DIVERSITY, EQUITY & INCLUSION

REPORT AND PLAN

MICHIGAN STATE UNIVERSITY

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A MESSAGE FROM THE PRESIDENT

Each of us, proud to call ourselves Spartans, arrived at Michigan State University with different backgrounds, beliefs and dreams. We all expect to embrace this transformational opportunity supported by a safe, respectful and welcoming environment. When we acknowledge how differences enable excellence, we stay true to our mission to advance the common good.

Understanding diversity, equity and inclusion (DEI) is everyone's responsibility at MSU. The deep roots of racism and xenophobia and the persistence of bias in our society require continued efforts within the university to raise awareness and develop systems to support positive change and ensure accountability.

Among my first actions as president, I appointed a steering committee to conduct a thorough review of the university's DEI efforts and infrastructure. I charged this group with delivering a framework of recommendations to guide our institutional plans and decisions. After many months of study, stakeholder engagement and discussion, the DEI Steering Committee has done just that.

The DEI Plan will serve as a university-wide mechanism for advancing this crucial imperative and as a tool for every unit or department to incorporate best practices in DEI. It gives the university a solid base from which to build a core competency, but the work has just begun.

This framework is being leveraged to embed DEI principles in the university's strategic planning process. Its recommendations, which we must expect to evolve over time to suit a dynamic society, also will help inform the work of MSU's vice president and chief diversity officer.

As we strive to advance these efforts and become a national DEI leader, our success depends upon every member of the university community being an active participant. And, moving forward, our DEI efforts must be embedded into all we do, in our academic and administrative units, on campus and in the communities we serve. That is the work that lies ahead.

Good intentions don't ensure success for any great effort, and building DEI fully into MSU's culture will take continuous assessment and effort. But I believe Spartans can and will rise to the challenge of this institutional priority.

Sincerely,

Samuel L. Stanley Jr., M.D. (he/him)
President

INTRODUCTION

In late 2019, Michigan State University President Samuel L. Stanley Jr., M.D., announced three interconnected presidential strategic initiatives designed to chart a future course for the university: relationship violence and sexual misconduct (RVSM); diversity, equity and inclusion (DEI); and university strategic planning. Undertaken concurrently and with interconnected planning group membership, these initiatives are rooted in listening and informed by extensive input and engagement with the Spartan community. They begin with the premise that a safe, inclusive and respectful campus is our top priority and diversity, equity and inclusion is foundational to all we do. They affirm that a values-based, shared vision for the strategic direction of MSU is paramount to our success. They represent our belief that Spartans Will and our commitment to building a better tomorrow for each other and those we serve.

The MSU community has "the opportunity to strengthen our commitments to live our shared values every day around diversity, equity and inclusion, and to lead by example in being a safe, welcoming and respectful campus," President Stanley communicated in an open letter to the MSU Strategic Planning Steering Committee. On Jan. 17, 2020, the president charged a 26-member Diversity, Equity and Inclusion Steering Committee (DEISC) with developing a plan for strengthening the university's commitment to the values of diversity, equity and inclusion – as demonstrated through its actions. The president's charge called for partnership with the Strategic Planning Steering Committee to ensure a holistic approach and to produce a blueprint for integrated DEI planning.

The overarching aim of the MSU Diversity, Equity and Inclusion Steering Committee Report and Plan is to make diversity, equity and inclusion central to MSU's excellence. A culture embracing diversity, equity and inclusion is essential to all MSU does and strives to accomplish and be. Diversity, equity and inclusion are central to strengthening our safe campus culture and assuring all-embracing excellence in teaching, research, outreach and service. To establish a framework for making MSU a national leader in diversity, equity and inclusion, we must all work together to advance DEI throughout every part of our university. We must hold ourselves accountable for prioritizing this essential work, adopting initiatives to make progress and achieve meaningful and measurable results.

CHARGE TO THE
DEI STEERING COMMITTEE

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

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

The DEISC was charged to "…inventory efforts around diversity, equity and inclusion across campus; identify potential synergies; pinpoint existing gaps; and establish a framework for making MSU a national leader in this area."

In addition, the committee was charged to examine "…composition and success of faculty, staff and students; research and scholarship; curriculum and educational programs; community engagement; and the culture our community members live and experience each day."

President Stanley explicitly stated there should be a "focus on social identities, including, but not limited to age, color, disability status, ethnicity, gender, gender identity, national origin, race, religion, sexual orientation, socioeconomic level and veteran status."

Throughout this DEISC report and plan, the terms **diverse populations/diverse backgrounds** are meant to comprehensively include individuals from all social identities as noted in the groups identified by the president in his charge. The term **historically underrepresented** refers to groups whose representation in higher education is less than their representation in the state and national population.

The committee was asked to address these key questions:

- How will the MSU community define diversity, equity and inclusion?
- What does it mean to be a leader nationally in this area?
- How do we integrate diversity, equity and inclusion into the larger strategic plan?
- How can we align our valuable resources with our priorities?

The committee also was charged to generate these deliverables:

- A university-wide inventory of DEI efforts and initiatives
- Aggregated feedback from campus stakeholders, alumni and external partners
- Findings from benchmarking; summary of best practices and insights
- Recommended metrics — central and unit-based — to measure DEI progress
- Recommendations for a strategic DEI planning process for the university with the end goal of making MSU a national leader in this area

DEI STEERING COMMITTEE MEMBERS

Name	Position and Department
Luis Alonzo Garcia	***DEI Steering Committee Co-Chair*** Director, Migrant Student Services
Wanda Dean Lipscomb *(she/her/hers)*	***DEI Steering Committee Co-Chair (May 2020-Present)*** Senior Associate Dean for Diversity and Inclusion; Associate Dean for Student Affairs; Associate Professor of Psychiatry, College of Human Medicine
Yael Aronoff *(she/her/hers)*	Director, Serling Institute for Jewish Studies and Modern Israel; Serling Chair in Israel Studies; Associate Professor of International Relations, James Madison College and the Serling Institute
Nick Baccam *(he/him/his)*	Undergraduate Student Representative, Council of Racial and Ethnic Students and Council of Progressive Students
Nakia White Barr *(she/her/hers)*	Secretary of the Board of Trustees
Jesse Beal *(they/them/theirs)*	Director, The Gender and Sexuality Campus Center
Quintin Bell	Undergraduate Student Representative, Council of Racial and Ethnic Students and Council of Progressive Students
Kaitlyn Bolton *(she/her/hers)*	Undergraduate Student Representative, Residence Halls Association
Sharon Butler *(she/her/hers)*	Associate Vice President for Human Resources
Dylan Catalano	Undergraduate Student Representative, Associated Students of Michigan State University
Sheila Marie Contreras *(she/her/ella)*	Associate Professor, Department of English
Pero Dagbovie *(he/him/his)*	University Distinguished Professor of History; Associate Dean, Graduate School
Prabu David *(he/him/his)*	Dean, College of Communication Arts and Sciences
Savannah Fort	Undergraduate Student Representative, Residence Halls Association
Patrick Forystek *(he/him/his)*	Coordinator, Student Veterans Resource Center
Vennie Gore *(he/him/his)*	Senior Vice President for Auxiliary Enterprises
Jonglim Han *(she/her/hers)*	Assistant Director, Dow STEM Scholars Program
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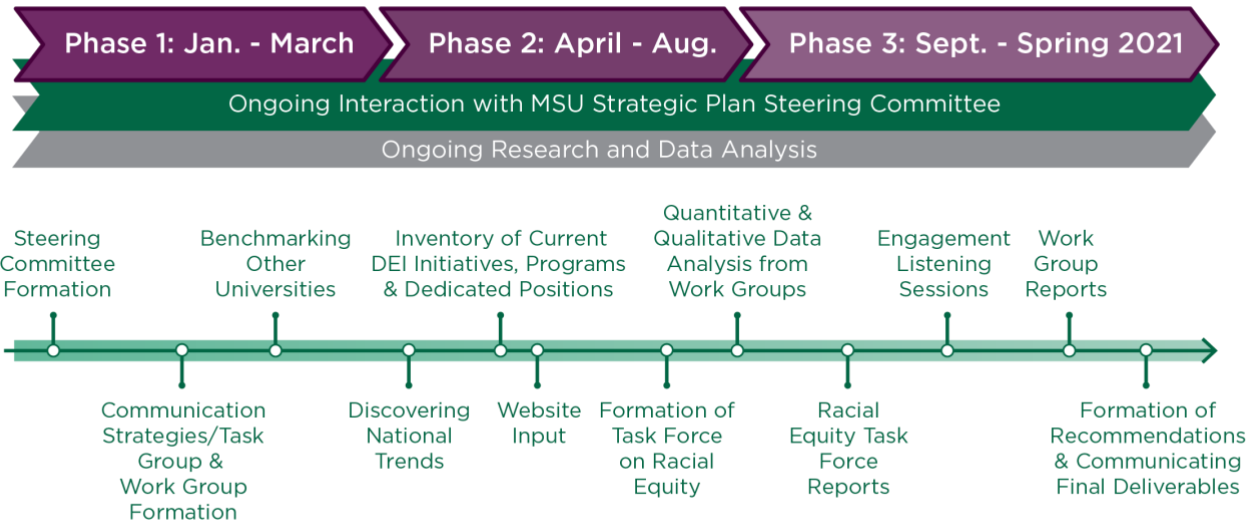|	
Steven Hanson *(he/him/his)*	Associate Provost and Dean, International Studies and Programs
Maggie Chen Hernandez *(she/her/hers)*	Director, Mosaic: The Multicultural Unity Center
Michael J. Hudson *(he/him/his)*	Director, Resource Center for Persons with Disabilities
Cynthia Jackson-Elmoore	*DEI Steering Committee Co-Chair (January-May 2020)* Former Dean, Honors College (current Provost and Executive Vice President for Academic Affairs, California Polytechnic State University)
Mohammad Khalil *(he/him/his)*	Director, Muslim Studies Program; Professor of Religious Studies; Adjunct Professor of Law
Debra Martinez *(she/her/hers)*	Director, Intake and RVSM and Title IX Response and Investigations; Senior Deputy Title IX Coordinator
Rubén Martinez	Director, Julian Samora Institute; Professor of Sociology
Sarah McConville	Undergraduate Student Representative, Residence Halls Association
Florene McGlothian-Taylor *(she/her/hers)*	Captain, Diversity, Equity and Inclusion, and Head of MSUPD Inclusion and Anti-Bias Unit
Kelly High McCord *(she/her/hers)*	*Project Co-Manager* Director, Residential and Hospitality Services Human Resources
Dylan Miner *(he/him/his)*	Interim Dean and Professor, Residential College in the Arts and Humanities; Director, American Indian and Indigenous Studies
Rachel Perez *(she/her/hers)*	*Project Co-Manager* Administrative Assistant, Planning and Projects Office, Residential and Hospitality Services
Kristen A. Renn *(she/her/hers)*	Mildred B. Erickson Distinguished Chair and Professor of Higher Education and Associate Dean of Undergraduate Studies for Student Success Research
Quentin Tyler *(he/him/his)*	Director, MSU Extension; Associate Dean and Director for Diversity, Equity and Inclusion, College of Agriculture and Natural Resources
Francisco A. Villarruel *(he/él/él)*	Faculty Grievance Official; Professor, Human Development and Family Studies
Melissa Yzaguirre *(she/her/hers)*	Doctoral Student Representative, Council of Graduate Students

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OVERVIEW OF
DEI STEERING COMMITTEE WORK

The DEISC was charged in late January 2020, and its work spanned spring semester 2020 through spring semester 2021. The group adapted to virtual meetings and interactions when the university shifted to mostly remote work in response to the COVID-19 pandemic. Committee members include students, staff and faculty who work in various areas of diversity and represent a broad spectrum of experiences and expertise. Service on the committee was in addition to regular assignments.

Our work had three phases, depicted in the diagram below. The full steering committee met regularly for a few hours each week throughout the process, and numerous task and work groups held additional meetings and sessions. DEISC members regularly consulted with members of the Strategic Planning Steering Committee, worked on values integration to connect all presidential planning initiatives, and received updates on important diversity-related issues. To develop a comprehensive perspective based on its charge, the committee:

- Developed a university definition of diversity, equity and inclusion
- Conducted benchmarking of other Big Ten and Association of American Universities (AAU) leading research universities
- Conducted an analysis of institutional culture
- Reviewed university policies, practices and DEI plans
- Reviewed relevant research and literature
- Analyzed institutional data

- Held discussions with key university leaders
- Consulted with campus diversity experts
- Completed a DEI inventory
- Hosted listening sessions

Phase 1: Jan. - March **Phase 2: April - Aug.** **Phase 3: Sept. - Spring 2021**

Ongoing Interaction with MSU Strategic Plan Steering Committee

Ongoing Research and Data Analysis

Steering Committee Formation

Benchmarking Other Universities

Inventory of Current DEI Initiatives, Programs & Dedicated Positions

Quantitative & Qualitative Data Analysis from Work Groups

Engagement Listening Sessions

Work Group Reports

Communication Strategies/Task Group & Work Group Formation

Discovering National Trends

Website Input

Formation of Task Force on Racial Equity

Racial Equity Task Force Reports

Formation of Recommendations & Communicating Final Deliverables

Our work was exhaustive and involved assessing our rich past and historical practices, such as the 1989 MSU Institutional Diversity, Excellence and Action (IDEA) and the more extensive 1992 MSU IDEA II as well as reviewing DEI policies and processes and their relationships to the university's broader mission. It was imperative to examine the following areas with a focus on a variety of social identity groups that comprise our diverse community: composition and success of our faculty, staff and student body; research and scholarship; curriculum and educational programs; community engagement; and the culture our community members live and experience each day.

In framing this plan, the DEISC was subdivided into the following focus area-based groups:

- Benchmarking
- Campus Culture
- Composition and Success of Faculty and Academic Staff
- Composition and Success of Students
- Composition and Success of Support Staff
- DEI Definitions
- DEI Inventory
- Engagement Strategies
- External Community Outreach and Engagement
- Formal Curriculum and Educational Programs
- Informal Curriculum and Educational Programs
- Research and Scholarship

The DEISC produced a university-wide inventory of DEI efforts and initiatives; aggregated feedback from students, staff, faculty, alumni and external partners; assessed DEI best practices at Big Ten and select AAU institutions; generated recommendations for a university-level DEI planning framework as well as DEI recommendations to be embedded in the broader institutional strategic plan; and recommended metrics or milestones to assess progress and accountability for DEI across MSU. Each group provided a preliminary report with best practice assessments, recommendations and suggested metrics/milestones. These reports were vital in creating the university's final DEI Report and Plan.

We used a data-informed and evidence-based approach to this important work. Analysts and data scientists from the Office of Planning and Budgets provided the task groups, work groups and project team with extensive data sets with composition and status of students, staff and faculty. This information allowed the committee to better understand the complexity and size of MSU. While detailed demographic data is not available pertaining to all the social identity groups, the committee reviewed all the demographic data available on the diverse communities that comprise the university.

We facilitated an inclusive, campuswide process to arrive at the findings and recommendations offered in this report and plan. They are the product of an open and iterative process, including many brainstorming sessions, virtual discussions, email exchanges, information culled from a widely distributed DEI inventory questionnaire, input submitted through websites, and formal and informal dialogues and meetings with diverse groups of students, staff, faculty and alumni.

We hosted more than 50 engagement sessions with hundreds of Spartan community members, including students, faculty, staff, alumni, administrators, diversity leaders and external stakeholders. With training from the Office for Inclusion and Intercultural Initiatives, session facilitators guided discussion using a series of open-ended questions, and project team members served as note takers. Questions included:

- What do diversity, equity and inclusion mean to you?
- What would MSU look like if DEI were fully integrated?
- What outcomes would you like to see?
- What are current successful DEI efforts and collaborations on campus?
- How can we support expansion of these efforts?
- What are the shortcomings in MSU's approach to DEI, and what should the top three strategies be for correcting these shortcomings?
- What resources, policies or assistance would be required to fully realize these strategies?
- What are some ways (qualitative, quantitative or otherwise) of indicating the effectiveness of DEI at MSU?
- What additional questions should MSU be asking about DEI?

From these conversations, hundreds of pages of notes were compiled, organized and analyzed. For those who did not feel comfortable sharing their feedback verbally, we provided options to share written feedback. These sessions were dynamic and revealing. Though many in our community acknowledged and expressed appreciation for some of our innovative DEI initiatives and programs, many also recommended how the university could become a more inclusive institution.

We periodically have shared our progress online and during meetings with the Strategic Planning Steering Committee, president, Board of Trustees and MSU community members. In November 2020, we provided an update about our work at the Academic Advancement Network's (AAN) "Conversations with MSU Leaders" series. In May 2021, we again presented at AAN to provide an overview of the entire planning process and to share the DEISC's high-level recommendations, organized into four strategic goals: increase diversity, promote inclusion, ensure equity and enhance outreach and engagement. The plan recommendations were shared with the Strategic Planning Steering Committee in response to the charge to have the work of the DEISC inform the larger university strategic plan.

MSU BACKGROUND IN DEI

Founded in 1855 as the Agricultural College of the State of Michigan, the university – as symbolized by the institution's six name changes between 1861 and 1964 – has seen significant transformation throughout its more than 165 years. During the turbulent 1960s, members of the MSU community became increasingly concerned with a wide range of issues pertaining to campus life, diversity, equity, inclusion, social justice, peace and war, and the limits of American democracy. The MSU campus community witnessed drastic change during the Civil Rights Movement and in the decade that followed. A year after the landmark Supreme Court decision in *Brown v. Board of Education* (1954), the university banned discrimination on the basis of sex, religion and national origin. Deliberate DEI initiatives were first initiated at MSU during the 1960s, coinciding with the activism of determined students from different backgrounds, the later years of John A. Hannah's presidency at the university and Clifton R. Wharton's historic presidency at MSU.

In 1957, U.S. President Dwight Eisenhower appointed John Hannah the first chair of the U.S. Civil Rights Commission. Effective Jan. 2, 1970, Clifton Wharton became the first African American to be named president of a major public research university in the United States. In the early 1960s, the university developed programs to recruit students from economically disadvantaged urban communities, and in June 1969, the Equal Opportunity Programs and the Center for Urban Affairs produced one of the university's first major reports on DEI, "Report on the Nature and Extent of Minority Group Employment at MSU." In 1970, the university approved an affirmative-action program that by 1974 included persons with disabilities and veterans. Building upon efforts initiated during the 1930s, in the 1970s, MSU also became one

of the first major institutions to create what is now called the Resource Center for Persons with Disabilities to provide equal access to a university education for all students.

President Hannah also articulated a global vision for MSU in the 1950s. In 1956, he established International Programs, headed by a dean – the first such office among major universities in the United States. Under the later-renamed International Studies and Programs (ISP) framework, MSU has more than six decades of international engagement in other regions of the world and administers a number of area studies centers and support units that foster collaborative global DEI efforts.

In reflecting upon our successes, it is important to acknowledge the range of efforts in the past, along with current work taking place at various levels, to improve the campus climate and to make progress in meeting the ultimate goal of developing a more diverse, equitable and inclusive community at MSU. These efforts have helped inform the DEISC's work and this report. As cataloged and described by MSU's Office for Inclusion and Intercultural Initiatives, there are numerous programs and services that promote and support DEI at MSU, including academic programs and minors, academic support and student services, centers and institutes, faculty and staff resources, learning communities, student organizations and precollege programs (https://inclusion.msu.edu/campus-resources/). More than a few of the university's existing programs are exemplary and have the potential to become national models with additional investment. As many of those we engaged with during the listening sessions reiterated, effective programs often require significant resources.

Despite MSU's progress and successes in the realm of DEI, tangible challenges remain, including creating a more inclusive campus climate and increasing the diversity of our students, staff, faculty and leadership. We recognize MSU must invest more strategically and deliberately in making DEI a bedrock of our identity and culture and an essential pillar in our missions of teaching, research, outreach and service. We must make focused efforts to recruit and retain more diverse students, staff and faculty across disciplines and throughout the university. We also recognize there is progress to be made in ensuring all members of our community have opportunities to thrive as well as a need to create a more **accessible and open-minded campus environment** in which student, alumni, employee and community voices are equally respected and contribute to the university's mission.

It is in the spirit of building upon our past DEI efforts and with a commitment to improving our campus climate by strengthening diversity, equity and inclusion practices that this report offers recommendations, action items and metrics/milestones. It provides a framework for building MSU into a national leader in DEI and for charting a path to an even more promising future.

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COMPOSITION OF FACULTY, STAFF AND STUDENTS

COMPOSITION OF FACULTY AND ACADEMIC STAFF

In 2020, there were 5,760 faculty and academic staff at MSU. The broad category of faculty and academic staff includes tenure-system faculty (1,995; 15.3%), fixed-term faculty (1,339; 10.3%), continuing academic staff (744; 5.7%) and fixed-term academic staff (1,682; 12.9%). The university's tenure-system faculty, fixed-term faculty, continuing academic staff and fixed-term academic staff populations each constitute diverse subgroups of the MSU community. Each of these groups consists of different communities and individuals, and we recognize that distinct recommendations for each group of faculty and academic staff could and should be developed in the future, paying attention to inevitable differences as well as notions of intersectionality.

According to Michigan Department of Health and Human Services 2019 population estimates, the five major racial/ethnic groups in Michigan are White (80.4%), African American/Black (15%), Hispanic (5.3%), Asian/Pacific Islander (3.7%) and American Indian/Alaska Native (0.9%). MSU's faculty and academic staff from diverse backgrounds, particularly tenure-system faculty, do not align with the proportion of demographics of the state of Michigan. Reviewing faculty and academic staff data for the most recent five years (2016-20), the following trends for representation of diverse faculty and academic staff emerge.

- **Tenure-system faculty:** African American/Black faculty represent 4.2% to 4.8% of tenure-system faculty; Hispanic/Latinx faculty of any race represent 4.7% to 5.2% of tenure-system faculty; American Indian/Alaska Native faculty represent 0.7% of tenure-system faculty; Asian faculty represent 13.7% to 15.3% of tenure-system faculty.
- **Fixed-term faculty:** African American/Black faculty represent 4.9% to 5.8% of fixed-term faculty; Hispanic/Latinx faculty of any race represent 3% to 3.4% of fixed-term faculty; American Indian/Alaska Native faculty represent 0.2% to 0.4% of fixed-term faculty; Asian faculty represent 9.1% to 9.6% of fixed-term faculty.
- **Continuing academic staff:** African American/Black staff represent 7.4% to 8.3% of continuing academic staff; Hispanic/Latinx staff of any race represent 2.9% to 3.3% of continuing academic staff; American Indian/Alaska Native staff represent 0.3% to 0.4% of continuing academic staff; Asian staff represent 6.9% to 7.7% of continuing academic staff.
- **Fixed-term academic staff:** African American/Black staff represent 5.4% to 6.1% of fixed-term academic staff; Hispanic/Latinx staff of any race represent 2.7% to 3.8% of fixed-term academic staff; American Indian/Alaska Native staff represent 0.2% to 0.4% of fixed-term academic staff; Asian staff represent 4.9% to 5% of fixed-term academic staff.
- **Academic management:** African American/Black academic management increased in representation from 4.9% in 2016 to 10.2% in 2020; Hispanic/Latinx academic management of any race has shown a very slight increase from 2.3% in 2016 to 2.6% in 2020; American Indian/Alaska Native academic management decreased from 0.8% in 2016 to 0% in 2020; Asian academic management decreased from 4.6% in 2016 to 4% in 2020.
- **Executive management:** African American/Black executive management shows a slight increase from 10.3% in 2016 to 10.9% in 2020; Hispanic/Latinx executive management of any race shows a very slight increase from 0% in 2016 to 0.8% in 2020; the American Indian/Alaska Native population has no one reported in this category; Asian executive management has decreased from 6.0% in 2016 to 3.1% in 2020.

Legal Sex

The data related to legal sex gathered by MSU and reported to the federal government for the same five-year period (2016-20) is noted below:

- **Tenure-system faculty:** females represent 35.6% to 37.8% of tenure-system faculty; males represent 62.2% to 64.4% of tenure-system faculty.
- **Fixed-term faculty:** females represent 51.7% to 53.2% of fixed-term faculty; males represent 46.8% to 48.3% of fixed-term faculty.
- **Continuing academic staff:** females represent 49.5% to 53.6% of continuing academic staff; males represent 46.4% to 60.6% of continuing academic staff.
- **Fixed-term academic staff:** females represent 50.2% to 51.2% of fixed-term academic staff; males represent 48.8% to 49.8% of fixed-term academic staff.

- **Academic management:** females show an increase from 34.2% in 2016 to 40.9% in 2020 appointed as academic management; males show a decline from 65.8% in 2016 to 59.1% in 2020.
- **Executive Management:** females also show an increase from 40.2% in 2016 to 50.4% in 2020 appointed as executive management; males represent a high of 59.8% in 2016, decreasing to 49.6% in 2020.

Veteran Status

The data for veterans for the same five-year period (2016-20) is noted below:

- **Tenure-system faculty:** There was a decline in the percentage of veterans in the tenure-system faculty from 14.4% in 2016 to 6.4% in 2020.
- **Fixed-term faculty:** There was an increase in the percentage of veterans in the fixed-term faculty from 9.2% in 2016 to 12.9% in 2020.
- **Continuing academic staff:** There was a decline in the percentage of veterans in the continuing academic staff from 8.7% in 2016 to 6.4% in 2020.

There is no available data for individuals from the other social identity groups defined as the focus of this report.

COMPOSITION OF SUPPORT STAFF

Support staff employee classifications at Michigan State include:

- administrative and professional nonsupervisory employees
- clerical and technical employees
- professional and administrative supervisory employees
- service and maintenance employees
- skilled trades employees
- stage managers
- on-call employees
- temporary employees
- sworn police officers
- University Power and Water operating employees

The anticipated duration of employment and/or number of hours to be worked each week determines support staff employment status (i.e., regular, temporary or on-call; full-time to part-time). Support staff work in every administrative and academic unit within the university and provide a critical operational foundation for the university.

Regular Full-Time and Part-Time Support Staff

Regular full-time and part-time support staff demographic data reported by the university reveal the number and percentage of support staff remained virtually unchanged for race,

ethnicity and gender from 2016 to 2020. During these five years, the support staff as a percentage of the total university employee population ranged from 55.4% in 2016 to 55.8% in 2020. The percentage of female and male support staff ranged from 61.2% female and 38.8% male in 2016 to 60.7% female and 39.3% male in 2020. While the number of support staff increased in each race/ethnicity demographic except American Indian/Alaska Native, which declined by two employees, the total percentage of MSU's employee population changed minimally.

The percentage of support staff in the eight support staff unions has remained consistent over the five years between 2016 and 2020. There is evidence of a significant lack of representation of females in the unions that represent the skilled trades.

Temporary and On-Call (TOC) Support Staff

MSU hires a significant number of temporary and on-call support staff annually. Temporary support staff are hired to work for fewer than nine months at a time. On-call support staff are hired to work an irregular schedule of hours equivalent to less than half-time or a set schedule of 19 hours or fewer per week. Temporary and on-call support staff data included in this report are as of Oct. 1, 2020, and cover the five-year period of 2016-20. The legal sex of temporary and on-call support staff in 2020 was 50% female and 50% male. This marks an increase of 3.1% for females since 2016 and an accompanying 3.1% decrease for males. Averages for temporary and on-call support staff during the period were as follows: African American/Black staff, 15.6%; Hispanic/Latinx staff, 6.3%; American Indian/Alaska Native, 0.6%; and Asians, 3.5%. Prior to Nov. 9, 2020, there was no formal process for recruiting temporary and on-call support staff. Effective November 2020, MSU requires units to post temporary and on-call support staff jobs publicly. This change is intended to help create more diverse candidate pools.

Support Staff Veteran Representation

MSU is dedicated to the recruitment and retention of military veterans. MSU encourages veterans working for MSU who have not declared their veteran status to do so. Data collected is confidential and only reported in aggregate. Veterans make up about 1.5% of support staff. Veterans account for approximately 7% of the national population. At MSU, the percentage of veterans in the support staff has been between 1.5% to 1.8% over the past five years (2016-20).

COMPOSITION AND SUCCESS OF STUDENTS

The Office of Institutional Research provided the DEISC with data drawn from a variety of sources, including data published by the Office of Financial Aid. This comprehensive data included key statistics regarding composition of the student body, student success outcomes, graduation gaps for various populations and comparison data from peer institutions.

Admission to Michigan State University

The admission rate by legal sex and race/ethnicity displays some intersectional differences for the five-year period of fall 2016 through fall 2020, as noted in Charts 1 and 2. Asian females and males have the highest acceptance rate, and Hawaiian/Pacific Islander males have the lowest acceptance rate. The acceptance rate of males is lower than for females in the same group across race/ethnicity except for those designated other/unknown/blank. Details for all groups are noted below:

- The admit rate for female **African American/Black** was 59% and for male African American/Black was 51%.
- The admit rate for female **American Indian/Alaska Native** was 63% and for male American Indian/Alaska Native was 49%.
- The admit rate for female **Asian** was 86% and for male Asian was 81%.
- The admit rate for female **Hawaiian/Pacific Islander** was 67% and male Hawaiian/Pacific Islander was 40%.
- The admit rate for female **Hispanic/Latinx** was 70% and male Hispanic/Latinx was 66%.
- The admit rate for female **two or more races** was 67% and male two or more races was 65%.
- The admit rate for female **white** was 76% and male white was 72%.
- The admit rate for female **grand total** was 74% and male grand total was 71%.

Admit Rate by Sex/Gender and Race/Ethnicity Fall 2016-Fall 2020

Female | Male

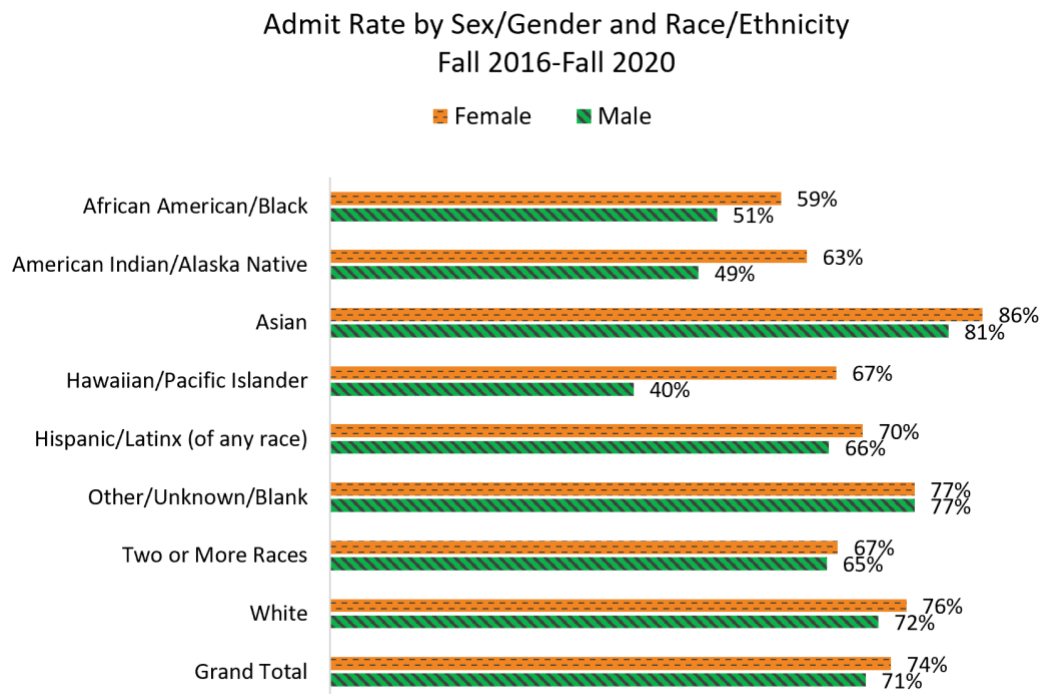| Race/Ethnicity	Female	Male
African American/Black	59%	51%
American Indian/Alaska Native	63%	49%
Asian	86%	81%
Hawaiian/Pacific Islander	67%	40%
Hispanic/Latinx (of any race)	70%	66%
Other/Unknown/Blank	77%	77%
Two or More Races	67%	65%
White	76%	72%
Grand Total	74%	71%

Chart 1

Acceptance of admissions offers (evidenced by payment of deposits) provides a different picture. Males across the racial/ethnic spectrum accept admission at a higher rate than females for every group except Hawaiian/Pacific Islanders. Details for all groups are noted below.

- The deposit rate for female **African American/Black** was 48% and male African American was 53%.
- The deposit rate for female **American Indian/Alaska Native** was 47% and male Indian/Alaska Native was 54%.
- The deposit rate for female **Asian** was 33% and male Asian was 36%.
- The deposit rate for female **Hawaiian/Pacific Islander** was 60% and male Hawaiian/Pacific Islander was 30%.
- The deposit rate for female **Hispanic/Latinx** was 44% and male Hispanic/Latinx was 46%.
- The deposit rate for female **two or more races** was 42% and male two or more races was 46%.
- The deposit rate for female **white** was 45% and male white was 49%.
- The deposit rate for female **grand total** was 44% and male grand total was 48%.

Deposit Rate after Admit by Sex/Gender and Race/Ethnicity
Fall 2016-Fall 2020

■ Female   ■ Male

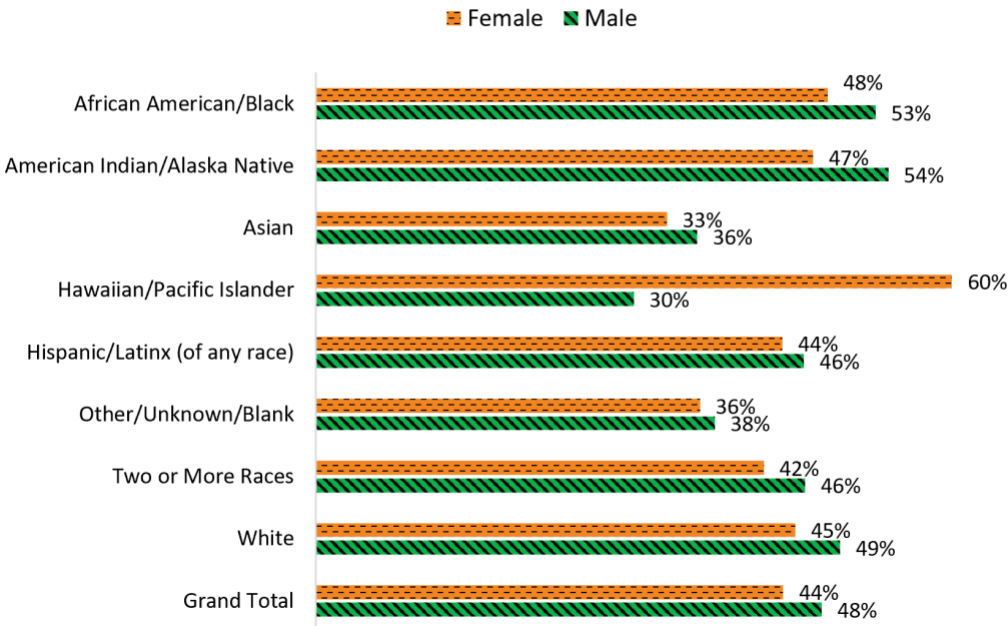| Category	Female	Male
African American/Black	48%	53%
American Indian/Alaska Native	47%	54%
Asian	33%	36%
Hawaiian/Pacific Islander	60%	30%
Hispanic/Latinx (of any race)	44%	46%
Other/Unknown/Blank	36%	38%
Two or More Races	42%	46%
White	45%	49%
Grand Total	44%	48%

Chart 2

Race and Ethnicity

Enrollment: As of fall 2020, the breakdown of all MSU students (including both undergraduate and graduate/professional) by race/ethnicity was as follows:

- **African American/Black:** 7.2%
- **American Indian/Alaska Native:** 0.3%
- **Asian:** 6.5%
- **Hawaiian/Pacific Islander:** 0.1%
- **Hispanic/Latinx (of any race):** 5.6%
- **Two or More Races:** 3.3%
- **White:** 66.5%
- **International:** 9.1%
- **Other/Unknown/Blank:** 1.4%

Census Data U.S. + Puerto Rico; Michigan, 2019 (five-year)

Race/Ethnicity	US+PR, 18-24	US+PR, 18-24, EDU Filter	MI, 18-24	MI, 18-24 EDU Filter	MSU Undergraduate, 2020	In-State MSU Undergrad
African American/Black	13.60%	14.00%	15.30%	15.60%	7.70%	8.60%
American Indian/Alaska Native	0.70%	0.70%	0.40%	0.50%	0.20%	0.20%
Asian	3.70%	3.50%	2.50%	2.30%	6.70%	7.30%
Other/Unknown/Blank	0.20%	0.20%	0.10%	0.10%	1.20%	1.20%
Hawaiian/Pacific Islander	0.20%	0.20%	0.00%	0.00%	0.00%	0.10%
Hispanic/Latinx (of any race)	19.50%	20.10%	6.20%	6.10%	5.60%	5.80%
International	6.70%	5.90%	4.10%	3.40%	6.90%	0.50%
Two or More Races	3.10%	3.10%	3.40%	3.50%	3.60%	3.80%
White	52.30%	52.20%	68.00%	68.50%	68.00%	72.60%

Table 1

Table 1 provides census data on the college-age population in Michigan and the United States plus Puerto Rico. In comparison to the Michigan and U.S. population of college-age students with and without an education filter, the percentage of undergraduate students from Asian backgrounds exceeds the percentage in both the Michigan and U.S. populations. The percentages of undergraduate students from African American/Black, American Indian/Alaska Native, Hawaiian/Pacific Islander and Hispanic/Latinx backgrounds are lower than their representation in both the Michigan and U.S. population of college-age students.

Probation: For first-time in any college students (FTIACs) who entered in fall 2019, at the end of their first fall semester, African American/Black, Hispanic/Latinx, Asian and international students were placed on probation at rates higher than the average rate for all students. However, between 2015 and 2019, there were significant improvements in student success, and probation rates fell for African American/Black, Hispanic/Latinx and international students by 14.9, 4.5 and 6.4 percentage points, respectively.

Persistence: Overall persistence to the second fall for FTIAC students has remained steady over the past five years. All FTIACs from the 2019 entering cohort who were American Indian/Alaska Native and Hawaiian/Pacific Islander persisted to their second fall. The following groups had persistence rates below the average among all students: Two or More Races (90.2%), International (89.7%), African American/Black (88.9%), Other/Unknown/Blank (88.8%), Hispanic/Latinx (of any race) (86.7%). The persistence rate for African American/Black students increased by 6.2% between 2016 and 2020.

Graduation: While first-time, full-time undergraduate graduation rates increased for all race/ethnicity groups between 2016 and 2020, significant gaps persisted. The graduation rate for African American/Black students averaged 16.9 percentage points lower than the overall graduation rate over this period. The rate for American Indian/Alaska Native students averaged 14.2 percentage points lower than the average rate. The rate for Hispanic/Latinx students averaged 11.5 percentage points lower than the average rate.

Time to Degree: Between 2015 and 2020 (graduating cohorts 2015-16 through 2019-20), average time to degree decreased for all race/ethnicity groups except for American Indian/Alaska Native students, for whom rates remained relatively stable. However, gaps persisted. On average during these five years, African American/Black students took nearly nine months (about two full semesters) longer to graduate compared with the average; Hispanic/Latinx students and those whose race/ethnicity was recorded as Other/Unknown/Blank both took an average of about three months longer to graduate compared with the average.

Legal Sex

Enrollment: As of fall 2020, female students comprised 54.1% of the 2020 entering cohort, 51.3% of all undergraduate students, 57% of all graduate and professional students and 52.6% of all students. In fall 2016, female students accounted for 3.4% more of all students compared to males. In fall 2020, female students accounted for 5.2% more of all students than males.

Probation: Among FTIACs, females were less likely than males to be on academic probation at the end of their first fall term (4.4% compared to 7.1% in 2019). Probation rates decreased by more than 2% for both male and female students between 2015 and 2019.

Persistence: Among FTIACs who entered MSU in summer or fall 2019, females persisted through fall of 2020 at a slightly higher rate than male students (91.4% compared to 90.6%). Over the past five years, persistence rates remained relatively stable for females and males.

Graduation: Among FTIACs who entered MSU in summer or fall 2014, female students graduated in six years at a higher rate (84%) than male students (78%). Graduation rates increased for both male and female students over the past five years.

Time to Degree: On average, female FTIACs in the 2019-20 cohort completed their studies more quickly than their male peers (3.92 years vs. 4.14 years). Female students graduated about three months faster than male students over the past five years.

First Generation

Enrollment: As of fall 2020, 22.5% of the total undergraduate population self-identified as first-generation students. Between 2016 and 2020, the proportion of all undergraduate students who were first-generation decreased at a rate of 0.4% per year.

Probation: As of 2019, first-generation students continued to be placed on academic probation at a higher rate (8%) than students who did not identify as first-generation (4.9%). Between 2015 and 2019 there was a greater improvement in the probation rate for first-generation students (5.6% decrease) than for those who did not identify as first-generation (1.2% decrease). As a result, the gap between probation rates for first-generation and returning-generation students narrowed by 4.4%.

Persistence: Between 2016 and 2020, about 87.6% of first-generation undergraduates persisted to their second fall. The persistence rate for returning-generation undergraduates averaged about 4.6% higher, at 91.2%. There was some fluctuation from above and below these averages, but no clear upward or downward trend.

Graduation: Between 2016 and 2020, the six-year graduation rate improved by 1.7% among first-generation undergraduates and by 3% among their returning-generation peers. A gap of between 9% and 11% between first- and returning-generation undergraduate graduation rates persisted throughout this period. In 2020 (entering cohort of 2014), the graduation rate for first-generation students was 73.3% compared to 83.9% for returning-generation students.

Time to Degree: Compared with the 2015-16 graduating cohort, first-generation students from the 2019-20 graduating cohort graduated on average about one month faster, while returning-generation students graduated about two months faster. While time to degree improved for both groups, the gap between groups widened from about half a month in 2016 to a whole month in 2020.

Pell-Grant Eligible

Eligibility to receive a Pell Grant is the best proxy for socioeconomic status currently available to MSU, although there are limitations to what this data point can tell us. Between 2016 and 2020, approximately 20% of undergraduates who submitted a Free Application for Federal Student Aid (FAFSA) received a Pell Grant, indicating their family was considered low-income by the federal government; 40% who submit the FAFSA did not receive Pell Grants, indicating their family was not considered low-income; and 20% did not file a FAFSA, so there is no data regarding their family's financial situation.

Enrollment: Over the past five years, 22.6% of the undergraduate student body received Pell Grants. There were not specific upward or downward trends in this level of enrolled Pell Grant recipients during this time period.

Probation: As of fall 2019, students who received Pell Grants continued to be placed on probation at a higher rate (8.3%) than those who did not receive a Pell Grant (4.8%). The probation rate gap between Pell and non-Pell students narrowed by more than half between 2015 and 2019, from 7.4% to 3.5%.

Persistence: From 2016 to 2017, MSU's rate of persistence for students' second fall for FTIAC undergraduates decreased by 1% for those who did not receive a Pell Grant while it increased by 2% for those who did receive a Pell Grant. In the four years since then, persistence rates for both groups have been relatively stable, fluctuating within about half a point of 92% for students who did not receive Pell Grants and 88.3% for those who did.

Graduation: Over the past five years, six-year graduation rates increased for both students who received Pell Grants (1.8%) and for those who did not (2.6%). However, a gap of more than 12% between graduation rates for those who did not receive a Pell Grant and those who did remained unchanged. As of 2020 (entering cohort 2014), the six-year graduation rate for Pell Grant recipients was 70.9% while for students who did not receive Pell Grants, it was 84.1%.

Time to Degree: Over the past five years, time to degree improved for both students who received a Pell Grant in their first year at MSU (by about one month on average) and those who did not (by about two months on average). On average, students who did not receive Pell Grants graduated faster than those who did, and this gap widened from about three months to about four months between 2016 and 2020.

Veterans

Enrollment: Over the past five years, an average of more than 400 veterans and active members of the armed forces enrolled annually. These students accounted for approximately eight in 1,000 of all students and approximately six in 1,000 undergraduate students.

Probation: Among veterans, on average 4% of FTIACs are on probation in their first academic semester and 6% of veterans are on probation in their first academic semester.

Persistence: Among veterans in the entering cohorts of 2015 to 2019, 85% of FTIACs return to MSU in the second fall, and 84% of transfers. The persistence rate, on average, is 6% less than the overall FTIAC population.

Graduation: Among veterans who entered MSU in summer or fall between 2010 to 2014, 62% of FTIACs and 72% of transfers graduated in six years. The veteran FTIAC graduation rate is 18 percentage points below the FTIAC graduation rate.

Students with Disabilities

Enrollment: As of fall 2020, about 5% of undergraduates and 4% of graduate and professional students had registered with the university as having at least one disability. The proportion of undergraduate students registering one or more disabilities has risen over the past five years, from 3.3% in fall 2016 to 5.1% in fall 2020.

Probation: For most of the past five years, students with at least one registered disability were placed on academic probation at a rate several points lower than the majority population. In fall 2019, the number of students with disabilities on probation in their first fall nearly doubled, from 10 to 19. However, given the small size of these numbers, qualitative research may be a more reliable approach to understanding trends in this area.

Persistence: When comparing FTIAC undergraduate students who registered at least one disability as of their first semester at MSU to those who did not, over the past five years on average, the rate of persistence to the second fall was about one percentage point lower for the students with disabilities.

Graduation: Over the past five years, the six-year graduation rate for FTIAC undergraduates who reported at least one disability at any time during their studies at MSU lagged about six percentage points behind the graduation rate for students who did not report any disabilities.

Time to Degree: The time it took for students to graduate shortened every year between 2016 and 2020 for both students who reported disabilities at any time while they were at MSU and for those who did not. However, as of 2020, students who reported a disability at any time during their studies at MSU still took an average of three months longer to graduate than those who did not report any disabilities.

5

COMMUNITY ENGAGEMENT: INPUT FROM LISTENING SESSIONS

The DEISC held more than 50 listening sessions in October and November 2020. The purpose was to gather input from diverse students, faculty, staff and alumni. Sessions also were held with university centers, departments, initiatives and programs that serve diverse populations. The sessions included representatives from several different types of organizations, university units and alumni groups. These groups often report that their voices are not included when feedback is gathered. These sessions included: advisory groups and councils; alumni and community groups with a diversity focus; faculty and staff affinity groups and organizations; student diversity groups and organizations; and academic centers, departments and programs.

LISTENING SESSION PARTICIPANTS
Advisory Groups and Councils
- Athletics Diversity and Leadership Council
- Council of Diversity Deans
- Faculty Excellence Advocates
- MSU IDEA Coordinators
- Relationship Violence and Sexual Misconduct Expert Advisory Workgroup
- Women's Advisory Committee for Student Affairs and Services
- Women's Advisory Committee for Support Staff

- Women's Advisory Committee to the Provost
- Women of Color Community
- Womxn of Color Initiatives
- Womxn's Council

Alumni and Community Groups
- Community Advisory Board of the Serling Institute for Jewish Studies and Modern Israel (alumni)
- Latino Spartans
- MI ALMA
- Michigan Spartan Latino Alumni Association
- MSU Black Alumni, Inc.
- NAACP Lansing Branch

Centers, Departments and Programs
- Asian Pacific American Studies Program
- Chicano/Latino Studies Program
- Department of African American and African Studies
- Migrant Student Services
- Mosaic: The Multicultural Unity Center
- Multiracial Unity Living Experience-Intercultural Aide Program
- Multicultural Business Program
- Muslim Studies Program
- Neighborhood Student Success Collaborative
- Office for Inclusion and Intercultural Initiatives
- Office of College Access Initiatives
- Office of the Associate Provost for Undergraduate Education
- Office of the Associate Provost for University Outreach and Engagement
- Resource Center for Persons with Disabilities
- Serling Institute for Jewish Studies and Modern Israel
- The Gender and Sexuality Campus Center
- The Graduate School

Faculty and Staff Groups
- Asian, Pacific Islander, Desi American/Asian Faculty and Staff Association of MSU
- Black Faculty, Staff and Administrators Association
- Chicano/Latino Association
- Educating Anishinaabe: Giving, Learning and Empowering
- Employee Pride and Inclusion Coalition
- MSU Postdoctoral Association

Student Groups

- Alliance of Queer and Ally Students
- Arab Cultural Society
- Asian Pacific American Student Organization
- Black Graduate Student Association
- Black Students' Alliance
- Council of Graduate Students
- Culturas de las Razas Unidas
- DreaMSU
- Jewish Student Union
- Multicultural Greek Council Executive Board
- National Pan-Hellenic Council
- Residence Halls Association
- TransAction

THEMES ACROSS LISTENING SESSIONS

Desire for a culture of acceptance and belonging. MSU should have a culture of acceptance and be a place where all experience a sense of belonging. People should not be discriminated against for their identity, orientations, ideologies or affiliations. Individual and organizational behaviors, beliefs and barriers that prohibit belonging should be addressed.

Diversity education should be mandatory. Mandatory education should be implemented at all levels of the university to raise awareness and equip the MSU community for actively and effectively engaging one another across lines of difference. Matters such as implicit biases must be addressed.

More DEI educational opportunities (curricular, co-curricular, research and scholarship) are needed. MSU should have diversity, equity and inclusion interwoven throughout the curriculum rather than relegated to certain programs and departments. All students should be required to take courses related to DEI as part of their educational experience. Research and scholarship promoting work on DEI topics should be supported. Increased educational opportunities for DEI both in and out of the classroom are needed to address ongoing incidents faced by students from diverse backgrounds.

Increased number of identity safe spaces are needed. Specific identity-based spaces are needed so individuals from historically underrepresented groups can have a space to feel safe and have a reprieve from the ongoing cultural issues at MSU. These spaces are also needed for educational purposes so community members can gain behavioral skills and learn to help make the campus environment more inclusive. The desire for safe spaces with inclusive, thoughtful discussion about diversity and intersectionality beyond the surface level was highlighted. Specifically, there is a need for a physical, intersectional space so individuals with multiple identities do not have to choose.

Resource investment toward DEI is necessary. MSU needs to invest substantial resources (financial, human, etc.) in its DEI efforts. Numerous individuals highlighted the commitments of other universities. Departments and programs that are already doing this work need to be adequately resourced to sustain current efforts and introduce new ones. If MSU is serious about its DEI efforts, this commitment should be reflected in its invested resources (financial, time, etc.). More funding and resources are needed to support and sustain groups dedicated to supporting diverse students.

Recruitment, retention and advancement rates of diverse students, faculty and staff remain low. Increased representation is needed at all levels of MSU. MSU should proactively recruit and retain more diverse students. The gaps in persistence and graduation rates for certain populations continue to be a challenge. MSU must recruit, retain and advance diverse faculty and staff members. Those who are already doing the work of DEI (who are often members of historically underrepresented and marginalized groups themselves) should be recognized, compensated and honored.

Concerns regarding discrimination and bias incidents on campus. Everyone at MSU should be accountable for DEI goals. Leaders of MSU, in particular, should be held to a higher standard and speak out strongly against incidents of bias that occur on campus. MSU as a community should be held accountable for naming and addressing the harmful incidents, and perpetrators should be held accountable for their actions. Incidents of bias and discrimination must be taken seriously when reported to the university. The lack of a rapid response system to discrimination and bias incidents must be addressed.

Institutional policies, practices and processes directly contribute to inequity and DEI issues. MSU needs critical structural changes. Institutional policies, documents and processes should reflect the university's DEI commitments. Many mentioned concerns regarding perceived biases in the hiring process, often resulting in individuals from historically underrepresented groups being excluded from university positions. Access and power imbalances should be addressed. Some groups lack representation in the institutional processes such as committees and initiatives related to DEI (e.g., staff and postdoctoral research associates). Financial aid and residency status for undocumented students and name-changing procedures for transgender students at MSU are highly difficult to navigate. Data-gathering efforts fail to recognize all identities in reporting mechanisms prohibiting an assessment of the number of people within respective communities to offer resources and initiatives needed to aid their inclusion and success.

A comprehensive definition for DEI is needed. MSU needs a comprehensive and critical understanding of DEI. DEI is often oversimplified or limited to particular conversations and groups. MSU needs a broader understanding of diversity that includes the historically underrepresented and the other broader social identities.

A university-wide integrated DEI plan is needed. MSU must have a university-wide DEI strategic effort that goes beyond a centralized DEI office to address structural inequalities. The university must commit to doing the hard work so that progress can be made. DEI should be a proactive priority rather than a reactive afterthought.

External partnerships must be strengthened and forged. MSU should improve relationships with the broader community, creating partnerships and pipelines for historically underrepresented groups to access MSU (e.g., K-12 partnerships, the native Indigenous community, etc.). MSU should improve its contracts with minority-owned and women-owned businesses.

During the November 2020 Academic Advancement Network session, approximately 200 leaders from across the university were invited to reflect on several of the key questions posed during the listening sessions. The main feedback that surfaced included the need for innovation, accountability of leadership, investment of resources, alignment of efforts, open dialogue and communications, collective commitment to DEI, shared university values, and cohesive climate and culture. The DEISC co-chairs also met with the Coalition of Racial and Ethnic Minorities (CoREM) in February to gather feedback. The feedback echoed issues raised during the listening sessions. Concerns were shared about the lack of broader diversity representation at the academic leadership and executive leadership levels.

DEI INVENTORY

The DEI inventory included gathering a vast cross-section of information regarding diversity, equity and inclusion at MSU: resources, dedicated positions, strategic plans, programs and initiatives, and academic and administrative unit-level committees. In total, 137 inventories were submitted, representing the university's 17 degree-granting colleges' major administrative units (MAUs) and 16 other MAUs. The inventory underscored the significant effort being dedicated to diversity across the university. Most colleges report having initiatives that focus on students, including pipeline and pathway programs introducing pre-college students to a wide variety of professions, student support initiatives and curricular projects. A more limited number of units reported faculty development initiatives. Summaries are provided for three key areas: DEI budget allocation, DEI positions and strategic plans.

DEI BUDGET ALLOCATION

DEI inventory survey respondents provided information about financial allocations for DEI-related initiatives. There were more than 100 responses, and 43 units indicated they allocate some financial resources to diversity efforts within their respective units. The amount of support varied significantly, with resources allocated ranging from a few thousand dollars to more than a million dollars. The units reporting larger allocations reported support for formal/structured student or faculty programs. Funds were used to cover salaries, student programming, student and faculty diversity initiatives and activities, and student support.

DEI POSITIONS

DEI inventory survey respondents were asked if there were positions dedicated to diversity within their unit, department or functional area. Of those responding, 34 provided information about their DEI-dedicated positions. There were multiple titles and varied percentages of effort. Position titles included senior associate dean, associate dean, assistant dean, director, coordinator and adviser to the dean. Position responsibilities related to students, faculty, outreach, research and curriculum.

STRATEGIC PLANS

Based on responses to the DEI inventory, 25 academic and administrative units provided their specific DEI strategic plans and an additional 18 units indicated the incorporation of DEI goals into their overall strategic plan.

The consistent components referenced in the unit DEI plans were as follows:

- DEI training
- external engagement
- increasing diversity of students
- increasing diversity of faculty and staff
- student support and retention initiatives
- focus on transparent and inclusive culture
- faculty mentorship
- work with unit DEI committees
- efforts to increase DEI in courses

The major themes for units that included DEI goals within a unit strategic plan were:

- increasing recruitment of faculty, staff and students from diverse groups
- creation of a welcoming and inclusive environment
- extending external partnerships
- providing transparency regarding practices and procedures
- creation of DEI-focused positions
- providing more diverse educational offerings

MSU POINTS OF PRIDE

Throughout the process of gathering data from the listening sessions, the inventory and the work groups, examples of programs and initiatives that promote DEI at MSU have been identified. A very brief list is noted below as representative samples of successful activities. This is not a comprehensive list.

ACADEMIC CENTERS

MSU has several excellent academic centers that address diversity, equity and inclusion as a part of their core mission. Three centers of note are the Julian Samora Research Institute, the Native American Institute and the Center for Gender in Global Context. Research and scholarship supported by these centers plays a crucial role in the overall landscape for diversity academic work at MSU. *https://inclusion.msu.edu/campus-resources/centers-institutes.html*

ACADEMIC PROGRAMS

A number of academic programs and departments elevate diversity, equity and inclusion scholarship. These include the Department of African American and African Studies, American Indian and Indigenous Studies, Chicano/Latino Studies, LGBTQ and Sexuality Studies, Women's and Gender Studies, and the Asian Studies Center. DEI-related academic programs — majors and minors — represent an on-ramp into diversity research and scholarship for undergraduates and are intellectual homes for graduate students, postdoctoral research associates and others at MSU who contribute to DEI-related research

and scholarship. The undergraduate research office supports student engagement in DEI-related research projects, and the Honors College leads a collaborative effort to host the annual Diversity Research Showcase. *https://inclusion.msu.edu/campus-resources/academic-programs-minors.html*

CENTER FOR GENDER IN GLOBAL CONTEXT (GENCEN)

An interdisciplinary research center within International Studies and Programs (ISP), with academic programs housed primarily in the College of Arts and Letters, the GenCen deepens the university community's understanding of gender relations, the cultural and material politics of place and the relationships between global and local transformations in real-world contexts. *https://gencen.isp.msu.edu/*

DIVERSITY RESEARCH NETWORK

The Diversity Research Network (DRN), located within the Office for Inclusion and Intercultural Initiatives has emerged on campus as an identifiable resource for MSU faculty doing DEI-related research and scholarship. DRN has some funding support from the Office of Research and Innovation. The DRN supports both faculty of color in their research on any topic and also supports other faculty research and scholarship related to diversity, equity and inclusion. Among the contributions of the DRN are the establishment of central information sources through a well-curated and updated website, a network of scholars doing DEI-related work and an ongoing grants program for launching projects and incorporating research into the Creating Inclusive Excellence Grants program. Regular communication from the DRN supports these efforts. The DRN seems to "punch above its weight" in terms of impact compared to resources (staff, space, funding) provided to it. *https://inclusion.msu.edu/research/diversity-research-network/index.html*

ETHNIC STUDIES AND IDENTITY-FOCUSED ACADEMIC PROGRAMS

MSU has programs in Women's and Gender Studies; Lesbian, Gay, Bisexual, Transgender, Queer and Sexuality Studies; Jewish Studies; Muslim Studies; American Indian and Indigenous Studies; Asian Pacific American Studies; and a recently created Department of African American and African Studies (until this academic year, it was a program). *https://inclusion.msu.edu/campus-resources/academic-programs-minors.html*

ENGINEERING SCIENCE AND SUCCESS ACADEMY

Engineering Science and Success Academy (ESSA) is a summer bridge program that provides noncredit-bearing mathematics, science and writing courses. ESSA targets incoming first-year students who have declared a STEM major or were originally placed in MTH 132 (Calculus 1). The program also targets students who come from socioeconomically challenged school districts. The structure of the program includes mandatory participation in the summer bridge program, mandatory schedule building and advising meetings with ESSA staff for the student's first year, mandatory STEM sections of math and science courses (in collaboration with Charles Drew Science Scholars and MSU math department), mandatory

tutoring, mandatory enrollment in MTH 106 for the first semester and mandatory participation in the peer mentoring program. More than 70% of the students ESSA serves are in a position of high financial need. The number of college graduates from 2007 to present is currently at 196, with a six-year graduation rate of 72% and a six-year STEM graduation rate of 67% (compared to 30.8% from the same target audience that does not participate in the program). The percentage of 2019 ESSA students with an increased Math Placement Exam score is 91%, which represents a 7% increase since 2018. The average Math Placement Exam score increased 65% with the ESSA program (an improvement of 12% since 2018).
https://www.egr.msu.edu/dpo/programs/essa

MAXIMIZING ACADEMIC GROWTH IN COLLEGE (MAGIC) PROGRAM
The Maximizing Academic Growth in College (MAGIC) program, which is coordinated by the Office of Cultural and Academic Transitions (OCAT), is a one-week experience for incoming first-year students. The program is designed to help students transition to a large university setting through participation in workshops, peer mentoring and networking before beginning classes. The MAGIC program provides student participants with the opportunity to network with MSU faculty and staff, explore future career paths, get an introduction to college life, connect with peer mentors and learn about MSU's campus resources. There is evidence that participation in the MAGIC program leads to increased persistence in the university.
https://ocat.msu.edu/e-pre-college/magic-maximizing-academic-growth-in-college/

MIGRANT STUDENT SERVICES AND
COLLEGE ASSISTANCE MIGRANT PROGRAM SCHOLARS
Migrant Student Services advances education and empowers students from migrant and seasonal farm-working communities to bring about positive change in their lives, communities and the world. The program seeks to provide opportunities for students to develop values and skills to function as engaged citizens and critical independent thinkers. The College Assistance Migrant Program (CAMP) is a residential program that assists migrant and seasonal farmworker students with academic, social and financial support to enable them to complete their first year of college. Students are supported by college transition advisers and ambassadors who connect them to various resources and services. CAMP has been federally funded through the U.S. Department of Education since 2000.
https://mss.msu.edu/

MRULE-ICA PROGRAM
The Multi-Racial Unity Living Experience and Intercultural Aide (MRULE-ICA) Program is a fusion of two programs aimed at promoting student success and cultivating student abilities to engage across cultural boundaries by developing genuine relationships and discussing social issues. MRULE-ICA provides community-building and intercultural engagement opportunities on MSU's campus using "weekly convos," round table discussions (RTDs), informal social activities and service projects. Since 2014-15, MRULE-ICA has measured its impact on MSU's campus with a resident survey and a RTD survey each semester. In addition,

a "matched cohort study" conducted from 2018 to 2019 assessed the impact of the program on university-identified student success metrics. MRULE-ICA program participants include a broad diversity of students: 47% White; 23% African American/Black; 7% Asian/Pacific Islander; 10% International; 7% Latinx; 4% Multiracial; and 2% unknown. A total of 60% of participants identify legal sex as female and 40% of participants identify legal sex as male. And 32% of MRULE-ICA participants are first-generation students compared to the university total of 27%. https://mosaic.msu.edu/mruleICA-program/

MULTICULTURAL BUSINESS PROGRAM

The Multicultural Business Program (MBP) uses a comprehensive approach to academic advising, tutoring and leadership, and professional development to prepare students for careers in business. The program fosters a climate of equity and inclusion and supports students through graduation and beyond. This program reaches approximately 1,000 students each year and provides service throughout the matriculation of students. Tutoring programs are for all students but target students of color, and the average GPA is 2.88. MBP hosts an annual, weeklong Summer Business Institute that helps incoming first-year students transition to MSU. The program allows students to network with eight Fortune 500 companies and learn about resources on campus. MBP also hosts a Fall Business Institute with similar goals and a focus on multicultural role models in the United States who value DEI. Outreach programs include the Native American Business Institute, which assists with Native students' preparation for college, and the spring Skills to Success event that brings students from urban schools to campus to learn about Broad College and MBP. This has been a successful recruitment yield program for 15 years.
https://broad.msu.edu/undergraduate/opportunities/mbp/

NEIGHBORHOOD STUDENT SUCCESS COLLABORATIVE

The Neighborhood Student Success Collaborative (NSSC) serves as "the centering unit committed to collegial collaboration and undergraduate student empowerment for student success with a focus on academic achievement, institutional navigation and a sense of belonging." The NSSC strives to close opportunity gaps for underserved students by increasing persistence and developing access and support networks for various identified populations. During the 2020-21 academic year, the NSSC championed the Circles of Success mentoring program to connect each incoming student with a peer and a professional staff mentor. NSSC designed the identity-conscious student success initiative, which connects faculty and students across disciplines and divisions to pursue academic excellence. The initiative is designed to develop a sense of belonging through intentional programming and activities geared toward the specific identity-based community. Currently, five identity-based communities function within this initiative: Black Strategic Outreach, Latinx Student Success Committee, Veteran Student Success Committee, LGBT Student Success Committee and Asian Pacific Islander Desi American
(APIDA) Student Success Committee. *https://nssc.msu.edu/*

THE OFFICE OF CULTURAL AND ACADEMIC TRANSITIONS

The Office of Cultural and Academic Transitions (OCAT) constructs supportive cultural, social and educational communities that actively involve students in learning. OCAT helps students navigate cross-cultural encounters and fosters understanding, exploring and development of cultural identity. OCAT brings together students from diverse populations. The OCAT staff works closely with the various diversity student affinity groups. A sample of activities sponsored by OCAT includes: Student Success Series; When They See Us Summit, focused on experiences of black males; Spartan Remix, Chat with OCAT Green Table; OCAT Leadership Institute; Annual Pow Wow of Love; Día de la Mujer conference and Thanksgiving Day Unity Dinner. The Día de La Mujer conference originally was created to highlight the accomplishments of Latina women and inspire Latina women to never give up on their career goals. It has since grown into a series of workshops focusing on education, health, legal issues, STEM, finance, business, interpersonal relationships and self-empowerment.
https://ocat.msu.edu/

THE RESOURCE CENTER FOR PERSONS WITH DISABILITIES

The Resource Center for Persons with Disabilities (RCPD) was created in the 1970s as MSU's response for equal access to a university education for all students. Its mission is to "lead Michigan State University in maximizing ability and opportunity for full participation by persons with disabilities." The initial RCPD foundational services for students with mobility and visual disabilities have expanded to include services for students who are deaf or hard of hearing and those with learning disabilities, brain injuries, and psychiatric and various chronic health conditions. The RCPD also provides services for MSU staff and faculty with disabilities. The RCPD offers the following: orientation and recognition events; accessible textbooks and media; support for health, wellness and resiliency; career collaboratives; learning assessment referrals; student leadership and involvement; and a Disabled Veterans Assistance Program.
https://www.rcpd.msu.edu/

SENIOR SCHOLARS PROGRAM, COLLEGE OF SOCIAL SCIENCE

In 2018, the College of Social Science launched two major faculty diversity initiatives: the Dean's Research Associate Program and the Dean's Distinguished Senior Scholars Program. Both programs aim to promote an inclusive scholarly environment in which outstanding scholars in the social sciences who support the advancement of diversity, equity and inclusion in the academy are hired and retained. The Dean's Research Associate Program differs from typical postdoc programs. The postdoctoral research associates are paid assistant professor salaries (with corresponding support packages), have a minimal teaching load (1-0), are mentored and supported, and participate in the Dean's Research Associate Development Institute with the goal of transitioning them into tenure-system positions at Michigan State. The program is presently in its second year. The three scholars in the first cohort – hired in anthropology, history and sociology – have transitioned into the tenure stream. The four scholars in the second cohort – hired in political science, sociology, social work, and human development and family studies – are expected to transition in 2022. As part of the Dean's

Distinguished Senior Scholars Program, departments are supported in the recruitment of senior faculty/full professors. Collectively, these programs have led to diversification of the college's faculty pipelines. *https://socialscience.msu.edu/diversity/fellows-pilot-program.html*

STUDENT PARENT RESOURCE CENTER
The Student Parent Resource Center provides support, resources, and campus and community connections for all MSU student parents through graduation and beyond. It works to assist nontraditional students in achieving their goals, creating two-generation success and establishing long-term connections with the university. *https://studentparents.msu.edu/*

STUDENT VETERANS RESOURCE CENTER
The Student Veterans Resource Center promotes the educational, career and personal advancement of service members, veterans and their families at MSU. *http://veterans.msu.edu/*

THE GENDER AND SEXUALITY CAMPUS CENTER
The Gender and Sexuality Campus Center, formerly the LBGT Resource Center, is a student-centered campus resource that works to celebrate, affirm and empower LGBTQA+ members of the MSU community. The Gender and Sexuality Campus Center is the only academic or administrative unit that provides LGBTQA+ workshops and educational programs for students, staff and faculty. It is also responsible for holding university-wide LGBTQA+ programs and commemorative events. https://gscc.msu.edu/

TRANSITIONAL AND MENTORING PROGRAMS FOR STUDENTS
MSU has supported a number of important precollege programs that focus on diversity, equity and inclusion, such as Upward Bound (*https://upwardbound.msu.edu/*); Shared Experiences in Medicine, Arts and Humanities; Native American Business Institute; Michigan Indian Leadership Program; GEAR UP; and Teacher Education Academy. These programs often are supported with nonrecurring funds. *https://inclusion.msu.edu/campus-resources/precollege-programs.html*

WOMEN*S STUDENT SERVICES
Since it was established in summer 2019, Women*s Student Services (WSS) has expanded rapidly to meet the needs of women students at MSU. Underlying all its work is an inclusive and intersectional feminist framework. WSS promotes and advocates for gender equity at MSU through the engagement, empowerment and leadership of all students. *https://wss.msu.edu/*

TASK FORCE ON RACIAL EQUITY

In response to the unrest that spread across the nation and world following the police killing of George Floyd, as well as recent incidents on campus, in July 2020, President Stanley created the Task Force on Racial Equity to examine and address urgent and immediate issues critical to the well-being of racial and ethnic communities on our campus, highlighting three main areas: campus climate and safety, policing, and the diversity of faculty and staff. Divided into three primary work groups, the Task Force on Racial Equity worked closely with the DEI Steering Committee. There was overlapping membership, with both committees' work informing the others'. For instance, there is noticeable overlap between the recommendations offered by the Task Force and the DEI Steering Committee related to faculty and academic staff, campus climate and community policing. Toward the end of the fall 2020 semester, the task force submitted its report to the DEISC and the president. In January 2021, the president publicly responded to the task force's recommendations. The task force report is available at *https://president.msu.edu/communications/messages-statements/2021_community_letters/2021-01-14-racial-equity-task-force.html*

BENCHMARKING

The Benchmarking Group reviewed DEI plans and initiatives from 19 other institutions, including Big Ten and selected AAU universities, as well as exemplary plans from peer institutions recommended by experts or identified by members of the group.

The comprehensive review highlighted the following recurring themes that are included in other institutional plans: create a diverse community; nurture an inclusive campus climate; design equitable and accessible environments; and promote a mission-driven approach to DEI through teaching, research and outreach. The plans also emphasize accountability, monitoring, transparency, investment, civic engagement, social justice, generative and transformative education, professional climate, a robust pipeline and cultural competency.

The Benchmarking Group also reviewed DEI global perspectives and noted, "compared to many international programs at other universities that focus principally on programming for international students and education abroad for domestic students, MSU has adopted a more inclusive and robust university-wide approach to knowledge generation through equitable and sustainable international partnerships that are multidisciplinary and cross-regional. Often, DEI is examined from a national perspective. Given MSU's international footprint and track record for engagement and collaboration in other countries, there's potential to establish the university as a global leader in DEI."

The Benchmarking Group recommended MSU attempt to embody global dimensions of diversity, equity and inclusion in ways that enhance knowledge generation and problem-

solving both domestically and globally. The group underscored the importance of fostering a multicultural community in which international students, faculty and staff feel included and their identities recognized and celebrated. Many of the resources and strategic assets are in place to support a more intentional university-wide approach that would position MSU as a leader in global DEI.

DIVERSITY, EQUITY & INCLUSION

PLAN

DEFINITIONS AND UNIVERSITY VALUES

DEFINING DIVERSITY, EQUITY AND INCLUSION

Diversity, equity and inclusion — collectively known as DEI — must be foundational for all Michigan State University does. DEI must be central to the university's mission, and we need to begin by recognizing that MSU occupies the ancestral, traditional and contemporary Lands of the Anishinaabeg — the Three Fires Confederacy of Ojibwe, Odawa and Potawatomi peoples. The university resides on land ceded in the 1819 Treaty of Saginaw. We believe that a culture embracing DEI is instrumental to all that MSU aspires to be and hopes to accomplish. We believe a culture that embraces DEI is essential to MSU and is deeply woven into its land-grant mission and vision, while recognizing the inequitable history of the Morrill Act and the disproportionate impacts of public education in the United States. To properly move MSU toward the aspirational aims of DEI, we must recognize the significant struggles and accomplishments over the years by those working to make MSU a more diverse, equitable and inclusive institution. At the same time, we must be realistic and acknowledge the ways that the university has not fully attained its aspirational goals of being diverse, equitable and inclusive. These definitions are intended to serve as a mechanism to ensure MSU upholds diversity, equity and inclusion at all institutional levels. These definitions, and the actions they engender, position MSU within a larger movement toward social justice and have shaped the framing of this report.

Diversity represents our varied collective and individual identities and differences. We recognize that diversity is a central component of inclusive excellence in research, teaching,

service, and outreach and engagement. We are committed to engaging, understanding, promoting and fostering a variety of perspectives. We affirm our similarities and value our differences. We uphold that to truly be excellent, a university must support diversity.

Equity goes beyond fair treatment, opportunity and access to information and resources for all, although these are crucial to the success of the university. Rather, equity can only be achieved in an environment built on respect and dignity that acknowledges historic and contemporary injustices. We are committed to intentionally and actively redressing barriers, challenging discrimination and bias, and institutionalizing access and resources that address historical and contemporary social inequalities.

Inclusion actively invites all to contribute and participate. In the face of exclusive differential power, we strive to create balance. Every person's voice is valuable, and no one person is expected to represent an entire community. We are committed to an open environment and campus where student, alumni staff, faculty and community voices are equally respected and contribute to the overall institutional mission.

By understanding the intersectional nature of diversity, equity and inclusion, we will use these definitions to actively transform MSU into the institution we aspire it to be.

UNIVERSITY VALUES
A Values Integration Committee was established with two members from each of the three presidential planning initiatives (RVSM, DEI and Strategic Planning) to consider overall university values that would be transformative across the institution's planning. The values that emerged align with the definitions of diversity, equity and inclusion formulated by the DEI Steering Committee. MSU's values are:

Collaboration: We will pursue innovation through partnership within MSU and with the communities we serve.

Equity: We will eliminate barriers to access and success, challenge discrimination and bias, and address past and present inequalities.

Excellence: We will hold ourselves to the highest standards of teaching, research and engagement to serve the common good and improve the world we live in.

Integrity: We will hold ourselves accountable to the highest levels of honesty, trustworthiness and dependability.

Respect: We will create and sustain a culture of safety in which we can learn, work, teach, live and visit in a community that values the dignity of all people.

DIVERSITY, EQUITY AND INCLUSION PLAN AND RECOMMENDATIONS

The DEI plan is organized around four primary strategic goals: Increase Diversity, Ensure Equity, Promote Inclusion, and Enhance Outreach and Engagement. The overall goal is to create an integrated approach to diversity, equity and inclusion, and create alignment between an established institutional framework and local efforts within academic and administrative units. The recommendations that follow each primary strategic goal include action items and suggested metrics that apply to unit-level efforts.

STRATEGIC GOAL ONE: INCREASE DIVERSITY

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

Recommendation One: Data Collection
Improve MSU's data collection, reporting and dissemination to reflect DEI best practices by recognizing the diversity (i.e., diverse social identities) of the student, faculty and staff community

Actions

- Implement a new university-wide data collection and reporting system to include the diverse identities that make up the MSU community in all relevant demographic data collection, analyses and reports
    - Update data practices to include tribal affiliation for American Indian/Alaska Natives
    - Disaggregate student data to include Asian Pacific Islander Desi American (APIDA) specific ethnicities
    - Disaggregate international student data by country along with the intersections of other social identities
    - Update data practices to include Middle East and North Africa (MENA) descent, persons with disabilities, veterans and religious identity
- Establish an advisory committee comprising diverse members that meets annually to review and recommend improvements on data categories, collection and management
- Ensure DEI reports are based on data that allow for intersectional variables to acknowledge distinct subgroups
- Update data collection and maintenance practices to appropriately identify and protect gender/gender identity and/or expression, sexual identity/orientation, pronouns, honorifics and names
- Update and differentiate between language and categories used for internal reporting versus federal compliance
- Establish an oversight committee with consultation from identity-focused communities to guide and monitor creation and use of the new data collection and reporting system
- Establish accessible institution-wide and unit-level DEI dashboards that report social identities data, helping track progress over time

Metrics/Milestones

- Annual reporting from the university-wide data collection system to provide evidence of inclusion of diverse populations
- Annual report from the oversight committee regarding use of the new system
- Templates for institutional and unit-level DEI dashboards

Recommendation Two: Graduation/Opportunity Gaps

Use a data-informed approach to mitigate disparities evident in persistence and graduation rates between racial and ethnic groups and increase degree completion rates for all students

Actions
- Prioritize closure of achievement/opportunity gaps
- Establish an oversight committee, in consultation with affinity and social identity groups, to recommend and monitor strategies to close graduation gaps
- Offer adequate and effective academic support, one-credit courses and inclusive learning communities to help ensure completion without extending time to degree
- Create summer bridge programs with the goal of supporting low-income, first-generation and historically underrepresented first-year students

Metrics/Milestones
- Annual report from oversight committee regarding achievement and opportunity gaps
- Persistence and graduation rates; rates in comparison to Big Ten and other large public AAU peers
- Number of new summer bridge program(s), number of students enrolled in program(s) and student satisfaction with program experience

Recommendation Three: Student Body

Recruit and retain a more diverse student body

Actions
- Expand pre-college and pathway programs with the goal of supporting historically underrepresented, first-generation and Pell Grant-eligible students
- Establish and build upon existing relationships and recruitment pathways in partnership with Minority-Serving Institutions (MSIs) and diverse global institutions
- Explore expansion of the Michigan Indian Tuition Waiver (MITW) and related actions in collaboration with Educating Anishinaabe: Giving, Learning and Empowering (EAGLE)
  - Consider developing an MSU Tuition Reciprocity policy to allow out-of-state members of federally recognized tribes and Canadian First Nations to enroll at in-state tuition rates
- Expand funding for scholarships and other mechanisms to further diversify and support the undergraduate population
- Expand funding for University Fellowships and Academic Achievement Graduate Assistantships and other mechanisms to further diversify and support the graduate student population

- Strengthen student support services and efforts offered by identity-focused units within Student Affairs and Services that play a critical role in retaining students from historically underrepresented populations
- Establish greater collaboration between retention efforts led by the Office of the Provost, Student Affairs and Services, and Residential and Hospitality Services to holistically address student needs

Metrics/Milestones
- Number of historically underrepresented, first-generation, Pell Grant-eligible and/or economically disadvantaged applicants and matriculants
- Number of partnerships and quality of partner engagement with MSIs
- Number of Native American and Indigenous applicants and matriculants
- Number and type of fellowships awarded to historically underrepresented graduate students

Recommendation Four: Staff Diversity Initiatives and Success
Expand recruitment, retention and career development support for staff from diverse backgrounds

Actions
- Create staff diversity hiring toolkits, providing supervisors and managers with resources to effectively incorporate DEI hiring best practices
- Identify and increase access to high-impact DEI learning experiences for staff
- Improve access to employment through recruitment strategies that attract candidates with diverse backgrounds, experiences and expertise
- Establish diverse hiring committees and equip them to conduct inclusive searches
- Implement proven practices to ensure more diverse candidate pools
- Incorporate contributions toward advancing DEI, along with other institutional values, as required components of New Employee Orientation
- Require regular DEI training and identify other related developmental opportunities
- Provide unit leaders with training and other resources to support DEI best practices within six months of hire, as well as ongoing training and resources
- Establish a Staff Diversity Initiatives Task Force to develop new formal programming to help ensure diversity, satisfaction and success at all employment levels
- Encourage academic and administrative unit heads to create innovative programs to attract diverse candidate pools
- Incorporate contributions toward advancing DEI, along with other institutional values, in the annual performance review process
- Improve mentoring opportunities for early-career staff
- Conduct regular benchmarking of MSU's diversity, equity and inclusion programs and initiatives for staff comparing with those at other Big Ten and large public AAU institutions

Metrics/Milestones

- Creation, distribution and widespread use of staff diversity hiring toolkits and resources in alignment with the university's Affirmative Action Plan (AAP)
- Number of staff from diverse backgrounds hired annually, in alignment with the university's AAP
- Number of staff with diverse backgrounds, experiences and expertise, in alignment with the university's AAP
- Number of applicants from diverse backgrounds for staff positions, in alignment with the university's AAP
- Number of diverse administrators and staff who have received training on issues of equity and inclusion serving on staff hiring committees, in alignment with the university's AAP
- Use of inclusive job advertisements and strategic placements, in alignment with the university's AAP
- Number of search committees that have undergone DEI and unconscious bias training
- Creation of Staff Diversity Initiatives Task Force; satisfaction with programming developed by task force assessed regularly
- Initiation and use of resulting data for decision-making from surveys that collect quantitative and qualitative satisfaction feedback from staff on diversity, equity and inclusion initiatives

Recommendation Five: Faculty, Academic Staff and Administrator Diversity
Ensure greater diversity among faculty, academic staff and administrators

Actions

- Prioritize recruitment and retention of historically underrepresented faculty, academic staff and administrators through various initiatives and investments, in alignment with the university's AAP
- Create and sustain cutting-edge recruitment and retention initiatives
  - Explore cluster hires, DEI-centered positions, DEI-informed search processes, strong succession plans and pathway programs for postdoctoral research associates to transition to faculty positions

- Allocate significant funding to promote diversity, equity and inclusion across the university to recruit and retain world-class, tenure-stream faculty and extraordinary senior faculty, postdoctoral research associates and academic administrators
- Develop a tenure plan to establish endowed professorships for faculty teaching and for conducting research on diversity-related areas
- Implement processes, tools and strategies to enhance DEI in the search procedures for faculty, academic staff, administrators and campus leaders
- Establish and train search committees that are diverse in demographic characteristics and expertise but homogeneous in commitment to a proactive, fair and equitable processes
- Hold academic and major administrative unit heads and other leaders accountable for instituting DEI initiatives with respect to their faculty and staff as well as generating an annual report on their actions

Metrics/Milestones
- Number of historically underrepresented faculty, academic staff, administrators and campus leaders retained who have received outside, competitive offers
- Turnover rate of historically underrepresented faculty, academic staff, administrators and campus leaders
- Number of search committees that have undergone DEI and unconscious bias training
- Funding committed to recruiting and retaining historically underrepresented faculty
- Evidence of diversification of faculty, academic staff, administrators and campus leaders reported annually by academic and major administrative units
- Implementation of inclusive job advertisements and strategic placements
- Implementation of institutional and unit-level 10-year recruitment plan

Recommendation Six: Faculty and Academic Staff Success
Support the continued success of diverse faculty, academic staff, administrators and campus leaders

Actions
- Recognize variety of "diversity work" for faculty and academic staff when considering the reappointment, promotion and tenure (RPT) process, salary and annual performance evaluations
- Improve mentoring opportunities for junior and early-career underrepresented faculty and academic staff
- Assess and bolster education, training and support for faculty, academic staff and administrators from diverse backgrounds at the institutional and unit levels
- Promote universal access to educational platforms for faculty, academic staff, administrators and campus leaders

- Increase executive and unit-level professional and leadership development opportunities with the goal of supporting historically underrepresented faculty, academic staff, administrators and campus leaders
- Increase endowed and named professorship opportunities with the goal of supporting diverse recipients
- Create professorships that focus on diversity, equity and inclusion
- Identify and address needs of underrepresented fixed-term faculty and postdocs

Metrics/Milestones
- Incorporation of contributions to advancing DEI into RPT and annual performance review processes
- Accessibility metrics tracked and reported publicly
- Recognition as a "disability-friendly" university as identified by College Choice ranking in the top 10%
- Number of historically underrepresented faculty in administrative and executive management positions and holding endowed and named professorships
- Completion of study to assess experience of fixed-term faculty and postdoctoral research associates; data used to improve experience

Recommendation Seven: Curriculum Transformation
Work with shared governance and academic unit heads to elevate DEI in the curriculum

Actions
- Establish a curriculum task force, with consultation from programs and centers in which curriculum centers around DEI, to identify ways to incorporate DEI within university-wide undergraduate requirements
- Implement a minimum of two DEI-related requirements in the formal curriculum for undergraduate students
- Identify and increase access to high-impact DEI learning experiences
- Increase the number of DEI stackable certificate programs offered across the university
- Create greater awareness of curricula related to racial/ethnic studies, religious studies, women/gender studies, global studies and studies of other social identity groups
- Strengthen programs with robust and inclusive curriculum by stabilizing and securing resources to ensure their continued work
- Provide more comprehensive courses that address diverse populations
- Integrate curricular development and management systems (Office of the Registrar and University Curriculum Committee) to maintain the most current information on inclusivity in the curriculum
- Develop or adapt a university-wide technology system to support identification, organization and accessibility of information about formal DEI-related curricula at MSU and enable DEI curricular content tracking across the university

- Implement DEI-related curriculum requirements; conduct surveys to collect data on curriculum content and impact on students' academic progress
- Increase the number of DEI-related courses
- Establish a task force to design and plan a teaching and learning center focused on integration of DEI in teaching and learning across disciplines

Metrics/Milestones
- Creation of DEI curriculum task force
- Development and administration of surveys gathering data on DEI-related curriculum
- Implementation of DEI requirements in the formal curriculum for undergraduate students
- Number of DEI-related courses
- Incorporation of DEI-related curricula in university management systems
- Teaching and learning center fully operational by 2025

Recommendation Eight: Research and Scholarship
Support and expand DEI-related research and scholarship

Actions
- Support the self-study begun by the MSU Diversity Research Network (DRN) to understand how its mission, scope and resources align with the expectation it provides campuswide leadership for supporting DEI-related research and scholarship
- Provide additional support to the DRN to align with an expanded mission and scope
- Provide incentives to deans to prioritize DEI-related research and scholarship when requesting to fill new or existing faculty lines
- Establish an institutional social justice research fund to support startup funds for research on racial equity and justice conducted by MSU faculty
- Include a DEI-related focus in the Office of Research and Innovation's internal grants program and provide professional development opportunities aimed at increasing capacity and impact of DEI-related research and scholarship domestically and globally
- Allocate a portion of the undergraduate research budget to DEI-related research and scholarship
- Partner with faculty governance to incorporate requirements for DEI-related research and scholarship contributions, including teaching and service, into RPT policies
- Recognize DEI-related research and scholarship through annual all-university faculty awards and college-level faculty awards

Metrics/Milestones
- Completion of self-study and plan to address opportunities for aligning funding with expectations of the DRN

- Announcement of a five-year plan to fund and hire faculty doing DEI-related research and scholarship
- Number of faculty postings including focus on DEI-related research and scholarship
- Number of new DEI-related internal grants announced outside of established mechanisms
- College-based support for DEI-related research and scholarship
- Institutional support for undergraduate research focused on DEI-related topics
- Number of annual university-level awards for DEI contributions to research and scholarship
- Number of college-level annual awards for DEI contributions to research and scholarship
- Social justice research fund established

STRATEGIC GOAL TWO: ENSURE EQUITY

Equity ensures everyone has fair access to and use of all available information, opportunities and resources in the absence of bias and discrimination. Equity is enabled through monitoring and enforcement of various policies, practices and procedures in alignment with institutional values and community standards. Equity is achieved in an environment built on civility, dignity and mutual respect.

Recommendation One: Policies and Practices

Increase equitable retention practices with the goal of supporting staff and faculty of diverse backgrounds

Actions
- Support retention of new and existing staff and faculty from diverse backgrounds during onboarding and throughout their careers by providing mentoring and developmental opportunities, whether internal or external
- Create a formal university-wide mentoring program with the goal of supporting faculty and staff from diverse backgrounds and encourage informal mentoring opportunities in partnership with Human Resources
- Develop formal partnerships with Minority Serving Institutions (MSIs) to expand research and outreach and provide opportunities for MSU and MSI faculty exchanges and sabbatical activities
- Direct faculty and staff development units to partner with academic and administrative units to facilitate cultural exchanges and DEI learning opportunities
- Develop a series of stackable, intersectional DEI trainings and certificates for staff and faculty
  - Offerings must acknowledge historically underrepresented groups and their unique and complex experiences
- Create an annual recognition event to celebrate those who have been certified through DEI education and training

Metrics/Milestones
- Participation rate in formal mentorship programs; track and report engagement and completion
- Number of formal partnerships established with MSIs
- Annual employee DEI training and certification completion rate (goal: 100% of staff and faculty complete at least one training annually)
- Framework created for recruitment of diverse internal and external candidates for institutional leadership positions
- Participation rate of historically underrepresented groups in professional development opportunities (goal: increase by at least 10% annually)

Recommendation Two: Policies and Practices
Enhance support for those affected by harassment, incidents of unfair treatment, discriminatory practices, intolerance, exclusion and/or microaggressions

Actions
- The Antidiscrimination Policy (ADP) Workgroup will continue its review and proposal of changes to the ADP, including seeking campus stakeholder feedback during the 2021-22 academic year, incorporating regular review of the policy and educating stakeholders about the process for obtaining changes to the ADP
- Using data-driven best practices, explore ways to increase the capacity and coordination of existing initiatives and groups to provide resources for community members who experience harassment, discrimination, incidents of prejudice or unfair treatment, and who experience a climate that is not inclusive
- Conduct baseline assessment of culture, demographics, intercultural competence and related issues
- Establish a task force, consisting of subject matter experts, to determine and implement restorative practices to allow those who have been harmed by behaviors and acts of bias to experience healing and redress
  - As a potential opportunity, restorative practices offer a way for those who have been harmed to feel empowered, for those who have offended to learn and rectify the circumstances and for the broader community to uphold and cultivate the values of diversity, equity and inclusion
- Raise awareness about reporting discrimination or harassment as well as about other avenues for conflict resolution
- Evaluate university policies to identify systemic barriers to DEI and systemic opportunities to support DEI
- The university will develop and seek to implement policies for students, staff and faculty setting forth expectations around civility and treating others with respect and dignity, as well as educational initiatives about expectations and avenues for reporting

misconduct, with acknowledgement and training that civility and respect can be viewed differently based on cultural and gender expectations

- Increase awareness of who, where and how students, staff and faculty should report incidents of discrimination and harassment and what the procedures are for addressing such incidents
- Determine avenues for reporting conduct that does not rise to the level of discrimination or harassment and supporting those affected

Metrics/Milestones

- Increased awareness among students, staff and faculty of how to respond to incidents of bias or discrimination (Office for Inclusion and Intercultural Initiatives and partner units are prioritizing promotion of this information in 2021-22)
- Annual review of the ADP, including review of best practices at similar universities
- Detailed annual DEI State of the University Report

Recommendation Three: Policies and Practices

Ensure Academic Human Resources (AHR) and Human Resources (HR) policies and practices promote equity

Actions

- Establish a committee with Human Resources (HR) and Academic Human Resources (AHR) that reviews the impact of human resources policies and practices in relation, direct and indirect, to historically underrepresented communities
    o Report and provide recommendations to the associate provost and vice president for academic human resources, the associate vice president of human resources and the vice president and chief diversity officer
    o Provide annual recommendations for necessary changes to human resources policies
- Communicate updated language in human resources policies and practices, especially as it relates to historically underrepresented communities, to the university community

Metrics/Milestones

- Review committee established

- First set of recommendations complete
- Annual updates to university community on changes to AHR and HR policies and practices annually
- Annual update to university community on estimated number of staff and faculty affected by policy updates annually

Recommendation Four: University Religious Observance Policy

Review and revise the university's Religious Observance Policy to create greater inclusivity

Actions
- Academic Governance to consider recommendations for a revised Religious Observance Policy developed in consultation with members of the Department of Religious Studies and submitted by the informal Education Work Group of the DEISC
- Distribute revised policy to faculty and students
- Display list of religious holidays and observances in a prominent place on the Office of the Provost website
- Distribute to faculty and staff a two-year calendar of religious holidays and observances, including holidays observed by members of the university community

Metrics/Milestones
- Religious Observance Policy revised and distributed
- Review of Religious Observance Policy completed annually
- Religious Observance Policy posted on Office of the Provost website

STRATEGIC GOAL THREE: PROMOTE INCLUSION

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

Recommendation One: Climate Surveys

Create and administer an annual university-wide climate survey, coordinate smaller climate surveys and identify other metrics that address creating an inclusive campus climate

Actions
- Establish a university-wide task force that includes directors of programs for different social identities to identify survey questions and research parameters that offer reliable and valid data at the institutional level and in academic and administrative units; take steps to avoid survey fatigue and data redundancy
- Improve sharing of climate data across the university

- Develop and implement a series of more focused campus climate surveys on the perceptions and experiences of students, staff and faculty using stratified sampling to ensure small populations are adequately represented for statistical purposes
- Identify other metrics, including analysis of exit interviews and institutional reports, to be considered along with climate surveys to annually assess campus climate
- Systematically conduct intersectional and specific campus climate surveys and disseminate results to promote productive conversations and a broad understanding of the experiences of diverse populations

Metrics/Milestones
- University task force created
- Campuswide climate surveys developed and administered
- Response rates to climate surveys
- Annual assessment of climate based on survey and other data
- Improving climate data trends over several years
- Regular reporting of climate study data to campus community

## Recommendation Two: Physical Environment
Create a physical environment at MSU that is representative of the diversity of the students, staff and faculty, and includes physical and cultural features related to inclusion that promote a sense of belonging

Actions
- Conduct a cultural audit of architecture, physical edifices and spaces to ensure they are representative of the diversity that exists within the university community, paying specific attention to funding sources and building names
- Work toward identification, designation and creation of all-gender restrooms in all existing and future campus facilities
- Ensure all athletic facilities have an accessible all-gender changing room that does not require individuals to request access from staff
- Develop a university policy allowing MSU community members and visitors to use the restroom that best aligns with their gender identity and/or the restroom in which they feel the safest
- Post signs in buildings near primary entrances and within a reasonable distance of all-gender restrooms listing the closest locations of all-gender restrooms
- Make physical spaces more welcoming and reflective of MSU's pluralistic communities through the inclusion of art and images of students, staff, faculty and community members to foster inclusion and a sense of belonging

Metrics/Milestones
- Report and regularly update results of cultural audit, including: physical edifices culturally representative of diverse populations; number of culturally representative permanent and semipermanent markers and plaques; images, quotes/phrases and other displays within the campus environment celebrating diversity and representing diverse populations
- Number and location of all-gender restrooms (inventoried annually)
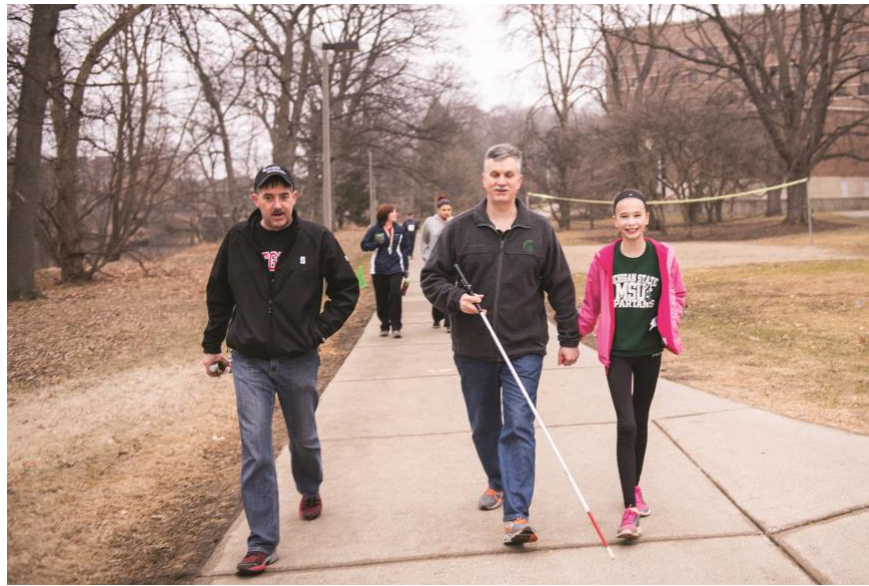
Recommendation Three: Diversity, Equity and Inclusion Education

Establish accountability measures and structures for annual DEI learning requirements for students, staff and faculty

Actions
- Coordinate and manage compliance of required annual DEI learning for students, staff and faculty
- Continue offering DEI Foundations online educational module for students, staff and faculty
- Conduct an annual review of the DEI Foundations module to determine modifications and additions in consultation with the Office for Inclusion and Intercultural Initiatives, DEI resource centers, ethnic and religious studies programs, and student and employee affinity groups
- Integrate modifications as needed after the annual review of the DEI Foundations online educational module
- Develop and implement an interactive, in-person session for undergraduate students that accompanies the online educational module, similar to the required RVSM training, in consultation with the Office for Inclusion and Intercultural Initiatives, DEI resource centers, ethnic and religious studies programs, and student and employee affinity groups

Metrics/Milestones
- Number and percentage of students, staff and faculty completing annual online training
- Number and percentage of students, staff and faculty attending in-person sessions

Recommendation Four: Diversity, Equity and Inclusion Education
Expand and enrich informal DEI learning experiences for the university community to supplement the DEI Foundations educational module

Actions
- Aggregate and present on a centralized website the numerous co-curricular/informal DEI learning opportunities for students, staff and faculty
- Offer opportunities for students, staff and faculty to actively engage with others in a dialogue or discussion format across differences and allow individuals to apply their learnings around diversity, equity and inclusion in authentic and meaningful ways
- Develop workshops, dialogues, cultural events, community engagement and service opportunities
- Provide funding to create and incentivize participation in opportunities for DEI learning in small group settings
- Identify ways to incentivize DEI engagement and learning for students, staff and faculty
  - Examples include: DEI certificate for students, staff and faculty, and rewarding faculty who participate in professional development opportunities around DEI and/or incorporate co-curricular DEI opportunities into their class syllabi
- Continue and expand co-curricular learning opportunities offered through college programming with input from the Institutional Diversity, Excellence and Action (IDEA) Coordinators and faculty experts in the various racial, ethnic, religious studies and international studies programs

Metrics/Milestones
- Centralized website of learning opportunities developed; updated quarterly
- Funding allocated to incentivize participation in DEI opportunities
- Number of DEI learning experiences for university community beyond DEI Foundations educational module

Recommendation Five: Diversity, Equity and Inclusion Education
Offer learning experiences for new students that will address inclusivity

Actions
- Add a required component to New Student Orientation (NSO) to introduce MSU's values related to diversity, equity and inclusion
  - Should include the broad aspect of social identities of diverse populations, including age, color, disability status, ethnicity, gender, gender identity, national origin, race, religion, sexual orientation, socioeconomic level and veteran status

- o Develop in consultation with the Office for Inclusion and Intercultural Initiatives, DEI resource centers, ethnic and religious studies programs, and student and employee affinity groups
- Add a required component to orientation for new graduate students similar to the NSO component
  - o Develop in consultation with the Office for Inclusion and Intercultural Initiatives, the Graduate School, academic graduate and professional programs, DEI resource centers, ethnic and religious studies programs, and student and employee affinity groups
- Review and modify NSO and Fall Welcome events to make them more inclusive and welcoming for historically underrepresented populations
- Create more preorientation opportunities for students to build relationships with peers

Metrics/Milestones
- Components added to orientation programs

Recommendation Six: Communications

Expand the focus of university communications efforts, including those of the central University Communications unit, to ensure integration of DEI-related content and elevation of diverse voices in internal and external communications

Actions
- Elevate and integrate DEI content into unit-based and central communications
- Develop an inclusive communications guide that highlights common terms that reflect culturally competent, empathetic and inclusive language
- Support a central campus DEI website that aligns with work around diversity, equity and inclusion
  - o Highlight resources, events and work promoting DEI initiatives
- Establish a thoughtful and inclusive approach to considering and releasing crisis communications
- Improve representation of diverse members of the campus community in marketing and social media efforts
- Increase content featuring DEI-related scholarship, research, initiatives and programs and the positive impact for the MSU community and communities throughout the state, nation and world
- Use best practices for accessibility in materials and increase availability of bilingual materials
- Provide more inclusive recognition of holidays/commemorative dates
- Provide more inclusive recognition of diverse students, staff, faculty and alumni, and of diversity initiatives, programs and awards in university communications

- Enhance diversity of university image assets by collaborating with partners across campus to build a more robust inventory of photos and videos that represents all social identity groups
- Increase MSU's presence in publications focused on issues of diversity, equity and inclusion or serving diverse communities, including sending media releases to sources that serve historically underrepresented audiences
- Develop a campus DEI advisory committee to offer guidance and insight to communicators who have questions about sensitive issues

Metrics/Milestones
- Inclusive communications guide completed and promoted
- University-level DEI website launched
- Increased representation of DEI-related scholarship, research, initiatives and programs in MSUToday and other university communications

Recommendation Seven: Community Policing
Promote community policing and inclusive practices that connect students, staff and faculty from diverse backgrounds

Actions
- Create orientation and educational opportunities to provide incoming students, staff and faculty opportunities to learn about the role of the MSU Police Department and policing practices on campus
- Promote focus groups and interactions that build a strong, diverse community in partnership with MSU Police
- Promote demographic diversity of MSU police ranks by mentoring interested MSU students to enroll in one of Michigan's Law Enforcement Basic Training Academies
- Connect the MSU Police Department's Inclusion and Anti-Bias Unit with other units across the university, and promote intentional collaboration between units across campus doing similar anti-bias work
- Develop annual anti-bias training and identify annual DEI learning opportunities for officers to enhance their understanding of how their roles can contribute to a diverse and inclusive community at MSU
- Professional development expansion:
    - Have a department-wide professional development exercise that includes the "Police Community Reconciliation Framework"
        - This considers the voices of people who have been directly impacted by the police through frank engagements between racial/ethnic minorities and law enforcement to address historical tensions, grievances and misconceptions that contribute to mutual mistrust and

misunderstanding and prevent police and communities from
working together

Metrics/Milestones
- Quarterly updates on community-based interactions
- Number of orientation and educational opportunities provided for university community to learn about policing practices on campus

Recommendation Eight: Accessibility

Create and support a campus culture and environment that is accessible, both physically and virtually, to all students, staff, faculty and visitors with disabilities

Actions
- Promote universal access through the design of accessible online curriculum, educational platforms and the physical environment, including facilities, transportation and resources
- Ensure accessibility in the university's information technology tools as well as in the items students are required to purchase
- Provide training for students, staff and faculty on what accessibility is, its importance and how to use various resources
    - Develop training for students, staff and faculty dedicated specifically to disability awareness
    - Develop leadership training to create a shared understanding of equity and access
- Conduct annual student and employee accessibility surveys, coordinated through the Resource Center for Persons with Disabilities, and communicate results to the campus community. Survey to focus on:
    - Effectiveness of and potential improvements to current accessibility resources
    - Impacts of physical spaces on accessibility
    - Architectural accessibility
    - The everyday campus experiences of and issues related to accessibility for students, staff, faculty and visitors with disabilities
- Allocate resources (funds and staff) necessary to administer and analyze annual accessibility survey
- Allocate financial resources to provide units with small matching grants to address new and emerging needs for identified accessibility gaps; improve unit-level accessibility and drive unit-level creativity and responsibility while providing needed support
- Publicize Infrastructure Planning and Facilities' map of single-user restrooms
- Ensure all university communications are accessible, including an annual review of accessibility standards for university communications

- Ensure disability resources for public events are provided, including requiring the host of the event to:
    o Confirm the location is physically accessible to those with disabilities
    o Provide contact information for accommodation requests
    o Communicate accessibility resources in promotional materials for university-sponsored public events

Metrics/Milestones
- Annual accessibility surveys completed and results published along with planned action steps to address identified issues
- Accessibility metrics identified, tracked and regularly published; metrics might include:
    o Number of accessibility issues reported
    o Number of accessibility issues addressed
    o Number of accessibility issues remaining to address

Recommendation Nine: Accessibility

Provide education for student organizations regarding the role and importance of accessibility in inclusion

Actions
- Provide training for Registered Student Organizations (RSOs) and other student networks (such as Greek Life) that strengthens knowledge and skill sets needed to support those with disabilities, creates a more welcoming and supportive environment for students with disabilities and encourages students with disabilities to self-advocate
- Develop protocols to help RSOs identify accommodations and conduct regular reviews of event planning and other practices to ensure accessibility for persons with disabilities
- Provide guidelines to RSOs for event publicity that address accessibility and resources for persons with disabilities
- Periodically assess the barriers and modes of communication that hinder full participation by members of diverse populations to inform ways to facilitate and promote increased intergroup contact

Metrics/Milestones
- Best practices for holding/hosting and publicizing events developed
- Best practices shared regularly with academic and administrative units, departments, RSOs, Greek Life and other student organizations
- Percentage of events that include information about accommodations
- Number of trainings that take place with RSOs and other student networks

Recommendation Ten: Inclusive Student Support Services

Develop more inclusive student support services to ensure the success of the university's increasingly diverse student body

Actions
- Provide services that support Deferred Action for Childhood Arrival (DACA) and undocumented students
- Identify a centralized office to provide formalized services for DACA students
- Establish a committee that includes representatives from the Office of Financial Aid, Office of Admissions, Office of Cultural and Academic Transitions, Migrant Student Services, Residential and Hospitality Services, other affinity identity units in Student Affairs and the Associate Provost for Undergraduate Education to review policies and formalize services for DACA and undocumented students

- Continue development of a multicultural center in partnership with the Council of Racial and Ethnic Students (CORES) and Council of Progressive Students (COPS)
- Increase funding and support for resources, space and staffing for identity-based resource centers
- Increase funding and affirm commitment and resources to fully develop the Office of Cultural and Academic Transitions (OCAT) that supports students from multiple racial and ethnic backgrounds
- Expand services and programming for veterans and active military service members
- Increase funding and resources to support space, staffing and programming for the Gender and Sexuality Campus Center

- Provide adequate funding for each of the organizations represented by CORES and COPS
- Expand precollege and pathway programs with the goal of supporting historically underrepresented communities and fields of study
- Initiate pathway and support programs for transfer, Pell Grant-eligible and first-generation college students
- Broaden services in support of students who are veterans and active service members, students with disabilities, first-generation students, students who have been independent and students from disadvantaged backgrounds
- Allocate adequate resources and increase support to DEI-related student-facing resource centers that serve diverse student populations
- Ensure students receive culturally and identity-relevant mental health services

Metrics/Milestones
- Formalized policies and procedures for DACA and undocumented students
- Formalized services offered through an identified central office to support DACA and undocumented students
- Space and staffing of DEI identity-based resource centers compared with other Big Ten and large public AAU institutions
- Number of students from diverse backgrounds using supportive services
- Satisfaction rates of students from diverse backgrounds who use services
- Funding allocated to DEI-related student-facing centers
- Number of new services created in support of students from diverse backgrounds
- Funding for organizations represented by CORES and COPS

Recommendation Eleven: Inclusive Student Support Services
Foster a multicultural community in which all students, staff and faculty feel included and in which their identities are recognized and celebrated

Actions
- Review resource allocations to units that are exclusively focused on historically underrepresented populations
    - Identify financial and other resources
    - Compare resources to similar functions at other Big Ten and large public AAU institutions

o   Identify potential donors and sources of external support
- Create an intentional space for gathering and building community
- Assess and advocate for ongoing and changing needs of diverse affinity groups

Metrics/Milestones
- Increase University Advancement support of diverse groups by 20% annually
- Number of new spaces for gathering and building community
- Annual reporting of ongoing and changing needs to promote inclusivity

STRATEGIC GOAL FOUR: ENHANCE OUTREACH AND ENGAGEMENT

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

Recommendation One: MSU Extension

Innovate and increase proactive engagement with diverse and historically underrepresented communities for services and programs provided through extension

Actions
- Increase the diversity of the Extension workforce to include and represent more industries beyond traditional agricultural efforts
- Increase the diversity of the Extension workforce to be representative of Michigan's population
- Increase the diversity of Extension program participants, including adult and youth (4-H) enrollments to parallel Michigan population in rural, suburban and urban contexts
- Create diversity stakeholder advisory groups
- Provide training to existing Extension personnel on methods to increase services and outreach to historically underrepresented communities

Metrics/Milestones:
- Implementation of a data system to track progress
- Increased opportunities, expanded programs and greater citizen engagement in MSU Extension programs

Recommendation Two: Outreach and Engagement

Increase and improve outreach and engagement activities with diverse and historically underrepresented students, staff and faculty as well as with diverse communities served

Actions

- Encourage colleges with existing outreach and engagement activities to further incorporate DEI into their planning and activities
- Encourage and actively recruit more diverse undergraduate students to participate in community-engaged learning (CEL) experiences during their enrollment at MSU
- Initiate more formal outreach and engagement efforts and partnerships with diverse communities throughout Michigan and globally
- Make available to diverse groups of undergraduate students opportunities to earn certificates in CEL that document their preparation for community-engaged work
- Offer resources and regular workshops to those interested in incorporating DEI into CEL activities
- Increase access to online inventories, databases and websites that catalog MSU public access among diverse members of the MSU community
- Identify groups with whom University Outreach and Engagement (UOE) should be connected, assess existing connections and facilitate connections where they are lacking
- Conduct annual reviews of existing external partners, assess the degree to which they continue to represent relevant stakeholder groups or populations and adjust outreach efforts accordingly
- Develop best practices for engaging in community partnerships for faculty, staff and students seeking to engage with diverse communities, including providing resources and guidance for researchers on conducting community-engaged research with diverse populations
- Conduct discussions with potential community partners to identify relevant DEI issues for the community
- Incorporate DEI values in memorandums of understanding with community partners
- Implement DEI training for faculty, staff and students prior to participating in activities with diverse communities

Metrics/Milestones:

- Number of colleges with outreach and engagement activities that incorporate DEI
- Number of diverse groups of undergraduate students that participate in CEL experiences

- Number and quality of new formal outreach and engagement efforts and partnerships with diverse communities in Michigan
- Number of diverse and historically underrepresented undergraduate students earning certificates in CEL
- Diversity among program attendees, participants and speakers
- Diversity of stakeholder advisory groups
- Online resources developed that catalog MSU and public access opportunities to diverse members of the MSU community

Recommendation Three: Alumni Relations and Donor Development

Significantly increase Alumni Relations, donor engagement and development across social identity affinity groups

Actions
- University Advancement (UA) will work with university-wide colleagues to ensure UA understands how alumni and students identify and use this data to focus their communications and programming to be responsive and respectful
- Regularly invite alumni to share information about their identities, as desired
- Ensure that the UA data management system has the appropriate data fields to accommodate various identity information as reported
- Build relationships with alumni from diverse backgrounds via frequent communication, tailored programming and development of affinity networks
- Identify and address barriers to engagement and investment using input from alumni from diverse backgrounds
- Recruit, retain and develop a diverse team within UA that reflects the MSU constituency
- Develop fundraising efforts to support initiatives that impact DEI programs and funding opportunities that may be of interest to a variety of potential funding sources
- Ensure a representative audience and engagement of alumni in campaign activities

Metrics/Milestones:
- Creation of a dashboard that:
    - Provides baseline social identity group data as permitted by university guidelines and donor preferences
    - Tracks efforts to improve the amount and quality of UA data
    - Identifies DEI-related contributions
    - Tracks growth of contributions across all affinity groups
- Evidence of UA exploration of opportunities to increase participation and giving among historically underrepresented groups
- Evidence of UA establishment of attainable fundraising goals for targeted DEI initiatives

- Evidence UA has embraced ideas to increase diversity among attendees, participants and speakers at alumni and fundraising events

Recommendation Four: Vendors and Suppliers

Expand efforts to incorporate diversity, equity and inclusion into work with vendors and suppliers

Actions
- Increase supplier diversity certifications to women, minority-owned, veteran, disabled, LGBTQIA+ and Michigan-based enterprises
- Implement a vetting process for suppliers who report being a certified diverse supplier
- Improve tracking of data related to diverse vendors, suppliers and contractors, including review of employee diversity data for public companies
- Align reporting language on forms, in databases and in reports with standards from the supplier diversity industry
- Include a section in Requests for Applications issued by Infrastructure Planning and Facilities that would facilitate opportunities for undergraduate and graduate students to apply for micro-internships with women- and minority-owned businesses to expand service opportunities to the university
- Document related processes in Promapp business process mapping and management system
- Increase transparency of the bidding and award process
- Develop a more formal supplier diversity program

Metrics/Milestones:
- Number of certifications for enterprise opportunities for underrepresented vendors in Michigan (goal: increase by 10%)
- Database of certified diverse suppliers created
- Identification and documentation of transparent bidding process and procedures

OUR SHARED RESPONSIBILITY: IMPLEMENTATION AND ACCOUNTABILITY

Recommendations from the Benchmarking Task Group and many discussions with university leadership shaped expectations for implementation and accountability. The task group reviewed best practices at a number of peer institutions. The task group found that large, R1 institutions like MSU generally use a centralized-local model for diversity, equity and inclusion (DEI) planning and implementation with unit-level accountability. The Diversity, Equity and Inclusion Steering Committee (DEISC) endorses this approach and recommends using the central plan as a framework that is further articulated and operationalized by academic and administrative units. This campuswide integrated effort with local accountability is suitable for MSU's DEI strategic planning efforts.

The findings, recommendations, action items and other deliverables outlined in this report and plan lay the foundation for continued DEI planning and implementation that will take place under the direction of MSU's vice president and chief diversity officer (VPCDO). The VPCDO will provide oversight for university-wide DEI initiatives, reporting on them annually, and will partner with units in the development of local DEI action plans that align with the strategic goals outlined in the DEI Report and Plan. These plans will be shared publicly.

Each major academic and administrative unit will be required to develop a local DEI plan using a template provided. Progress will be assessed annually and tracked on a public dashboard. The Office for Inclusion and Intercultural Initiatives will manage the overall reporting and evaluation process. Next steps in implementation include:

- Explore feasibility of proposed recommendations
- Engage key stakeholders
- Prioritize proposed recommendations and actions
- Determine appropriate metrics
- Establish accountability
- Secure support to advance efforts
- Begin implementation

All development and implementation related to DEI plans will be accomplished in accordance with federal and state law prohibiting discrimination against, or granting preferential treatment to, any individual on the basis of race, sex, color, ethnicity or national origin.

WHAT WILL IT TAKE TO MAKE MSU A NATIONAL LEADER IN DIVERSITY?

The DEISC was charged with creating a framework that sets a foundation for MSU to become a national leader in this area. Throughout the work of the committee, this question has been central to data analysis, discussions and benchmarking efforts. In addition to the work group findings, the DEISC gathered input from the MSU community on what it will take for MSU to become a national leader in diversity, equity and inclusion. Collectively, the input led to the formulation of the four strategic goal areas, recommendations and metrics addressed in this report.

To become a national leader in diversity, equity and inclusion, MSU must demonstrate an unyielding commitment to diversity and inclusion throughout our campus community, across academic programs and at the highest administrative levels. MSU must develop successful strategies and programs, which will serve as models of excellence for other institutions.

As the Culture group noted, "To achieve national prominence, MSU must intentionally transform the core features of its institutional culture, elements of its organizational infrastructure and embed the values of diversity, equity and inclusion within day-to-day practices."

As MSU moves toward becoming a national leader, it is important to consider the trends for the college-age student population. The state and national landscape of the college-age student population is quickly diversifying. With the dwindling number of college-age

students in Michigan, MSU will need to recruit nationally as we prepare the institution to be competitive in the future. For example, the national composition of the college-age student population for African Americans is 14% and Hispanics/Latinx is 20%. This is not representative of the current student body at MSU. This will require us to undertake a review of how to attract diverse future Spartans who will see themselves welcomed and included at MSU. Furthermore, MSU needs to commit equally to assuring that we are graduating those we bring in, with the understanding that resources will need to be committed.

The roadmap to becoming a national leader can be broken down into the stages of planning, implementation and assessment. The first step is creating central strategic planning in which DEI is an embedded priority within all university operations. The plan must outline specific aspirational diversity, equity and inclusion goals the university will look to reach in the short-, mid- and long-term. The goals and recommendations within this report represent the first step to place MSU on a trajectory toward national DEI leadership and create a foundation and framework for other efforts. Momentum will build as each academic and administrative unit creates its DEI action plan in alignment with the goals established in the central university plan and framework.

But plans alone will not elevate MSU to the level of national leader. We must be willing to be a trendsetter, establishing aspirational goals, choosing priorities and working to transform the institution through continual commitment, assessment and public accountability.

The strategic goals and recommendations outlined by the DEISC represent the first step. Integration of the DEI strategic goals into the larger university strategic plan and implementation of the specific DEI recommendations and strategies into a sustained DEI strategic planning framework by the VPCDO collectively represent the next step.

Implementation begins with submission of the DEI Report and Plan to the president and the vice president and chief diversity officer. How we prioritize, support and integrate planning will be vitally important. Implementation will require financial investment. The financial investment the university puts toward this work will represent the value of diversity, equity and inclusion. This funding must be considered a critical line item within the university's budget if MSU aspires to reach national leadership.

In addition to the financial investment, the university must make a public commitment to diversity, equity and inclusion. Assessing progress toward aspirational strategic goals will be vital to MSU's ability to become a national leader. We will need to measure and understand the effectiveness and outcomes of DEI-related initiatives and programs. A centralized, public dashboard of metrics will provide transparency and allow the MSU community to see up-to-date measurements of progress.

To back its public commitment, MSU must require accountability from deans, directors, department chairs and other university leaders. MSU must provide the training necessary for

leaders and community members to set and achieve discipline-specific DEI goals benchmarked against peer institutions.

MSU has the potential to become a national leader in diversity, equity and inclusion. Reaching this aspirational goal, as well as achieving progress along the way, will improve the living, learning and working experiences of MSU's highly valued and diverse faculty, staff and students.

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PROJECT MANAGEMENT TEAM

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