



Diversity at MSU

2018-19 Student and
Workforce Data Report

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Definitions and Acknowledgments

Federal Guidelines and Definitions (Revised 2010 noted throughout report)

African American or Black. A person having origins in any of the black racial groups of Africa. Terms such as “Haitian” or “Negro” can be used in addition to “Black or African American.”

American Indian or Alaska Native. A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

Asian. A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Hawaiian or Pacific Islander. A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. Separate category as of 2010.

Hispanic or Latino. A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term, “Spanish origin,” can be used in addition to “Hispanic or Latino.”

White. A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Two or More Races. Added in 2010.

Michigan State University is a Government contractor subject to the Vietnam Era Veterans’ Readjustment Assistance Act of 1974, as amended by the Jobs for Veterans Act of 2002, 38 U.S.C. 4212 (VEVRAA), which requires Government contractors to take affirmative action to employ and advance in employment: (1) disabled veterans; (2) recently separate veterans; (3) active duty wartime or campaign badge veterans; and (4) Armed Forces service medal veterans.

The Office for Inclusion and Intercultural Initiatives acknowledges the limitations of the data regarding gender included in this report. The University only allows for binary options in collecting gender and there is inconsistency between what is collected for students and for employees. Please see our addendum “Gender and the Annual Diversity Report 2018-2019” on page 21 for more information.

Acknowledgments

We extend thanks to units that contributed to the report: the Associate Provost and Associate Vice President for Academic Human Resources, the Associate Vice President for Human Resources, the Associate Provost for Undergraduate Education, the Lesbian, Bisexual, Gay, and Transgender Resource Center, the Resource Center for Persons with Disabilities, University Services, and the Career Services Network in the Division of Student Affairs and Services. We especially thank Institutional Research in the Office of Planning and Budgets who provided data and also designed graphs for the report.

Data Sources

- Academic Human Resources (AHR)
- Career Services Network
- Human Resources (HR)
- Office of Planning and Budgets (OPB)
- Resource Center for Persons with Disabilities (RCPD)
- Student Achievement Measure (SAM)
- University Services

Credits

Michigan State University, Office for Inclusion and Intercultural Initiatives Diversity at MSU: 2018-19 Student and Workforce Data Report May 2020. Revised June 2020

Data design and layout

Institutional Research, Office of Planning and Budgets

Introduction & Summary of Student & Workforce Data

For the past 40 years, the MSU Board of Trustees is presented an annual report on Michigan State University's diversity efforts and outcomes. This report is a compilation of data and brief descriptive narratives organized by race/ethnicity, gender and disabilities among student populations and workforce. Data for MSU's Supplier Diversity program is included and shows the annual spending with women-owned and minority-owned businesses. The content of this report is only a small reflection of the efforts to recruit students and employees from an array of diverse cultures and campus programmatic efforts undertaken every day by creative, resourceful, and dedicated students, faculty, and staff.

Summary of Student and Workforce Data

Overall, data shows progress in several areas. The rate at which first-time undergraduate students entering MSU in 2018 return to MSU for their first returning fall semester (fall 2019) is 91.2%, which is a slight increase from students entering in fall 2010. Efforts through the Neighborhood Student Success Collaborative continue to show positive results. The probation rate for first-time undergraduate students in the fall 2019 entering cohort declined for most groups with the largest decline being among African American/Black students.

The 2019 6-year graduation rate (2013 entering cohort) of 81% is a 4-percentage point increase from the 2011 (2005 entering cohort) rate of 77% and is a record high. The largest increase in the graduation rate is among International students at 10-percentage points, increasing from 69% in 2011 to 79% in 2019. The next largest increase is among Hispanic/Latino/a students, of any race, increasing 7-percentage points from 62% to 69%. The rate also increased 6-percentage points for African American/Black students from 55% to 61%, however, this remains the lowest rate across all groups and remains lower than the rate for all other groups in 2011.

There was some progress in hiring and retaining employees of color, with a 7.4% increase in Asian employees from year to year. Asian tenure system employees increased to 3.6% when compared to last year. It is important to note that, despite the strong commitment from campus to diversify the faculty, MSU continues to face hiring and retention challenges, particularly among African Americans/Blacks whose numbers have declined significantly over the past several years among tenure system faculty. There was also an increase among women tenure system employees of 1.4% and a decline among men tenure system employees of 2.2%, from 1,267 to 1,239. Although the overall number of veterans declined 4.2%, the number of employees who are veterans comprise 1.8% of all MSU employees.

Advancing diversity, equity and inclusion within higher education and at MSU requires commitment and accountability. Faculty, students and staff at the University continue to demonstrate a Spartan spirit and commitment to our values that include inclusive excellence. Their commitment is demonstrated each day when they go to class and to work, and when they participate in events. This report was published during the COVID-19 pandemic, which caused a major shift in the way people interact at the University. As a result, embracing the principles of diversity, equity and inclusion, even though the ways we practice it have changed. MSU will safeguard, maintain and expand upon its successes over the years to diversify its student and workforce populations. The annual report on diversity is one example that is a reflection of the possibilities and practices.

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May 2020

Fall 2019 | Student Overview and One Year Change

Fall semester 2019 total enrollment includes 10,685 students of color, a 3.1% increase from fall 2018 and represents 24.2 percent of the total student population. Total International student enrollment declined 9.6% compared to last year. Enrollment of women declined slightly, with women making up 52% of all students. The fall 2019 first-time entering class totals 8,570 students, which includes 2,067 students of color, a historic high. Students of color represented 26.1 percent of the total first-time entering student population. First-time entering class African American/Black enrollment declined -12.7% from fall 2018, with no change for American Indian/Alaska Native enrollment, a 7.3% increase in Hispanic/Latino/a (of any race) enrollment, and a 8.6% increase for Asian representation.

*Percent is of domestic total.

Total Student Enrollment*	Percentage	Percent Change from Fall 2018	Count-Fall 2019
African American/Black	7.9%	-0.7%	3,482
American Indian/Alaska Native	0.3%	8.7%	113
Asian	6.8%	5.8%	2,991
Hawaiian/Pacific Islander	0.1%	-19.2%	42
Hispanic/Latino/a (of any race)	5.7%	5.7%	2,524
Two or More Races	3.5%	3.3%	1,533
Total Students of Color	24.2%	3.1%	10,685
White	74.4%	-1.0%	32,865
Other/Unknown/No Response	1.4%	15.4%	599
Domestic Total	88.6%	0.1%	44,149
International	11.4%	-9.6%	5,660
University Total	100.0%	-1.1%	49,809
Men	48.0%	-1.3%	23,927
Women	52.0%	-0.9%	25,882

First-Time Entering Class*	Percentage	Percent Change from Fall 2018	Count-Fall 2019
African American/Black	7.7%	-12.7%	610
American Indian/Alaska Native	0.2%	0.0%	14
Asian	7.7%	8.6%	608
Hawaiian/Pacific Islander	0.0%	0.0%	3
Hispanic/Latino/a (of any race)	6.5%	7.3%	515
Two or More Races	4.0%	14.9%	317
Total Students of Color	26.1%	1.7%	2,067
White	71.7%	0.4%	5,677
Other/Unknown/No Response	2.1%	314.6%	170
Domestic Total	92.3%	2.4%	7,914
International	7.7%	-8.1%	656
University Total	100%	1.5%	8,570
Men	48.3%	2.9%	4,142
Women	51.7%	0.3%	4,428

Fall 2019 | Student Overview and One Year Change (continued)

Total enrollment of graduate students of color (including graduate and professional programs) was 1,985 comprising 23.2% of total post-graduate enrollment. There was a 2.7% decline in total graduate student enrollment (from 10,928 in 2018 to 10,633 in 2019) however there was a 2.7% increase in the enrollment of students of color during that same period (from 1,933 in 2018 to 1,985 in 2019). International students accounted for 19.4% of the total graduate and professional graduate student enrollment.

*Percent is of domestic total.

Undergraduate Enrollment*	Percentage	Percent Change from Fall 2018	Count-Fall 2019
African American/Black	8.2%	-0.9%	2,905
American Indian/Alaska Native	0.2%	0.0%	71
Asian	6.7%	6.7%	2,386
Hawaiian/Pacific Islander	0.1%	-15.6%	27
Hispanic/Latino/a (of any race)	5.6%	6.4%	2,009
Two or More Races	3.7%	2.7%	1,302
Total Students of Color	24.5%	3.3%	8,700
White	74.5%	-0.8%	26,502
Other/Unknown/No Response	1.0%	40.2%	373
Domestic Total	90.8%	0.5%	35,575
International	9.2%	-10.4%	3,601
University Total	100.0%	-0.6%	39,176
Men	49.4%	-0.4%	19,352
Women	50.6%	-0.8%	19,824

Graduate & Professional Enrollment*	Percentage	Percent Change from Fall 2018	Count-Fall 2019
African American/Black	6.7%	0.3%	577
American Indian/Alaska Native	0.5%	27.3%	42
Asian	7.1%	2.7%	605
Hawaiian/Pacific Islander	0.2%	-25.0%	15
Hispanic/Latino/a (of any race)	6.0%	3.0%	515
Two or More Races	2.7%	6.9%	231
Total Students of Color	23.2%	2.7%	1,985
White	74.2%	-2.0%	6,363
Other/Unknown/No Response	2.6%	-10.7%	226
Domestic Total	80.6%	-1.2%	8,574
International	19.4%	-8.3%	2,059
University Total	100.0%	-2.7%	10,633
Men	43.0%	-4.7%	4,575
Women	57.0%	-1.2%	6,058

Student Overview | 10 Year Percent Change

The 10-year percent change for African American/Black student enrollment shows a 1.4% increase. The largest increase was among Hispanic/Latino/a students of any race at 86.0%. A percent change for American Indian/Alaska Native student enrollment that shows a 65.1 percent decline during the 10-year period may be due to students choosing Two or More Races as a category that was introduced in the 2010 federal reporting guidelines.

Axis is -200% to 200%.

* N/A: Prior to 2010, federal guidelines for collecting and reporting of data on race and ethnicity did not include the separation of "Asian/Pacific Islander", the addition of "Hawaiian or Pacific Islander", or belonging to more than one race. Percentages are out of the domestic total.

	Percent Change from Fall 2009	Count - Fall 2009	Count - Fall 2019
Total Student Enrollment			
African American/Black	1.4%	3,435	3,482
American Indian/Alaska Native	-65.1%	324	113
Asian*	N/A	N/A	2,991
Asian/Pacific Islander*	N/A	2,407	N/A
Hawaiian/Pacific Islander*	N/A	N/A	42
Hispanic/Latino/a (of any race)	86.0%	1,357	2,524
Two or More Races*	N/A	N/A	1,533
Total Students of Color	42.0%	7,523	10,685
White	-2.3%	33,647	32,865
Other/Unknown/No Response	-43.1%	1,052	599
Domestic Total	4.6%	42,222	44,149
International	11.9%	5,056	5,660
University Total	5.4%	47,278	49,809
Men	8.4%	22,077	23,927
Women	2.7%	25,201	25,882
First-Time Entering Class			
African American/Black	-2.1%	623	610
American Indian/Alaska Native	-70.8%	48	14
Asian*	N/A	N/A	608
Asian/Pacific Islander*	N/A	402	N/A
Hawaiian/Pacific Islander*	N/A	N/A	3
Hispanic/Latino/a (of any race)	140.7%	214	515
Two or More Races*	N/A	N/A	317
Total Students of Color	60.6%	1,287	2,067
White	10.3%	5,148	5,677
Other/Unknown/No Response	19.7%	142	170
Domestic Total	20.3%	6,577	7,914
International	-3.2%	678	656
University Total	18.1%	7,255	8,570
Men	22.9%	3,371	4,142
Women	14.0%	3,884	4,428

Student Overview | 10 Year Percent Change (continued)

Total undergraduate enrollment for African American/Black students declined 0.9% between fall 2009 and fall 2019, however, graduate and professional enrollment increased 14.3% over the same time period. Among Hispanic/Latino/a students of any race, undergraduate enrollment increased 92.4% between fall 2009 and fall 2019 while graduate and professional enrollment increased 64.5%. For International students, undergraduate enrollment increased 36.6%, but declined 14.9% for graduate and professional students.

Axis is -200% to 200%.

* N/A: Prior to 2010, federal guidelines for collecting and reporting of data on race and ethnicity did not include the separation of "Asian/Pacific Islander", the addition of "Hawaiian or Pacific Islander", or belonging to more than one race. Percentages are out of the domestic total.

Undergraduate Enrollment	Percent Change from Fall 2009	Count - Fall 2009	Count - Fall 2019
African American/Black	-0.9%	2,930	2,905
American Indian/Alaska Native	-71.1%	246	71
Asian*	N/A	N/A	2,386
Asian/Pacific Islander*	N/A	1,867	N/A
Hawaiian/Pacific Islander*	N/A	N/A	27
Hispanic/Latino/a (of any race)	92.4%	1,044	2,009
Two or More Races*	N/A	N/A	1,302
Total Students of Color	42.9%	6,087	8,700
White	-2.1%	27,075	26,502
Other/Unknown/No Response	-46.0%	691	373
Domestic Total	5.1%	33,853	35,575
International	36.6%	2,636	3,601
University Total	7.4%	36,489	39,176
Men	11.3%	17,393	19,352
Women	3.8%	19,096	19,824

Graduate & Professional Enrollment	Percent Change from Fall 2009	Count - Fall 2009	Count - Fall 2019
African American/Black	14.3%	505	577
American Indian/Alaska Native	-46.2%	78	42
Asian*	N/A	N/A	605
Asian/Pacific Islander*	N/A	540	N/A
Hawaiian/Pacific Islander*	N/A	N/A	15
Hispanic/Latino/a (of any race)	64.5%	313	515
Two or More Races*	N/A	N/A	231
Total Students of Color	38.2%	1,436	1,985
White	-3.2%	6,572	6,363
Other/Unknown/No Response	-37.4%	361	226
Domestic Total	2.4%	8,369	8,574
International	-14.9%	2,420	2,059
University Total	-1.4%	10,789	10,633
Men	-2.3%	4,684	4,575
Women	-0.8%	6,105	6,058

Student Success

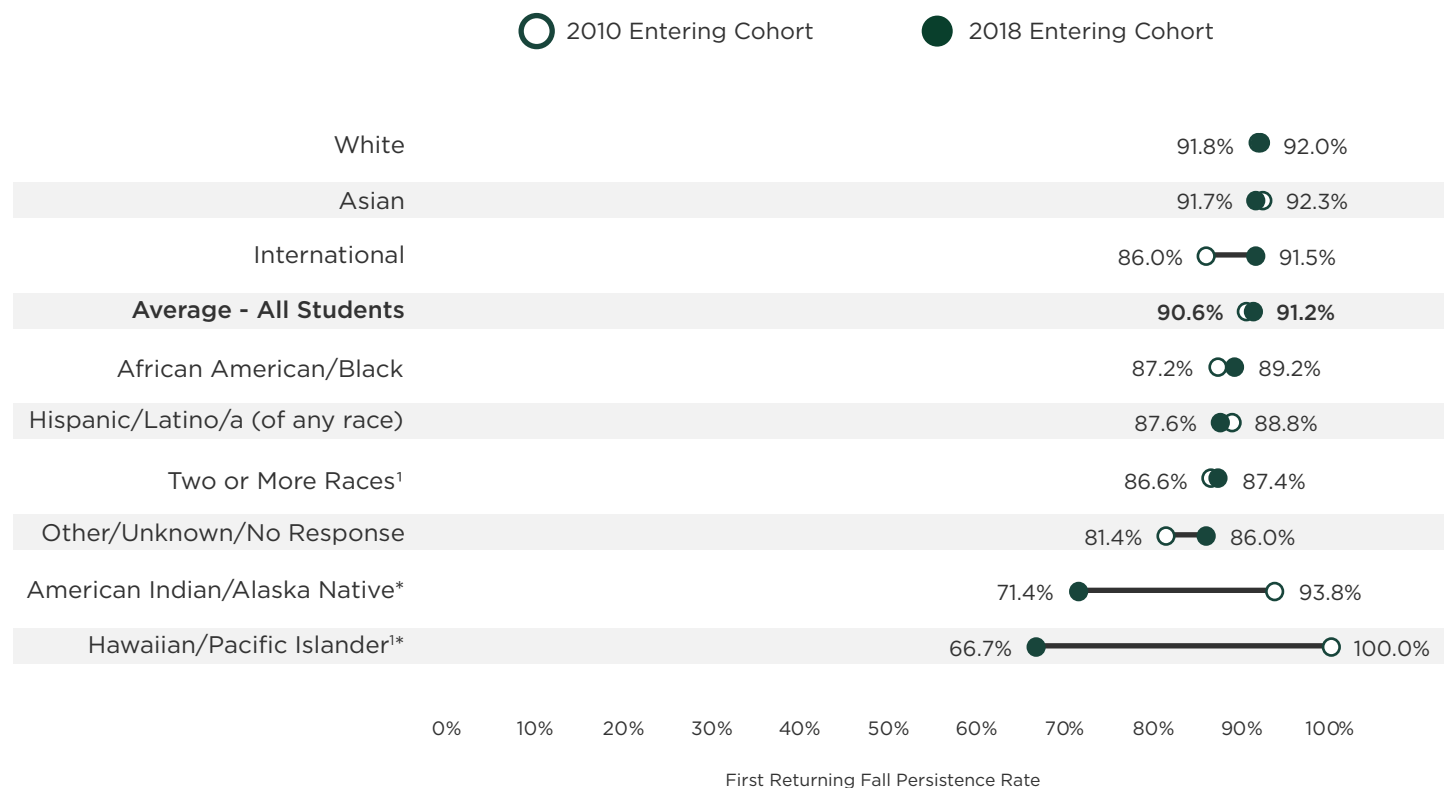
FIRST RETURNING FALL PERSISTENCE, 2010 VS 2018 FIRST-TIME UNDERGRADUATE ENTERING COHORT

* Small number of students

¹ Due to changes made in federal reporting guidelines in 2010 to the collecting and reporting of race/ethnicity data, 10-year comparisons are not available for all groups, therefore, for consistency, the comparison is made between 2010 and 2018.

The rate at which first-time undergraduate students entering MSU in 2018 return to MSU for their first returning fall semester (fall 2019) is 91.2%, which is a slight increase from students entering in fall 2010, when the rate was 90.6%. The largest increase in persistence is among International students with the rate increasing 5.5 percentage points from 86.0% to 91.5%, which is now slightly above the average of that for all students. Persistence also increased for African American/Black students, students of Two or More Races, and students whose race is unknown to the university.

However, the persistence rate declined for some groups entering in fall 2018 when compared to the rate for students entering in fall 2010. The rate declined slightly for Asian students and by 1.2 percentage points for Hispanic/Latino/a students of any race. While the number of students is small, the persistence rate also declined for American Indian/Alaska Native students and Hawaiian/Pacific Islander students.



Student Success

FIRST FALL PROBATION RATES, 2010 VS 2019 FIRST-TIME UNDERGRADUATE ENTERING COHORT

* Small number of students

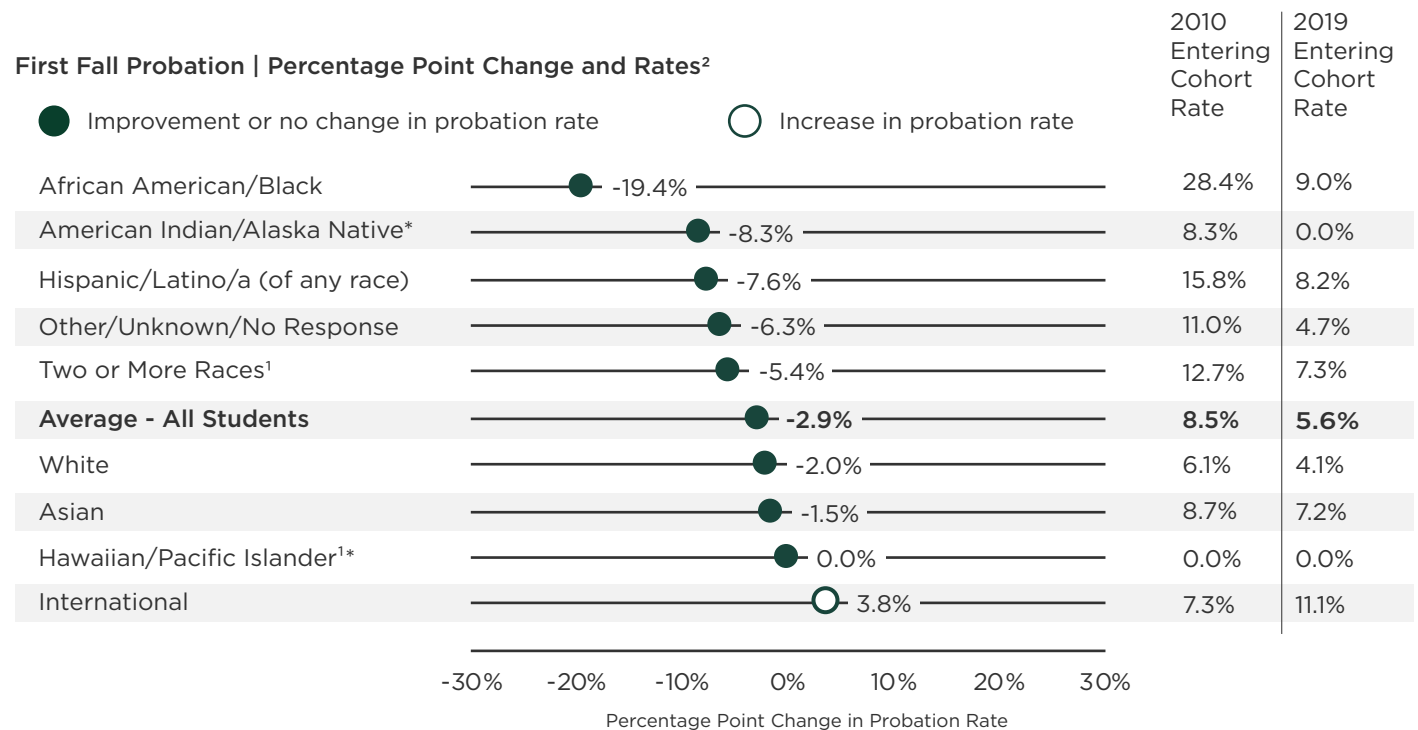
¹ Due to changes made in federal reporting guidelines in 2010 to the collecting and reporting of race/ethnicity data, 10-year comparisons are not available for all groups, therefore, for consistency, the comparison is made between 2010 and 2019 for all groups.

The probation rate for all first-time undergraduate students in the fall 2019 entering cohort is 5.6% which is a decline of 2.9 percentage points from the fall 2010 first-time undergraduate entering cohort rate of 8.5%. The probation rate declined for most groups with the largest decline being among African American/Black students, dropping approximately nearly 20 percentage points from 28.4% for students entering in fall

2010 to 9.0%. While the number of students is small, there were no American Indian/Alaska Native students on probation in fall 2019, with the rate declining from 8.3% in fall 2010 to 0.0% in fall 2019.

The rate also declined more than the average decline for Hispanic/Latino/a students of any race, students whose race is unknown to the university, and students of Two or More Races.

However, it is important to note that while the rate declined for nearly all groups, the probation rate increased for International students by 3.8 percentage points, from 7.3% for students entering in fall 2010 to 11.1% for students entering in fall 2019, with International students now having the highest probation rate of any group.



Student Success

2011 VS 2019 SIX YEAR GRADUATION RATE FOR FULL-TIME, FIRST-TIME UNDERGRADUATES

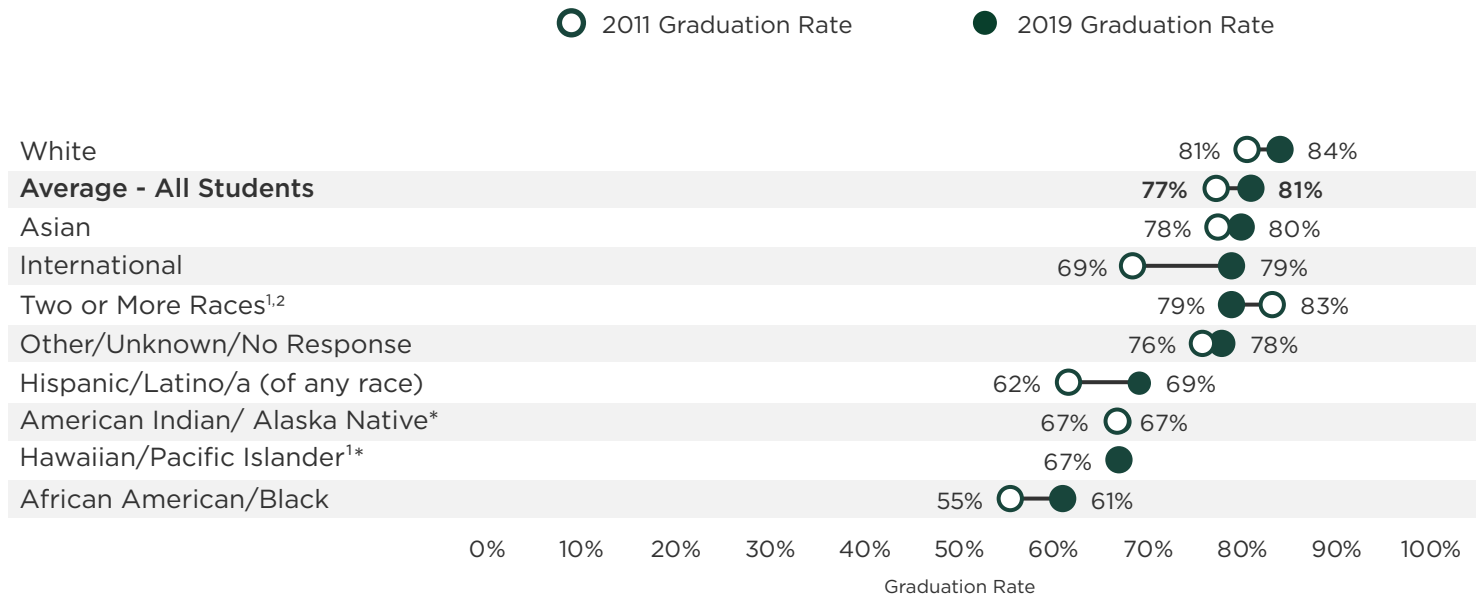
*Small number of students

¹ Due to changes made in federal reporting guidelines in 2010 to the collecting and reporting of race/ethnicity data, 10-year comparisons are not available for all groups, therefore, for consistency, the comparison is made between 2011 and 2019 for all groups.

² The 2011 six-year graduation rate reflects students entering in 2006 and students were asked to identify, after admission, if they identified as being of Two or More Races after categories changed in 2010. Therefore, data regarding students of Two or More Races, who applied to MSU before 2010, should be interpreted with caution.

The 2019 6-year graduation rate (2013 entering cohort) of 81% is a 4-percentage point increase from the 2011 (2005 entering cohort) rate of 77% and is a record high. The graduation rate increased for all groups when comparing these two years except for students of Two or More Races, where the rate declined from 83% for students graduating in 2011.

The largest increase is among International students who saw a 10-percentage point increase in the graduation rate between 2011 and 2019, from 69% to 79%. The next largest increase is among Hispanic/Latino/a students, of any race, increasing 7-percentage points from 62% to 69%. The rate also increased 6-percentage points for African American/Black students from 55% to 61%, however, this remains the lowest rate across all groups and remains lower than the rate for all other groups in 2011.



Student Success

2011-12 VS 2018-19 TIME-TO-DEGREE FOR FIRST-TIME UNDERGRADUATES

* Small number of students

Note A: Due to changes made in federal reporting guidelines in 2010 to the collecting and reporting of race/ethnicity data, 10-year comparisons are not available for all groups, therefore, for consistency, the comparison is made between 2011-12 and 2018-19 for all groups.

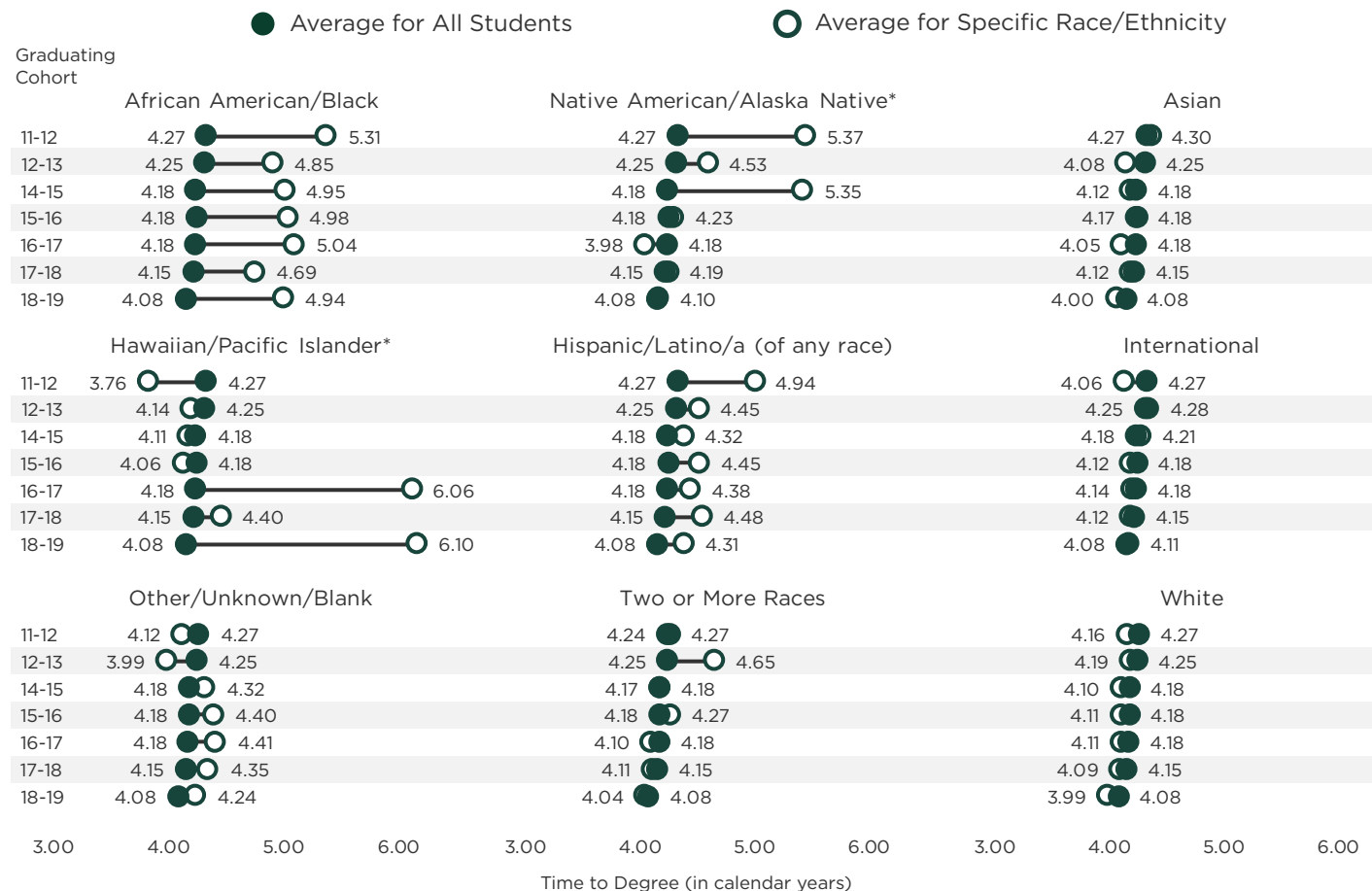
Note B: 3.7 calendar years is considered a four-year degree.

The average time-to-degree (TTD) for all students (as represented for each graduating cohort by the green dot in each graph below) for the 2011-12 graduating cohort was 4.27 calendar years and improved 4.4% to 4.08 calendar years for the 2018-19 cohort. This means it is taking 0.19 fewer calendar years, or just over one half of one semester less, to earn a degree. The average TTD for students of color for the same points in time is 4.85 and 4.40 calendar years, which is an improvement of 9.3%. The 0.45 calendar year improvement in TTD for students of color means a reduction of more than one semester in earning a degree.

The largest improvement in TTD over this time period is among American Indian/Alaska Native students, who saw a 1.27 calendar year decline.

However, among groups with at least 30 graduates, the greatest improvement in TTD is among Hispanic/Latino/a students (of any race), with an improvement of 0.62 calendar years, or just under two semesters, from 4.94 to 4.31.

TTD increased for Hawaiian/Pacific Islander students, International students, and students for whom their race is unknown to the university.



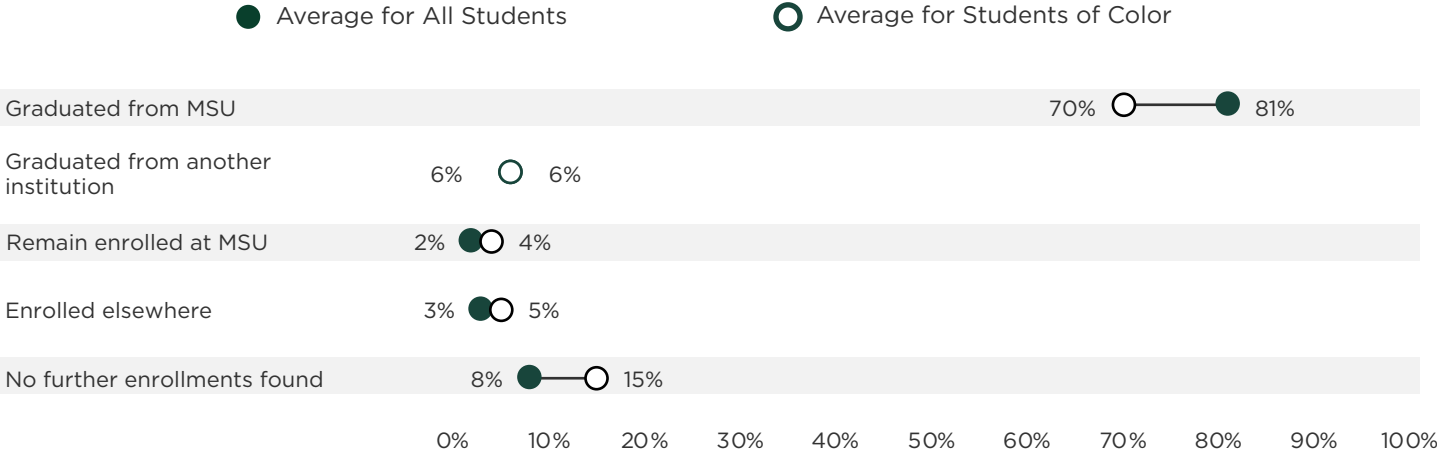
Student Success

2013 ENTERING CLASS SIX-YEAR STUDENT OUTCOMES

According to the Student Achievement Measure (SAM), 81% of all students who entered MSU in 2013 graduated from MSU within six years, compared to 70% of students of color. Of students who have not graduated within six years, 2% of all students and 4% of students of color remain enrolled at MSU.

Of students who did not graduate within six years from MSU, 6% of all students and 6% of students of color went on to graduate from another institution. Another 3% of all students and 5% are enrolled at another institution.

However, the percentage of students of color with no further enrollments found is nearly double the average for all students. Fifteen percent of students of color had no further enrollments found, while the average for all students who entered MSU in 2013 is 8%.



SAM tracks students across post-secondary institutions. This helps create a more complete picture of undergraduate student outcomes even as students shift between institutions.

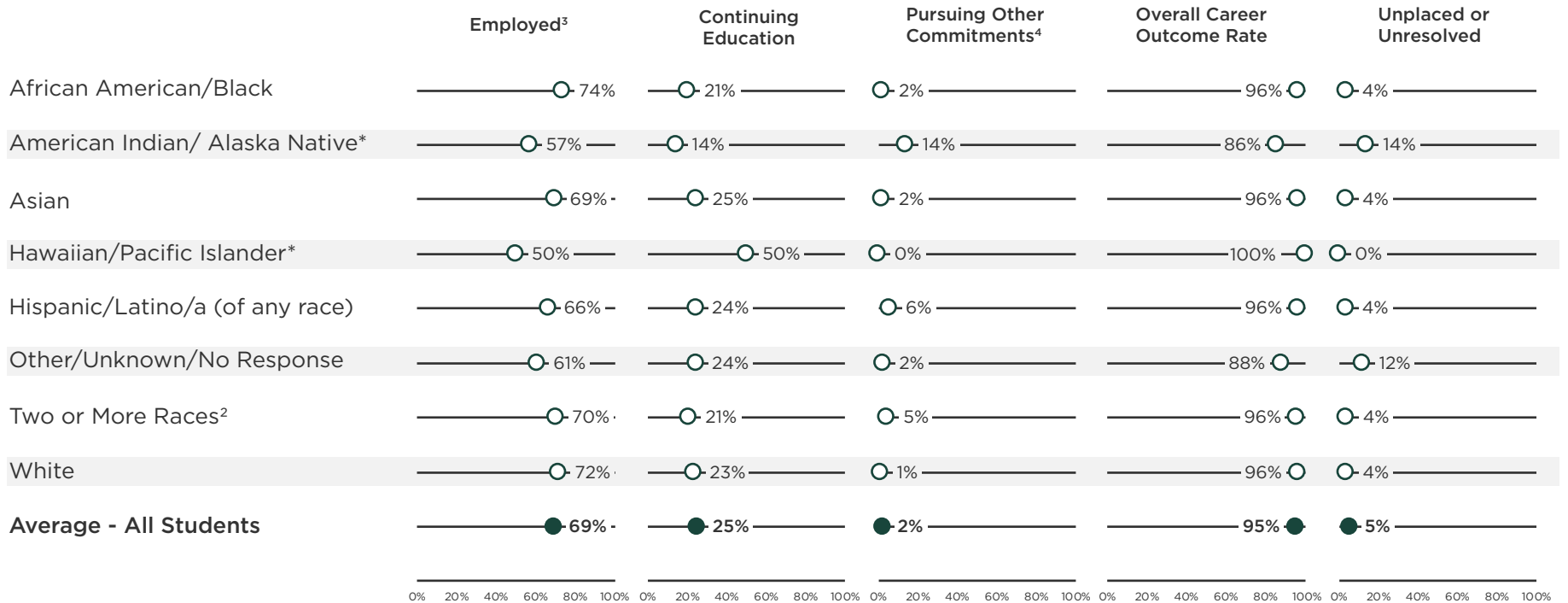
Student Success

CAREER OUTCOMES | SPRING AND SUMMER 2019 GRADUATES

- ¹ The overall career outcome rate is the sum of employed (full-time, part-time, or starting their own business), continuing education, or pursuing other commitments. Rate may not sum due to rounding.
- ² For more detail on data collection please see the Destination Survey Report produced by the MSU Career Services Network at: <https://careernetwork.msu.edu/exploring-options/destination-survey.html>
- ³ Includes students employed full-time, part-time, or starting their own business.
- ⁴ This includes graduates who are pursuing personal endeavors such as traveling, starting a family, or writing a book.

Of students graduating in spring and summer 2019, 69 percent of all graduates are employed (full-time, part-time, or starting their own business), an additional 25 percent of all students are continuing their education, and 2 percent are pursuing other commitments within approximately six months of graduation. This results in an overall career outcome rate of 95 percent.¹ While this figure includes International students, data for this group are not displayed in the graph below as data collection is often more challenging due to International graduates leaving the country after graduation and not being present in other US data sources.²

For 2019 spring and summer graduates, African American/Black graduates have the highest rate of employment at 74 percent, followed by White graduates at 72 percent, followed by graduates of Two or More Races, also at 70 percent. Of students continuing their education, 25 percent of Asian graduates are doing so followed by Hispanic/Latino/a graduates (of any race) and students for whom their race is unknown to the university (24%). The overall career outcome rate for African American/Black graduates, Asian graduates, Hispanic/Latino/a graduates (of any race), graduates of Two or More Races, and White graduates is 96%, which is slightly higher than the average of all students.



Faculty and Staff

Compared to 2018, there was some progress in hiring and retaining employees of color, with a 7.4% increase in Asian employees from year to year. The number of women employees increased 2.3% from fall 2018 to fall 2019 and the number of employees who are veterans make-up 1.8% of all MSU employees, and the overall number of veterans declined 4.2%.

*There are no separate counts for International employees as they are counted under the race/ethnicity categories which they identify. Unknown or not reported is not an option. Does not include Graduate Assistants, student employees, or temporary/on-call staff.

**Due to the small number of veterans within various employee types, breakouts by employee type are not displayed.

All Employees*	Percentage	Percent Change from Fall 2018	Count	
			Fall 2018	Fall 2019
African American/Black	6.4%	4.4%	836	
American Indian/Alaska Native	0.4%	5.8%	55	
Asian	8.8%	7.4%	1,144	
Hawaiian/Pacific Islander	0.1%	41.7%	17	
Hispanic/Latino/a (of any race)	5.3%	4.2%	691	
Two or More Races	0.7%	-5.4%	87	
Total Employees of Color	21.7%	5.4%	2,830	
White	78.3%	0.6%	10,227	
University Total	100.0%	1.6%	13,057	
Men	45.2%	0.7%	5,906	
Women	54.8%	2.3%	7,151	
Veteran**	1.8%	-4.2%	230	

Faculty and Academic Staff*	Percentage	Percent Change from Fall 2018	Count	
			Fall 2018	Fall 2019
African American/Black	5.9%	5.0%	337	
American Indian/Alaska Native	0.5%	8.3%	26	
Asian	15.7%	1.9%	896	
Hawaiian/Pacific Islander	0.2%	20.0%	12	
Hispanic/Latino/a (of any race)	4.7%	3.5%	268	
Two or More Races	0.6%	-13.5%	32	
Total Faculty and Academic Staff of Color	27.6%	2.7%	1,571	
White	72.4%	-1.3%	4,124	
University Total	100%	-0.2%	5,695	
Men	53.2%	-0.9%	3,027	
Women	46.8%	0.5%	2,668	

Faculty and Staff (continued)

An increase is noted among Asian tenure system employees at 3.6% when compared to last year. There was also an increase among women tenure system employees of 1.4% and a decline among men tenure system employees of 2.2%, from 1,267 to 1,239. Among support staff, women represent 60.9% of the total. Support staff of color are 17.1%, with 6.8% being African American/Black, 5.7% Hispanic/Latino/a (of any race), and Asian at 3.4%. The largest year to year increase among support staff with at least 10 employees is among Asian employees, at 33.3%.

*There are no separate counts for International employees as they are counted under the race/ethnicity categories which they identify. Unknown or not reported is not an option. Does not include Graduate Assistants, student employees, or temporary/on-call staff.

Tenure System*	Percentage	Percent Change from Fall		Count Fall
		2018	2019	
African American/Black	4.5%	1.1%	88	
American Indian/Alaska Native	0.7%	-7.1%	13	
Asian	17.2%	3.6%	341	
Hawaiian/Pacific Islander	0.2%	0.0%	4	
Hispanic/Latino/a (of any race)	5.3%	1.0%	105	
Two or More Races	0.5%	-10.0%	9	
Total Tenure System Employees of Color	28.3%	2.2%	560	
White	71.7%	-2.1%	1,417	
University Total	100%	-0.9%	1,977	
Men	100.0%	-2.2%	1,239	
Women	37.3%	1.4%	738	

Support Staff*	Percentage	Percent Change from Fall		Count Fall
		2018	2019	
African American/Black	6.8%	4.0%	499	
American Indian/Alaska Native	0.4%	3.6%	29	
Asian	3.4%	33.3%	248	
Hawaiian/Pacific Islander	0.1%	150.0%	5	
Hispanic/Latino/a (of any race)	5.7%	4.7%	423	
Two or More Races	0.7%	0.0%	55	
Total Support Staff of Color	17.1%	9.0%	1,259	
White	82.9%	1.9%	6,103	
University Total	100%	3.0%	7,362	
Men	39.1%	2.4%	2,879	
Women	60.9%	3.4%	4,483	

Disability

TYPES OF DISABILITY BY MAJOR CHARACTERISTIC AND ONE YEAR PERCENT CHANGE

Permanent disabilities only. Counts are not included due to the small number of individuals reporting.

In the 2018-2019 reporting year, various types of permanent disabilities were represented throughout campus with psychiatric and learning disabilities being the most frequently registered with the Resource Center for Persons with Disabilities (RCPD) among students and chronic health and mobility related disabilities being the most frequently registered among employees.

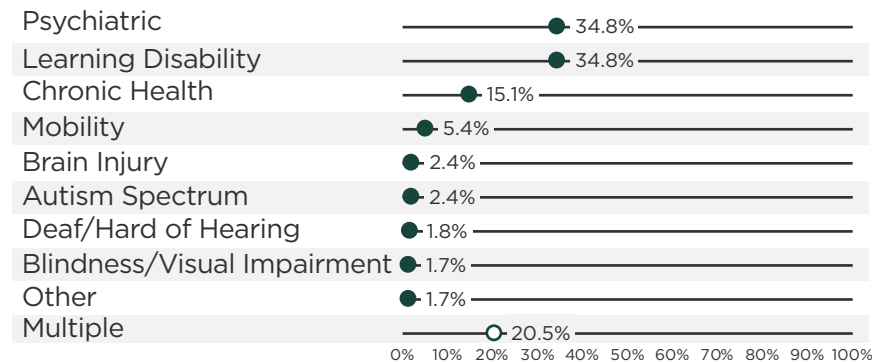
RCPD served 2,441 students with permanent disabilities between May 2018 and May 2019. This is a 12.2% increase from the previous year. Additionally, 283 employees with active permanent disabilities were current with RCPD over the same time period, which represents a 11.0% increase from the previous year.

○ Indicates more than one disability.

Disability by type

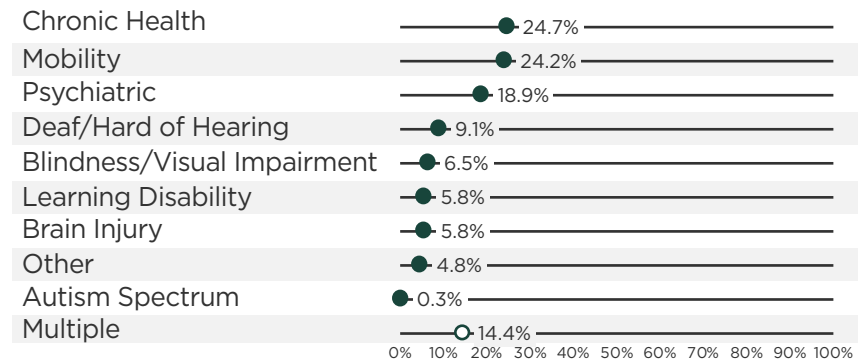
Students

Among students, the most frequently reported disabilities in the 2018-19 reporting year were psychiatric and learning disabilities, both at 34.8%. The next largest reported type of disability is a chronic health disability, at 15.1%. These account for nearly 85% of all disabilities registered with RCPD. Multiple disabilities were reported at 20.5%.



Employees

For employees in the 2018-19 reporting year, chronic health disabilities (24.7%), mobility disabilities (24.2%), and psychiatric disabilities (18.9%) account for nearly 68% of all disabilities registered with RCPD. Multiple disabilities were reported at 14.4% for 2018-19.



Disability (continued)

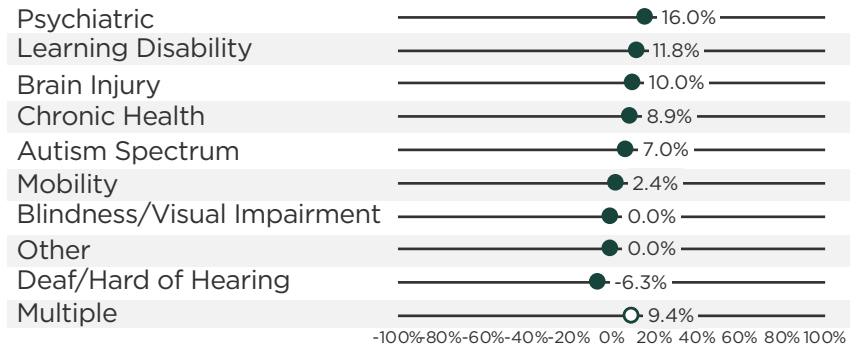
Permanent disabilities only. Counts are not included due to the small number of individuals reporting.

One-year percent change in type of disability reported

Students

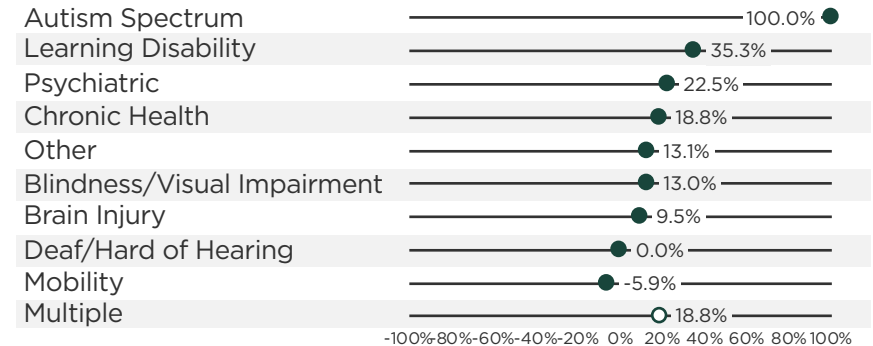
When compared to the 2017-18 reporting year, the percentage of types of permanent disabilities registered to RCPD among students increased across most disability types but declined for deaf or hard of hearing, and no change was reported among another disability type not listed (Other).

○ Indicates more than one disability.



Employees

Among employees, when compared to the 2017-18 reporting year, the percentage of permanent disabilities registered with RCPD increased across most disability types. Registrations declined for mobility disabilities and remained constant for deaf or hard of hearing disabilities.



New Registrations (permanent disabilities) 690 new students registered with RCPD at the New Student Orientation (NSO) and ongoing self-identification activities. There were 50 new employee registrations for a net increase of 28 employees after staff separation from MSU are considered.

MAXIMIZING ABILITY AND OPPORTUNITY FOR THE MSU COMMUNITY

In terms of specific services provided, RCPD provided more than 3,200 hours of course-related interpreting/real-time writing for deaf students and 256 books/course packs/other course materials delivered in alternative formats to students with print-related disabilities. Additionally, 855 alternative tests, serving 181 students, were facilitated by way of scribes, readers, and quiet rooms.

Number of Contacts (direct service and consultation) Over 121,497 student contacts and 4,067 employee contacts.

Contact Hours RCPD recorded 17,200 service hours with students and 1,043 hours with employees.

Supplier Diversity

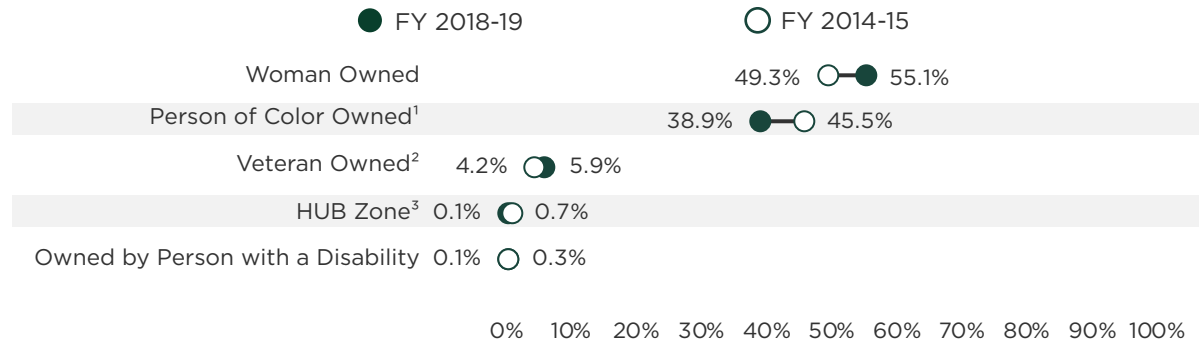
1 Includes federally designated Small Disadvantaged Businesses or 8(A) businesses.

2 Veteran owned includes disabled veteran.

3 The Historically Underutilized Business Zones (HUB Zone) is a program created by the U.S. Small Business Administration to help small businesses located in rural and urban communities gain preferential access to various opportunities.

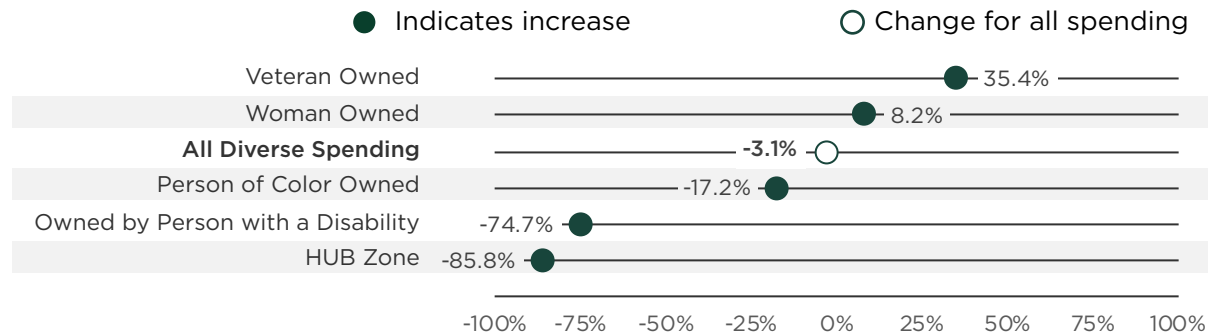
Percent Share of Diverse Supplier Spending by Group, FY14-15 vs FY18-19

A total of \$42.1 million was spent in FY18-19 with diverse suppliers. This is a non-inflation adjusted 3.1% decrease from FY14-15. Of this \$42.1 million, 55% was spent with women owned suppliers, up from 49.3% five years ago. 39% was spent with suppliers owned by a person of color, down from 45.5% five years ago. Almost 6% was spent among veteran owned suppliers, an increase from 4.2% five years before.



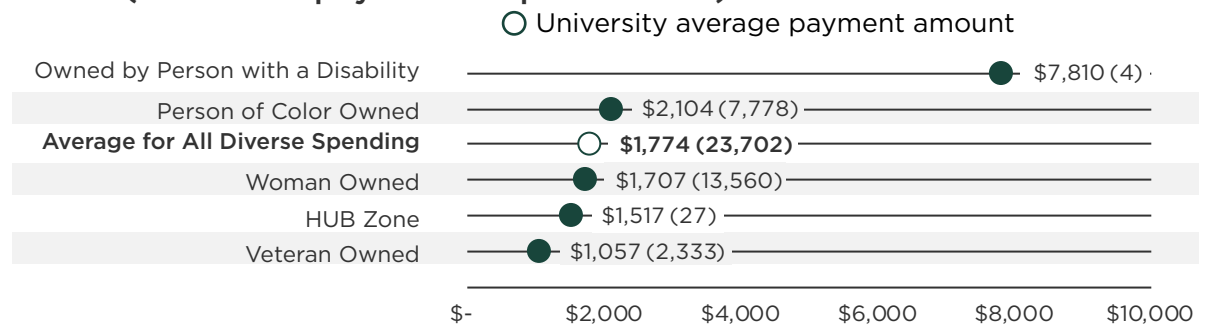
Non-Inflation Adjusted Percent Change in Diverse Supplier Spending, FY14-15 vs FY18-19

Total non-inflation adjusted spending with diverse suppliers declined 3.1 percent between FY14-15 and FY18-19. However, spending increased 8.2% among women owned suppliers and 35.4% among veteran owned suppliers. Spending declined 17.2% among suppliers of color, nearly 85% among suppliers owned by a person with a disability, and nearly 86% for those in HUB Zones.



Average Diverse Supplier Payment, FY18-19 (number of payments in parentheses)

The average amount paid to diverse suppliers is \$1,774, with the average amount paid to suppliers owned by a person with a disability at \$7,810, though there are very few suppliers in this group. The average payment for suppliers owned by a person of color is above the average at \$2,104 whereas the average payment for a woman owned supplier is slightly below the average at \$1,707.



Gender and the Annual Diversity Report 2018 – 2019

The information below was developed in consultation with MSU's LGBT Resource Center. We thank the resource center for its assistance as we work to advance a more inclusive campus community.

Definitions

- Gender is the socially constructed roles, behaviors, activities, identities, and attributes that a given society deems masculine or feminine.
- Gender identity is a person's internal understanding of their gender and the language they use to describe this understanding. This is distinct from birth-assigned sex. Most people's gender identity aligns with their birth-assigned sex.
- Legal gender refers to the gender marker on a person's legal documents (such as birth certificate or personal identification). This is frequently, but not always, the same as their birth-assigned sex. Most transgender, nonbinary, and genderqueer people do not have identity documents that match their gender identity.
- Birth-assigned sex is the sex a person is assigned at birth, typically by a medical professional. Birth-assigned sex terms include male, female, and intersex.
- Gender on record is the gender recorded by an organization in their internal records.

Gender and the Workforce

- It is important to note that applicants for employment voluntarily provide a response to the demographic question asking that they identify their "gender" and can select between "Male" or "Female". The data collected by Human Resources for employees as "Male" or "Female" is translated to "Men" and "Women" in this report.

Gender and Students

- The university's Office for Admissions and Office of the Registrar, for federal reporting purposes currently allows students to self-identify their gender as either male or female without proof of legal or medical transition. In this report, "Male" and "Female" and is translated to "Men" and "Women."

Limitations of the Data (For further understanding of the information provided below, we direct readers attention to the MSU LGBT Resource Center)

- The binary way that gender is captured does not adequately represent the gender diversity of our community and does not include some members of our transgender, nonbinary, and genderqueer community.
- Further, we understand that not all people whose gender markers are female identify as women and not all people whose gender markers are male identify as men. While using the terms "Women" and "Men" is certainly more accurate than "Male" and "Female," there are some people who will not be adequately represented by that language change.
- Although very common, MSU does not currently have a way to capture intersex identity.
- Gender identity, birth-assigned sex and legal gender are three distinct concepts. To understand the full gender diversity of our University community, MSU would need to change the way we capture data on gender, as distinct from birth-assigned sex and legal gender, and include intersex identity and more options outside of the gender binary.