DIVERSITY, EQUITY AND INCLUSION REPORT

ACADEMIC YEARS
2020-21 AND 2021-22

Office for Institutional
Diversity and Inclusion
MICHIGAN STATE UNIVERSITY

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OUR PURPOSE
To advance MSU's diversity, equity and inclusion strategic priorities, in partnership with and in support of executive and administrative leaders, faculty, staff, students and alumni.

OUR VISION
MSU will be recognized as a national leader in the advancement of knowledge by the most diverse and exemplary cadre of students, trainees, faculty, staff and alumni who transform lives through equitable teaching, research, scholarship and practice.

LAND ACKNOWLEDGMENT
We collectively acknowledge that Michigan State University occupies the ancestral, traditional and contemporary Lands of the Anishinaabeg – Three Fires Confederacy of Ojibwe, Odawa and Potawatomi peoples. In particular, the university resides on Land ceded in the 1819 Treaty of Saginaw. We recognize, support and advocate for the sovereignty of Michigan's 12 federally recognized Indian nations, for historic Indigenous communities in Michigan, for Indigenous individuals and communities who live here now and for those who were forcibly removed from their Homelands. By offering this Land Acknowledgement, we affirm Indigenous sovereignty and will work to hold Michigan State University more accountable to the needs of American Indian and Indigenous peoples. American Indian and Indigenous Studies
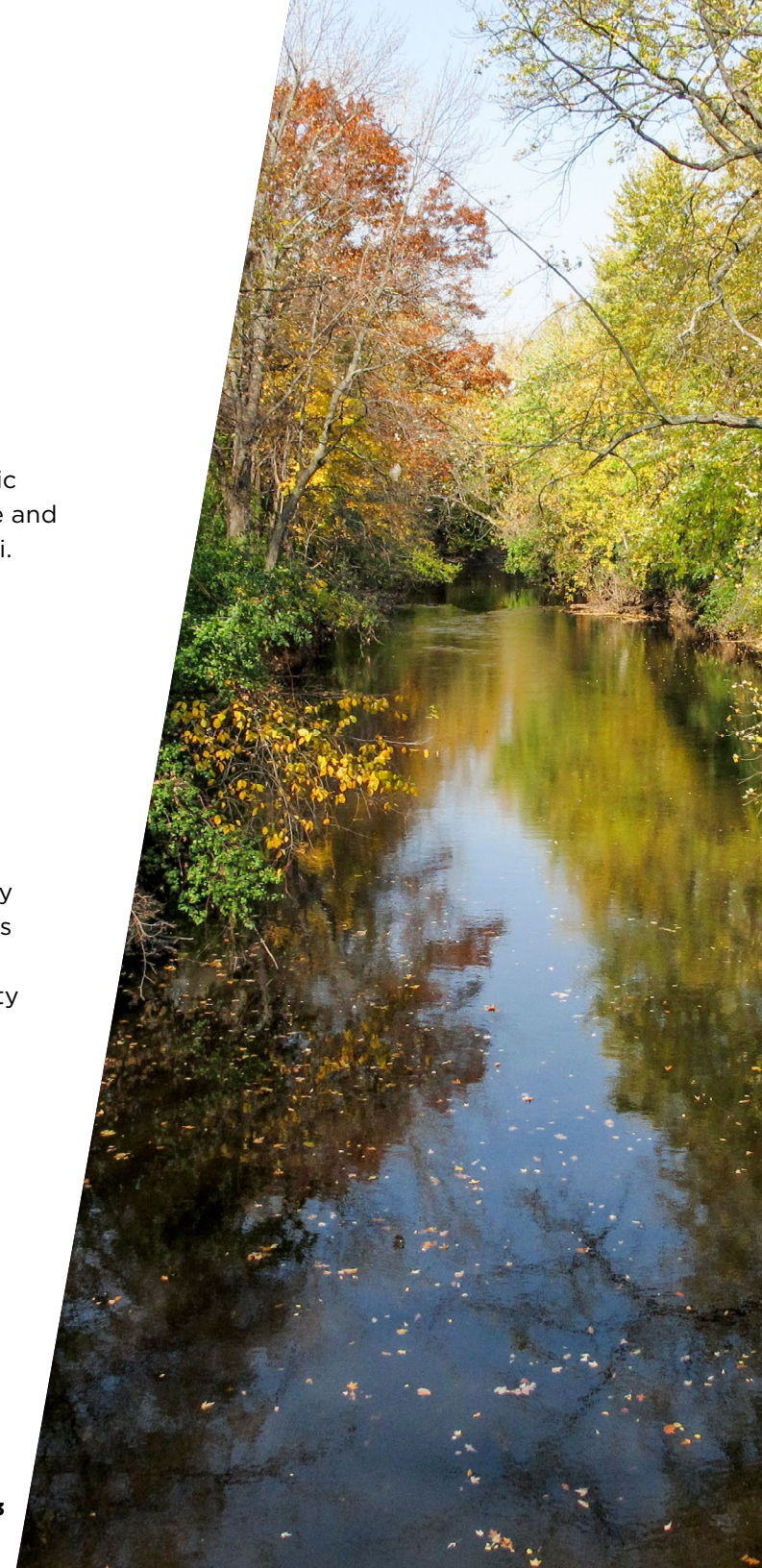
MESSAGE FROM THE VICE PRESIDENT AND CHIEF DIVERSITY OFFICER JABBAR R. BENNETT, PH.D.

AS IN PAST YEARS, THE OFFICE FOR INSTITUTIONAL DIVERSITY AND INCLUSION, has compiled a demographic data report to share the progress in compositional diversity at Michigan State University. This year, we expand upon the report to capture the achievements and overarching trajectory of the many diversity, equity and inclusion, or DEI, initiatives at MSU. While this report is not a comprehensive narrative it helps highlight and bridge relevant achievements on our campus across two academic years.

With a focus on data, the previous report did not represent the full scope of efforts MSU undertakes to support the recruitment, retention, advancement and success of members of underrepresented groups. Thus, the academic year or AY2020-21 and AY2021-22 Diversity, Equity and Inclusion Report seeks to provide a broader view.

In 2020-21 the DEI Steering Committee completed the DEI Report and Plan which aligns with one of the pillars in the MSU 2030 Strategic Plan. This report strives to capture the achievements of the 2021-22 academic year, particularly as executive leaders prepare to formulate a framework for implementing strategic priorities for AY2022-23.

In June 1969, the Equal Opportunity Programs Office and the Center for Urban Affairs produced one of the university's first major reports on DEI, "Report on the Nature and Extent of Minority Group Employment at MSU."

Now, in its 42nd year, the 2020-21 Diversity at MSU Data Report, provides an overview of the compositional diversity of MSU students, faculty and staff.

MESSAGE FROM THE VICE PRESIDENT AND CHIEF DIVERSITY OFFICER JABBAR R. BENNETT, PH.D.

This report combines a narrative and data summary. Informed by the DEI Report and Plan, the narrative portion is organized by four priority areas: increase diversity, ensure equity, promote inclusion and enhance outreach and engagement.

The compilation of data in the second portion of this report provides an overview of the compositional diversity of MSU students, faculty and staff.

As we set our sights for AY2022-23, you will find that MSU is well positioned to advance key DEI strategic priorities and nurture the success of all Spartans, especially those who may have been adversely and disproportionately impacted over the ongoing COVID-19 pandemic.

I remain hopeful and motivated, especially as faculty, staff, students and alumni continue to demonstrate their commitment to our institutional priorities and
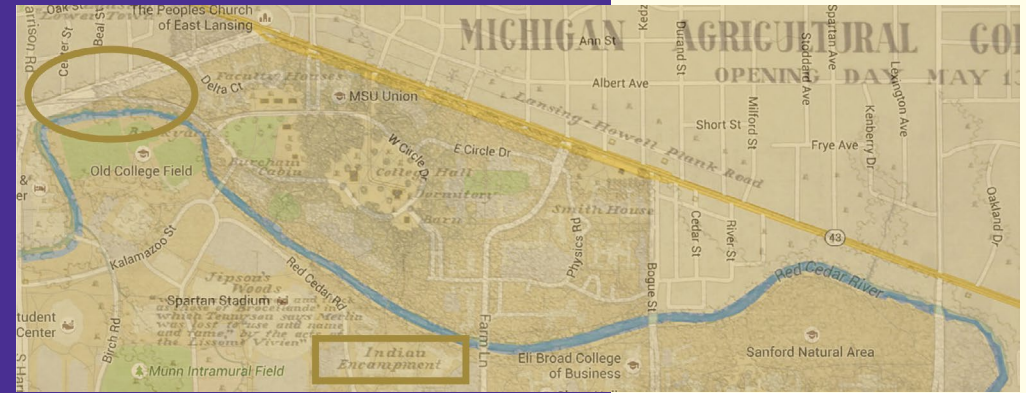
community standards in pursuit of inclusive excellence.

To properly move MSU toward the aspirational aims of DEI, we must recognize the significant struggles and accomplishments over the years by those working to make MSU a more diverse, equitable and inclusive institution.

Sincerely,

Jabbar R. Bennett, Ph.D. (he/him)
VICE PRESIDENT AND CHIEF DIVERSITY OFFICER

LAND-GRANT IDENTITY

"As the founding land grant, we have a particular responsibility not only to raise awareness of the history of Michigan State and land-grant universities, but also to elevate the visibility of Indigenous peoples and cultures and take steps to forge authentic connection and collaboration with Native American and Indigenous communities affected by land-grant policies."

University strategic plan: Mission and Values

INTRODUCTION

"A culture embracing diversity, equity and inclusion is essential for all that Michigan State University wants to accomplish. A comprehensive planning process around those values will work in collaboration with the strategic planning process while elevating the importance of diversity, equity and inclusion as a foundation for all MSU does."

President Samuel L. Stanley Jr., M.D.

CHARGE TO THE DEI STEERING COMMITTEE

In late 2019, Michigan State University President Samuel L. Stanley Jr., M.D., announced three interconnected presidential strategic initiatives designed to chart a future course for the university: relationship violence and sexual misconduct (RVSM); diversity, equity and inclusion (DEI); and university strategic planning (MSU 2030).

The DEI Steering Committee was charged in late January 2020, and its work spanned spring semester 2020 through spring semester 2021. The group adapted to virtual meetings and interactions when the university shifted to mostly remote work in response to the COVID-19 pandemic. Committee members include faculty, staff and students who work in various areas of diversity, equity and inclusion and represent a broad spectrum of experiences and expertise. The committee was co-chaired by Wanda D. Lipscomb, Ph.D., Senior Associate Dean for Diversity and Inclusion at the College of Human Medicine; and Luis Alonzo Garcia, Director of Migrant Student Services.

Undertaken concurrently with the RVSM and MSU 2030 strategic planning efforts and — after many months — in the summer of 2021, the plans were released. The release of the DEI Report and Plan is a tribute to decades of past leadership and countless efforts at MSU.

INTRODUCTION

"We are focused — now more than ever — on advancing DEI strategic priorities at an institutional level."

Vice President and Chief Diversity Officer Jabbar R. Bennett, Ph.D.

A NEW NAME TO BETTER REFLECT OUR MISSION

On January 17, the office changed its name from the Office for Inclusion and Intercultural Initiatives to the Office for Institutional Diversity and Inclusion to recognize MSU's commitment to advancing DEI strategic priorities.

For more than 50 years, MSU has sought to provide central support for the recruitment, retention and advancement of faculty, staff and students who are members of underrepresented groups. This effort has been spearheaded by the Office for Institutional Diversity and Inclusion, or IDI.

Over time, IDI has been headed by multiple leaders who reported to various administrators across the institution. Historically, the name of the unit has changed to reflect its various roles:

Equal Opportunity Programs (1968–73).

Human Relations Department (1973–92).

Affirmative Action Compliance and Monitoring (1992–07).

Office for Inclusion and Intercultural Initiatives (2007–22).

Office for Institutional Diversity and Inclusion (2022-present).

The work of the office initially focused on meeting federal, state and local compliance regulations. However, President Stanley's appointment of Jabbar R. Bennett, Ph.D., as chief diversity officer at the vice president level in 2020, and the establishment of IDI as a major administrative unit in 2021, elevated the role of the office and DEI to a more prominent position. Since its founding over 50 years later, the office has evolved to address the following DEI priorities at MSU:

- **Increase diversity.**
- **Ensure equity.**
- **Promote inclusion.**
- **Enhance outreach and engagement.**

Inspired by the DEI Report and Plan, the following section of this report provides an overlapping view of the efforts that are underway at MSU.

STRATEGIC PRIORITIES

INCREASE DIVERSITY.
ENSURE EQUITY.
PROMOTE INCLUSION.
ENHANCE OUTREACH & ENGAGEMENT.

WEST HOLDEN HALL

MIGRANT STUDENT SERVICES
Luz Vazquez Hernandez, a first-year and first-generation undergraduate student with a migrant and seasonal farmworker **background**, joined MSU in fall 2021.

"I feel supported and have been able to engage with other students and make some connections," said Vazquez Hernandez.

Prior to arriving, Vazquez Hernandez was connected to the **College Assistance Migrant Program.**

PICTURED ABOVE: Luz Vazquez Hernandez at move-in with her father and brother.

INCREASE DIVERSITY

Diversity – the varied collective and individual identities and differences in a group of people.

Diversity ensures our varied collective and individual identities and differences are represented, affirmed and valued. This is accomplished through deliberate efforts and accountability to diversify the campus community in multiple ways. Through specific data-informed initiatives, we will increase diversity throughout the MSU community with the goal of becoming a national leader in this area. We will establish and sustain empirically based initiatives to increase the success of MSU's diverse student, staff and faculty community.

For nearly 50,000 students living and learning at MSU becomes an all-immersive experience. While at the East Lansing campus, students interact with people with diverse backgrounds from across the state, nation and world.

However, navigating these encounters can be challenging and supporting success can take many forms. Here is a sample of programs that support, recognize and advance diversity across our campus.

MULTI-RACIAL UNITY LIVING EXPERIENCE AND INTERCULTURAL AIDE PROGRAM

PLAY ▶
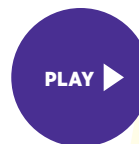
The Multi-Racial Unity Living Experience and Intercultural Aide Program, commonly known as MRULE-ICA within the Office of Cultural and Academic Transitions, or OCAT, aims to support meaningful intercultural engagement. With roots dating back to 1969, MRULE-ICA celebrated its 25th anniversary of building cross-cultural communities among diverse students during the 2021-22 academic year.

DEPARTMENT OF AFRICAN AMERICAN AND AFRICAN STUDIES
In January 2020, Ruth Nicole Brown, Ph.D., chairperson of the Department of African American and African Studies, or AAAS, was awarded an MSU Foundation Professorship, making her the first faculty member from the College of Arts and Letters to receive this honor. In 2021-22, the department welcomed three Black women scholars to bring a focus on Black feminisms, Black gender studies and Black sexualities, and launched a bachelor's degree in AAAS, the first in MSU's history.

INCREASE DIVERSITY

MSU'S STUDENT VETERANS RESOURCE CENTER
MSU's Student Veterans Resource Center earns our sixth consecutive "Gold Status" recognition from the Michigan Veterans Affairs Agency in the annual ranking of veteran-friendly schools. The status demonstrates the highest level of recognition in veteran-focused service.

"AMERICAN EXILE" FILM
In fall 2021, Professors of Practice John Valadez and Carleen Hsu in the School of Journalism in Communication Arts and Sciences debuted the "MSU film "American Exile." The Spartan-made film deepened awareness of the complexities facing veterans and ultimately shaped national policy by halting the deportation of veterans.

Manuel and Valente Valenzuela. Courtesy of *American Exile.*

SHORT-TERM WORK GROUP ON NAMES AND PRONOUNS
Further efforts to increase diversity require updating methods of data gathering and use in university systems. In the summer of 2021, Executive Vice President for Administration and Chief Information Officer Melissa Woo, Ph.D., with Vice President and Chief Diversity Officer Jabbar R. Bennett, Ph.D. charged the Short-Term Work Group on Names and Pronouns to inform and shape ways in which names and pronouns can be captured and utilized consistently across various university systems and processes.

EXCELLENCE IN DIVERSITY AWARDS
Following the release of the DEI Report and Plan, which specifies expanding awards to all university faculty, the Excellence in Diversity Awards which started in 1990, was paused for the 2020-21 academic year for review by a special committee. The program recognizes exceptional and innovative contributions that advance diversity, equity and inclusion in teaching, research, programming, service, community outreach and organizational change and relaunched in spring 2022 as the MSU Excellence in Diversity, Equity and Inclusion Awards to better align with the recommendations.

INCREASE DIVERSITY

"Throughout my time at MSU, I have utilized the services of the RCPD to complete aspects of my courses that were not readily accessible for me to do on my own." Anna Forest, third-year undergraduate student

RCPD 50TH ANNIVERSARY

MSU initiatives advancing inclusion and accessibility predate disability legislation. The university began activities to fully include people with disabilities in 1934 with the founding of the Tower Guard honor organization.

In 1971-72, the precursor to the Resource Center for Persons with Disabilities, or RCPD, was created as MSU's response for equal access to a university education for all students. Judy Taylor Gentile served as the founding director for over 20 years.

In 1998, RCPD broadened its services to include MSU employees with disabilities. Now in its 50th year, RCPD remains a permanent fixture to help ensure that MSU is able to offer an inclusive, world-class education that advances knowledge and transforms lives.

MSU RCPD has been maximizing ability and opportunity for 50 years. Director Michael Hudson reflects on the progress and looks forward to the next 50 years. Read more and listen.

PLAY ▶

In 2020-21, RCPD provided more than 2,111 hours of course-related interpreting and real-time writing for deaf students — a decrease — and increased use of auto captioning and central IT efforts to caption videos due to pandemic-mandated remote classes. In addition, the center recorded 14,721 service hours with students and 617 hours with employees.

Reported disabilities during the pandemic have increased by 3.6% among students and 3.3% among employees. Students reported an 11% increase in Learning Disability, 10.2% increase in the Autism Spectrum, 6.6% increase in Chronic Health disabilities and 4.7% increase in Psychiatric. Employees reported an increase of 53.3% in Learning Disability, 50% in the Autism Spectrum, 7.1% in Psychiatric and 3.4% in Mobility.

INCREASE DIVERSITY

STUDENT SUCCESS INITIATIVE

MSU's award-winning Student Success Initiative aims to increase graduation rates and close opportunity gaps for all students, including first-generation, low-income and those from historically underrepresented populations.

We continue to make progress in recruiting, retaining and graduating a more diverse student body. For the sixth year in a row, MSU achieved record-high graduation rates for first-time, full-time undergraduate students, most recently to 82.1%.

Graduation rates for students identifying as American Indian/Alaska Native, Asian, Black/African American, Hawaiian/Pacific Islander, and Hispanic/Latinx all increased as well. However, Black/African American undergraduate students continue to have a lower graduation rate of 65%.

The MSU 2030 goal of guaranteeing an 86% graduation rate for the entering 2024 class will require persistence enabled by the Student Success Initiative.

INCREASE DIVERSITY

Sibbir Ahmad, international doctoral student, faces barriers as a parent raising his family on campus.

50 YEARS OF SERVICE IN ADVANCING DIVERSITY, EQUITY AND INCLUSION

Since 1972, Audrey Bentley has worked within the Office for Institutional Diversity and Inclusion. Bentley is **a trailblazing leader** committed to elevating DEI in awards, celebrations and helping meet the university's compliance regulations.

GLOBAL DEI TASK FORCE

Increasing diversity entails raising awareness of inclusive practices, particularly for MSU's global community. MSU is home to over 9,000 international students, scholars and family members from more than 140 countries.

As a top 100 global university committed to DEI, MSU prioritizes collaboration across campus to ensure that all members of our community feel welcome, safe and supported. A memo about inclusive language and images written by Provost and Executive Vice President for Academic Affairs Teresa K. Woodruff, Ph.D., Vice President and Chief Diversity Officer Jabbar R. Bennett, Ph.D., and Associate Provost and Dean for International Studies and Programs Steven Hanson, Ph.D., initiated the creation of the Global DEI Task Force, charged to develop resources that reinforce inclusive practices in a global context.

Chaired by Assistant Dean for Administration and Director for Diversity, Equity and Inclusion Ashley Green, Ph.D., at the International Studies and Programs, or ISP, the university-wide task force is comprised of representatives from key administrative units that impact the experience of our international faculty, staff and students.

As a result, the Global DEI Task Force led multiple projects including the three-part webinar series launched to heighten awareness of inclusive language and images in a global context.

SUMMIT ON APIDA/A COMMUNITIES

In October 2021, ISP and the Asian Pacific American Studies Program sponsored the Summit on Asian Pacific Islander Desi American and Asian Communities at MSU to bring groups together to engage in dialogue on how to create a blueprint for building an anti-racism culture and climate. The summit resulted in a white paper that presented concerns and suggestions to spur further conversations and actions in the coming years.

CHINA AND THE WORLD SERIES SYMPOSIUM

One immediate outcome of the summit is ISP's China and the World Series held to highlight the important role of Chinese Americans. The series featured key MSU experts as well as speakers from the Committee of 100, a nonprofit organization dedicated to advancing the inclusion of Chinese Americans in society.

STRATEGIC PRIORITIES

INCREASE DIVERSITY.
ENSURE EQUITY.
PROMOTE INCLUSION.
ENHANCE OUTREACH & ENGAGEMENT.

ENSURE EQUITY

Equity – to ensure access to resources that promote success and address past and present educational and professional disparities.

LISA COOK BECOMES FIRST BLACK WOMAN ON FEDERAL RESERVE BOARD

Lisa Cook, Ph.D., professor of economics in the College of Social Science and international relations at James Madison College, made history as the **first Black woman** appointed to the Federal Reserve board in its 108-year history. Dr. Cook previously served as a senior economist on the White House Council of Economic Advisers in the Obama administration. She recently received the National Intellectual Property Owners Education Foundation award **recognizing her research** that examines the lack of representation of African American inventors on patents, and was named on the **Barron's 2022 list** as one of the 100 Most Influential Women in United States Finance.

Equity ensures everyone has fair access to and use of all available information, opportunities and resources without bias and discrimination. Equity is enabled through monitoring and enforcement of various policies, practices and procedures in alignment with institutional values and community standards. Equity is achieved in an environment built on civility, dignity and mutual respect.

MSU is committed to equitable access to education. Equity distributes resources to those in need and ensures that underrepresented groups can succeed.

CREATING INCLUSIVE EXCELLENCE GRANT PROGRAM

The Office for Institutional Diversity and Inclusion offers the Creating Inclusive Excellence Grant, or CIEG, which provides a funding opportunity for colleges and departments to engage in efforts that will enhance academic quality and synergy across systems. In the 2021-22 academic year, IDI received the largest number of applicants for the grant to date, totaling over 60 submissions.

The summer bridge program Ignite is a CIEG recipient in the College of Communication Arts and Sciences. Burgeoning transition programs like this and others, like the Maximizing Academic Growth in College, or MAGIC program in OCAT that have been around for 25 years, assist in the transition of underserved communities and first-generation college students and are critical to student success.

ENSURE EQUITY

Melissa Yzaguirre and Gia Casaburo, doctoral students piloting a DEI Graduate Certificate program.

NEIGHBORHOOD STUDENT SUCCESS COLLABORATIVE AND TRIO STUDENT SUPPORT SERVICE PROGRAMS

Navigating the inner workings of higher education is a daunting prospect, especially for first-generation college students. Fortunately, MSU's Neighborhood Student Success Collaborative, or NSSC, and TRIO Student Support Service programs steer first-generation students in the right direction by providing access to resources and support. These efforts earned MSU its First-Generation Forward designation.

INCLUSIVE CAMPUS INITIATIVE

In fall 2021, under the leadership of Senior Vice President for Student Life and Engagement Vennie Gore, the Inclusive Campus Initiative was formed to center student voices and create a forum for collaboration focused on student advocacy.

The project launched with a two-day summit in July 2021 and has continued with the Inclusive Campus Virtual Community Forums that have helped facilitate communication and awareness about diversity, equity and inclusion.

FIRST-GEN FORWARD COHORT

The opportunities provided by the First-Gen Forward Cohort will have a profound impact on the 28% of first-generation students in the MSU student body by elevating initiatives like summer bridge programs, first-year seminars and mentorship programs.

During First-Generation Week in November 2021, the Residential College in the Arts and Humanities celebrated the accomplishments of Spartans who were the first in their immediate families to attend college.

UNIVERSITY ADVANCEMENT AND DONOR SUPPORT

The contributions of donors and the efforts of University Advancement are significant endeavors to ensure the legacies of equity impact the communities most in need.

We thank Martin J. Vanderploeg, a three-time alumnus in mechanical engineering and president and chief executive officer of Workiva, for his $17 million gift to create a scholarship program to support first-generation students at MSU.

THE GRADUATE SCHOOL

Since its founding in 1994, the Michigan State University Graduate School has been committed to the values of DEI.

In a recent study, Steven Thomas, program manager at The Graduate School, found that MSU's Alliances for Graduate Education and the Professoriate, or AGEP Program, is vital, with a 70% graduation rate and more than half of Ph.D. students deciding to pursue academic careers.

While other Big Ten universities have established DEI certificate programs for graduate students, MSU had not.

In fall 2020, two doctoral students in the College of Social Science received the Creating Inclusive Excellence Grant to launch the DEI Graduate Certification pilot program.

ENSURE EQUITY

"After attending, I gained so many skills, insights and connections that I didn't know would be possible."

DIVERSITY RESEARCH NETWORK

Launched in 2016, the Diversity Research Network, or DRN, housed in the Office for Institutional Diversity and Inclusion, connects faculty of color and diversity scholars to create intellectual communities and promote new interdisciplinary collaborations. Efforts supported by the DRN are critical for the retention and success of faculty of color. The DRN Researcher's Workshop has been expanding since it launched in 2018. This year, the workshop had 47 registrants, it's the largest number to date.

One of DRN's online summer writing retreats supported 17 MSU scholars, bringing the total number of participants to over 90 since 2017.

In addition, the DRN Launch Awards Program, or LAP, provided six grants up to $5,000 in 2022 to support diverse scholars or populations. LAP provides numerous awards, fellowships and publication and grant opportunities to its recipients.

COLLEGE OF SOCIAL SCIENCE, DEAN'S RESEARCH ASSOCIATE PROGRAM

In the College of Social Science, the Dean's Research Associate Program was renewed in 2021 to support the advancement of a third cohort of diverse scholars. Each cohort of postdoctoral scholars spends two years focusing on their research with reduced teaching loads and significant mentorship to advance within the tenure system. The program has successfully increased the number of African American faculty in the social sciences at MSU by 27.8%.

The research associate program was established in 2018 under former Dean Rachel T.A. Croson, Ph.D., by **Nwando Achebe, Ph.D.**, the Jack and Margaret Sweet Endowed Professor of History in the college. In August 2020, Dr. Achebe was appointed the associate dean of diversity, equity and inclusion and was recently named one of 46 American Council on Education Fellows for 2022-23. Dr. Achebe is a member of the Council of Diversity Deans, visit page 20.

Diversity, equity and inclusion leaders at MSU are catalysts for driving change within the university. The past year included a number of new appointments and achievements.

ENSURE EQUITY

ASSOCIATED STUDENTS OF MICHIGAN STATE UNIVERSITY

Since the chief diversity, equity and inclusion officer position was created nearly three years ago in the Associated Students of Michigan State University, or ASMSU, DEI efforts have expanded.

Under the leadership of **Christine So,** a senior in the College of Music, numerous efforts to adapt equitable practices within student government and across campus have developed.

The DEI efforts include representation on university-wide committees, including the Inclusive Campus Initiative, the Martin Luther King Jr. Commemorative Celebration Planning Committee, the César Chávez and Dolores Huerta Planning Committee, the Asian Pacific Islander Desi American Student Success Committee and various academic governance committees. ASMSU works continuously alongside the Council of Racial and Ethnic Students, or CORES, and the Council of Progressive Students, or COPS, which are vital student organizations that are critical to DEI advocacy on campus.

NEW IDI TEAM MEMBERS

In September 2021, IDI welcomed **Terrence L. Frazier, Ph.D.**, to the team as special assistant to the vice president and chief diversity officer. In this role, Frazier supports the advancement of key institutional diversity, equity and inclusion strategic priorities and strengthens connections with the Division of Student Life and Engagement and other campus partners.

In November 2021, the office had the pleasure of welcoming **Jade Richards** as the MSU Dialogues coordinator. Richards oversees the dialogue program to engage participants towards inclusive and equitable change. She joins the education team from MSU Extension where she coordinated and facilitated Mental Health First Aid trainings across the state of Michigan.

In March 2022, **Evette Chavez** joined the office as the fiscal and human resources officer. Chavez works closely with staff and community partners regarding fiscal and human resources matters. Chavez provides support to the annual IDI university-wide programs.

In April 2022, **Matthew J. Olovson, J.D.**, joined MSU as the director of equity and compliance. Olovson will work to ensure adherence to equal opportunity laws and related university programs and policies. He is responsible for designing and administering strategic plans to attain diversity goals, equity in practice and markers of inclusive excellence.

ENSURE EQUITY

DIVERSITY, EQUITY AND INCLUSION ADMINISTRATORS

Many academic and administrative units have established diversity, equity and inclusion positions over recent years.

ATHLETIC DEPARTMENT

In November 2020, **Ashley Baker, Ph.D.**, was welcomed as the Athletic Department's first chief diversity, equity and inclusion officer. Baker's portfolio includes developing and facilitating the implementation of programs for staff and student-athlete diversity, inclusion and community outreach. Dr. Baker has a diverse and wide-ranging background within university administration at Xavier University of Louisiana and Bowling Green State University.

DEPARTMENT OF POLICE AND PUBLIC SAFETY

Daryl Green, Ph.D., joined the MSU Department of Police and Public Safety as chief of staff to Vice President for Public Safety and Chief of Police Marlon Lynch. He is the key administrator responsible for overseeing the department's diversity, equity and inclusion initiatives working in close collaboration with DEI Captain Florene McGlothian-Taylor and her team. Dr. Green started in July 2021 after 25 years with the Lansing Police Department, two of those year's were spent as chief.

COLLEGE OF VETERINARY MEDICINE

In March 2021, **Kevin Leonard, Ph.D.**, joined the College of Veterinary Medicine as the assistant director of diversity, equity and inclusion. Leonard leads the college's Diversity, Equity and Inclusion Committee that is charged with expanding participation of underrepresented groups and serves in an advisory capacity to the dean on issues related to DEI. Leonard is also the president of Educating, Anishinaabe: Giving, Learning and Empowering, or EAGLE, and in 2021 was featured in the National Diversity Council's video series sharing insight into Native American Heritage Month.
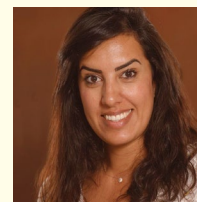
INTERNATIONAL STUDIES AND PROGRAMS

International Studies and Programs welcomed **Anjam Chaudhary** as the first DEI coordinator, who works alongside Ashley Green, Ph.D., assistant dean and director for diversity, equity and inclusion. Chaudhary, who joined in October 2021, develops initiatives focused on inclusive global engagement.

OFFICE OF THE EXECUTIVE VICE PRESIDENT FOR ADMINISTRATION

Tina Alonzo was appointed as the diversity, equity and inclusion administrator in the Office of the Executive Vice President for Administration in November 2021. Alonzo reports directly to Executive Vice President for Administration and Chief Information Officer Melissa Woo, Ph.D., and Vice President for Strategic Infrastructure Planning and Facilities Dan Bollman. She recently launched the Mitigating Bias in Hiring eLearning module and serves on numerous committees, including the Women's Advisory Committee for Support Staff and the Global DEI Task Force.

Matthew Anderson

Amber Benton

Terah Venzant Chambers

Mary Ann Ferguson

Marita Gilbert

Ashley Green

Brian Johnson

Alexandra Rivera

THE COUNCIL OF DIVERSITY DEANS

Chartered in 2020, the Council of Diversity Deans was established as a body for administrators who have unit-level responsibility for DEI at Michigan State University.

ELI BROAD COLLEGE OF BUSINESS

Effective August 2021, **Matthew Anderson, Ph.D.**, has been appointed as the Eli Broad College of Business' associate dean for diversity, equity and inclusion. Dr. Anderson was the first person of color to serve as the director of the Broad doctoral accounting program and helped MSU lead the country in recruiting women and people of color into the program.

COLLEGE OF NATURAL SCIENCE

In April 2021, the College of Natural Science named **Amber Benton, Ph.D.**, the inaugural assistant dean for diversity, equity and inclusion. She has since embarked for another role at the University of Michigan. We thank her for her many years of visionary leadership across numerous initiatives at MSU.

COLLEGE OF EDUCATION

College of Education appointed **Terah Venzant Chambers, Ph.D.**, the associate dean of diversity, equity and inclusion in May 2020. Dr. Chambers is the second to hold the position, following Dr. Dorinda Carter Andrews. She develops plans to identify and implement initiatives to create a caring, open and safe workplace.

COLLEGE OF LAW

In 2020, **Mary Ann Ferguson, J.D.**, was appointed the first assistant dean of the Diversity and Equity Services Office in the College of Law. Ferguson is the founder of the office and served as the inaugural director since its inception in 2006. She was the first Black woman staff member in the college to hold the decanal title.

COLLEGE OF OSTEOPATHIC MEDICINE

In June 2020, the College of Osteopathic Medicine named **Marita Gilbert, Ph.D.**, the associate dean of diversity and campus inclusion. Dr. Gilbert has a passion for advancing diversity, equity and inclusion in the field of medicine where marginalized communities have been historically excluded from care that honors their humanity.

INTERNATIONAL STUDIES PROGRAM

In June 2021, the International Studies Program announced that **Ashley Green, Ph.D.**, assistant dean for administration, was appointed the additional role of director of diversity, equity and inclusion. In this position, Dr. Green works with the ISP DEI Committee and across MSU to infuse a global focus in DEI conversations.

THE JAMES MADISON COLLEGE

The James Madison College welcomed **Brian Johnson, Ph.D.**, in January 2022, as the inaugural assistant dean for diversity, equity and inclusion. Prior to joining the residential college community, Dr. Johnson was the associate director of the MSU Extension Children and Youth Institute.

MSU LIBRARIES

MSU Libraries named **Alexandra Rivera** as the inaugural associate dean for diversity, inclusion and organizational development. Rivera joined MSU in December 2021 from the University of Michigan Library, where she served as the senior associate librarian for student success and community engagement.

STRATEGIC PRIORITIES

INCREASE DIVERSITY.
ENSURE EQUITY.
PROMOTE INCLUSION.
ENHANCE OUTREACH & ENGAGEMENT.

PROMOTE INCLUSION

Inclusion – the act or practice of including and accommodating people who have historically been excluded.

Inclusion is demonstrated by an intentional commitment to ensure access for diverse identities, perspectives and voices. We must nurture and sustain an inclusive and welcoming campus culture in which the perspectives and voices of all are respected and valued. We strive to cultivate and foster an inclusive environment in which students, staff and faculty from all demographics can flourish professionally.

MITIGATING BIAS CAMPAIGN

In fall 2021, as Michigan State University prepared to welcome two classes of students who would be in-person for the first time, many leaders prepared to help mitigate bias in the return to campus life. MSU got ready to prepare educational and supportive resources, including Counseling and Psychiatric Services' Health and Wellbeing Guide, Infrastructure Planning and Facilities and MSU Libraries' DEI Library Guide, along with the Division of Student Life and Engagement's launch of the Inclusive Campus Initiative, and Residence Education and Housing Services' relaunch of the Hate Has No Home Here campaign.

The Office for Institutional Diversity and Inclusion created printable posters and handout designs to promote inclusion, respect and accountability with the return to living, learning and working on campus.

Vice President and Chief Diversity Officer Jabbar R. Bennett, Ph.D., addressed students and employees in a community letter to underscore the importance of returning to classes and working with grace, empathy and compassion. University Communications featured stories addressing privilege and justice in the classroom, the challenges facing LGBTQIA+ students and student parents, and how MSU's first woman Vietnamese executive chef welcomes students through comfort food.

GENDER INCLUSIVE HOUSING BECOMES VIABLE OPTION FOR STUDENTS

In 2021-22, for the first time, Residence Education and Housing Services made available Gender Inclusive Housing, or GIH, to allow students from all gender identities and expressions to choose to live in the community of their choice.

Rather than having to move off-campus, GIH removes gender as a factor in housing assignments. Two or more students can agree to share a multi-occupancy living unit regardless of the other students' birth-assigned sex, legal gender or gender identity.

In Wonders and McDonel halls there are entire GIH floors. These communities feature intentional education, staffing and support for residents.

Since opening, there has been a significant increase in requests for GIH spaces.

GIH ASSIGNMENTS OFFERS:

Affirmation of the student's gender identity.

Prioritized attention to the student's safety and mental health.

Opportunity to better match student's needs with available options.

PROMOTE INCLUSION

"The moment is upon us to show our community that we are there for them, to help bridge those gaps and to give us a chance to serve them."

CAPTAIN SHERIEF FADLY

Cher Briggs

MSU DEPARTMENT OF POLICE AND PUBLIC SAFETY

In 2020, following the tragic loss of lives and concerns about systemic racism around the country, President Stanley asked the co-chairs of the DEI Steering Committee and the Office for Institutional Diversity and Inclusion to appoint a Task Force on Racial Equity to offer insights and recommendations for immediate actions on DEI issues. Policing and campus climate and safety were among the focus areas that were identified.

After 9/11, the MSU Department of Police and Public Safety police captain turned to community engagement.

In August 2021, informed by the recommendations from the policing workgroup, Marlon Lynch, vice president for public safety and chief of police, announced a number of structural adjustments to the MSU Department of Police and Public Safety. This included the expansion of the Inclusion and Anti-Bias Unit through the establishment of a captain level position held by Florene McGlothian-Taylor, and establishment of the Community Engagement Bureau and Police and Public Safety Advisory Committee, among other notable initiatives.

MAY IS PROFESSIONAL TRADES MONTH IN MICHIGAN

Highlighting the significant role women play in historically male-dominated professions, Infrastructure Planning and Facilities congratulated Donna Jones, the first woman in the position of stationary engineer, and Cher Briggs, the first Black woman in MSU history to be promoted to stationary engineer. Henry Ford occupied the same position before creating the Ford Motor Company.

PROMOTE INCLUSION

Crystal Bernard and Brittany Brewer, participants in the Transforming MSU Playwrighting Cohort.

DEI EDUCATION

Additionally, in 2021-22, MSU embarked on the second year of DEI Foundations, the diversity, equity and inclusion online educational module required of all students and employees upon arrival on campus. Patti Stewart, Ph.D., director of education and development programs in the Office for Institutional Diversity and Inclusion, or IDI, led the effective rollout of the training to over 70,000 Spartans in its first year, achieving an overall completion rate of 98%.

In addition to the required DEI Foundations program, IDI continues to offer educational programs to explore and engage in dialogue across difference. In 2021-22, Stewart and Samuel Saldívar III, Ph.D., multicultural educational coordinator, led over 800 participants in completing the Implicit Bias Certificate. The embedded human resources professional development course is focused on creating more inclusive communities at MSU.

The Anti-Racist Path, a collaborative effort driven by community partners, was launched following the movement spurred by the murder of George Floyd and the loss of

Black lives to police brutality in the summer of 2020. The new program examines deeper exploration in antiracist learning and practice and continues to provide an important space for participants to discover and grow.

Now in its second year, Transforming MSU is created and facilitated by Lynn Lammers, artistic coordinator for the Transforming Theatre Ensemble, in partnership with the Department of Theatre. This program gives MSU students an opportunity to engage their creative talents and share thought-provoking experiences around important DEI topics. Not only does it elevate the students' work, but recorded performances contribute to a library of immersive experiences that can be shared and discussed more broadly across campus.

INCLUSIVE RESOURCES

The Office for International Students and Scholars released the Globally Inclusive Teaching Resources, developed to enhance the intercultural environment on our campus.

Additionally, the Office of the Provost's communications team, through partnership with various individuals and units on campus,

PROMOTE INCLUSION

Bessey Hall, multi-sensory patio area.

and under the direction of Dr. Terry Frazier in IDI, has enhanced MSU's undocumented website as a resource for students and parents when navigating campus policies and support services.

INFRASTRUCTURE PLANNING AND FACILITIES

MSU aims to foster an inclusive physical campus accessible to all students, faculty and staff. Infrastructure Planning and Facilities, or IPF, partnered with the Resource Center for Persons with Disabilities to create a multi-sensory patio area at Bessey Hall. The patio features commodities that are compliant with the Americans with Disabilities Act, where campus and community members may experience multi-seasonal visuals, smells and textures from the varied plantings and hardscaping elements.

In addition, IPF Planning, Design and Construction is supporting the installation of all-gender restrooms around campus and have completed 17 new all-gender restrooms to date (three in the MSU Libraries, two in the Minskoff Pavilion, one in Eppley Hall, five in the Music Building and six in the STEM Teaching and Learning Facility).

MULTICULTURAL CENTER

Buildings at MSU have a symbolic role in fostering belonging and inclusion for all past, current and future generations. For many years, Michigan State University students have called for a campus multicultural center. Following the arrival of President Stanley, a steering committee was appointed in late 2019 to begin a feasibility study for a potential new campus multicultural center.

In 2021-22, the multicultural center became more of a reality. Under the leadership of Vennie Gore, senior vice president of the Division of Student Life and Engagement, significant phases have been completed, including the selection of the design firm and site location. Now in the planning phase, the university is engaging student and community stakeholders in the design of the historically and symbolically important center on campus.

PROMOTE INCLUSION

"MSU Juneteenth Celebration was a wonderful coming together of the community."

DEBORA SUDDUTH, ADMINISTRATIVE ASSISTANT IN THE COLLEGE OF HUMAN MEDICINE

MICHIGAN STATE UNIVERSITY JUNETEENTH CELEBRATION

On Saturday, June 19, 2021, rainy weather could not dampen the spirits of more than 300 students, staff, faculty, alumni and community members who attended MSU's first campus-wide Juneteenth Celebration, "From Freedom to Liberation."

MSU RECOGNIZES MANY CELEBRATIONS THROUGHOUT THE YEAR, INCLUDING:

Latinx Heritage Month
Native American Heritage Month
Dr. Martin Luther King Jr. Commemorative Celebration
Black History Month
National Arab American Heritage Month
Women's History Month
APIDA Heritage Month
César Chávez and Dolores Huerta Commemorative Celebration
Autism Acceptance Month
Jewish Heritage Month
Pride Month
Juneteenth and more.

STRATEGIC PRIORITIES

INCREASE DIVERSITY.
ENSURE EQUITY.
PROMOTE INCLUSION.
ENHANCE OUTREACH & ENGAGEMENT.

ENHANCE OUTREACH AND ENGAGEMENT

Outreach and Engagement –

to reach out and come together in mutually beneficial partnership.

Outreach and Engagement seeks to ensure reciprocal, collaborative and mutually beneficial relationships between the university and the communities in which we are engaged to fulfill the institution's public land-grant mission. External outreach, engagement and services include efforts by Extension, Community Outreach and Engagement, Alumni Relations, Advancement and Purchasing.

HEALTH EQUITY

Michigan State University believes in the power of community-academic partnerships. Building a strong community requires trust and being part of the community, not just performing research and leaving. Through numerous efforts, MSU is advancing health equity in the community.

The Charles Stewart Mott Foundation has granted $25 million to expand the Michigan State University College of Human Medicine's public health presence in Flint to help address emergent and chronic health challenges.

The partnership will allow residents to be participants in the process and will help people live better lives.

On January 25, 2022 the Henry Ford Health System and MSU collaboration reached its first anniversary. The partnership will focus its diversity, equity and inclusion efforts toward addressing health disparities in patients with cancer.

The Center for Disease Control and Prevention awarded a $6 million grant to MSU researchers to close the COVID-19 racial equity gap in health outcomes and vaccination rates in Michigan and beyond. Epidemiologist Debra Furr-Holden, Ph.D., the C.S. Mott Endowed Professor of Public Health and co-director of the Healthy Flint Research Coordinating Center, leads the project.

MAKING A DIFFERENCE
Enhancing outreach is in the fabric of MSU, James Madison College alumna **MSU alumna Sirrita Darby, Ph.D., made the Forbes 2022 30 under 30 list**. Darby is the co-founder of Detroit Heals, a nonprofit organization that helps youth cope with trauma.

ADVANCING HEALTH EQUITY IN FLINT
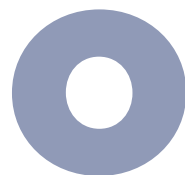*"For community to be thriving, its residents have to be thriving."*
– Debra Furr-Holden

PLAY ▶

ENHANCE OUTREACH AND ENGAGEMENT

RESEARCH AND PARTNERSHIPS
[Two faculty members in Entomology were awarded a $786 thousand grant](#) from the National Science Foundation to expand outreach opportunities for historically underrepresented students in science, technology, engineering and mathematics, or STEM.

RESEARCHERS IN THE COLLEGE OF SOCIAL SCIENCE launched the [Michigan Employment Clinic](#), a website to help those with disabilities and criminal records find employment.

THE YOUNG BLACK MEN, MASCULINITIES AND MENTAL HEALTH PROJECT [report](#) at MSU was recently released. The project came to campus in 2017 as part of a partnership with the Founding Director, Daphne C. Watkins, professor of social work at the University of Michigan.

Genyne L. Royal, assistant dean for MSU Student Success Initiatives and director of Neighborhood Student Success Collaborative; Murray Edwards, assistant director of OCAT; and Kelly High-McCord, director of human resources in Student Life and Engagement were instrumental for the collaboration on this project.

SPELMAN COLLEGE PARTNERSHIP WITH MSU on [data science](#) are critical examples of opportunities to advance equity in education. Graduates from the historically Black women's liberal arts college in Atlanta, GA, with a degree in STEM are invited to apply to MSU to earn a master's degree in Data Science as part of a collaborative, fully-paid program funded by the National Science Foundation and the Arthur P. Sloan Foundation.

MIGRANT STUDENT SERVICES INTERNATIONAL INITIATIVES is [uniquely designed](#) to encourage underrepresented groups to study abroad.

After being paused due to COVID-19 pandemic restrictions, the program resumed in spring 2022 with 120 students.

PLAY ▶
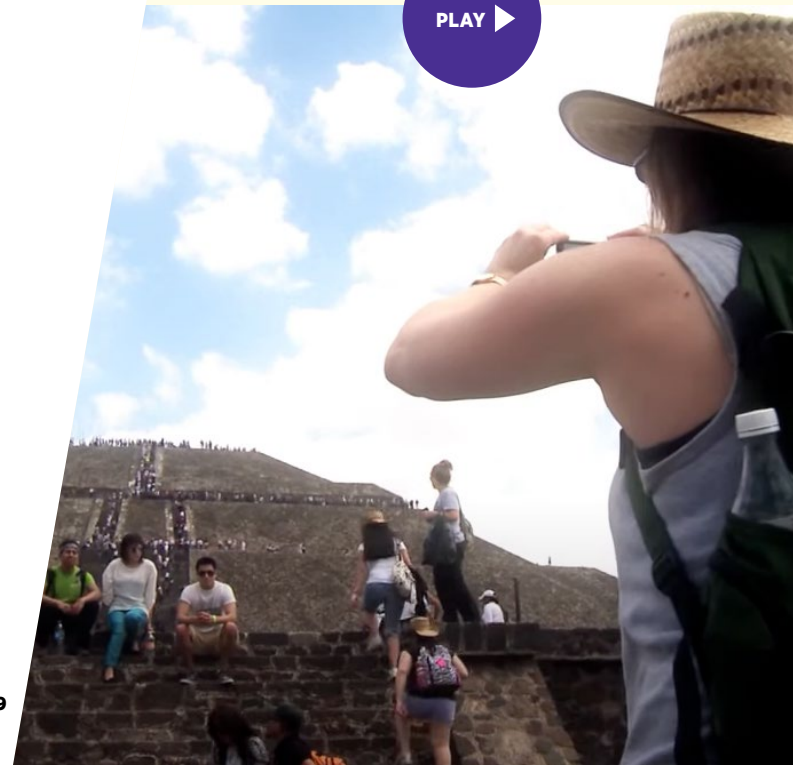
ENHANCE OUTREACH AND ENGAGEMENT

IN JANUARY 2022, THE Diverse Black Africa Program was launched to strengthen existing ties between the Black diaspora faculty, staff and administrators at MSU and throughout the Alliance for African Partnerships. The program is funded in part by the Office for Institutional Diversity and Inclusion's Creating Inclusive Excellence Grant program.

IN 2021, DURING NATIONAL DISABILITY EMPLOYMENT AWARENESS MONTH, MSU received a $15.8 million grant from the U.S. Department of Education to create new STEM career pathways for individuals with disabilities; especially those from underrepresented racial and ethnic groups. Dr. Connie Sung, an associate professor and director of Rehabilitation Counseling at MSU, is the principal investigator of the grant in partnership with the State of Michigan.

FOR DECADES, MSU HAS BEEN WORKING WITH PARTNERS IN THE MOTOR CITY to support economic development, advance the arts, transform schools, improve health and sustain the environment. Like Detroit, MSU values resilience, hard work and a commitment to solving problems and empowering people for better lives. For example, the Apple Developer Academy seeks to create new opportunities for careers for historically disadvantaged communities in the app economy.

MSU WIND SYMPHONY PARTNERSHIP IN DETROIT
At MSU, the arts are essential for enriching the student experience and deepening learning around diversity, equity and inclusion.

In February 2022, the MSU Wind Symphony kicked off its burgeoning partnership with the Detroit School of Arts for a special performance

"This concert is a wonderful way to highlight the influence and depth of Black composers in classical music within the context of Black History Month," said Damien Crutcher, an MSU College of Music alumnus, conducting faculty member at Wayne State University and conductor with the Detroit Symphony Orchestra.

PLAY ▶
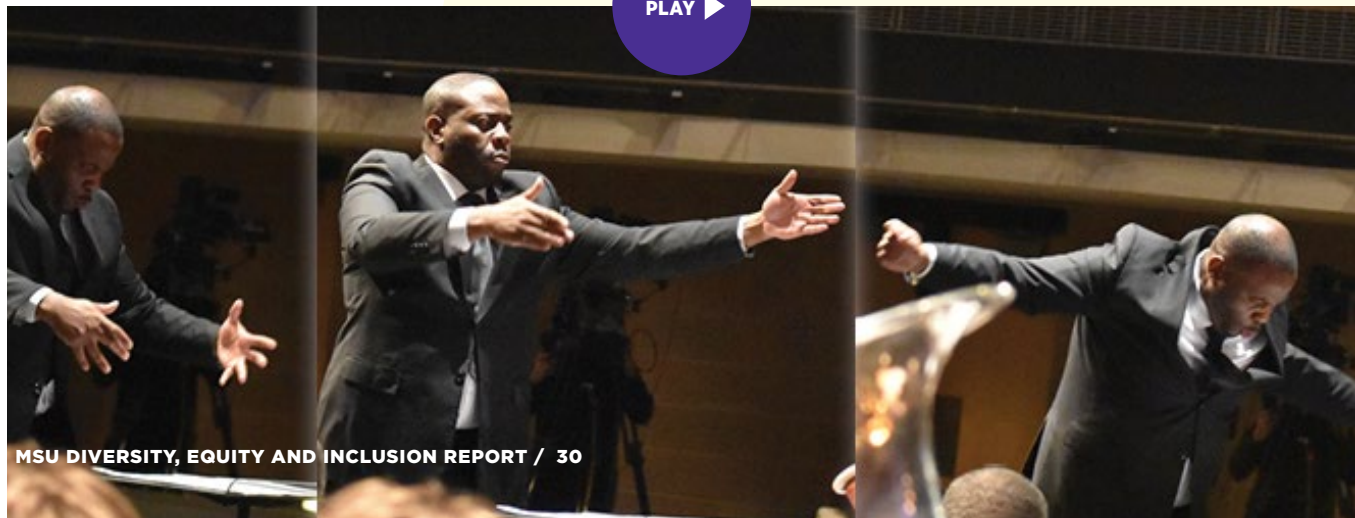
ENHANCE OUTREACH AND ENGAGEMENT

NAI INDIGENOUS RESOURCE

2021 marked the 40th anniversary of the Native American Institute, or NAI, at the College of Agriculture and Natural Resources.

The institute has collaborated with tribes, American Indian communities and Native organizations on behalf of Michigan State University for decades.

NAI developed the "Reciprocal Research: A Guidebook to Centering Community in Partnerships with Indigenous Nations" to be used as **part of a larger effort** to support planning for and reflecting on research partnerships.

Artwork by Elizabeth LaPensée

IDI SPEAKER SERIES

On March 24, 2022, the Office for Institutional Diversity and Inclusion hosted the inaugural IDI Speaker Series featuring Dorinda Carter Andrews, Ph.D., the nationally recognized racial justice and educational equity scholar in the Department of Teacher Education at the College of Education. IDI worked with Dr. Andrews to develop resources for **teaching race and racism** for MSU's campus community and teachers throughout Michigan.

2020-21
DIVERSITY AT MSU
DATA REPORT

Definitions

Race/Ethnicity

FEDERAL GUIDELINES AND DEFINITIONS
Race/ethnicity data in this document are reported following federal Integrated Postsecondary Education Data System (IPEDS) guidelines. For IPEDS reporting, individuals are assigned to one of the following race/ethnicity groups. Individuals who report having two or more races are assigned to a single group using logic defined by IPEDS. The IPEDS race/ethnicity categories were updated in 2010.

African American or Black. A person having origins in any of the Black racial groups of Africa.

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. Separated from Pacific Islanders as of 2010.

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.

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.

Limitations of Federal Race/Ethnicity Categories Used in this Report
The current race/ethnicity categories are limited and do not accurately capture the racial diversity of MSU. For example, North African and Middle Eastern-identifying individuals are categorized as white, which may not be the group's overall preference. The category of Asian combines everyone despite their different multicultural backgrounds.

AGGREGATED GROUPS REPORTED BY MSU

Students/Employees/Persons of Color
In addition to the IPEDS race/ethnicity categories, some sections of this report present a "students of color," "employees of color" or "persons of color" category. This represents the total value, aggregated by MSU, of individuals in the following IPEDS categories: African American or Black, American Indian or Alaska Native, Asian, Hawaiian or Pacific Islander, Hispanic or Latino, or two or more races.

Person of Color-Owned Business
For this report, person of color-owned businesses are those that have self-identified as having owners who are African American/Black, American Indian/Alaska Native, Asian, Hispanic or Latino, or Native Hawaiian or other Pacific Islander; that have self-identified as being small disadvantaged businesses; or that have been identified by MSU's PCard operator as being minority-owned or small disadvantaged businesses.

Gender: Definitions and Considerations

The following information was developed in consultation with The Gender and Sexuality Campus Center at MSU. We thank the center for its assistance as we work to cultivate a more inclusive campus community.

Gender Definitions
- **Gender** is a social construct. This term is often understood as binary, however historically and presently gender is expansive and dynamic. Gender is framed by a society's understanding of masculinity and femininity as related to roles, behaviors, expectations, activities, identities and attributes. The key elements of an individual's gender are gender identity, gender attribution and gender expression.
- **Gender attribution** is the act of attributing a gender to an individual with or without knowledge of that person's gender identity. In Western culture, these assumptions are rooted in a socialized binary understanding of gender as either female or male. Assuming a person's gender pronouns is one example of gender attribution.
- **Gender expression** is the way in which someone expresses their gender, either consciously or unconsciously. This can encompass clothing, hairstyle, body language, manner of speaking, social interactions and gender roles.

Most people have some blend of masculine and feminine qualities that comprise their gender expression, and this expression can also vary depending on the social context. There is not always a direct translation between gender identity and gender expression. A person's gender expression may or may not align with the way people attribute gender to that person.

- **Gender identity** is a person's individual understanding of their gender and the language they use to describe this understanding. This is distinct from birth-assigned sex (male, female, intersex). When a person's birth-assigned sex aligns with their gender identity, a person is cisgender.
- **Legal gender** refers to the gender marker on a person's legal documents (such as a 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 legal documents that match their gender identity.
- **Birth-assigned sex** is the designation that refers to a person's biological, hormonal and genetic composition and is often mistakenly confused with gender. One's sex is typically assigned at birth and classified as male or female. Birth-assigned sex is preferred to "assigned-at-birth," which implies that sex assignment is without the agency of the individual.
- **Gender on record** is the gender recorded by an organization in their internal records and should align with gender identity.

Gender and the Workforce
- It is important to note that applicants for employment voluntarily respond to the demographic question asking that they identify their "gender," and can select between "male" or "female." The data collected by MSU Human Resources for employees as "male" or "female" is translated to "men" and "women" in this report. (Please see Limitations of Gender Data Presented in this Report.)

Gender and Students
- The university's Office for Admissions and Office of the Registrar, for federal reporting purposes, currently allow students to self-identify their gender as either male or female without proof of legal or medical transition. In this report, "male" and "female" are translated to "men" and "women." (Please see Limitations of Gender Data Presented in this Report.)

Limitations of Gender Data Presented in this Report
(For further understanding of the information provided below, we direct readers' attention to The Gender and Sexuality Campus Center.)

- The binary way that gender is captured does not adequately represent the gender diversity of our community and does not include transgender, nonbinary and genderqueer individuals.
- Further, we understand that not all people whose gender markers are female are women and not all people whose gender markers are male are men. While we use the terms "women" and "men" versus "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 is working to change the way we capture data on gender to recognize the distinction between birth-assigned sex and legal gender and include intersex identity and more options outside of the gender binary.

Disabilities: Considerations and Definitions

MSU's Disability and Reasonable Accommodation Policy defines a disability as "a physical or mental impairment that substantially limits one or more major life activities." MSU students and employees with disabilities that substantially limit major life activities may register with the Resource Center for Persons with Disabilities and may be eligible to receive accommodations. Statistics presented in the report related to students and employees with disabilities refer to individuals who have registered with RCPD and received a determination that they have a disability. Questions regarding data on persons with disabilities at MSU may be directed to RCPD.

Veterans: Considerations and Definitions

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

Questions about how MSU vendor suppliers are identified as being veteran-owned, as well as how other categories of suppliers are identified, may be directed to University Procurement and Logistics.

Student Success Terminology

First Fall Probation Rate. The percentage of first-time-in-any-college students (undergraduate only, not including students in MSU's two-year agricultural technology certificate programs) who began their studies at MSU in the fall, or began in the summer and continued in the fall, who have a fall end-term academic standing of probation. Undergraduate students are placed on academic probation if their cumulative GPA falls below 2.0.

First Returning Fall Persistence. The percentage of the entering cohort of first-time-in-any-college undergraduate and agriculture technology students who started at MSU in the summer or fall of the previous year and returned to MSU for their second fall semester.

First-Time-in-Any-College Students. Undergraduate students who have no prior postsecondary experience after high school prior to enrolling at MSU.

Acknowledgments

We extend thanks to individuals and units that contributed to the report: the Associate Provost and Associate Vice President for Faculty and Academic Staff Affairs, Interim Associate Vice President for Human Resources, Associate Provost for Undergraduate Education, The Gender and Sexuality Campus Center, Resource Center for Persons with Disabilities and University Procurement and Logistics. We especially thank Institutional Research in the Office of the Provost who provided data and organized the report.

Data Sources

- Faculty and Academic Staff Affairs
- Human Resources
- Office of the Registrar
- Resource Center for Persons with Disabilities
- Student Achievement Measure (SAM)
- University Procurement and Logistics

Credits

Michigan State University, Office for Institutional Diversity and Inclusion. 2020-21 Diversity at MSU Data Report, June 2022.

Data Presentation and Description

Institutional Research

Design and Layout

Office for Institutional Diversity and Inclusion
Institutional Research

Summary of Diversity Data

Michigan State University

Student and Workforce Data

The 2020-21 annual data report provides a fall 2020 to fall 2021, one-year comparison of student enrollment by race/ethnicity demographics, as well as a 10-year comparison of enrollment, persistence and success rates between 2010 and 2020. Workforce data is a fall 2020 to fall 2021 one-year comparison of employee demographic data by race/ethnicity, legal sex, self-identified veterans and a section on disability type. Workforce data highlights all employment categories including faculty and academic staff, tenure system faculty and support staff. The federal guidelines for collecting and reporting data on race/ethnicity became effective in 2010. Finally, the report provides a five-year comparison between FY2016-17 and FY2020-21 of supplier diversity spending.

This is the second report where the 10-year comparison will only include the 2010 updated IPEDS race/ethnicity categories where "Asian" and "Native Hawaiian or other Pacific Islander" are separated and also includes the option for selecting two or more races. While the disaggregation of data provides a more accurate index for evaluating student and workforce data demographics, more work needs to be done to better acknowledge and support the unique needs of our students and employees based on their self-identification. In addition, the report does not capture the experiences of students and employees with lesbian, gay, bisexual, transgender, intersex, queer or questioning, asexual and additional identities beyond the legal sex category, which is a current gap that is being addressed. Finally, while COVID-19 has had a disproportionate impact on women, the disabled, people of color and international students, this report is limited in its scope and is not able to conclusively identify the cause of shifts in data, including those related to societal equity and opportunity gaps.

Overall, student data shows changes in several areas. Between fall 2020 and fall 2021, the total enrollment of students of color increased by 3.2% while international student enrollment declined 9.6% (primarily among undergraduate students). First-time students entering class increased for students of color by 8% despite a decline in African American/Black students by 5%. The largest increases in first-time students were among Hawaiian/Pacific Islander at 133.3% and Asian at 18%. Additionally, 82% of all students who entered MSU in 2014 graduated within six years, compared to 73% of students of color. The number of students who registered with the RCPD with permanent disabilities increased by 3.6% with a 11% increase in the reported learning disability type.

Workforce data shows a 7.5% increase in employees reporting two or more races compared to 2020. The number of women employees in the workforce decreased 1.9% from fall 2020 to fall 2021. The number of African American/Black faculty in the tenure system increased by 3.2%, while tenured women decreased by 2.1% in fall 2020. People of color comprise 17.8% of support staff with 7.1% African American/Black, 5.9% Hispanic/Latino/a (of any race) and 3.5% Asian. Registrations of employees with permanent disabilities in RCPD increased by 3.3% from the previous year.

A total of $26.1 million was spent in FY2020-21 with diverse vendor suppliers, which was $20.7 million less than FY2019-20. Of this, 45.8% was spent with women-owned suppliers, which is a 7.2% decrease from FY2016-17. In the same five-year comparison, supplier spending with a person of color-owned businesses increased by 10.1%, while supplier spending lowered 0.7% with veteran-owned businesses.

Conclusion

Promoting diversity, equity and inclusion within higher education and at MSU requires intentional effort, sustained commitment and accountability. This report reflects who our community members are but not their experiences during such a turbulent and unprecedented academic year. MSU remains dedicated to nurturing the success of all Spartans, especially those who may have been adversely and disproportionately impacted over the past two years as faculty, staff and students continue to demonstrate their commitment to our institutional values and community standards in pursuit of inclusive excellence.

Fall 2021 | Student Overview and One-Year Change

Fall 2021 semester total enrollment includes 11,784 domestic students of color, a 3.2% increase from fall 2020. These students represent 25.9% of the domestic student population. Total international student enrollment declined 9.6% compared to fall 2020. Enrollment of women increased by 0.6%, with women making up 52.9% of all students. The fall 2021 first-time entering undergraduate class totaled 9,064 students, which includes 2,328 students of color, a historic high. Students of color represented 26.9% of the total first-time entering student population. First-time entering class African American/Black enrollment declined 5.0% from fall 2020. The number of American Indian/Alaska Native students in the fall 2021 entering class was also lower compared to the previous year. On the other hand, the 2021 entering class included more students who were Asian, Hispanic/Latino/a (of any race) and those who self-identified as two or more races compared with the previous year's entering class.

Notes on the data
*Percent for race/ethnicity categories applies to domestic students only. Percent for residency and legal sex categories applies to all students.

Total Student Enrollment*	Percent, Fall 2021	Percent Change from Fall 2020	Count, Fall 2021
African American/Black	7.5%	-3.8%	3,438
American Indian/Alaska Native	0.2%	-9.6%	113
Asian	7.8%	9.1%	3,538
Hawaiian/Pacific Islander	0.1%	0.0%	28
Hispanic/Latino/a (of any race)	6.6%	7.3%	2,985
Two or More Races	3.7%	1.2%	1,682
Total Students of Color	**25.9%**	**3.2%**	**11,784**
White	71.9%	-0.9%	32,759
Other/Unknown/No Response	2.2%	46.4%	1,010
Domestic Total	**91.7%**	**0.9%**	**45,553**
International	8.3%	-9.6%	4,106
University Total	**100.0%**	**-0.1%**	**49,659**
Men	47.1%	-0.8%	23,366
Women	52.9%	0.6%	26,293

First-Time Entering Class*	Percent, Fall 2021	Percent Change from Fall 2020	Count, Fall 2021
African American/Black	6.6%	-5.0%	571
American Indian/Alaska Native	0.2%	-17.6%	14
Asian	9.4%	18.2%	810
Hawaiian/Pacific Islander	0.1%	133.3%	7
Hispanic/Latino/a (of any race)	6.9%	14.3%	600
Two or More Races	3.8%	0.6%	326
Total Students of Color	**26.9%**	**8.0%**	**2,328**
White	68.8%	7.6%	5,944
Other/Unknown/No Response	4.3%	110.3%	368
Domestic Total	**95.3%**	**10.0%**	**8,640**
International	4.7%	13.4%	424
University Total	**100%**	**10.2%**	**9,064**
Men	46.5%	11.6%	4,212
Women	53.5%	9.0%	4,852

Fall 2021 | Student Overview and One-Year Change (continued)

Total enrollment of graduate students of color (including graduate and professional programs) was 2,305, comprising 25.1% of domestic postgraduate enrollment. The number of domestic graduate students of color increased by 3.0% in fall 2021 compared to the previous fall, even as overall domestic graduate student enrollment decreased by 1.3% and overall graduate enrollment, including both domestic and international students, decreased by 1.1%. Two more international graduate and professional students were enrolled in fall 2021 than in the previous fall (an increase of one-tenth of one percent). As of fall 2021, international students accounted for 17.0% of total graduate and professional graduate student enrollment.

Notes on the data
*Percent for race/ethnicity categories applies to domestic students only. Percent for residency and legal sex categories applies to all students.

Undergraduate Enrollment*	Percent, Fall 2021	Percent Change from Fall 2020	Count, Fall 2021
African American/Black	7.7%	-4.9%	2,802
American Indian/Alaska Native	0.2%	-10.7%	67
Asian	7.8%	9.4%	2,818
Hawaiian/Pacific Islander	0.1%	21.1%	23
Hispanic/Latino/a (of any race)	6.5%	8.6%	2,352
Two or More Races	3.9%	1.7%	1,417
Total Students of Color	**26.1%**	**3.3%**	**9,479**
White	71.7%	-0.4%	26,078
Other/Unknown/No Response	2.2%	66.4%	797
Domestic Total	**94.2%**	**1.4%**	**36,354**
International	5.8%	-16.4%	2,220
University Total	**100.0%**	**0.2%**	**38,574**
Men	48.4%	-0.3%	18,668
Women	51.6%	0.7%	19,906

Graduate and Professional Enrollment*	Percent, Fall 2021	Percent Change from Fall 2020	Count, Fall 2021
African American/Black	6.9%	1.8%	636
American Indian/Alaska Native	0.5%	-8.0%	46
Asian	7.8%	7.9%	720
Hawaiian/Pacific Islander	0.1%	-44.4%	5
Hispanic/Latino/a (of any race)	6.9%	2.6%	633
Two or More Races	2.9%	-1.5%	265
Total Students of Color	**25.1%**	**3.0%**	**2,305**
White	72.6%	-2.8%	6,681
Other/Unknown/No Response	2.3%	0.9%	213
Domestic Total	**83.0%**	**-1.3%**	**9,199**
International	17.0%	0.1%	1,886
University Total	**100.0%**	**-1.1%**	**11,085**
Men	42.4%	-2.5%	4,698
Women	57.6%	0.0%	6,387

Student Overview | 10-Year Percent Change

Among all students, the 10-year percent change for African American/Black student enrollment showed a 9.9% increase. The largest increase was among students who reported two or more races (98.6%), followed by Hispanic/Latino/a students of any race (85.9%). The number of international students enrolled at MSU, on the other hand, was 30.5% lower in fall 2021 compared with ten years previous. Among entering first-time undergraduates, 68.1% more domestic students of color enrolled in fall 2021 than in fall 2011. Over the same period, the number of entering first-time undergraduates choosing not to report their race/ethnicity increased five-fold.

Notes on the data
In fall 2020 the MSU College of Law was fully integrated into the university. Total student enrollment and graduate/professional enrollment figures for fall 2011 do not include College of Law students while they are included in fall 2021.

Total Student Enrollment	Percent Change from Fall 2011	Count, Fall 2011
African American/Black	9.9%	3,128
American Indian/Alaska Native	-36.9%	179
Asian	69.9%	2,082
Hawaiian/Pacific Islander	-3.4%	29
Hispanic/Latino/a (of any race)	85.9%	1,606
Two or More Races	98.6%	847
Total Students of Color	**49.7%**	**7,871**
White	-1.7%	33,327
Other/Unknown/No Response	18.5%	852
Domestic Total	**8.3%**	**42,050**
International	-30.5%	5,904
University Total	**3.6%**	**47,954**
Men	1.8%	22,945
Women	5.1%	25,009

First-Time Entering Class	Percent Change from Fall 2011	Count, Fall 2011
African American/Black	2.3%	558
American Indian/Alaska Native	0.0%	14
Asian	163.0%	308
Hawaiian/Pacific Islander	16.7%	6
Hispanic/Latino/a (of any race)	109.8%	286
Two or More Races	53.1%	213
Total Students of Color	**68.1%**	**1,385**
White	11.3%	5,341
Other/Unknown/No Response	404.1%	73
Domestic Total	**27.1%**	**6,799**
International	-58.6%	1,025
University Total	**15.8%**	**7,824**
Men	13.2%	3,720
Women	18.2%	4,104

Student Overview | 10-Year Percent Change (continued)

Between fall 2011 and fall 2021, the number of African American/Black undergraduates enrolled increased by 7.3%, and the number of African American/Black graduate and professional students increased by 23.3%. Among Hispanic/Latino/a students of any race, undergraduate enrollment increased 88.9% between fall 2011 and fall 2021 while graduate and professional enrollment increased 75.3%. Among Asian students, undergraduate enrollment increased 83.1% while graduate and professional enrollment increased 32.6%. The number of international students enrolled fell by 38.9% among undergraduates and 17.0% among graduate and professional students.

Notes on the data
In fall 2020 the MSU College of Law was fully integrated into the university. Total student enrollment and graduate/professional enrollment figures for fall 2011 do not include College of Law students while they are included in fall 2021.

Undergraduate Enrollment	Percent Change from Fall 2011	Count, Fall 2011
African American/Black	7.3%	2,612
American Indian/Alaska Native	-48.9%	131
Asian	83.1%	1,539
Hawaiian/Pacific Islander	-4.2%	24
Hispanic/Latino/a (of any race)	88.9%	1,245
Two or More Races	105.1%	691
Total Students of Color	**51.9%**	**6,242**
White	-0.8%	26,282
Other/Unknown/No Response	53.3%	520
Domestic Total	**10.0%**	**33,044**
International	-38.9%	3,631
University Total	**5.2%**	**36,675**
Men	3.8%	17,980
Women	6.5%	18,695

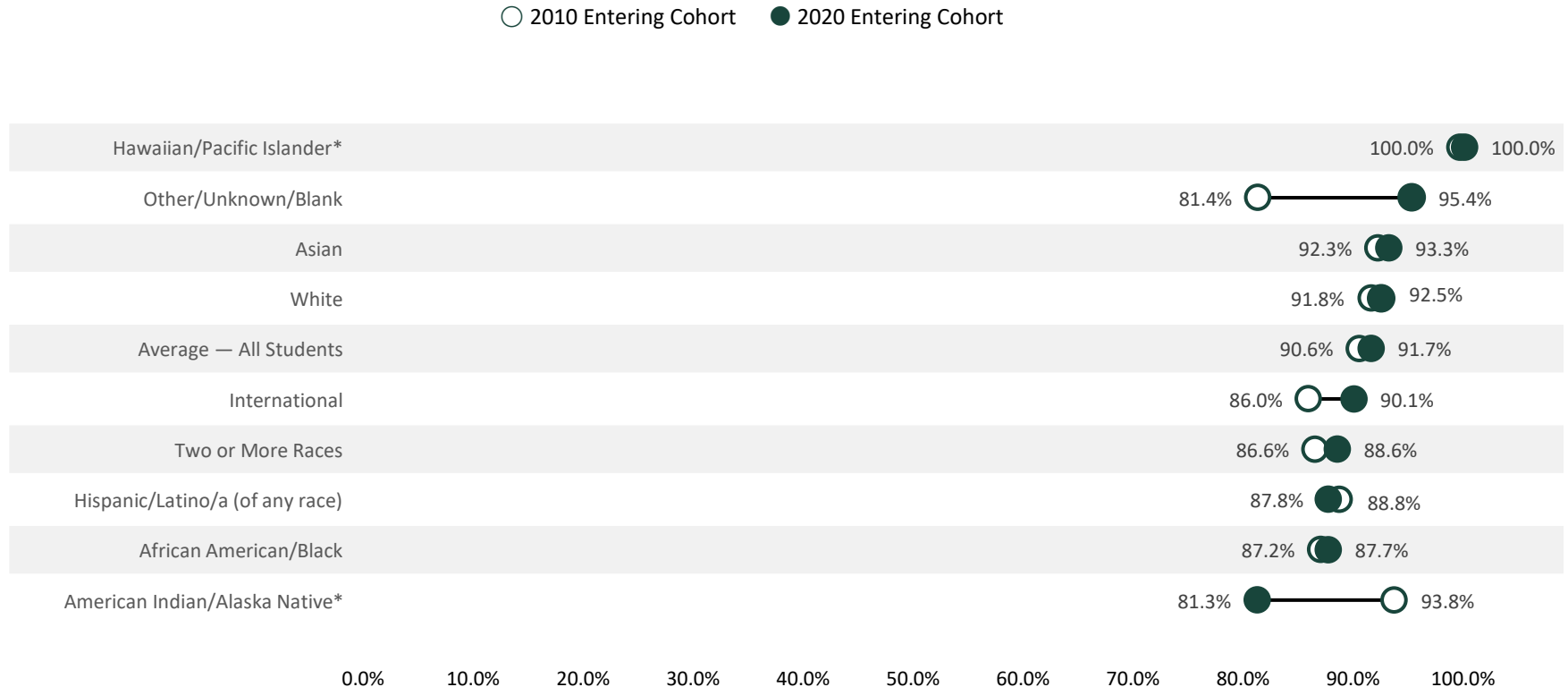| Graduate and Professional Enrollment	Percent Change from Fall 2011	Count, Fall 2011
African American/Black	23.3%	516
American Indian/Alaska Native	-4.2%	48
Asian	32.6%	543
Hawaiian/Pacific Islander	0.0%	5
Hispanic/Latino/a (of any race)	75.3%	361
Two or More Races	69.9%	156
Total Students of Color	**41.5%**	**1,629**
White	-5.2%	7,045
Other/Unknown/No Response	-35.8%	332
Domestic Total	**2.1%**	**9,006**
International	-17.0%	2,273
University Total	**-1.7%**	**11,279**
Men	-5.4%	4,965
Women	1.2%	6,314

Student Success

FIRST RETURNING FALL PERSISTENCE, 2010 VS. 2020 FIRST-TIME UNDERGRADUATE ENTERING COHORTS

The rate at which first-time undergraduate students entering MSU in 2020 returned to MSU for their first subsequent fall semester (fall 2021) was 91.7%, which is a slight increase compared with the rate for students entering in fall 2010, 90.6% of whom returned to MSU the following fall.

Persistence increased by 14.0 percentage points among students whose race/ethnicity group was reported to MSU as "other" or was not reported at all. Persistence increased by 4.1 percentage points among international students, by 2.0 percentage points among students reporting two or more races, by 1.0 point among Asian students, by 0.7 points among white students, and by 0.5 points among African American/Black students.

Rates remained steady for Hawaiian/Pacific Islander students. The persistence rate for American Indian/Alaska Native students was 12.5 points lower for the 2020 entering cohort compared to the 2010 cohort — but this change should be interpreted with great caution given the small number of individuals comprising this population. The persistence rate was also 1.0 point lower among Hispanic/Latino/a students from the 2020 entering cohort compared to those from the 2010 cohort.

*Small number of students

○ 2010 Entering Cohort   ● 2020 Entering Cohort

Category	2010	2020
Hawaiian/Pacific Islander*	100.0%	100.0%
Other/Unknown/Blank	81.4%	95.4%
Asian	92.3%	93.3%
White	91.8%	92.5%
Average — All Students	90.6%	91.7%
International	86.0%	90.1%
Two or More Races	86.6%	88.6%
Hispanic/Latino/a (of any race)	87.8%	88.8%
African American/Black	87.2%	87.7%
American Indian/Alaska Native*	81.3%	93.8%

0.0%   10.0%   20.0%   30.0%   40.0%   50.0%   60.0%   70.0%   80.0%   90.0%   100.0%
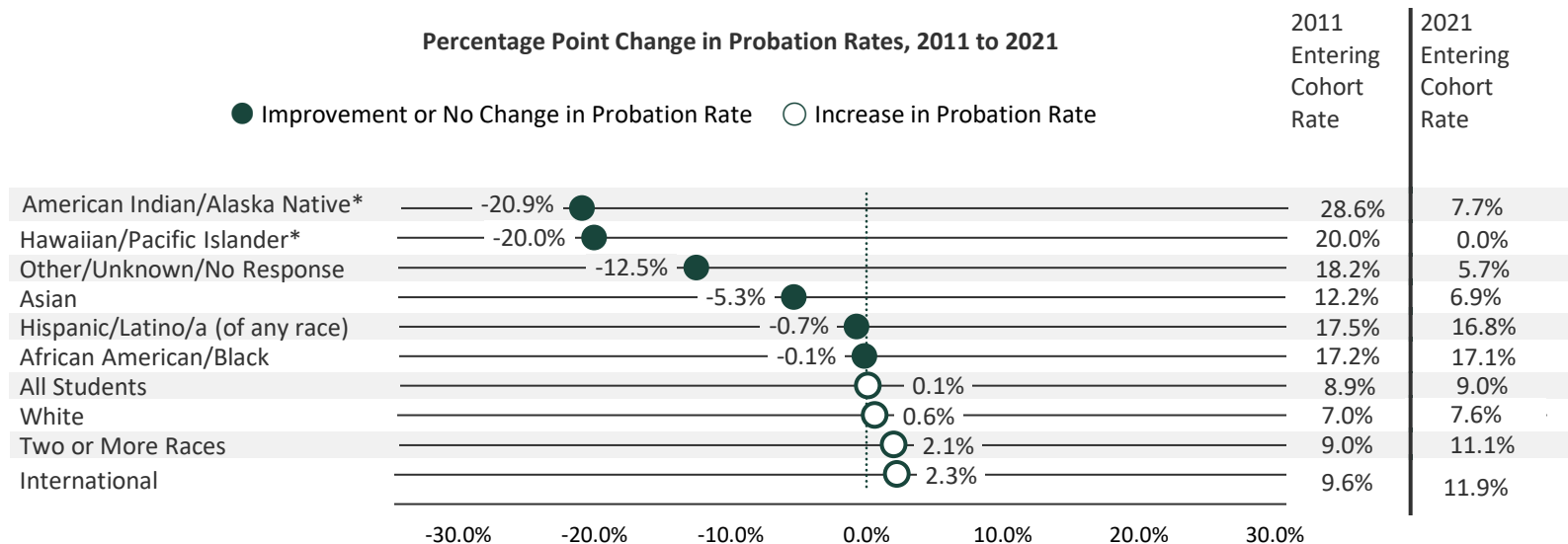
Student Success (continued)

FIRST FALL PROBATION RATES, 2011 VS. 2021 FIRST-TIME UNDERGRADUATE ENTERING COHORTS

Undergraduate students are placed on academic probation if their cumulative grade point average or GPA falls below 2.0. According to the Office of the Registrar, "the term 'probation' is the functional equivalent of an academic warning." (More information on undergraduate academic standing can be found on the registrar's ASUS web page.)

The overall first fall probation rate for first-time undergraduates was one-tenth of one percent higher at the close of fall 2021 compared to fall 2011. Compared to 2011 rates, 2021 probation rates were lower (a good thing) among students in the following race/ethnicity groups: American Indian/Alaska Native (20.9 percentage point decrease, though data should be interpreted with caution due to the small number of students); Hawaiian/Pacific Islander (20.0 point decrease, though data should be interpreted with caution due to the small number of students); students who did not report race/ethnicity data to MSU (12.5 percentage point decrease); Asian students (5.3 point decrease); Hispanic/Latino/a students (0.7% decrease); and African American/Black students (0.1% decrease). 2021 probation rates were higher than they were in 2011 for white students (0.6 point increase), students of two or more races (2.1 point increase), and international students (2.3 point increase).

Gaps among several groups were narrowed over the last decade. However, probation rates among students who were African American/Black, Hispanic/Latino/a, of two or more races, or international were higher than the average for all students in 2011 and were still higher than the average in 2021, while probation rates among white students and Asian students were lower than the average in both 2011 and 2021.

*Small number of students

Percentage Point Change in Probation Rates, 2011 to 2021

● Improvement or No Change in Probation Rate   ○ Increase in Probation Rate

	Percentage Point Change	2011 Entering Cohort Rate	2021 Entering Cohort Rate
American Indian/Alaska Native*	-20.9%	28.6%	7.7%
Hawaiian/Pacific Islander*	-20.0%	20.0%	0.0%
Other/Unknown/No Response	-12.5%	18.2%	5.7%
Asian	-5.3%	12.2%	6.9%
Hispanic/Latino/a (of any race)	-0.7%	17.5%	16.8%
African American/Black	-0.1%	17.2%	17.1%
All Students	0.1%	8.9%	9.0%
White	0.6%	7.0%	7.6%
Two or More Races	2.1%	9.0%	11.1%
International	2.3%	9.6%	11.9%

-30.0% -20.0% -10.0% 0.0% 10.0% 20.0% 30.0%
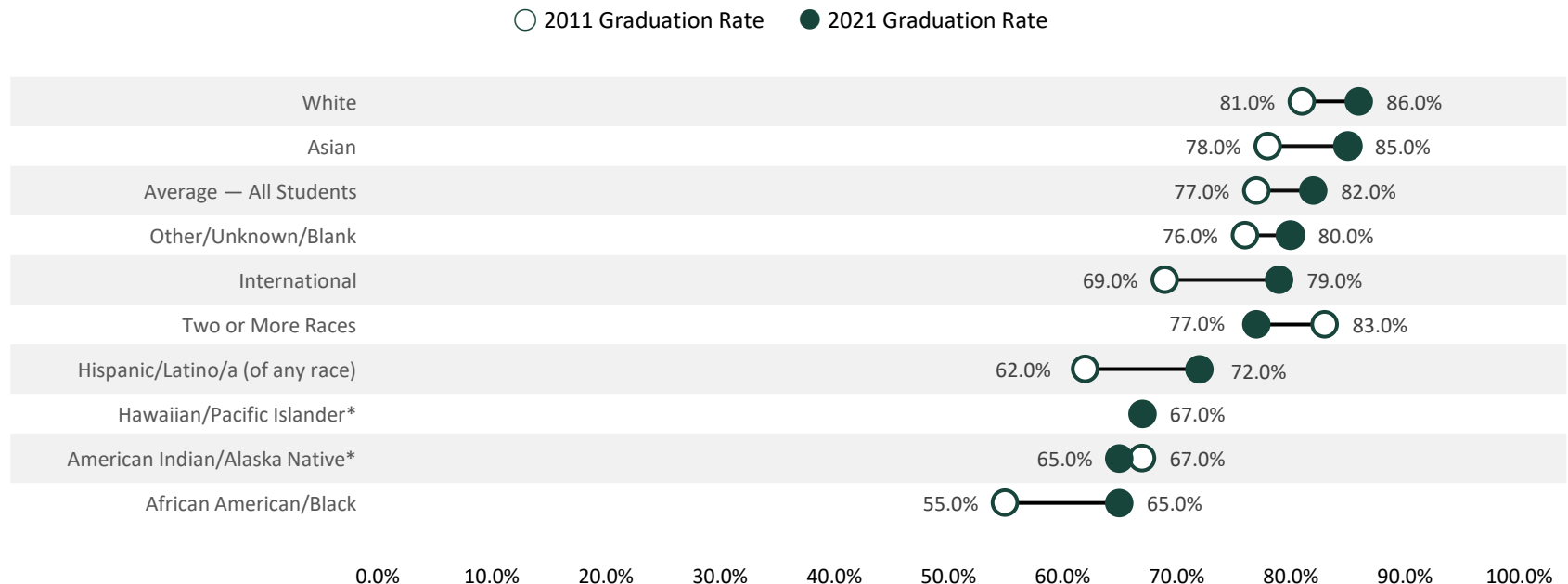
Student Success (continued)

SIX-YEAR GRADUATION RATE, 2011 VS. 2021 FULL-TIME, FIRST-TIME UNDERGRADUATES

The 2021 six-year graduation rate (2015 entering cohort) of 82% is a 5 percentage point increase from the 2011 (2005 entering cohort) rate of 77% and is a record high. The graduation rate also increased for all race/ethnicity groups except for students of two or more races (6 percentage point decrease) and American Indian/Alaska Native students (decrease of 2 percentage points — but note that there is a very small number of students in this group). Graduation rates for African American/Black students, Hispanic/Latino/a students of any race, and international students all increased by 10 percentage points between 2011 and 2021. Rates improved by 7 points among Asian students, by 5 points among white students, and by 4 points among students who did not report their race/ethnicity to MSU. However, even after these increases, as of 2021 graduation rates among all race/ethnicity groups other than Asian and white students remained below the average for all students.

Notes on the data
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, so, for consistency, the comparison is made between 2011 and 2021 for all groups. The 2011 six-year graduation rate reflects students entering in 2005 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 care.

*Small number of students

○ 2011 Graduation Rate   ● 2021 Graduation Rate

White	81.0% ○—● 86.0%
Asian	78.0% ○—● 85.0%
Average — All Students	77.0% ○—● 82.0%
Other/Unknown/Blank	76.0% ○—● 80.0%
International	69.0% ○—● 79.0%
Two or More Races	77.0% ●—○ 83.0%
Hispanic/Latino/a (of any race)	62.0% ○—● 72.0%
Hawaiian/Pacific Islander*	● 67.0%
American Indian/Alaska Native*	65.0% ●○ 67.0%
African American/Black	55.0% ○—● 65.0%

0.0% 10.0% 20.0% 30.0% 40.0% 50.0% 60.0% 70.0% 80.0% 90.0% 100.0%

Student Success (continued)

TIME-TO-DEGREE, 2011-12 VS. 2020-21 FIRST-TIME UNDERGRADUATES, GRADUATING COHORTS

The average time-to-degree (TTD) for all students for the 2020-21 graduating cohort was 4.03 calendar years, approximately 3 months faster than for the 2011-12 cohort average of 4.27 years.

Among race/ethnicity groups, the largest improvement in TTD over this period was among American Indian/Alaska Native students. On average, students in this group from the 2019-20 graduating cohort completed their degrees 1.32 calendar years (about one year and four months) faster than students in the same group from the 2011-12 graduating cohort. Among groups with at least 30 graduates, the greatest improvement in TTD was among Hispanic/Latino/a students of any race (0.62 years, equivalent to about seven months or nearly two semesters), followed by African American/Black students (0.48 years, equivalent to nearly six months) and Asian students (0.43 years, equivalent to about five months). White students and students of two or more races from the 2020-21 graduating cohort completed their degrees on average about three months faster than 2011-12 graduates from these groups.

Despite these improvements, among the 2020-21 graduating cohort African American/Black students still took on average nearly nine months longer to graduate than the average for all students, and Hispanic/Latino/a students of any race took about three months longer to graduate than the average for all students.

Notes on the data
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, so for consistency, the comparison is made between 2011-12 and 2020-21 for all groups. The amount of time considered to complete a four-year degree is 3.7 calendar years. (A typical four-year degree program involves starting in a fall term and ending in a spring term, which adds up to fewer than four full calendar years.)

*Small number of students
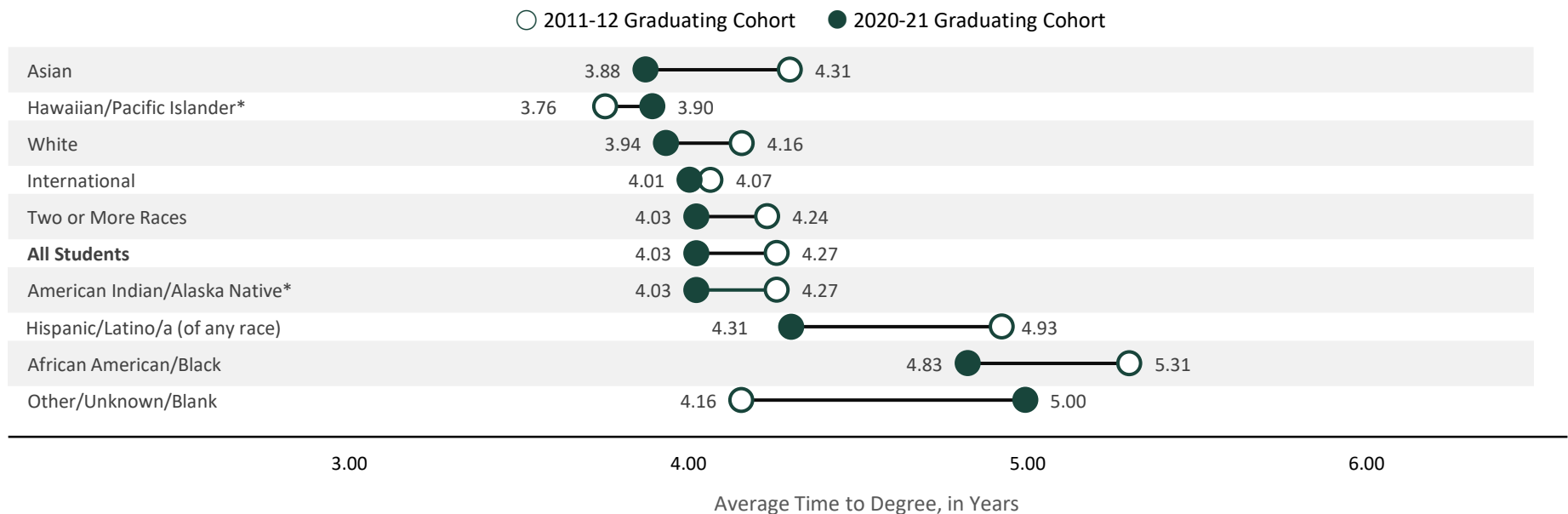
Student Success (continued)

SIX-YEAR STUDENT OUTCOMES, 2014 ENTERING CLASS

According to the Student Achievement Measure (SAM) initiative, 82% of all first-time-in-any-college students who entered MSU in 2014 graduated from MSU within six years compared to 73% of students of color.

Six years after entering MSU, 2% of all students and 3% of students of color remained enrolled at MSU, 5% of all students and 5% of students of color had graduated from another institution, and 2% of all students and 4% of students of color were enrolled at another institution.
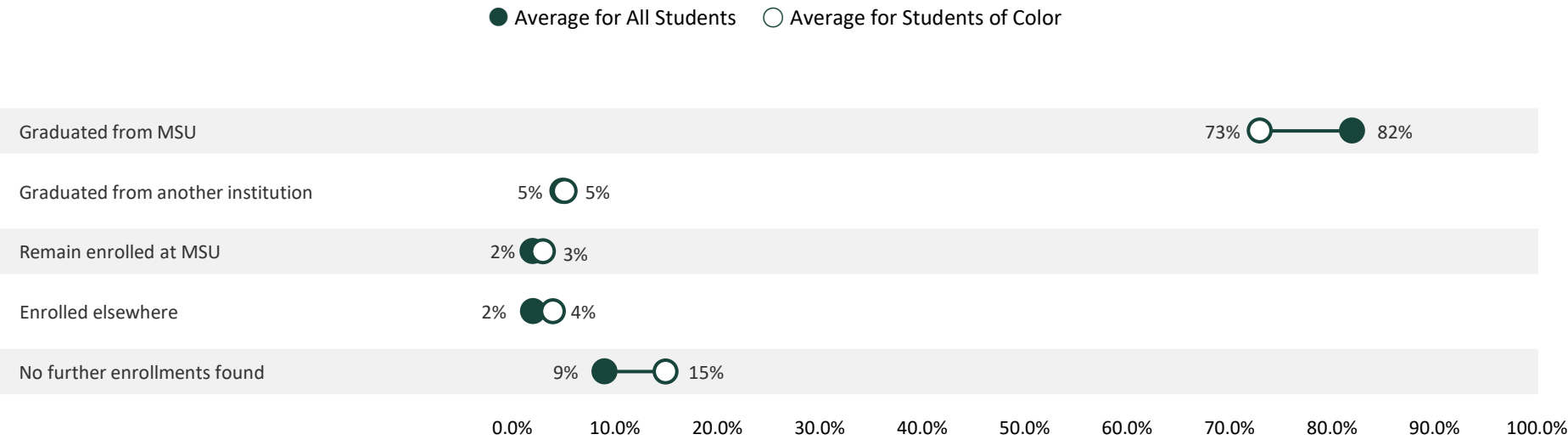
Six years after entering MSU, 15% of students of color had not graduated from MSU or another institution, nor could researchers confirm they were enrolled at any institution of higher education. In contrast, the rate among the overall student body was 9%.

Notes on the data
SAM is an initiative supported by numerous higher education coalitions, foundations and data systems with data on over 600 institutions of higher education. SAM tracks students across postsecondary institutions, thus helping to create a more complete picture of undergraduate student outcomes even as students transition between institutions.

As of the time this report was released, information on the 2014 first-time, full-time undergraduate entering cohort was the most recent data available through SAM.

Further information is available on the SAM website.

● Average for All Students ○ Average for Students of Color

Category	All Students	Students of Color
Graduated from MSU	82%	73%
Graduated from another institution	5%	5%
Remain enrolled at MSU	2%	3%
Enrolled elsewhere	2%	4%
No further enrollments found	9%	15%

Faculty and Staff

EMPLOYEE DIVERSITY, 2020-21: ALL EMPLOYEES; SUPPORT STAFF

The total number of employees at MSU decreased by 1.8%; the number of male employees decreased by 1.7% while the number of female employees decreased by 1.8%. Despite this overall decrease, the number of MSU employees of color increased by 1.8% from fall 2020 to fall 2021, and the number of employees reporting two or more races increased by 7.5%. The number of employees who are veterans made up 1.6% of all MSU employees in fall 2021, and the overall number of veterans declined 5.6% compared to fall 2020. People of color comprise 17.8% of support staff, with 7.1% being African American/Black, 5.9% Hispanic/Latino/a (of any race), and 3.5% Asian.

Notes on the data

*There are no separate counts for international employees, as they are counted under the race/ethnicity categories by which they identify. Unknown or not reported is not an option. The data does not include graduate assistants, student employees or temporary/on-call staff.

**Does not include data on those who selected neither of the legal sex categories.

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

All Employees*	Percent, Fall 2021		Percent Change from Fall 2020		Count, Fall 2021
African American/Black		6.9%		3.9%	886
American Indian/Alaska Native		0.5%		8.8%	62
Asian		8.8%		-0.2%	1,123
Hawaiian/Pacific Islander		0.1%		-6.3%	15
Hispanic/Latino/a (of any race)		5.6%		1.4%	716
Two or More Races		0.8%		7.5%	100
Total Employees of Color		**22.7%**		**1.8%**	**2,902**
White		77.3%		-2.8%	9,885
University Total				**-1.8%**	**12,787**
Men**		45.4%		-1.7%	5,803
Women**		54.6%		-1.9%	6,984
Veteran***		1.6%		-5.6%	201

Support Staff*	Percent, Fall 2021		Percent Change from Fall 2020		Count, Fall 2021
African American/Black		7.1%		1.6%	503
American Indian/Alaska Native		0.5%		13.8%	33
Asian		3.5%		-0.4%	249
Hawaiian/Pacific Islander		0.1%		25.0%	5
Hispanic/Latino/a (of any race)		5.9%		-0.2%	421
Two or More Races		0.7%		3.9%	53
Total Support Staff of Color		**17.8%**		**1.0%**	**1,264**
White		82.2%		-2.9%	5,851
University Total				**-2.2%**	**7,115**
Men**		39.6%		-1.5%	2,815
Women**		60.4%		-2.6%	4,300

Faculty and Staff (continued)

EMPLOYEE DIVERSITY, 2020-21: FACULTY AND ACADEMIC STAFF; TENURE SYSTEM FACULTY

While the overall number of faculty and academic staff decreased by 1.3% from fall 2020 to fall 2021, the number of African American/Black faculty and academic staff increased by 7%. There were also increases in the number of faculty and academic staff who were Hispanic/Latino/a (3.9% increase), American Indian/Alaska Native (3.6%), and two or more races (11.9%).

The overall number of tenure system faculty decreased by 3.1% from fall 2020 to fall 2021. However, the number of tenure system faculty who were African American/Black increased by 3.2%, and the number of Asian tenure system faculty increased by 0.9%.

Notes on the data
*There are no separate counts for international employees as they are counted under the race/ethnicity categories by which they identify. Unknown or not reported is not an option. The data does not include graduate assistants, student employees or temporary/on-call staff.
**Does not include data on those who selected neither of the legal sex categories.

Faculty and Academic Staff*	Percent, Fall 2021	Percent Change from Fall 2020	Count, Fall 2021
African American/Black	6.8%	7.0%	383
American Indian/Alaska Native	0.5%	3.6%	29
Asian	15.4%	-0.1%	874
Hawaiian/Pacific Islander	0.2%	-16.7%	10
Hispanic/Latino/a (of any race)	5.2%	3.9%	295
Two or More Races	0.8%	11.9%	47
Total Faculty and Academic Staff of Color	**28.9%**	**2.4%**	**1,638**
White	71.1%	-2.7%	4,034
University Total		**-1.3%**	**5,672**
Men**	52.7%	-1.9%	2,988
Women**	47.3%	-0.6%	2,684

Tenure System*	Percent, Fall 2021	Percent Change from Fall 2020	Count, Fall 2021
African American/Black	5.1%	3.2%	98
American Indian/Alaska Native	0.7%	0.0%	13
Asian	18.0%	0.9%	349
Hawaiian/Pacific Islander	0.3%	0.0%	5
Hispanic/Latino/a (of any race)	5.5%	0.0%	106
Two or More Races	0.5%	0.0%	10
Total Tenure System Employees of Color	**30.0%**	**1.0%**	**581**
White	70.0%	-4.7%	1,354
University Total		**-3.1%**	**1,935**
Men**	61.8%	-3.6%	1,196
Women**	38.2%	-2.1%	739

Disability

TYPES OF DISABILITY BY MAJOR CHARACTERISTIC AND ONE-YEAR PERCENT CHANGE

In the 2020-21 reporting year, various types of permanent disabilities were represented throughout campus with learning and psychiatric disabilities being the most frequently registered with the Resource Center for Persons with Disabilities, or RCPD, among students, and mobility-related and chronic health disabilities being the most frequently registered among employees.

RCPD served 2,778 students with permanent disabilities between May 2020 and May 2021. This is a 3.6% increase from the previous year. Additionally, 346 employees with active permanent disabilities registered with RCPD over the same period, which represents a 3.3% increase from the previous year.
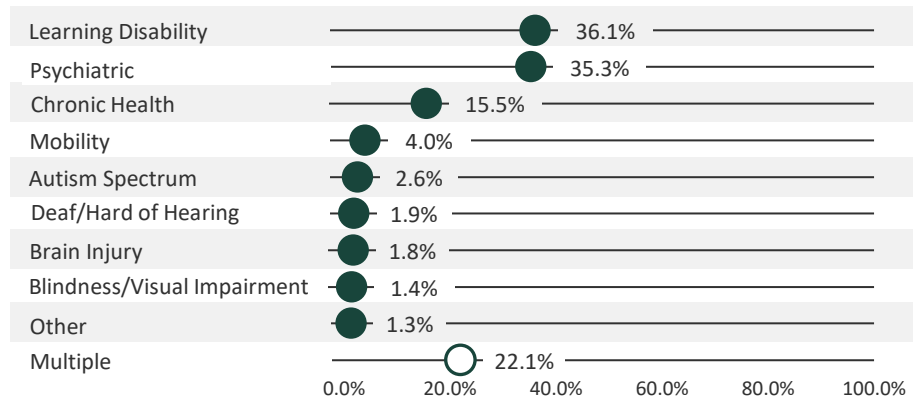
Notes on the data
Statics presented in this report represent only individuals with permanent disabilities who voluntarily registered as such with RCPD. To preserve confidentiality given the very small number of individuals reporting certain types of disabilities, breakouts by disability type are presented in this report only as percentages of the total.

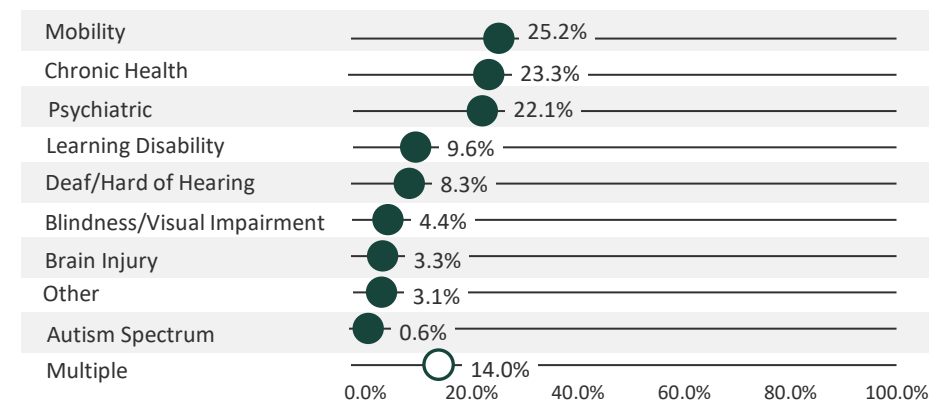○ Indicates more than one disability.

Disability by type

Students
Among students, the most frequently reported disabilities in the 2020-21 reporting year were learning disabilities (36.1%), psychiatric disabilities (35.3%) and chronic health disabilities (15.5%). Together, these three categories accounted for 86.9% of all disabilities registered with RCPD. 22.1% of registrants reported multiple disabilities.

Employees
For employees in the 2020-21 reporting year, mobility disabilities (25.2%), chronic health disabilities (23.3%) and psychiatric disabilities (22.1%) account for more than 70% of all disabilities registered with RCPD. 14.0% of registrants reported multiple disabilities.

Students	
Learning Disability	36.1%
Psychiatric	35.3%
Chronic Health	15.5%
Mobility	4.0%
Autism Spectrum	2.6%
Deaf/Hard of Hearing	1.9%
Brain Injury	1.8%
Blindness/Visual Impairment	1.4%
Other	1.3%
Multiple	22.1%

Employees	
Mobility	25.2%
Chronic Health	23.3%
Psychiatric	22.1%
Learning Disability	9.6%
Deaf/Hard of Hearing	8.3%
Blindness/Visual Impairment	4.4%
Brain Injury	3.3%
Other	3.1%
Autism Spectrum	0.6%
Multiple	14.0%

Disability (continued)

## One-Year Percent Change in Type of Disability Reported

Notes on the data

Statistics presented in this report represent only individuals with permanent disabilities who voluntarily registered with RCPD. To preserve confidentiality given the very small number of individuals reporting certain types of disabilities, breakouts by disability type are presented in this report only as percentages of the total.

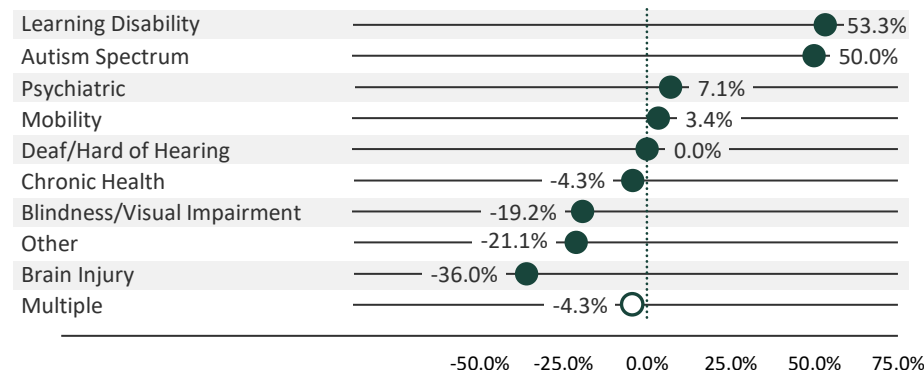○ Indicates more than one disability.

Students

Students reported a higher number of learning, autism spectrum, chronic health, and psychiatric disabilities to RCPD in 2020-21 compared to the previous year, while fewer reported brain injuries, mobility-related disabilities, blindness/visual impairment, deafness/hard of hearing, and other types of disabilities.
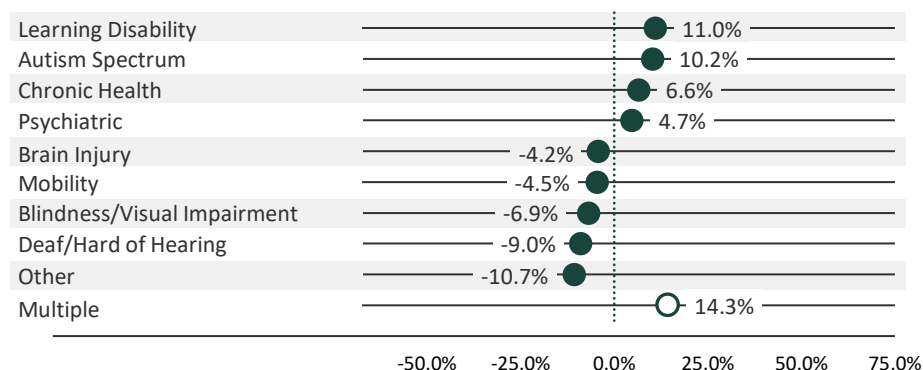
Employees

Employees registered a higher number of learning, autism spectrum, psychiatric, and mobility-related disabilities to RCPD in 2020-21 compared to the previous year, while the number of employees reporting deafness/hardness of hearing remained constant and the number reporting blindness, brain injury, and other types of disabilities decreased.

Students	
Learning Disability	11.0%
Autism Spectrum	10.2%
Chronic Health	6.6%
Psychiatric	4.7%
Brain Injury	-4.2%
Mobility	-4.5%
Blindness/Visual Impairment	-6.9%
Deaf/Hard of Hearing	-9.0%
Other	-10.7%
Multiple	14.3%

Employees	
Learning Disability	53.3%
Autism Spectrum	50.0%
Psychiatric	7.1%
Mobility	3.4%
Deaf/Hard of Hearing	0.0%
Chronic Health	-4.3%
Blindness/Visual Impairment	-19.2%
Other	-21.1%
Brain Injury	-36.0%
Multiple	-4.3%

MAXIMIZING ABILITY AND OPPORTUNITY FOR THE MSU COMMUNITY

New Registrations (permanent disabilities)

In the 2020-21 reporting year, 703 new students registered with RCPD at the New Student Orientation (NSO) and through ongoing self-identification activities. There were 45 new employee registrations for a net increase of 11 employees compared with the previous year after accounting for retirements and separations.

Services Provided

In terms of specific services provided, in the 2020-21 reporting year RCPD provided more than 2,111 hours of course-related interpreting/real-time writing for deaf students, which was lower than usual due to pandemic-mandated remote classes, increased use of auto captioning and central IT efforts to caption videos. RCPD delivered 3,010 books/course packs/other course materials in alternative formats to students with print-related disabilities.

Number of Contacts (direct service and consultation)

In 2019-20, over 138,777 student contacts and 2,872 employee contacts took place.

Contact Hours

In the 2020-21 reporting year, RCPD recorded 14,721.0 service hours with students and 617.4 hours with employees.

Supplier Diversity

Notes on the data
- Person-of-color-owned businesses include federally designated small disadvantaged businesses or 8(a) businesses.
- Veteran-owned businesses include those owned by disabled veterans.
- The Historically Underutilized Business Zones or HUBZone 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, FY2016-17 VS. FY2020-21

Nearly $26.1 million was spent in FY2020-21 with diverse suppliers. Without adjusting for inflation, this is 42.1% less than was spent in FY2016-17. In FY2016-17, over half of the diversity spend went to women-owned businesses, while just over a third went to person-of-color-owned businesses. In FY2020-21, these proportions evened out with 45.8% going to businesses owned by women and 44.5% going to businesses owned by persons of color.
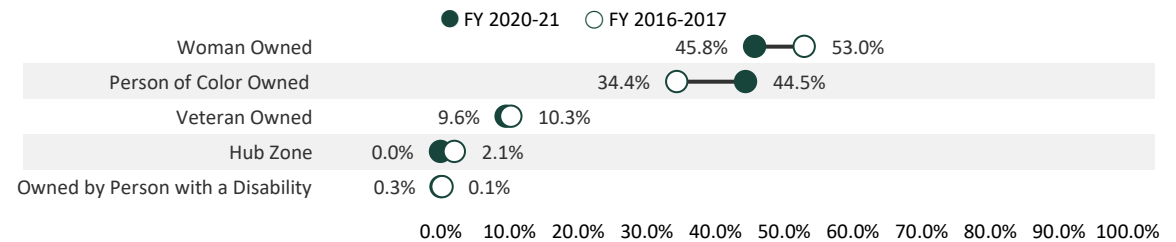

NON-INFLATION ADJUSTED PERCENT CHANGE IN DIVERSE SUPPLIER SPENDING, FY2016-17 VS. FY2020-21

Total non-inflation adjusted spending with diverse suppliers was 42.1% lower in FY2020-21 compared to FY2016-17. Spending decreased in all categories. Compared to five years previously, the dollar amount going to person-of-color-owned businesses decreased by 25.1%; to veteran-owned businesses, by 45.7%; to woman-owned businesses, by 50.0%; to businesses owned by persons with disabilities, by 69.1%; and no purchases were made from HubZone businesses.
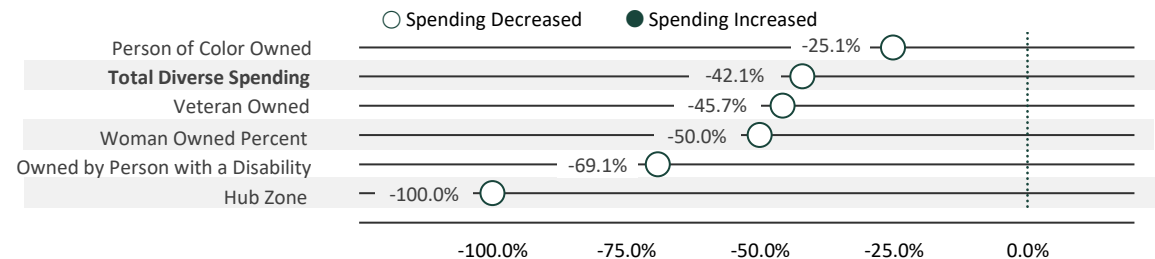
AVERAGE DIVERSE SUPPLIER PAYMENT, FY2020-21

The average amount paid to diverse suppliers was $4,223. The average amount paid to suppliers owned by a person with a disability was $7,570, though there were very few suppliers in this group. Average payments to person-of-color-owned businesses and veteran-owned businesses ranged up to more than $1,500 above the overall average, while the average payment to women-owned businesses was about $1,000 lower than the overall average payment.
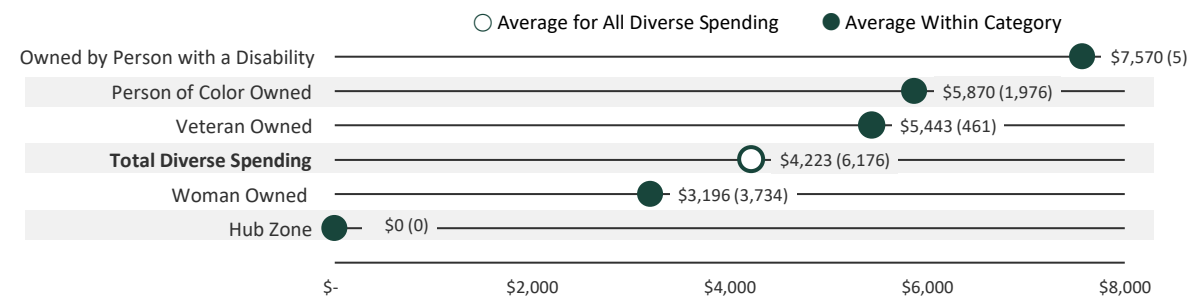
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