DIVERSITY, EQUITY AND INCLUSION REPORT

ACADEMIC YEAR
2022-23

Office for Institutional
Diversity and Inclusion
MICHIGAN STATE UNIVERSITY

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International Engagement in Mexico is one of the [largest and most diverse study abroad programs](#) at MSU and is housed in Migrant Student Services. PHOTO COURTESY OF TERRANCE LINDSEY.

Cover image features dancer Jamie John of the Grand Traverse Band of Chippewa Indians in a jingle style dress. PHOTOGRAPH BY DANE ROBISON.

MSU OFFICE FOR INSTITUTIONAL DIVERSITY AND INCLUSION

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.

Land acknowledgment provided by the American Indian and Indigenous Studies program.

STAFF

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

Audrey Bentley, Senior Outreach Coordinator

Evette Chavez, Fiscal and Human Resources Officer

Terrence L. Frazier, Ph.D., Special Assistant to the Vice President and Chief Diversity Officer

Lisa Fuentes, Staff Assistant

Vanessa Holmes, Ph.D., Multicultural Development Manager

Deborah J. Johnson, Ph.D., Director of the Diversity Research Network

Lynn Lammers, Artistic Coordinator for the Transforming Theatre Ensemble

Shondra L. Marshall, Ph.D., Assistant Director of the Diversity Research Network

Henry Mochida, Diversity, Equity and Inclusion Communications Manager

Matthew J. Olovson, J.D., Director of Equity and Compliance

Jade Richards, Dialogues Coordinator

Mina Shin, Ph.D., DEI Learning Development Specialist

Patricia L. Stewart, Ph.D., Director of Education and Development Programs

Sam Watson, Executive Assistant to the Vice President and Chief Diversity Officer

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

NOW IN YEAR ONE OF Michigan State University's implementation of diversity, equity and inclusion priorities, I am pleased to share several significant updates captured in this report.

In spring 2022, the Office for Institutional Diversity and Inclusion, or IDI, convened the Diversity, Equity and Inclusion, or DEI Strategic Theme Subcommittee of the university Strategic Planning Implementation Steering Committee to support the execution and overall success of key institutional DEI priorities. The subcommittee is comprised of senior leaders who have oversight of key functional areas on campus.

Over the 2022-23 academic year, colleagues across campus delved into the **DEI Steering Committee Report and Plan** with subcommittee members, establishing and engaging more than one dozen action planning teams to evaluate and plan for the prioritized implementation of over 200 recommendations.

The Office for Institutional Diversity and Inclusion is tracking these efforts and is pleased to report that dozens of action items have been implemented or are in progress during the 2022-23 academic year. Examples include bolstering employee hiring practices and how we communicate on campus, and supporting a world-class academic environment that incorporates DEI in teaching, retention and success.

In the coming academic year, IDI will work to identify resource needs to support the delivery and expansion of these efforts.

Thank you for your interest and partnership in this work, as well as your commitment to helping Michigan State University live its DEI values.

Sincerely,

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

INTRODUCTION DEI Strategic Plan Implementation

"It is our collective goal…to eliminate our graduation gaps, to improve our diversity, equity and inclusion, and to ensure that we're fostering a community of safety, of inclusion and of care."

Interim President Teresa K. Woodruff, Ph.D.

DEI STRATEGIC PLAN IMPLEMENTATION STEERING COMMITTEE

Ann E. Austin, Ph.D., Interim Associate Provost and Associate Vice President for Faculty and Academic Staff Affairs

Norman J. Beauchamp Jr., M.D., MHS, Executive Vice President for Health Sciences

Dan Bollman, Vice President for Strategic Infrastructure Planning and Facilities

Christina K. Brogdon, Vice President and Chief Human Resources Officer

Kwesi C. Brookins, Ph.D., Associate Provost for University Outreach and Engagement

Lisa A. Frace, Senior Vice President and Chief Financial Officer and Treasurer

Douglas Gage, Ph.D., Vice President for Research and Innovation

Vennie G. Gore, Senior Vice President for Student Life and Engagement

Emily G. Guerrant., Vice President for Media and Public Information and University Spokesperson

Sarah Harebo, Interim Associate Vice President for Civil Rights and Title IX

Thomas D. Jeitschko, Ph.D., Interim Provost and Executive Vice President for Academic Affairs

Marlon C. Lynch, Vice President for Public Safety and Chief of Police

Kim Tobin, Vice President for University Advancement

Estrella Torrez, Ph.D., Associate Professor, Residential College in the Arts and Humanities

Quentin Tyler, Ph.D., Associate Dean for Diversity, Equity and Inclusion, College of Agriculture and Natural Resources, and Director, MSU Extension

Melissa Woo, Ph.D., Executive Vice President for Administration and Chief Information Officer

Kathleen M. Wilbur, Ph.D., Senior Vice President for Government Relations

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THE IMPLEMENTATION PROCESS entailed aligning over 200 action items from the DEI Report and Plan with the [MSU 2030: Empowering Excellence, Advancing Equity and Expanding Impact](#) university strategic plan's DEI objectives. Each recommendation was then assigned to the appropriate sponsor and their action planning team(s) to discuss feasibility and prioritization, along with metrics, accountability measures and funding considerations. In addition, the DEI Strategic Theme Subcommittee met regularly and provided updates to the Board of Trustees and broader campus community.

ACTION PLANNING TEAMS:

Academic Affairs
(Office of the Provost)

Faculty and Academic Staff Affairs

Human Resources

Infrastructure Planning and Facilities

MSU Department of Police and Public Safety

MSU Extension

Office for Civil Rights and Title IX Education and Compliance

Office of Health Sciences

Office of Research and Innovation

Student Life & Engagement

University Advancement

University Communications

This year's annual DEI report builds upon last year's report by capturing the achievements of a dozen action planning teams and aligning them with the four strategic goals from the DEI Steering Committee Report and Plan, which continues to serve as a roadmap and the structure for this report.

DEI REPORT AND PLAN STRATEGIC GOALS:

- Increase Diversity
- Ensure Equity
- Promote Inclusion
- Enhance Outreach and Engagement

DEI STRATEGIC PLAN IMPLEMENTATION

DEI SCORECARD

In 2022-23, 270 diversity, equity and inclusion actions items were tracked with 24 recommendations completed, representing 9% of all actions. Most action items are in progress, making up 111 or 41% of all action items being advanced across campus. In addition, 60 action items (22%) are being evaluated for identifying resources and 75 (28%) are not started.

Of all the actions being tracked, 128 (47%) are focused on increasing diversity, 44 (16%) on ensuring equity, 60 (22%) on promoting inclusion and 38 (14%) on enhancing outreach and engagement. Additionally, of all the strategic goals, increase diversity and promote inclusion have the most items in progress, with 54 (20%) and 23 (8.5%) of actions respectively.

STATUS KEY:

Implemented – Action completed.
In Progress – Action initiated.
Evaluating – Identifying resources.
Not Started – Action not initiated.

IMPLEMENTED	IN PROGRESS	EVALUATING	NOT STARTED
24	111	60	75

"With action items backed by senior leaders and aligned with the university strategic plan, MSU is positioned to advance systems-change efforts and further foster inclusive excellence across campus."

Terrence L. Frazier, Ph.D., special assistant to vice president and chief diversity officer

In efforts to track action items, the Office for Institutional Diversity and Inclusion is developing a DEI scorecard to assess the progress of the MSU 2030 DEI pillar strategic objectives. Accordingly, the DEI report's four strategic goals are cross listed with the pillar objectives in the alignment table below.

The following sections highlight efforts from IDI and continue with achievement from each action planning team, as well as additional spotlights on campus achievements.

ALIGNMENT OF DEI PILLAR STRATEGIC OBJECTIVES WITH DEI STRATEGIC PLAN GOALS		
GOAL	*Become a national leader in increasing diversity, promoting inclusion, ensuring equity and eliminating disparities on our campus and beyond*	*Alignment with DEI Report and Plan Strategic Goal(s)*
OBJECTIVE 1	Recruit and support the success of a more diverse student body: Recruit, retain, and graduate a diverse student body and eliminate disparities in MSU's graduation rates	**STRATEGIC GOAL ONE:** Increase Diversity **STRATEGIC GOAL TWO:** Ensure Equity **STRATEGIC GOAL THREE:** Promote Inclusion
OBJECTIVE 2	Dramatically increase MSU faculty who make significant contributions to advancing social justice and ethics, ensuring equity, addressing disparities and empowering communities through scholarship and engaged research	**STRATEGIC GOAL ONE:** Increase Diversity **STRATEGIC GOAL TWO:** Ensure Equity **STRATEGIC GOAL FOUR:** Enhance Outreach and Engagement
OBJECTIVE 3	Recruit, retain and expand career development for staff from diverse backgrounds	**STRATEGIC GOAL ONE:** Increase Diversity **STRATEGIC GOAL TWO:** Ensure Equity **STRATEGIC GOAL THREE:** Promote Inclusion
OBJECTIVE 4	Provide a world-class academic environment that integrates DEI in teaching, research and service	**STRATEGIC GOAL TWO:** Ensure Equity **STRATEGIC GOAL THREE:** Promote Inclusion
OBJECTIVE 5	Increase proactive engagement with historically underrepresented and underserved communities on partnerships informed by shared goal and mutual learning	**STRATEGIC GOAL TWO:** Ensure Equity **STRATEGIC GOAL THREE:** Promote Inclusion **STRATEGIC GOAL FOUR:** Enhance Outreach and Engagement
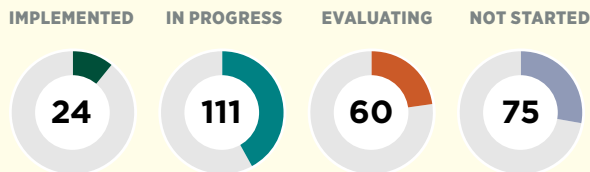
OFFICE FOR INSTITUTIONAL DIVERSITY AND INCLUSION

OFFICE FOR INSTITUTIONAL DIVERSITY AND INCLUSION

Office for Institutional Diversity and Inclusion experiences growth with greater capacity in 2022-23. Following increasing demands as a major administrative unit, the office made needed expansions to support various functions, including DEI Foundations – the mandatory educational module for students and employees – and the Diversity Research Network, among others.

The office filled the director of equity and compliance role and is now better equipped to guide the campus in eliminating bias in hiring to ensure diverse pools of highly qualified candidates. This report highlights these and other efforts in the following pages.

NEW IDI TEAM MEMBERS

In fall 2022, **Vanessa Holmes, Ph.D.,** joined IDI as the multicultural development manager. She brings more than 15 years of experience as a postsecondary professional. During this time, Holmes worked as a professor, dean, and diversity, equity and inclusion curricular specialist at historically Black colleges and universities, community colleges and predominantly white institutions.

Also in fall, IDI welcomed **Mina Shin, Ph.D.,** as the DEI Learning Development Specialist. As a member of the education team, she develops and implements institutional-level DEI Foundation programs for the entire MSU community, including faculty, staff and students. From curriculum development to facilitation, assessment and consulting, she partners with campus constituents to create high-quality, impactful educational and training programs to support inclusive and positive culture-building at MSU.

OFFICE FOR INSTITUTIONAL DIVERSITY AND INCLUSION

"The DRN is such an impactful and important part of recruiting and supporting scholars of color at MSU, bringing excellence and diversity!"

Participant at DRN Annual Networking Reception

DRN networking reception guests at Cowles.
PHOTO COURTESY OF DEBORAH J. JOHNSON.

SPACES AND PLACES FOR DIVERSE RESEARCHERS

In January 2023, the 6th annual DRN Researcher's Workshop, the program offered the opportunity to connect with representatives of government funding agencies, including the National Science Foundation, National Institutes of Health and the National Institute of Mental Health. The Researcher's Workshop provided a panel on the development of journal special issues as a venue elevating the visibility of innovative research by faculty of color. A popular centerpiece of the workshop taking place in partnership with the Office for Research and Innovation are its consultations on grant writing by staff consultants. These offerings have contributed to an increase of 30% in participation since 2020, achieving its highest numbers this academic year.

DIVERSITY RESEARCH NETWORK INCREASES STAFF ROLES, DEEPENS INCLUSION EFFORTS

GOAL: Promote Inclusion

In 2022, the Diversity Research Network, or DRN, established an assistant director role to support the expansion of efforts and service to diverse faculty members and diversity scholars. The permanent position reflects the office's commitment to engage in higher-level activities impacting the promotion and retention of historically minoritized faculty groups and diversity scholars. Following this development, in addition to robust offerings of over a dozen programs, including research and writing workshops, networking opportunities, in-person writing spaces, and an awards program, the DRN has been able to launch more collaborative research projects, increase activities related to recruitment and retention and form deeper connections with colleges.

For the first time, DRN held an informational meeting online to aid campus faculty and other stakeholders in learning more about the network. Fifty-two participants attended the beginning of the fall 2022 semester. In October, DRN hosted its annual **networking reception at Cowles**, where more than 65 attendees signed up to participate. The event provides a time for scholars to connect with a community of researchers and resources at MSU.

OFFICE FOR INSTITUTIONAL DIVERSITY AND INCLUSION

DEI FOUNDATIONS ONLINE TRAINING BEING REVAMPED FOR FALL 2023

GOAL: Promote Inclusion

MSU's DEI Foundations, mandated in 2020 following student demands, is an online introductory education program for the entire MSU community, including faculty, staff and students. Following extensive review and community feedback, IDI embarked on redesigning the program to be more reflective of Michigan State's diverse communities. In September 2022, Dr. Mina Shin joined the office as the DEI learning development specialist. Over the course of 2022-23, she led an extensive campus campaign, engaging 10 groups and units and over 200 individuals in envisioning the next iteration of the online module.

The new foundations program will be the first introductory step to set common ground among all Spartans in understanding MSU's commitment to DEI, specifically focusing on MSU students, faculty and staff experiences to build diverse, inclusive and equitable learning and work-ing environments. The new module is slated to launch in 2023-24.
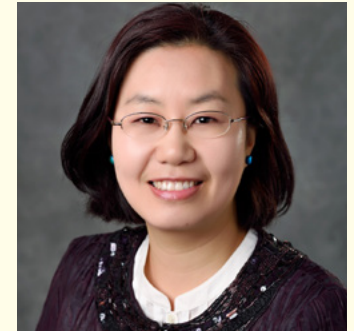
"It's been a pleasure to listen to stakeholder voices, collect feedback, build a community and get them involved with educational development. Our office is committed to practice diversity, equity, and inclusion by making this design process transparent, inclusive and participatory."

Mina Shin, Ph.D.,
DEI learning development specialist, Office for Institutional Diversity and Inclusion

Members of the Transforming Theatre Ensemble at the Residential College in the Arts and Humanities theater. PHOTOGRAPH BY DANE ROBISON. VIDEO BY KEVIN EPLING AND RANDOLPH FLICK.

View highlights of the Transforming Theatre Ensemble showcases.

PLAY ▶

EDUCATION TEAM PROMOTES A GROWTH PERSPECTIVE TO INCREASE UNDERSTANDING AND ENGAGE POSITIVE CHANGE

GOALS: Increase Diversity, Ensure Equity and Promote Inclusion

The Institutional Diversity and Inclusion, or IDI, Education Development Team expanded several programs, including forthcoming changes to the required DEI Foundations online program for all students and employees.

In the fall of 2022, DEI Foundations achieved an estimated 81% completion rate for students and 98% for employees. Also, MSU Dialogues underwent a curriculum and materials update released this year to align resources for a sustained learning experience, completing three faculty and two student cohorts.

In addition, the team offered 14 DEI presentations, 11 inclusive community conversations and five inclusive teaching workshop series and piloted three inclusive leadership professional development opportunities for diverse students and employees through the spring of 2023.

Efforts continue through several ever-evolving established offerings, including the Transforming Theatre Ensemble and Implicit Bias Certificate, expanding the conversation to hundreds of students, faculty and staff to help the institution broaden DEI initiatives. In the coming year, the team will focus on inclusive leadership and expanded conversations on how oppression relates to how identities are acknowledged and addressed.

OFFICE FOR INSTITUTIONAL DIVERSITY AND INCLUSION

"Through strategic program administration and investment, Michigan State University is positioning itself to model best practices for equal employment opportunity and affirmative action program administration."

Matthew J. Olovson, J.D., director of equity and compliance, Office for Institutional Diversity and Inclusion

IMPROVING ACCESS AND EQUITY AT MSU

GOAL: Increase Diversity

Every day, members of the MSU community connect with IDI's Equity and Compliance Team for advice on compliance matters, assistance navigating challenging human resource-related concerns and provision of training on best practices for equitable campus administration. Congruent with campus demand, the team is growing, expanding its capacity for in-time services and increasingly becoming a trusted resource to campus partners in their efforts to foster a community that values diversity and creates opportunities for all Spartans to reach their potential educationally and professionally.

In collaboration with campus partners, the team has supported the Office for Civil Rights and Title IX Education and Compliance update of policies and procedures. The updates are designed to serve the MSU community better and fulfill institutional commitments to diversity, equity and inclusion. In this capacity, equity and compliance staff have consulted on strategies for improved resolution practices and updates to MSU's anti-discrimination policies and the President's Advisory Committee on Disability Issues.

Additionally, the team has advanced developing diversity hiring resources. IDI and Faculty and Academic Staff Affairs, or FASA, are partnering in alignment with the Office of the Executive Vice President for Administration to release a faculty search training module in spring 2023. The high-level training features an overview of some best practices and compliance expectations to establish a foundation for subsequent search education. FASA is partnering with Faculty Excellence Advocates, DEI deans and Human Resources staff to ensure in-depth education follows the online overview.

"I attribute the success of these programs to the broad range of individuals from diverse communities among MSU faculty, students and support staff who provide their leadership on committees to plan events designed to educate and celebrate and commemorate the legacies of those who have made an indelible impact on our nation and world."

Audrey Bentley, senior outreach coordinator, Office for Institutional Diversity and Inclusion

IDI ACHIEVES RECORD NUMBER OF ATTENDANCE THROUGH CAMPUSWIDE RECOGNITIONS

GOAL: Increase Diversity and Promote Inclusion

IDI oversees the coordination of several university-wide programs that honor individuals who have contributed to and dedicated their lives to equal opportunity, civil rights and social justice. Over the past two years, COVID significantly impacted the type of programs offered, leading to a decrease in the number of people who participated.

However, in 2022-23, IDI expanded several in-person venue offerings to accommodate increased attendance demand for the **2nd annual MSU Juneteenth Celebration**, the **Dr. Martin Luther King Jr. Community Unity Dinner**, and **Excellence in Diversity, Equity and Inclusion Awards**. Combined, the total number of attendees through the year exceeded 2,000, with interest in DEI programming continuing to grow.

Additional programs experiencing increased audience interest include the **new faculty and staff of color welcome reception** hosted by

the Coalition of Racial Ethnic Minorities, the 13th annual César Chávez and Dolores Huerta Commemorative Celebration, and the 2nd annual IDI Speaker Series in April. IDI designed the university-wide programs to bring people from different backgrounds together in a supportive environment that values the contributions made by everyone.

Oct. 3, 2022, CoREM reception guests gather as remarks are made. PHOTOGRAPH BY DANE ROBISON.

OFFICE FOR INSTITUTIONAL DIVERSITY AND INCLUSION

Third-year student and member of Alpha Phi Alpha Fraternity, Brandon Foster, served on the Dr. Martin Luther King Jr. Celebration committee and shares his view on **living Dr. King's legacy at MSU**. PHOTOGRAPH BY DERRICK L. TURNER.

EXCELLENCE IN DEI AWARDS EXPANDED AS ALL-UNIVERSITY PROGRAM
GOAL: Increase Diversity

In 2021-22, IDI and the selection team paused to review and expand the DEI awards to align with the DEI Report and Plan recommendations. As a result, the committee revamped the Excellence in Diversity, Equity and Inclusion Awards with great success. In spring 2023, **the office recognized ten individuals, units and teams** for their contributions toward advancing DEI at MSU. The celebration had the largest audience in its over 30-year history, more than doubling registrations.

PLAY ▶

Recipients of the 2022-23 Excellence in Diversity, Equity and Inclusion Awards. PHOTOGRAPH BY DANE ROBISON.

OFFICE FOR INSTITUTIONAL DIVERSITY AND INCLUSION

CREATING INCLUSIVE EXCELLENCE GRANT DISTRIBUTES $410K TO ADVANCE INCLUSIVITY

The Office for Institutional Diversity and Inclusion provides funding opportunities to colleges and administrative units through the Creative Inclusive Excellence Grant, or CIEG. CIEG presents an opportunity for recipients to participate in efforts to enhance the academic community to support the recruitment, retention, success and engagement of members of underrepresented groups at MSU.

In 2022-23, IDI distributed over $410k to **fund 37 projects,** which included a butterfly garden exhibition, mini documentary, Lunar New Year concert series and adaptive and accessible sports for students with physical disabilities. In addition, numerous fellowship and mentorship programs received funding to increase diversity in research, accounting, etymology, pharmacology and toxicology, educational technology, residential colleges, and media as well as among prospective doctoral students and conferences supporting Global DEI and women student leadership. A number of efforts focus on training for trainers to support professional development and dialogue facilitation toward compassion, equity and healing on campus.

PLAY ▶

Students participate in the butterfly garden parade to **promote healing and hope** in spring 2023.
PHOTOGRAPH BY DANE ROBISON.

STRATEGIC GOALS

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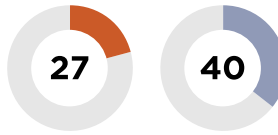ENSURE EQUITY.
PROMOTE INCLUSION.
ENHANCE OUTREACH & ENGAGEMENT.

INCREASE DIVERSITY

IMPLEMENTED

7

IN PROGRESS

54

EVALUATING

27

NOT STARTED

40

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

DEI SCORECARD In 2022-23, 128 actions items are focused on increasing diversity, making up 47% of all actions cited in the **DEI report and plan**. Among the four strategic goals, increase diversity has most of the action items. In the strategic goal, 7 (5.5%) of the actions are implemented, 54 (42.2%) are in progress, 27 (21.1%) are being evaluated and 40 (31.1%) are not started. The following section highlights MSU's efforts to increase diversity.

MSU CONTINUES TO PRIORITIZE GRADUATION OPPORTUNITY GAPS

ACTION PLANNING TEAM: Academic Affairs (Provost Office)
MSU 2030 DEI: Objective 1

MSU continues to prioritize progress to close graduation opportunity gaps by creating two undergraduate retention committees — one at the executive level and one for operational retention. The committees meet weekly and receive regular data updates from Institutional Research to inform strategies to mitigate disparities evident in persistence and graduation rates and increase degree completion rates for all students. The operational retention committee, in collaboration with offices from across campus, is creating strategic and timely outreach efforts focused on closing opportunity gaps in persistence and graduation.

DEVELOPING SEARCH COMMITTEE TRAINING TO ENSURE EQUITABLE HIRING

ACTION PLANNING TEAM: Faculty and Academic Staff Affairs
MSU 2030 DEI: Objectives 2 and 4

Faculty and Academic Staff Affairs, in a partnership with the Office for Institutional Diversity and Inclusion, is developing an online training program for individuals serving on any academic search committee. This training will be housed on the university's learning management system, Ability, and will be required. The training goes live in spring 2023 and provides a comprehensive overview of the hiring process at MSU, including best practices to effectively recruit and evaluate candidates while ensuring inclusive and equitable hiring practices.

MSU CURRICULUM TRANSFORMATION: DEI IS NOW A REQUIRED REPORT COMPONENT FOR ALL UNDERGRADUATE PROGRAMS

ACTION PLANNING TEAM: Academic Affairs (Provost Office)
MSU 2030 DEI: Objective 4

The diversity, equity and inclusion curriculum taskforce on curriculum transformation, charged by the Office of the Provost, is embedding metrics and milestones in the Academic Program Review process to assess progress and accountability for DEI. Each undergraduate program must report on improvements made to its curricula to infuse DEI components throughout degree programs, minor programs and general education courses. DEI is now a required component in each undergraduate program's report. The efforts of the workgroup provide criteria and a framework for formal and informal curricula as well as educational programs to empower MSU to become a national leader in DEI.

Undergraduate Research reports notable success in the **Pathways to Research** program, which is increasing the number of underrepresented students in undergrad research experiences.

INCREASE DIVERSITY

INCLUDING DEI IN THE REAPPOINTMENT, PROMOTION AND TENURE PROCESS

ACTION PLANNING TEAM: Faculty and Academic Staff Affairs
MSU 2030 DEI: Objectives 2 and 4

In her **2022 tenure and promotion memo**, then Provost Teresa K. Woodruff, Ph.D., addressed the need to integrate DEI efforts into the reappointment, promotion and tenure, or RPT, process. She encouraged faculty to provide evidence of their DEI-related activities and accomplishments in the context of research/creative activities, teaching, service, outreach and engagement and asserted that this important work be recognized and considered in the RPT process.

Much has been done to help colleges make this actionable as each considers their own RPT practices. The philosophy was endorsed by the University Committee on Faculty Tenure, and related **recommendations** were provided by the Council of Diversity Deans. Interim Associate Provost Ann E. Austin, Ph.D., led discussions with Deans and on Nov. 2, 2022, provided a guidance document for consideration. The team is now looking at a process for integrating DEI in the review and promotion processes for all faculty and academic staff.

"The Provost's Office strongly encourages faculty and academic staff to address within their promotion dossiers their contributions to the university's commitment to advancing diversity, equity and inclusion. There are a great range of ways in which colleagues can contribute to this university priority. Each person's work is unique, so contributions to this institutional priority may take many different forms."

ANN E. AUSTIN, PH.D., interim associate provost for Faculty and Academic Staff Affairs

INCREASE DIVERSITY

Vice President for Research and Innovation Doug Gage speaks at the Diversity Research Network reception.

The Office of Research and Innovation financially supports campus equity and inclusion efforts, such as the Diversity Research Network, Asian Pacific Islander Desi American celebrations and activities, and the annual Muslim Mental Health Conference as well as actively engaging with the Chinese faculty community to address their concerns about anti-Asian discrimination and persecution by federal agencies, among others.

Aaron Reifler from the Graduate School speaking during the summit.
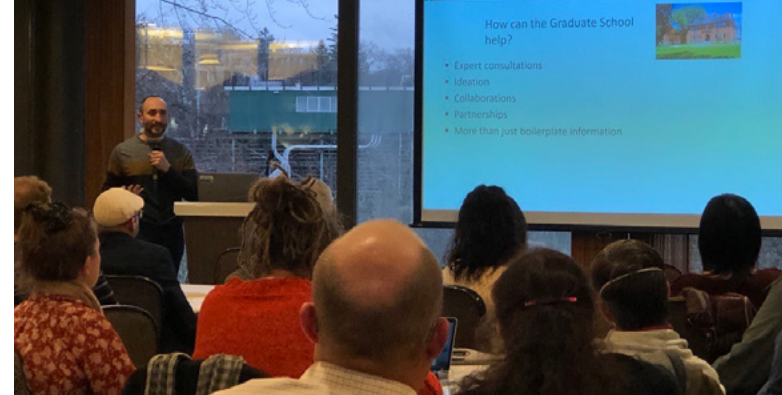
HUMAN RESOURCES ADVANCES NAME, GENDER, SEXUAL IDENTITY AND PRONOUN SYSTEM INTEGRATION PROJECT

ACTION PLANNING TEAM: Human Resources
MSU 2030 DEI: Objective 4

A DEI short-term, cross-campus workgroup proposed a set of university-wide standards regarding the collection and sharing of name, gender and pronoun data of our students, faculty, staff, alums and donors. MSU believes that acceptance and use of correct pronouns makes the campus more inclusive of everyone from all genders.

As part of a university-wide project, Human Resources, or HR, has selected a project lead and initiated a multi-phase project to review and update HR policies, processes and systems to align with the **Name, Gender, Sexual Identity and Pronoun Data Policy.** HR has completed a preliminary system-change assessment and will begin the project planning phase in the first quarter of 2023.

PROGRAM AIMS TO INCREASE DIVERSITY OF SCHOLARS

ACTION PLANNING TEAM: Research and Innovation
MSU 2030 DEI: Objective 2

In December 2022, the Office of Research and Innovation facilitated a Training Grant Summit at the Kellogg Center with nearly 70 faculty, staff and graduate students in attendance. Faculty currently considering training grant proposals presented their ideas in a series of enlightening talks. Research and Innovation and the Graduate School provided overviews of support funding and services available through those offices to facilitate successful training grant proposal submissions. Additional programs are being planned to promote the development of effective and competitive training grant applications, working toward developing a cohort or community of practice to support faculty in the proposal process.

By their nature, these federally funded programs support diversity, equity and inclusion efforts through the requirement of a DEI plan and, ultimately, aim to attract students from underrepresented groups. Training grants expand opportunities for undergraduate and graduate students and are a competitive advantage for recruitment efforts.

SPOTLIGHT: UNIVERSITY ARTS AND COLLECTIONS

UNIVERSITY ARTS AND COLLECTIONS KEENLY SUPPORTS DEI EFFORTS

Judith Stoddart, Ph.D., is the associate provost for University Arts and Collections, or UAC, a unit that includes the W.J. Beal Garden, MSU Broad Art Museum, MSU Museum and Wharton Center, all with a lens toward advancing DEI.

The arts allow us to engage in dialogue across difference about difficult topics, often serving to communicate and raise awareness around social issues, inspire advocacy and even drive transformative change. Dr. Stoddart supports these units in their efforts to be leaders in DEI at MSU.

By developing new modes of co-creation with communities, broadening the stories and perspectives represented through MSU's arts and collections, and operationalizing DEI best practices internally, UAC enacts the university's commitment to a vibrant, safe and welcoming campus culture for all.

"UAC units have a key role to play in elevating diverse ways of knowing and reducing barriers to access so everyone can meaningfully engage with arts and collections. From our physical infrastructure to what is collected, displayed and performed in our spaces, we have the opportunity to be a partner in transforming the educational experience and well-being of community members to truly anchor belonging in our campus communities."

Judith Stoddart, Ph.D.,
associate provost,
University Arts and Collections

SPOTLIGHT: UNIVERSITY ARTS AND COLLECTIONS

MSU BROAD ART MUSEUM LEADS IN BROADENING COLLECTION REPRESENTATION

The MSU Broad Art Museum is outpacing museums across the country in its efforts to broaden representation within its collection. In 2022, the museum made 168 total acquisitions, encompassing both gifts and purchases, 83% of which were by women and 80% by artists of color. 100% of museum purchases were by women of color. These efforts are also reflected in the support the museum provides to living, working artists. Of the museum's five solo exhibitions in 2022, 80% were by women artists, 60% by women of color and 20% by Indigenous artists.

MSU BROAD ART MUSEUM LAUNCHES THE GLOBAL DEI THROUGH ART PROGRAM

In 2022, the MSU Broad Art Museum launched the Global DEI Through Art program in collaboration with the African Studies Center, Latin American and Caribbean Studies Center, Asian Studies Center and Linking All Types of Teachers to International Cross-Cultural Education, or LATTICE. When surveyed, 100% of the 22 educators across the greater Lansing, Flint and Detroit regions who participated in 2022 noted that interactions with art from the MSU Broad collection helped their students deepen their critical thinking, elevate their curiosity about their world, and build skills of observation, imagination and creativity.

K-12 educators use works from the exhibition "History Told Slant: Seventy-Seven Years of Collecting at MSU" to discover ways to use art in their classrooms to broaden understanding of global diversity, equity and inclusion. PHOTOGRAPH BY MEGHAN ZANSKAS.

Linga Diko, Amanz' Awekho (There is no water), ca. 2000-2007. IMAGE COURTESY OF MSU BROAD ART MUSEUM.

LaToya Ruby Frazier: Flint Is Family In Three Acts installation view at the Eli and Edythe Broad Art Museum at Michigan State University, 2022. PHOTO COURTESY OF EAT POMEGRANATE PHOTOGRAPHY.

SPOTLIGHT: UNIVERSITY ARTS AND COLLECTIONS

THE MSU MUSEUM WORKING TO UPLIFT INDIGENOUS WORLDVIEWS

In April 2023, the MSU Museum will serve as the first venue to host a new exhibition from the Smithsonian called, "Knowing Nature: Stories from the Boreal Forest." This exhibition focuses on the biodiversity and global importance of the Earth's northern-most forests and integrates Indigenous perspectives on the relationship between people and the planet. This past year, the museum also partnered with Michigan Indigenous communities on two exhibitions. They presented "Kindred: Traditional Arts of the Little Traverse Bay Bands of Odawa Indians" on campus and loaned 17 quilts to the exhibition "Native Stars: Indigenous Quilts of Honor and Caring," on view at the Ziibiwing Center of Anishinabe Culture and Lifeways.

A view of "Native Stars: Indigenous Quilts of Honor and Caring" at the Ziibiwing Center of Anishinabe Culture and Lifeways.
PHOTOGRAPH BY MARSHA MACDOWELL.

SPOTLIGHT: UNIVERSITY ARTS AND COLLECTIONS

BEAL GARDEN ELEVATES DIVERSE CULTURAL KNOWLEDGE

In spring 2023, the Beal Botanical Garden is introducing cultural interpretation to the garden in addition to its scientific education. The new global plant collection initiative will highlight the connection between plants and cultural knowledge by giving the campus community the opportunity to contribute their own cultural experiences to the garden interpretation.

East Lansing High School students attend a performance of Hamilton thanks to Arts Within Reach. PHOTO COURTESY OF WHARTON CENTER FOR PERFORMING ARTS.

WHARTON CENTER'S TICKET ACCESS PROGRAM SUPPORTS EQUITABLE ACCESS TO THE ARTS

Wharton Center's ticket access program has been reimagined this season. The expanded program, Arts Within Reach, has resulted in greater impact, increasingly inclusive offerings and more equitable access to the performing arts. This year, more than 2,500 tickets and class registrations will be distributed at no charge to community members through this program. Wharton Center works with more than 30 pre-qualified social service agencies and community organizations as well as individual families. Through these efforts, students have increased access to the world-class entertainment offered at MSU while also experiencing moments to see themselves reflected through the arts that are as diverse and vibrant as the communities the Wharton Center serves.

SPOTLIGHT: UNIVERSITY ARTS AND COLLECTIONS

PLAY ▶

MSU COLLEGE OF MUSIC PRESENTS DIVERSE CONCERTS AND RECEIVES HONORS

The MSU College of Music schedules a variety of events and lectures throughout the season that highlight the work and artistry of composers, scholars and musicians to help enrich diverse and inclusive experiences for the campus community. More than a dozen lectures and concerts highlighting DEI were open to the general public during the 2022-23 Encore Season. Lecture presentations included topics like "Cultivating an Inclusive Musicking Community" and "Examining Black Gospel Music Worship Practices" presented by guest scholars in residence. Diverse concert programs included music by composers of Asian descent during the "Lunar New Year Concert Celebration," music with Jewish themes in "Pastorals and Longings: Jewish Heritage Lyricism" and during Black History Month, "The Music of Thelonious Monk" was performed by the MSU Professors of Jazz.

Honors were also given to the MSU College of Music for DEI-centered research and work by faculty, staff and students. Some examples include performance major Natalia Warthen's research award for "Saxophone in Progress: Diversifying Classical Music as Modern Musicians," Community Music School Detroit, or CMS-D, Assistant Director and composer Paola Marquez for her work "Rosas for Rosi," presented in New York City at the opening event of "Composer's Now," and CMS-D Executive Director Kris Johnson was recognized with the "Marlowe Stoudamire Award for Innovation and Community Collaboration" at the Detroit Symphony Orchestra's 45th Annual Classical Roots Concert.

STRATEGIC GOALS

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.

6   **17**   **7**   **14**

DEI SCORECARD In the ensure equity strategic goal, there are 44 actions items, making up 16% of all actions cited in the **DEI report and plan**. Ensure equity has the third largest number of action items, followed by increase diversity and promote inclusion. In year one of tracking, ensure equity implemented 6 (13.6%) actions. Most of the actions are in progress with 17 (38.6%) underway. In addition, 7 (16%) recommendations are being evaluated for identifying resources and 14 (31.8%) have not started. This section spotlights MSU's initiatives that are ensuring equity.

CREATION OF THE ANTI-DISCRIMINATION POLICY INPUT SUMMIT

ACTION PLANNING TEAM: Office for Civil Rights and Title IX Education and Compliance
MSU 2030 DEI: Objective 3

The Office for Civil Rights and Title IX Education and Compliance, or OCR, has made progress in reviewing and proposing changes to MSU's Anti-Discrimination Policy, or ADP. In spring 2023, OCR is slated to facilitate an Anti-Discrimination Policy input summit to gather input from faculty, staff and students and lead guided discussions seeking input regarding revisions to the ADP. Furthermore, OCR is evaluating other initiatives that directly relate to implementation of the ADP, including identifying a policy review team and developing a community education and training plan. In addition, OCR is in the process of procuring a new case/data management system that will greatly enhance OCR's data capabilities.

After implementation of the new system, OCR will work to create a collaborative data team to track and assess reported incidents of discrimination and harassment on campus that may greatly inform services and supports. OCR is currently in the process of searching for a new vice president to lead these initiatives and collaborations.

ENSURE EQUITY

Vice President and Chief Safety Officer Marlon C. Lynch presents a Citizens Police Academy graduation certificate to Biology Research Associate Saira Malik.

REVISED RELIGIOUS OBSERVANCE POLICY CREATES GREATER ACCOMMODATIONS FOR STUDENTS

ACTION PLANNING TEAM: Academic Affairs
MSU 2030 DEI: Objective 4

Following extensive review by the DEI Steering Committee, consisting of MSU's students, staff and faculty, it was determined that a more robust and inclusive Religious Observance Policy was needed. On Oct. 18, 2022, the revised policy was approved by the University Council with a 94% endorsement vote. The new policy went into effect for spring 2023, requiring faculty and academic staff to make accommodations for students who miss classes for religious days. To support implementation, the Office of the Provost and Office for Institutional Diversity and Inclusion developed the religious observance calendar to assist in planning course syllabi. Further updates are planned for expanding the application of the policy in 2023.

MSU DEPARTMENT OF POLICE AND PUBLIC SAFETY DEEPEN INCLUSIVE EFFORTS

ACTION PLANNING TEAM: MSU Department of Police and Public Safety
MSU 2030 DEI: Objective 3

In 2022, the MSU Department of Police and Public Safety, or MSU DPPS, revamped the Citizens Police Academy for students, staff, faculty and community members to improve understanding of public safety practices on campus. Twenty-one individuals completed the eight-week course, which will be instituted annually each fall. In addition, the department has made hiring, retaining and promoting qualified women a strategic priority, signing onto the 30x30 Initiative's pledge. As a result, MSU DPPS now includes improving gender diversity in its mission and strategic plan, resulting in seven women officers being promoted (one deputy chief, two captains and four sergeants), among additional adopted practices. In November, the department hired Jacquez Gray as the first assistant director for diversity, equity and inclusion to advance education, wellness, community engagement and accessibility within MSU DPPS.

ENSURE EQUITY

HUMAN RESOURCES INITIATES MLK DAY AS A HOLIDAY

ACTION PLANNING TEAM: Human Resources
MSU 2030 DEI: Objective 4

Among the **new observed days off for the university**, HR advanced the approval of Martin Luther King Jr. Day as a full holiday for eligible employees. Support staff can now enjoy the holiday alongside students and faculty to honor Dr. King's legacy and commit to causes empowering change. In alignment with the MSU 2030 Strategic Plan, this effort supports MSU's commitment to employees' well-being while fostering an inclusive workplace culture in which all can thrive.

MSU CULINARY SERVICES FEATURES MULTICULTURAL CUISINE DURING HERITAGE MONTHS

In honor of Hispanic Heritage Month, MSU Culinary Services featured **Latin-inspired dishes**, sides and MSU Bakers desserts across campus throughout the week of Oct. 3. Culinary Services partnered with Migrant Student Services, including the College Assistance Migrant Program and High School Equivalency Program. Also in October, Culinary Services offered **Diwali** and **Filipino American History Month**-inspired cuisines.

In partnership with the Inclusive Campus Initiative, Culinary Services set to eliminate the use of alcohol as an ingredient as well as offer alternatives to pork-centered meat options. Additionally, **dining options** were developed for Ramadan that included halal options and **special celebrations** for Eid al-Fitr.

ENSURE EQUITY

INCLUSIVE CAMPUS INITIATIVE EXPANDS UNDERREPRESENTED COMMUNITY PARTNERS

The Inclusive Campus Initiative, or ICI, in Student Life & Engagement centers students' voices, building partnerships with senior administration and increasing communication and collaborations to increase awareness of campus DEI efforts in creating a sustainable inclusive campus ecosystem.

Inclusive Campus Initiative Student Summit and Cultural Unity Buffet participants.
PHOTO COURTESY OF ICI.

Now in its second year, the ICI has continued to impact change at MSU with the support of a dedicated community of campus partners through its proactive methods for outreach, engagement of campus partners and advocacy for ongoing feedback from underrepresented student and staff community members.

Some notable accomplishments include:

- Launched four task forces to centralize communications and provide recommendations to student list of demands.
- Increasing campus communication and collaborations through ICI student advisory committee, ICI Campus Community Lunches and Food for Thought: Cultural Community Dinners.
- Mapping out a community trauma response team and outreach efforts to support students (e.g., first student summit in September 2022)
- Focus on MSU's Anti-Discrimination Policy during the ICI second annual summit in June 2022.
- Specialized effort on data disaggregation to support underrepresented student communities.

MSU leaders join Department of African American and African Studies faculty for the celebration

MSU CELEBRATES OPENING OF A NEW SPACE FOR DEPARTMENT OF AFRICAN AMERICAN AND AFRICAN STUDIES

Michigan State University's College of Arts & Letters held an official opening on Nov. 17 for a new space dedicated to the Department of African American and African Studies — the first of its kind at MSU. "The Ascension of AAAS" event celebrated the 8,400-square-foot space as well as a new bachelor's degree offered by the department.

BLACK STUDENTS' ALLIANCE HOSTS 50TH BLACK POWER RALLY

On Nov. 13, 2022, MSU Black Students' Alliance hosted the 50th annual Black Power Rally, or BPR, in the Wharton Center for Performing Arts. A tradition in the Black community at MSU since 1969, BPR creates awareness of the history, everyday experiences and narratives of African and African diaspora through artistic forms.

50th Black Power Rally at the Wharton Center.
PHOTOGRAPH BY DERRICK L. TURNER.

MALCOLM X FORUM HIGHLIGHTS BLACK MUSLIM IDENTITY

On Jan. 25 , 2023, MSU's Muslim Studies Program presented the 2nd annual Malcolm X Muslim Studies Community Forum at the Erickson Kiva, 60 years and two days after Malcom X spoke at MSU in the very same room. The forum covered Malcolm's journey as a Black Muslim and stressed the importance of understanding the history to move forward.

Malcolm X forum at the Erickson Kiva.
PHOTOGRAPH BY DANE ROBISON.

SERLING INSTITUTE MARKS 30TH ANNIVERSARY OF JEWISH STUDIES PROGRAM

2022 marked the 30th anniversary of the Jewish Studies Program, part of The Michael and Elaine Serling Institute for Jewish Studies and Modern Israel. The institute prides itself on teaching and mentoring its undergraduate students, as well as providing a rich curriculum and extensive programming, building on strengths in American Jewish history and culture, European Jewish history, Holocaust studies, and Hebrew, Judaism and Israel studies.
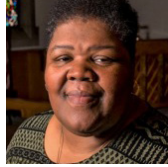
ENSURE EQUITY

Amanda Flores

Jacquez Gray

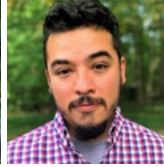Florensio Hernandez

Kevin Leonard

Brenda Nelson

Genyne L. Royal

Samuel Saldívar

Grace Wojcik

Scot Wright

DEI ADMINISTRATORS ADVANCING IN 2022-23

Many academic and administrative units have established diversity, equity and inclusion leadership positions over recent years. MSU congratulates the following individuals for their recent advancements.

WKAR PUBLIC MEDIA

Amanda Flores, Ph.D., joined WKAR Public Media in July 2022 as the senior director of diversity, equity and inclusion. Flores manages the efforts to bring WKAR to a higher level of inclusion and meet the needs of the diverse communities served.

MSU DEPARTMENT OF POLICE AND PUBLIC SAFETY

Jacquez Gray joined the Department of Police and Public Safety as its first assistant director of diversity, equity and inclusion in November 2022. Prior, Gray worked as a community director and strategic integration manager at MSU and as a community director for housing and residence life at the University of Arizona.

OFFICE OF ADMISSIONS

In January 2023, **Florensio Hernandez** was appointed as assistant director for diversity, equity and inclusion in the Office of Admissions. Hernandez has a master's degree in higher education and previously served as the DEI specialist in James Madison College.

NATIVE AMERICAN INSTITUTE

In October 2022, **Kevin Leonard, Ph.D.**, assistant director of diversity, equity and inclusion in MSU's College of Veterinary Medicine, was selected to serve as the interim director of MSU's Native American Institute. Previously, Leonard worked across various departments at MSU, including in the Office of Admissions, Eli Broad College of Business, and as president of Educated Anishinaabe: Giving, Learning and Empowering, or EAGLE.

CULINARY SERVICES

In December 2022, **Brenda Nelson** was appointed as the diversity, equity, inclusion and belonging director in Culinary Services. Nelson has an extensive career in dining at MSU and, in 2018, received the Inspirational Woman of the Year Award by the MSU Center for Gender in Global Context.

STUDENT LIFE & ENGAGEMENT

In July 2022, **Genyne L. Royal, Ph.D.**, was promoted to assistant vice president, or AVP, for diversity, equity, inclusion and belonging, or DEIB, within Student Life & Engagement. With more than 25 years of higher education experience, Dr. Royal has worked as interim AVP for DEIB since 2021 and most recently served in Undergraduate Education as assistant dean for Student Success Initiatives and director of the Neighborhood Student Success Collaborative.

OFFICE OF CULTURAL & ACADEMIC TRANSITIONS

In July 2022, **Samuel Saldívar, Ph.D.**, joined the Office of Cultural & Academic Transitions as the director. Prior to his appointment, Saldívar worked as the multicultural education coordinator in the Office for Institutional Diversity and Inclusion.

THE GENDER AND SEXUALITY CAMPUS CENTER

In February 2023, **Grace Wojcik** joined MSU as the director of The Gender and Sexuality Campus Center. She is an LGBTQIA+ community activist with nearly 20 years of experience and previously served as the coordinator of the Gender & Sexuality Center at Oakland University.

ELI BROAD COLLEGE OF BUSINESS

In September 2022, **Scot Wright** became the first diversity, equity and inclusion program manager for the Eli Broad College of Business with experience as an entrepreneur and previously an academic adviser in the Groups Scholar Program at Indiana State University. Wright will coordinate and support DEI educational programs throughout the college.
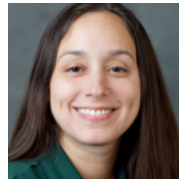
ENSURE EQUITY

Terry Flennaugh   Kyle Foster   Danielle Flores Lopez   Krista Walker   Glenn Chambers Jr.   Terah Verzant Chambers

THE COUNCIL OF DIVERSITY DEANS

Chartered in 2020, the Council of Diversity Deans was established as a body for administrators who have college-level responsibility for DEI at Michigan State University. MSU welcomes diversity deans appointed during the 2022-23 academic year.

COLLEGE OF EDUCATION

In November 2022, **Terry Flennaugh, Ph.D.**, began as the College of Education's interim associate dean for diversity, equity and inclusion. Flennaugh succeeds Terah Venzant Chambers and will work to create and sustain a culture and workplace that is caring, open and safe for all.

COLLEGE OF ENGINEERING

In September 2022, **Kyle Foster** was named the assistant dean of inclusion and diversity in the College of Engineering. In this role, he will work with Tammy Reid Bush, Ph.D., the associate dean for inclusion and diversity. Previously, Foster was the college's director of the Diversity Programs Office.

COLLEGE OF NATURAL SCIENCE

Danielle Flores Lopez, Ph.D., assumed a 50 percent appointment as the interim College of Natural Science diversity, equity and inclusion assistant dean. Flores Lopez will continue in her role as director of academic advising and student success initiatives during this time.

COLLEGE OF NURSING

In November 2022, **Krista Walker, Ph.D.**, joined the College of Nursing as the assistant dean dean for diversity, equity and inclusion. Walker gets to combine her passion for underrepresented student advocacy and commitment to addressing issues related to structural oppression and white supremacy in healthcare.

HONORS COLLEGE

Glenn Chambers Jr., Ph.D., joined the Honors College as the associate dean for undergraduate studies and diversity, equity and inclusion. Chambers is professor of history and received his doctorate in Latin American and Caribbean history from Howard University in 2006.

THE GRADUATE SCHOOL

In fall 2022, **Terah Verzant Chambers, Ph.D.**, joined The Graduate School as associate dean for the school and diversity, equity and inclusion. Chambers is a professor of K-12 Educational Administration in the MSU College of Education, where she previously served as the associate dean for diversity, equity and inclusion.

STRATEGIC
GOALS

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

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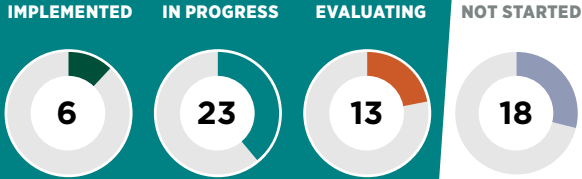
Inclusion – the act or practice of including and accommodating people who have historically been excluded.

IMPLEMENTED	IN PROGRESS	EVALUATING	NOT STARTED
6	23	13	18

DEI SCORECARD The promote inclusion strategic goal has 60 actions items, representing 22% of all actions cited in the DEI report and plan. Promote inclusion has the second most action items being tracked followed by increase diversity. In the goal, most action items are in progress, making up 23 or 38%. In addition, 18 (30%) items are not started, 13 (22%) are being evaluated and 6 (10%) are implemented. The following narratives highlight institutional efforts focused on promoting inclusion.

MSU IS PREPARING TO INTRODUCE DEI VALUES TO INCOMING STUDENTS DURING ORIENTATION

ACTION PLANNING TEAM: Academic Affairs (Provost Office)
MSU 2030 DEI: Objective 1

The New Student Orientation, or NSO, team is modifying the NSO program and fall welcome events to make them more inclusive and welcoming for historically underrepresented populations. Modifications will introduce MSU's values related to diversity, equity and inclusion to incoming students. Incorporating feedback from listening sessions, NSO is expanding mandatory diversity education in the Desire2Learn course that all incoming students must take. Fall orientation will feature a diversity, equity, inclusion and belonging, or DEIB, session. NSO's in-person fall orientation DEIB session accompanies the online educational module and offers opportunities for students to actively engage with others to apply their learnings around diversity, equity and inclusion in authentic and meaningful ways.

PROMOTE INCLUSION

"As part of our commitment to advancing inclusion, the university promotes and regularly updates the all-gender restroom map, showing where safe and accessible restroom facilities can be found."

Dan Bollman, vice president of Strategic Infrastructure Planning and Facilities

MSU PROMOTES ACCESS TO ALL-GENDER RESTROOMS

ACTION PLANNING TEAM: Infrastructure Planning and Facilities
MSU 2030 DEI: Objective 4

The university commissioned an outside consultant to deliver the [All-Gender Restroom Design Study](#), which will provide equitable and inclusive restroom access. The study will serve as a guide for future improvement projects and provide design solutions and estimated costs for the projects in high-priority locations. The group is working to finalize the report.

In addition, the university has publicized its [locator map of all-gender restrooms](#) available throughout campus, to promote gender inclusion and ensure MSU students, employees and visitors have restrooms that support their gender identity. By clicking on a pin on the map, additional information, including the restroom's location and accessibility information, can be found. Since the map's creation, it has been viewed more than 12,000 times.

MENSTRUATION PRODUCTS MADE WIDELY AVAILABLE IN MSU RESTROOMS

Menstruation products are a basic health necessity, and the lack of access to products can take a toll on the physical health, mental health and education of university students. MSU recognizes this need and is pleased to inclusively support students and help create an equitable environment for Spartans to manage menstrual hygiene safely and with dignity.

The MSU divisions of Student Life & Engagement and Infrastructure Planning and Facilities partnered with Mission Menstruation, an organization founded by students Emily Estrada and Ta'sheena Williams in 2018, [to install additional complimentary menstruation product dispensers](#) in women and all-gender restrooms on first floors (or nearest restrooms to the first floor) of student-facing buildings over the winter break and spring semester.

The [Mission Menstruation](#) student organization has worked closely with MSU throughout the research, trial and implementation processes of this initiative. Other student leaders and faculty and staff advocates that helped move this initiative forward to implementation include: Associated Students of MSU; Residence Halls Association; Women's Advisory Committee for Support Staff; The Gender and Sexuality Campus Center; Women*s Student Services. Thanks to each for their continued support of menstrual hygiene for MSU students.

IT SERVICES ASSESS NEW TOOLS TO ENSURE ACCESSIBLE EXPERIENCES

ACTION PLANNING TEAM: Infrastructure Planning and Facilities
MSU 2030 DEI: Objective 4

To ensure accessibility of the university's information technology tools, MSU has developed multiple resources and support for digital accessibility, accessible course and instructional content and IT accessibility evaluations for purchasing. Resources include accessibility tutorials, course accessibility reviews and Digital Accessibility Liaison meetings that update campus stakeholders about digital accessibility topics. The university continues to assess new IT tools to ensure they offer an accessible experience to all Spartans.

INCLUSIVE COMMUNICATIONS GUIDE EMBEDDED AS PART OF MSU'S BRAND

ACTION PLANNING TEAM: University Communications
MSU 2030 DEI: Objective 4

University Communications, EVPA Office of DEI and the Office for Institutional Diversity and Inclusion launched the Inclusive Guide, embedded as part of MSU's brand to inform campus communications, featuring four initial areas: gender and sexuality; race and ethnicity; global identity; disability. Developed over 12 months of stakeholder engagement with MSU content experts, the guide aligns several MSU resources and initiatives, including the MSU Editorial Style Guide, the International Studies and Programs' Globally Inclusive Language and Images Webinar Series, and the Name, Gender, Sexual Identity and Pronoun Data Policy among others. The guide will be updated annually with considerations for including low-income and underserved groups (veteran, incarcerated, etc.), as well as inclusive demographic categories.

Miss Capital City, Mike Scott, participates in the 1972 Pride march in Detroit. PHOTOGRAPH BY GREG KAMM.

MSU CELEBRATES FIRST PRIDE MARCH IN MICHIGAN

In 1972, the state of Michigan celebrated its first Pride march on Christopher Street, Detroit. The Alliance of Queer and Ally Students, one of the state's oldest LGBTQIA+ organizations, helped get the march off the ground and even aided in East Lansing becoming the first city in the country to prohibit discrimination based on sexual orientation in city hiring. Tim Retzloff, a history and LGBTQIA+ studies professor at MSU, honored the 50th anniversary with "Come Out! In Detroit," a 32-page comic book commemorating the celebration.

INTERNATIONAL STUDIES AND PROGRAMS BUILD CONNECTIONS AND RESOURCES

In 2022-23, International Studies and Programs', or ISP, diversity, equity and inclusion efforts included numerous campus initiatives to build connections and offer more support to international Spartans. ISP offered more than 20 on-campus and national presentations/trainings on various global DEI topics, such as intercultural communications, inclusive leadership, inclusive language, gender and sexuality, biases and stereotypes and teaching DEI through world art and literature. These efforts are the result of cross-institutions and cross-campus collaborations, including partnerships with the Prevention Outreach and Education Department, Inclusive Campus Initiative, Office of the Executive Vice President for Administration, MSU Broad Art Museum, Eli Broad College of Business, Graduate School and Global Studies in the Arts and Humanities, among other key campus-partners.

The International Awards Ceremony recognizes leaders in global research, teaching and outreach. PHOTO COURTESY OF INTERNATIONAL STUDIES AND PROGRAMS.

PLAY ▶

PROMOTE INCLUSION

*"We are excited for what the future holds, as the MSU Multicultural Center
will be a living, scholarly safe space we passionately believe in for our Spartan community
now and for generations to come."*

Vennie G. Gore, senior vice president of Student Life & Engagement

MSU MULTICULTURAL CENTER CONSTRUCTION TO COMMENCE IN SPRING

ACTION PLANNING TEAM: Student Life & Engagement
MSU 2030 DEI: Objective 4

MSU is on the cusp of making history, with construction of the university's first free-standing multicultural center set to begin this spring. In February, the Board of Trustees gave the university the green light to break ground on the $38 million, 34,000 square foot facility on the corner of North Shaw and Farm Lanes. Calls for a free-standing multicultural center on MSU's campus date back to the civil rights movement when protests were sparked by Black students who demanded increasing racial and ethnic representation on campus.

The university's first multicultural center opened in 1999 in the basement of the MSU Union. But student leaders consistently advocated for more space and a center that was free-standing. In 2013, the MSU administration agreed to move the center from the basement to the second floor of the MSU Union. While that move did create more space, students continued to advocate for a stand-alone building.

In 2019, several student organizations, including the Black Students' Alliance, Council of Racial and Ethnic Students and Council of Progressive Students Coalition presented a plan to increase diversity, equity and inclusion on campus that included a free-standing multicultural center.

Under Senior Vice President of Student Life & Engagement Vennie Gore's leadership, a steering committee conducted a feasibility study for the construction of the center. In 2021, the report's results were approved by the board to begin the planning phase.

Embracing inclusivity in the design process, students and community stakeholders provided input and feedback on the building's design and layout through a series of community engagement sessions. These sessions, which took place over the past year, were facilitated by SmithGroup, one of the nation's leading integrated design firms, which MSU chose to complete the project.

The stand-alone building will make for a culturally rich and welcoming environment that promotes intellectual curiosity among students and their peers to learn and share experiences with one another. Those shared experiences will be further amplified through several unique features of the center and landscaping, including a community kitchen, the Dreamer Center and outdoor ceremonial firepit.

The MSU multicultural center is expected to be completed in the 2024-25 academic year.

Artistic rendering of the multicultural center. IMAGES COURTESY OF SMITHGROUP.

POWWOW OF LOVE RETURNS TO CAMPUS FOLLOWING COVID-19

The North American Indigenous Student Organization hosted the 37th annual Powwow of Love, the first since the COVID-19 pandemic, to bring light to non-Natives and encourage cultural exchange between Indigenous cultures. The gathering brought together hundreds of participants, including North American Indigenous dancers, vendors and community members. The event led up to Indigenous Peoples' Day on Oct. 10.

Dancers at the 37th annual Powwow of Love. PHOTOGRAPH BY DANE ROBISON.

PROMOTE INCLUSION

BUILDING WELLNESS THROUGHOUT CAMPUS
ACTION PLANNING TEAM: Student Life & Engagement
MSU DEI: Objective 4

Student Life & Engagement, or SLE, has realigned its focus on wellness inclusive of Counseling & Psychiatric Services, or CAPS, the Resource Center for Persons with Disabilities, and Olin Health Center, allowing MSU to coordinate wellness services for all students. In 2022, SLE identified positions to support trans students with Olin and a diverse staff of counselors to support communities. In November, MSU welcomed Alexis Travis, Ph.D., as assistant provost and executive director, overseeing the university's new University Health and Wellbeing division to meet the diverse needs of students, staff and faculty.

In addition, SLE is strengthening collaborative relationships between Student Life & Engagement and CAPS, Office of the Cultural & Academic Transitions, The Gender and Sexuality Campus Center and other identity-focused offices to provide support and services. SLE is exploring how CAPS can coordinate with the new multicultural center to continually advance services. Additionally, the Student Parent Resource Center secured additional federal aid to increase support for students who are caregivers, and the Student Veterans Resource Center is continually advancing collaboration with the state.

Alexis Travis, Ph.D., assistant provost and executive director, overseeing the new University Health and Wellbeing division.

WOMEN*S STUDENT SERVICES CELEBRATES 50 YEARS AT MSU

Since its establishment in summer 2019, Women*s Student Services, or WSS, has expanded rapidly to meet the needs of women students at MSU and fill the gaps left when the previous Women's Resource Center closed. WSS is committed to fostering engaging conversations about intersectional feminism, building collaborations and coalitions with other student services and campus units and supporting and empowering all students in working toward an inclusive community.

PLAY ▶

Listen to WKAR MSU Today podcast featuring four distinguished Spartans discuss National Hispanic Heritage Month.

CHICANO/LATINO STUDIES CELEBRATES 25TH ANNIVERSARY

MSU's Chicano/Latino Studies, or CLS, in the College of Social Science is celebrating 25 years of supporting students and scholars offering curriculum that reflect Latino/a representation through an undergraduate minor, graduate certificate and doctorate degree. CLS helps students understand the multicultural dimensions of society, gain knowledge of scholars, and enhance research, teaching and community service.

APASO MARKS 40TH YEAR WITH 20TH CULTURAL VOGUE EVENT

This year the Asian Pacific American Student Organization, or APASO, held its 20th Cultural Vogue event, the biggest of the year, in the Asian Pacific Islander Desi American and Asian, or APIDA/A, community at Michigan State University. The historic January event at the Wharton Center happens to take place during APASO's 40th year. Once a year, faculty, staff and students gather to watch performances by the APIDA/A community and listen to a special guest speaker.

20th annual Cultural Vogue event hosted at the Wharton Center.
PHOTOGRAPH BY DANE ROBISON.

STRATEGIC
GOALS

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.

IMPLEMENTED   IN PROGRESS   EVALUATING   NOT STARTED

5   **17**   **13**   **3**

On Jan. 1, 2023, [Kwesi C.Brookins](#), Ph.D., joined MSU as the associate provost for University Outreach and Engagement, or UOE. A high priority for UOE is implementing the strategies in the UOE DEI Blueprint.

DEI SCORECARD The strategic goal, enhance outreach and engagement, closely follows ensure equity with 38 action items, or 14% of all 270 actions cited in the [DEI report and plan](#), that are advancing. Of the 38 action items, 5 (13%) are completed, 17 (45%) are in progress, 13 (34%) are being identifying resources and 3 (8%) are not started. This section features key outreach endeavors that are underway.

UOE INTEGRATES AND EXPANDS DEI TOPICS

ACTION PLANNING TEAM: University Outreach and Engagement
MSU DEI: Objective 5

University Outreach and Engagement, or UOE, integrated and expanded DEI topics and speakers in the workshops and educational opportunities offered to faculty, staff, and students on capacity-building for engaged scholarship and broader DEI impacts in areas including hiring, community engagement and research.

In addition, upcoming engagement opportunities for [faculty and staff](#) and for [students](#) are listed on the UOE website. UOE increased opportunities for input and advice by expanding its community advisory boards. Additional listening and information gathering activities are underway to support UOE's mission.

The Julian Samora Research Institute conducted interviews with key Latino/a stakeholders to get input on community needs and suggested directions and the Native American Institute, or NAI, is engaging with tribes to build connections with MSU. NAI will be conducting listening sessions with tribal and MSU constituents to get input to guide planning and leadership discussions.

UOE revised its community partner memorandum of understanding for community-engaged learning to require partners to agree to follow the [MSU non-discrimination policy](#). This step confirms MSU's commitment to inclusion and integrity in its community partnerships.

The College Access Initiatives received an Upward Bound grant to work with Lansing School District students to prepare them for college in October 2022. The program partners with Lansing's Everett, Sexton, and Eastern High Schools to enroll approximately 125 Lansing-area high school students at all grade levels so that they may [develop the academic and social skills](#) necessary for admittance in post-secondary education. Upward Bound provides admissions, financial aid counseling and assistance to participants to facilitate their admission to college.

Estrella Torrez, Ph.D., (center right) receives the University Outreach and Engagement's [2023 Distinguished Partnership Award](#) for Community-Engaged Creative Activity.
PHOTOGRAPH BY DANE ROBISON.

ENHANCE OUTREACH AND ENGAGEMENT

North Carolina Agriculture and Technical State University, from left to right, Ron Bates, George Smith, Quentin Tyler, Dana Infante and Laura Bix. PHOTO COURTESY OF MSU EXTENSION.

MSU EXTENSION ENGAGES NEW STAKEHOLDERS ACROSS MICHIGAN AND BEYOND

ACTION PLANNING TEAM: MSU Extension
MSU DEI: Objective 5

MSU Extension is working to increase the diversity of its workforce to include and represent more industries. Additional efforts of the past year centered around traveling throughout the state to engage with groups of stakeholders and build relationships with new institutions to further diversify MSU Extension's workforce and outreach efforts. New stakeholders were invited and encouraged to partner, while some were invited to join the MSU Extension and AgBioResearch Advisory Council.

Leadership in MSU Extension, AgBioResearch, and the College of Agriculture and Natural Resources, or CANR, intentionally engaged North Carolina A&T University, a historically Black college, for future collaborations and partnerships. MSU Extension leaders participated in a Tribal College Summit at the Saginaw Chippewa Tribal College to discuss collaborations and partnerships. The MSU Extension director and MSU Extension Children and Youth

Institute director met with the Statewide Youth Leadership Council to learn more about the needs of youth and how to incorporate their voices and concerns into the organization to create a more inclusive outreach organization.

An additional action was to equip MSU Extension professionals with skills to increase the diversity of their outreach efforts. This was addressed through ongoing multicultural trainings for employees, race and racism listening sessions in which speakers provide examples of best practices to reach a more diverse population.

Additional efforts include:
- The MSU Extension DEI specialist job description was revised to include a focus on recruitment in collaboration with MSU Extension Human Resources. The search committee for this position is currently working with hopes of hiring a specialist.
- MSU Extension, AgBioResearch and CANR leadership traveled to 12 locations throughout Michigan to meet with traditional and nontraditional stakeholders and hear community concerns and ideas.
- MSU Extension 4-H Youth Development

Program is kicking off a college readiness program geared toward Latin American youth and their families residing in Kent County. Juntos is implemented by bilingual/bicultural staff communicating with parents. Families participating identified as Mexican, Mexican American, Chicano, Central American e.g., Guatemalan, Salvadoran, Nicaraguan, Costa Rican, Panamanian, Honduran, Puerto Rican. After a successful pilot, the program will be taken statewide.
- MSU Extension is working with University of Maryland to create a dashboard that will provide demographic data for youth, veterans and groups accessible for MSU Extension employees to reach diverse audiences.
- MSU Extension, AgBioResearch, CANR International Programs, CANR ODEI and International Studies and Programs are working with Mohammed VI Polytechnic University in Morocco to design a global network to discuss how to better integrate DEI in research, teaching and MSU Extension. MSU Extension professionals travel there in May to share work from each programmatic area during a panel discussion.

ENHANCE OUTREACH AND ENGAGEMENT

Children and Youth Institute's LGBTQIA+ award recipients. PHOTOGRAPH BY DANE ROBISON.

PLAY ▶

CHILDREN AND YOUTH INSTITUTE'S LGBTQIA+ ADVOCACY TEAM WINS CAMPUSWIDE DEI AWARD

In February 2023, MSU Extension's Children and Youth Institute, or CYI, LGBTQIA+ Advocacy Team received the Excellence in Diversity, Equity and Inclusion Award for their work creating greater inclusion for individuals of all gender identities and sexual orientations. The group established the Michigan 4-H Helping with Rainbow Hands Club, a program centered around creating a friendly, positive environment for Michigan LGBTQIA+ youth and their families.

MSU INVITES LATINO/A FARMERS TO DISCUSS DIFFICULTIES OF MIGRANT WORKERS

In every grocery store in America, fresh produce can be found. In Michigan, the majority of new farmers who produce agriculture are local and independently run by Latino/a families, rather than big corporations. However, being a local small farmer also means there is a lot of work to be done and fewer hands to do the job. Because of this, many farmers hire temporary help from other countries, specifically Mexico and those in Central America.

To help organize the process of hiring migrant farm workers, the H-2A Visa Program was put into effect under the Immigration Reform and Control Act. H-2A is a program that allows farmers to employ temporary, nonimmigrant non-domestic workers with a visa.

The purpose of the H-2A program was to smooth the process of hiring farmworker labor, yet many farmers do not believe the program is effective, let alone accessible. In efforts to shed light on this and get the attention of politicians, **MSU hosted a luncheon with representatives** from several departments and local Latino/a farmers to build strategies to address farm labor shortages.

As MSU moves in that direction, Migrant Student Services is hosting a recognition banquet for **La Cosecha** (The Harvest) to honor the program's success in supporting socially disadvantaged Latino/a farmers in Michigan.

"Faculty researchers have discussions on their perspectives with primarily large production farms, and I'm talking with the small Latino farmers. Those worlds are quite far apart. Rather than assuming the challenges facing agriculture, represent the farmers. I wanted to bring them to the table. My objective is to set up a scenario where farmers have a voice and we can hear directly from them."

Luis Alonzo Garcia, director, Migrant Student Services

MSU RAISES FUNDS DURING HERITAGE MONTHS

MSU Annual Giving has organized and promoted numerous campaigns with campus partners supporting diversity, equity, and inclusion recognition months and days, including Veterans Day, Hispanic Heritage Month, Black History Month, Pride Month and the Dr. Martin Luther King Jr. Day-inspired "Stuff the Library" initiative. Each campaign features links to support programs and alums groups' funds that go directly to support underrepresented communities. In addition, Annual Giving has partnered with University Communications to prominently feature the campaigns in MSUToday stories as calls to action to engage Spartans in DEI.

ENHANCE OUTREACH AND ENGAGEMENT

UNIVERSITY ADVANCEMENT INCREASES DEI ENGAGEMENT

ACTION PLANNING TEAM: University Advancement
MSU 2030 DEI: Objective 5

University Advancement, or UA, increases DEI engagement in myriad ways, including prominently featuring Vice President and Chief Diversity Officer Jabbar R. Bennett, Ph.D., in a series of events. The office engaged more than 200 alums in Chicago, New York, Atlanta and online. Event coordinators engaged alums in the planning of venues to ensure underrepresented community participation.

Additionally, UA combined efforts across communication teams to increase representation in the division's communication products. A workgroup was formed to develop resources and explore ways to increase the hiring of diverse vendor talent. Furthermore, a slide deck was developed in collaboration with IDI on MSU's DEI strategy and initiatives to share with donors and donor prospects. The division has a deliberate focus on increasing DEI presence in development of magazine stories, various feature stories across its channels and annual giving reports.

MSU CARES VOLUNTEER PILOT PROGRAM LAUNCHED

The EVPA Office of DEI launched the Community Engagement Volunteer Pilot Program, named MSU CARES, to support proactive engagement with underrepresented and underserved communities, expand volunteer opportunities and increase and improve outreach and engagement activities. The program is a partnership with the Office for Institutional Diversity and Inclusion, Center for Community Engaged Learning, College of Agriculture and National Resources/MSU Extension and Student Life & Engagement.

Vice President and Chief Diversity Officer Jabbar R. Bennett, Ph.D., joins Spartan alums for a conversation at the National Center for Civil and Human Rights in Atlanta.

PLAY ▶

SPOTLIGHT: HEALTH SCIENCES

"We want to make sure everyone, regardless of the color of their skin or where they live, has access to health, hope and healing. Our focus on sustainable health allows us to mobilize across all our dimensions to attain that outcome."

Norman J. Beauchamp Jr., M.D., MHS, executive vice president for Health Sciences

PROMOTING HOPE, HEALTH AND HEALING FOR ALL THROUGH SUSTAINABLE HEALTH

Michigan State University **Health Sciences** is focused on improving health to all through patient care, education, research, and partnerships with communities and innovators throughout the state.

Whether it is by using the latest technology to improve the lives of patients with chronic diseases, developing new programs in nursing, supporting medical students caring for homeless populations in Michigan, or expanding partnerships in Grand Rapids, East Lansing and Detroit, MSU is bringing cutting-edge medical care, research and technologies to those communities and enhancing the quality of life and health outcomes of Michiganders regardless of where they live, with a focus on increasing health care access to historically underrepresented groups and increasing the diversity of health care professionals who care for them.

MSU Health Sciences is expanding career pathways that can respond to the changing needs of Michigan's population, including those from underserved populations, by educating the next generation of health care providers and professionals.

Through the Henry Ford Health + MSU partnership, 100 Henry Ford investigators have joined MSU faculty. The partnership also allows more medical students to do their medical rotation there, with a focus on underrepresented groups entering medical and health care professions. In addition, Health Sciences is seeking to expand MSU's accelerated nursing program in Detroit.

SPOTLIGHT: HEALTH SCIENCES

"Cancer research will play an important role in fighting the health disparities that plague our most vulnerable communities."

Jeff MacKeigan, Ph.D., Health Sciences Cancer Committee member and assistant dean for Research, College of Human Medicine

"One of the main problems in suicide prevention is finding people at risk for suicide who are not well-connected to health care. It turns out, many such individuals are in contact with the justice system, including police, courts and local jails. The challenge with connecting individuals in jail with community services is it is resource-intensive and difficult to do at a scale. Our approach solves both problems."

Jennifer Johnson, Ph.D.,
C. S. Mott endowed professor
of Public Health,
College of Human Medicine

$15M NIH GRANT FUNDS NEW SUICIDE PREVENTION CENTER TO LINK HEALTH CARE, JUSTICE SYSTEMS

Justice actors (911, police, courts, jails) interact with much of the United States population at risk for suicide. MSU College of Human Medicine public health department joined forces with Henry Ford Health and Brown University to create the new National Center for Health and Justice Integration for Suicide Prevention. The new research center is an innovative program funded by a $15-million grant from the National Institute of Mental health. The center uses data from justice systems and health care organizations to identify suicide risk and connect people to care.

CANCER RESEARCH GRANTS COMBAT HEALTH DISPARITIES

Henry Ford Health + Michigan State University Health Sciences announced five cancer research grants of up to $100,000 for highly impactful research initiatives. Nearly half of the grants will directly address cancer disparities. The research initiatives include a study of diverse patient cohorts with oropharyngeal squamous cell carcinoma and the study of gender disparities in liver carcinoma.
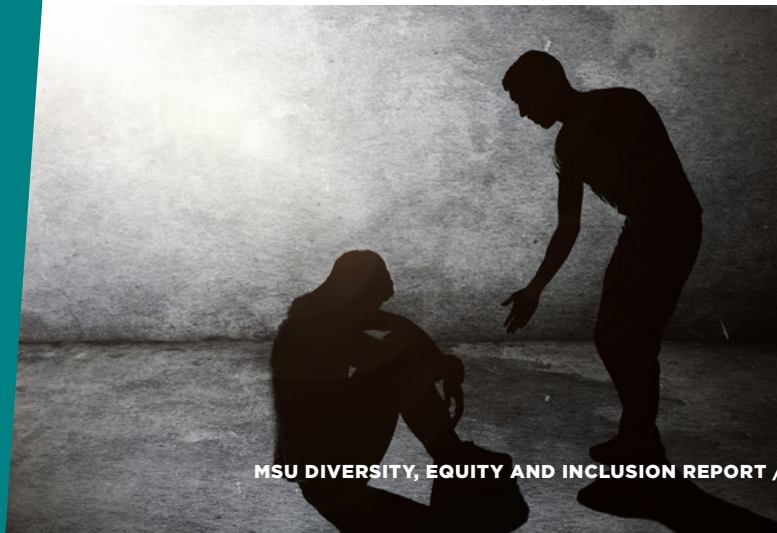
MSU MUSEUM SELECTED FOR SMITHSONIAN CRITICAL CONVERSATIONS PROGRAM

The MSU Museum is currently one of only nine organizations selected as part of a cohort to participate in the Fostering Critical Conversations with Our Communities program, a year-long, Smithsonian Institution community engagement initiative in collaboration with the International Coalition of Sites of Conscience. The pilot program is a hands-on opportunity for select MSU Museum staff to develop skills that foster important, sometimes difficult or ignored, conversations with community. Topics addressed include learning about trauma, healing and memorialization, building reciprocal relationships and understanding organizational impacts.

SPOTLIGHT: HEALTH SCIENCES

"I wanted to focus on rural communities because, traditionally, they lack resources compared to urban communities."

Jiying Ling, Ph.D., RN, associate professor, College of Nursing

EXPANSION OF HEALTHY EATING PROGRAM IN RURAL COMMUNITIES

A program addressing childhood obesity will launch its second phase in 2023 in rural communities across Michigan, thanks to new funding from the Michigan Health Endowment Fund. Happy Family, Healthy Kids Phase II is a 14-week program that will serve 38 rural childcare classrooms, covering 600 preschoolers from low-income families annually, offered by the Northwest Michigan Community Action Agency.

Associate Professor Dr. Jiying Ling, Ph.D., RN, shows a child one of the materials they use in the Happy Family, Happy Kids program.

SPOTLIGHT: HEALTH SCIENCES

PROVIDING MEDICAL CARE WHERE PATIENTS ARE

The MSU College of Osteopathic Medicine student-run Street Medicine/Street Care programs provide care for the most vulnerable residents in three sites: Fee Hall at MSU in East Lansing; the Detroit Medical Center in Detroit; the Macomb University Campus in Macomb County. The programs focus is on meeting the needs of the unhoused population beyond immediate medical attention. Located at the college's campuses in East Lansing, Detroit and Macomb County, students partner with local organizations to care for the most vulnerable residents.

"By meeting people where they are comfortable, the teams ensure even our most vulnerable patients are receiving medical care as well as connections to other services within the community. This work is critical to supporting overall wellness for all."

Andrea Amalfitano, D.O., Ph.D., dean, College of Osteopathic Medicine

Detroit Street Care team members and their patient celebrate following the treatment for the foot sores he was experiencing.

RESOURCES

The following resources were updated or launched over the course of the year to promote an inclusive and world-class academic environment.

2023 guide on antisemitism
Serling Institute for Jewish Studies and Modern Israel

2023 Ramadan guide
Muslim Studies Program

Digital accessibility support
Technology at MSU

First-generation website
Undergraduate Education

Inclusive communications guide
University Communications and the Office for Institutional Diversity and Inclusion

Name, gender, sexual identity and pronoun data
Office of the Executive Vice for Administration and the Office for Institutional Diversity and Inclusion

Religious observance calendar
Office of the Provost and the Office for Institutional Diversity and Inclusion

Translation and interpreting services
College of Arts & Letters

College of Osteopathic Medicine's 23rd Annual Dr. William G. Anderson **Slavery to Freedom** Lecture Series with Dr. Angela Davis (left) and Dr. Marita Gilbert on Feb. 9, 2023. PHOTOGRAPH BY DANE ROBISON.

2021-22
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, or 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.

DEFINITIONS

GENDER DEFINITIONS

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.)

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 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 is a person's deep-seated, internal sense of who they are as a gendered being, specifically: woman, man, cisgender, transgender, nonbinary, genderqueer, gender nonconforming, agender and two-spirit individuals. Some legal documents now allow for a person's gender to match their gender presentation.

■ LEGAL SEX 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 should not be confused with gender. This is the sex marker on a person's birth certificate – typically, intersex, female or male. 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.

For further understanding of the information provided below, we direct readers' attention to **The Gender and Sexuality Campus Center** and the **Name Pronoun and Gender Data Policy.**

LIMITATIONS OF GENDER DATA PRESENTED IN THIS REPORT

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, birth-assigned sex and legal sex 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 gender and include intersex identity and more options outside of the gender binary.

DEFINITIONS

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

SUMMARY OF DIVERSITY DATA

STUDENT AND WORKFORCE DATA

The 2021-22 annual data report provides a fall 2021 to fall 2022, one-year comparison of student enrollment by race/ethnicity demographics, as well as a 10-year comparison of enrollment, persistence and success rates between 2011 and 2021. Workforce data is a fall 2021 to fall 2022 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 FY2017-18 and FY2021-22 of supplier diversity spending.

This is the third report where the 10-year comparison will only include the 2010 updated Integrated Postsecondary Education System 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, 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 2021 and fall 2022, the total enrollment of students of color increased to 26.6% of the domestic student population, while international students accounted for 8.7% of total students enrolled in fall 2022. The increase in the number of international students enrolled compared to the previous year was 6.3% (primarily among graduate students). The 2022 average six-year graduation rate of 82% is a record high, tied with last year, compared to 73% of students of color. Graduation rates for Hispanic/Latino/a students of any race and international students increased by 11 percentage points or higher between 2012 and 2022. Rates improved by 8 points among American Indian/Alaska Native students, by 5 points among African American/Black students and by 2.9 points among white students. The number of students who registered with the RCPD with permanent disabilities increased by 25% to 3,478.

Workforce data shows a 4% increase in employees of color compared to 2021, bringing the total percentage up to 23.2%. The number of women employees in the workforce increased 1.4% from fall 2021 to fall 2022, making up 54.5% of all employees. The number of African American/Black faculty in the tenure system increased by 2%, while tenured faculty of two or more races decreased by 20% in fall 2022. Staff of color make up 18.6% of support staff with 7.3% African American/Black, 6.2% Hispanic/Latino/a (of any race) and 3.7% Asian. Registrations of employees with permanent disabilities in RCPD increased by 30% from the previous year to 451.

A total of $48 million was spent with diverse vendor suppliers, making up 4.55% of total supplier spending in FY2021-22. Of this, 56.7% was spent with women-owned suppliers, which is a 3% increase from FY2017-18. In the same five-year comparison, supplier spending with a person-of-color-owned businesses decreased by 1%, while supplier spending increased 3.2% with veteran-owned businesses.

CONCLUSION

Advancing 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. MSU remains dedicated to nurturing the success of all Spartans, especially those who may have been adversely and disproportionately impacted over the past three years as faculty, staff and students continue to demonstrate their commitment to our institutional values and community standards in pursuit of inclusive excellence.

FALL 2022 STUDENT OVERVIEW AND ONE-YEAR CHANGE

Fall 2022 semester total enrollment includes 12,161 domestic students of color, a 3.2% increase from fall 2021. These students represent 26.6% of the domestic student population. Total international student enrollment increased 6.3% compared to fall 2021. Enrollment of women increased by 0.7%, with women making up 52.9% of all students.

The fall 2022 first-time entering undergraduate class totaled 9,676 students, which includes 2,486 students of color — a historic high. Students of color represented 27.7% of the total first-time entering student population. First-time entering class African American/Black enrollment declined 3.9% from fall 2021. The number of American Indian/Alaska Native students in the fall 2022 entering class was higher compared to the previous year by 107.1%. Those who self-identified as two or more races increased by 46.6% compared to the fall 2021 first-time 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*	COUNT: FALL 2022	FALL 2022	CHANGE FROM FALL 2021
African American/Black	3,228	7.1%	-6.1%
American Indian/Alaska Native	130	0.3%	15.0%
Asian	3,778	8.3%	6.8%
Hawaiian/Pacific Islander	30	0.1%	7.1%
Hispanic/Latino/a (of any race)	3.060	6.7%	2.5%
Two or More Races	1,935	4.2%	15.0%
TOTAL STUDENTS OF COLOR	**12,161**	**26.6%**	**3.2%**
White	32,447	71.1%	-1.0%
Other/Unknown/No Response	1,035	2.3%	2.5%
DOMESTIC TOTAL	**45,643**	**91.3%**	**0.2%**
International	4,364	8.7%	6.3%
UNIVERSITY TOTAL	**50,007**	**100%**	**0.7%**
Men	23,538	47.1%	0.7%
Women	26,469	52.9%	0.7%

FIRST-TIME ENTERING CLASS*	COUNT: FALL 2022	FALL 2022	CHANGE FROM FALL 2021
African American/Black	549	6.1%	-3.9%
American Indian/Alaska Native	29	0.3%	107.1%
Asian	826	9.2%	2.0%
Hawaiian/Pacific Islander	4	0.0%	-42.9%
Hispanic/Latino/a (of any race)	600	6.7%	0.0%
Two or More Races	478	5.3%	46.6%
TOTAL FIRST-TIME STUDENTS OF COLOR	**2,486**	**27.7%**	**6.8%**
White	6,350	70.8%	6.8%
Other/Unknown/No Response	138	1.5%	-62.5%
DOMESTIC TOTAL	**8,974**	**92.7%**	**3.9%**
International	702	7.3%	65.6%
UNIVERSITY TOTAL	**9,676**	**100%**	**6.8%**
Men	4,640	48.0%	10.2%
Women	5,036	2.0%	3.8%

FALL 2022 STUDENT OVERVIEW AND ONE-YEAR CHANGE (CONTINUED)

Total enrollment of undergraduate students of color (including graduate and professional programs) was 9,704, comprising 26.3% of domestic postgraduate enrollment. The number of domestic graduate students of color increased by 6.6% in fall 2022 compared to the previous fall, even as overall domestic graduate student enrollment decreased by 4.5% and overall graduate enrollment, including both domestic and

international students, decreased by 2.5%. In addition, 2,024 international graduate and professional students were enrolled in fall 2022 an increase of 7.3% from the previous fall. As of fall 2022, international students accounted for 18.7% 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*	COUNT: FALL 2022	FALL 2022	CHANGE FROM FALL 2021
African American/Black	2,590	7.0%	-7.6%
American Indian/Alaska Native	93	0.3%	38.8%
Asian	3,044	8.3%	8.0%
Hawaiian/Pacific Islander	26	0.1%	13.0%
Hispanic/Latino/a (of any race)	2,358	6.4%	0.3%
Two or More Races	1,593	4.3%	12.4%
TOTAL UNDERGRADUATES OF COLOR	**9,704**	**26.3%**	**2.4%**
White	26,300	71.3%	0.9%
Other/Unknown/No Response	857	2.3%	7.5%
DOMESTIC TOTAL	**36,861**	**94.0%**	**1.4%**
International	2,340	6.0%	5.4%
UNIVERSITY TOTAL	**39,201**	**100%**	**1.6%**
Men	18,944	48.3%	1.5%
Women	20,257	51.7%	1.8%

GRADUATE & PROFESSIONAL ENROLLMENT*	COUNT: FALL 2022	FALL 2022	CHANGE FROM FALL 2021
African American/Black	638	7.3%	0.3%
American Indian/Alaska Native	37	0.4%	-19.6%
Asian	734	8.4%	1.9%
Hawaiian/Pacific Islander	4	0.0%	-20.0%
Hispanic/Latino/a (of any race)	702	8.0%	10.9%
Two or More Races	342	3.9%	29.1%
TOTAL GRADS/PROFESSIONALS OF COLOR	**2,457**	**28.0%**	**6.6%**
White	6,147	70.0%	-8.0%
Other/Unknown/No Response	178	2.0%	-16.4%
DOMESTIC TOTAL	**8,782**	**81.3%**	**-4.5%**
International	2,024	18.7%	7.3%
UNIVERSITY TOTAL	**10,806**	**100%**	**-2.5%**
Men	4,594	42.5%	-2.2%
Women	6,212	57.5%	-2.7%

STUDENT OVERVIEW 10-YEAR PERCENT CHANGE

Among all students, the 10-year percent change for African American/Black student enrollment showed a 6.3% increase. The largest increase was among students who reported two or more races (108.5%), followed by Hispanic/Latino/a students of any race (82.4%). The number of international students enrolled at MSU, on the other hand, was 33.9% lower in fall 2022 compared with ten years previous. Among entering first-time undergraduates, 83.5% more domestic students of color enrolled in fall 2022 than in fall 2012. Over the same period, the number of entering first-time Asian undergraduates increased by 146.6%.

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 2012 do not include College of Law students, while they are included in fall 2022.

TOTAL STUDENT ENROLLMENT	COUNT: FALL 2022	COUNT: FALL 2012	CHANGE FROM FALL 2012	
African American/Black	3,228	3,037	6.3%	
American Indian/Alaska Native	130	136	-4.4%	
Asian	3,778	2,080	81.6%	
Hawaiian/Pacific Islander	30	32	-6.3%	
Hispanic/Latino/a (of any race)	3,060	1,678	82.4%	
Two or More Races	1,935	928	108.5%	
TOTAL STUDENTS OF COLOR	**12,161**	**7,891**	**54.1%**	
White	32,447	33,584	-3.4%	
Other/Unknown/No Response	1,035	832	24.4%	
DOMESTIC TOTAL	**45,643**	**42,307**	**7.9%**	
International	4,364	6,599	-33.9%	
UNIVERSITY TOTAL	**50,007**	**48,906**	**2.3%**	
Men	23,538	23,692	-0.7%	
Women	26,469	25,214	5.0%	

FIRST-TIME ENTERING CLASS	COUNT: FALL 2022	COUNT: FALL 2012	CHANGE FROM FALL 2012	
African American/Black	549	511	7.4%	
American Indian/Alaska Native	29	12	141.7%	
Asian	826	335	146.6%	
Hawaiian/Pacific Islander	4	8	-50.0%	
Hispanic/Latino/a (of any race)	600	290	106.9%	
Two or More Races	478	199	140.2%	
TOTAL FIRST-TIME STUDENTS OF COLOR	**2,486**	**1,355**	**83.5%**	
White	6,350	5,509	15.3%	
Other/Unknown/No Response	138	89	55.1%	
DOMESTIC TOTAL	**8,974**	**6,953**	**29.1%**	
International	702	1,248	-43.8%	
UNIVERSITY TOTAL	**9,676**	**8,201**	**18.0%**	
Men	4,640	3,965	17.0%	
Women	5,036	4,236	18.9%	

STUDENT OVERVIEW 10-YEAR PERCENT CHANGE (CONTINUED)

Between fall 2012 and fall 2022, the number of African American/Black undergraduates enrolled increased by 3%, and the number of African American/Black graduate and professional students increased by 22%. Among Hispanic/Latino/a students of any race, undergraduate enrollment increased 78.8% between fall 2012 and fall 2022, while graduate and professional enrollment increased by 95.5%. Among Asian students, undergraduate enrollment increased 96.3%, while graduate and professional enrollment increased by 38.8%. The number of international students enrolled fell by 45% among undergraduates and 13.7% 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 2012 do not include College of Law students, while they are included in fall 2022.

UNDERGRADUATE ENROLLMENT	COUNT: FALL 2022	COUNT: FALL 2012	CHANGE FROM FALL 2012	
African American/Black	2,590	2,514	3.0%	
American Indian/Alaska Native	93	100	-7.0%	
Asian	3,044	1,551	96.3%	
Hawaiian/Pacific Islander	26	26	0.0%	
Hispanic/Latino/a (of any race)	2,358	1,319	78.8%	
Two or More Races	1,593	777	105.0%	
TOTAL UNDERGRADUATES OF COLOR	**9,704**	**6,287**	**54.4%**	
White	26,300	26,437	-0.5%	
Other/Unknown/No Response	857	476	80.0%	
DOMESTIC TOTAL	**36,861**	**33,200**	**11.0%**	
International	2,340	4,254	-45.0%	
UNIVERSITY TOTAL	**39,201**	**37,454**	**4.7%**	
Men	18,944	18,691	1.4%	
Women	20,257	18,763	8.0%	

GRADUATE & PROFESSIONAL ENROLLMENT	COUNT: FALL 2022	COUNT: FALL 2012	CHANGE FROM FALL 2012	
African American/Black	638	523	22.0%	
American Indian/Alaska Native	37	36	2.8%	
Asian	734	529	38.8%	
Hawaiian/Pacific Islander	4	6	-33.3%	
Hispanic/Latino/a (of any race)	702	359	95.5%	
Two or More Races	342	151	126.5%	
TOTAL GRADS/PROFESSIONALS OF COLOR	**2,457**	**1,604**	**53.2%**	
White	6,147	7,147	-14.0%	
Other/Unknown/No Response	178	356	-50.0%	
DOMESTIC TOTAL	**8,782**	**9,107**	**-3.6%**	
International	2,024	2,345	-13.7%	
UNIVERSITY TOTAL	**10,806**	**11,452**	**-5.6%**	
Men	4,594	5,001	-8.1%	
Women	6,212	6,451	-3.7%	

STUDENT SUCCESS

FIRST RETURNING FALL PERSISTENCE, 2011 VS. 2021 FIRST-TIME UNDERGRADUATE ENTERING COHORTS

The rate at which first-time undergraduate students entering MSU in 2021 returned to MSU for their first subsequent fall semester (fall 2022) was 89.2%, which is a slight decrease compared with the rate for students entering in fall 2011, 90.3% of whom returned to MSU the following fall.

Persistence increased by 7.2 percentage points among students whose race/ethnicity group was reported to MSU as "other" or was not reported at all. Persistence increased by 2 percentage points among international students and by 4.2 percentage points among students reporting two or more races and declined by 1.0 point among Asian students, by 1.6 points among white students and by 2.7 points among African American/Black students.

Rates remained steady for Hispanic/Latino/a students of any race. The persistence rate for American Indian/Alaska Native students was 14.3 points higher for the 2021 entering cohort compared with the 2011 cohort, but this change should be interpreted with great caution given the small number of individuals comprising this population. The 2021 persistence rate was lower than the average among Hispanic/Latino/a students of any race and African American/Black students.

PERSISTENCE RATES: RETURNING FALL PERCENTAGE

RACE/ETHNICITY	0%	20%	40%	60%	80%	100%	
Hawaiian/Pacific Islander*					80.0% ⭕——⬤	100.0%	
American Indian/Alaska Native*					78.6% ⭕——⬤ 92.9%		
International					90.1% ⬤⭕ 92.1%		
Other/Unknown/Blank					83.8% ⭕—⬤ 91.0%		
Asian					90.6% ⭕ 90.7%		
Two or More Races					86.1% ⭕-⬤ 90.3%		
White					89.8% ⬤⭕ 91.4%		
AVERAGE — ALL STUDENTS					**89.2% ⬤⭕ 90.3%**		
African American/Black					84.2% ⬤⭕ 86.9%		
Hispanic/Latino/a (of any race)					82.7% ⭕⬤ 83.6%		

CHART KEY

⭕ 2011 Entering Cohort Persistence Rate

⬤ 2021 Entering Cohort Persistence Rate

FIRST FALL PROBATION RATES, 2012 VS. 2022 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 [Academic Standing of Undergraduate Students web page](#).)

The overall first fall probation rate for first-time undergraduates was 1% lower at the close of fall 2022 compared to fall 2012. Compared to 2012 rates, 2022 probation rates were lower (a good thing) among all race/ethnicity groups: American Indian/Alaska Native (11.1% point decrease, though data should be interpreted with caution due to the small number of students); Hawaiian/Pacific

Islander (12.5% 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 (1.8 percentage point decrease); Hispanic/Latino/a students of any race (0.1% decrease); African American/Black students (2.2% decrease). Asian student's probation rate was the only group to increase by 1% point. 2022 probation rates were lower than they were in 2012 for white students (0.5% point decrease), students of two or more races (6.7% point decrease) and international students (2.9% point decrease).

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, international, American Indian/Alaska Native, and other/unknown/no response were higher than the average for all students in 2022, while probation rates among white students and Asian students were lower than the average in both 2012 and 2022.

PROBATION RATES: RETURNING FALL PERCENTAGE

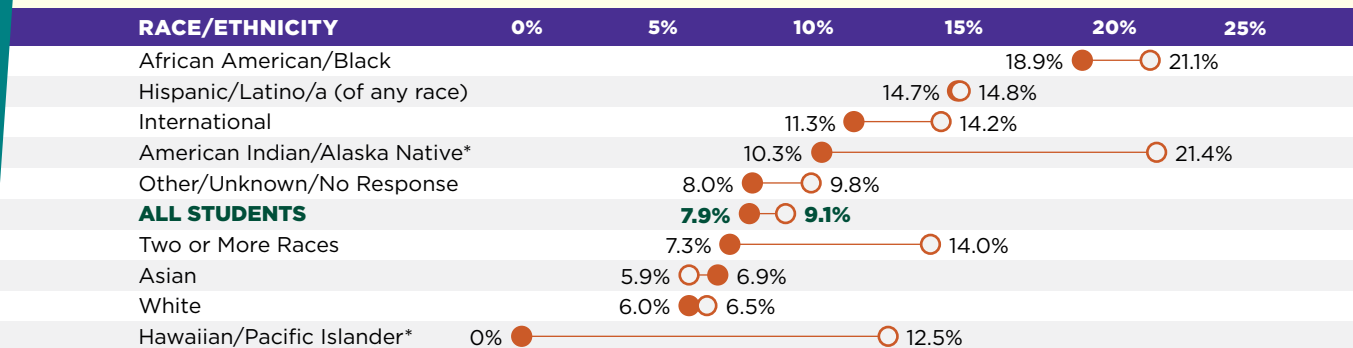| RACE/ETHNICITY	0%	5%	10%	15%	20%	25%
African American/Black					18.9% ● ○ 21.1%	
Hispanic/Latino/a (of any race)			14.7% ○ 14.8%			
International			11.3% ● ○ 14.2%			
American Indian/Alaska Native*			10.3% ● ○ 21.4%			
Other/Unknown/No Response		8.0% ● ○ 9.8%				
ALL STUDENTS		**7.9% ● ○ 9.1%**				
Two or More Races		7.3% ● ○ 14.0%				
Asian	5.9% ○ ● 6.9%					
White	6.0% ● ○ 6.5%					
Hawaiian/Pacific Islander*	0% ● ○ 12.5%					

CHART KEY

○ 2012 Entering Cohort Probation Rate

● 2022 Entering Cohort Probation Rate

STUDENT SUCCESS (CONTINUED)

SIX-YEAR GRADUATION RATE, 2012 VS. 2022 FULL-TIME, FIRST-TIME UNDERGRADUATES

The 2022 average six-year graduation rate (2016 entering cohort) of 82% is a 2.9% percentage point increase from the 2012 (2006 entering cohort) rate of 79% and is a record high tied with last year. The graduation rate also increased for all race/ethnicity groups except for Asian students (decrease of 0.4 percentage points), students of two or more races (4.8 percentage point decrease), and Other/Unknown/Blank students (decrease of 14.1 percentage points).

Graduation rates for Hispanic/Latino/a students of any race and international students all increased by 11 percentage points or higher between 2012 and 2022. Rates improved by 8 points among American Indian/Alaska Native students, by 5 points among African American/Black students and by 2.9 points among white students. However, even after these increases, as of 2021 graduation rates among all race/ethnicity groups, other than white and Hawaiian/Pacific Islander (note the small number) students, remained below the all-student average.

NOTES ON THE DATA
The 2012 six-year graduation rate reflects students entering in 2006, and students were asked to identify, after admission, if they identified as being of two or more races after federal 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

GRADUATION RATES: SIX-YEAR PERCENTAGE

RACE/ETHNICITY	0%	20%	40%	60%	80%	100%
Hawaiian/Pacific Islander*						100.0% ●
White					83% ○ ● 86%	
AVERAGE — ALL STUDENTS					79% ○ ● 82%	
Asian					● 80%	
International				68% ○ ● 79%		
Two or More Races					77% ● ○ 82%	
Other/Unknown/Blank				67% ● ○ 81%		
Hispanic/Latino/a (of any race)			55% ○ ● 67%			
African American/Black			60% ○ ● 65%			
American Indian/Alaska Native*			53% ○ ● 61%			

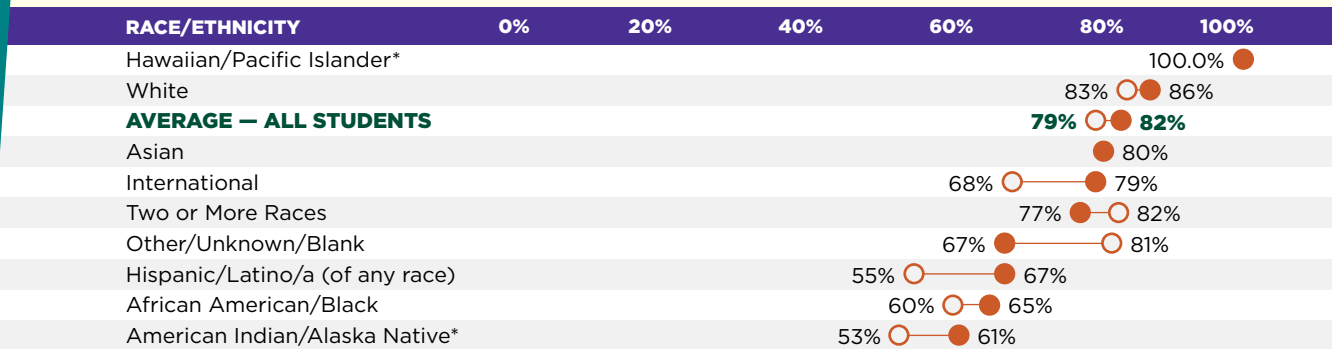### CHART KEY

○ 2012 Entering Cohort Graduation Rate

● 2022 Entering Cohort Graduation Rate

TIME-TO-DEGREE, 2011-12 VS. 2021-22 FIRST-TIME UNDERGRADUATES, GRADUATING COHORTS

The average time-to-degree (TTD) for all students for the 2021-22 graduating cohort was 3.96 calendar years, approximately 4 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 2021-22 graduating cohort completed their degrees 1.31 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 (0.88 years, equivalent to about eleven months or over two semesters), followed by African American/Black students (0.72 years, equivalent to nearly nine months) and Asian students (0.46 years, equivalent to about six months). White students and students of two or more races from the 2021-22 graduating cohort completed their degrees on average about three months faster than 2011-12 graduates from these groups.

Despite these improvements, among the 2021-22 graduating cohort African American/Black students still took on average nearly eight months longer to graduate than the average for all students, and Hispanic/Latino/a students of any race took about one month longer to graduate than the average for all students.

NOTES ON THE DATA
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

TIME-TO-DEGREE: AVERAGE NUMBER OF YEARS

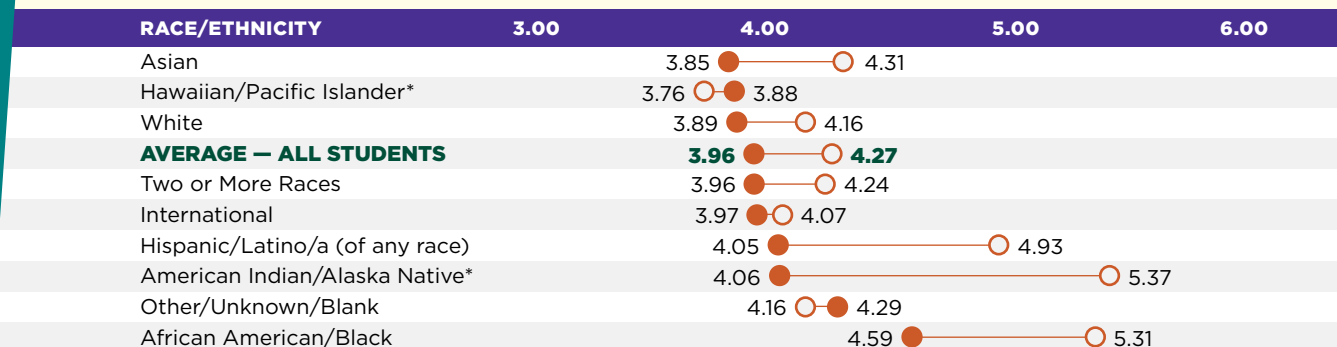| RACE/ETHNICITY	3.00	4.00	5.00	6.00
Asian		3.85 ●—○ 4.31		
Hawaiian/Pacific Islander*		3.76 ○—● 3.88		
White		3.89 ●—○ 4.16		
AVERAGE — ALL STUDENTS		**3.96 ●—○ 4.27**		
Two or More Races		3.96 ●—○ 4.24		
International		3.97 ●○ 4.07		
Hispanic/Latino/a (of any race)		4.05 ●————○ 4.93		
American Indian/Alaska Native*		4.06 ●—————○ 5.37		
Other/Unknown/Blank		4.16 ○●— 4.29		
African American/Black		4.59 ●————○ 5.31		

CHART KEY
○ Avg TTD 2011-2012 Graduating Cohort
● Avg TTD 2021-2022 Graduating Cohort

SIX-YEAR STUDENT OUTCOMES, 2015 ENTERING CLASS

According to the Student Achievement Measure (SAM) initiative, 82% of all first-time-in-any-college students who entered MSU in 2015 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, 6% of all students and 6% of students of color graduated from another institution, and 2% of all students and 4% of students of color enrolled at another institution.

Six years after entering MSU, 14% 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 8%.

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 2015 first-time, full-time undergraduate entering cohort was the most recent data available through SAM.

Further information is available on the **SAM website.**

SIX-YEAR STUDENT OUTCOMES PERCENTAGE

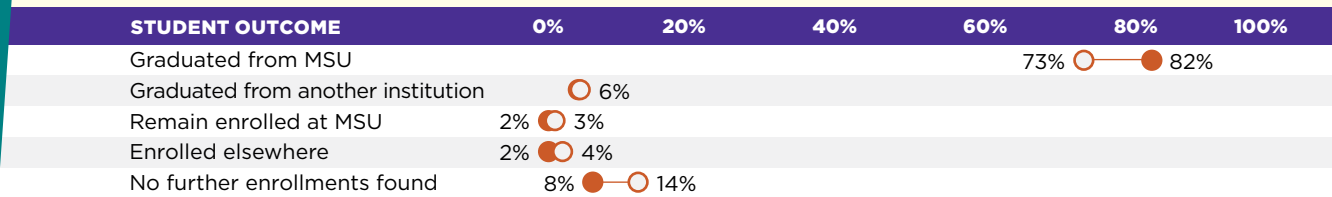| STUDENT OUTCOME	0%	20%	40%	60%	80%	100%
Graduated from MSU					73% ⟶ 82%	
Graduated from another institution	6%					
Remain enrolled at MSU	2% 3%					
Enrolled elsewhere	2% 4%					
No further enrollments found	8% ⟶ 14%					

CHART KEY

○ Students of Color
● All Students

FACULTY AND STAFF

EMPLOYEE DIVERSITY, 2021-22: ALL EMPLOYEES AND SUPPORT STAFF

The total number of employees at MSU increased by 1.6%; the number of employees who are men increased by 1.8%, while the number of women employees increased by 1.4%. The number of MSU employees of color also increased by 4.0% from fall 2021-22, and the number of African American/Black employees increased by 6.2%. The number of employees who are veterans made up 1.5% of all MSU employees in fall 2022, with the overall number of veterans declining by 4.5% compared to fall 2021. People of color comprise 23.2% of support staff, with 7.2% being African American/Black and 8.8% being Asian and 5.8% Hispanic/Latino/a (of any race).

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*	COUNT: FALL 2022	FALL 2022		CHANGE FROM FALL 2021	
African American/Black	941	7.2%		6.2%	
American Indian/Alaska Native	62	0.5%		0.0%	
Asian	1,139	8.8%		1.4%	
Hawaiian/Pacific Islander	16	0.1%		6.7%	
Hispanic/Latino/a (of any race)	757	5.8%		5.7%	
Two or More Races	103	0.8%		3.0%	
TOTAL EMPLOYEES OF COLOR	**3,018**	**23.2%**		**4.0%**	
White	9,978	76.8%		0.9%	
UNIVERSITY TOTAL	**12,996**	**100%**		**1.6%**	
Men**	5,910	45.5%		1.8%	
Women**	7,084	54.5%		1.4%	
Veteran***	192	1.5%		-4.5%	

SUPPORT STAFF*	COUNT: FALL 2022	FALL 2022		CHANGE FROM FALL 2021	
African American/Black	534	7.3%		6.2%	
American Indian/Alaska Native	35	0.5%		6.1%	
Asian	268	3.7%		7.6%	
Hawaiian/Pacific Islander	6	0.1%		20.0%	
Hispanic/Latino/a (of any race)	455	6.2%		8.1%	
Two or More Races	57	0.8%		7.5%	
TOTAL SUPPORT STAFF OF COLOR	**1,355**	**18.6%**		**7.2%**	
White	5,945	81.4%		1.6%	
UNIVERSITY TOTAL	**7,300**	**100%**		**2.6%**	
Men**	2,949	40.4%		4.8%	
Women**	4,350	59.6%		1.2%	

EMPLOYEE DIVERSITY, 2021-22: FACULTY AND ACADEMIC STAFF AND TENURE SYSTEM FACULTY

While the overall number of faculty and academic staff went up slightly by 0.4% from fall 2021-22, the number of African American/Black faculty and academic staff increased by 6.3%. There were also slight changes in the number of faculty and academic staff who were Hispanic/Latino/a (2.4% increase), American Indian/Alaska Native (-6.9%), and two or more races (-2.1%).

The overall number of tenure system faculty decreased by 1.9% from fall 2021-22. However, the number of tenure system faculty who were African American/Black increased by 2.0%, and the number of Asian tenure system faculty increased by 4.6%, with the largest decrease among two or more races (-20.0%). Tenured faculty who are men decreased by 3.3% and remain the majority at 61.0%, with women representing 39% of faculty.

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.

FACULTY AND ACADEMIC STAFF*	COUNT: FALL 2022	FALL 2022		CHANGE FROM FALL 2021	
African American/Black	407	7.1%		6.3%	
American Indian/Alaska Native	27	0.5%		-6.9%	
Asian	871	15.3%		-0.3%	
Hawaiian/Pacific Islander	10	0.2%		0.0%	
Hispanic/Latino/a (of any race)	302	5.3%		2.4%	
Two or More Races	46	0.8%		-2.1%	
TOTAL FACULTY/ACADEMIC STAFF OF COLOR	**1,663**	**29.2%**		**1.5%**	
White	4,033	70.8%		0.0%	
UNIVERSITY TOTAL	**5,696**	**100%**		**0.4%**	
Men**	2,961	52.0%		-0.9%	
Women**	2,734	48.0%		1.9%	

TENURE SYSTEM FACULTY*	COUNT: FALL 2022	FALL 2022		CHANGE FROM FALL 2021	
African American/Black	100	5.3%		2.0%	
American Indian/Alaska Native	12	0.6%		-7.7%	
Asian	365	19.2%		4.6%	
Hawaiian/Pacific Islander	5	0.3%		0.0%	
Hispanic/Latino/a (of any race)	99	5.2%		-6.6%	
Two or More Races	8	0.4%		-20.0%	
TOTAL TENURE SYSTEM EMPLOYEES OF COLOR	**589**	**31.0%**		**1.4%**	
White	1,309	69.0%		-3.3%	
UNIVERSITY TOTAL	**1,898**	**100%**		**-1.9%**	
Men**	1,157	61.0%		-3.3%	
Women**	740	39.0%		0.1%	

DISABILITY

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

In the 2021-22 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 psychiatric and chronic health disabilities being the most frequently registered among employees.
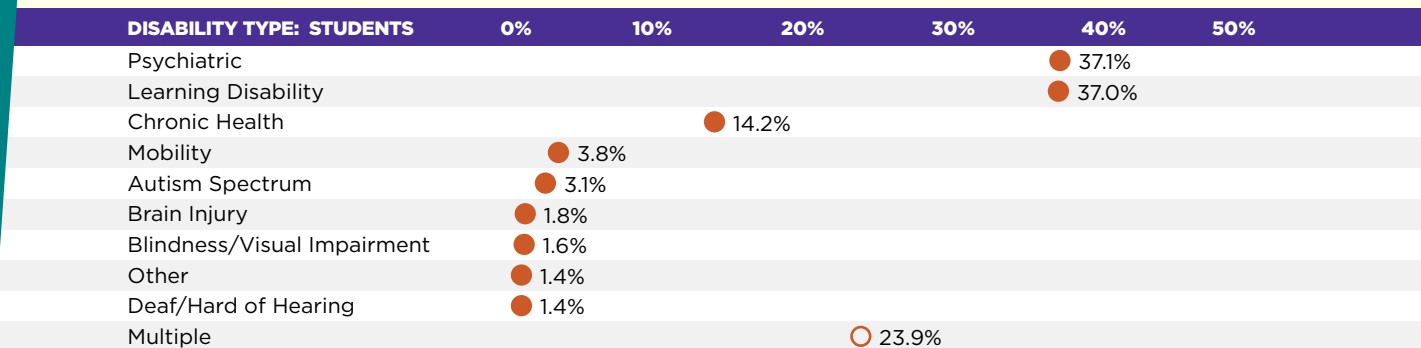
RCPD served 3,478 students with permanent disabilities between May 2021 and May 2022. This is a 25% increase from the previous year. Additionally, 451 employees with active permanent disabilities registered with RCPD over the same period, which represents a 30% increase from the previous year.

STUDENTS Among students, the most frequently reported disabilities in the 2021-22 reporting year were psychiatric (37.1%), learning (37%) and multiple disabilities (23.9%). Together, these three categories accounted for most of all disabilities registered with RCPD. 14.2% of registrants reported chronic health disabilities.

DISABILITY TYPE: STUDENTS	0%	10%	20%	30%	40%	50%
Psychiatric					● 37.1%	
Learning Disability					● 37.0%	
Chronic Health			● 14.2%			
Mobility	● 3.8%					
Autism Spectrum	● 3.1%					
Brain Injury	● 1.8%					
Blindness/Visual Impairment	● 1.6%					
Other	● 1.4%					
Deaf/Hard of Hearing	● 1.4%					
Multiple			○ 23.9%			

CHART KEY
○ More Than One Disability

EMPLOYEES For employees in the 2021-22 reporting year, chronic health (25.5%), psychiatric (23.4%) and mobility disabilities (21.2%) account for the majority of all disabilities registered with RCPD. 14.0% of registrants reported multiple disabilities.
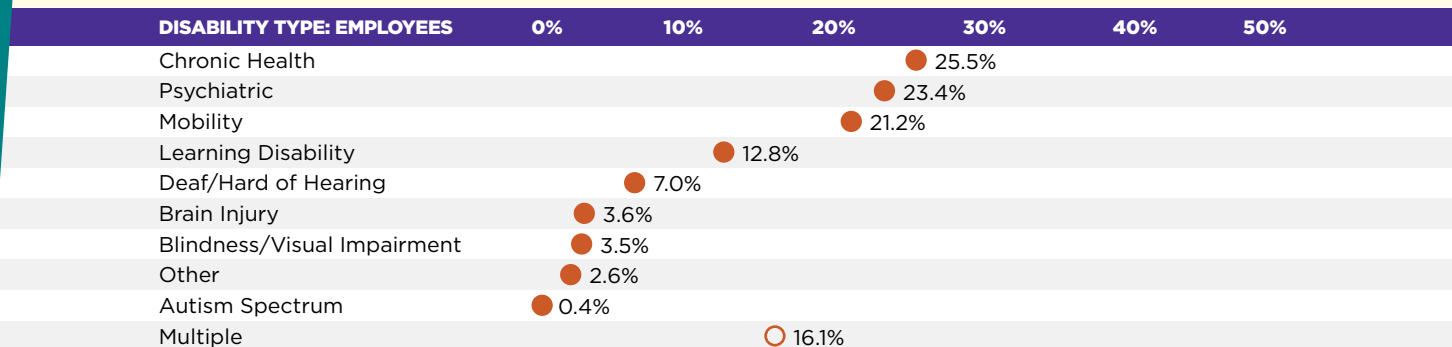
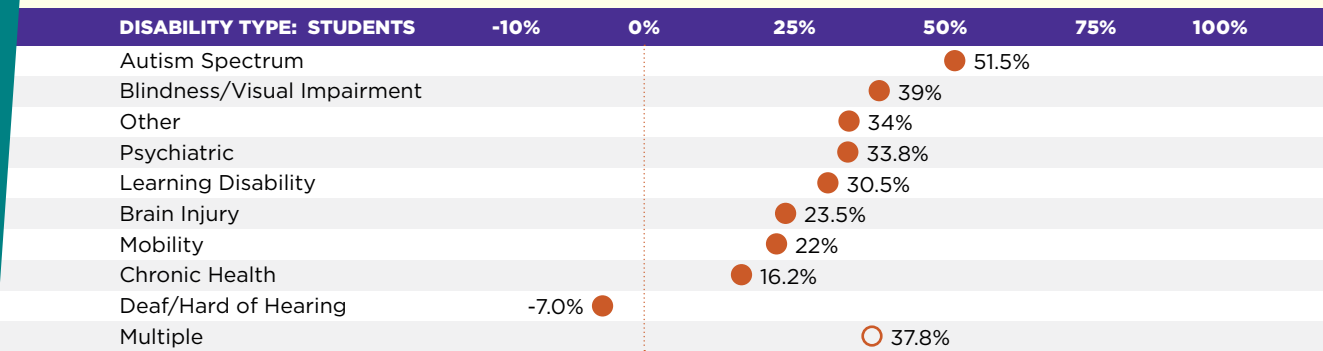| DISABILITY TYPE: EMPLOYEES	0%	10%	20%	30%	40%	50%
Chronic Health				● 25.5%		
Psychiatric				● 23.4%		
Mobility			● 21.2%			
Learning Disability		● 12.8%				
Deaf/Hard of Hearing		● 7.0%				
Brain Injury	● 3.6%					
Blindness/Visual Impairment	● 3.5%					
Other	● 2.6%					
Autism Spectrum	● 0.4%					
Multiple			○ 16.1%			

CHART KEY
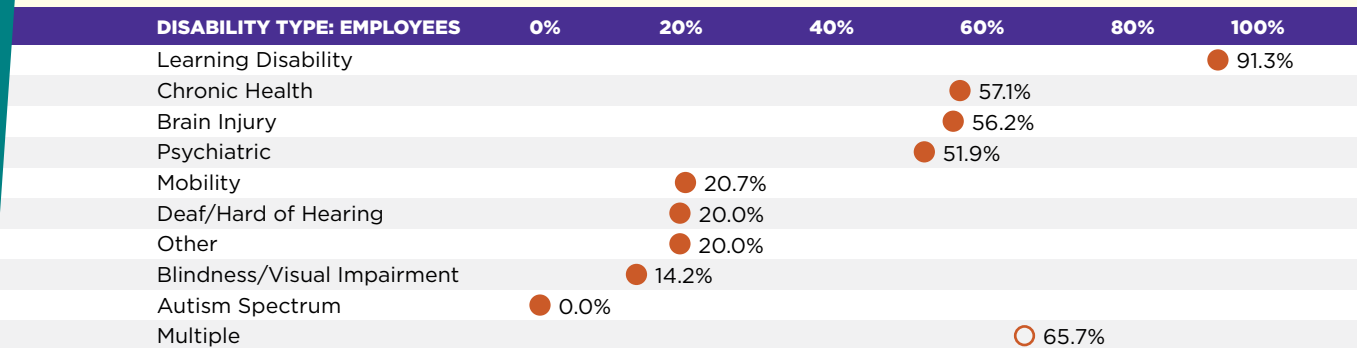○ More Than One Disability

DISABILITY (CONTINUED)

ONE-YEAR PERCENT CHANGE IN TYPE OF DISABILITY REPORTED

STUDENTS In 2021-22, students reported a higher number of disabilities to RCPD for every category except deaf/hard of hearing. The most notable increases were among autism spectrum, blindness/visual impairment and multiple disabilities, compared to the previous year.

DISABILITY TYPE: STUDENTS	-10%	0%	25%	50%	75%	100%
Autism Spectrum				51.5%		
Blindness/Visual Impairment			39%			
Other			34%			
Psychiatric			33.8%			
Learning Disability			30.5%			
Brain Injury			23.5%			
Mobility			22%			
Chronic Health			16.2%			
Deaf/Hard of Hearing	-7.0%					
Multiple			○ 37.8%			

EMPLOYEES Employees registered a higher number of all disabilities to RCPD in 2021-22 compared to the previous year, except autism spectrum, which stayed the same.

DISABILITY TYPE: EMPLOYEES	0%	20%	40%	60%	80%	100%
Learning Disability						91.3%
Chronic Health				57.1%		
Brain Injury				56.2%		
Psychiatric				51.9%		
Mobility		20.7%				
Deaf/Hard of Hearing		20.0%				
Other		20.0%				
Blindness/Visual Impairment		14.2%				
Autism Spectrum	0.0%					
Multiple				○ 65.7%		

CHART KEY
○ More Than One Disability

CHART KEY
○ More Than One Disability

DISABILITY (CONTINUED)

MAXIMIZING ABILITY AND OPPORTUNITY FOR THE MSU COMMUNITY

New Registrations (permanent disabilities)
In the 2021-22 reporting year, 2,227 new students registered with RCPD at the New Student Orientation and through ongoing self-identification activities. There were 115 new employee registrations for a net increase of 105 employees compared with the previous year after accounting for retirements and transitions.

Services Provided
In terms of specific services provided, in the 2021-22 reporting year RCPD provided more than 2,397 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 152 books/course packs/other course materials in alternative formats to students with print-related disabilities.

Number of Contacts (direct service and consultation)
In 2021-22, over 146,968 student contacts and 8,145 employee contacts took place.

Contact Hours
In the 2020-21 reporting year, RCPD recorded 14,255 service hours with students and 1,719 hours with employees.

During National Disability Employment Awareness Month campus partners elevated awareness of their work to **ensure success for Spartans with disabilities**.

SUPPLIER DIVERSITY

Overall, MSU's supplier spend in 2022 was down $552 million from pre-COVID spending levels and 40% lower than in fiscal year 2019. Despite the downward trend, fiscal year 2021-22 was record setting for diverse supplier spend—$48.1 million—which accounted for 4.55% of the total amount spent with all MSU suppliers. In addition, the average transaction amount for diverse suppliers has increased 10.6% since fiscal year 2019.

PERCENT SHARE OF DIVERSE SUPPLIER SPENDING BY GROUP, FY2017-18 VS. FY2021-22

In FY2017-18, over half of the diversity spend went to women-owned businesses, while just over a third went to person-of-color-owned businesses. In FY2021-22, these proportions were similar with 56.7% going to businesses owned by women and 31.5% going to businesses owned by persons of color.

SUPPLIER DIVERSITY: SPENDING PERCENTAGE

GROUP	0%	20%	40%	60%	80%	100%
Woman Owned				56.7% ●○ 59.7%		
Person of Color Owned		31.5% ◐ 32.5%				
Veteran Owned	7.6% ○● 10.8%					
Disability Owned	0.1% ○ 0.6%					
Hub Zone	0.1% ○ 0.4%					

CHART KEY
○ FY 2021-22 Percent of Diverse Spending
● FY 2017-18 Percent of Diverse Spending

SUPPLIER DIVERSITY (CONTINUED)

NON-INFLATION ADJUSTED PERCENT CHANGE
IN DIVERSE SUPPLIER SPENDING, FY2017-18 VS. FY2021-22

Total non-inflation adjusted spending with diverse suppliers was 22.9% higher in FY2021-22 compared to FY2017-18. Spending increased in all categories. Compared to five years previously, the dollar amount going to person-of-color-owned businesses increased by 19.4%; to veteran-owned businesses, by 73.4%; to woman-owned businesses, by 16.7%; to businesses owned by persons with disabilities, by 575.9%; to HubZone businesses, by 576%.

SUPPLIER DIVERSITY: FIVE-YEAR PERCENTAGE CHANGE IN SPENDING

GROUP	0%	100%	200%	300%	400%	500%	600%
Hub Zone							576.0% ●
Disability Owned							575.9% ●
Veteran Owned		● 73.4%					
TOTAL DIVERSE SPENDING	○ 22.9%						
Person of Color Owned	● 19.4%						
Woman Owned	● 16.7%						

AVERAGE DIVERSE SUPPLIER PAYMENT, FY2021-22

The average amount paid to diverse suppliers was $2,616. The average amount paid to suppliers owned by a person with a disability was $1,659. Average payment to person-of-color-owned businesses was slightly lower than the overall average payment, and the average payment to women-owned businesses was slightly higher than the overall average. The highest average transaction amounts were paid to Hub Zone businesses at $6,330 above the diverse spending average, though there were fewer suppliers in this group.

SUPPLIER DIVERSITY: AVERAGE PAYMENT AMOUNT (NUMBER OF PAYMENTS)

GROUP	$0	$2,500	$5,000	$7,500	$10,000
Hub Zone				$8,946 (22) ●	
Veteran Owned		● $3,074 (1,687)			
Woman Owned		● $2,634 (10,352)			
TOTAL DIVERSE SPENDING		○ $2,616 (18,388)			
Person of Color Owned		● $2,463 (6,156)			
Disability Owned	● $1,659 (171)				

2022-23 DEI ANNUAL REPORT

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