



DIVERSITY, EQUITY AND INCLUSION REPORT

ACADEMIC YEAR
2023-24



Office for Institutional
Diversity and Inclusion
MICHIGAN STATE UNIVERSITY

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COVER: Leonel Campos picks a blueberry on his farm in West Michigan. CREDIT: HENRY MOCHIDA

Attendees gather to recognize Professor Gordon Henry Jr.'s retirement with Indigenous authors' readings, song and prayer. CREDIT: BLAKE MATTHEWS





North American
Indigenous Student
Organization
38th annual Powwow
of Love at IM East.
CREDIT: DANE ROBISON

MSU OFFICE FOR INSTITUTIONAL DIVERSITY AND INCLUSION

OUR PURPOSE

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

OUR VISION

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

LAND ACKNOWLEDGMENT

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

Land acknowledgment provided by the [American Indian and Indigenous Studies](#) program.

STAFF

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

Audrey Bentley, Senior Outreach Coordinator

Evette Chavez, Fiscal and Human Resources Officer

Micaela Flores, Assistant Director of the Diversity Research Network

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

Lisa Fuentes, Staff Assistant

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

Lynn Lammers, Artistic Coordinator for the Transforming Theatre Ensemble

Henry Mochida, Diversity, Equity and Inclusion Communications Manager

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

Jade Richards, Dialogues Coordinator

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

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

Virgi Strickland, Senior Equity, Inclusion and Compliance Analyst

Brady Velazquez, Equity and Compliance Coordinator

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

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



WE ARE WELL INTO YEAR TWO of implementing Michigan State University's diversity, equity and inclusion strategic priorities. Our shared efforts generate greater synergy, partnerships and growth. This report serves as an indicator of where we are today and the work ahead to achieve our goals.

Throughout 2023-24, the Office for Institutional Diversity and Inclusion, or IDI, regularly engaged the University's **Diversity, Equity and Inclusion, or DEI, Strategic Theme Subcommittee** to support and **assess** the advancement of key priorities. With a quarterly reporting cadence established, the subcommittee became well-positioned to provide ongoing updates to the Board of Trustees and campus community throughout the year.

Over the academic year, Michigan State implemented several leading efforts, from the first **DEI dashboards** to the Spartan Tuition Advantage Program, centralized communications and recognition efforts, high-impact educational and self-awareness experiences and new tools to enhance supplier diversity outreach and engagement efforts.

This year, IDI supported dozens of programs through the Creating Inclusive Excellence Grant, expanded personnel and hiring compliance

consultations and workshops, and introduced recalibrated programming, networks and educational opportunities to meet campus needs. The office is hiring an assistant vice president to support further the executive management of key programs and strategic initiatives.

The 2023 IDI Summer Leadership Institute led to the co-creating of a **resource guide** for advancing DEI during difficult times, including stacking crises, politically charged landscapes and toxic work environments. The guide provides MSU with key points, strategy-focused questions and solutions to help sustain our efforts.

Looking ahead, as Michigan State University reaffirms its commitment to inclusive campus life, belonging and safety, we anticipate opening the multicultural center and various policy and committee/initiative updates to foster a world-class and welcoming educational environment for all.

Sincerely,

A handwritten signature in black ink, appearing to read 'JRB', followed by a horizontal line.

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



INTRODUCTION DEI Strategic Plan Implementation

“As we move forward with our strategic initiatives, it is imperative that we align all efforts with MSU’s diversity, equity and inclusion values, ensuring that we prioritize a student-focused, forward-looking and boldly strategic pursuit of a more inclusive university community.”

President Kevin M. Guskiewicz, Ph.D.

DEI STRATEGIC PLAN IMPLEMENTATION STEERING COMMITTEE

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

Dan Bollman, Vice President for Strategic Infrastructure Planning and Facilities

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

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

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

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

Thomas Glasmacher, Ph.D., Interim Executive Vice President for Administration

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

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

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

Katie John, Interim Vice President for Government Relations

Teresa Mastin, Ph.D., Vice Provost and Associate Vice President for Faculty and Academic Staff Affairs

Douglass Monette, Interim Vice President and Chief Safety Officer

Laura Rugless, J.D., Vice President for Civil Rights and Title IX

Kim Tobin, Vice President for University Advancement

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

Quentin Tyler, Ph.D., Director, MSU Extension, College of Agriculture and Natural Resources

YEAR TWO OF IMPLEMENTATION of the [DEI Steering Committee Report and Plan](#) recommendations and [MSU 2030](#) objectives by the DEI Strategic Theme Subcommittee established greater integration of action items within divisional areas across campus. With consideration of everyday operations, Michigan State engaged in thoughtful organizational change, starting with a foundational emphasis on culture and care and impacting processes and procedures toward a more equitable, accessible and intersectional environment. Through the [DEI Scorecard](#), each of the 270 action items continues to be tracked, evaluated and advanced through cross-department collaboration and accountability.

The annual DEI report captures the achievements of action planning teams and units, maintaining alignment with the four strategic goals from the DEI Report and Plan, which serves as a compass and is the structure for this report.

DEI REPORT AND PLAN STRATEGIC GOALS:

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

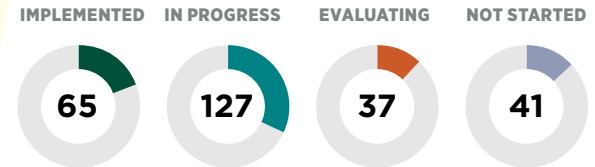
ACTION PLANNING TEAMS:

- Academic Affairs (Office of the Provost)
- Faculty and Academic Staff Affairs
- Health Sciences
- Human Resources
- Infrastructure Planning and Facilities
- MSU Department of Police and Public Safety
- MSU Extension
- Office for Civil Rights and Title IX Education and Compliance
- Office of Research and Innovation
- Student Life and Engagement
- University Advancement
- University Communications

DEI STRATEGIC PLAN IMPLEMENTATION

STATUS KEY:

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



DEI SCORECARD

In 2023-24, 270 action items were tracked, with 192 or 71% either implemented or in progress with the remaining 78 (29%) being evaluated or not started. Of all action items, 65 recommendations were completed, representing 24% of all actions. This is a 171% increase in the number of implemented action items since the previous year.

Most action items are in progress, with 127 (47%) of all action items being advanced across campus. In addition, 37 (14%) action items are being evaluated for identifying resources and 41 (15%) are not started. Of all the actions being tracked, 128 (48%) are focused on increasing diversity, 44 (16%) on ensuring equity, 60 (22%) on promoting inclusion, and 38 (14%) on enhancing outreach and engagement.

In efforts to track action items, the Office for Institutional Diversity and Inclusion released a [DEI scorecard](#), assessing the progress of the MSU 2030 [DEI pillar](#) strategic objectives. Accordingly, the DEI report’s four strategic goals are cross listed with the pillar objectives in the adjacent alignment table.

The following sections of the report highlight efforts from IDI and continue with achievements from each action team, featuring spotlights on campus achievements.

ALIGNMENT OF DEI PILLAR STRATEGIC OBJECTIVES WITH DEI STRATEGIC PLAN GOALS

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



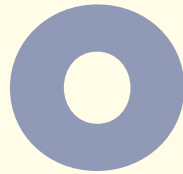
OFFICE FOR INSTITUTIONAL DIVERSITY AND INCLUSION

20th annual Martin
Luther King Jr. Unity
Community Dinner

organized by Residence
Education and Housing
Services, Residence Halls
Association, Student Life
and Engagement and the
Office for Institutional
Diversity and Inclusion.
CREDIT: DANE ROBISON



OFFICE FOR INSTITUTIONAL DIVERSITY AND INCLUSION



Office for Institutional Diversity and Inclusion increases campus engagement, education and outreach in 2023-24.

Following the hiring of two additional team members, the office expanded equity and compliance capacity, program offerings and educational opportunities. IDI convened the 2nd annual Summer Leadership Institute and the Unity Council in 2023, bringing campus stakeholders together. The Diversity Research Network organized a national multi-university writers' workshop in Philadelphia.

In 2024, IDI introduced Project 70/60, recognizing the 70th anniversary of Brown v. Board of Education and the 60th anniversary of the Civil Rights Act, as a unifying theme to engage in civil and human rights conversations. DEI Foundations - the mandatory educational module for students and employees - relaunched, featuring a fully tailored e-learning experience reflective of MSU.



NEW IDI TEAM MEMBERS

Brady Velazquez (she/her) is the equity and compliance coordinator, assisting with institutional policy and legal compliance projects and working closely with staff to support outreach, engagement and community-serving efforts.



Virgi Strickland (she/her) is the senior equity, inclusion and compliance analyst and is responsible for leading, managing, processing and analyzing large-scale administrative data sets central to institutional policy and legal compliance.



“Michigan State University is committed to being a model for best practices for equal opportunity and affirmative action program administration. We are grateful to institutional leadership and our campus partners who have been instrumental in building capacity and engaging in this critical work.”

Matthew J. Olovson, J.D.,
director of equity and compliance

IMPROVING SEARCH PROCESSES AND EDUCATION AT MSU

GOAL: Increase Diversity

The Equity and Compliance Team has increased its staff and support. Adding a senior analyst and an equity and compliance coordinator has positioned the team to be an excellent resource to campus partners for advice on compliance matters, assistance in navigating challenging human resource-related concerns and providing training on best practices for equitable campus administration. In 2023, the Equity and Compliance team conducted 2,951 search compliance reviews, approximately a 5.4% increase from the year prior.

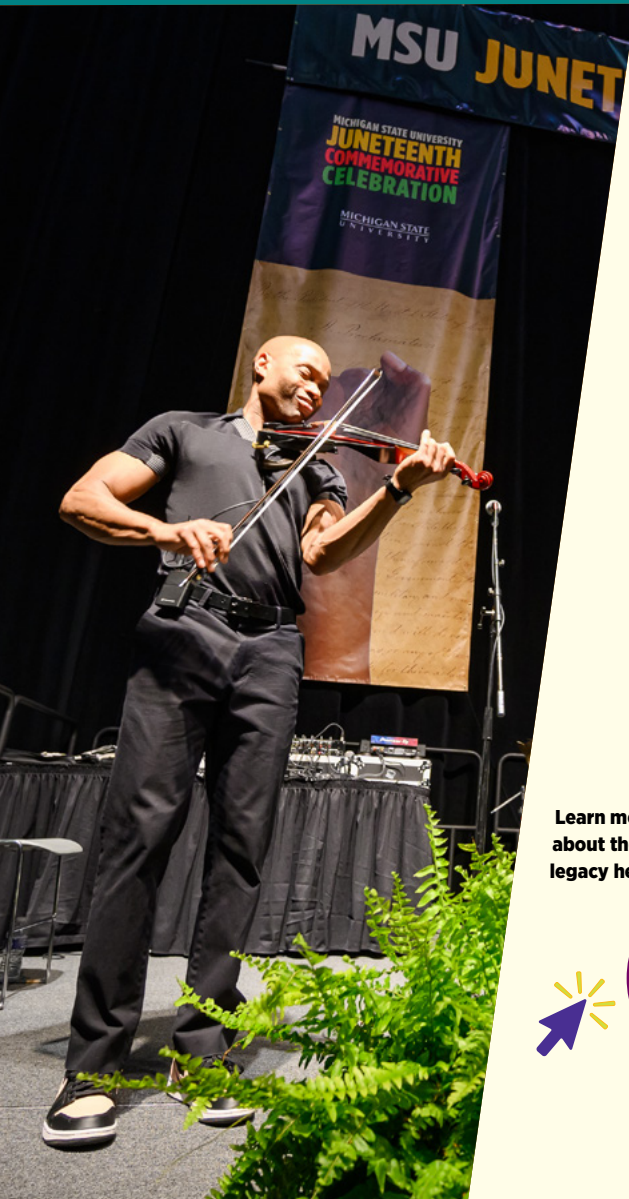
In collaboration with campus partners in Faculty and Academic Staff Affairs and Human Resources, the Equity and Compliance Team has implemented new campus educational efforts and tools designed to support search committees engaging in equitable hiring practices. Additionally, the team provided 20 educational workshops on search compliance,

audited hundreds of personnel actions and provided approximately 250 consultations on questions pertaining to equitable personnel practices and compliance.

Staff from the Equity and Compliance team served on more than a dozen institutional committees and workgroups, contributing to highly important campus-wide efforts and policy development, including that for the university’s Higher Learning Commission reaccreditation, anti-discrimination policy revision, institutional data stewardship policies and governance of policy making and surveying processes.



The 3rd annual MSU Juneteenth Commemorative Celebration featured over 40 vendors participating in the Black Wall Street Fair. MSU alum and virtuoso Rodney Page electrified the over 500 attendees at the Breslin Center as the emcee, DJ and violinist.
CREDIT: DANE ROBISON



OFFICE FOR INSTITUTIONAL DIVERSITY AND INCLUSION



Participate!
Click the 70/60 button
to learn how!

IDI ENHANCES LEADERSHIP OPPORTUNITIES THROUGH KEY EVENTS

GOALS: Increase Diversity and Promote Inclusion

During the 2023-24 academic year, engagement in IDI awards programs held steady at around 2,000 people. More than 60 dedicated committee members coordinated and led the programming for the 3rd annual MSU Juneteenth Commemorative Celebration, 44th annual Martin Luther King Jr. Commemorative Celebration, 34th annual Excellence in Diversity, Equity and Inclusion Awards, and 14th annual César Chávez and Dolores Huerta Commemorative Celebration.

In 2014, MSU established [Project 60/50](#) a seminal celebration of the 60th anniversary of Brown v. Board of Education and the 50th anniversary of the passing of the 1964 Civil Rights Act. A decade later, MSU recognizes the 70th and 60th landmark anniversaries ending school segregation and prohibiting discrimination as [Project 70/60](#). This year-long initiative seeks to inspire conversations among MSU students, staff and faculty about civil rights, human rights and social justice. One such program, [the REDress Project](#), is a partnership with the MSU Museum and Indigenous faculty to bring Métis artist Jaime Black-Morsette's installation

Learn more about the 60/50 legacy here.



to campus and inspire discussions on violence against Indigenous women during Women's History Month.

The 2nd annual Summer Leadership Institute brought together more than 200 senior leaders in a day of networking, thought leadership and workshops. This year's theme focused on the philosophy of Ubuntu, featuring national keynote speaker Shola Richards and MSU panelists moderated by the Ubuntu Dialogues in the African Studies Center. Workshop sessions focused on advancing diversity, equity and inclusion in higher education, resulting in a [resource guide](#) on leading in difficult times, advancing DEI in a politically-charged landscape and navigating toxic work environments.

The 2nd annual Summer Leadership Institute brings together hundreds of campus leaders to network and build momentum.
CREDIT: DANE ROBISON





OFFICE FOR INSTITUTIONAL DIVERSITY AND INCLUSION

REDRESS PROJECT SPOTLIGHTS VIOLENCE AGAINST INDIGENOUS WOMEN

In March, during Women's History Month, [60 red dresses](#) were installed along West Circle Drive in areas around the MSU Museum and Beal Botanical Gardens. The dresses are part of an art installation titled "The REDress Project" by Métis artist Jamie Black-Morsette to bring awareness to the ongoing crisis of missing and murdered Indigenous women and girls in North America.

MSU Museum collaborated with several key partners to bring the installation to campus, including the Native American Institute, the American Indian and Indigenous Studies program, Beal Botanical Garden, EAGLE, or Educating Anishinaabe: Giving, Learning and Empowering, and Project 70/60 from the Office for Institutional Diversity and Inclusion.



Watch the University Arts and Collections' video of the REDress Project.



OFFICE FOR INSTITUTIONAL DIVERSITY AND INCLUSION



2003 TEAM AWARD: OUR DAILY WORK/OUR DAILY LIVES BROWN BAG PRESENTATION RECORDINGS

For more than 30 years, "Our Daily Work/ Our Daily Lives" has been a cooperative project of the Michigan Traditional Arts Program and the Labor Education Program. Check out all the Our Daily Work/Our Daily Lives brown bag presentation recordings available on the MSU Libraries [website](#).

Access more than 125 archived recordings. Click to listen!



JOHN BECK RETIRES AFTER 20 YEARS OF SUPPORTING DEI AWARDS

Associate Professor in the School of Human Resources and Labor Relations in the College of Social Science, John Beck, retired after 33 years of valuable service at MSU. For more than 20 years, Beck lent his expertise to the EDEIA program, including serving on the selection committee and, per DEI Report and Plan recommendations, was instrumental in the process of expanding the program to an all-university award in 2023. One of his proudest accomplishments was to help in the creation and realization of Project 60/50 in 2014. For more than 30 years, Beck co-directed a program on labor history and workers' culture, including six related museum exhibitions. His work, with the co-founder of Our Daily Work/ Our Daily Lives, Dr. Yvonne Lockwood, earned them the Excellence in Diversity, Equity and Inclusion Team Award in 2003.



Listen to John Beck introduce Project 60/50 to the campus community in 2014.





DRN WORKSHOP ADDRESSES CONCERNS FACING FACULTY OF COLOR

More than ever, faculty scholars require support and advice on balance and productivity in a “care” centered institution. In 2023, the Diversity Research Network presented its first workshop on this topic.



Assistant Professor Angela Hall led the virtual workshop on “How to Have a Productive, Balanced and Successful Winter Break.”

This workshop was designed to address the concerns about ongoing productivity but doing so with self-care intentions and actions.

These issues are often heightened for faculty of color. Productivity is best had when rest and reduced stress are achieved. The workshop provided the science, good advice and practice in breakout sessions.

“I really appreciated the discussion and the dedicated writing time, and the structure of the day helped me understand how I can maximize my time without burning out.”

DRN writer’s writers’ workshop participant

DIVERSITY RESEARCH NETWORK INCREASES DIVERSITY THROUGH RECRUITMENT

GOAL: Promote Inclusion

The [Diversity Research Network](#), or DRN, innovatively reaches beyond its campus to increase visibility around DEI to future MSU faculty. The researchers’ workshop, where the needs of researchers of color are centered, boasted 44 participants from Michigan State and the Big Ten in 2023. Similarly, 22 writers were assembled in a national collaborative [diversity science writers’ workshop](#) held in October in Philadelphia organized and supported by DRN in collaboration with multiple universities. At MSU, DRN participated in five searches where 14 candidates were seen in 2023. When successful candidates arrive on campus, they most often join DRN given prior familiarity.

DRN’s most successful retention tool continues to be writing workshops for current faculty. In-person writing sessions hosted by MSU faculty have been immensely



Participants at the Diversity Research Network’s national writers’ workshop in Philadelphia. COURTESY: DEBORAH J. JOHNSON

successful with 10 events, totaling 101 registrants throughout the year. In addition, DRN’s support of faculty research has increased retention. This academic year, the Launch Awards Program supported five projects with competitive awards, aiding in the launching of new research projects across campus. Additionally, DRN hired a new assistant director to expand the operational and administrative functions of the program.



EDUCATION TEAM CREATES OPPORTUNITIES TO ENGAGE AND GROW WITH COMMUNITY

GOALS: Increase Diversity,
Ensure Equity and Promote Inclusion

The Education and Development Team continued a transformative journey focused on creating opportunities to learn and grow together as a community, making significant strides this past year through strategic initiatives and collaborative efforts. Through targeted engagement and increased collaborations with students, staff and faculty, the team enhanced an inclusive curriculum that embraced increasingly diverse perspectives and experiences.

Over the past year, the team has offered 16 inclusive community presentations, 18 DEI presentations and six inclusive teaching workshops. We continue to support MSU Dialogues and Implicit Bias Series cohorts, which allow participants to discuss important and timely topics and share stories about their lived experiences.

In addition, the education team participated in several community outreach efforts, including [presenting at the Technology and Innovation](#)



COURTESY: PATRICIA L. STEWART

[Congress](#), or Yucatan i6, conference in Mérida, Yucatán, Mexico, and several local community organizations. In spring 2023, the revamped DEI Foundations online module was launched, featuring MSU students, staff and faculty and centers MSU's institutional commitments to building inclusive learning and working environments.

In coming months, the team is focused on advancing new conversations that support an increased variety of perspectives and continue to build greater understanding across difference.

IDI LAUNCHES FULLY TAILORED DEI FOUNDATIONS E-LEARNING EXPERIENCE

In 2023-24, the DEI Foundations online introductory education program underwent extensive review and community feedback to reflect MSU's diverse communities and needs. The redesigned program provides an understanding of MSU's institutional values, key initiatives, DEI-related policies and resources, underrepresented community experiences and actions to support a more inclusive environment. DEI Learning Development Specialist [Mina Shin](#) facilitated dozens of cross-campus input sessions with more than 400 stakeholders to envision, create and pilot the current version..

DEI Foundations is an essential first step intended to heighten awareness and ensure all Spartans are welcome, respected and included at MSU. This shared learning experience provides an opportunity to deepen collective understanding and appreciation for the vibrant, diverse and inclusive Spartan community.



Dr. Farha Abbasi attends the 2023 CIEG-funded Diverse Voices pilot program, which seeks to increase the diversity of MSU faculty experts pitched to the media. Abbasi recently received [national recognition](#) for her work on minority mental health and founding and leading the [Muslim Mental Health Conference](#) now in its 16th year. CREDIT: DERRICK L. TURNER

OFFICE FOR INSTITUTIONAL DIVERSITY AND INCLUSION

CREATING INCLUSIVE EXCELLENCE GRANT DISTRIBUTES \$339K TO ADVANCE INCLUSIVITY

IDI provides funding opportunities to colleges and administrative units through the Creating Inclusive Excellence Grant, or CIEG. In 2023-24, IDI distributed more than \$339k to fund 32 projects, creating opportunities for recipients to enhance the academic community and support the recruitment, retention, success and engagement of members of underrepresented groups at MSU.

Funded projects included supporting an inclusive work environment for the MSU-Hurley Children's Hospital Pediatric Public Health Initiative, Middle Eastern and North African American community experiences, a student wellbeing activator network and DEI curricular growth focusing on sexual gender minority health.

In addition, numerous fellowship and community-engaged programs received CIEG funding to increase diversity in research, urban sustainability, combating food insecurities, performing arts and increasing college readiness for Detroit high school students. Several efforts focus on equitable training for leader and student professional development, lasting success and sustainability to continue impactful inclusive initiatives into the future.

Chicano/Latino Studies Program
and the Hispanic/Latino Commission
of Michigan celebrate National
Hispanic Heritage Month by bringing
[Ballet Nepantla](#) to MSU for a special
performance. CREDIT: DANE ROBISON



STRATEGIC GOALS

INCREASE DIVERSITY

ENSURE EQUITY

PROMOTE INCLUSION

ENHANCE OUTREACH
AND ENGAGEMENT

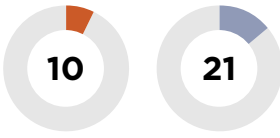
INCREASE DIVERSITY

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

IMPLEMENTED IN PROGRESS



EVALUATING NOT STARTED



DEI SCORECARD In 2023-24, 128 action items are focused on increasing diversity, making up 48% of all actions cited in the [DEI report and plan](#). Among the four strategic goals, increase diversity has the most action items. In the strategic goal, 28 or 22% of the actions are being implemented, 69 (54%) are in progress, 10 (8%) are being evaluated, and 21 (16%) are not started. The following section highlights MSU’s efforts to increase diversity.

DEI DASHBOARDS SERVE AS AN INVALUABLE TOOLSET TO ADVANCE MSU STANDINGS

ACTION TEAM: Academic Affairs
MSU 2030 DEI: Objective 4

In 2023, MSU’s Institutional Research launched an interactive institutional comparisons dashboard, the first in a series of DEI dashboards fulfilling strategic priorities. The [institutional comparisons dashboard](#) reviews current federal data on fall enrollment and employee demographics, including Pell Grant recipients and undergraduate graduation rates. The dashboard ranks MSU among the Association of American Universities, Big Ten and Michigan public universities.

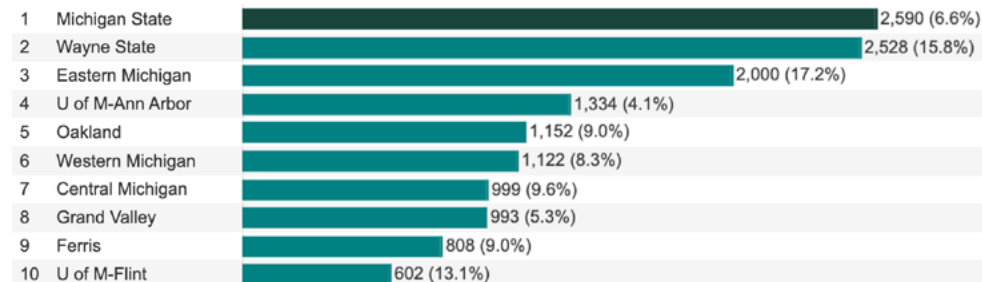
In addition, the [employee overview dashboard](#) was released in 2024, showing MSU’s various faculty and staff data by employee type, race, sex, disability, veteran and administrative categories. Forthcoming [DEI dashboards](#) include student enrollment and undergraduate student outcomes. Data will be updated annually based on the most recent federal data available.

According to fall 2022 African American/Black demographics, **MSU RANKS #1** among Michigan public universities for undergraduate student and Pell Grant enrollment and **MSU RANKS #2** for graduation rates.

In the Big Ten, **MSU RANKS #4** in African American/Black undergraduate and Pell Grant enrollment and is #11 for undergraduate graduation rates.

FALL 2022 UNDERGRADUATE ENROLLMENT

AFRICAN AMERICAN/BLACK STUDENTS | TOP TEN INSTITUTIONS | MICHIGAN PUBLICS



INCREASE DIVERSITY

“The goal is for these scholars to grow together and support each other as professionals, researchers and individuals.”

Interim Provost Thomas D. Jeitschko, Ph.D.

CURRENT 1855 PROFESSORSHIPS:

Danielle Brown, associate professor, College of Communication Arts and Sciences – Community and Urban Journalism

Blair Burnette, assistant professor, College of Social Science – Racial & Ethnic Disparities

Guanqun Cao, associate professor, College of Natural Science – Algorithmic Bias

Samantha Gailey, assistant professor, College of Agriculture & Natural Resources – Forests and Green Space

John Kuk, assistant professor, College of Social Science – Minority Politics & Urban Education Policy

Thelma Madzima, associate professor, College of Natural Science – Diversity Plant Sciences

Blaire Morseau, assistant professor, College of Arts and Letters – Great Lakes Anishinaabe

Elan Pochedley, assistant professor, College of Arts and Letters – Great Lakes Anishinaabe

Grace Smith Vidaurre, assistant professor, College of Natural Science – Diversifying Data Science

MSU WELCOMES INAUGURAL 1855 PROFESSORSHIP RECIPIENTS

ACTION TEAM: Academic Affairs

MSU 2030 DEI: Objectives 2 and 3

The [1855 Professorships](#) were developed to form a cross-disciplinary group of professors to work together to advance MSU’s DEI objectives, enhance collaborations campuswide and foster new partnerships. Following a review of 76 proposals from every college, 13 proposals were selected in the categories of social and environmental justice, minority politics, urban journalism, law and democracy, diversity and data science, and one health. In December, the Office of the Provost welcomed the inaugural cohort of recipients. This spring, the recruitment cycle will fill the remainder of the roles.



From left to right: Guanqun Cao, Danielle Brown, Blaire Morseau, Blair Burnette, Samantha Gailey, John Kuk and Elan Pochedley. CREDIT: DERRICK L. TURNER



CONTINUING TO CLOSE GAPS: GRADUATION RATE HOLDS AT 82%, A RECORD HIGH FOR A THIRD YEAR

Michigan State's [2030 Strategic Plan](#) affirms that every student admitted can succeed and graduate and states a commitment to increasing the six-year graduation rate to 86% by 2030. With a long history of [creating student success initiatives](#) focused on increasing graduation rates and driving equitable education outcomes, MSU continues developing and supporting programs that reduce historic opportunity gaps for first-generation, transfer and underrepresented student populations.

Data already demonstrates that programs focused on diversity, equity and inclusion like M.A.G.I.C, which stands for Maximizing Academic Growth in College; the Inclusive Campus Initiative; Migrant Student Services; Detroit M.A.D.E., or Mastering Academics Demonstrating Excellence; and Pathway to Research are having a positive impact on graduation rates. By helping students find community, develop a sense of belonging and engage in high-impact learning opportunities, these programs prepare students to persist, graduate and pursue their passions.

INCREASE DIVERSITY

“Experiences outside of the classroom shape the journey of a Spartan, and it is important to work toward fostering the kind of community that prioritizes student success in a variety of ways.”

Senior Vice President for Student Life and Engagement Vennie Gore

REVAMPED SPARTAN ADVANTAGE PROGRAM TO AID 6,000 MICHIGANDERS

ACTION TEAM: Academic Affairs
MSU 2030 DEI: Objective 1

MSU launched the Spartan Tuition Advantage program to provide financial resources to students beginning in the fall of 2024. The financial aid program is [expected to aid 6,000 Michiganders](#),

Of the 179 students who participated in M.A.G.I.C. in 2022, 85% have a GPA between 3.0 and 4.0.
COURTESY: MURRAY EDWARDS

covering the total cost of tuition for all qualifying in-state students through a combination of federal, state and institutional gift aid for up to eight semesters. Qualifying students are Pell-eligible with household incomes of \$65,000 or less. This increased investment in Michigan's next generation of innovators and creators demonstrates MSU's pledge to grow talent in the Greater Lansing area and beyond to ensure the state's competitiveness. The investment builds on MSU's current annual investment of \$224 million in student financial aid.



The [IDI Speaker Series: Ending the Legacy of Racism in Medicine](#), presented by the MSU Youth Equity Project, featured University of Pennsylvania Professor Dorothy Roberts, Ph.D., an internationally recognized scholar and social advocate. CREDIT: DERRICK L. TURNER



INCREASE DIVERSITY



HEALTH SCIENCES EMBARKS ON CURRICULAR TRANSFORM

ACTION TEAM: Health Sciences
MSU 2030 DEI: Objective 4

MSU Health Sciences, encompassing the colleges of Human Medicine, Osteopathic Medicine, Nursing and MSU Health Care, is steadfast in pursuing DEI. This commitment manifests through curriculum transformations for students, increased staff professional development and a focus on inclusivity and fairness in faculty promotion and tenure.

Key initiatives involve expanding programs to support underrepresented first-year students, actively recruiting diverse undergraduate students for community-engaged learning and creating best practices for engaging with diverse communities. The College of Human Medicine's 1964 Project emphasizes justice, inclusion, equity and diversity. The College of Osteopathic Medicine champions inclusive excellence in medical education, offering comprehensive courses addressing diverse populations. The College of Nursing has launched its Health Equity Series and formed student affinity groups. MSU Health Sciences also collaborates with partners to expand healthcare access and research, including improving cancer treatment accessibility.

College of Osteopathic Medicine Associate Dean of Diversity and Campus Inclusion Marita Gilbert, Ph.D., shares vision of MSU's enduring lecture series celebrating Black History Month. [Click to listen.](#)

INCREASE DIVERSITY

PROVIDING SUPERVISORS WITH RESOURCES TO INCORPORATE INCLUSIVE HIRING PRACTICES

ACTION TEAM: Human Resources
MSU 2030 DEI: Objectives 2 and 3

The appointment of a director of talent management has supported strategic progress in recruiting and retaining diverse talent, including establishing a hiring toolkit and setting a new standard in recruitment practices. Central to the toolkit is a dynamic search plan template engineered to foster diversity, equity and inclusion for exceptional support staff.

In addition, a robust recruitment resource guide is tailored to reach a broad spectrum of diverse applicants, enriching our talent pool. A meticulously crafted offer letter template forms a crucial part of the toolkit, offering crystal-clear details on vital employment facets like union membership, comprehensive employee benefits, specific job roles, as well as start and end dates, when necessary, and transparent salary information.

IMPLEMENTING MANDATORY SEARCH TRAINING TO RECRUIT TOP TALENT

ACTION TEAM: Faculty and Academic Staff Affairs
MSU 2030 DEI: Objectives 2 and 3

Recruiting top, diverse faculty and academic staff is essential to achieving Michigan State's strategic priorities. In 2023, the Faculty and Academic Staff Affairs, or FASA, developed a new mandatory online training for academic search committees in partnership with the Office for Institutional Diversity and Inclusion. The training is housed on the university's learning management system, "Ability," and is required for committee participants. The training provides a comprehensive overview of the hiring process at MSU and best practices to effectively recruit and evaluate candidates while ensuring inclusive, consistent and equitable hiring practices.



ARTS ARE HAPPENING ALL AROUND YOU



CULTIVATING WELL-BEING AND BELONGING AT BEAL BOTANICAL GARDEN

MSU alumna Angelica Bajos considers Beal Botanical Garden her home away from home. After working to support wellbeing and community programming as a Beal Scholar when she was an MSU student, Bajos joined the Beal team full-time in the spring of 2024 as community and sustainability coordinator.

During her time as a Beal Scholar, Bajos worked closely with the inaugural chair of the Department of African American and African Studies, Dr. Ruth Nicole Brown, on the [Extending Roots initiative](#), which invites students from the AAAS department to create artistic offerings centered on their Black lived experiences describing relations to Beal Botanical Garden and nature more broadly. With this community collaboration, Beal Botanical Garden intends to foster inclusivity within outdoor spaces. In a place on campus where many in the MSU community already seek solace and belonging, partnership programs such as this demonstrate Beal Botanical Garden's commitment to being a space at MSU where our vibrant, diverse Spartan community feels represented and has a sense of ownership.

Bajos' work will continue this ongoing partnership with AAAS, help grow the garden's [Nurture Your Roots](#) wellbeing program and generate new opportunities for students from all backgrounds to find their home away from home right here on campus.



A student reads near a Rooting Station in Beal Botanical Garden.
CREDIT: DERRICK L. TURNER

ARTS ARE HAPPENING ALL AROUND YOU



Resistance Training installation view at the MSU Broad Art Museum.
COURTESY MSU BROAD ART MUSEUM

MSU BROAD ART MUSEUM SPOTLIGHTS THE CONNECTION BETWEEN ARTS, SPORTS AND CIVIL RIGHTS

In the fall of 2023, the MSU Broad Art Museum opened “[Resistance Training: Arts, Sports and Civil Rights](#).” The exhibition explored how artists and athletes use their platforms to bring about change in the struggle for civil rights and social justice. This exhibition highlighted the many individuals at MSU and beyond who were central to these stories of progress.

Sports in societies across the globe are believed to be so vital that the United Nations has declared them a human right. All of the artists in the exhibition use sports, a shared interest by many, as an entry point into conversations about social justice. During the 1950s and 1960s, the struggle for civil rights was present in virtually all aspects of society. Hard-fought battles for change, such as integration and the passage of Title IX, affected the classrooms and the sports fields on college campuses across the United States. MSU was not immune to these social changes and often

was a leader on many of these important issues. Included in this exhibition were archival images and associated objects from campus collections documenting the many transformational changes and struggles for civil rights right here at MSU.

In celebrating how both artists and athletes have moved the societal needle in the direction of justice, the opening of “Resistance Training” was the most attended exhibition reception since the museum welcomed its first visitors in 2012. This demonstrates the importance of this conversation to our MSU community and the power of art in empowering dialogue about important issues.

Arts
MSU

ARTS ARE HAPPENING ALL AROUND YOU



African American
Quilt Index Page.
COURTESY:
MSU MUSEUM

NATIVE AMERICAN GRAVE PROTECTION AND REPATRIATION ACT

This past year, Michigan State University was recognized nationally through the award of a significant federal [Native American Graves Protection and Repatriation Act](#), or NAGPRA, Consultation Grant to facilitate audits, consultations and repatriations of cultural objects.

NAGPRA is a U.S. federal law that requires institutions receiving federal funding, like universities, to inventory their collections, consult with federally recognized Native American and Native Hawaiian Tribes and repatriate human remains, funerary objects, sacred objects and objects of cultural patrimony back to their rightful Indigenous communities. MSU created a joint NAGPRA effort in 2019, guided by the Office of the Provost and the Office of Research Regulatory Support, to establish a process for increased collaboration and dialogue between scholars and Tribal officials. MSU recognizes that NAGPRA, while having its foundation as a legal matter, is a deeply personal, cultural and spiritual endeavor. As such, the university has created a unique space dedicated to this process, working to reframe our collections as vital cultural heritage.

These efforts involve working closely with Tribal partners throughout the auditing process and educating ourselves on the best means to engage with the collections based on their preferences and needs. The efforts around this grant project were no exception—Michigan Tribes were involved in the initial formation of the grant project, and ultimately, these efforts will position the university to be more proactive in providing complete, descriptive information so that Tribes have the information they need before engaging in consultations. MSU is committed to promoting greater access, transparency and ownership to these communities.



EXPANDING THE VISIBILITY OF AFRICAN AMERICAN ARTISANS IN PARTNERSHIP WITH THE SMITHSONIAN

This year, the MSU Museum was selected as one of four organizations participating in a cultural heritage preservation project led by the Smithsonian's Center for Folklife and Cultural Heritage. The initiative aims to broaden the visibility of underrepresented local elder African American artisans through the Cultural Sustainability and Legacy Planning for Craft Artists project.

The MSU Museum is Michigan's first Smithsonian Affiliate—a national outreach program that develops long-term collaborative partnerships with museums, educational and cultural organizations to enrich communities with Smithsonian resources.

In leading the [Michigan African American Craft Initiative Project](#), the MSU Museum featured a series of five workshops in February, focused on documenting methodologies, archiving techniques and community engagement for Black craft artists. The workshops were led by experienced museum and research professionals, collaborating with two undergraduate students from the Department of African American and African Studies and two doctoral graduate students from the College of Education. The project then culminated in two public-facing workshops held at the MSU Detroit Center, which were documented and shared along with associated artifacts on the MSU Museum's [Quilt Index website](#), providing a lasting testament to the project's impact.

ARTS ARE HAPPENING ALL AROUND YOU

UPLIFTING UNDERREPRESENTED VOICES IN THE CLIMATE CONVERSATION THROUGH SONG

In March, Wharton Center hosted Small Island Big Song, a weeklong artist residency and multi-platform project uniting Asian American and Pacific Islander communities through music, a shared sense of identity around the sea and the impacts of our climate crisis on this region.



PLAY IT!



Furthering the educational outreach mission of the university and Wharton Center, the residency featured engagements with the musicians from the project and our surrounding Indigenous community through MSU's Native American Institute and the Nokomis Cultural Heritage Center, K-12 interactions with Lansing and Haslett public schools, curricular connections in the Residential College in the Arts and Humanities and the Arts Living-Learning Community, a themed dinner and film screening in partnership with MSU's Culinary Services and more.

Small Island Big Song engaged eight musicians from island nations in the Pacific and Indian Oceans through a residency inspired by their unique vantage point on the frontline of the Climate Crisis. Multiple departments at MSU are engaged, including Indigenous Studies, Asian Studies and Music, as part of the fifteen engagement touchpoints in the residency week. The residency week culminated in a school and public performance at Wharton Center, inspiring new relationships across campus and the community and using the arts to drive civic engagement and dialogue.



North American Indigenous
Student Organization 38th annual
Powwow of Love at IM East.
CREDIT: DANE ROBISON

STRATEGIC GOALS

INCREASE DIVERSITY

ENSURE EQUITY

PROMOTE INCLUSION

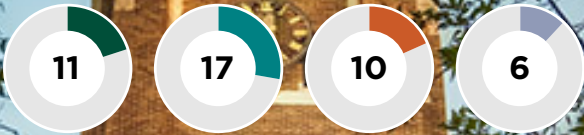
ENHANCE OUTREACH
AND ENGAGEMENT



ENSURE EQUITY

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

IMPLEMENTED IN PROGRESS EVALUATING NOT STARTED



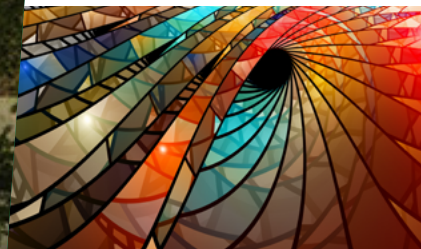
DEI SCORECARD In the ensure equity strategic goal, there are 44 action items, making up 16% of all actions cited in the [DEI report and plan](#). Ensure equity has 11 implemented action items (25% of ensure equity). Most of the actions are in progress with 17 (39%) underway. In addition, 10 (23%) recommendations are being evaluated, and 6 (13%) have not started. This section spotlights MSU’s initiatives that are ensuring equity.

OCR CONTINUES SYSTEMATIC REVIEW OF ANTI-DISCRIMINATION POLICY

ACTION TEAM: Office for Civil Rights and Title IX
MSU 2030 DEI: Objective 4

The Anti-Discrimination Policy, or ADP, workgroup has been diligently reviewing and proposing changes to the policy. Additionally, ADP has transitioned from a Board of Trustees policy to a presidential policy. Feedback sessions have been integral to the review process and a final draft is anticipated in the summer.

In the context of education and prevention, MSU is actively working on a comprehensive approach to ADP education across campus. Success is gauged through collaborative recommendations and evaluations of educational initiatives. Regarding alternative practices, MSU is forming a task force to assess recommendations from both the Relationship Violence and Sexual Misconduct Restorative Practices Initiative and the Workplace Bullying and Incivility Task Force. In addition, in 2024, the office introduced a [new policy](#), expanding MSU protections for pregnancy, childbirth and pregnancy-related conditions for students and employees.



RELIGIOUS OBSERVANCE RESOURCES EXPAND.

The Religious Observance Implementation Committee continues to be active, [providing info sheets for religious holidays](#), fielding questions about the policy and advising semesterly communications. The committee expanded accommodations to North American Indigenous ceremonial practices, such as rites of passage, birth, death, naming, full moon, seasonal change and harvesting. In addition, the committee and the Office of the Provost are working on a global synced calendar for release in fall.



ENSURE EQUITY

The Detroit Tigers and Detroit Red Wings named MSU alum Rachel Crandall-Crocker as the Game Changers honoree during their 2023 Pride Month celebrations. COURTESY: RACHEL CRANDALL-CROCKER



HR CREATES A LGBTQIA2S+ RESOURCE GUIDE

ACTION TEAM: Human Resources
MSU 2030 DEI: Objectives 2 and 3

Human Resources actively aligns with DEI principles by developing an LGBTQIA2S+ resource guide. In collaboration with other MSU resources, the initiative is designed to support employees throughout their career journey at MSU. The guide will feature crucial links to gender-affirming and transition-related care benefits, specifically catering to the needs of the trans and non-binary community. A DEI-focused website launch in fall 2024 will further reinforce MSU's commitment to creating an inclusive and supportive environment for all employees, reflecting the university's dedication to diversity, equity and inclusion.

MSU ALUMNA REFLECTS ON ESTABLISHING TRANSGENDER DAY OF VISIBILITY

Every year on March 31, people around the world gather to celebrate the International Transgender Day of Visibility, dedicated to honoring the achievements and resilience of transgender, nonbinary and gender nonconforming persons. Many may not know that a Michigan State alumna, [Rachel Crandall-Crocker](#), is the founder and mind behind TDOV, as well as the first transgender help line in the U.S. — Transgender Michigan.

NAME GENDER SEXUAL IDENTITY AND PRONOUN DATA POLICY ADVANCEMENTS CONTINUE

The Office for Institutional Diversity and Inclusion and the Enterprise Project Management Office in the Office of the Executive Vice President for Administration have **collaborated with stakeholders** to advance the policy requirements across campus-wide data systems, including Human Resources and the Student Information System. This includes updating how MSU systems collect and manage the self-reported data. Thus far, MSU has surveyed and assessed current data collection practices, established guidelines to inform modification requirements, alerted data system managers and established a design for a centralized data collection process. Working toward a tentative launch in late 2024, the project team is developing guidance for the university's use of data with related training and educational materials.



ADA COORDINATOR'S OFFICE CENTRALIZES DIGITAL ACCESSIBILITY EFFORTS

The ADA Coordinator's Office in the Office for Civil Rights secured resources for centralized web and digital accessibility compliance efforts, including the creation of four new positions and a new centralized Digital Accessibility Team that has re-established [Digital Accessibility Liaisons](#) and developed an annual accessibility survey with an 87% liaison survey response. The survey will be distributed this fall to faculty and staff. The team also created an automated process to provide Equally Effective Alternate Accommodation Plans for inaccessible platforms and convened a steering committee to revise the university's [Web Accessibility Policy](#).

In 2023, the [President's Advisory Committee on Disability Issues](#), or PACDI, announced bylaw updates to ensure more inclusive institutional input and timely responses on matters pertaining to persons with disabilities. The updates ensure the engagement of student, staff and faculty advocates with campus leadership that have oversight and expertise in the challenges and concerns faced by the disability community. PACDI plays an important role in shaping MSU's policies and practices to address accessibility issues and ensure that expert input guides the decision-making processes.

ENSURE EQUITY

2nd annual ICI Student Summit 2023.
COURTESY: MEAGHAN KOZAR



INCLUSIVE CAMPUS INITIATIVE

The Inclusive Campus Initiative, or ICI, focuses on removing barriers between students with staff and administration by offering support and advocacy for students' ongoing needs. By increasing communications and collaborations around campuswide programs, projects and resources, ICI drove student engagement on the Anti-Discrimination Policy, DEI Foundations, data disaggregation, communications and representation, safety and mental health, culinary services and various policies. In the summer, ICI will host its 4th annual ICI Campus Partner Summit, which will expand into a day-long conference for DEI practitioners, inviting professionals outside MSU to campus.



EMPOWERING GENDER-NEUTRAL TITLES

FASA worked with MSU HR to operationalize a new emeritum policy. Previously the "emeritus" policy, the new policy is a change to a gender-neutral title and gives the recipient the option to choose emeritum, emeritus or emerita when using the title. In addition, the title is no longer automatically granted upon retirement but is now truly an honor bestowed upon those who have been deemed to have consistently demonstrated behavior expected of Michigan State University faculty and academic staff.

Game-changing gift to MSU's Broad College of Business addresses c-suite gender gap. [Click to listen.](#)





“STRIDE is a cornerstone for the College of Education and the entire university. The center bridges the research-to-practice gap by providing innovative and high-quality services, training and research and working to empower individuals with disabilities, their families and the community.”

Vice President for Research and Innovation Doug Gage



STRIDE INCREASES ACCESS FROM THE OUTSET

IN OCTOBER 2022, THE MSU CENTER FOR SERVICES, TRAINING AND RESEARCH FOR INDEPENDENCE AND DESIRED EMPLOYMENT,

or **STRIDE**, opened its doors. Shortly after, services, training and research started rolling out to close the gap and increase access for individuals with disabilities.

In 2023, STRIDE established five unique services, provided training to a total of 43 professionals statewide and internationally and applied for more than \$7 million in external grants. Drs. Connie Sung and Marisa Fisher, STRIDE co-founders and executive directors, recognize a global need to support youth with intellectual and/or developmental disabilities as they transition into employment and adult life after high school.



EXPANDING MICHIGAN STATE SERVICES

For the past decade, Dr. Sung and her research team, in collaboration with students with disabilities, local educators, counselors and human resources professionals, have developed and refined two pick-up-and-go course manuals, Assistive Soft Skills and Employment Training and Employment Preparation and Skills Support. In 2023, STRIDE increased statewide capacity to provide the curricula and expanded services into seven Lower and Upper Peninsula counties, reaching 84 students.

Through seed funding, STRIDE Center is supported by and housed within the MSU College of Education and the Department of Counseling, Educational Psychology and Special Education.

STRIDE



STRIDE INCREASES ACCESS FROM THE OUTSET

DISABILITY PRIDE GUIDE

In partnership with Access Specialist Colleen Floyd in the Resource Center for Persons with Disabilities, MSU recognized October as Disability Pride Month to promote accessibility as a central tenet of diversity, equity and inclusion for visible and invisible disabilities and create opportunities to maximize ability. The Office for Institutional Diversity and Inclusion **released a guide** to provide the stories, perspectives and resources to learn about disability and our campus community.

Partnering with the Resource Center for Persons with Disabilities, or RCPD, and Michigan Rehabilitation Services, STRIDE launched the Building Opportunities for Spartan Success, or BOSS, pilot in 2023. Each partner noticed a gap in service provisions, resulting in underdeveloped employment strategies and soft skills for obtaining and maintaining employment while succeeding as an MSU student

with disabilities. BOSS provides a paid employment opportunity for MSU students with disabilities in their desired fields to gain real work experience to add to their resumes.

BOSS students' career interests range from history and social work to graphic design. As a result, campus partners like MSU Libraries, the College of Law and Infrastructure Planning and Facilities increased efforts to

employ students with disabilities. The successes of the pilot year for the BOSS program resulted in a continuation of the program into the 2023-2024 academic school year. The BOSS program showcases how collaboration can create systemic change and remove barriers for students with disabilities in college.

In the summer of 2024, the center will introduce the Spartans Work program to create precollege pathways for underrepresented and economically disadvantaged students with disabilities. STRIDE will partner with the Athletic Department to place youth, ages 16-18, with intellectual and/or developmental disabilities in paid employment opportunities ranging from athletic training and nutrition to turf management.





STRIDE INCREASES ACCESS FROM THE OUTSET

SUPPORTING POST-SCHOOL OUTCOMES

Through Project FUTURE, STRIDE increased local, state and national capacity by expanding educational opportunities for eight doctoral students and various community members, educators and counselors this year. Project FUTURE is a leadership training grant from the U.S. Department of Education to prepare leaders in transition research and pre-service preparation to improve post-school outcomes for students from underserved communities with intellectual and/or developmental disabilities. This collaborative grant with Penn State University includes special education and rehabilitation counseling faculty. Project FUTURE expands our state's ability to bridge the gap between school-based services and vocational rehabilitation services.

In partnership with the Center for Ethical and Socially Responsible Leadership, or CESRL, in the Eli Broad College of Business, RCPD and Office of Faculty and Academic Staff Development, STRIDE co-established the Ethics of Accommodations series of conversations to engage educators and students and support sustained collaboration in serving MSU students with disabilities within and outside the classroom. The joint series received pilot funding through the Office for Institution Diversity and Inclusion's Creating Inclusive Excellence Grant.



BRIDGING THE KNOWLEDGE-TO-PRACTICE GAP

Funded by the National Science Foundation, STRIDE co-hosted the Abilities, Opportunities and the Future of Work Conference with CESRL, MRS, Office of Labor and Economic Opportunity and Peckham Inc. About 100 employers from various Fortune 500 companies attended the conference, which moved the needle on expanding employment and educational opportunities across sectors for individuals with disabilities. After celebrating the conference's success, STRIDE and other conference partners are pursuing continued funding opportunities to increase accessible employment opportunities for job seekers with disabilities while building a diverse talent pool for businesses and employers across sectors.

Staff and faculty at the STRIDE Center are dedicated to bridging the knowledge-to-practice gap for educators, service providers and employers. In 2023, Executive Directors Sung and Fisher published a [feature article](#) in the Journal of Vocational Rehabilitation, highlighting the support needs of youth with intellectual and/or developmental disabilities in obtaining and maintaining competitive employment upon graduation.



STRATEGIC GOALS

- INCREASE DIVERSITY
- ENSURE EQUITY
- PROMOTE INCLUSION
- ENHANCE OUTREACH AND ENGAGEMENT

[Las Alas Invisibles: The Unseen Wings exhibition](#) brings the campus community together at the MSU Union Art Gallery to recognize the migrant farmworker community. CREDIT: DANE ROBISON

PROMOTE INCLUSION

IMPLEMENTED IN PROGRESS EVALUATING NOT STARTED



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

DEI SCORECARD The promote inclusion strategic goal has 60 action items, representing 22% of all actions cited in the [DEI report and plan](#). In the goal, most action items are in progress with 20 action items (33% of promote inclusion). In addition, 15 (25%) action items are being implemented, 12 (20%) are being evaluated, and 13 (22%) are not started. The following section highlights institutional efforts focused on promoting inclusion.

NEW STUDENT ORIENTATION EXPANDS TO INCLUDE DIVERSITY-FOCUSED PROGRAMMING

ACTION TEAM: Academic Affairs
MSU 2030 DEI: Objective 1

New Student Orientation and the Office for Institutional Diversity and Inclusion created a new module developed for and delivered in the New Student Orientation programming to ground students in MSU’s values of diversity, equity and inclusion. Each new student must complete an online module through D2L before they can be advised and enroll in courses. NSO continued to expand the curriculum within the module and added sections focused on identity and affinity resources at MSU, engagement and education focused on DEI terms and more information on how to engage with the campus. In addition, NSO and IDI collaborated to provide [in-person programming](#) in the fall, where students were reintroduced to content from the module, welcomed by Vice President and Chief Diversity Officer Jabbar R. Bennett, Ph.D., and engaged in diversity-focused programming. Students received an itinerary for the week’s programming that outlined sensory and disability needs. The scaffolded and inclusive approach allowed new students to engage and learn about DEI efforts meaningfully and impactfully. NSO and IDI continue to work together to expand DEI education within welcome and orientation programming.

Students participate in MSU’s first diversity, equity and inclusion new student orientation at the Breslin Center. CREDIT: BLAKE MATTHEWS





MSU POLICE AND LATINE COMMUNITY-BUILDING PROGRAM A SUCCESS

For the first time at Michigan State University, the College Assistance Migrant Program, or CAMP, the Office of Cultural and Academic Transitions, or OCAT, and the MSU Department of Police and Public Safety **joined together for a community-building event** held in November at the MSU Police Department.

“It takes coming and working out of their space, having intentional conversations and being part of the student’s community,” said CAMP Associate Director Elias Lopez.

PROMOTE INCLUSION

WORKING TOWARD ALL-GENDER RESTROOMS IN ALL CAMPUS FACILITIES

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

The number of all-gender restrooms in active new construction projects is consistently exceeding MSU’s current design guideline (one single occupant restroom per building) by placing at least one on every floor. The new restroom facilities will meet goals established in the All-Gender Inclusive Restroom Design study, such as reaching dense student populations, addressing areas of campus most in need of all-gender restroom facilities, placement in intuitive locations on main public floors and wheelchair accessibility. Currently funded and new all-gender restroom projects span across 19 existing buildings and four new buildings. Institutional Space Planning and Management, or ISPM, has allocated funds to create new, all-gender restrooms within eight additional existing buildings and is currently working with Infrastructure Planning and Facilities on implementation. All-gender restroom projects are also underway in two other existing buildings tied to broader projects. Further planning and design is anticipated to begin in mid- to late-2024. Student Life and Engagement recently completed three new all-gender restrooms, with three more opening in early 2024 and three additional planned for construction in summer 2024.



“Taking an integrated approach to incorporating our Diversity, Equity and Inclusion goals into new and existing facilities will create more meaningful spaces for our entire campus community.”

Barbara Kranz,
assistant provost,
Institutional Space
Planning and Management

PROMOTE INCLUSION

“Representation is a huge thing. And if you see somebody like you, or someone who has a similar background, it can spark that possibility that you can also get there.”

[Dayana Villagran](#), '21 alum,
General Motors mechanical engineer

UNDERSTANDING DISPARITIES IN NIH AND NSF FUNDING RATE AMONG FACULTY AT MSU

ACTION TEAM: Office of Research and Innovation
MSU 2030 DEI: Objective 2

Concern regarding disparities in funding rates based on race/ethnicity and gender at the two prominent funding agencies in the U.S., the National Institutes of Health, or NIH, and the National Science Foundation, or NSF, persist within the scientific community. Although the disparities have been reported at the national level, it is unknown to what extent they affect MSU faculty from underrepresented groups in science.

The Office of Research and Innovation conducted a retrospective analysis to assess the funding rate of MSU faculty that submitted grant applications to NIH and NSF from 2010 to 2019.

THE STUDY REVEALED THAT:

1. The funding rate for MSU researchers is below the average NIH funding rate but exceeds the funding rate for NSF.
2. NIH and NSF-funded PIs at MSU are mostly non-Hispanic/Latino white men.

3. The NIH funding rate for Hispanic/Latino/a researchers at MSU is lower than their non-Hispanic/Latino/a white peers and is half of the national average for Hispanic/Latino/a researchers.

4. NIH and NSF funding rates for Black/African American researchers at MSU are approximately half those for non-Hispanic/Latino/a white researchers and slightly below the national average.

5. NIH and NSF Funding rates for women researchers at MSU are similar or higher than for male researchers, respectively.

6. Non-Hispanic/Latina white female researchers at MSU receive NIH and NSF funding at a rate twice that of their Hispanic/Latina counterparts and higher than women from other racial groups.

BASED ON THESE AND OTHER FINDINGS IN THE STUDY, several recommendations were made to start addressing the disparities in funding rates among MSU researchers, including institutional assessment to identify factors that contribute to disparities and enhancement of funding rates.



[Click to listen.](#)

50 years of recruiting,
supporting and retaining
women in engineering at MSU



PROMOTE INCLUSION

“Forty years since its founding and 40 years from the Vincent Chin incident, APASO continues to provide much needed guidance.”

Soh Suzuki (APASO '97-'02)

APASO COMMUNITY REFLECTS ON 40TH ANNIVERSARY

The Asian Pacific American Student Organization celebrated its 40th anniversary with a reunion bringing many past and present members to East Lansing. In a [special alum voice](#), MSU graduates Vivian Tsai Chin, Iris Shen-Van Buren, Nimesh Patel, Connie Tingson Gatuz, Soh Suzuki, Marc Johnston Guerrero and Naina Rao reflect on how the organization shaped them and, in turn, shaped campus.



APA STUDIES 20TH ANNIVERSARY IS A MILESTONE OF PERSISTENCE

Twenty years ago, in 2003-04, the Asian Pacific American Studies Program in the College of Social Science was established at Michigan State University. APA Studies has since become a central community for Asian Pacific Islander Desi American, or APIDA, students on campus and in Greater Lansing. They have succeeded by persistence and holding space to bring the community together. As Maggie Chen-Hernandez, Meaghan Kozar, and Naoko Wake express, it was [not without a long journey](#).

Now, in its 41st year, the Asian Pacific American Student Organization hosted Cultural Vogue at the Wharton Center.
CREDIT: DANE ROBISON



PROMOTE INCLUSION

PILOT PROGRAM INCREASES DIVERSITY OF FACULTY EXPERTISE IN MEDIA

ACTION TEAM: University Communications
MSU 2030 DEI: Objective 4

In 2022-23, the public relations team was awarded a Creating Inclusive Excellence Grant to pilot the Diverse Voices program, bringing in more than 20 early and mid-career faculty from underrepresented backgrounds to receive media training. The program's early success — increasing the diversity of faculty experts placed in media outlets — resulted in securing funds for a second annual training that has garnered increased cross-college interest in 2024.



MIGRANT FARMWORKER CAMPAIGN INCREASES RECOGNITION, VISIBILITY AND AWARENESS

Michigan is one of the most agriculturally diverse states in the country. In every corner of the state, Michigan State University scientists and researchers partner to create solutions that make Michigan's agricultural industry healthier and more prosperous. Despite the innovative efforts, a gap exists. Migrant farmworker labor has been long ignored as a component of the state's agricultural industry. In 2023, University Communications embarked on a campaign to bring greater recognition and representation



MSU's bilingual agribusiness program supports over 200 farmers in West Michigan in operating successful farms. CREDIT: NICK SCHRADER
 DESIGN: THERESE RANDALL BRIMMER

of the community on MSUToday. Following the hiring of a University Communications research and campaign intern, more than a dozen stories were captured, kicking off with the [César Chávez and Dolores Huerta Commemorative Celebration](#). The campaign included a feature story, "[Growing success: Spartans support first-gen farmers](#)," introducing bilingual versions in English and Spanish and highlighting a successful Latino/a agriculture program that prepares farmers and farmworkers as vital components in Michigan's economy. The campaign comes full circle with a special campus exhibition on migrant farmworkers,

[Las Alas Invisibles: The Unseen Wings](#), that is timed with National Farmworker Awareness Week and César Chávez Day.



Las Alas Invisibles exhibition, left. Exhibition creator Luz Vázquez, above, is a third-year political science major and first-generation migrant farmworker student. CREDIT: DANE ROBISON



PROMOTE INCLUSION

CELEBRATING GORDON HENRY'S LEGACY WITH POETRY READING

Gordon Henry Jr. is Anishinaabe and an enrolled member of the White Earth Chippewa Tribe of Minnesota. At MSU, Henry served as the Inaugural Audrey and John Leslie Endowed Chair in North American Indian and Indigenous Literary Studies as well as a professor in the Department of English in the College of Arts and Letters. A published fiction writer and poet, Henry was also the director of creative writing in the American Indian and Indigenous Studies program and the senior editor of the American Indian Studies Series at MSU Press. His book, the "Light People" (1994) was awarded The American Book Award in 1995. He has also co-authored the textbook "The Ojibway" (2004), to which he contributed essays on North American Indigenous culture.

MSUTODAY DIVERSITY AND BELONGING COLLECTION CENTRALIZES STORIES

ACTION TEAM: University Communications
MSU 2030 DEI: Objective 4

University Communications established the MSU Today [Diversity and Belonging Collection](#) to help centralize DEI narratives. The collection reflects the various backgrounds of MSU students, staff, faculty and alums, highlighting authentic stories and showcasing path-setting leadership and initiatives that are making a difference every day. The collection begins with the [groundbreaking of the multicultural center](#), a symbol of MSU's commitment to investing in an inclusive environment for all. It has since covered more than 20 recognitions as well as achievements,

anniversaries, campaigns, points of view and more. In sum, more than 90 stories were written, increasing awareness and recognition from the university-wide [Excellence in Diversity, Equity and Inclusion Awards](#) to celebrating [Gordon Henry's retirement with an Indigenous poetry reading](#) to [welcoming the 1855 Professorship cohort](#) and [documenting the Day of the Dead ofrendas across campus](#), to name a few. It is a collective story and archive of how Spartans are [breaking down racial and international barriers](#), [leaving legacies for disability resources](#), [supporting LGBTQIA+ belonging](#) and [reflecting on 40 years of Asian Pacific American leadership](#). In addition, the collection serves as a hub for learning about MSU's collective diversity while fostering belonging.





STRATEGIC GOALS

INCREASE DIVERSITY

ENSURE EQUITY

PROMOTE INCLUSION

ENHANCE OUTREACH
AND ENGAGEMENT

Asian Pacific American
Student Organization's
41st annual Cultural
Vogue program.

CREDIT: DANE ROBISON

ENHANCE OUTREACH AND ENGAGEMENT

Outreach and Engagement –

to reach out and come together in mutually beneficial partnership.

IMPLEMENTED IN PROGRESS



EVALUATING NOT STARTED



DEI SCORECARD The strategic goal, enhance outreach and engagement, has the smallest number of action items with 38 or 14% of all actions in the [DEI report and plan](#). Of all the goals actions, 11 (29% of enhance outreach and engagement) are implemented, 21 (55%) are in progress, 5 (13%) are being evaluated, and 1 (3%) is not started. The following section features enhance outreach and engagement endeavors that were advanced this year.

COURTESY: INFRASTRUCTURE PLANNING AND FACILITIES

MSU PILOTS NEW TOOL TO INCREASE SUPPLIER DIVERSITY

ACTION TEAM: Infrastructure Planning and Facilities
MSU DEI: Objective 5

Key action items in the university's DEI strategic plan related to supplier diversity saw significant progress made in 2023. [MSU pilots new tool to improve business inclusion](#) by providing infrastructure that streamlines and enhances processes for strategic sourcing, prospective partner registration and Tier II spend-reporting program. The new system will increase understanding of market availability, help buyers strategically source and solicit bids from robust supplier pools, allow prospective partners to proactively share their core capabilities and interest in doing business with MSU, as well as build relationships that support diverse outreach and sustainable, safe and socially-responsible procurement.





“[Supplier diversity] means we get the best access to a wide variety of bids for products and services, which lets us be really strategic in our sourcing and make smart choices about how we steward MSU resources.”

Dan Bollman, vice president
for MSU Strategic Infrastructure
Planning and Facilities

ENHANCE OUTREACH AND ENGAGEMENT

MSU SUPPORTS WORKFORCE AND BUSINESS DIVERSITY OUTREACH AND ENGAGEMENT

ACTION TEAM: Infrastructure Planning and Facilities
MSU DEI: Objective 5

To enhance outreach and engagement, MSU sponsored the Mid-Michigan Diversity Business Summit, which offered a platform to promote entrepreneurship, diversity, employment and procurement opportunities. More than 16 MSU employees representing several major administrative units connected with individuals and businesses to expand opportunity, advance equity and promote workforce and business inclusion and elevate positive economic impact within the community.



TALES FROM THE ATLANTIC BEYOND

Directed by MSU scholar Safoi Babana-Hampton and funded through Humanities and Arts Research Program Large-Scale Development grant administered by the Office of Research and Innovation, “Tales from the Atlantic and Beyond,” follows the trail of an 1830 slave shipwreck on the shores of Diamant, Martinique. The MSU documentary will soon enter the film festival circuit.



Left to right:
Kevin Durkin,
Anjam Chaudhry,
Jeff Groll, Jeffry Wilson,
Virgi Strickland,
Alex Redfern, Sarah
Van Der Woude, Anu
Taneja, Ruben Garza,
Gabrielle Miller,
DJ Hogan, Tina Alonzo
and Matt Olovson.

COURTESY:
INFRASTRUCTURE
PLANNING AND
FACILITIES

THE LEGACY OF A SPARTAN: 10 YEARS OF ALEX'S GREAT STATE RACE.

Two rival schools share a mission to raise awareness and support for students with disabilities. The 64-mile [fundraising relay race](#) between East Lansing and Ann Arbor – Michigan State University and University of Michigan – raises donations and awareness to support students with disabilities. CREDIT: NICK SCHRADER



ENHANCE OUTREACH AND ENGAGEMENT

FOSTERING A TEAM CULTURE AND BUILDING MEANINGFUL RELATIONSHIPS WITH DIVERSE CONSTITUENTS

ACTION TEAM: University Advancement
MSU 2030: Objective 5

As part of University Advancement's strategic planning, a Diversity, Equity, Inclusion and Belonging Coordination and Strategy committee made recommendations for hiring practices and staff training, such as database improvements that allow tracking and measuring key DEI performance indicators. In summer 2024, the division will introduce a centralized search process to promote fairness, equity and inclusion in the hiring practice. The division is hiring a director of strategic talent management to assess and plan for staff learning and development at all levels.

In outreach efforts, Advancement completed an alumni census for the first time in 12 years. The alumni relations team enhanced their individual portfolios to increase outreach among diverse alums and relaunched alum networks, including Latino Spartans, LBGQ Spartans and Chicago Land MSUBA Chapter. Additionally, creating a naming policy helped establish a system of accountability for considering the removal and disassociation of individuals who may pose harm to MSU's reputation due to scandal, immoral behavior or criminal activity.



“In our mission to advance Spartan impact, University Advancement strives to embed Michigan State University’s commitment to diversity and inclusive excellence in all facets of our work. Over the last year, we have committed to developing and fostering a team culture that values and promotes belonging and building meaningful relationships with constituents representing diverse backgrounds.”

Vivianne Robinson,
assistant vice president
of operations,
University Advancement

ENHANCE OUTREACH AND ENGAGEMENT

MSU EXTENSION EXPANDS PROFESSIONAL GROWTH AND DIVERSIFIES NATIONAL NETWORK

ACTION TEAM: MSU Extension

MSU 2030 DEI: Objective 5

During fall 2023, MSU Extension hosted a two-day multicultural self-awareness workshop for 25 employees to help professionals apply diversity, equity and inclusion in their work. As a result of the professional development, 100% of participants gained new insights and experiences, 89% planned to apply the insights in their professional and personal lives, and 89% of participants were willing to recommend the workshop to a colleague.

To expand its network, MSU Extension partnered with North Carolina Agricultural and Technical State University, Saginaw Chippewa Tribal College and Keweenaw Bay Ojibwa Community College to provide 16 college-age interns a three-month immersive experience learning about everything from sustainable agriculture and environmental assessments to 4-H and bees. The interns were embedded throughout Michigan from Detroit to the Upper Peninsula.

In 2024, MSU Extension hosted an inaugural Minorities in Agriculture, Natural Resources and Related Sciences, or Jr. MANRRS, Symposium to welcome middle school and high school students from MANRRS' chapters at the University of Kentucky, Langston University and Michigan State. The symposium is a culmination of many years of effort, organizing and building partnerships with the National Society of MANRRS, supporting chapters in urban Michigan schools and welcoming people of all backgrounds to help meet the growing demand to fill jobs in agriculture, food and natural sciences fields.

Imelda Galdamez teaches participants about DEI principles in a November 2023 workshop.
CREDIT: GIGI BROUGHTON



ENHANCE OUTREACH AND ENGAGEMENT



RX KIDS: MICHIGAN AS A MODEL TO ADDRESS INFANT POVERTY

ACTION TEAM: Health Sciences
MSU 2030 DEI: Objective 4

The new [Rx Kids Program](#) intends to propel a healthy start for all Flint babies through a \$16.5 million Temporary Assistance for Needy Families block grant from the state. This is the nation's first citywide prenatal and infant cash allowance program. Rx Kids aims to improve health, equity and opportunity by increasing economic stability, housing and food security, health care utilization and many other outcomes such as hope, joy and dignity to improve infant and maternal health and well-being and life-long outcomes. Including a committed \$15 million challenge grant to catalyze support from the Charles Stewart Mott Foundation, \$34 million has been raised to date to support the program and children of Flint.



“As Flint often does, we can’t wait to spark this innovation in our town and share this model of equity and opportunity with communities across the state and nation so that all children have the resources they need to thrive.”

Mona Hanna-Attisha, M.D., M.P.H.,
associate dean for public health,
College of Human Medicine



COURTESY: COLLEGE OF HUMAN MEDICINE



“It is our responsibility that every time someone walks into our clinical space that we see them as humans. It is up to us that we treat them and provide them with quality care, and if we don’t do that, people die.”

Krista Walker, Ph.D., DEI assistant dean, College of Nursing

COURTESY: COLLEGE OF NURSING

ENHANCE OUTREACH AND ENGAGEMENT

FILM SERIES INCREASES ACCESS TO HIGH-IMPACT DEI EXPERIENCES IN MEDICAL COMMUNITY

ACTION TEAM: Health Sciences
MSU 2030 DEI: Objective 4

Henry Ford Health + Michigan State University Health Sciences Health Equity Film Series with the College of Nursing held a powerful conversation around health disparities in the Black community. During the event, participants viewed the film “The Power to Heal.” The film tells the story of a poignant chapter in the historic struggle to secure equal and adequate access to health care for all Americans.

Following the screening, online and in-person attendees were connected into groups to further discuss historical health disparity moments and how to implement change in their work and lives. The film series increases access to high-impact DEI learning experiences and was well-attended by students, faculty, staff, clinicians, alums and community members.

“Not only will students leave the program with knowledge of the medical field, they will also leave with an understanding of pathways to medical school and, of course, lifelong friendships.”

[Mollie Asiedu,](#)
[director of K-12 Pathways](#)
[College of Osteopathic Medicine](#)

PATHWAY PROGRAM EXPOSES UPPER PENINSULA STUDENTS TO HEALTHCARE CAREERS

ACTION TEAM: Health Sciences
MSU 2030 DEI: Objective 4

OsteoCHAMPS-UP, the College of Osteopathic Medicine’s newest pathway program, is designed to expose high school students from the Upper Peninsula to osteopathic medicine and healthcare careers at no cost to participants. The new program enables students to achieve their career goals by providing greater academic preparation and competitiveness for higher education, lifelong learning and problem-solving skills, development of individual responsibility, appreciation for diversity and teamwork.



ENHANCE OUTREACH AND ENGAGEMENT



“As a land grant university, Michigan State University has a presence in every county of the state, where we are working to expand healthcare access to those who need it most. We are doing that by increasing the number of medical experts who live and work in this state while also innovating how patients access healthcare services.”

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

NATIONALLY RENOWNED SPEAKER ADVISES HENRY FORD + MSU TO CREATE CHANGE AND VALUE

ACTION TEAM: Health Sciences
MSU 2030 DEI: Objective 4

Henry Ford Health + Michigan State University Health Sciences continue to embed diversity, equity, inclusion and justice, or DEI, throughout the partnership by hosting the second Henry Ford + MSU DEI Speaker Series. The Oct. 19 event was nearly full at the Pistons Performance Center of MSU, hosting Henry Ford members who came to hear nationally-recognized health policy expert, Barbara Ross-Lee, D.O.

Before the community dialogue, Ross-Lee shared her top 12 life lessons, ranging from understanding the importance of words and how over-utilized words can lose their original intent and take on personal interpretations, to learning how to reframe diversity, equity and inclusion.

The discussion on reframing the language continued throughout the community dialogue and was part of the core message of creating change and value in health professions for underrepresented populations.



COURTESY: HEALTH SCIENCES



2022-23 DIVERSITY AT MSU DATA REPORT

Samantha Modder and Elijah Hamilton-Wray
present the Perspectives in Black: Emerging
Visions, Sam x Elijah: Making Space x Taking
Space exhibition at the Lookout Gallery.
COURTESY: JEFFREY C. WRAY

DEFINITIONS

RACE/ETHNICITY

FEDERAL GUIDELINES AND DEFINITIONS

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

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

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

Asian. A person having origins in any of the original peoples of the Far East, Southeast Asia or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam. Separated from Pacific Islanders as of 2010.

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

Hispanic or Latino. A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race.

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

Two or More Races. Added in 2010.

LIMITATIONS OF FEDERAL RACE/ETHNICITY CATEGORIES USED IN THIS REPORT

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

AGGREGATED GROUPS REPORTED BY MSU

Students/Employees/Persons of Color

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

Person-of-Color-Owned Business

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

DEFINITIONS

GENDER DEFINITIONS

GENDER AND STUDENTS

The MSU Office of Admissions and Office of the Registrar currently allow students to self-identify their gender as either male or female without proof of legal or medical transition. In this report, “male” and “female” are translated to “men” and “women.” (Please see Limitations of Gender Data Presented in this report.)

GENDER AND THE WORKFORCE

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

GENDER CONSIDERATIONS

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

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

■ LEGAL SEX refers to the gender marker on a person’s legal documents (such as a birth certificate or personal identification). This is frequently but not always the same as their birth-assigned sex. Most transgender, nonbinary and genderqueer people do not have legal documents that match their gender identity.

■ BIRTH-ASSIGNED SEX is the designation that refers to a person’s biological, hormonal and genetic composition and should not be confused with gender. This is the sex marker on a person’s birth certificate – typically, intersex, female or male. One’s sex is typically assigned at birth and classified as male or female. Birth-assigned sex is preferred to “assigned-at-birth,” which implies that sex assignment is without the agency of the individual.

(For further understanding of the information provided below, we direct readers’ attention to [The Gender and Sexuality Campus Center](#) and the [Name Pronoun and Gender Data Policy](#).)

LIMITATIONS OF GENDER DATA PRESENTED IN THIS REPORT

The binary way in which gender is captured does not adequately represent the gender diversity of our community and does not include transgender, nonbinary and genderqueer individuals.

Further, we understand not all people whose gender markers are female are women and not all people whose gender markers are male are men. While we use the terms “women” and “men” versus “male” and “female,” there are some people who will not be adequately represented by that language change.

MSU does not currently have a way to capture intersex identity, although it is very common.

Gender, birth-assigned sex and legal sex are three distinct concepts. To understand the full gender diversity of our university community, MSU is working to change the way we capture data on gender to recognize the distinction between birth-assigned sex and gender and include intersex identity and more options outside of the gender binary.

DEFINITIONS

DISABILITIES: CONSIDERATIONS AND DEFINITIONS

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

VETERANS: CONSIDERATIONS AND DEFINITIONS

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

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

STUDENT SUCCESS TERMINOLOGY

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

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

FIRST-TIME-IN-ANY-COLLEGE STUDENTS. Undergraduate students who have no prior postsecondary experience after high school prior to enrolling at MSU.

ACKNOWLEDGMENTS

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

DATA SOURCES

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

CREDITS

Michigan State University, Office for Institutional Diversity and Inclusion.
MSU DIVERSITY, EQUITY AND INCLUSION REPORT: 2022-23
Diversity at MSU Data Report, March 2024.

DATA PRESENTATION

Institutional Research

DESCRIPTION, DESIGN AND LAYOUT

Office for Institutional Diversity and Inclusion

SUMMARY OF DIVERSITY DATA

STUDENT AND WORKFORCE DATA

The 2023-24 annual data report provides a fall 2022 to fall 2023, one-year comparison of student enrollment by race/ethnicity demographics, and a 10-year comparison of enrollment, persistence and success rates between 2013 and 2023. Workforce data compares fall 2022 to fall 2023 by race/ethnicity, legal sex, self-identified veterans and disability type. Employee diversity data includes faculty and academic staff, tenure system faculty and support staff. The federal guidelines for collecting and reporting data on race/ethnicity became effective in 2010. Finally, the report provides a one-year percent change of disability reported for students and employees, and five-year comparison between FY2018-19 and FY2022-23 of supplier diversity spending.

This is the fourth report where the 10-year comparison will only include the 2010 updated IPEDS race/ethnicity categories, in which “Asian” and “Native Hawaiian or other Pacific Islander” are separated and the option for selecting two or more races is included. While the disaggregation of data provides a more accurate index for evaluating student and workforce data demographics, more work needs to be done to better acknowledge and support the unique needs of our students and employees based on their self-identification. In addition, the report does not capture the experiences of students and employees with lesbian, gay, bisexual, transgender, intersex, queer or questioning, asexual and additional identities beyond the legal sex category, which is a current gap that is being addressed. Finally, this report is limited in its

scope and is not able to conclusively identify the cause of shifts in data, including those related to societal equity and opportunity gaps.

Overall, student data shows changes in several areas. Between fall 2022 and fall 2023, the total enrollment of students of color increased to 27.2% of the domestic student population, a 4.6% increase, while international students accounted for 8.7% of total students enrolled in fall 2023. African American/Black undergraduate student enrollment is 6.9%, a 1.7% increase from fall 2022. The 2023 average six-year graduation rate remains constant at 82% and is a record high, tied with the last two years. The African American/Black undergraduate student graduation rate is the lowest at 65%. Compared to 2013, 2023 graduation rates improved by 12% among American Indian/Alaska Native students (note the small number), by 9% among African American/Black students, by 4% among white students, and by 3% for Hispanic/Latino/a students (of any race). In addition, the number of students with permanent disabilities who registered with the RCPD increased by 8.1% to 3,762.

Workforce data shows a 9.2% increase in employees of color compared to 2022, bringing the total percentage up to 24%. The number of women employees in the workforce increased 7.1%, making up 55.3% of all employees. The number of African American/Black faculty in the tenure system increased by 7.0%, while tenured faculty of two or more races increased

by 12.5%. Staff of color make up 19.5% of support staff, with 7.7% African American/Black, 6.4% Hispanic/Latino/a (of any race), and 4.0% Asian. Registrations of employees with permanent disabilities in RCPD increased by 8.9% from the previous year to 491.

A total of \$45 million was spent with diverse vendor suppliers, making up 3.35% of total supplier spending in FY2022-23 (\$1.3 billion). Of this, 63.76% was spent with women-owned businesses, 28.42% with person-of-color-owned businesses, and 6.77% with veteran-owned businesses. The most notable five-year percent change in dollars spent (non-inflation adjusted) was among disability-owned suppliers, which increased by 822.5%; and Hub Zone spending, which increased by 352.0%. The total diverse spending average was \$2,715.92 per payment for 16,657 payments.

CONCLUSION

Promoting diversity, equity and inclusion within higher education and at MSU demands deliberate and consistent action, alongside a commitment to accountability. While this report offers insight into the demographics of our community, it does not fully capture the diverse range of experiences within it. MSU remains steadfast in its mission to support the success of all Spartans, particularly those who may encounter disparities not adequately represented by existing federal categories.

FALL 2023 STUDENT OVERVIEW AND ONE-YEAR CHANGE

Fall 2023 semester total enrollment includes 12,726 domestic students of color, a 4.6% increase from fall 2022. These students represent 27.2% of the domestic student population. Total international student enrollment increased 2.5% compared to fall 2022. Enrollment of women increased by 2.1% with women making up 52.6% of all students

The fall 2023 first-time entering undergraduate class totaled 9,371 students, which includes 2,537 students of color. Students of color represented 28.8% of the total first-time entering student population. First-time entering class African American/Black enrollment increased 11.5% from fall 2022. American Indian/Alaska Native enrollment decreased 10.3% and those who self-identified as two or more races decreased by 10.7% compared to the fall 2022 first-time entering class.

NOTES ON THE DATA

The following table illustrates the percent of the domestic student body population (i.e., 46,830 students) for each race category. The proportion of the student body reported for international students is based on the university total (i.e., 51,305 students).

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

TOTAL STUDENT ENROLLMENT*	COUNT: FALL 2023	FALL 2023		CHANGE FROM FALL 2022
African American/Black	3,260	7.0%		1.0%
American Indian/Alaska Native	144	0.3%		10.8%
Asian	4,001	8.5%		5.9%
Hawaiian/Pacific Islander	30	0.1%		0.0%
Hispanic/Latino/a (of any race)	3,240	6.9%		5.9%
Two or More Races	2,051	4.4%		6.0%
TOTAL STUDENTS OF COLOR	12,726	27.2%		4.6%
White	33,060	70.6%		0.9%
Other/Unknown/No Response	1,044	2.2%		2.6%
DOMESTIC TOTAL	46,830	91.3%		2.5%
International	4,475	8.7%		2.5%
UNIVERSITY TOTAL	51,305	100%		2.6%
Men	24,293	47.4%		3.2%
Women	27,012	52.6%		2.1%

FIRST-TIME ENTERING CLASS*	COUNT: FALL 2023	FALL 2023		CHANGE FROM FALL 2022
African American/Black	612	6.9%		11.5%
American Indian/Alaska Native	26	0.3%		-10.3%
Asian	810	9.2%		-1.9%
Hawaiian/Pacific Islander	6	0.1%		50.0%
Hispanic/Latino/a (of any race)	656	7.4%		9.3%
Two or More Races	427	4.8%		-10.7%
TOTAL FIRST-TIME STUDENTS OF COLOR	2,537	28.8%		2.1%
White	6,182	70.1%		-2.6%
Other/Unknown/No Response	98	1.1%		-29.0%
DOMESTIC TOTAL	8,817	94.1%		-1.7%
International	554	5.9%		-21.1%
UNIVERSITY TOTAL	9,371	100%		-3.2%
Men	4,497	48.0%		-3.1%
Women	4,874	52.0%		-3.2%

FALL 2023 STUDENT OVERVIEW AND ONE-YEAR CHANGE (CONTINUED)

The total enrollment of undergraduate students of color was 10,285, a 6% increase compared to fall 2022. African American/Black undergraduate enrollment is 6.9% of enrollment, a 1.7% increase from fall 2022, followed by Hispanic/Latino/a (of any race) students at 6.6% (a 7.0% increase) and students of two or more races at 4.6% (a 10.2% increase).

Total graduate students of color decreased slightly from fall 2022 and is 28.2% of total graduate enrollment or 2,441 students. In addition, 2,178 international graduate and professional students were enrolled in fall 2023 an increase of 7.6% from the previous fall. As of fall 2023, international students accounted for 20.1% of total graduate and professional graduate student enrollment.

NOTES ON THE DATA

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

UNDERGRADUATE ENROLLMENT*	COUNT: FALL 2023	FALL 2023	CHANGE FROM FALL 2022
African American/Black	2,633	6.9%	1.7%
American Indian/Alaska Native	109	0.3%	17.2%
Asian	3,239	8.5%	6.4%
Hawaiian/Pacific Islander	25	0.1%	-3.8%
Hispanic/Latino/a (of any race)	2,523	6.6%	7.0%
Two or More Races	1,756	4.6%	10.2%
TOTAL UNDERGRADUATES OF COLOR	10,285	26.9%	6.0%
White	27,082	70.9%	3.0%
Other/Unknown/No Response	819	2.1%	-4.4%
DOMESTIC TOTAL	38,186	94.3%	3.6%
International	2,297	5.7%	-1.8%
UNIVERSITY TOTAL	40,483	100%	3.3%
Men	19,689	48.6%	3.9%
Women	20,794	51.4%	2.7%

GRADUATE & PROFESSIONAL ENROLLMENT*	COUNT: FALL 2023	FALL 2023	CHANGE FROM FALL 2022
African American/Black	627	7.3%	-1.7%
American Indian/Alaska Native	35	0.4%	-5.4%
Asian	762	8.8%	3.8%
Hawaiian/Pacific Islander	5	0.1%	25.0%
Hispanic/Latino/a (of any race)	717	8.3%	2.1%
Two or More Races	295	3.4%	-13.7%
TOTAL GRADS/PROFESSIONALS OF COLOR	2,441	28.2%	-0.7%
White	5,978	69.2%	-2.7%
Other/Unknown/No Response	225	2.6%	26.4%
DOMESTIC TOTAL	8,644	79.9%	-1.6%
International	2,178	20.1%	7.6%
UNIVERSITY TOTAL	10,822	100%	0.1%
Men	4,604	42.5%	0.2%
Women	6,218	57.5%	0.1%

STUDENT OVERVIEW 10-YEAR PERCENT CHANGE

Among all students, the 10-year percent change for African American/Black student enrollment showed a 5.5% increase. The largest increase was among students who reported two or more races (92.4%), followed by Hispanic/Latino/a students (of any race) (88.4%). The number of international students enrolled at MSU, on the other hand, was 37.5% lower in fall 2023 compared with ten years previous. Among entering first-time undergraduates, 68.8% more domestic students of color enrolled in fall 2023 than in fall 2013. Over the same period, the number of entering first-time Asian undergraduates increased by 113.2%.

NOTES ON THE DATA

In fall 2020 the MSU College of Law was fully integrated into the university. Total student enrollment and graduate/professional enrollment figures for fall 2013 do not include College of Law students, while they are included in fall 2023.

TOTAL STUDENT ENROLLMENT	COUNT: FALL 2023	COUNT: FALL 2013	CHANGE FROM FALL 2013	
African American/Black	3,260	3,091	5.5%	
American Indian/Alaska Native	144	131	9.9%	
Asian	4,001	2,149	86.2%	
Hawaiian/Pacific Islander	30	24	25.0%	
Hispanic/Latino/a (of any race)	3,240	1,720	88.4%	
Two or More Races	2,051	1,066	92.4%	
TOTAL STUDENTS OF COLOR	12,726	8,181	55.6%	
White	33,060	33,280	-0.7%	
Other/Unknown/No Response	1,044	719	45.2%	
DOMESTIC TOTAL	46,830	42,180	11.0%	
International	4,475	7,163	-37.5%	
UNIVERSITY TOTAL	51,305	49,343	4.0%	
Men	24,293	23,890	1.7%	
Women	27,012	25,453	6.1%	

FIRST-TIME ENTERING CLASS	COUNT: FALL 2023	COUNT: FALL 2013	CHANGE FROM FALL 2013	
African American/Black	612	590	3.7%	
American Indian/Alaska Native	26	13	100.0%	
Asian	810	380	113.2%	
Hawaiian/Pacific Islander	6	3	100.0%	
Hispanic/Latino/a (of any race)	656	304	115.8%	
Two or More Races	427	213	100.5%	
TOTAL FIRST-TIME STUDENTS OF COLOR	2,537	1,503	68.8%	
White	6,182	5,022	23.1%	
Other/Unknown/No Response	98	58	69.0%	
DOMESTIC TOTAL	8,817	6,583	33.9%	
International	554	1,304	-57.5%	
UNIVERSITY TOTAL	9,371	7,887	18.8%	
Men	4,497	3,805	18.2%	
Women	4,874	4,082	19.4%	

STUDENT OVERVIEW 10-YEAR PERCENT CHANGE (CONTINUED)

Between fall 2013 and fall 2023, the number of African American/Black undergraduates enrolled increased by 3.7%, and the number of African American/Black graduate and professional students increased by 13.4%. Among Hispanic/Latino/a students (of any race), undergraduate enrollment increased 85.9% between fall 2013 and fall 2023, while graduate and professional enrollment increased by 97.5%. Among Asian students, undergraduate enrollment increased 101.7%, while graduate and professional enrollment increased by 40.3%. The number of international students enrolled fell by 52.1% among undergraduates and 7.9% among graduate and professional students.

NOTES ON THE DATA

In fall 2020, the MSU College of Law was fully integrated into the university. Total student enrollment and graduate/professional enrollment figures for fall 2013 do not include College of Law students, while they are included in fall 2023.

UNDERGRADUATE ENROLLMENT	COUNT: FALL 2023	COUNT: FALL 2013	CHANGE FROM FALL 2013	
African American/Black	2,633	2,538	3.7%	
American Indian/Alaska Native	109	83	31.3%	
Asian	3,239	1,606	101.7%	
Hawaiian/Pacific Islander	25	22	13.6%	
Hispanic/Latino/a (of any race)	2,323	1,357	85.9%	
Two or More Races	1,756	904	94.2%	
TOTAL UNDERGRADUATES OF COLOR	10,285	6,510	58.0%	
White	27,082	26,262	3.1%	
Other/Unknown/No Response	819	418	95.9%	
DOMESTIC TOTAL	38,186	33,190	15.1%	
International	2,297	4,798	-52.1%	
UNIVERSITY TOTAL	40,483	37,988	6.6%	
Men	19,689	18,924	4.0%	
Women	20,794	19,064	9.1%	

GRADUATE & PROFESSIONAL ENROLLMENT	COUNT: FALL 2023	COUNT: FALL 2013	CHANGE FROM FALL 2013	
African American/Black	627	553	13.4%	
American Indian/Alaska Native	35	48	-27.1%	
Asian	762	543	40.3%	
Hawaiian/Pacific Islander	5	2	150.0%	
Hispanic/Latino/a (of any race)	717	363	97.5%	
Two or More Races	295	162	82.1%	
TOTAL GRADS/PROFESSIONALS OF COLOR	2,441	1,671	46.1%	
White	5,978	7,018	-14.8%	
Other/Unknown/No Response	225	301	-25.2%	
DOMESTIC TOTAL	8,644	8,990	-3.8%	
International	2,178	2,365	-7.9%	
UNIVERSITY TOTAL	10,822	11,355	-4.7%	
Men	4,604	4,996	-7.3%	
Women	6,218	6,389	-2.7%	

STUDENT SUCCESS

FIRST RETURNING FALL PERSISTENCE, 2012 VS. 2022 FIRST-TIME UNDERGRADUATE ENTERING COHORTS

The rate at which first-time undergraduate students entering MSU in 2022 returned to MSU for their first subsequent fall semester (fall 2023) was 91.4%, which is a slight increase compared with the rate for students entering in fall 2012, 90.3% of whom returned to MSU the following fall.

Persistence rates remained lower than the average for all students except white students and Hawaiian/Pacific Islander students*. The ten-year persistence rate decreased by 2.0% among Asian students and by 6.7% among American Indian/Alaska Native students*. Compared to 2012, persistence rates increased by 2.6% for African

American/Black students, 3.2% for Hispanic/Latino/a (of any race) students, and 3.9% for students with two or more races.

The 2022 persistence rate for students of color ranged from 100% for Hawaiian/Pacific Islander students* to 86.2% for American Indian/Alaska Native students*, 86.7% for Hispanic/Latino/a (of any race) students, 88.1% for African American/Black students, 89.3% for students of two or more races, 89.8% for other/unknown/blank students, 90.9% for international students, and 91.2% for Asian students.

NOTES ON THE DATA

*Small number of students

PERSISTENCE RATES: RETURNING FALL PERCENTAGE

RACE/ETHNICITY	0%	20%	40%	60%	80%	100%
Hawaiian/Pacific Islander*					93.2%	100.0%
White					91.1%	92.4%
AVERAGE – ALL STUDENTS					90.3%	91.4%
Asian					91.2%	93.2%
International					90.8%	90.9%
Other/Unknown/Blank					87.1%	89.8%
Two or More Races					85.4%	89.3%
African American/Black					85.5%	88.1%
Hispanic/Latino/a (of any race)					83.5%	86.7%
American Indian/Alaska Native*					86.2%	92.9%

CHART KEY

- 2012 Entering Cohort Persistence Rate
- 2022 Entering Cohort Persistence Rate

STUDENT SUCCESS (CONTINUED)

FIRST FALL PROBATION RATES, 2013 VS. 2023 FIRST-TIME UNDERGRADUATE ENTERING COHORTS

Undergraduate students are placed on academic probation if their cumulative grade point average, or GPA, falls below 2.0. According to the Office of the Registrar, “the term ‘probation’ is the functional equivalent of an academic warning.” (More information on undergraduate academic standing can be found on the registrar’s [Academic Standing of Undergraduate Students web page](#).)

The fall probation rate for first-time undergraduates was 1.9% lower at the close of fall 2023 compared to fall 2013 at 7.8%. Compared to 2013, 2023 probation rates were lower among Hispanic/Latino/a students (of any race) by 2.7%, Asian students by 3.0%, African American/Black students by 4.1%, and international students by 9.9%. The ten-year probation rate increased for Hawaiian/Pacific Islander students* by 16.7%,

American Indian/Alaska Native students* by 12%, students who did not report race/ethnicity data to MSU by 2.4%, students of two or more races by 1.2%, and white students by 0.5%.

Gaps among several groups were narrowed over the last decade. However, probation rates among students who were African American/Black, Hawaiian/Pacific Islander, American Indian/Alaska Native, two or more races, other/unknown/no response, Hispanic/Latino/a, and international were higher than the average for all students in 2023, while probation rates among white students and Asian students were lower than the average in both 2013 and 2023.

NOTES ON THE DATA

*Small number of students

PROBATION RATES: RETURNING FALL PERCENTAGE

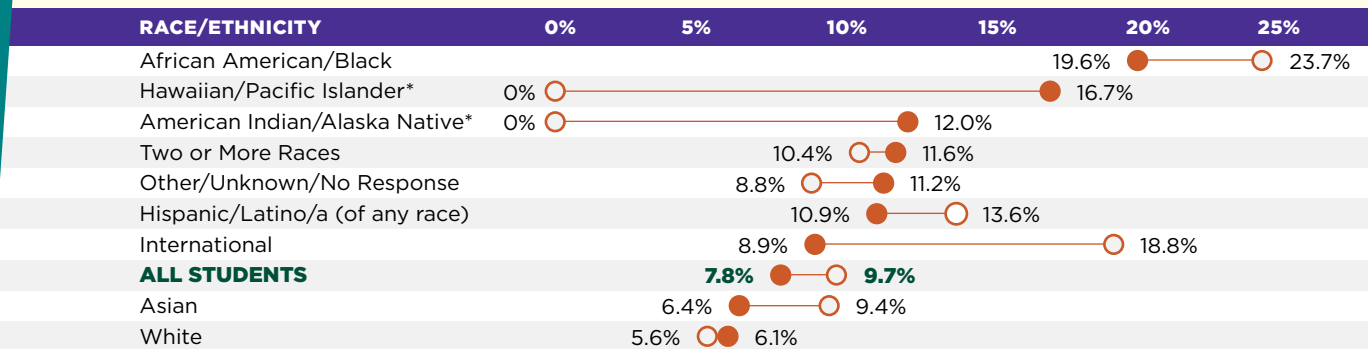


CHART KEY

- 2013 Entering Cohort Probation Rate
- 2023 Entering Cohort Probation Rate

STUDENT SUCCESS (CONTINUED)

SIX-YEAR GRADUATION RATE, 2013 VS. 2023 FULL-TIME, FIRST-TIME UNDERGRADUATES

The 2023 average six-year graduation rate (2017 entering cohort) of 82% is a 5.0% percentage point increase from the 2013 (2007 entering cohort) rate of 77% and is a record high tied with the last two years. The graduation rate also increased for all race/ethnicity groups except decreases for Hawaiian/Pacific Islander students* by 20% and students of two or more races by 2.0%. Notably, graduation rates increased by 21% for other/unknown/blank and 17% for international students. Compared to 2013,

2023 graduation rates improved by 12% among American Indian/Alaska Native* students, by 9% among African American/Black students, by 4% among white students, and by 3% for Hispanic/Latino/a students (of any race). However, even after these increases, 2023 graduation rates among all race/ethnicity groups, other than American Indian/Alaska Native*, Asian, white and other/unknown/blank students, remained below the all-student average.

NOTES ON THE DATA

The 2013 six-year graduation rate reflects students entering in 2007, and students were asked to identify, after admission, if they identified as being of two or more races after federal categories changed in 2010. Therefore, data regarding students of two or more races who applied to MSU before 2010 should be interpreted with care.

*Small number of students

GRADUATION RATES: SIX-YEAR PERCENTAGE

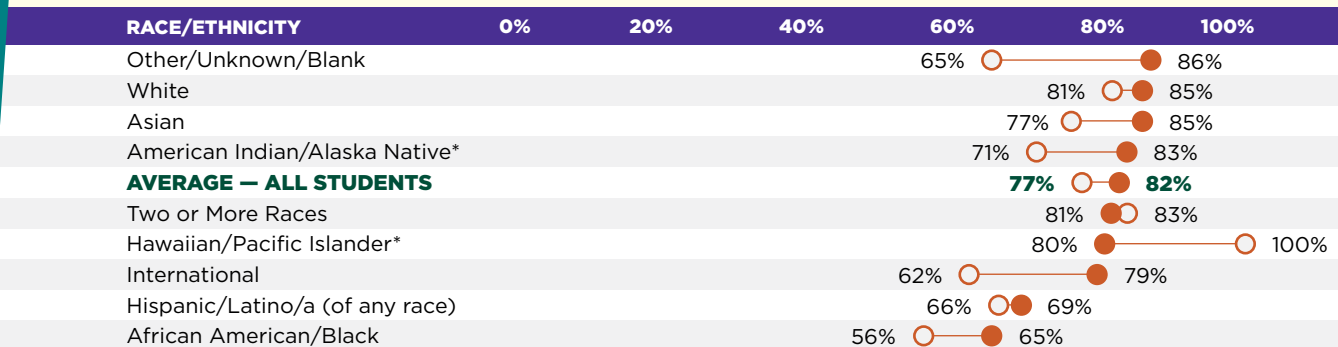


CHART KEY

- 2013 Entering Cohort Graduation Rate
- 2023 Entering Cohort Graduation Rate

STUDENT SUCCESS (CONTINUED)

TIME-TO-DEGREE, 2012-13 VS. 2022-23 FIRST-TIME UNDERGRADUATES, GRADUATING COHORTS

The average time-to-degree, or TTD, for all students for the 2022-23 graduating cohort was 3.96 calendar years, as compared to 4.25 years for the 2012-13 cohort. On average, this is approximately 4 months faster than students graduating a decade ago.

Among race/ethnicity groups, the largest improvement in TTD was among Hawaiian/Pacific Islander* students and students across two or more races. For the 2022-23 graduating cohorts, Hawaiian/Pacific Islander students earned their degree on average about 8 months faster than the 2012-13 graduating cohort. For students who are two or more races, degrees were also earned about 8

months faster than a decade ago while remaining slightly below the overall average for the most recent cohort. Among groups with at least 30 graduates, the greatest improvement in TTD was among students of two or more races (8 months) and African American/Black students (6 months), followed by Hispanic/Latino/a (of any race) students (5 months). Asian students were the only group that increased TTD (3 months).

Despite these improvements, among the 2022-23 graduating cohort, African American/Black students took on average nearly 5 months longer to graduate than the average for all students, and Hispanic/Latino/a students (of any race) took about 0.5 months longer to graduate than the average for all students. White students, Hawaiian/Pacific Islander students* and other/unknown/blank students were the only groups graduating faster than the 3.96 calendar year average.

NOTES ON THE DATA

The amount of time considered to complete a four-year degree is 3.7 calendar years. (A typical four-year degree program involves starting in a fall term and ending in a spring term, which adds up to fewer than four full calendar years.)

*Small number of students

TIME-TO-DEGREE: AVERAGE NUMBER OF YEARS

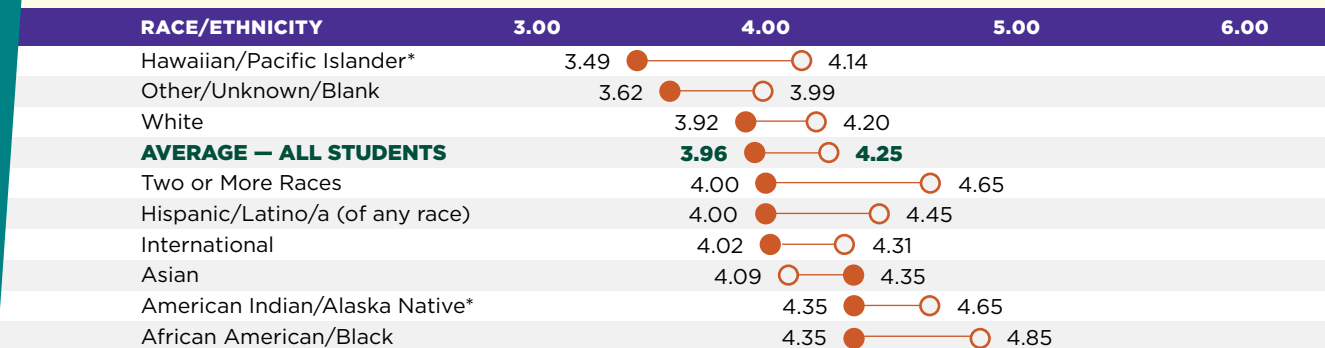


CHART KEY

- Avg TTD 2012-2013 Graduating Cohort
- Avg TTD 2022-2023 Graduating Cohort

STUDENT SUCCESS (CONTINUED)

SIX-YEAR STUDENT OUTCOMES, 2016 ENTERING CLASS

According to the Student Achievement Measure (SAM) initiative, 82% of all first-time-in-any-college students who entered MSU in 2016 graduated from MSU within six years compared to 72% of students of color.

Six years after entering MSU, 2% of all students and 3% of students of color remained enrolled at MSU, 5% of all students and 6% of students of color graduated from another institution, and 2% of all students and 4% of students of color enrolled at another institution.

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

NOTES ON THE DATA

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

As of the time this report was released, information on the 2017 first-time, full-time undergraduate entering cohort was the most recent data available through SAM.

Further information is available on the [SAM website](#).

SIX-YEAR STUDENT OUTCOMES PERCENTAGE

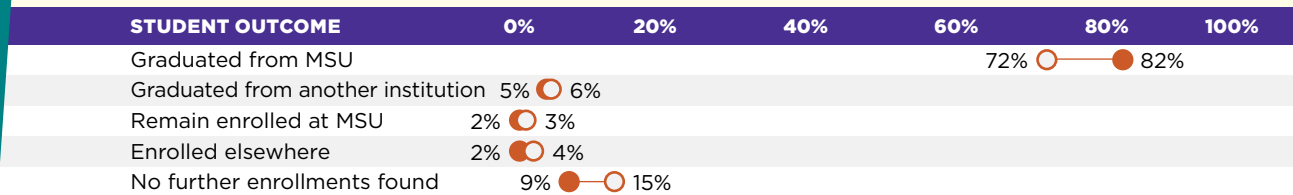


CHART KEY

- Average for Students of Color
- Average for All Students

FACULTY AND STAFF

EMPLOYEE DIVERSITY, 2022-23: ALL EMPLOYEES; SUPPORT STAFF

The number of MSU employees of color increased by 9.2% from fall 2022, as did the number of African American/Black employees. The total number of employees at MSU increased to 44.7% for men, which is a 3.8% increase, and 55.3% for women, which is a 7.1% increase. The number of employees who are veterans made up 1.5% of all MSU employees in fall 2023, with the overall number of veterans increasing by 7.8% compared to fall 2022. Employees of color account for 19.5% of support staff, with 7.7% being African American/Black, 4% Asian, and 6.4% Hispanic/Latino/a (of any race).

NOTES ON THE DATA

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

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

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

ALL EMPLOYEES*	COUNT: FALL 2023	FALL 2023		CHANGE FROM FALL 2022
African American/Black	1,028	7.5%		9.2%
American Indian/Alaska Native	71	0.5%		14.5%
Asian	1,257	9.2%		10.4%
Hawaiian/Pacific Islander	15	0.1%		-6.3%
Hispanic/Latino/a (of any race)	813	5.9%		7.4%
Two or More Races	113	0.8%		9.7%
TOTAL EMPLOYEES OF COLOR	3,297	24.0%		9.2%
White	10,422	76.0%		4.4%
UNIVERSITY TOTAL	13,718	100%		5.6%
Men**	6,133	44.7%		3.8%
Women**	7,586	55.3%		7.1%
Veteran***	207	1.5%		7.8%

SUPPORT STAFF*	COUNT: FALL 2023	FALL 2023		CHANGE FROM FALL 2022
African American/Black	598	7.7%		12.0%
American Indian/Alaska Native	39	0.5%		11.4%
Asian	313	4.0%		16.8%
Hawaiian/Pacific Islander	6	0.1%		0.0%
Hispanic/Latino/a (of any race)	494	6.4%		8.6%
Two or More Races	61	0.8%		7.0%
TOTAL SUPPORT STAFF OF COLOR	1,511	19.5%		11.5%
White	6,243	80.5%		5.0%
UNIVERSITY TOTAL	7,754	100%		6.2%
Men**	3,120	40.2%		5.8%
Women**	4,634	59.8%		6.5%

FACULTY AND STAFF (CONTINUED)

EMPLOYEE DIVERSITY, 2022-23: FACULTY AND ACADEMIC STAFF; TENURE SYSTEM FACULTY

The overall number of faculty and academic staff increased slightly by 4.7% from fall 2022-23, the number of African American/Black faculty and academic staff increased by 5.7%. There were also increases in the number of faculty and academic staff who were Hispanic/Latino/a (5.6%), American Indian/Alaska Native (18.5%), and two or more races (13.0%).

The overall number of tenure system faculty decreased by 0.6% from fall 2022-23. However, the number of tenure system faculty who were African American/Black increased by 7.0%, and the number of Asian tenure system faculty increased by 3.8%, with the largest decrease among Hawaiian/Pacific Islander (note small number) at 20.0%. Tenured faculty who are men decreased by 1.4% and remain the majority at 60.5%, with women representing 39.4% of faculty.

NOTES ON THE DATA

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

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

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

FACULTY AND ACADEMIC STAFF*	COUNT: FALL 2023	FALL 2023		CHANGE FROM FALL 2022
African American/Black	430	7.2%		5.7%
American Indian/Alaska Native	32	0.5%		18.5%
Asian	944	15.8%		8.4%
Hawaiian/Pacific Islander	9	0.2%		-10.0%
Hispanic/Latino/a (of any race)	319	5.3%		5.6%
Two or More Races	52	0.9%		13.0%
TOTAL FACULTY/ACADEMIC STAFF OF COLOR	1,786	29.9%		7.4%
White	4,179	70.1%		3.6%
UNIVERSITY TOTAL	5,965	100%		4.7%
Men**	3,013	50.5%		1.8%
Women**	2,952	49.5%		7.9%

TENURE SYSTEM*	COUNT: FALL 2023	FALL 2023		CHANGE FROM FALL 2022
African American/Black	107	5.7%		7.0%
American Indian/Alaska Native	13	0.7%		8.3%
Asian	379	20.1%		3.8%
Hawaiian/Pacific Islander	4	0.2%		-20.0%
Hispanic/Latino/a (of any race)	100	5.3%		1.0%
Two or More Races	9	0.5%		12.5%
TOTAL TENURE SYSTEM EMPLOYEES OF COLOR	612	32.4%		3.9%
White	1,274	67.6%		-2.7%
UNIVERSITY TOTAL	1,886	100%		-0.6%
Men**	1,141	60.5%		-1.4%
Women**	745	39.4%		0.4%

DISABILITY

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

In the 2022-23 reporting year, various types of permanent disabilities were represented throughout campus, with learning and psychiatric disabilities being

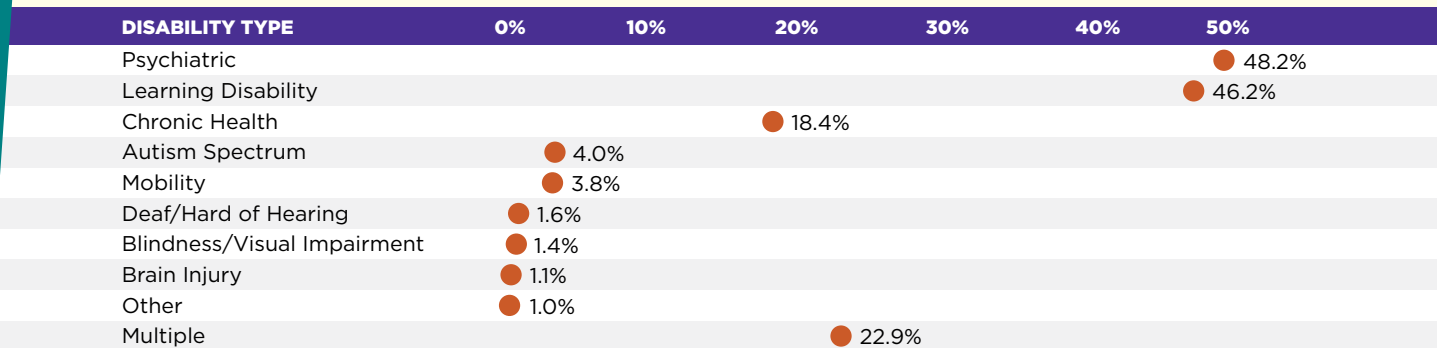
the most frequently registered with the Resource Center for Persons with Disabilities, or RCPD, among students and psychiatric and chronic health disabilities being the most frequently registered among employees.

RCPD served 3,762 students with permanent disabilities between May 2022 and May 2023. This is an 8.1% increase from the previous year. Additionally, 491 employees with active permanent disabilities registered with RCPD over the same period, an 8.9% increase from the previous year.

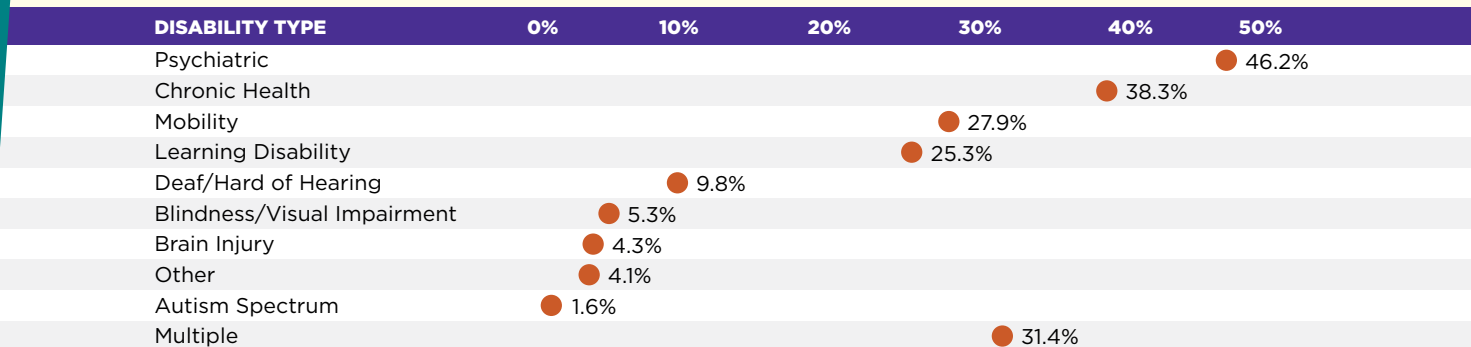
NOTES ON THE DATA

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

STUDENTS Among students, the most frequently reported disabilities in the 2022-23 reporting year were psychiatric (48.2%), learning (46.2%) and multiple disabilities (22.9%). Together, these three categories accounted for most of all disabilities registered with RCPD. In addition, 18.4% of registrants reported chronic health disabilities.



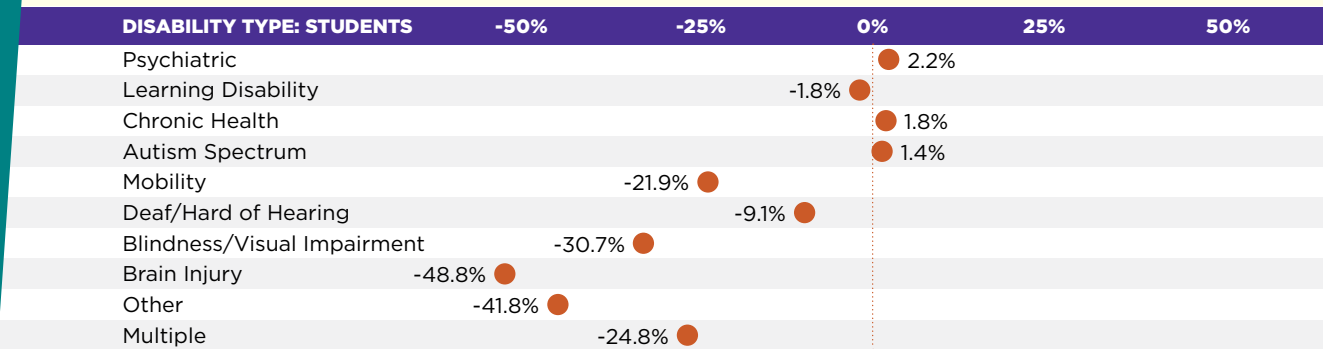
EMPLOYEES For employees in the 2022-23 reporting year, psychiatric (46.2%), chronic health (38.3%), multiple (31.4%) and mobility disabilities (27.9%) account for most of the disabilities registered with RCPD. In addition, 25.3% of registrants reported a learning disability.



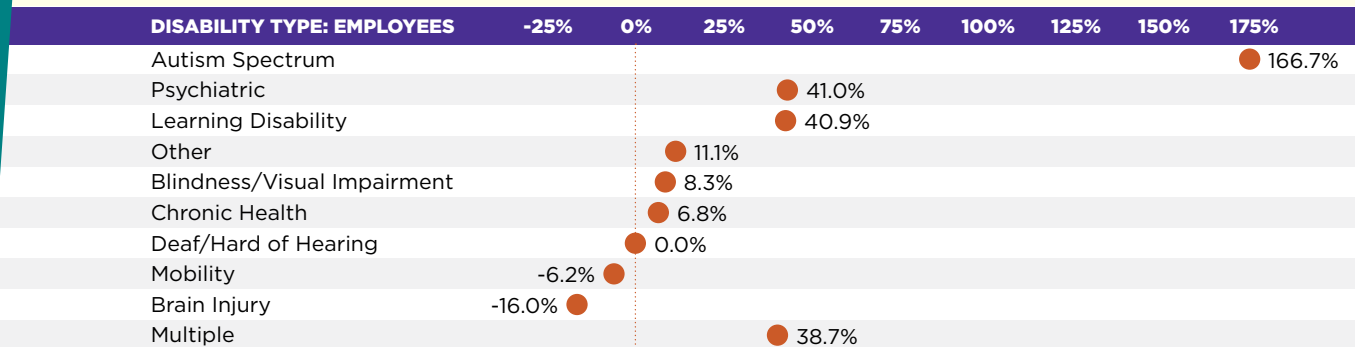
DISABILITY (CONTINUED)

ONE-YEAR PERCENT CHANGE IN TYPE OF DISABILITY REPORTED

STUDENTS In 2022-23, students reported a decrease in the number of disabilities to RCPD for some categories, except for autism, psychiatric and chronic health, compared to the previous year.



EMPLOYEES Employees registered a higher number of all disabilities to RCPD in 2022-23 compared to the previous year, except for brain injury, mobility and blindness/visual impairment, which showed a decrease from the previous year. The most notable increase was a 166.7% increase in autism reports.



NOTES ON THE DATA

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

DISABILITY (CONTINUED)

MAXIMIZING ABILITY AND OPPORTUNITY FOR THE MSU COMMUNITY

New Registrations (permanent disabilities)

In the 2022-23 reporting year, 2,221 new students registered with RCPD at the New Student Orientation and through ongoing self-identification activities. There were 112 new employee registrations for a net increase of 40 employees compared with the previous year after accounting for retirements and transitions.

Services Provided

In the 2022-23 reporting year, RCPD provided more than 6,228 hours of course-related interpreting/real-time writing for deaf students, representing a nearly 160% increase over last year as the campus returned to traditional in-person operations. Seventy-two Tower Guard members and 5 student employees joined RCPD staff to deliver 170 books/course packs/other course materials in alternative formats to students with print-related disabilities. In addition, 195 alternative tests for a total of 66 students were facilitated by way of readers, scribes and quiet rooms at the RCPD, MSU Testing Center and classrooms around campus.

Number of Contacts (direct service and consultation)

In 2022-23, more than 100,453 student contacts and 3,824 employee contacts took place.

Contact Hours

In the 2022-23 reporting year, RCPD recorded 18,300 service hours with students and 911 hours with employees.

Former Interim President Teresa K. Woodruff, Ph.D., celebrates the 10th annual Alex's Great State Race with Spartans. CREDIT: DANE ROBISON



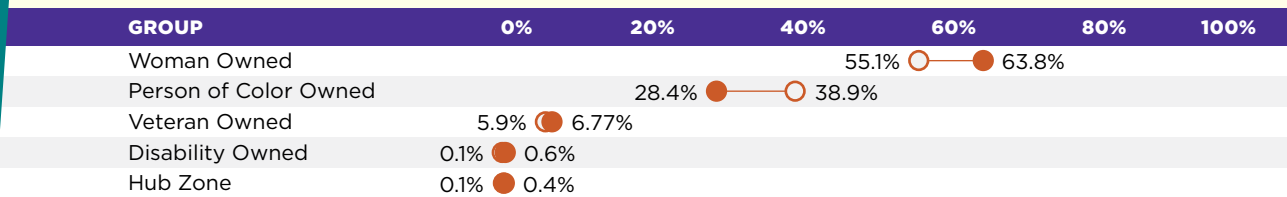
SUPPLIER DIVERSITY

Overall, MSU's diverse supplier spending in 2023 was \$45.2 million, making up 3.35% of the total supplier spending (\$1.3 billion). This is lower than fiscal year 2021-22's record-setting diverse supplier spend of \$48.1 million, which accounted for 4.55% of the total amount spent with all MSU suppliers (\$1 billion). Total spending for diverse suppliers, including Tier II spending, has increased by 7.6% since FY 2018-19. The average purchase order transaction amount for diverse suppliers has increased by 26.87% from FY 2021-22.

PERCENT SHARE OF DIVERSE SUPPLIER SPENDING BY GROUP, FY2018-19 VS. FY2022-23

In FY2018-19, more than half of the diversity spend went to women-owned businesses, while just over a third went to person-of-color-owned businesses. In FY2022-23, spending with women-owned businesses increased to 63.76%, and spending with person-of-color-owned businesses decreased to 28.42%.

SUPPLIER DIVERSITY: SPENDING PERCENTAGE



NOTES ON THE DATA

- Person-of-color-owned businesses include federally designated small, disadvantaged businesses or 8(a) businesses.
- Veteran-owned businesses include those owned by disabled veterans.
- The Historically Underutilized Business Zones, or HUBZone, is a program created by the U.S. Small Business Administration to help small businesses located in rural and urban communities gain preferential access to various opportunities.

CHART KEY

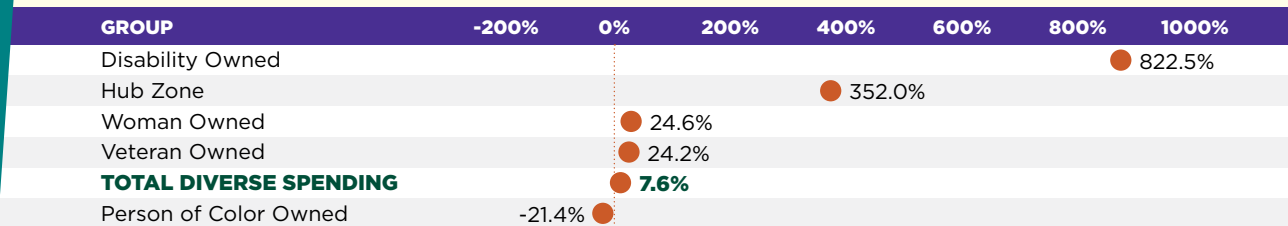
- FY 2018-19 Percent of Diverse Spending
- FY 2022-23 Percent of Diverse Spending

SUPPLIER DIVERSITY (CONTINUED)

NON-INFLATION ADJUSTED PERCENT CHANGE IN DIVERSE SUPPLIER SPENDING, FY2018-19 VS. FY2022-23

Total non-inflation-adjusted spending with diverse suppliers was 7.6% higher in FY2022-23 compared to FY2018-19. Spending increased in most categories. Compared to five years previously, the dollar amount increased going to veteran-owned businesses by 24.2%, to woman-owned businesses by 24.6%, and to Hub Zone businesses by 352.0%. By comparison, the largest increase in spending was 822.5% with disability-owned businesses, and the largest decrease was 21.4% with person-of-color-owned businesses.

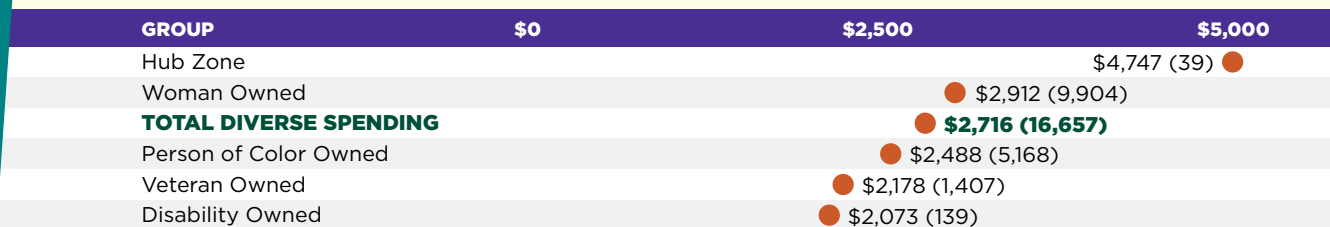
SUPPLIER DIVERSITY: FIVE-YEAR PERCENTAGE CHANGE IN SPENDING



AVERAGE DIVERSE SUPPLIER PAYMENT, FY2022-23

The average amount paid to diverse suppliers was \$2,715.92. The average amount paid to suppliers owned by a person with a disability was \$2,073.39. Average payment to person-of-color-owned businesses was lower than the overall average payment, and the average payment to women-owned businesses was slightly higher than the overall average. The highest average transaction amounts were paid to Hub Zone businesses at \$4,746.81, though there were fewer suppliers in this group.

SUPPLIER DIVERSITY: AVERAGE PAYMENT AMOUNT (NUMBER OF PAYMENTS)



NOTES ON THE DATA

- Person-of-color-owned businesses include federally designated small, disadvantaged businesses or 8(a) businesses.
- Veteran-owned businesses include those owned by disabled veterans.
- The Historically Underutilized Business Zones, or HUBZone, is a program created by the U.S. Small Business Administration to help small businesses located in rural and urban communities gain preferential access to various opportunities.



Samantha Barringer, front, and Lacy Jewell lead the Spartan Marching Band. This is the second time there are [two women drum majors](#) since the band began in 1870, with the first in 2020. CREDIT: NICK SCHRADER

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Jabbar R. Bennett, Ph.D.
VICE PRESIDENT AND CHIEF DIVERSITY OFFICER

Terrence L. Frazier, Ph.D.
SPECIAL ASSISTANT TO THE VICE PRESIDENT
AND CHIEF DIVERSITY OFFICER

Henry Mochida
COMMUNICATIONS AND CREATIVE DIRECTOR

Institutional Reserach
DATA PRESENTATION

Barbara Lezotte
COPY EDITOR

Chris Jasper
Therese Randall Brimmer
DESIGN STUDIO OF THERESE RANDALL BRIMMER

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Office for Institutional
Diversity and Inclusion
MICHIGAN STATE UNIVERSITY

MICHIGAN STATE UNIVERSITY
OFFICE FOR INSTITUTIONAL
DIVERSITY AND INCLUSION
444 Administration Building
East Lansing, MI
48824-1046

inclusion.msu.edu