

Diversity, Equity and Inclusion Steering Committee

Overview and Update

Academic Advancement Network
November 13, 2020

Luis Alonzo Garcia, Co-Chair
Wanda Dean Lipscomb, Co-Chair

Agenda: November 13, 2020

Welcome and Session Overview

Committee Charge, Deliverables and Committee Work

Diversity, Equity and Inclusion Definitions and Framework

Institutional Culture

External Benchmarking

Environmental Scan: Web Input, Inventory and Engagement Sessions

Questions and Discussion

Engagement Questions – Break Out Discussions and Input from AAN Attendees

DEI Steering Committee Members

- Yael Aronoff, Michael and Elaine Serling and Friends Chair of Israel Studies; Associate Professor, James Madison College; Director, Jewish Studies Program
- Nakia Barr, Secretary of the Board of Trustees; Associate General Counsel
- Jesse Beal, Director, LBGT Resource Center
- Quintin Bell, Student Committee Member, CORES/COPS Representative
- Kaitlyn Bolton, Student Committee Member, RHS Representative
- Sharon Butler, Associate Vice President for Human Resources
- Dylan Catalano, Senior, Social Relations and Policy, ASMSU Representative
- Sheila Contreras, Associate Professor of English
- Pero Dagbovie, University Distinguished Professor of History; Associate Dean, Graduate School
- Prabu David, Dean, College of Communication Arts and Sciences
- Savannah Fort, Student Committee Member , RHA CDIO Representative
- Patrick Forystek, Coordinator, Student Veterans Resource Center
- Luis Garcia, Director, Migrant Student Services
- Vennie Gore, Senior Vice President for Auxiliary Enterprises
- Jonglim Han, Interim Program Director, Dow STEM Scholars, Neighborhood Student Success Collaborative

DEI Steering Committee Members *(cont.)*

- Steve Hanson, Associate Provost and Dean for International Studies and Programs
- Maggie Chen Hernandez, Associate Director, Office of Cultural and Academic Transitions
- Michael Hudson, Director, Resource Center for Persons with Disabilities
- Mohammad Khalil, Professor of Religious Studies; Director, Muslim Studies Program
- Wanda Lipscomb, Senior Associate Dean for Diversity and Associate Dean of Student Affairs, Associate Professor of Psychiatry, College of Human Medicine
- Debra Martinez, Deputy Director, Office of Institutional Equity
- Ruben Martinez, Professor of Sociology; Director, Julian Samora Research Institute
- Florene McGlothian-Taylor, Sergeant and Head of the MSUPD Inclusion and Anti-Bias Unit
- Dylan Miner, Director, American Indian and Indigenous Studies; Associate Professor, Residential College in the Arts and Humanities
- Kris Renn, Professor of Higher, Adult and Lifelong Education; Associate Dean of Undergraduate Studies for Student Success Research
- Quentin Tyler, Associate Dean and Director for Diversity, Equity, and Inclusion and Acting Associate Dean, Faculty Affairs and Administration, College of Agriculture and Natural Resources
- Francisco Villarruel, Professor of Human Development and Family Studies; Faculty Grievance Official

President Stanley's Statement announcing the DEI Steering Committee...

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

Process and Planning



Develop a plan that is **evidence based** and **data informed**



Utilize **benchmarking** activities to review other successful university DEI initiatives



Look **internally** to examine our **current DEI efforts** to identify strengths and opportunities



Look **externally** to understand the changing DEI dynamics facing higher education **nationally**

DEI Steering Committee Charge

The DEI Steering Committee will examine, among other areas:

- Composition and success of our faculty, staff and student body
- Research and scholarship
- Curriculum and educational programs
- Community engagement
- Culture our community members live and experience each day

President Stanley explicitly identified the need for a broad diversity, equity and inclusion lens to include *“a focus on social identities, including age, color, disability status, ethnicity, gender, gender identity, national origin, race, religion, sexual orientation, socioeconomic level and veteran status.”*

Communications and Collaboration



Facilitate an **inclusive**, campus-wide process through which key stakeholders **co-design** the DEI plan



Discover and embrace a set of **shared values** for the campus community and stakeholders



Foster an **open, iterative process** with a high value placed on **two-way communication**



Coordinate with the University Strategic Plan Steering Committee to build an **integrated approach** to university planning efforts

Key Questions for the Committee to Address



How will the MSU community define diversity, equity and inclusion?



How do we integrate diversity, equity and inclusion into the larger strategic plan?



What does it mean to be a leader nationally in this area?



How will we align our valuable resources with our priorities?

DEI Steering Committee Deliverables



University-wide inventory of DEI efforts and initiatives.



Feedback across campus and from alumni and external partners.



Best practices and insights from benchmarking.



Recommendations for: (a) metrics, central and unit based, to measure on-going progress for DEI across MSU; and (b) unit/role accountability for DEI initiatives and outcomes across MSU.



Recommendations for a Strategic DEI planning process for the university, with short-term, mid-range, and long-term action items and goals, with the end goal of making MSU a national leader in this area

DEI Steering Committee Task Groups and Work Groups (1 of 2)

Benchmarking

Engagement
Strategies

DEI Inventory

Definitions

Culture

Research and
Scholarship

DEI Steering Committee Task Groups and Work Groups (2 of 2)

Composition and
Success of
Students

Composition and
Success of Support
Staff

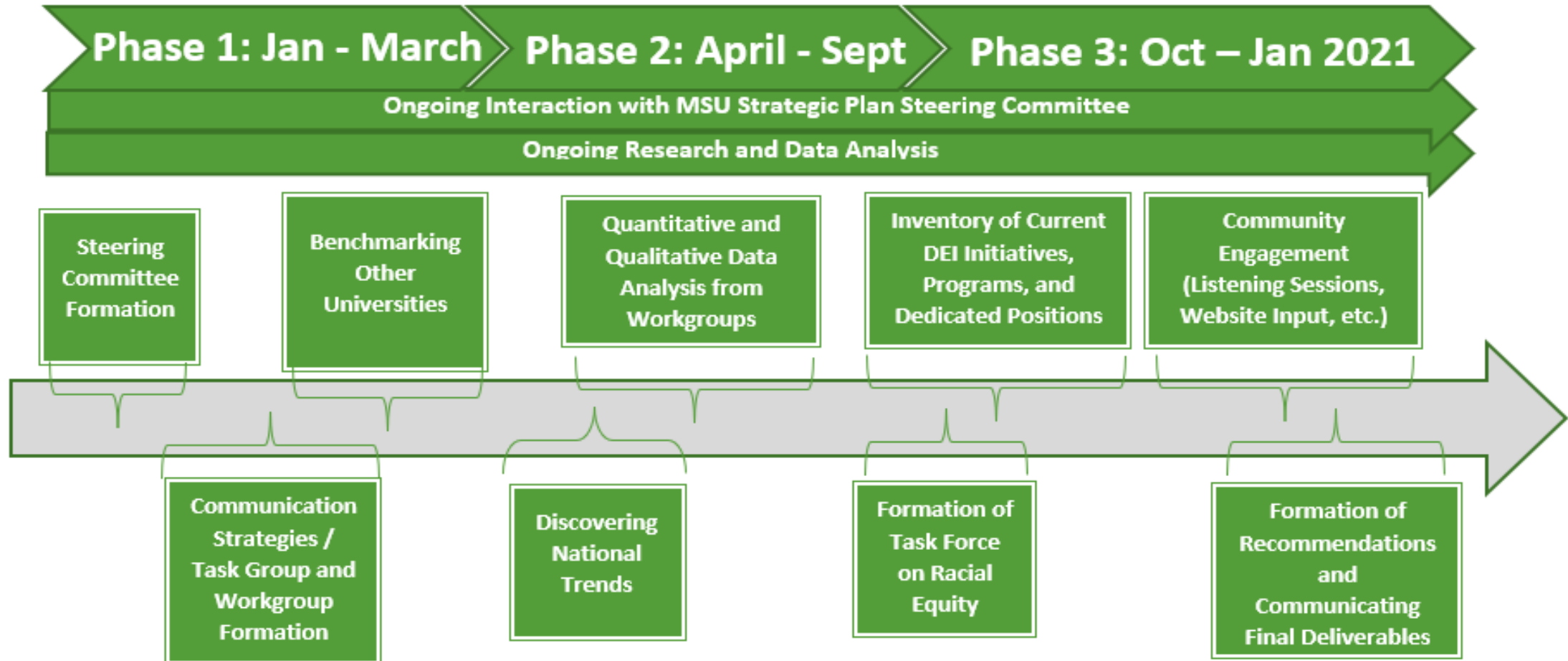
Composition and
Success of Faculty
and Academic Staff

Formal Curriculum
and Educational
Programs

Informal
Curriculum and
Educational
Programs

Community
Outreach &
Engagement and
External Relations

DEI Steering Committee Timeline *(adjusted for pandemic)*



Initiative Activities

- **Diversity, Equity, and Inclusion definition and framework**- gathering feedback via the website, Engagement Listening Sessions, discussions with Strategic Planning Committee and Relationship Violence and Sexual Mistreatment Project Team, working to create alignment
- **Analysis of Institutional Culture** (review of surveys, reports, documents, affinity group recommendations, Big Ten diversity plans/ annual reports, and professional literature; in-person conversations with faculty, staff, students and administrators who are engaged in DEI Work)
- **Benchmarking** MSU with similar higher education institutions (16) completed and recommendation of a framework with three key themes or pillars
- **Website Feedback** - DEI definition and framework, general input to questions
- **Inventory** of DEI Positions, Programs, and Initiatives across the Institution - Inventory sent to all Deans, Directors, Chairs - summarizing data, compiling compendium and identifying program points of pride
- **Engagement Listening Sessions** - completed and summaries in progress
- **DEI Task Groups and Work Groups:** Reviewed and analyzed data, reports, and surveys; discussed programming with campus experts; integrating feedback from website, inventory, and engagement listening sessions; input from Task Force. Will use to develop

Report Submission to President Late January

- Summary of the best practices and insights from benchmarking
 - University level and integrated into the work group sections of the report
- DEI strategic plan/framework to include recommendations from Work Groups with short term, mid-term and long-term goals and metrics to measure on-going progress for DEI across MSU
 - Work with the Strategic Planning Committee to integrate where appropriate
 - Work with Vice President and Chief Diversity Officer to begin implementation
- Recommendations for unit/role accountability for DEI initiatives and outcomes across MSU.
- University Inventory of DEI efforts and initiatives
- Summary of feedback from engagement sessions to provide a broad perspective of DEI voices from faculty, staff, students, alumni, and community partners

Pero Dagbovie, University Distinguished Professor of History

Diversity

Equity

Inclusion

DEI Definitions : Preamble

Diversity, equity and inclusion – collectively known as DEI – must be foundational for all Michigan State University (MSU) does.

DEI must be central to the University’s mission and we need to begin by recognizing that MSU occupies the ancestral, traditional, and contemporary Lands of the Anishinaabeg – the Three Fires Confederacy of Ojibwe, Odawa, and Potawatomi peoples. The University resides on Land ceded in the 1819 Treaty of Saginaw.

We believe that a culture embracing DEI is instrumental to all that Michigan State University aspires to be and hopes to accomplish. We believe a culture that embraces DEI is essential to Michigan State University and is deeply woven into its land-grant mission and vision, while recognizing the inequitable history of the Morrill Act and the disproportionate impacts of public education in the US.

DEI Definitions : Preamble *(cont.)*

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

At the same time, we must be realistic and acknowledge the ways that the University has not fully attained its aspirational goals of being diverse, equitable, and inclusive.

These definitions are intended to serve as a mechanism to ensure that MSU upholds diversity, equity, and inclusion at all institutional levels. These definitions, and the actions they engender, position MSU within a larger movement towards social justice.

DEI Definitions

- **DIVERSITY** represents our varied collective and individual identities and differences. We recognize that diversity is a central component of inclusive excellence in research, teaching, service, and outreach and engagement. We are committed to engage, understand, promote, and foster a variety of perspectives. We affirm our similarities and value our differences. We uphold that to truly be excellent, a university must support diversity.
- **EQUITY** goes beyond fair treatment, opportunity, and access to information and resources for all, although these are crucial to the success the university. Rather, equity can only be achieved in an environment built on respect and dignity in an environment that acknowledges historic and contemporary injustices. We are committed to intentionally and actively redressing barriers, challenging discrimination and bias, and institutionalizing access and resources that address historical and contemporary social inequalities.
- **INCLUSION** actively invites all to contribute and participate. In the face of exclusive differential power, we strive to create balance. Every person's voice is valuable, and no one person is expected to represent an entire community. We are committed to an open environment and campus where students, alumni, staff, faculty, and community voices are equally respected and contribute to the overall institutional mission.

Ruben Martinez, Director of Julian Samora



Culture

Working Goal and Definition

- Develop and sustain a diverse, equitable, and inclusive campus culture in which students, staff, and faculty members feel safe, are free from negative prejudicial bias and discrimination, and have a positive sense of belonging and of membership within the University.
- “Institutional culture is both a process and a product. As a process, culture shapes, and is shaped by, the ongoing interactions of people on and off campus. As a product, culture reflects interactions among history, traditions, organizational structures, and the behavior of current students, faculty, and staff. Artifacts are observable manifestations of culture, such as the institutional mission statement, architecture, academic program, language, myths, stories, symbols, rites and rituals, and ceremonials. Culture is also revealed through an examination of espoused and enacted values and the core beliefs and assumptions shared by institutional leaders, faculty, students, and other constituents, such as alumni and parents” (Kuh & Whitt 1988: iv).

Areas of Emphasis and Focus

Areas of Emphasis

- Plurality of Cultures
- Sense of Belonging

Areas of Focus – Findings and Recommendations

- **Campus culture**
 - Physical Environment--The physical environments at colleges and universities have physiological, cognitive and cultural features related to inclusion, all of which influence an individual's sense of belonging and experiences.
 - Social Environment--The social and cultural features of the campus should reflect the plurality of campus cultures in respectful and inclusive ways so that individuals have a robust sense of belonging within the University.
- **Classroom Experiences**--The classroom experience brings diverse students together and can communicate, advance, or limit accessibility to and visibility of MSU's commitment to everyday expressions of inclusion, diversity, and equity on campus grounds.
- **Recruitment and retention practices**—MSU is to serve all peoples and communities. To achieve that it must change itself, but campus culture is changed by people. As such, a critical mass of members of historically underrepresented populations is important for the transformation of the University's culture.

Benchmarking

The Benchmarking Group reviewed DEI plans from peer institutions that were recommended to us by experts or identified by members of our team.

The review included the following institutions: UC Berkeley, UC Santa Barbara, University of Washington, University of Oregon, University of Michigan, University of Maryland, University of Wisconsin, University of Minnesota, Ohio State, Penn State, University of Iowa, University of Illinois, Stony Brook University, University of Texas, and the University of North Carolina, Chapel Hill.

Based on this review, three key themes or pillars were identified:

- Diverse Community
- Equitable and Inclusive Climate
- DEI excellence in research, teaching and outreach

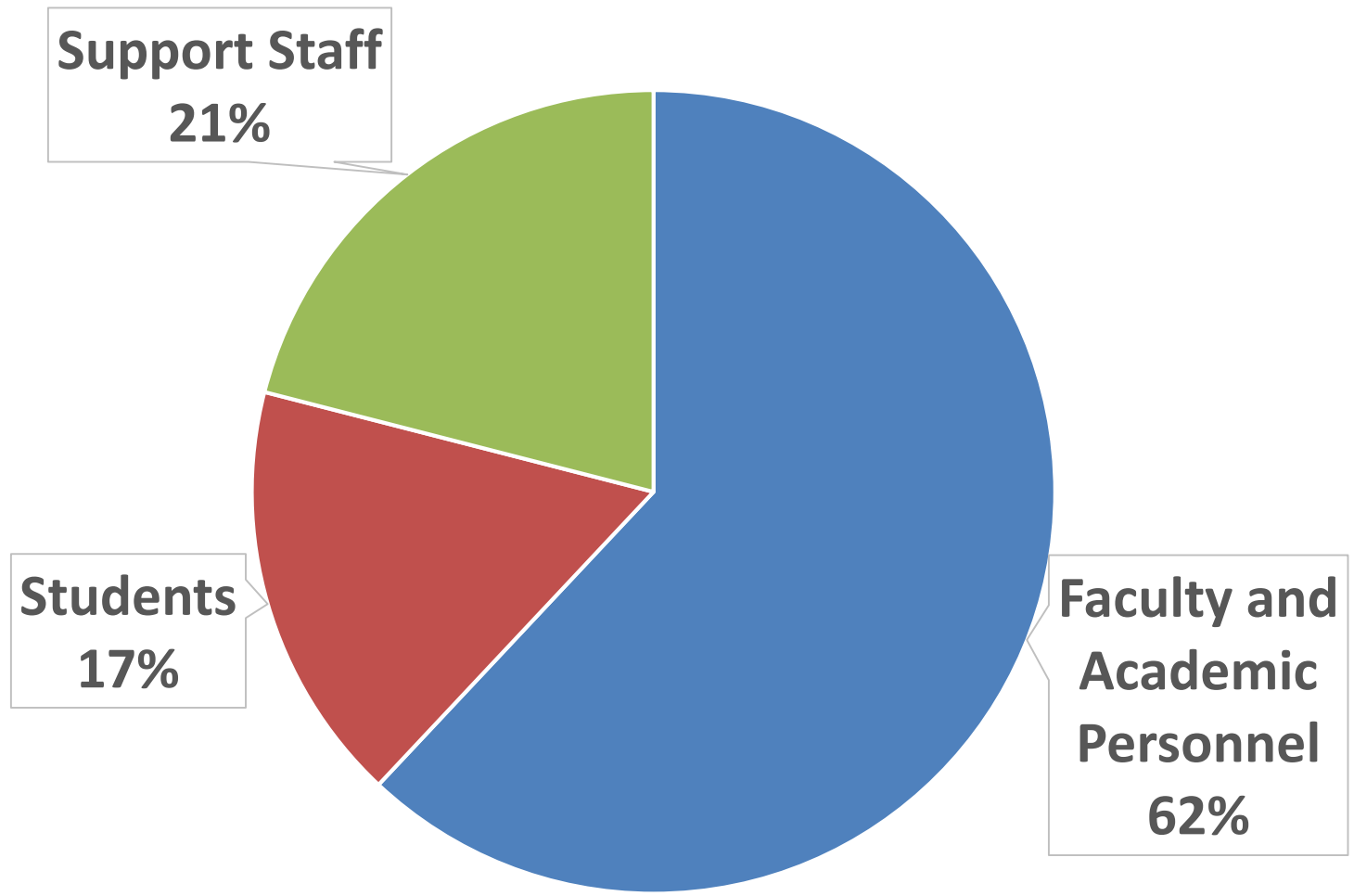
Benchmarking: External Best Practices

In addition, the following best practices were identified:

- A central plan outlining vision, values, goals and outcomes.
- Using the central plan as a framework, colleges and administrative units develop unit-specific goals and metrics.
- Transparency and accountability via online dashboard reporting and monitoring of DEI goals, which are reviewed annually for a 5-year period during which the DEI plan remains a “living document”
- DEI metrics and outcomes integrated into performance reviews of university leaders.
- Some plans identify leadership and support functions, such as communication, accountability and advancement, as a major stand-alone theme.
- Chief Diversity Officer empowered to work with president and provost to implement DEI and evaluate progress.

DEI Environmental Scan – Web Based Feedback

Percent of Web Based Feedback by Group



Sample of Web Based Input Themes – Diversity, Equity, Inclusion

- Diversity needs to be holistic and go beyond race and ethnicity
- “No one form of diversity should outweigh another”
- Address “tangible actions that go beyond the display of diversity”
- Do not lose sight of the fact that some groups are more marginalized
- Equity – “importance of leveling the playing field”
- Acknowledge and understand history of the institution in order to move forward
- Address integration of equity into the classroom
- Create a safe space for all voices to be heard, welcomed, respected, valued, and accepted

DEI Inventory Update

- 143 Total Submissions Representing...
 - 17 Degree Granting College MAUs
 - 14 Other MAUs
- Final Analysis of Inventory Results will include
 - Listing and number of units with DEI dedicated positions
 - Titles of DEI Positions and Position Descriptions
 - Analysis of salaries and percentages of effort
 - Overall funding/allocation to support DEI initiatives at levels of MAUs
 - DEI Programs and Initiatives
- Unit level DEI Strategic Plans (*24 submitted*)

DEI Fall Engagement Listening Sessions with Stakeholder Groups

- Inclusive – request input from groups that may not generally be at the table
- Led by Diversity Dialogue Facilitators trained by the Office for Inclusion and Intercultural Initiatives
- Open communications more broadly with the university community
- 53 Sessions with input from faculty, staff, students, alumni representing the wide range of diversity voices (October – November)
 - Faculty and Staff Diversity Affinity Groups and Organizations
 - Student Affinity Groups and Organizations
 - Faculty and staff engaged programmatically with diversity and inclusion focused education, service, and outreach
 - Alumni Groups with diversity focus
 - Community Groups with diversity focus

Engagement Listening Sessions - Some Early Emerging Themes

- DEI Steering Committee efforts must lead **to visible university actions and change**
- Continue to invite input and voices from a broad range of backgrounds and perspectives
- Consensus regarding the importance of eliminating the graduation gap, improving student success, increasing faculty and staff diversity, improving campus climate, expanding educational offerings
- Evidence of success must include the retention and promotion of faculty and staff
- Evidence of success for students must include graduation and post-graduation impact
- Stakeholders indicate that university leadership is the key to success for change – holding deans, directors, and chairs accountable for DEI metrics, programs, curriculum and engagement
- University needs a systemic approach to capture social identity data for faculty, staff and students in order to better track and deliver education and services to the broad range of minoritized and marginalized populations
- College and university programs and initiatives that are deemed successful – need resources
- Broad base of faculty and staff stakeholders share interest and desire to be involved in growing the DEI imprint across curriculum and educational programming
- Alumni and community organizations are willing to partner with university to build DEI success while also holding the university accountable for actions that negatively impact DEI

Questions - Place them in the Chat



Time for Virtual Group Discussion



Engagement Input Opportunity for University Leaders: AAN Attendees

Small Breakout Group Discussions

- Each Attendee will be randomly assigned to one of 24 Breakout Groups
- Each Group is asked to **select a representative to report discussion summary**
- Discussion of three (3) questions in breakout session/sent with survey link (also in chat)
 1. What will Diversity, Equity, and Inclusion look like when fully integrated across the university?
 2. What will you as a leader contribute to Diversity, Equity, and inclusion efforts at Michigan State University?
 3. What will it take for Michigan State University to become a national leader in Diversity Equity and inclusion?
- Gather back into larger group for brief summaries of discussions
- Closing