

INCLUSION

INSPIRES INNOVATION



COLLEGE FOR ALL
ACCESS AND EQUITY

LIVE AND LEARN
NEIGHBORHOODS CHANGE
THE STUDENT EXPERIENCE

GLOBAL SPARTANS
BRINGING MSU'S TALENT
TO THE WORLD

A dark, teal-tinted background image of a Michigan State University campus. In the foreground, a man and a woman are walking on a path. The man is wearing a light-colored shirt and dark pants, and the woman is wearing a teal shirt and dark pants. In the background, there are trees and a building with a clock tower.

WELCOME

Michigan State University stands among the best universities in the nation and we are proud to have published an annual report on diversity for over 30 years 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 quality, inclusiveness and connectivity. Michigan State University's campus provides a vibrant and inspiring setting for our daily work of teaching, research, and engagement.

It is a place of knowledge transfer, coming of age, intellectual endeavor, establishing friendships, launching careers — and a whole lot more — framed by the quiet, steady passage of the seasons, signaled by the transforming beauty of nature. There is a close working partnership between MSU and the City of East Lansing. Some of our most innovative partnerships involve creating jobs and retaining talent in the community — initiatives that helped us earn recognition as one of *Entrepreneur Magazine's* "Best College Towns to Start a Business."

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.



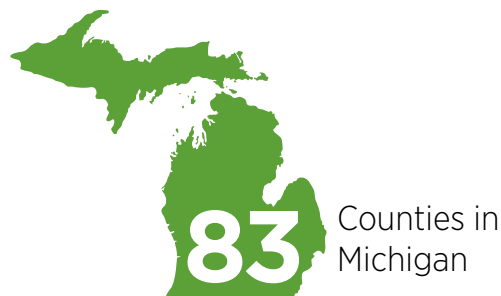
WHO WE ARE	2
DOING TODAY WHAT WILL CHANGE TOMORROW	8
ENHANCING THE STUDENT EXPERIENCE	15
ENRICHING COMMUNITY, ECONOMIC, AND FAMILY LIFE	24
EXPANDING INTERNATIONAL REACH	28
INCREASING RESEARCH OPPORTUNITIES	28
ENGAGEMENT	37
ADVANCING OUR CULTURE OF HIGH PERFORMANCE	40

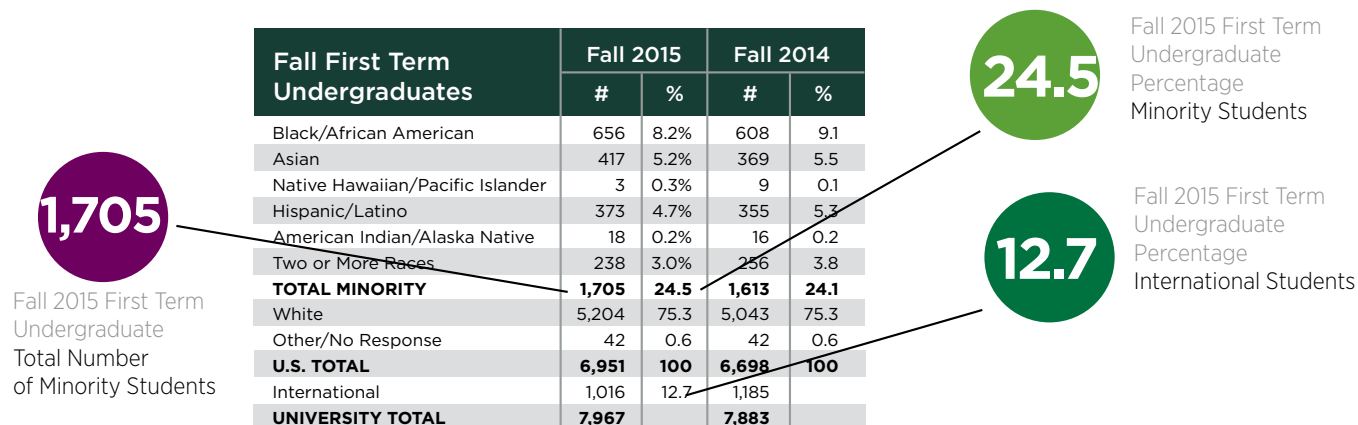


WHO WE ARE

OUR STUDENTS

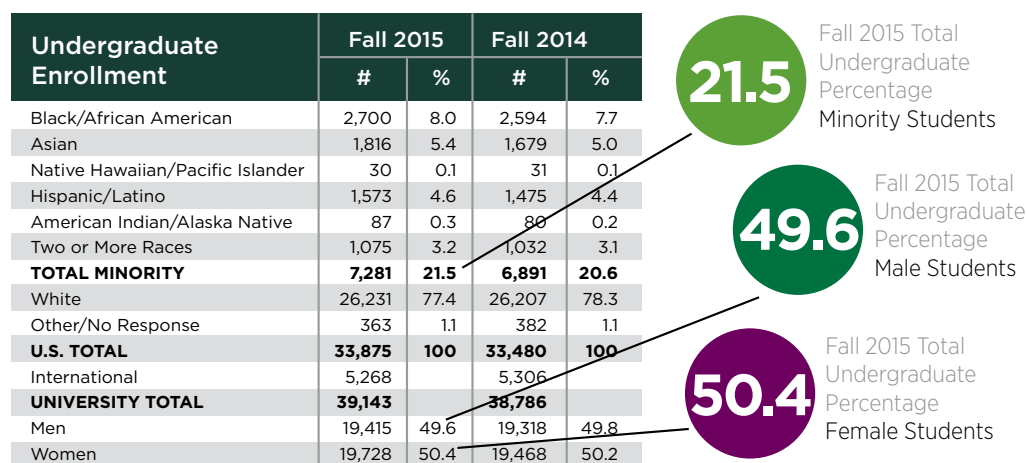
MSU is home to one of the most talented, creative, and hardworking student communities you'll find. Our students come from all 50 states and more than 138 countries. They win championship titles and some of the world's most prestigious academic awards. They conduct research, study abroad, participate in hundreds of student organizations, and take advantage of the more than 200 academic programs MSU offers.





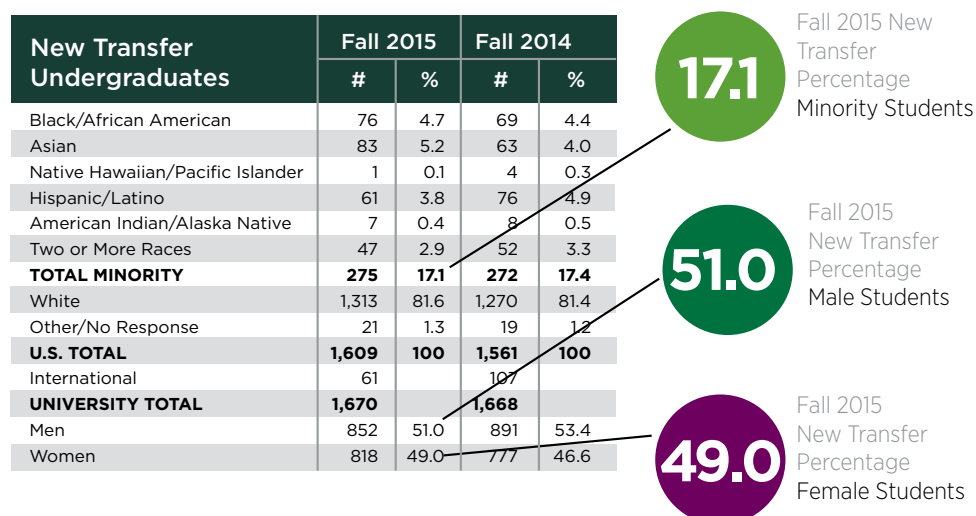
FRESHMAN CLASS

In fall 2015, 1,705 students in the new freshman class were students of color, a 5.7% increase compared to 2014. Students of color represented 24.5% of the domestic portion of the incoming freshman class and 21.4% of the total undergraduate enrollment. International students (1,016 students) accounted for 12.7% of incoming freshmen.



TRANSFER STUDENTS

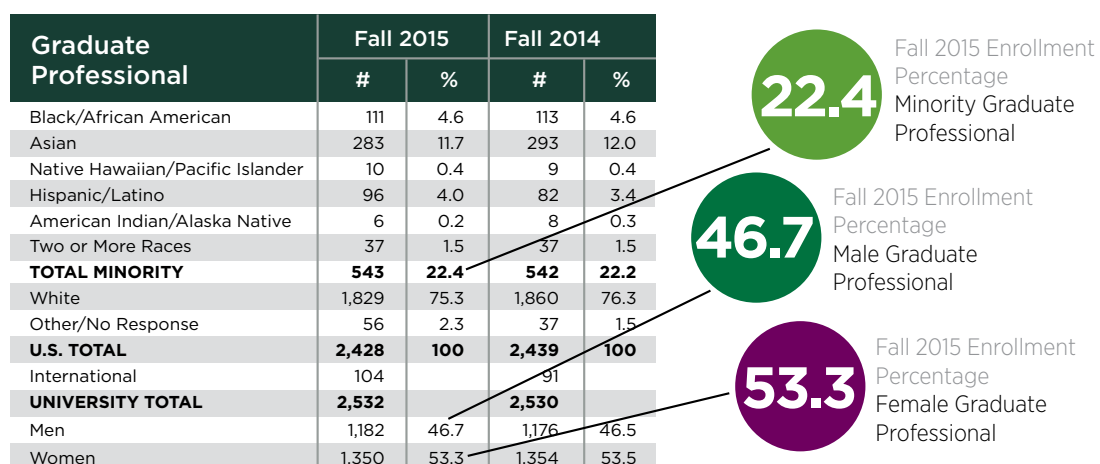
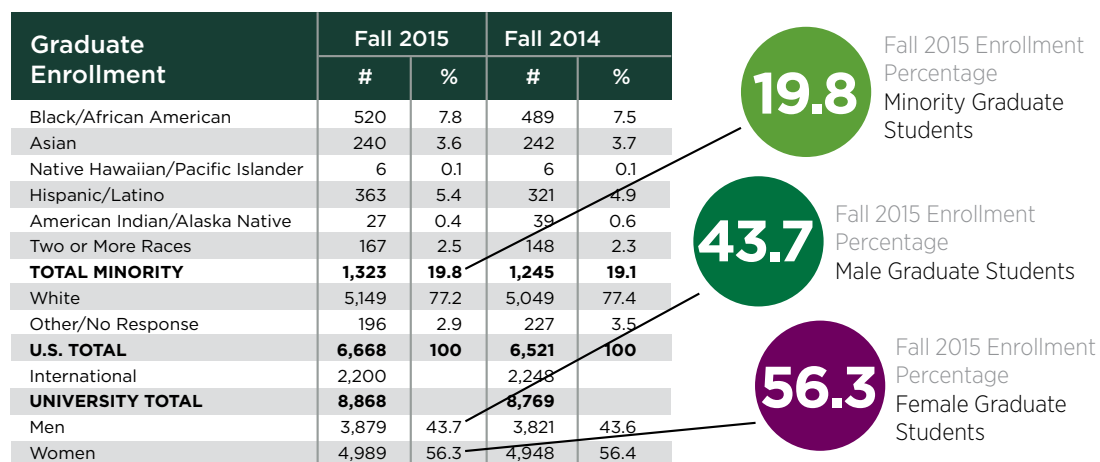
Total enrollment of undergraduate transfer students of color for fall 2015 was 275, compared to 272 in 2014.



GRADUATE STUDENTS

Total enrollment of graduate students of color (including graduate and professional programs) was 1,866, comprising 16.4% of total post-graduate enrollment. Excluding professional graduate students, there was an increase of 1.1% in graduate school enrollment (from 8,769 in 2014 to 8,868 in 2015) and a 6.2% increase in the

enrollment of students of color during that same period (from 1,245 in 2014 to 1,323 in 2015). International students accounted for 20.2% of the total graduate and professional graduate student enrollment.



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.

OUR WORKFORCE

Throughout the university and across the globe, MSU is harnessing the power of working together to achieve extraordinary outcomes for our students, the state of Michigan, the nation, and the world.

A more complex world requires a bolder approach to education. In step with the demands of a changing global community, MSU has evolved as a world-class intellectual community whose success depends upon the synergy and interconnectedness of its academic, research, and support teams. A university is where great things happen. And great things are happening at MSU.

As the face of America and the demographics of the American workforce changed dramatically over the past 40 years, MSU sought to engage the best, brightest, and most diverse faculty and staff it could assemble. Today, our workforce reflects the world we live in: a brilliant constellation of genders, races, religions, sexual orientations, abilities, ages, and ethnicities.

OUR FACULTY AND ADMINISTRATORS

ADMINISTRATIVE APPOINTMENTS

There are 256 individuals in the academic manager group, which includes deans, assistant/associate deans, chairpersons, and directors. The representation of women in this group is 30% (n=76), compared to

representation in the tenure system of 34%. The percentage of minority academic managers is 12.9% (n=33), compared to minority representation in the tenure system of 24.7%.

Academic Managers	TOTAL	MINORITIES	AFRICAN AMERICAN/ BLACK	ASIAN	NATIVE AMERICAN/ ALASKAN NATIVE	NATIVE HAWAIIAN/ PACIFIC ISLANDER	HISPANIC	TWO OR MORE	WHITE
Men	180	25	8	12	1	0	3	1	155
Women	76	8	5	1	0	0	2	0	68
Total	256	33	13	13	1	0	5	1	223

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.

Executive Managers	TOTAL	MINORITIES	AFRICAN AMERICAN/ BLACK	ASIAN	NATIVE AMERICAN/ ALASKAN NATIVE	NATIVE HAWAIIAN/ PACIFIC ISLANDER	HISPANIC	TWO OR MORE	WHITE
Men	65	7	4	3	0	0	0	0	58
Women	45	9	7	1	0	0	0	1	36
Total	110	16	11	4	0	0	0	0	94

As of October 1, 2015, there were 110 individuals appointed in executive management positions (an increase of eight since 2014). Of these, 45 were women (40.9%, an increase of nine since 2014) and 16 were minorities (14.5%, an increase of two since 2014).

RECRUITMENT AND RETENTION: Academic Human Resources Workforce

During the 2014-15 affirmative action year, the total academic human resources workforce (i.e., headcount, not Full-time Equivalents), increased by 119 individuals, from 5,234 to 5,353. Women totaled 2,414. Although there was a net increase of 56 women during 2014-15, the proportion of women remained unchanged at 45.1% of all academic human resources.

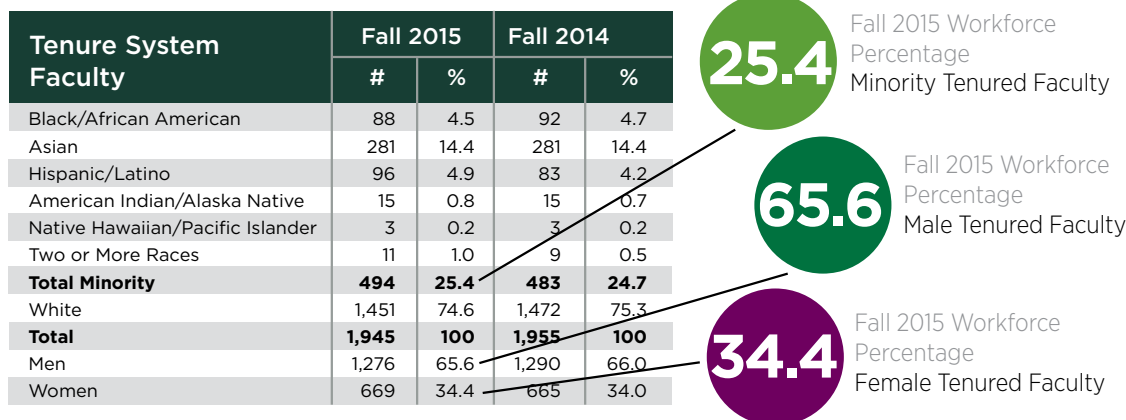
Minorities comprised 1,399 of the total academic human resources workforce. With a net gain of 47 minorities during 2014-15, minorities now represent 26.1% of the total academic human resources workforce, an increase of 0.3% over last year. The number of Black or African American faculty in the academic human resources workforce increased by six, to 317, which is 5.9% of the total. Asians increased by 39, which represents 15.2% of the total. Hispanic numbers increased by three, to 206, which is 3.8% of the total (a decrease of 0.1). American Indians or Alaskan Natives decreased by three to 26 (0.5% of the total). Hawaiian Natives or Other Pacific Islanders increased by two, from nine to 11, 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 3,189 in fall 2015, 59.5% of the total faculty and academic staff, increasing by 80 from 3,109 in 2014 (an increase of 0.1%).

TENURE SYSTEM¹

The purpose of tenure is to assure the University staff academic freedom and security and to protect the best interests of the University. At Michigan State University, tenure provides a faculty member a permanent position with the university after a probationary period. Appointments in the tenure system are only at the ranks of professor, associate professor, and assistant professor.

During 2014-15 the number of faculty in the tenure system decreased from 1,955 to 1,945. The number of women in the tenure system increased from 665 to 669, resulting in women representing 34.4% of the tenure system faculty in 2015. The number of minorities in the tenure system increased from 483 to 494. This net increase of 11 minorities increased the overall percentage of minorities in the tenure system to 25.4% (an increase of 0.7 over

¹ <https://www.hr.msu.edu/documents/facacadhandbooks/facultyhandbook/granttenure.htm>



2014). Over the last 10 years, the number of minorities in the tenure system has increased year-over-year from 349 to 494. In 2015, Blacks or African Americans decreased by four (from 92 to 88) after three consecutive years of an unchanged total of 92. Blacks or African Americans now represent 4.5% of the total tenure system faculty (a decrease of 0.2%). Asians in the tenure system remain unchanged at 281 (14.4% of the total). Hispanics increased from 83 to 96, or 4.9% of the total. American Indians or Alaska Natives remain unchanged at 15, or 0.8% of the total. Native Hawaiians or other Pacific Islanders remain unchanged at three, or 0.2% of the total. Individuals in two or more categories increased from nine to 11, or 1% of the total. On a non-duplicate basis, 981 individuals, or 50.1% of the tenure system faculty, are members of protected groups; this is an increase from 49.6% in 2013-14.

OVERALL TENURE SYSTEM HIRING

During 2014-15, there were 114 new individuals appointed in the tenure system, including 42 minorities (36.8% of the total hired) and 51 women (44.7%). On a non-duplicate basis, 73 individuals, or 64% of the total new appointments in the tenure system, were members of protected groups.

Tenure System Hires	TOTAL	MINORITIES	AFRICAN AMERICAN/BLACK	ASIAN	NATIVE AMERICAN/ALASKAN NATIVE	NATIVE HAWAIIAN/PACIFIC ISLANDER	HISPANIC	TWO OR MORE	WHITE
Men	65	24	3	14	0	0	6	1	41
Women	49	18	0	6	1	0	10	1	31
TOTAL	114	42	3	20	1	0	16	2	72

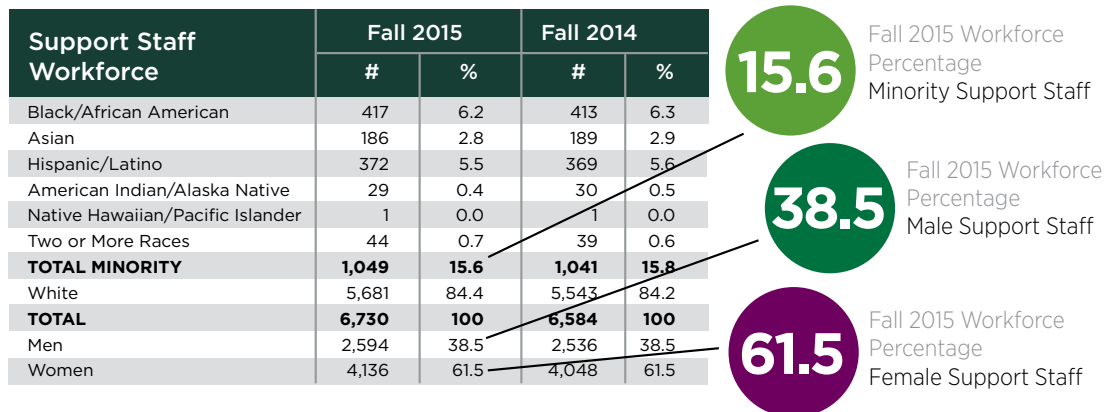
ACADEMIC DISABILITY DATA

The academic human resources workforce includes 66 self-identified individuals with disabilities, including 27 tenure system faculty, 16 continuing academic staff, 10 fixed term academic staff, and 13 fixed term faculty.

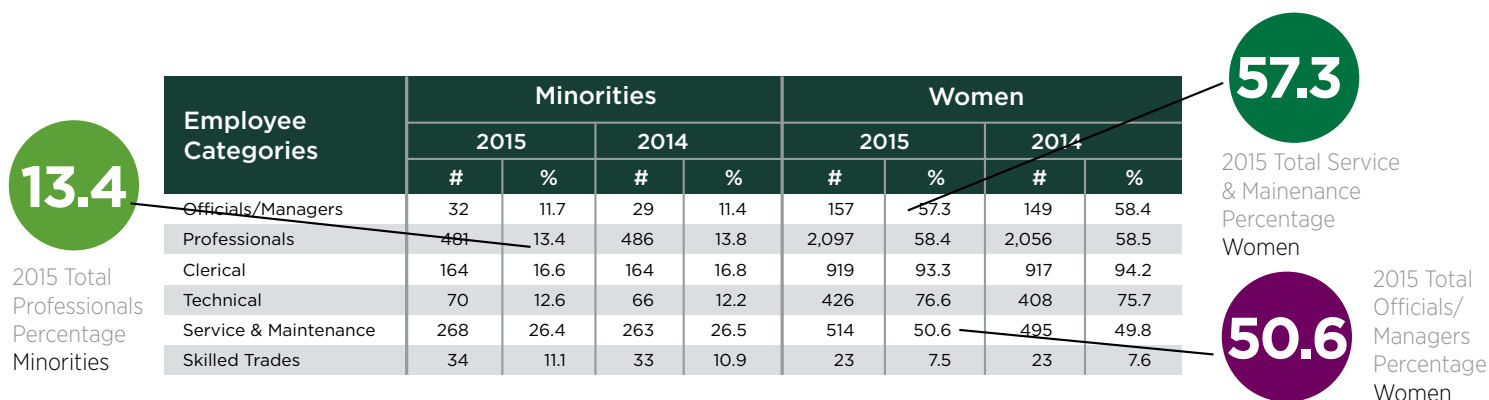
OUR STAFF

During 2014-2015 the support staff workforce increased by 146 employees, from 6,584 to 6,730 (an increase of 2.2%). The number of women increased by 88, from 4,048 to 4,136 employees, remaining at 61.5% of the total workforce. The number of minority support staff increased by eight, from 1,041 to 1,049 (15.8% to 15.6%). The number of minority women increased by five, from 641 to 646 (9.7% to 9.6%), and the number of minority men increased by three, from 400 to 403 (6.1% to 6.0%).

The number of minority officials and managers increased by three, from 29 to 32 (11.4% to 11.7% of the category). The professional category decreased by five minorities, from 486 to 481 (13.8% to 13.4%). Clerical employees remained the same, with 164 minorities (16.8% to 16.6%); and technical minorities increased by four, from 66 to 70 (12.2% to 12.6%). Minorities in service and maintenance increased by five, from 263 to 268 (26.5% to 26.4%). Skilled trades employees increased by one minority employee, from 33 to 34 (10.9% to 11.1%).



Representation of Black or African American support staff increased by four employees, from 413 to 417 (6.3% to 6.2% of the workforce). Hispanic representation increased by three employees, from 369 to 372 (5.6% to 5.5%). American Indian or Alaska Native representation decreased by one, from 30 to 29 employees (0.5% to 0.4%). Representation of Asian employees decreased by three, from 189 to 186 (2.9% to 2.8%); Native Hawaiians or Pacific Islanders remained the same with one employee (0.02%). Employees identifying as “two or more races” increased by five, from 39 to 44 (0.6% to 0.7%).



The number of women officials and managers increased by eight, from 149 to 157 employees (58.4% to 57.3% of the category). The professional category increased by 41 women, from 2,056 to 2,097 (58.5% to 58.4%). The number of women in clerical positions increased by two, from 917 to 919 (94% to 93.3%). The number of women in technical positions increased by 18, from 408 to 426 (75.7% to 76.6%). The number of women in service and maintenance jobs increased by 19, from 495 to 514 (49.8% to 50.6%); and skilled trades remained the same with 23 women (7.6% to 7.5%)

STAFF DISABILITY DATA

The number of employees who self-identified with a disability decreased by four, from 102 to 98 (1.6% to 1.5% of the workforce). The officials and managers category decreased from one to zero employees with a disability (0.4% to 0.0% of the category). The professional category decreased by two, from 50 to 48 (1.4% to 1.3%). Clerical decreased by two, from 27 to 25 (2.8% to 2.5%); and technical increased by one, from six to seven (1.1% to 1.3%). The service and maintenance category remained the same, with 17 employees with disabilities (1.7%); and skilled trades remained the same with one employee with a disability (0.3%).

STAFF VETERANS DATA

The support staff consists of 215 self-identified veterans (3.2% of the workforce). There are seven veterans in the category of officials and managers (2.6% of the category). The professional category has 127 veterans (3.5%). There are 20 veterans in the clerical category (2.0%); and 16 veterans in the technical category (2.9%). Service and maintenance has 21 veterans (2.1%); and skilled trades has 24 veterans (7.8%).



DOING TODAY WHAT WILL CHANGE TOMORROW

INCLUSION NOW AND IN THE FUTURE

The **Office for Inclusion and Intercultural Initiatives (I3)** is committed to the principles of diversity and inclusion, and leads MSU's efforts to foster a climate of respect and civility consistent with the university's core values. The unit strives to raise awareness among students, faculty, and staff, and takes proactive measures—through education—to prevent bias, intolerance, and violations of MSU's Anti-Discrimination Policy and Policy on Relationship Violence and Sexual Misconduct.

Spring 2015 brought an important structural change that resulted in two distinct units at MSU: one to oversee the university's broader diversity and inclusion efforts, and the other to investigate discrimination and harassment issues. The Office for Inclusion and Intercultural Initiatives (I3) continues to focus on education and development, community outreach, research, and assessment; I3 will also continue to administer the Creating Inclusive Excellence Grants (CIEG). The new **Office of Institutional Equity (OIE)**, launched in fall 2015, reviews concerns related to discrimination and harassment based on sex, gender, gender identity, race, national origin, religion, disability status, and any other protected categories under the university's Anti-Discrimination Policy and Policy on Relationship Violence and Sexual Misconduct.

In her statement on MSU's core values of quality, inclusiveness, and connectivity, president Lou Anna K. Simon notes that, "inclusion both underpins and stems from our commitment to quality and must be at the core of the MSU experience." She further states that, "Our commitment to inclusion means we embrace opportunities for all. It means that we ensure individuals who come from ordinary backgrounds but who possess extraordinary talents, passion, and determination can find the path to success. It means building a vibrant, intellectual community that offers and respects a broad range of ideas and perspectives."

The value of diversity and inclusion to higher education is perhaps best articulated by Damon A. Williams, in his 2013 publication, *Strategic Diversity Leadership*: "[T]he ground beneath academia has shifted dramatically . . . and colleges and universities are challenged with the task of not only educating a more diverse student body, but also of ensuring that all college graduates are culturally competent." While a diverse student population

is necessary for student development, **the benefits of diversity are not automatic and do not simply occur from a diverse campus.** Researchers stress that institutions must become inclusive places by working in intentional ways to increase educational benefits for students and for the institution (Milem, Chang, and Antonio, Making Diversity Work on Campus: A Research-Based Perspective, 2005). The American Association of Colleges and Universities (AAC&U) defines inclusion as the “active, intentional, and ongoing engagement with diversity—in people, in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact with systems and institutions.”

At the forefront of diversity and inclusion, I3 helps to lead the university in its principles and promising practices. As a member of the National Association of Diversity Officers in Higher Education, the senior advisor to the president for diversity recognizes the myriad issues of equity that are challenging colleges and universities across the nation. She leads I3 in its efforts to build an inclusive community by creating collaborative networks of individuals working together toward effective institutional change. Details about services provided by I3 can be found on its website at www.inclusion.msu.edu.

OFFICE OF INSTITUTIONAL EQUITY:

New office to review discrimination complaints, including sexual assault

Michigan State University is committed to creating and maintaining a safe and inclusive community where students, faculty, and staff can work together in an atmosphere free from all forms of discrimination. To that end, university policy explicitly defines and prohibits discrimination and harassment. In 2015, MSU established a new office—the Office of Institutional Equity (OIE)—as part of its continued efforts to prevent, address, and respond to discrimination and sexual misconduct on campus. OIE’s primary responsibility is to handle all complaints that fall under the university’s Policy on Relationship Violence and Sexual Misconduct and Anti-Discrimination Policy, including sexual assault, relationship violence, Title IX, and the Americans with Disabilities Act (ADA). Complete details about services provided by OIE can be found on its website at www.oie.msu.edu.

MORE THAN JUST COMPLIANCE

These two offices (I3 and OIE) concern themselves with more than just compliance. MSU leaders understand that if an institution seeks to prohibit discrimination, it must advance its opposite: equity. And that means eliminating the barriers that stand in equity’s way—whether those barriers exist at Spartan Stadium, or in an under-resourced urban school, or in sub-Saharan Africa. Likewise, if an institution values diversity and inclusion, it must build a student body and workforce around those ideals, and create a culture to support them.

To create such a culture takes the work and commitment of the entire MSU community. This report highlights a few of the ways our community is doing just that.

THIS IS A SAFER SPACE

All people deserve respect no matter what their race, ethnicity, sexual orientation, religion, gender, abilities, background and experiences.



MICHIGAN STATE UNIVERSITY | College of Osteopathic Medicine

A SAFER CAMPUS

All people deserve respect no matter what their race, ethnicity, sexual orientation, religion, gender, abilities, background and experiences.

Walk into any of the three MSU College of Osteopathic Medicine (MSUCOM) sites, and these are the words you will read—a fitting credo for a college that is training the next generation of providers to deliver hands-on care that values the uniqueness and dignity of every patient.

The Safer Place movement began as an effort to convey acceptance of LGBTQ students. It has now evolved to encompass a broader definition of acceptance that includes all individuals. It is a value that applies not only to patient care but also one that resonates throughout the college and extends into the community.

The **Lesbian, Bisexual, Gay, and Transgender Resource Center (LBGTRC)** piloted a new self-paced web course—Queer Inclusive Learning and Leadership (QuILL)—offering 1.5 hours of foundational instructional content on sex, sexuality, and gender to members of the MSU community. In 2015, QuILL Certification replaced the program formerly known as SafeZone Training.

The unit also created the *Color Me Queer* discussion group for students of color who identify as lesbian, bisexual, gay or transgender—a way to meet the unique needs of students who are marginalized by both their race and their sexual orientation or gender identity.

A-Spectrum is a new student organization that lets Spartans who identify as asexual and aromantic share their experiences with others who may have felt isolated or misunderstood as a result of their orientation.

One hundred percent of active regular **Residential and Hospitality Services (RHS)** employees and 82 percent of the entire RHS workforce of 7,375 have completed MSU’s mandatory Relationship Violence and Sexual Misconduct training, either online or in an instructor-led format.

In addition, RHS supervisors have been trained on bias reporting protocol.

The **Sexual Assault and Relationship Violence (SARV) Prevention Program** is a required workshop for all first year and transfer students. Now the **Department of Student Life** has created a workshop aimed at preventing sexual assault within the international community. The workshop addresses the issue of sexual assault from a cultural perspective, and provides definitions and information about social norms, university culture, and the law.

SCHOLARS COMBAT RELATIONSHIP VIOLENCE THROUGH RESEARCH

MSU researchers are at the forefront of efforts to combat sexual violence by shedding light on its systemic causes and impact. Two important studies last year made significant contributions to the body of knowledge about sexual violence.

Why Does She Stay? Calling it “one of the most complex and hidden social pandemics of our time,” Amy Bonomi, professor and chair of human development and family studies in the College of Social Science, is studying the long-term health effects of physical, sexual, and psychological abuse in intimate relationships.

With research funding from the Ohio State University Criminal Justice Research Center and the Group Health Foundation, Dr. Bonomi set out to learn why victims stay in abusive relationships; she discovered a consistent pattern of intimidation, harassment, social isolation, and humiliation.



While her current research focuses mainly on the experiences of women in abusive relationships, Bonomi points out that “People of all ages, ethnicities, and social classes experience gender-based violence. My work is about ensuring that victims of relationship violence, from any background, have an equitable voice and decision-making power in the world.”

Another MSU scholar studying sexual violence, psychology professor Rebecca Campbell, has been honored for her groundbreaking research. End Violence Against Women International selected Campbell for its Visionary Award, noting that she “combines a depth of knowledge in the field of sexual violence, including various aspects of psychological response and the neurobiology of trauma, with decades of real-world experience in criminal justice processes and the daily operation of community agencies.”

For 25 years, Campbell’s research has focused on violence against women—specifically sexual assault—and how the legal, medical, and mental health systems respond to the needs of rape survivors. In April 2015, she was honored by the U.S. Department of Justice for her role in changing the national response to rape. Also last year, the American Psychological Association recognized Campbell with its 2015 Award for Special Contributions to Public Policy.

WOMEN'S RESOURCE CENTER

Supporting women at MSU and building community since 1992, the **MSU Women's Resource Center (WRC)** advances gender equity and advocates for gender justice, on campus and throughout the Lansing community. The center seeks to improve the status of women through educational programs, conferences, newsletters, and outreach.

The MSU WRC impacts thousands of lives each year, boldly tackling such issues as intersectional identity, women in the Civil Rights movement, the sexualization and objectification of women, and barriers to equity in the workplace.

Along with its established programs and services, the WRC introduced several new initiatives last year:

- The annual Wise Women Rise conference offers leadership and professional development seminars.
- The Inspirational Woman of the Year Award recognizes the accomplishments of MSU women in the areas of Community Engagement, Culture of Empowerment, and Professional Achievement.
- A new mentor match program, affiliated with the Women's Networking Association, connects professional women through peer coaching, advising, and support.
- A new series of programs centers on overcoming challenges women face in their early career ('Thriving by 35') and their late career ('Fine After 50').

MAKING COLLEGE POSSIBLE

Spartans value differences. MSU began as a bold experiment that democratized higher education and helped bring science and innovation into everyday life. Today, the university embraces and engages individuals with a range of backgrounds, experiences, and ideas to build community and unleash creative power that transforms research and education. **It all comes down to access.** To attract the best and brightest means doing whatever it takes to make MSU accessible, welcoming, and real—especially for students who might otherwise have not considered college. Here are just a few ways MSU seeks out students with potential, helps them enroll, and then ensures that they can thrive at college.



GRANT FUNDING FOR MIGRANT STUDENTS

The U.S. Department of Education has renewed a grant of more than \$2 million to allow Michigan State University to continue its **College Assistance Migrant Program (CAMP) Scholars Initiative**. Established in 2000 to identify, recruit, admit, and enroll the children of migrant and seasonal farm workers, CAMP reaches out to students—many of whom had never dreamed of attending college—with the academic, social, and financial support they need to complete their first year at MSU.

Many CAMP scholars are first-generation college students. Luis Alonzo Garcia, director of Migrant Student Services, sees the program as an

opportunity for these students to realize the American dream and change their lives. "It teaches the children of our migrant and seasonal workers how to take risks in a smart way, paving the way for future generations." Since its inception, MSU's CAMP Scholars Initiative has produced more than 300 graduates. Building on the initiative's success, CAMP and the Career Services Network have partnered with CoBank to create an Intern Fellows Program for MSU students from migrant farm families. The internship gives students the essential real-world work experience employers look for in new college graduates.

MAKING MEDICAL SCHOOL AND NURSING SCHOOL A REALITY

The **College of Human Medicine** has been educating physicians for more than 50 years, and is recognized nationally for its mission to produce MDs to practice patient-centered medicine in Michigan's underserved areas.

But admission to medical school is highly competitive—last year 6,845 applicants vied for 190 available seats—and for students from disadvantaged backgrounds, the odds of getting in can seem insurmountable. To level the playing field and ultimately increase diversity in medicine, the College of Human Medicine has partnered with colleges and universities throughout Michigan to provide early assurance of medical school admission and enriched experiences for any undergraduate student who is a first generation college



student; a graduate of a low-income high school as defined by the U.S. Department of Education; eligible for, or a recipient of, an undergraduate PELL or other need-based grant; from an underserved area (i.e., an urban or rural area with a health professional shortage); and/or interested in a high-need medical specialty.

A culturally diverse nursing workforce is essential to meeting the health care needs of the nation's population. To that end, the College of Nursing seeks to incorporate the values of diversity and inclusion into all of its work.

The Nursing Workforce Diversity Program at MSU seeks to overcome the educational barriers that may prevent disadvantaged students—including underrepresented minority students—from becoming nurses. In partnership with the Lansing School District, the **College of Nursing** conducts career fairs in middle school, sponsors Future Nurse Clubs (FNC) in high school, and runs a one-week residential summer camp for FNC students—all in the hopes of getting kids interested in nursing careers. Kendra Elam, RN, BSN, associate project director for the program, feels a connection to the young people it serves. "As a student from a disadvantaged background, I understand first-hand the many ways students need support to achieve a BSN degree and successfully complete the NCLEX examination," she says.

The college also established the ACCESS program (Achieving Culturally Competent Education and Student Success) to support admitted students with financial assistance, a summer "transition to college" program, tutoring, mentoring, study groups with peers, and semester reviews.

MSU NAMED VETERAN-FRIENDLY SCHOOL

Every year, thousands of U.S. military members return to civilian life and enroll in college. But the transition can be difficult. To assist them, universities like MSU offer resource centers where student veterans can find support groups, counseling, tutoring, and career advice.

MSU has earned gold status in the Michigan Veterans Affairs Agency's Veteran-Friendly School program, which recognizes institutions of higher learning that support student veterans and their dependents. MSU participates in the Michigan Veteran Education Initiative, an effort to help returning veterans go to college, and adheres to the federal government's Principles of Excellence for Educational Institutions Serving Service Members, Veterans, Spouses, and Other Family Members.

VENTURE PROGRAM

For students with disabilities, choosing a college comes with a mix of excitement and uncertainty. Project Venture, sponsored by the **Resource Center for Persons with Disabilities (RCPD)**, invites high school students with disabilities to “try on” university life through an interactive two-day experience at MSU. Participants spend two nights in an accessible dorm, eat at a dining hall, and learn about self-advocacy, assistive technology, academic success, and college resources—an experience that eases the transition to college for many students.

MST@MSU

In partnership with Edgewood Village, the Mathematics-Science-Technology (MST) program seeks to identify gifted students from underserved and low-income communities to attend a two-week summer program at MSU. Last summer, seventh, eighth, and ninth grade participants from Edgewood received full scholarships and transportation to the MSU campus. With class and workshop offerings in neuroscience, chemistry, nuclear astrophysics, engineering, astronomy, physics, biotechnology, entrepreneurship, and digital filmmaking, the program aims to get promising students excited about STEM subjects and careers.

MSU seeks to attract, retain, and promote world-class faculty from diverse backgrounds, perspectives, and disciplines ... and then to support them in an environment where they can perform exceptionally.

INSTITUTIONAL TRANSFORMATION GRANT:

What we’ve done, what we’ve learned, and what we’re doing next

In fall 2008, Michigan State University received a \$3.98 million **Institutional Transformation** grant from the National Science Foundation (NSF) ADVANCE Program to support the recruitment, retention, and advancement of a diverse faculty in science, technology, engineering, and mathematics (STEM) fields.

The provost, as principal investigator, used the grant as a catalyst for change across the university. The resulting initiative, **Advancing Diversity through the Alignment of Policies and Practices (ADAPP)**, provided support for MSU colleges in a sweeping effort to align the university’s values of diversity and quality with academic human resource policies and practices.

The ADAPP project formally ended in 2014. Last November, campus leaders—including the provost, her staff, deans, and other faculty—shared the following outcomes of the grant:

- Findings from work environment surveys of MSU faculty;
- Research on how under-represented faculty experience their workplace climate;
- The impact of the MSU Faculty Excellence Advocate program;
- An NSF-supported initiative to support dual career couples; and
- How the MSU ADVANCE grant will be institutionalized to positively impact all areas of campus.

A central goal of NSF is to strengthen the scientific workforce through increased inclusion of women in STEM careers. ADAPP expanded this goal by grounding its focus on women in the STEM disciplines in strategies designed to attract, retain, and promote the highest quality faculty possible across all disciplines.

LEADERSHIP WORKSHOPS

Workshops on academic life provide leadership development for faculty in their many roles—in governance, on search committees, on research projects, in large labs, and in many other contexts that require leadership skills. These leadership workshops are crucial for faculty who do not have mentors or sponsors to share the ‘unwritten’ rules for success in the institution. They help to level the playing field by opening a window to all who are interested, and thereby increase the potential pipeline of faculty leaders.

EFFECTIVE FACULTY MENTORING

Research affirms that high-quality faculty mentoring can enhance an educator’s teaching, research, outreach, service, and leadership skills. Having a mentor has been shown to increase productivity, stave off burnout, and reduce academic and social isolation. *Effective Faculty Mentoring*, a half-day workshop co-sponsored by the ADAPP ADVANCE Grant, the Office for Inclusion and Intercultural Initiatives, and the Office of the Provost, explored best practices in faculty mentoring. The interactive program featured a panel discussion of highly effective mentors, the results and implications of a qualitative study of the mentoring experiences of MSU faculty

of color, and a performance of mentoring vignettes performed by the MSU Transforming Theatre Ensemble, followed by discussion.

INNOVATIVE LIBRARIES



Libraries become a different kind of learning destination when schools reimagine them as open, transparent spaces that invite student communication and collaboration. Today, MSU Libraries are reinventing themselves as content becomes more accessible online and their role becomes less about housing tomes and more about connecting learners and constructing knowledge. For seekers of knowledge and information, at the academy and beyond, the library is a lighthouse. MSU Libraries serve as a digital hub, museum, community resource center, art space, gathering place, and gateway to a world of information. MSU libraries are for everyone.

In 2014-15, the Information Literacy Unit in the MSU Libraries introduced library resources and facilities to diverse groups of students, including first generation, low-income students and students with disabilities enrolled in the UGS 101 program; students in the Maximizing Academic Growth in College (MAGIC) program; and students in the Fostering Academics, Mentoring Excellence (FAME) program, which serves MSU youth who have experienced foster care, kinship care, or homelessness.

Librarians offered tours and orientations for visiting scholars and students, including faculty from Gazi University (Turkey); university students from Zhejiang-Sichuan; and Panamanian K-12 ESL teachers. The Visiting International Professional Program (VIPP) hosted groups from Korea, Malaysia, and China, with orientations conducted in Mandarin, or in English with Mandarin translation.

In 2014-15, the libraries began major new initiatives to promote the accessibility of library resources to people with disabilities. The Assistive Technology Center (ATC), located in the main library, provides assistive and adaptive technology to help patrons with disabilities gain access to library resources. The room was established and is maintained in



KRISTIE DOTSON: Advancing Diversity in Philosophy

"The more you study, the more you realize there is more to know," says Kristie Dotson, professor of philosophy in the College of Arts and Letters (CAL). Her research is in the field of epistemology (the theory of knowledge) and black feminism. "In epistemology, I study the production of ignorance, so I study those things that stop us from knowing."

It is notoriously challenging to be a black feminist in academia. But for Dotson, MSU has proven to be the place where she can be "the Black feminist my mama raised me to be." She notes that "Michigan State University, and particularly CAL, has been home to some of most influential feminists of the 20th century ... I exist in this legacy of feminists who have been at MSU and I find it to be really wonderful. It is very rare to do black feminist work at the academy and have it respected and accepted. And that is the case here."

collaboration with the Resource Center for Persons with Disabilities.

MSU Libraries acquired electronic resources reflecting diverse perspectives, including:

- ProQuest History Vault: Black Freedom Struggle in the 20th Century
- ProQuest History Vault: Struggle for Women's Rights, Organizational Records 1880-1990
- African American Communities
- Black Nationalism and the Revolutionary Action Movement: The papers of Muhammad Ahmad

From colloquia to film series, from readings to brownbag discussions, MSU Libraries presented thought-provoking events to engage and inform the community.



ENHANCING THE STUDENT EXPERIENCE

SERVING AND SUPPORTING OUR STUDENTS WHERE THEY LIVE

“Universities are places where individuals grow and develop by interacting with others who are different from themselves. This especially occurs in our residence halls, dining halls and other communal spaces across campus.

I would like to think that we create environments in our communities that embrace appreciation of human differences and constructive expression of varied ideas; respect for the rights of others; refusal to condone inappropriate behaviors; self-awareness, openness and personal accountability; and active promotion of an inclusive and welcoming climate. These ideals allow for our students to discover the richness of the diverse community that we have to offer.

We must never forget to embrace and appreciate diversity, cherishing all of our similarities and our differences. As RHS team members and members of the higher education community, we have the power to set the tone. When topics of diversity are spotlighted on our campus, let’s make sure we shine in a positive light.”

- Letter from Vice President Vennie Gore
to the Residential and Hospitality Services Team

MSU NEIGHBORHOODS: RECIPE FOR SUCCESS

Since Michigan State University made on-campus neighborhoods a part of student life, students have been steadily taking advantage of all they have to offer; and it's showing where it counts the most.

MSU Neighborhoods, launched in 2010, brings critical resources and support to first-year students where they live. The model focuses on intercultural development, academic support, residential support, and health and wellness.

At the heart of each neighborhood is an engagement center where students can study, socialize, and access a constellation of support—tutors, study groups, a health clinic, and career services—all under one roof.

During the 2014-15 academic year, students who took advantage of the neighborhoods' academic support services had an average GPA of 3.3, compared to an average of 2.9 among students who did not use the services. Also, the number of first-year students on academic probation went down—from 9.8 percent of the class last year to 9.4 percent this year.

According to Kristen Renn, associate dean of undergraduate studies and director for student success initiatives, these numbers are significant. "Say your GPA is 1.9 and you improve it to a 2.1. That could be the difference between keeping or losing your financial aid," Renn said.

MSU's five neighborhoods are made up of 27 residence halls, two apartment communities, and 10 residential dining halls.

More than 1,300 first-year students have been designated Spartan Success Scholars. Working with peers, resident assistants, and intercultural aides, with support from academic advisors and neighborhood engagement directors, Spartan Success Scholars develop the academic, social and personal skills they need to succeed at MSU.

MSU Neighborhoods are partnering with the **MSU Graduate School** to train teaching assistants (TAs) to promote student success among the students they teach, many of whom are first-year students. This program helps prepare TAs to go into the faculty workforce with an awareness of the importance of undergraduate student success.



LIVE AND LEARN: RESIDENTIAL AND HOSPITALITY SERVICES

In a time of national unrest and heartache around issues of race, it has never been more important for the university to provide a safe, supportive, and welcoming place for students to live and learn. Here are just a few of the ways that Residential and Hospitality Services (RHS) creates that environment.

In December 2015, RHS hosted a community town hall, where students from across MSU's neighborhoods came together to share candid feelings and ideas about how to make the residence and dining halls more welcoming and inclusive spaces.



RHS Student Employment piloted a program in cooperation with the Office of Supportive Services (OSS) and Residential Dining to provide jobs for students from disadvantaged backgrounds.

Throughout 2014-15, staff in Residential and Hospitality Services, specifically those in the human resources units, continued to work closely with staff in the Office of Institutional Equity to report bias incidents. RHS supervisors have been trained on bias reporting protocol.

BEYOND THE CLASSROOM: STUDENT AFFAIRS AND SERVICES

Beyond the classroom, **Student Affairs and Services (SAS)** promotes personal identity and community ... social responsibility ... leadership and intercultural competency ... health and wellness ... and career development. Here are just a few of the things SAS did in 2015 to advance the values of service, global citizenship, wellness, and cultural competence.

TARGETED POSITIONS

To improve and expand services to students, SAS filled two new positions last year:

- **Assistant Vice President for Identity and Affinity** will focus on creating a welcoming, safe environment in which all students and their families thrive, with a focus on ethnic, racial, and LBGTOIAA identities; international engagement; support for veterans; and services for student parents, students with disabilities, faith-based student groups, and Greek organizations.
- The **Coordinator for College Access and Transitions** will focus on supporting first generation students and their families as they transition into college.

ALTERNATIVE SPRING BREAKS

In popular culture, “college spring break” is often synonymous with a big, self-indulgent party on the beach. But MSU students are shifting that paradigm with Alternative Spartan Breaks (ASB), an opportunity to learn about social issues, interact with people from diverse cultures and communities, and perform meaningful service for the public good.

SPARTANS. WILL. SERVE.

On April 18, 2015, more than 1,800 Spartans at MSU and around the world donated nearly 16,000 hours of service in 125 locations. The 2015 Global Day of Service was a daylong event connecting MSU alumni, students, faculty, staff and friends the world over through the service they provide to their communities.



Service to others is part of the Spartan experience. It's not unusual to find community-minded RHS students and staff out and about, volunteering their time—painting an exterior wall at Lansing's REACH Studio Art Center, picking up trash along the Red Cedar River, serving Thanksgiving dinners to families in need, collecting Christmas gifts for families in crisis, and coming out in force for annual volunteer events like **Spartan Day of Service** and **Taking it to the Streets**.

Throughout the year, RHS creates opportunities for students to give service. For example, **Spartans Rebuilding Michigan (SRM)**—100 members strong and growing—connects organizations in need with student volunteers. In its first year, SRM members volunteered 700-plus hours, co-hosted a winter clothing drive, and hosted a social event to benefit Camp Kessem, a recreational camp for children of parents with cancer.

Fill the Bus!—now a Welcome Week tradition—sets out to collect a bus load of donated school supplies and distribute them to Lansing area children in time for the new school year. 2015 marked the seventh annual Fill the Bus! event and yielded 310 bags of donated school supplies for kids at Edgewood Village, Haven House, the Refugee Development Center, the MSU Family Resource Center, Capital Area Mentoring Partnership, and Lansing area schools.

In the 2014-15 academic year, 173 MSU ASB students and site advisors engaged in responsive, capacity-building service projects in 14 diverse communities. They focused on hunger and homelessness, employment counseling and job training, early-childhood education, disabilities and health concerns, environmentalism, refugee resources, and immersive work with indigenous populations.

THE HIP HOP PREACHER FOR STUDENT SUCCESS

To help students of color survive the social and academic challenges of college life, the **Office of Cultural and Academic Transitions (OCAT)** created the Success Series, a free, 15-week motivational series featuring MSU alumnus Dr. Eric Thomas, also known as “ET, the Hip Hop Preacher.” The Success Series covers a range of topics from “What’s Your Why?” to time management—all designed to help students succeed at MSU and in life.

MSU SAFE PLACE: LEADING THE NATION FOR 20 YEARS

Since 1994, **MSU Safe Place** has ensured the safety, welfare, and dignity of those who experience relationship violence and stalking. The only domestic violence shelter located on a U.S. college campus, MSU Safe Place “provide[s] emergency shelter, advocacy, support group and counseling, child care, transportation . . . whatever any survivor needs to get out of the relationship,” said director Holly Rosen. In addition to services to survivors, MSU Safe Place last year provided educational programs that reached 2,581 students, staff, faculty, and spouses; it also serves as a learning laboratory for undergraduate and graduate students seeking real-world opportunities to learn about domestic violence and stalking.

“With 20 years of service to this community, it’s made an important difference,” said Denise Maybank, vice president for student affairs and services. “Safe Place set the standard for others to think about how we approach the issues of [relationship violence and stalking] in college communities.”

CULTIVATING A COMMUNITY OF STEM SCHOLARS

The **Alliances for Graduate Education and the Professoriate (AGEP)** is a network of universities dedicated to increasing the number of underrepresented minorities who earn graduate degrees in science, technology, engineering and mathematics disciplines (STEM), as well as social, behavioral, and economic sciences (SBE). With funding from the National Science Foundation (NSF), the **MSU Graduate School** administers the AGEP program to nurture a diverse community of STEM and SBE scholars with one goal in mind: to transform U.S. universities by infusing them with world-class faculty who fully reflect the nation’s diversity in race, gender, culture, and intellectual talent.

One promising initiative toward that end is the AGEP Learning Community, an intellectually, racially, and socially diverse assembly of emerging scholars who get together once a month to discuss science and scholarship. The AGEP Learning Community has evolved into a safe and supportive intellectual space for graduate students to make friends, exchange ideas, and talk about their research. One of the hallmarks of the Learning Community is an activity called “CrossTalks.” These are 10-minute cross-disciplinary oral presentations about one’s research—no PowerPoint, no video, just plain talk—followed by discussion.



INTERNATIONAL STUDENTS AND SCHOLARS AT MSU

The **Office of International Students and Scholars (OISS)** organizes events to help international students, scholars, and families feel welcomed and connected.

EAST LANSING WELCOMES THE WORLD

An annual fall semester event co-organized by the **East Lansing Public Library** and **OISS**, East Lansing Welcomes the World brings together campus and community partners to welcome international students and their families to the area. Last year's reception was held at the East Lansing Public Library and included welcome addresses by President Simon and former East Lansing mayor Nathan Triplett, a short program, entertainment, and refreshments.



MSU ranks ninth in the nation – and first in the state of Michigan – for the number of enrolled international students, according to the Institute of International Education's annual Open Doors Report released in November 2015. In fall of 2014, MSU international students numbered 8,146 – a rise of 5.7 percent from the previous year. The top five countries of origin for international students at MSU are China, South Korea, India, Saudi Arabia, and Taiwan.



ONE WORLD, MANY STORIES

One World, Many Stories (OWMS) is a community-based, multicultural literacy initiative that promotes family reading and exposes children to a variety of cultures. Every year – typically during National Reading Month in March—people from MSU and the surrounding community read the same

book and get together to talk about it. Past themes have included global citizenship, cultural understanding, diversity, inclusion, and world peace.

On March 20, 2015, the **Office for International Students and Scholars (OISS)**, **Family Resource Center (FRC)**, **Center for Language Teaching Advancement (CeLTA)**, **East Lansing Public Library (ELPL)** and **East Lansing Public Schools (ELPS)** collaborated to present *One World, Many Stories: Firefly Storytelling*. Based on the popular live storytelling public radio show, The Moth, the event emphasized the cultural significance of storytelling throughout the world by inviting area students to share their own stories.

CULTURAL FATIGUE: IS IT JUST ME?

At MSU, academic orientation for international students is more than just enrolling in classes and meeting with advisors; it goes beyond meeting other new students and learning how to get around campus. New international students also learn ways to cope with the inevitable stress of adjusting to a new culture. A required session—“Cultural Fatigue: Is It Just Me?”—addresses the very real experience of cultural shock, a normal psychological reaction to the stress of living in another culture and learning new cultural norms. Presenters describe typical experiences: homesickness, food cravings, and absentmindedness—plus irritability, anxiety, and even depression. By normalizing these feelings and offering strategies for coping with them, the session helps students understand culture shock and work through it as they adjust to life at MSU.



OFFICE OF FACULTY AND ORGANIZATIONAL DEVELOPMENT

The Office of Faculty and Organizational Development provides support for faculty, academic administrators, and academic staff across the tripartite mission of teaching, research, and outreach, and across the career stages. The **Lilly Teaching Seminars** are workshops and seminars focused on innovative approaches to teaching, learning, and assessment at the **university level**. Innovations in Supporting International Students: Best Practices in Teaching, provides a context for the recent increases in international student enrollment—in American higher education, in general, and at MSU in

particular. Seasoned faculty panelists share practical approaches to issues of language, pedagogy, classroom participation, academic integrity, and help-seeking, among other topics.

AN ACCESSIBLE CAMPUS IS AN INCLUSIVE CAMPUS

“Together we create a welcoming environment, fortify capacity, and compassionately challenge people to redefine disability. We grow ambition into personal and professional success by fostering self-advocacy, connected knowledge, innovate technology, and community partnerships.”

“Spartans change lives every day in ways practical and profound; creating opportunities through study and research, finding

solutions for some of the world’s most challenging needs. Education expands opportunity and for those experiencing disabilities, education is a most empowering choice.”



ALEX POWELL GREAT STATE RACE



Alex Powell was a strong and vital high school senior, a dedicated student, an enthusiastic athlete, and a natural leader. His smile radiated confidence and his heart held the dreams that every one of us hopes will come true for those we love. But as he prepared to start his college career at MSU, a rare, aggressive cancer was growing inside of him and soon took its debilitating toll. As his physical needs increased, Alex looked to the RCPD for the compassion, guidance, and strategies he needed to make the most of his brief Spartan experience. Alex never lost his zest for life, and faced its end with courage, humor, and a resilience that amazed and inspired all who had come to know him. Last October, on the Friday before the big MSU-U of M football game, runners from State ran the game ball from the Big House in Ann Arbor to Spartan Stadium—64 miles—to honor Alex Powell and raise money for the RCPD, the organization his mom, Juliana Powell, credits with allowing him to go to college.



ADAPTIVE SPORTS AND RECREATION

The **MSU Adaptive Sports and Recreation Club (ASRC)** promotes the health, social, and psychological benefits of exercise and sporting activities for people with physical disabilities. It offers wheelchair sports and other competitive games in high profile, well-equipped venues. It serves athletes with a wide range of disabilities. But its mission is even bigger than that. The ASRC strives to cultivate a physically and socially accessible space where athletes with physical disabilities and able-bodied volunteers can build community, validate the disability experience, and debunk stereotypes and misconceptions about disabilities.

THE RESOURCE CENTER FOR PERSONS WITH DISABILITIES

Team RCPD helps students with disabilities participate fully in the Spartan experience—enjoying full access to the university’s mission, programs, and services. The people RCPD serves live with a range of challenges, but they share one common desire: to learn and grow despite conditions that some would consider insurmountable.

- From May 2014 through May 2015, the RCPD provided services to 1,592 students with permanent disabilities (a 4% increase over last year) and 111 students with temporary conditions.
- Staff welcomed, assessed, and registered 411 new students with permanent disabilities via the Academic Orientation Program and ongoing self-identification activities.
- The RCPD provided:
 - More than 23,830 hours of direct service and consultation to students;
 - Over 6,455 hours of course-related interpreting/real-time writing for deaf students;
 - 253 books, course packs, and course materials in alternative formats for students with print-related disabilities;
 - 1,734 alternative tests for 282 students, facilitated by way of readers, scribes, and quiet rooms at the RCPD and classrooms around campus.

A sampling of the RCPD’s recent contributions:

October 1, 2014 brought the official launch of the long-awaited Careers Collaborative, a partnership that combines the efforts of RCPD, the MSU Career Services Network (CSN), MSU Rehabilitation Counseling, and Michigan Rehabilitation Services (MRS) to coordinate career counseling, vocational rehabilitation, placement services, and other support for students with disabilities.

ACCESSIBLE ART EXHIBIT AT THE BROAD MUSEUM

“Look but don’t touch” is the rule at almost every art museum in the land. But the “Accessible Art” exhibit at the Eli and Edythe Broad Art Museum invited museumgoers to break that rule.

Exceptions, a student-run art and literary journal showcasing the perspectives of visually impaired and blind individuals, hosted the “Accessible Art” exhibit to show that art in exhibitions can be inclusive to those with visual disabilities. The editorial team at *Exceptions* commissioned original poems from students enrolled in a poetry class; those poems served as inspiration for students taking studio art. Consistent with MSU’s core values of quality, inclusiveness, and connectivity, the resulting works appeal to visitors both sighted and blind.

ACCESSIBLE SEATING AT SPARTAN STADIUM

For many MSU students, Spartan football is one of the highlights of college life – and cheering in the stands with friends is a big part of that experience. There was a time when students who used wheelchairs couldn’t



sit with their friends at football games because the only accessible seating was in the visitor section.

Katie Feirer, a senior from Okemos, was one of those students. And she didn’t like it.

She also happens to be an activist (a voting member of the President’s Advisory Committee on Disability Issues; president of the Council of Students with Disabilities; a volunteer for the Resource Center for Persons with Disabilities; and an active member of the MSU Adaptive Sports and Recreation Club) and knows her way around social media. The mild-mannered advertising major took her concerns to university leaders—all the way to the president’s office--and launched Facebook and Twitter campaigns to get others involved.

Construction began in summer 2015. The accessible platform in the student section was ready by kickoff of the September 12 home opener against Oregon. The section includes 24 wheelchair seats, each with a designated companion seat. When space permits, the platform is open to accommodate non-students who require wheelchair seating at the 75,000-seat venue. Spartans will.

INTERCOLLEGIATE ATHLETICS: BEYOND SPORTS

“We gather and engage our community to teach, support and celebrate our student-athletes in their quest for excellence.” This is the vision that Michigan State Athletics Director Mark Hollis has for Spartan Athletics, a program that strives to embody the core values of respect, positive attitude, focus, accountability, continued improvement, and integrity.

Every year, student athletes participate in a number of developmental programs and civic opportunities, including:

MEN’S BASKETBALL FOREIGN TOUR

In August 2015, the Spartan Men’s Basketball Program took a 10-day trip to Italy where they played four games against high-caliber international teams and had an unforgettable global experience.



ACCESSIBLE TRICK OR TREATING

Last Halloween in Dewitt, 55 MSU student athletes handed out candy and spent quality time with kids whose disability or medical condition prevented them from trick-or-treating door-to-door.

MULTICULTURAL SENIOR SEND-OFF

When 21 MSU student athletes from seven sports all graduate from college, that's cause for a party. The Multicultural Senior Send-off provided an intimate environment for families, campus partners, and teammates to celebrate the diversity of the athletes as well as their accomplishments.

THE MIRACLE LEAGUE OF MID-MICHIGAN

Each fall and spring since 2012, student athletes from the MSU baseball team volunteer as “buddies” for children with physical and cognitive challenges—giving them an opportunity to play baseball as part of a team. Spartan volunteers help the kids hit, round the bases, and field.

CULTURAL INTELLIGENCE INITIATIVE

Like many game changing ideas, the **Cultural Intelligence Initiative** sprang from the courage to speak out. When four student members of the MSUCOM Diversity Committee noticed that certain faculty members struggled with conversations about differences, they said something; and soon, the Cultural Intelligence Initiative began to take shape. With a Creating Inclusive Excellence Grant (CIEG) from the Office for Inclusion and Intercultural Initiatives, Francis Kendall—known for her work on white privilege—facilitated a day-long seminar where participants explored their thoughts and feelings about cultural differences, shared their personal experiences, and talked about the importance of having those “difficult conversations.”

SPARTANS STUDY ABROAD

With one of the largest study abroad catalogs in the country, Michigan State University is a top producer of global citizens who are prepared to make a difference in communities near and far.

With more than 275 study abroad programs in more than 60 countries, MSU leads the nation in study abroad participation among public universities. Each year, nearly 3,000 students are transformed by their educational experiences in classrooms, research labs, field stations, and internship sites throughout the world.

GENERATION STUDY ABROAD

To ensure that MSU's study abroad programs reflect the diversity of the campus and the nation, the **Office of Study Abroad (OSA)** has committed to increase outreach to first-generation, high-need, and under-represented minorities. OSA continues to work with faculty, staff, and students from diverse backgrounds to better communicate the benefits of participation in study abroad, to remove obstacles to participation, and to make programs more accessible to all students. In addition, many OSA staff members have completed the Queer Inclusive Learning and Leadership (QuILL) training offered by the LGBT Resource Center, which reinforces that inclusion is one of MSU's core values.





ENRICHING COMMUNITY, ECONOMIC, AND FAMILY LIFE

IN THEIR OWN WORDS:

FARHA ABBASI

THE JOURNEY HAS BEGUN

I arrived in the United States of America from Pakistan in 2000, bewildered, overwhelmed, and afraid. Although the details have since grown blurry in my mind, the pain is still deeply etched on my soul. The traumatic realization of “goodbye” had never hit me so hard. Immigration, even if by choice (I came to pursue a career in medicine), is as if everything you know, everything that you are, is being left behind.

Life became uncomfortable and unfamiliar in this vast, new journey I was being thrown into. The impact of this experience led me to change my medical specialty from internal medicine to psychiatry. I realized a body might be more accepting and forgiving of the trauma, but the mind bears the scars forever.

Fortunately, I was accepted at Michigan State University to do my psychiatry training. I grew and thrived in all the love, support, and unconditional acceptance given to me. I know that I have arrived and I am home again. I, too, am a proud Spartan!

I, more than most, understand how significant this process of integration is, how the way that the host culture receives you can make or break you. This became the focus of my Minority Fellowship Grant through the Substance Abuse and Mental Health Services Administration and the American Psychiatric Association. I wanted to work with the Muslim population and address their unmet mental health needs. I knew it would be hard to cut



through the deep layers of stigma in a culture where mental illness is deemed a spiritual weakness, so I founded the Muslim Mental Health Conference, which is now in its eighth year.

The Muslim Mental Health Conference became my calling. The conference is the only one of its kind and gives faith-based leaders and mental health professionals the chance to come together for the betterment of the community. Its impact is growing with every passing year, and we now have 40-plus Imams trained in mental health first aid basics. We present the latest research by top international scholars in the field. It is an inclusive conference where Caucasians, African Americans, Shiite, Sunni, new converts—people representing all the diversity within the Muslim faith—are given a voice.

The journey has begun. To paraphrase the poet, I know I have miles to go and promises to keep before I sleep . . . but the dream lives on.

Farha Abbasi is an assistant professor in the Department of Psychiatry, and specializes in mental health issues among Muslims. She has been coordinating the Muslim Mental Health Conference since founding it in 2009.



OUR DAILY WORK, OUR DAILY LIVES

Work shapes our daily lives. When we meet strangers, our first question is, “What do you do?” Our relationship with work is not only economic and social; it is cultural as well.

“Our Daily Work, Our Daily

Lives” is a cooperative project that focuses on the cultural traditions of workers, workplaces as contexts for the expression of workers’ culture, and the diversity of historical and artistic presentations of workers’ lives.

Nearly two decades ago since it was founded by its inaugural co-directors John P. Beck of the **MSU School of Human Resources and Labor Relations** and Yvonne Lockwood of the **Michigan Traditional Arts Program (MSU Museum)**, “Our Daily Work/Our Daily Lives” has explored the richness and diversity of workers experience and workers culture through lectures and presentations, poetry readings, a concert, a film opening, exhibits, and a brown bag seminar series. The MSU Museum’s Traditional Arts Program has developed an “Our Daily Work, Our Daily Lives” collection that features artistic expressions related to the work experience, including oral histories, photographic holdings, documentary accounts of worker artists, and work-related sound recordings.



ONE BOOK ONE COMMUNITY

ONE BOOK, ONE COMMUNITY

One Book, One Community (OBOC) is an annual communitywide cooperative reading program between the City of East Lansing and Michigan State University. The theme for 2015 was “A Community Conversation on Justice, Human Rights, and Compassion,” featuring the works of two champions of human rights.

The 2015 selections were *Just Mercy: A Story of Justice and Redemption*, a New York Times Bestselling work of nonfiction by attorney and author Bryan Stevenson; and “The House I Live in,” a documentary film by Eugene Jareck that won the Sundance Film Festival Grand Jury Prize in 2012. Both selections have been instrumental in raising the nation’s consciousness of how institutionalized bias and punitive legislation have denied many Americans of their rights.

“MSU students, community members, and faculty are encouraged to engage in thoughtful conversations around the themes explored in both the book and film,” said MSU Provost June Pierce Youatt. “These issues are important and timely, as public awareness of bias and injustice across the country has recently increased.”

NINTH ANNUAL MAYOR'S RAMADAN UNITY DINNER

“Hope Not Hunger” was the theme of the ninth annual Mayors’ Ramadan Unity Dinner in Lansing. The keynote speaker was Rajmohan Gandhi, grandson of global civil rights leader Mahatma Gandhi, and a scholar and social justice advocate in his own right. In recognition of National Hunger Awareness Month (“Spoonتمبر”), Gandhi delighted the crowd of more than 500 by getting them to snap “spoon-selfies” to increase awareness of the one in six Americans struggling with hunger. For the last nine years, proceeds from the annual Mayors’ Ramadan Unity Dinner have gone to support the Greater Lansing Food Bank, providing over half a million meals to people in the greater Lansing community. The mission of the Ramadan Unity Dinner is to shine a spotlight on the plight of hunger and demonstrate the importance of diversity and inclusion.

POLICING FOR THE 21st CENTURY

The mission of the **MSU Police Department** is “to enhance the quality of life on campus by building relationships, strengthening stewardship, and working collaboratively within our diverse community to reduce crime, enforce laws, preserve peace, and provide for a safe environment.”

As part of its continued efforts to improve police and community relations, the department has formed an Inclusion and Anti-Bias Unit, committed to proactively address police and community-related issues associated with bias. With support from the Office for Inclusion and Intercultural Initiatives, the department has committed to have all of its officers complete anti-bias training, covering topics of explicit bias, implicit bias, micro-aggressions, and brain reaction to bias.

The new unit is devoted to increasing relationships within the university community by listening to concerns and recognizing when language barriers or cultural differences may be contributing to misunderstandings, mistrust, or fear. As an integral member of a global community, the MSU Police Department strives to reflect the diversity of its community members. To that end, the department continues to hire a diverse workforce. Of the department’s 81 officers, 27 are female; seven are African-American, five are Hispanic, three are Asian, and one is Native-American.



SECOND CHANCES

PROJECT RE-START

In 2012, a group of **Peckham** youth—all of them with juvenile records—wanted to find a way to engage with the city of Lansing, despite their past offenses. Peckham reached out to the **Residential College in the Arts and Humanities (RCAH)** and the **College of Engineering** to explore opportunities to collaborate, and students and faculty met regularly with Peckham's youth, over a three-year period, to design an inspirational work of art for a public space.

While the kids involved have changed with each new school year, more than 100 adjudicated youth have had a chance to participate in the art-making process. RCAH professor Terese Monberg has been involved with, and committed to, the project since the beginning. She decided to teach a civic engagement course in which RCAH students would help design, create and install a community art project.



PATHWAYS FROM PRISON TO PROSPERITY (P3):

A Framework for Training Ex-Offenders to be Entrepreneurs

The MSU **EDA* University Center for Regional Economic Innovation** is a network for bringing innovative ideas into action for Michigan. Using a collaborative learning model (“You learn, I learn, they learn”) the center commissions scholars and practitioners to conduct original, applied research related to innovative economic development strategies, tools, policies, and programs. One such program—“From Prison to Prosperity,” with George Berghorn, Ph.D—offers entrepreneurial training to ex-offenders, thus helping them to become positive economic forces for their local communities. Not only does the program benefit the ex-offenders and the communities where they live and work; it also benefits the state of Michigan, through reduced recidivism. When ex-offenders have stable employment, they are more likely to stay out of prison.

*U.S. Economic Development Administration

MENTORING A GIRL IN CONSTRUCTION (MAGIC) CAMP

In June 2015, Stacy Nurenberg, Infrastructure Planning and Facilities (IPF), participated on a panel discussion at Mentoring A Girl In Construction (MAGIC) Camp, hosted by Lansing Community College and the Lansing Chapter of the National Association of Women In Construction. The one-week day camp offers high school girls hands-on training in basic construction skills and teaches them about the employment opportunities for women in the construction industry.

DIVERSITY SPEND

The **Purchasing Department** is serious about inclusiveness and diversity in procurement, actively seeking opportunities to do business with companies owned by women, minorities, people with disabilities, and veterans. “Diversity spend”—meaning money spent on products and services supplied by women- and minority-owned businesses—increased from \$41 million in 2014 to \$43 million in 2015.

Last year, the Purchasing Department hosted a three-hour “matchmaking” event where diverse vendors had a chance to meet with university services leadership, purchasing staff, and other campus buyers in the hopes of making the perfect match.

A photograph of Jeanette McGuire, a woman with dark hair tied back, wearing a light-colored button-down shirt over a green tank top and olive green pants. She is crouching on the ground, smiling and looking at a black camera held by a young child in a green shirt. Two other children, a boy in a white tank top and a girl in a white t-shirt, are sitting on the grass nearby, looking on. The background is a dense, lush green field with tall grass and various plants.

EXPANDING INTERNATIONAL REACH

Michigan State University is making its mark on the planet. MSU —

- Receives more than \$50 million in international funding annually.
- Won a \$45 million grant from the MasterCard Foundation in support of a 9-year partnership to provide financially disadvantaged African youth with a high quality education.
- Engages more than 1,400 faculty and staff members in international research and teaching.
- Has more than 280 partnerships with international institutions.
- Operates 25 internationally focused centers, institutes, and offices.
- Ranks in the top 10 for both study abroad participation and international student enrollment

IN THEIR OWN WORDS:

JEANETTE McGUIRE STUDY ABROAD CHANGES LIVES

I am often asked why I teach study abroad courses, and my answer simply has been that it changes lives.

I teach two study abroad courses for MSU. One course I teach with David Orban is set in Uganda and focuses on evolution of biodiversity of birds and primates. The students learn to master research techniques while they hike through forests, track chimpanzees and mountain gorillas, canoe through swamps, and capture and handle rare birds.

Although this is primarily a science course, we think it is important to include cultural activities, lessons on the country's history, and ultimately have the human connection that is essential for a well-rounded experience. In between our scientific studies, we visit schools and work in their farms, attend performances at a local orphanage, meet with a Batwa tribe and chat with locals in the communities.

We rely heavily on local guides, drivers and cooks—some who live with us during the course, and who become our dear friends. Their expertise is invaluable and they enrich the program beyond the science. Campfire chats help all of us to gain a deeper appreciation of the culture, the people, their struggles and their successes. Through these discussions we learn more about the country and how the people contribute greatly to our education and also welcome each of us with open arms. When I think about what I love most about Uganda, it is the people with their big hearts and bright smiles.

Earlier this year, I was deeply saddened to learn that one of our guides, Benson Bamatura, passed away at the age of 33. He left behind a wife, three children, and two foster children. Benson was an expert mist-netter and birding guide and worked on conservation projects throughout Uganda. Benson lived with us on the program in the summer of 2012, and again came to assist the program for a few days in 2013. He was charismatic, friendly, and loved by the students, David, and me. We were all heartbroken over the loss of our dear friend Benson.

Here is where the value of study abroad became abundantly clear to me. From the sadness of losing Benson came a force of unity from students from multiple years of the course. We joke on the course that we are a mobile family, supporting each other and sharing both the good and bad as we experience all that Africa has to offer. It is true, we are a mobile family, and as one member of our family is lost, the rest pull together to do what we can.

My students inspire me. Every single student is doing what they can to inspire others to change the lives and the circumstances of a community. Each person is telling their story with their voice to make changes. This is the gift of study abroad.

Through these experiences, we as a global community are all touched. Study abroad changes not only the lives of instructors and students, but also our friends and families are changed through our stories and our passions. They feel connected to the countries that we visit and love and, as a result, we change communities both at home and abroad.

I feel honored to teach and continue to learn from my students. I have never been more proud to be a Spartan than I am today.

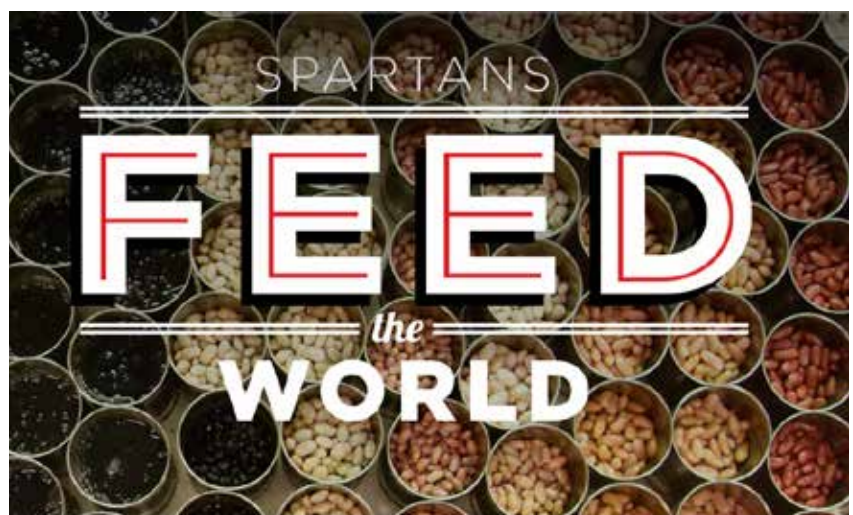
Jeanette McGuire is an assistant instructor of zoology in the College of Natural Science. She teaches two study abroad courses, including "Evolution of Uganda's Forest Biodiversity: Apes to Aves," in Uganda. After Benson's death, her students raised money to build a classroom in his children's school—in exchange for their tuition. They plan to return to Uganda and build the classroom.

SPARTANS FEED THE WORLD

The world's population is expected to reach nine billion by 2050. That means two billion more mouths to feed and at least 70 percent more food to produce, according the Bill and Melinda Gates Foundation.

To meet this most basic of needs, Michigan State University

researchers are increasing their presence throughout Africa, Asia, and Central America—key food-producing regions—and are working directly with farmers, policy makers, and government entities to increase agricultural productivity, improve diets, and build greater resilience to challenges like climate change.



FEEDING THE FUTURE

As part of Feed the Future, the federal government's global hunger and food security initiative, MSU will use a \$10 million grant from the U.S. Agency for International Development (USAID) to strengthen developing countries' abilities to fight hunger through improved food policy.

The new Feed the Future Innovation Lab for Food Security Policy will be led by MSU's Food Security Group, partnering with the International Food Policy Research Institute in Washington, D.C., and South Africa's University of Pretoria.

MSU was also selected to lead the USAID's Feed the Future Innovation Lab for Collaborative Research on Grain Legumes, established to fight malnutrition by helping small-farm owners grow better crops in sub-Saharan Africa, Central America, and the United States.

"We are tackling new changes resulting from population growth, climate change, and persistent malnutrition, especially among young children and women around the world," says Irvin Widders, horticulture professor and director of the lab.

MSU is using a \$16.3 million federal grant from the Borlaug Higher Education Agricultural Research and Development program to train a new generation of agricultural scientists. Funded by the USAID Bureau for Food Security, the program is part of Feed the Future and aims to strengthen agricultural research institutions and support long-term training of agricultural researchers at the master's and doctoral levels. The program got its start in Ghana, Uganda, Mali, Mozambique, and Bangladesh, and has since expanded into Kenya, Liberia, Malawi, and Rwanda.

Fighting world hunger is multi-disciplinary work.

Experts from across MSU address the factors that affect global food systems, including population growth, rapid urbanization, climate change, pressures on land, and skill gaps in the workforce.

PARTNERING TO REDUCE POVERTY

MSU's new Global Center for Food Systems Innovation will receive up to \$25 million over a five-year period to improve agricultural production in East Africa, Southeast Asia, and Central America as part of USAID's Higher Education Solution Network. With women representing 43 percent of the agricultural labor force worldwide, gender equity and women's empowerment will be a big part of the center's work.

IMPROVING SUSTAINABLE FARMING IN AFRICA

Using a \$7.8 million Gates Foundation grant, a team of MSU scientists will work with African universities, institutes, and government ministries over the next four years to promote government strategies that help African farmers become more productive.

In another ongoing multi-country effort, Sieg Snapp, MSU agronomist and director of the Center for Global Change, led a research project that studied the potential benefits of introducing perennial grains to African farms, funded by a \$1.49 million grant from the Bill and Melinda Gates Foundation.

REVIVING THE LAND, SEEDING THE FUTURE

While Uganda's population is growing, land fertile enough to grow crops is becoming scarce and could run out in the next decade. MSU soil scientist Lisa Tiemann is working with farmers in the African nation to gather data on soil conditions and introduce sustainable agricultural practices in the hopes of restoring the land so farmers can grow crops that provide food, income, and seed for the future.

IN THEIR OWN WORDS:

GARY WILLYERD SHOWING STUDENTS A WORLD OF HEALING

My passion for introducing medical students to community service and study abroad began nearly 20 years ago, when I was serving as director of medical education at Pontiac Osteopathic Hospital. A friend and physician colleague invited me to go to Guatemala to work in a clinic providing care to underserved people of all ages. I was hooked. I came back to Pontiac and talked my internship director into setting up an annual two-week rotation in Guatemala for interns, residents, and doctors.



I've been going back there for the past 18 years and I love it. The people are warm and appreciative and we get the chance to help people from a wide range of geographic areas – from urban centers to very rural villages.

When I accepted the job as associate dean and professor for the MSU College of Osteopathic Medicine at its Detroit Medical Center site . . . the first thing Dean William Strampel said to me was, “You’re going to Peru.” I said, “What?” It was June 2008 — I didn’t even have an office yet — and here I was being asked to lead an elective that was scheduled to take place in two months to a country I’d never visited.

**“The inhabitants [of Belen] live on boats, though I use the term loosely,
as they craft housing from whatever material they can find that floats.**

**There’s no running water, no sanitation. The people are wonderful, warm, and appreciative
of our care, and I’m thrilled to be working with Iquitos’ newly reelected mayor
to find space for a permanent continuity clinic.”**

Peru has a national health care system, but the farther you get away from the capital city of Lima, the fewer the resources are available.

I feel so very fortunate that Dean Strampel offered me the opportunity to go to Peru. He set the stage for what has become one of the most rewarding aspects of my job. I get to travel internationally and explore new areas, I get to serve an indigent population that has little or nothing, and I get to do it through the eyes of my students, which takes it to a whole new level.

Gary Willyerd is a professor and associate dean of the College of Osteopathic Medicine at its Detroit Medical Center site. Each year he leads groups to Guatemala and Peru to do medical outreach. Last August, he took a group of students, residents, physicians, and other health care professionals to Belen, a slum near the city of Iquitos, Peru, on the edge of the Amazon, accessible only by air or boat.



INCREASING RESEARCH OPPORTUNITIES

The purpose of research at Michigan State University is to advance knowledge and transform lives, both locally and globally. The research our scientists do is bold, collaborative, and often groundbreaking—designed to answer humanity’s most urgent questions and to solve the world’s most challenging problems. In 2014-15, MSU researchers received \$585 million in external research funding. Top federal funding agencies were the Department of Energy, the National Science Foundation, the Department of Health and Human Services, U.S. Agency for International Development (USAID), and the Department of Defense. What follows is a brief sampling of current research projects that reflect our most deeply held values of quality, connectivity, and inclusiveness.



WALKER



KING



WATLER

UNDERSTANDING THE CHEMISTRY OF JAPANESE RICE (ORYZA SATIVA)

Kevin D. Walker, professor of chemistry, focuses on using enzyme catalysts from various biological sources to biosynthesize novel products, such as anticancer and antibiotic compounds. He is the director of the “4-Plus Bridge to the Doctorate” program in the MSU Chemistry Department. The 2015 Summer program was funded by a Creating Inclusive Excellence Grant (CIEG) awarded by the Office for Inclusion and Intercultural Initiatives. The Bridge program looks to help

underrepresented undergraduate Biological Sciences/Chemistry majors transition into graduate school. Medgar Evers College-CUNY undergraduate Zayna King, with graduate student Tyler Watler, published research about the chemistry and unique stereo control of an aminomutase enzyme (OsTAM) isolated from the cereal crop plant rice. Dissecting the biochemistry occurring in rice is important to further understand the potential human health benefits of this staple when consumed at a rate of about 500 million tons annually.

\$5.67 MILLION GRANT HELPS RESEARCHERS IDENTIFY EARLY ALZHEIMER’S AMONG HISPANICS

Findings from a new Michigan State University study could help delay, or even prevent, the onset of Alzheimer’s disease among Hispanics and Latinos. With a \$5.67 million grant from the National Institute on Aging, the five-year Study of Latinos – Investigation of Neurocognitive Aging (SOL-INCA) aims to “turn back the clock”

by identifying early signs of Alzheimer's. Principal investigator Hector M. González, associate professor of epidemiology and biostatistics in the College of Human Medicine, is working from the premise that it takes decades for Alzheimer's disease to develop. "The goal is to find signs in your 50s or 60s," he says. "We want to know why some people do [develop Alzheimer's] and some don't in the hope that we can ultimately prevent or at least push back disease onset." González and his team of scientists will gather health data from nearly 7,000 middle-aged and older Hispanic adults between the ages of 50 and 80 in the Bronx, Chicago, Miami, and San Diego. The research will focus on people who show signs of mild cognitive impairment, or MCI, which is thought to be a precursor of Alzheimer's disease. Since Hispanics are expected to make up nearly one-third of the U.S. population by 2050, SOL-INCA could have a significant impact on the nation's public health in the future.

IN THEIR OWN WORDS:

DJANGO PARIS LANGUAGE, LITERACY, AND URBAN EDUCATION

I have been studying language, literacy, and urban education for more than 10 years now, beginning with my graduate work at Stanford in 2003, then my three years as a professor at Arizona State University, and now here at MSU for the past four years. But I see my focus as much more long-term, growing from my own public school experiences as a student of color (Black/White biracial) with a White American mother and a Black Jamaican father, as well as my years as a classroom teacher.



Oral and written language are central to our identities as people and members of communities. Unfortunately, the languages and literacies of some students, particularly students of color, are not highly valued in the school curriculum or in many classrooms. Therefore, important facets of these students' identities, their sense of worth, are not valued and made a part of school learning. Studying the intersection of race, ethnicity, literacy, and urban schools is an opportunity to show the cultural wealth of communities of color and argue for its rightful place in United States education.

I hope my research helps us foster cultural, literate, and linguistic pluralism as part of the democratic project of schooling.

*Django Paris is an associate professor of language and literacy in the Department of Teacher Education. He is the author of *Language Across Difference: Ethnicity, Communication, and Youth Identities in Changing Urban Schools*, and co-editor of *Humanizing Research: Decolonizing Qualitative Inquiry with Youth and Communities*.*

Read Django Paris' full story here:

msutoday.msu.edu/360/2014/django-paris-language-and-urban-education/

GENDER-BASED RESEARCH

A GENDER REVOLUTION: MINUS THE BIGGER PAYCHECK

In a new study spanning two generations, assistant professor of sociology Stephanie Nawyn found evidence of a “gender revolution” . . . of sorts. Nawyn and colleagues analyzed U.S. Census data of more than 180,000 people at two points in time: Latino and Asian immigrants in 1980 and then their children’s generation 25 years later (in 2005), as well as whites whose parents were not immigrants. The researchers discovered that in 1980, men from all three groups—Hispanic, Asian, and white—were more likely than women to hold a bachelor’s degree and a white color job, with higher earnings to go with it. By 2005, the researchers noticed a flip: women were significantly more likely than men to have degrees and professional jobs. The only factor that had not changed was pay.

“Women have eliminated the gender gap in some respects,” Nawyn said. “They now have more college education than men. They have higher occupational status than men. But it’s problematic when you realize that women have still not completely closed the earnings gap.” In 2005, women on average earned \$39,472, while men earned \$50,900. The gender earnings gap was largest between white men and women (\$14,204) and smallest between Hispanic men and women (\$7,985).



STEPHANIE NAWYN

POLICE AND THE WAR ON WOMEN

Christina DeJong, associate professor of criminal justice, has co-authored a paper with L. Thomas Winfree Jr., “Police and the war on women: A gender-linked examination behind and in front of the Blue Curtain,” in the online journal Women and Criminal Justice. For 20 years, DeJong has studied violence against women from a criminal justice perspective. Her new paper argues that the domestic abuse laws meant to protect female victims have put many behind bars for defending themselves, and that the justice system is chipping away at many of the gains in women’s rights since the 1970s.



CHRISTINA DEJONG

To explore the extent to which policing reflects a culture that supports and facilitates a “war on women,” the paper reviews arrest trends for female offenders, analyzes police responses to crimes against women, and examines policies and practices that may improve understanding of the criminal justice system’s role in this war. The study focuses particular attention on the handling and mishandling of sexual assault complaints on college campuses nationwide. In addition to her research focus on violence against women, DeJong is interested in the study of hate crimes based on sexual orientation and gender identity, genocidal violence, and gender differences in policing.

WATER: A GLOBAL CONCERN

WATER RESEARCH AT MSU



Includes 100+ faculty dedicated to water-related research in 57 countries and spanning multiple disciplines in 25 MSU Departments



Water is the essence of life on Earth—vital to health, economic prosperity, and even survival. But across the globe, access to clean, safe, abundant water is increasingly at risk. MSU scientists are at the forefront of water research, working collaboratively across campus and around the world to find solutions to the world’s most urgent water challenges.

Michigan State University has established the Water Science Network (WSN), designed to link the university’s many water-related research initiatives and programs,



JOAN ROSE

including the Center for Water Sciences, the Institute of Water Research, Kellogg Biological Station, the Quantitative Fisheries Center, the Institute of Public Utilities, and other centers and programs concerned with water. By so doing, WSN hopes to build interdisciplinary collaborative relationships among faculty, facilitate joint research grants, and promote MSU as a center of excellence in water.

“The Water Science Network brings together MSU’s diverse expertise in water to tackle the challenge of providing people around the world with access to clean, safe water while maintaining healthy, sustainable aquatic ecosystems,” says Joan Rose, Homer Nowlin Endowed Chair for Water Research and co-director of the Center for Advancing Microbial Risk Assessment (CAMRA) and the Center for Water Sciences (CWS) at MSU.

With more than 100 faculty working in 57 countries, MSU water researchers study diverse topics such as antibiotics in the water supply, global water shortages, and the population dynamics

of fisheries. The Water Science Network is supported by external grants and funds from the Office of the Vice President for Research and Graduate Studies. WSN is administered by the Environmental Science and Policy Program under the guidance of a water faculty advisory committee.

QUENCHING THE THIRST FOR CLEAN, SAFE WATER

It is estimated that one in nine people globally lack access to safe water. Michigan State University researchers are looking to fill that critical need and provide safe drinking water to the most remote locations in the world with a new foam water filter that significantly reduces dangerous pathogens in drinking water.

“The foam filter is the first of its kind to address a wide range of the biological and economic factors that hinder development of remote water filtration systems,” said Joan Rose, Homer Nowlin Chair in water research and author of the study. “This filter is easier to use and more effective than traditional methods.”

The filter features a unique biological layer, which allows organisms within the foam to attack foreign pathogens as water passes through. Growth of ‘friendly’ microorganisms in this layer enable the filter to become more efficient at reducing protozoa, bacteria and viruses over time. “An entire community is affected by the quality of their water,” Rose said. “A disease outbreak among members may be traced back to the water source, so the methods these communities rely on need to be effective and sustainable.”

Next steps for the filter include field studies at the Crow Reservation in Montana, and in a small village outside of Tamale in Ghana.

MSU AND FLINT: PARTNERING FOR A HEALTHY FUTURE

The current public health situation in Flint is tragic and the road to recovery could be long, but the city’s residents will not face this challenge alone. Michigan State University has been partnering with Flint for more than 100 years. We were there as the disaster unfolded, and we will be there in the future.

MSU’s efforts in Flint are numerous and varied, from discovering lead exposure and creating a children’s health initiative to continuing longtime medical education programs in area hospitals and fostering economic growth.

Through outreach and engagement, MSU helps individuals and communities achieve their full potential. Working together with community partners, we are committed to finding lasting solutions that ensure a safer, healthier future for all members of the Flint community.

Here’s a sample of what Spartans are doing to help with the current water situation, along with other long-term involvement. Together we will find solutions and rise to the challenge.

- **Food Safety.** The foods Flint families prepare and serve can limit the effects of children’s exposure to lead. MSU Extension experts are currently visiting family and group childcare settings to educate providers about nutrition and food safety. In addition, MSU has partnered with Hurley Children’s Hospital to prepare a guide and compile a list of food assistance resources for Flint families.

- **Engineering.** MSU civil and environmental engineering professor Susan Masten and her research team have been testing hundreds of water samples taken from Flint taps, pipes, and the city's water treatment center. She's turned her MSU lab into a mini water treatment plant, where students and faculty can re-create the same processes as the Flint water treatment plant as they search for solutions to the crisis on the molecular level.
- **Communication.** A new mobile device app called "Empower Flint" was developed by a team of researchers at MSU and WKAR, its affiliate PBS station, in collaboration with Flint residents who test piloted the app. Its goal is to provide residents with a step-by-step checklist of the most important action items they should take to protect their families and even their pets in dealing with the lead water crisis.
- **Public Health.** MSU and Hurley Children's Hospital have announced a new Pediatric Public Health Initiative to address the Flint community's widespread lead exposure. Mona Hanna-Attisha, assistant professor of pediatrics in the College of Human Medicine and director of pediatric residency at Hurley Children's Hospital, leads the initiative, which will provide tools and resources for assessment, research, ongoing monitoring, and interventions necessary to improve children's health and development.



MONA HANNA-ATTISHA

LATINOS 2025: THE JULIAN SAMORA RESEARCH INSTITUTE STUDYING LATINO POPULATION

Southeast Michigan's growing Latino population boasts the state's highest labor force participation rate, a measurement of the number of people employed or actively looking for work. But the community struggles in other areas that measure well-being and quality of life, finds a report released by the Julian Samora Research Institute (JSRI) at MSU.

Using official data collected from the Census Bureau and other sources, along with results from 15 focus groups conducted in the region during 2014 and early 2015, the JSRI presented a detailed profile of the multidimensional aspects of Latino communities in southeast Michigan. The study noted that, "The future of a strong and prosperous southeast Michigan, Michigan, and the nation are bound up with those of Latinos and the degree to which they are incorporated into the core institutions of our communities."

Among the report's conclusions:

- Latinos in Michigan lag behind non-Hispanic whites in terms of overall educational attainment and academic achievement.
- Latinos in Michigan (Detroit in particular) have lower median household incomes; higher rates of poverty, especially among children; more food insecurity; and higher unemployment than non-Hispanic whites despite their higher labor force participation.
- Latinos in Michigan are at greater risk than non-Hispanic whites to be uninsured, smoke tobacco product, drink heavily, and to suffer from obesity, diabetes, depression, and asthma.
- While Latinos in southeastern Michigan participated in the 2012 presidential elections at relatively higher rates than non-Hispanic whites, they are less likely than other population groups to be involved in civic activities in their communities.
- Public safety and immigration remain key concerns for Latinos in Michigan.

ENGAGEMENT

SPARTANS WILL SERVE.



Teaching, research, and service. These three words embody MSU's founding mandate and reflect its ongoing mission. With state-of-the-art research capabilities, a world-class faculty, and outreach that touches every corner of the state and beyond, MSU has a positive impact on the health and prosperity of millions of people—at home and abroad.

IN MICHIGAN:

- MSU Extension improves the quality of life throughout the state by sharing the university's vast resources with individuals, communities, and businesses in all 83 counties.
- MSU extends 80-plus academic and professional degree and certificate programs to online and off-campus learners, making an MSU education accessible anywhere.
- MSU's Community Music School offers music education, music therapy, and performance opportunities to Lansing and Detroit area residents of all ages, abilities, and backgrounds.
- MSU's Detroit Center offers expanding community connections and opportunities for community-based scholarship in southeast Michigan.

SPARTANS WILL. SERVE.

COMMUNITY SERVICE ACTIVITIES

In 2014-15, 26,127 students across disciplines participated in community engaged learning or community service. Of those students, 38 percent (9,896) were registered in community engaged learning as part of an academic course and 62 percent (16,231) participated in community engaged learning beyond the classroom. These students were engaged with nearly 300 nonprofit organizations, social service agencies, government offices, public schools, health care centers, senior citizen facilities, and youth mentoring programs.

ACADEMIC SERVICE-LEARNING COURSES & COURSE-BASED SERVICE PROJECTS

1,118 students took service-learning courses across disciplines and, through service, learned lessons about power and privilege, communication, and relationship building. An additional 970 students engaged in service projects related to their coursework in business, criminal justice, human development and family studies, and educational administration.

MICHIGAN STATE UNIVERSITY VOLUNTEER INCOME TAX ASSISTANCE (MSU VITA)

In partnership with the Center for Service-Learning and Civic Engagement, MSU Volunteer Income Tax Assistance (MSU VITA) is a registered student organization that works in partnership with the Center for Service-Learning and Civic Engagement to offer free income tax preparation assistance to low and moderate income individuals and families in the Greater Lansing area.

AMERICA READS AND AMERICA COUNTS

America Reads, now entering its nineteenth year, is a federal initiative that allows Federal Work-Study recipients to serve as literacy tutors in area elementary schools. America Counts, also a Federal Work-Study program, recruits college students to provide remedial and accelerated math tutoring in elementary schools.

In 2014-15, 73 MSU tutors worked with students in eight Lansing area schools, two East Lansing schools, the Edgewood Village after-school program, and the Boys and Girls Club of Lansing. Tutors for America Reads and America Counts receive training to work effectively with children and youth from diverse socio-economic, cultural, ethnic, and racial backgrounds.

COMMUNITY ENGAGEMENT

MSU's Graduate Certification in Community Engagement prepares students for academic and professional careers that integrate scholarship with community engagement.

The certification is intended to help graduate and professional students develop systemic, respectful, and scholarly approaches to their community engaged work. Of the 39 participants in the seventh cohort (2015-16), 79% are female, 31% are non-white (including 5% American Indian or Alaskan Native; 5% Asian; and 18% Black or African American), 15% are international (from Tanzania, India, Togo, Cameroon, Ecuador, and Côte d'Ivoire), and 5% are of Hispanic, Latino, or Spanish origin.

PARTNERSHIPS

GREAT KAJES SGUGA HIGH SCHOOL SCIENCE EXCHANGE PROGRAM

Now in its third year, the Shiga Japan Exchange program, a partnership between MSU Asian Studies and GATE, is an environmental study abroad opportunity for gifted and talented students from Michigan. Ten Michigan high school students in tenth or eleventh grade team up with ten Japanese high school students to participate in water science studies and cultural exchange. The students spend ten days together, touring the Great Lakes and participating in science activities, experiments, and cultural experiences. The group then spends ten days in Japan's Shiga Prefecture, continuing their research and cultural exchange in the area of Lake Biwa, the largest freshwater lake in Japan.

US-AFRICA CULTURAL HERITAGE STRATEGIC PARTNERSHIP

MSU University Outreach and Engagement, MSU Museum, the African Studies Center, and MATRIX are partnering with African cultural heritage sector institutions, scholars, educators, and practitioners across Africa to document, safeguard, preserve, interpret/reinterpret, and make accessible the heritage of Africa's many cultures.

MSU MUSEUM AND ART, CULTURE AND ECONOMIC DEVELOPMENT

Voices Rising – MOSAIC Multicultural Center Installation #voicesrisingMSU

Inspired by the protests in Ferguson, Missouri, "Voices Rising" addresses issues of inclusion and exclusion, civil rights, freedom of speech, and religious freedom with the idea that we must talk about these difficult issues in order to effect change. This installation was produced in partnership with the Office for Inclusion and Intercultural Initiatives and Division of Student Affairs and Services. It is also helping inform development of a "Student Voices" pop-up exhibit at the MSU Museum, currently under development.

China Thematic Year

Beginning with signature programs for the Chinese New Year in February, this university-wide focus on China has brought lectures, a film festival, classes, performances, and other activities including three MSU exhibitions: "Seeing China: Photographic Views and Viewpoints," "Land of the Feathered Dragons: China and the Origin of Birds," and "Quilts of Southwest China."

The Indian-American Experience

Building on a long-standing relationship with the local Indian community, the MSU Museum hosted a special India Day program and has embarked on building collections and a program endowment to support the study, documentation, and presentation of Indian-American culture in Michigan. This also includes a formal working partnership with a major museum and research center in southern India, including staff consultations and exchanges.

THE INSTITUTE FOR ARTS AND CREATIVITY AT WHARTON CENTER

The MSU Federal Credit Union Institute for Arts & Creativity at Wharton Center enriches lives by strengthening the value of the arts in day-to-day life through participatory lifelong learning programs throughout the state.



As part of Wharton's Act One School Series, young audiences experienced the Soul Street Dance Company, the Dance Theatre of Harlem, "Master Harold . . . and the Boys," "Cuentos—Tales from the Latino World," featuring storyteller David Gonzalez, and "The Spirit of Harriet Tubman."

As part of Wharton's Artists in Residence program, actress, writer, arts educator, and hip hop performer Paige Hernandez led a series of arts workshops with area teachers in August of 2015, using hip hop as a tool for literacy. She also taught a series of workshops to area students during the season.

Seats 4 Kids

The performing arts are meant to be entertaining ... but they're about much more than just entertainment. Research shows that young people who are engaged in the arts do better in school and are more involved in their communities. Last year, almost 1,400 local children who could not otherwise afford to attend a performance at Wharton Center got free tickets through the Seats 4 Kids Scholarship Fund.

ADVANCING OUR CULTURE OF HIGH PERFORMANCE



MSU NAMES DIRECTOR OF WORKLIFE OFFICE

Michigan State University has appointed the executive director of its newly created WorkLife Office. Assuming the role of executive director and senior adviser to the provost is Barbara Roberts, who served as human rights officer at the University of New Brunswick. Her appointment was effective August 10, 2015.

The WorkLife Office will serve as a single point of contact for all MSU faculty and staff, helping them manage workplace and life transitions. It also will play a significant role in supporting the university's goals of fostering a healthier campus.

"We're excited to welcome Dr. Roberts to campus as she begins work on the formation, leadership and management of the new WorkLife Office in support of fostering a healthier campus," said MSU Provost June Pierce Youatt. "We look forward to the creation of a world-class office with programs and services that help advance MSU's culture of high performance and position MSU as an employer of choice."

The new office will provide programs and resources for MSU faculty and staff, serving as an advocate for work-life integration and demonstrating MSU's commitment to a healthy work life. The new office, to be located in Linton Hall, is anticipated to be ready for occupancy in 2016.

Roberts was New Brunswick's human rights officer since 2011, advising the university on human rights-related policies, procedures and practices. Prior to that (1993-2011) she was the disability services adviser for Queen's University in Kingston, Ontario. Roberts has a Ph.D. from Queen's University and a Master of Science from Boston University.



MICHIGAN STATE
UNIVERSITY



2014 -15 ANNUAL PROGRESS REPORT ON DIVERSITY AND INCLUSION

TO OUR CONTRIBUTORS

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

We also thank Marketing Acuity for their expertise and support in publishing the book. You have a great team.

Compiled by the Office for Inclusion
and Intercultural Initiatives, March 2016

Publication design by InVerve Marketing, Inc.