** is a series of online modules designed to introduce undergraduates to the concept of university-community engagement and prepare them to work collaboratively with community partners. ToE uses a model of outreach and engagement that is scholarly, community-based, collaborative, responsive, and capacity-building.

At present, MSU is participating with the **National Collaborative for the Study of University Engagement (NCSUE)** on a multi-university research partnership to examine the usability, learning behavior, and organizational benefits of the **ToE** modules.





race, gender equity, veterans rights, disabilities, artistic freedom, speech, political refuge, human trafficking, food, water, clean air, voting, economic justice, business, trade, housing, race, gender equity, veterans rights, disabilities, artistic freedom, speech

# WE MAKE A DIFFERENCE

*Michigan State University — the nation’s pioneer land grant institution — was designed to democratize higher education, and, as such, has been advancing knowledge and transforming lives through innovative teaching, research, and outreach for 160 years. Today, MSU is known worldwide as a major public research university with global reach and extraordinary impact: a world-class institution that continues to exemplify the ideals of diversity, inclusiveness, and access for all, as illuminated by this sampling of its many rankings and recognitions. Who Will? Spartans Will.*

- MSU ranked 29th in *Washington Monthly’s* **2014 National Universities Rankings**, putting it in the top 11 percent of the 277 higher education institutions rated. Rankings are based on a school’s contribution to the public good in the areas of social mobility, research, and public service.
- *The Business Research Guide* — a guide to business, technology, and careers — ranked MSU as sixth among its **“Top 10 Best Colleges and Universities to Work For.”** MSU joins three Ivy League colleges and the Massachusetts Institute of Technology on the prestigious list of top employers. Reviewers cited MSU’s **family-friendly environment** in general, and the services offered by the **Family Resource Center** in particular.
- MSU’s **study abroad** and **service-learning** programs are recognized as “programs to look for” in *U.S. News & World Report’s* 2015 edition of **America’s Best Colleges**.
- The Michigan Campus Compact named MSU the **2014 Michigan Engaged Campus of the Year**. As home to one of the nation’s oldest service-learning and civic engagement centers, MSU’s commitment to the public purpose of higher education is evident through campus-wide participation in community service, service-learning, and civic engagement.



- MSU was named to the **2013 President's Higher Education Community Service Honor Roll "with distinction"** — the highest federal recognition a college or university can receive for commitment to volunteering, service-learning, and civic engagement.
- A total of **20,781 MSU students engaged in service-learning activities** during the 2013-14 academic year, working with more than 400 community organizations and agencies.
- MSU was recognized in the *Princeton Review's* **2014 Guide to 322 Green Colleges**, which profiles colleges that have demonstrated a strong commitment to the environment and sustainability.
- MSU leads U.S. universities in the number of African language courses offered and in the number of different African languages taught.







**ADVANCE**

Advancing Diversity through the  
Alignment of Policies and Practices

2013 -14 ANNUAL PROGRESS REPORT ON

# DIVERSITY AND INCLUSION

EXECUTIVE SUMMARY

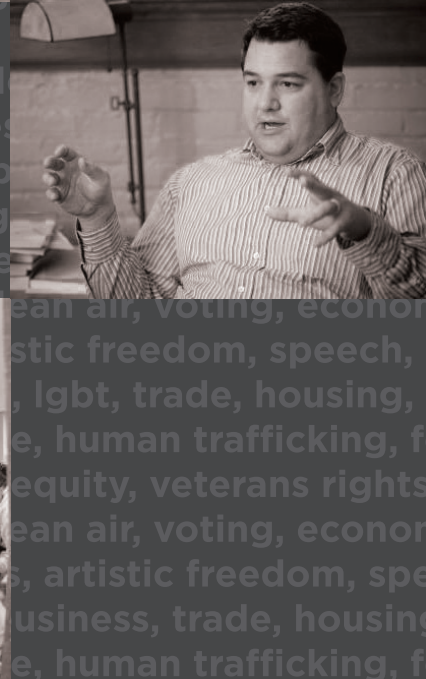
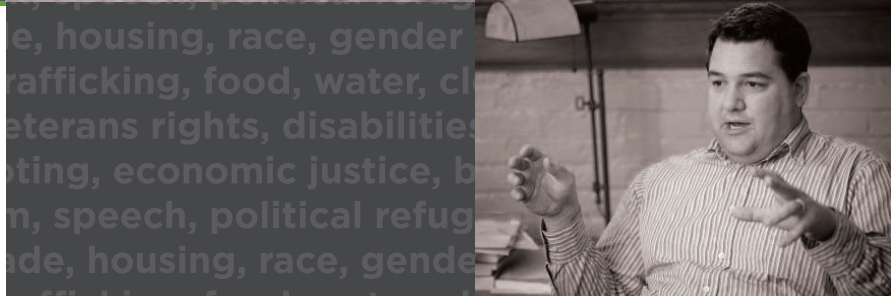
SPARTANS WILL.

## THANK YOU

To Our Contributors

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OFFICE FOR INCLUSION  
AND INTERCULTURAL INITIATIVES

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