

MICHIGAN STATE
UNIVERSITY

March 2, 2017

MEMORANDUM

To: CORES and COPS Leaders *LAKS*
From: Lou Anna K. Simon
Subject: February Meeting Update

We had a productive meeting on February 17, 2017. I appreciate your willingness to take on your leadership roles and to work together to achieve our highest aspirations and to fuel the creation of better outcomes and growing value for our students. Following are responses to the issues you presented.

Issue: Communication of activities, initiatives, programs between administration and CORES/COPS

Dr. Frazier has set-up a D2L pilot site to promote direct communication with the CORES and COPS leadership, and leaders from the CORES and COPS organizations have been added. Within D2L, MSU administrators can post notes, statements, and suggestions as well as request information, support and input from CORES and COPS leaders. Based on the discussion, the group viewed the use of D2L as a more “student friendly” way to communicate. The expectation is that leaders would take information from D2L and share it broadly with the student body using other preferred modes of communication.

Please share with Dr. Frazier any feedback about how we can better use D2L as a tool to improve communication. Dr. Chivukula, Dr. Frazier, and others are also considering ways to enhance communication with students across campus more broadly. Student feedback is necessary to maintain the healthy flow of communication. Please share with Dr. Frazier any feedback about how we can better use D2L as a tool to improve communication.

Issue: Workshops, training, programs, other initiatives: How are we tracking impact and holding professors accountable; do we track those who attend?



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The Office for Inclusion and Intercultural Initiatives (I3) offers a range of workshops and learning solutions designed to raise awareness, increase understanding and enhance skill development to advance diversity, equity, and inclusion in both the working and learning environments at MSU.

Evaluations are conducted at the end of each program to assess if I3 learning goals were achieved. Certain workshops have pre-training assessments, and six-month post-training assessments to determine the application of what was learned. Registration is typically required. Most I3 programs are voluntary; however, units may make participation an expectation or mandatory.

Since our programs are offered as a support service for campus units, we do not evaluate individual work performance or hold participants accountable for what has been taught. However, we may use data from campus climate surveys and assessments to inform whether our overall campus efforts are enhancing our efforts to be a more diverse, equitable, and inclusive campus community.

Workshops, institutes, and presentations are customized to address a broad range of diversity and inclusion topics including:

- Creating an inclusive and respectful workplace and classroom
- Understanding diversity at MSU (eLearning for incoming students)
- Promoting racial literacy
- Cross-cultural communication
- Leading and managing diverse teams through inclusive leadership
- Interrupting bias, stereotypes, prejudice and discrimination
- Developing diversity leadership teams and committees
- Search committee strategies for identifying qualified, diverse talent pools and conducting an equitable process
- During the academic semesters, monthly Learn at Lunch series that presents informal seminars on a variety of topics related to inclusion, social justice, and equity
- Transforming Theatre Ensemble (TTE) uses theatrical sketches and a variety of theatrical formats to provide an interactive learning experience that encourages reflection and analysis of attitudes and behaviors that impact advancing inclusion
- Conducting campus climate assessments

Last fall, I3 launched the Diversity Research Network (DRN) to connect faculty of color and scholars interested in diversity research to create scholarly communities, facilitate new interdisciplinary collaborations, and to advance the growth and visibility of research by underrepresented faculty as well as research on diversity across MSU. The DRN emphasizes MSU's value of diversity

as excellence across all disciplines and promotes this value through the support and resources it offers.

MSU's Academic Advancement Network (AAN) offers programs and resources related to Teaching & Learning, Research & Scholarship, Leadership Development and Academic Career Paths. AAN also partners with other units, like OI3, the Diversity Research Network, WorkLife, and the Hub to offer or promote lunch-time talks, seminars, and student or faculty panels related to making the campus climate and educational environment more inclusive. We keep records of which faculty, academic staff, and academic administrators attend our workshops and cohort meetings. At the end of programs, we send participants an online evaluation survey to gauge their reactions to what they have learned and to ask how they plan to apply the knowledge in their professional lives. We also call upon those who have participated in intensive cohort programs like the Lilly Fellowship or Academic Leadership Program to give back by mentoring others following in their footsteps.

As a new organization, we have been meeting with academic leaders and a variety of campus organizations to understand the needs of faculty and academic staff. We are also holding ideation sessions this spring to design next year's programming with input from early-career academics, mid-career academics, and department chairs. Our committee of diversity consultants has been providing helpful feedback. We are planning to launch a new website that should give us the capability of not only tracking who has attended which programs but also reaching out to them annually to follow up and ask about how they have been applying what they learned during the previous year. This process will also enable us to identify a diverse array of aspiring leaders in the realms of scholarly teaching, research, and administration.

AAN is not involved in the formal evaluation of faculty and academic staff performance. Such evaluations are handled by academic departments and the colleges they belong to, in concert with Academic Human Resources, through the annual merit review and/or reappointment and promotion processes. Rather, AAN's mission is to help each academic and academic leader advance in their professional abilities and along their career pathway — including helping them advance their understanding and support for inclusive educational, scholarly, and administrative practices.

Issue: Empower Extraordinary/Vibrant Community

The current MSU Capital Campaign "Empower Extraordinary" offers multiple opportunities for donors to support students and student activities inside and beyond the classroom. There are specific opportunities for funds to be initiated

and enhanced in support of scholarships for students. Some of these scholarships are specific to student circumstances and demographics, while others may align with areas of study and disciplines. Additionally, there are opportunities for donors to support student programming through the various units of Student Affairs and Services and to provide funds for emergency assistance to students through the Support Our Spartans (SOS) Emergency Fund and the MSU Student Emergency Assistance Fund which is administered through the Office of Financial Aid. Also, the Office for International Students and Scholars (OISS) has funds for emergency scholarships through the David D. Horner Scholarship Fund.

Issue: International students who go home: What can be done to assist them in finishing the degree?

Support exists within MSU for students who may be impacted by executive orders associated with immigration. Also, there are support structures and resources available in OISS, the Graduate School, the Office of the Associate Provost for Undergraduate Education, and Student Affairs and Services. These offices work together as well as with academic departments to coordinate funding requests when needed. We will work with all students on a case-by-case basis to best address the needs of the student depending on the situation.

I hope these responses demonstrate the university administration's interest in continuing to work with student groups such as yourselves on your issues of concern.

C:

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