



# MSU's Core Value of Inclusivity:

New Administrators Orientation  
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# Office for Inclusion & Intercultural Initiatives (I3)

- MSU's Core Message
  - We are diverse, welcoming, and supportive campus community that offers opportunities for all students, faculty, and staff to learn, connect, and succeed
  - Inclusion is one of MSU's core values, and I3 is a gateway to the programs and resources that support inclusion and diversity, and support MSU's institutional equity efforts



# Office for Inclusion & Intercultural Initiatives (I3)

- Institutional focal point for promoting inclusion, diversity, and equity at MSU
  - Areas of responsibility
    - Responsible for MSU's Affirmative Action Program
    - Education and Development Programs
    - Community Outreach
    - Research, Assessment, & Administration of *Creating Inclusive Excellence Grants*
    - Diversity Research Network
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# Equity - Affirmative Action

- Proposition 2 – Constitutional Amendment
- MSU is a federal contractor
- *Admissions*
- *Employment*

*As a general rule in the employment context, it is easier to justify aggressive efforts at the front end of the employment process (e.g., in outreach and recruitment to expand the pool) than at the final stages of individual hiring decisions. Thus, the more institutions can do at the front end to ensure that their applicant pools are diverse, the better.*

# Equity

- Equal Opportunity, Nondiscrimination and Affirmative Action Program
  - Hiring and Employment Practices Prop 2 (Michigan Constitutional Amendment)
  - Role of I3 in Hiring Process
    - Monitoring process and diversity (EEO/AAP) efforts
      - Retention of records
      - Approvals at different points in process
      - Support and liaison to college Faculty
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# Equity – Posting

- Federal Regulations require that all “employment openings” be posted with state employment agency
- Three Exceptions
  - Executive Management (must meet criteria defined by federal regulations to qualify as EM)
  - Temporary positions of 3 days or less
  - Positions filled internally (e.g., promotions, shift in position category including fixed term to tenure system, continuing status)



- Department Chair/School Director: “We’ve tried everything we could think of to hire a minority or woman for our faculty vacancy. We advertised in *Science*, but also in the *Chronicle of Higher Education*, and *Diverse Issues in Higher Education*. We posted the opening on the website of our major associations, and even the second tier ones. I even made personal calls to the chairs of the four leading departments in our field. We have come up empty. I don’t know what else we could have done. Now I’m wondering, will the Administration approve our search?”
- Should the Administration (in the college and central administration) approve moving forward with the search?
  - Why or why not?

10-YEAR REVIEW  
DIVERSITY AT MSU  
**2015 - 2016 Student and Workforce  
Data Report**



MICHIGAN STATE  
UNIVERSITY

**EXECUTIVE SUMMARY >>**



# Inclusive Leadership: Critical for high performance

- Diversity without an inclusive work environment results in difficulty in recruiting and retaining the best and brightest

Inclusion:

- The active, intentional, and ongoing engagement with diversity... in ways that increase one's awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions

# Inclusive Leadership: Critical for high performance

- Many organizations focus on attracting a diverse workforce, but then struggle with retaining the right talent.
- Research suggests that the answer lies in not only policies and procedures that support an inclusive work environment, but also in the mindset of leaders in creating a culture that is inclusive.



# Inclusive Leadership: Critical for high performance

Inclusive Leader (working definition)

- Inclusive leaders understand that strong responsive organizations encourage the participation of everyone in its community by recognizing the value of multiple perspectives, successfully tapping into the skills and talents, and striving to create socially just environments.

CampusWomen Lead 2009



# Inclusive Leadership: Critical for high performance

Bolder by Design – 6<sup>th</sup> Strategic Imperative:  
*Advancing our culture of high performance*

- Organizations that practice inclusion as well as diversity are able to experience high levels of collaboration, engagement, innovation and retention which “advance high performance”



# Inclusive Leadership: Critical for high performance

- Full Participation

*To build higher education institutions that enable people from all communities, backgrounds, and identities to participate fully, and in the process, to build collective knowledge and capacity needed to solve difficult public problems. Full participation is an affirmative value focused on creating institutions that enable people, whatever their identity, background, or institutional position, to thrive, realize their capabilities, engage meaningfully in institutional life, and contribute to the flourishing of others.* (Sturm 2006; 2010; Sturm, Eatman, Saltmarsh and Busch 2011)

# Skillset of Inclusive Leader

- Cultural agility: *the ability to navigate, communicate, interrelate, and function effectively in diverse cultural settings*
  - These are skills that maximize opportunities to achieve and advance high performance and outcomes
    - ✓ Open attitude
    - ✓ Self-awareness facilitates awareness of others
    - ✓ Cross-cultural knowledge
    - ✓ Cross-cultural skills

# Inclusive Leader as Change Agent

- Leaders conscious of the diversity in the work environment & recognize the value of inclusiveness exhibit “change agent” behaviors
- Leaders who do not use “change agent” behaviors, can negatively impact the organization in various ways:
  - ✓ Implicit/unconscious bias
  - ✓ Unequal/inequitable application of standards
  - ✓ Inability to recruit, advance and retain talent

# Inclusive Leader as Change Agent

## Climate and Culture at MSU –ADAPP Work Environment Survey

### General Patterns in the Survey Results Aggregating Data Across MSU (all colleges)

1. Women consistently have less favorable assessments of their work environment
  - Includes general aspects (e.g., openness & transparency) and aspects related directly to the MSU inclusiveness value (e.g., climates for women, faculty of color).
2. Faculty from underrepresented groups tend to have less favorable assessments of their work environment than White faculty.



## **Creating a culture of high performance using inclusion as the focal tool.**

- Check your assumptions and biases
  - Assume positive intent
  - Slow down your responses
  - Do an environmental scan for exclusion behaviors
  - Make space for other “voices” at the table
  - Recognize your own behaviors and impact, “work” inclusion
  - Create and encourage learning opportunities about difference
  - Provide feedback and coaching to transform exclusion behaviors
  - Model inclusive behaviors in your sphere of influence
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## Campus Resources

- Academic Advancement Network
- Work Life Office
- Office for Inclusion & Intercultural Initiatives

<http://www.inclusion.msu.edu/index.html>

- Education and Development
- Creating Inclusive Excellence Grants
- <http://www.inclusion.msu.edu/research-grants/inclusive-excellence-grants/index.html>

# Diversity Research Network

To promote diversity across MSU, through a combination of virtual spaces and in-person activities, the Diversity Research Network will connect **faculty of color, and diversity scholars who study race/ethnicity**, in order to:

- create an **intellectual community** that increases productivity
  - provide **support and mentoring** to facilitate faculty success and retention
  - increase the visibility of diversity research and the scholarship of MSU's faculty of color; and
  - create mechanisms to **engage students and community organizations** in research of faculty of color and diversity scholars
-  <http://www.inclusion.msu.edu/research-grants/drn/index.html>

# D, E & I Hot Button Issues: Higher Ed/MSU

- TOP FIVE

- Student Success (US born and international students)
- Recruiting, retaining, advancing diverse faculty and staff
- Campus Climate for students from different cultural backgrounds and experiences
- Work Environment for diverse faculty and staff
- Broader societal tensions/conflicts (microcosm of society) – Freedom of expression/First Amendment, academic freedom, federal and state regulatory environment

***THANK YOU!***

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