

FROM: Black Faculty, Staff, and Administrators Association  
Michigan State University Black Alumni  
Black Student Alliance  
Black Graduate Student Association

SUBJECT: Position Paper: Achieving Equity for Black Faculty, Staff, Students and  
Administrators at Michigan State University by 2030

DATE: May 28, 2024 <sup>1</sup>

This position paper is based on deliberations at the Summit on Achieving Equity for Black Faculty, Staff, Students and Administrators at Michigan State University by 2030 and is abstracted from the *Proceedings: Michigan State University's Summit on Achieving by 2030* (this document is available upon request). The Summit consisted of a kick-off event on February 23, 2023, at Kellogg Center and an all-day event on September 8, 2023, at the University Club of Michigan State University. The Summit was the original brainchild of the Michigan State University Black Alumni (MSUBA) and the Michigan State University (MSU) Black Faculty, Staff, and Administrators Association (BFSAA).

Following meetings between MSUBA and BFSAA, Black Student Alliance (BSA) and Black Graduate Student Association (BGSA) were asked to join as partners. Both BSA and BGSA readily agreed, and a series of planning meetings resulted with all four groups participating. From these meetings, it was decided to hold a Summit and link it to the last session of the Dr. William G. Anderson "From Slavery to Freedom Lecture Series" featuring Dr. Freeman Hrabowski, president emeritus of the University of Maryland, Baltimore County. This event was

---

<sup>1</sup> Sent to President Kevin Guskiewicz on May 28, 2024. Modified July 5, 2024, to eliminate the words "Blacks" and "Whites" as stand-alone terms as per the recommendation of Vice President Jabbar Bennett, and to change the words "student body" to "students." All other content remained the same.

held on Thursday, February 23, 2023. Dr. Marita Gilbert of the College of Osteopathic Medicine facilitated this arrangement.

Due to the mass shooting on the MSU campus on February 13, 2023, the remainder of the Summit following the kick-off was postponed. Nevertheless, Dr. Hrabowski's Summit keynote lecture was held as planned. The Summit's keynote by Dr. Hrabowski was followed by a panel discussion between Dr. Hrabowski and interim president of MSU, Dr. Teresa Woodruff. Dr. Eunice Foster facilitated the panel discussion.

The purpose of the Summit was to convene Black faculty and academic staff, support staff, administration, and student body (undergraduate, graduate and professional) in order to develop recommendations regarding what needs to be done in order for MSU to achieve equity for Black faculty and academic staff, support staff, administration, and student body (undergraduate, graduate and professional) by 2030.

Four breakout groups were held during the summit (faculty and academic staff, support staff, students, and administration functions). Each of the breakout groups reviewed university data on the current status of Black faculty and academic staff, support staff, administration, and student body (undergraduate, graduate and professional) at MSU and developed recommendations as to what MSU needs to do to achieve equity by the year 2030. The year 2030 was chosen to coincide with the University's strategic plan for the year 2030. The focus of the Summit was on Black faculty and academic staff, support staff, administration, and students (undergraduate, graduate and professional), but anyone could attend. The Summit's program outline is contained in Appendix A.

The *MSU 2030: Empowering Excellence, Advancing Equity, and Expanding Impact* document (hereafter referred to as *MSU 2030*) is organized around six strategic themes. For each

theme, there is a goal with objectives, and strategies. The themes and goals as outlined in *MSU 2030* are:

Theme: Student Success

- “Goal: Provide an exceptional educational experience for all students that prepares them for postgraduate success, achieving high graduation rates with no opportunity gaps, and increased grade point averages”(MSU 2030, p. 17).

Theme: Staff and Faculty Success

- ‘Goal: Support career development and well-being of staff, faculty and postdoctoral research associates at MSU, focusing on creating a best-in-class workplace culture and environment in which excellence and opportunity thrive’ (MSU 2030, p. 21).

Theme: Discovery, Creativity, and Innovation for Excellence and Global Impact

- “Goal: Be a leader in developing transdisciplinary solutions to ecological and human problems affected by social, economic, political, climate and environmental change” (MSU 2030, p. 27).

Theme: Sustainable Health

- “Goal: Enhance quality of life for people everywhere by comprehensively leveraging expertise and research activity to improve health and the systems that affect health” (MSU 2030, p. 32).

Theme: Stewardship and Sustainability

- “Goal: Provide exemplary stewardship of institutional resources to foster the long-term sustainability of MSU and its high-quality education, research and outreach and engagement programs” (MSU 2030, p. 37).

Theme: Diversity, Equity and Inclusion (DEI)

- “Goal: Become a national leader in increasing diversity, promoting inclusion, ensuring equity and eliminating disparities on our campus and beyond’ (*MSU 2030*, p. 42).

We support the themes and University goals as identified in the document However, we highlight two overarching statements in the document regarding equity:

**Equity.** “We will eliminate barriers to access and success, challenge discrimination and bias, and address past and present inequalities” (*MSU 2030*, p. 9).

**“Equity advanced.** Advancing equity for all people is fundamental to transforming lives. We will be a leader in advancing equity through our scholarship and research, our educational mission and its outcomes, our partnerships with communities and the community we nurture among our staff, students and faculty. We believe advancing equity means the composition of our students, faculty and staff should reflect the full diversity of the society we serve, and true excellence requires no less. We will work to recruit and retain; include, develop and advance; admit and graduate; consult, serve and involve individuals and communities broadly. By 2030, we will be significantly more diverse in the composition of our students, faculty and staff. MSU will have eliminated gaps in graduation rates between racial and ethnic groups, reduced average student debt by reducing time to graduation and made significant progress in advancing partnerships that address health disparities rooted in race and socioeconomic status” (*MSU 2030*, p. 11).

### **Our Recommendations to Achieve and Enhance Equity Vis-a-Vis the University Goals**

Prior to the Summit, we collected and reviewed historical and current data regarding the

status of Black faculty and academic staff, support staff, administration, and students (undergraduate, graduate and professional) at MSU (see Appendix B for the data presented at the Summit). The data show that MSU has been inconsistent in the progress of Black students, faculty, and staff. For example, from the data available at the time of the Summit, the highest number of Black tenure system faculty ever recorded was 105 in 2006, and the number of Black faculty in the tenure system has fluctuated over the years. The resounding fact, however, is that the number of Black faculty in the tenure system has declined significantly since 2006 (down to 85 in 2017, but on a somewhat encouraging note as of Fall 2023 had rebounded and reached an all-time high of 107). Although, the number of Black students has ebbed and flowed during the same period, little comparative gain has occurred in the number and percentage of Black students enrolled in MSU. Additionally, for Black students, while the six-year undergraduate graduation rate has shown some overall absolute improvement over the years, the gap between Black and White students as of 2022 remained at 21% (65% for Black students and 86% for White students). Most disconcerting is the fact that the graduation rate gap between Black and White undergraduate students has only decreased by 1% over the twelve years between 2010 and 2022. It should be noted that the most recent data show that the graduation gap as of 2023 is currently 20% (65% for Black undergraduates and 85% for White undergraduates). Remarkably, the 1% decrease in the gap is due to a drop in the rate for White students and not an increase in the rate for Black students.

In the remainder of this document, we cast and frame our recommendations based on data provided by the Office of Planning and Budgets and what emerged from the Summit. Our recommendations for achieving equity at MSU by 2030 fall under three of the university themes and goals.

## University Theme: Student Success

- “University Goal: Provide an exceptional educational experience for all students that prepares them for postgraduate success, achieving high graduation rates with no opportunity gaps” (*MSU 2030*, p. 17).
  - Our recommendations are intended to create equitable systems that promote academic equity and student success inside and outside of the classroom. MSU must address its policies and processes for better clarity, relevancy, and equitable application. Institutional structures, policies, and practices are linked, and the recommendations that follow are based on MSU reengineering the entire MSU environment for equitable educational outcomes and success of Black students.
    - Build an online repository of resources for students and make them more visible and accessible (tutoring, mental health, advising, etc.).
    - Design mentoring programs that are tailored to the academic and social support needs of students.
    - Develop a Myerhoff Scholars Program.
    - Based on disaggregated data and outcomes, design and further redesign gateway courses that will support the success of all students.
    - Identify obstacles and create or adjust systems to reduce barriers and increase pathways and pipelines to MSU for

high school students and for the recruitment of graduate and professional students.

- Make greater use of and build better pathways and pipelines to MSU for high school students (for example, Detroit Mastering Academics Demonstrating Excellence (M.A.D.E) Program).
- Provide better financial support for Black students for whom cost of attendance is a barrier to retention and success (i.e., grants, endowments, fundraising).
- Examine policies and practices related to financial support for Black students and provide students with readily available and accessible information to those for whom cost of attendance is a barrier to retention and success including access to grants, endowments, scholarships, and fundraising.

#### University Theme: Staff and Faculty Success

- “University Goal: Support career development and well-being of staff, faculty and postdoctoral research associates at MSU, focusing on creating a best-in-class workplace culture and environment in which excellence and opportunity thrive (*MSU 2030*, p. 21).
  - Our recommendations are intended to create equitable systems that support equitable outcomes for staff, faculty, and post-doctoral research associates at MSU. Not unlike student success, MSU must address

policies, practices, and procedures for better clarity, relevancy, and equitable application. Institutional structures, policies, practices are linked, and the recommendations that follow are based on MSU reengineering the entire MSU environment for equitable outcomes and success of staff, faculty, and postdoctoral research associates.

- Policies and Procedures

- Conduct a comprehensive examination of MSU policies and practices to determine where they are creating barriers or exclusion rather than inclusion. This entails developing greater consistency in university policies that are intended to provide work environments that allow all to reach their full potential; for all to fully participate as members of the campus community, creating welcoming and inclusive environments; and maintaining adequate and equitable resources relative to the needs of the MSU workforce. (make them less messy, non-contradictory).
- Examine policies, practices, and procedures to determine the impact on Black employment across all employment categories and make changes based on evidence-based research that drive change.
- Build the capacity and diversity of search committees to conduct search processes that are structured and focused on job relevant information, increasing the diversity of the



applicant pool, and obtaining more diverse and equitable hiring practices and pathways for non-tenure system and non-PhD colleagues.

- Expect and hold leaders (deans and department chairs) accountable for the professional advancement of faculty and include, where necessary, the requirement for meeting accountability measures in the annual evaluation of such leaders.
- Invite and conduct exit interviews of all that leave. The findings from these interviews, particularly those that may be regarded as negative, must be addressed and positive findings implemented.
- Identify barriers in union contracts that may identify inequitable outcomes for union represented employees, and determine strategies for addressing, in consultation with Employee Relations and negotiations with Union leadership and representation of Black staff within Union leadership.
- Conduct a review of the current human resources classification system for support staff to determine whether the current system, directly or indirectly, contains barriers or obstacles to the attainment of equitable outcomes for advancement of all staff.

- Provide continuing professional development for those responsible for inclusive hiring processed within centralized and decentralized human resources offices and monitor performance on a regular basis.
- Conduct Pay Equity Studies for all faculty and staff and take corrective actions where necessary.
- Inventory professional development programs for supervisors, managers, and administrators to improve professional development to enhance the work environment and experiences of support staff.
- Build the capacity and diversity of search committees to conduct search processes that are structured and focused on job relevant information, which would increase the diversity of applicant pools, and that lead to more diverse and equitable outcomes.
- Build the capacity of all decisionmakers (supervisors, managers, administrators, and committees) in the promotion process to conduct a review of performance that is structured, documented, and based on job relevant information.
- Invest additional resources in and elevate the status of the Diversity Research Network program that supports the

excellence of all faculty and their success at MSU and beyond.

#### University Theme: Diversity, Equity, and Inclusion

- “University Goal: Become a national leader in increasing diversity, promoting inclusion, ensuring equity and eliminating disparities on our campus and beyond” (*MSU 2030*, p. 42).
  - Our recommendations reflect the necessity for forward progress achieved by MSU reallocating its resources, including appropriate budget resources and human capital to advance equal opportunities, equitable outcomes, and the full participation of all who live, learn, and work at MSU.
    - Develop and implement better analytics to determine where Black students’ outcomes are in comparison to other identity groups and then create standards of support to eliminate gaps in outcomes.
    - Expand/increase successful student success cohort models in all areas and disciplines. For example, expand the Maximizing Academic Growth in College (MAGIC) Program, the Charles Drew Program, the Summer Business Institute (SBI), and other summer bridge programs. These programs have shown over time to be highly successful in contributing to marginalized students’ sense of belonging and increasing their academic performance and graduation rates.
    - Increase support for precollege programs that introduce and engage students with STEM disciplines. For example, the Multicultural

Apprenticeship Program, Agricultural and Natural Resources Multicultural Scholars, and Michigan Indian Leadership Program have shown over time to be highly successful and have contributed to increased diversity in the College of Agriculture and Natural resources.

- Increase faculty and staff presence in student spaces. Students believe that if more faculty and staff spend time in such spaces, the objectives of enhancing their academic and social success are more attainable making it easier to connect, facilitate mentoring, and enhance career exploration.
- Create succession plans – a deeper “bench” of Black faculty, staff, and leaders who can carry on when current Black faculty, staff, and administrators leave/retire.
- Increase the sense of belonging for Black faculty, staff, and students.
  - Conduct periodic surveys to determine the extent to which all members of the campus community perceive they are welcomed, included, and provided requisite resources to help them be successful. The surveys must assess the factors that contribute to a lower sense of belonging based on social identities, and such barriers should be eliminated.
- Implement evidence-based approaches to ensure that Black faculty are seen, valued, and recognized.

- Increase the University's contracts and expenditures with diverse vendors and suppliers by identifying successful models (or identify an incubator program/initiative), inside and outside, higher education that have resulted in greater business relationships, with diverse vendors and suppliers, including Black owned businesses.
- Increase the number of Black academic advisors. Academic advisors are key to the retention of students at MSU, and they need to better reflect the student body. Determine the obstacles to increasing Black academic advisors and develop evidence-based approaches to increasing the presence of Black academic advisors.
- Increase Black tenure system faculty by a significant number. We recommend that in addition to the plans listed in *MSU 2030* that MSU:
  - Conduct an environmental scan of all Black PhDs and terminal degree holders in each discipline on campus. Once this scan has been conducted, develop strategies that provide support for those who are interested and who have the potential to be appointed in the tenure system to make this a reality.
  - Develop evidence-based recruitment strategies and processes that take into consideration successful models in higher education and within MSU similar to the one in the

college of Social Science that is aimed at increasing a more diverse faculty.

### **Conclusion**

We applaud former President Samuel Stanley for developing the *MSU 2030* plan and the Board of Trustees for adopting it. We further applaud President Guskiewicz for embracing the plan and looking for ways to improve it. However, we believe that if MSU is to achieve equity for Black faculty and academic staff, support staff, administration, and students (undergraduate, graduate and professional) by 2030, all goals, objectives, and strategies mentioned in the *MSU 2030* report and our recommendations contained in this document must be fully and vigorously pursued, be given top priority, and specifically addressed.

In 2030, if MSU has achieved equity for Black faculty and academic staff, support staff, administration, and students (undergraduate, graduate and professional), all recommendations would have been implemented and we will have a campus where:

- There is no graduation gap between Black and White undergraduate students.
- The number of Black faculty and academic staff, support staff, administration, and students (undergraduate, graduate and professional) in all employment categories will have significantly increased.
- The enrollment of Black students (undergraduate, graduate, and professional) will have shown significant increases.
- The sense of belonging among Black faculty and academic staff, support staff, administration, and student body (undergraduate, graduate and professional) will be the same as that of White faculty and academic staff, support staff, administration, and student body (undergraduate, graduate and professional).

- The Black students' debt will have been reduced.
- The number of Black students in non-traditional and STEM disciplines will have increased.
- The funds to vendors and suppliers will be more equitably distributed.
- The piecemeal approach currently taken will be eliminated and MSU will have implemented all of the best (evidence-based) practices known to be effective in achieving equity.

These are our metrics for measuring progress. Moving forward, BFSAA, MSUBA, BGSA, and BSA will meet annually to assess MSU's status and progress in the aforementioned areas and will request to meet with the President, Provost, and other MSU leaders to encourage, initiate, and support college and university-level programs and measures that propel MSU forward to achieve the goals specified in this and the MSU 2030 documents. Together, we will!!!

## Bibliography

- Chambers, T. V. *Racial opportunity cost: The toll of academic success on Black and Latinx students (race and education)*. (2022). Harvard Education Press.
- Hrabowski, F. III, Rous, P. J. & Henderson, P. H. (2019) *The empowered university: Shared leadership, culture change, and academic success*. John Hopkins University Press.
- June, L. N. (2018). Survey of student problems and use of services. Survey conducted for Lee June by Institute of Public Policy and Social Research.
- June, L. (2021). Survey of student problems and use of services. Survey conducted for Lee June by Institute of Public Policy and Social Research.
- MSU 2030: Empowering excellence. Advancing equity and expanding impact. Proceedings: Michigan State University's Summit of Achieving Black Equity by 2030.*
- Royal., G. L., Banks, O., Jenkins, O., Reeves, K., Secrist, S. (2022). From theory to practice: Leveraging identity-conscious student success strategies to close opportunity gaps for Black undergraduate students. *College Student Affairs Journal*, 40(2), 100-114.
- Strayhorn, T. L. (2019). *College students' sense of belonging: A key to educational success for all students* (2nd Edition). Routledge Taylor and Branch Group.



**Appendix A**  
**Achieving Black Equity by 2030 Summit**

**Program**  
**September 8, 2023**  
**11:00 AM – 6:00 PM**

**University Club**  
435 Forest Rd,  
Lansing, MI 48910

**11:30 Buffet Lunch Starts**

**Welcome & Land Acknowledgement**

Sandra Philpott-Burke, Chair, *Achieving Black Equity by 2030 Planning Committee*

**Student Reflections**

Jordan Wesson, *Vice President Black Students' Alliance*

**Opening Remarks**

Teresa Woodruff PhD, *Interim President Michigan State University*

**Acknowledgements**

Stratton Lee III, *President Black Faculty, Staff, and Administrators Association*

**Trustee Reflections**

Rema Vassar PhD, *Chair MSU Board of Trustees*

**DEI Report Implementation Update**

Jabbar Bennett PhD, *MSU Vice President & Chief Diversity Officer*

**Data Presentation**

Lee June PhD, *Professor Honors College, Department of Psychology, and the African Studies Program*

James Weathers PhD, *Chair MSU Black Alumni Inc., University Relations Committee*

**Review of Achieving Black Equity by 2030 Townhall**

Marita Gilbert PhD, *Associate Dean of Diversity and Campus Inclusion Michigan State University College of Osteopathic Medicine*

**Charge for Breakout Sessions**

Shondra L. Marshall PhD, *Summit Moderator, MSU Black Alumni Inc. Co-Chair University Relations Committee*  
*Director, Center for Racial and Social Justice Michigan Public Health Institute*

**Breakout Working Sessions**

Student – B106 \*

Facilitators: Stratton Lee III & Tama Hamilton-Wray PhD

Faculty & Academic Staff – Quad\*

Facilitators: Lee June PhD & Shondra L. Marshall PhD

Support Staff – B107\*

Facilitators: Kelly High McCord & Murray Edwards

Administrative Functions – Main Space/Heritage Room\*

Facilitators: Wanda Lipscomb PhD & Robert Proctor Esq.

*\*Subject to change*

**Break (15 Minutes)**

Return to Main Space

**Recommendation and Group Discussion/Sharing**

Wanda Lipscomb PhD

*Senior Associate Dean for Diversity and Inclusion, Associate Dean for Student Affairs, Associate Professor of Psychiatry, College of Human Medicine Michigan State University*

Pero Dagbovie PhD

*Associate Provost for Graduate and Postdoctoral Studies and Dean of the Graduate School*

*University Distinguished Professor of History, Michigan State University*

**Achieving Black Equity by 2030 Summit Discussant**

Jerlando F.L. Jackson PhD

*Dean, College of Education*

*MSU Research Foundation Professor of Education, Michigan State University*

**Closing Remarks & Next Steps**

Ty'Rianna Leslie, *President - Black Students' Alliance (BSA)*

Antonio White, *President -Black Graduate Student Associate (BGSA)*

Stratton Lee III, *President- Black Faculty Staff Administrators Association (BFSAA)*

La Verne Wilson, *President -MSU Black Alumni Inc. (MSUBA)*

**Special thanks to our Planning Committee members who made the Townhall and Summit possible!**

**Achieving Black Equity by 2030 Planning Committee Members**

Sandra Philpott-Burke, MA – MSU Black Alumni Inc.

Drue Bender – Black Students’ Alliance

Devin Roberts – Black Students’ Alliance

Devin Wilson – Black Students’ Alliance

Jordan Wesson– Black Students’ Alliance

Antonio White – Black Graduate Student Association

Eunice Foster, PhD – Black Faculty Staff and Administrators Association

Lee June, PhD – Black Faculty Staff and Administrators Association

Marita Gilbert, PhD– MSU Black Alumni Inc.

Shondra L. Marshall, PhD – MSU Black Alumni Inc.

Wanda Lipscomb, PhD– MSU Black Alumni Inc. James Weathers, PhD– MSU Black Alumni Inc.

James Weathers, PhD- MSU Black Alumni, Inc.

Jeanette Patterson, BS– MSU Black Alumni Inc.

Paris Ross, MBA– MSU Black Alumni Inc.

Barbara Breedlove, BA – College of Osteopathic Medicine

Robert Proctor Esq. – MSU Black Alumni Inc.

William Burke, BA– MSU Black Alumni Inc.

Carlene Gardner, MBA– MSU Black Alumni Inc.

La Verne Wilson, MBA– MSU Black Alumni Inc.

Stratton Lee, III, MA– Black Faculty Staff and Administrators Association

Jason Worley, MS – Student Success Initiatives & Black Students’ Alliance Advisor

Deborah Sudduth – College of Human Medicine

Theresa Blanks - College of Human Medicine

**Special thanks to our Institutional Partners who made the Townhall and Summit possible!**

Michigan State University Institutional Partners

College of Osteopathic Medicine – **Platinum Sponsor**

Broad College of Business

College of Agriculture and Natural Resources

College of Engineering

College of Education

College of Human Medicine – **Gold Sponsor**

College of Veterinary Medicine College of Law

College of Natural Science

James Madison College

Lyman Briggs College

MSU Office of Institutional Diversity & Inclusion

National Superconducting/Cyclotron Lab

Office of the Provost

Office of the Associate Provost for Undergraduate Education

Office of the Associate Provost of Enrollment and Academic Strategic Planning

Student Life and Engagement

The Graduate School

**Michigan State University Organizational Partners**

MSU Black Alumni Inc.

MSU Black Faculty, Staff, and Administrators Association

Black Students Alliance

Black Graduate Student Association

## Appendix C

### PowerPoint Data Presentation from Summit 2023

Summit  
Achieving Equity for Blacks by 2030  
Data Presentation  
September 8, 2023

Lee N. June, PhD  
James Weathers, PhD

1

### Special Thanks for Providing Data

- Ms. Bethan Cantwell
- Dr. Laleah Fernandez
- Mr. Keith Williams
- Dr. Justin Micomonaco
- Sources of Data
  - Office of Planning and Budgets
  - MSU Fall Semester 2022 Enrollment Report
  - MSU Diversity, Equity, and Inclusion Report
  - Office of Financial Aid
  - Provost Office Annual Historical Summary for Faculty and Academic Staff Headcount
  - Periodic Surveys Conducted by Office of Survey Research for Lee N. June

2

## Black Enrollment Selected Fall Semesters

	Fall 1970	Fall 2010	Fall 2020	Fall 2021	Fall 2022	% Change 2020 to 2022
Entering Class Undergrads		<b>504 (6.99%)</b> (7,206)	<b>601 (7.30%)</b> (8,228)	<b>571 (6.30%)</b> (9,065)	<b>549 (5.67%)</b> (9,676)	<b>-8.7%</b> <b>(17.6%)</b>
Total Undergrads		<b>2,665(7.39%)</b> (36,058)	<b>2,947</b> (7.66%) (38,491)	<b>2,802</b> (7.26%) (38,574)	<b>2,590(6.61%)</b> (39,201)	<b>-12.1%</b> (1.8%)
Graduate		<b>437 (4.91%)</b> (8,898)	<b>465 (5.74%)</b> (8,107)	<b>475 (5.97%)</b> (7,956)	<b>470 (6.05%)</b> (7,767)	<b>1.1%</b> (-4.2%)
Professional			<b>160 (5.17%)</b> (3,097)	<b>161 (5.15)</b> (3,129)	<b>168 (5.50)</b> (3,055)	<b>5.0%</b> (-1.4%)
Total University	<b>1954 (4.82%)</b> (40,511)		<b>3,572</b> (7.19%) (49,695)	<b>3,438</b> (6.92%) (49,659)	<b>3,228</b> (6.45%) (50,023)	

3

## Enrollment of Students of Color (Fall 1970, 1994, and 2022)

Note: People of Color Categories Have Expanded Since 1994

	Blacks	Amer. Indian	Latino	Asian Pacific Islander	Total People of Color	Total Campus	% Black
1970	<b>1,954</b>	10	299	154	2,417	40,511	<b>4.82%</b>
1994	<b>3,040</b>	241	889	1,512	5,682		<b>7.55%</b>
2022	<b>3,228</b>	130	3,061	3,781	12,165	50,023	<b>6.45%</b>

4

## Black Enrollment by Colleges/MAUs Fall 2022

<b>Associate Prov. Undergraduate Education</b>	<b>32</b>
Associate Provost-Outreach and Engagement	19
Agricultural and Natural Resources	152 (3,945)
Arts and Letters	160 (1,735)
Broad College of Business	316 (7,541) (#5)
Communication Arts and Sciences	331 (3,753) (#3)
Education	207 (3,064)
Engineering	327 (6,789) (#4)
Human Medicine	124 (986)
Music	45 (552)

5

## Black Enrollment by Colleges/MAU Fall 2022 (Cont.)

<b>Natural Science</b>	<b>416 ( 6,223 ) (#2)</b>
Nursing	116 (1,212)
Osteopathic Medicine	35 (1,343)
Social Science	727 (7,001) (#1)
Veterinary Medicine	31 (976)
Honors College	148 (4,350)
James Madison College	62 (1,112)
Lyman Briggs	72 (2,000)
Law	43 (731)
Residential College in Arts and Humanities	13 (145)

6

## MSU Employees by Classification 2022

	Support	Fixed Academic	Continuing Academic	Fixed Faculty	Tenure System
Blacks	521 (503 in Fall 2021/7.1%)	<b>151/9.4%</b> (currently highest)	<b>63/8.5%</b> (currently highest)	<b>92/6.4%</b> (Currently highest)	<b>100/5.3%</b> Highest ever = 105 in 2006)
Total University	12,787 (Fall 2021)	1,602	743	1,438	1,897

7

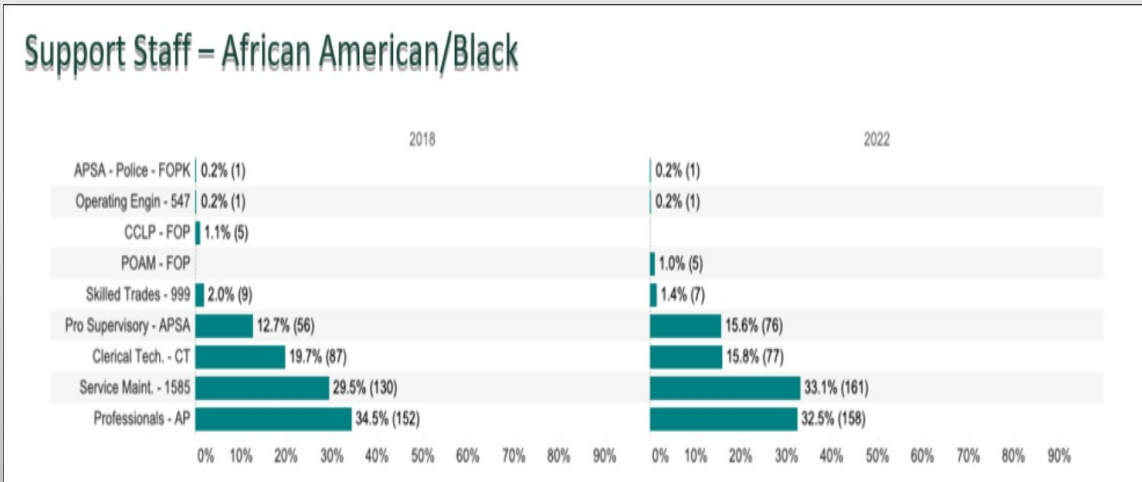
## Support Staff/Blacks Selected Years

	1996	2010	2020	2021	2022
Administrative Professional (AP)	57	106	149	149	161
AP Support	56	49	64	75	78
Cleric Technical	125	96	104	95	81
Custodial	89	97	127	136	166
Nurses	1	1	3	3	5
Off-Campus	54	36	25	24	18
Off Campus AP	2	2			
Police	5	4	5	4	5
Power Plant	2	4	1	1	1
Resid Advisors	4	5	4	5	5
Skilled Trades	7	10	9	7	7
Stage Managers	0	0	0	0	0

8



From and to be Commented on by Ms. Kelly High McCord



### Executive Management (Blacks)

	2011	2020	2021	2022
Executive VPs				
VPs	1	1	3	4
Assoc. VPs	0	3	2	1
Asst. VPs	2	2	4	4
Sr. Assoc. VPs	0	1	1	1
Deans	1	1	2	2
Assoc. Deans	6	10	9	9
Asst. Deans	3	8	9	10

## Black Faculty and Staff by Colleges/Academic Units 2022

	All	Tenure System	Fixed Term Faculty	Fixed and Cont. Academic Staff	Support Staff
Ag & Natural Resources	31 (3.4%)	13 (5.1%)	4 (4.1%)	9 (3.4%)	5 (1.7%)
Arts & Letters	25 (5.4%)	15 (8.7%)	3 (2.1%)	3 (3.4%)	4 (7.5%)
Broad College of Business	19 (5.9%)	4 (4.2%)	3 (4.6%)	10 (13.7%)	3 (1.2%)
Com. Arts	14 (5.6%)	4 (5.2%)	1 (3.3%)	4 (6.9%)	5 (5.7%)
Education	37 (11.2%)	13 (11.8%)	10 (12.5%)	9 (12.9%)	5 (7.1%)
Engineering	9 (2.2%)	3 (1.6%)	1 (6.3%)	4 (3.7%)	2 (1.9%)
Human Med	67 (8.1%)	2 (2.0%)	26 (9.8%)	6 (7.5%)	33 (8.6%)
James Madison	7 (10.4%)	3 (7.7%)	0	2 (22.2%)	0
Law	14 (10.3%)	3 (10.3)	5 (9.8%)	3 (20%)	3 (7.3%)
Lyman Briggs	5 (8.6%)	2 (8.7%)	0	3 (15.0)	0

11

## Black Faculty and Staff By Colleges/Academic Units 2022(Cont.)

	All	Tenure System	Fixed Term Faculty	Fixed and Cont. Acad Staff	Support Staff
Music	12 (10.3%)	5 (9.4%)	3 (9.1%)	3 (23.1%)	1 (5.3%)
Nat. Science	24 (2.6%)	2 (0.7%)	3 (2.8%)	11 (3.4%)	8 (4.1%)
Nursing	14 (9.8%)	0	10 (10.9%)	2 (14.3%)	2 (7.4%)
Osteo. Medicine	24 (5.3%)	1 (2.4%)	10 (5.4%)	4 (6.6%)	9 (5.5%)
RCAH	2 (7.85)	2 (15.4%)	0	0	0
Social Science	47 (6.9%)	19 (6.6%)	6 (4.8%)	11 (9.5%)	11 (7.5%)
Vet Medicine	15 (2.8%)	1 (1.9%)	1 (1.1%)	2 (3.4%)	13 (3.8%)
FRIB	7 (1.7%)	0	0	4 (3.1%)	3 (1.2%)
Honors College	3 (16.7%)	2 (6.7%)	0	0	1 (20.0%)
Libraries	11 (5.2%)	0	0	2 (2.2%)	9 (7.1%)

12

## Graduation Rates Six Years or Fewer (Undergraduates)

	2010	2020	2021	2022	Latest Gap	% Change 2010 & 2021
<b>Blacks</b>	<b>58%</b>	<b>63%</b>	<b>65%</b>	<b>65%</b> <b>F=69%/M=60%</b> <b>(4yr = 41%)</b>		<b>7% &amp; 0%</b>
White	80%	85%	86%	86% (4yr = 62%)	21% (B & W)	6% & 0%
All	77%	82%	82%	82% (4yr = 65%)	17% (B & All)	15% & 0%
First Gen	66%	74%	73%	73% (4yr = 52%)		
Pell	65%	71%	72%	73% (51%)		

13

## Time to Degree at MSU In Years (Undergraduates)

	2010	2020	2021	2022	Change 2010 & 2021
<b>Blacks</b>	<b>5.30</b>	<b>4.57</b>	<b>4.81</b>	<b>4.60</b> <b>F=4.51/M=4.76</b>	<b>.70 &amp; .21</b>
Whites	4.18	3.96	3.94	3.89	.29 & .05
All	4.28	4.02	4.04	3.96	.32 & .08
Pell	4.44	4.27	4.25	4.14	.30 & .11
First Gen	4.33	4.13	4.15	4.01	.32 & .14

14

## Probation Rates at MSU Undergraduates/Entering Class at Close of Fall Semester

	2010	2020	2021	2022	Difference 2010 and 2021 and 2022
Blacks	28.9%	1.5%	16.5%	18.5%	-10.4% & 2.0%
Whites	6.2%	0.5%	7.7%	6.0%	
All	8.7%	0.6%	8.9%	7.8%	
Pell	14.7%	0.9%	14.3%	12.8%	
First Gen	14.7%	1.3%	14.2%	12.2%	

15

## Financial Aid Profile (Pell/Loan)

	2019-2020	2020-2021	2021-2022
Black	<b>66%/74%</b>	<b>65%/63%</b>	<b>63%/61%</b>
White	17%/44%	16%/41%	16%/41%
Total	22%/42%	21%/39%	21%/40%

16

## Seniors Debt as of Fall 2023

RACE_ETHNICITY	TOTAL_LOANS_PAID	STUDENTS	RECIPIENTS	AVERAGE	% Borrowers
American Indian/Alaska Native	\$101,594.00	25	9	\$11,288.22	36.00%
Asian	\$7,425,683.00	837	292	\$25,430.42	34.89%
<b>Black/African American</b>	<b>\$12,694,709.00</b>	<b>591</b>	<b>428</b>	<b>\$29,660.54</b>	<b>72.42%</b>
Hispanic/Latino	\$7,866,187.00	537	301	\$26,133.51	56.05%
Native Hawaiian/Other Pac Island	\$12,942.00	5	2	\$6,471.00	40.00%
Not Specified	\$1,838,457.00	564	72	\$25,534.13	12.77%
Two or More Races	\$5,187,659.00	377	197	\$26,333.29	52.25%
White	\$80,880,685.00	6668	3045	\$26,561.80	45.67%

17

## MSU Degrees Awarded Number and Percent of Total

	Bachelors	Masters	PhD	Professional	Total
2011-12	<b>496 (7.83%)</b> (6,336)	<b>104 (7.61%)</b> (1,366)	<b>20 (8.47%)</b> (236)	<b>14 (3.95%)</b> (354)	<b>634 (7.65%)</b> (8,292)
2020-21	<b>629 (9.76%)</b> (6,447)	<b>123 (9.15%)</b> (1,344)	<b>24 (9.64%)</b> (249)	<b>29 (6.68%)</b> (434)	<b>805 (9.50%)</b> (8,474)
10 Year range	<b>433-629</b>	<b>103-137</b>	<b>19-29</b>	<b>10-34</b>	<b>588-805</b>
10 Year Average	<b>505.7</b> (5,057/10)	<b>122</b> (1,220/10)	<b>24</b> (240/10)	<b>23.1</b> (231/10)	

18

## Problems/Concerns Experienced by Black Students 1976-2018 Campus-wide Survey by Lee N. June

	1976	1978	1980	1982	1987	1993	1999	2003	2008	2013	2018
Problems	Rank (n)	Rank (n)	Rank (n)	Rank (n)	Rank (n)	Rank (n)	Rank (n)	Rank (n)	Rank (n)	Rank (n)	Rank (n)
Finance	1 (74)	1 (88)	1 (67)	1 (78)	1 (78)	1 (67)	2 (48)	1 (67)	1 (112)	1 (121)	1 (29)
Academics	2 (69)	2 (79)	2 (58)	2 (75)	2 (64)	2 (51)	1 (56)	2 (59)	2 (34)	2 (33)	3 (21)
Living condition	3 (38)	3 (42)	3 (35)	3 (23)	4 (31)	4 (13)	6 (16)	6 (20)	5 (19)	7 (11)	7 (1)
Psychological	5 (13)	4 (17)	6 (10)	8 (4)	3 (42)	3 (23)	3 (29)	4 (34)	4 (20)	5 (17)	2 (24)
Career	4 (17)	7 (14)	4 (17)	5 (10)	5 (21)	3 (22)	4 (28)	3 (46)	5 (19)	4 (21)	5 (5)
Health	6 (12)	6 (16)	5 (12)	5 (13)	7 (20)	8 (9)	4 (28)	6 (20)	5 (19)	3 (30)	4 (9)
Peer relations	7 (9)	6 (15)	8 (7)	4 (14)	8 (12)	6 (11)	8 (14)	8 (18)	8 (9)	8 (8)	7 (1)
Family relations	7 (9)	8 (8)	7 (8)	7 (6)	5 (21)	6 (11)	7 (15)	5 (26)	3 (22)	6 (13)	6 (4)
Unranked	9 (2)	9 (6)	9 (4)	9 (9)	9 (1)	9 (5)	9 (8)	9 (37)	9 (2)	9 (53)	9 (60)
Total N	243	285	218	232	292	212	242	327	283	307	184

## Use of Services by Black Students(1976-2018) Campus-Wide Surveys by Lee N. June (Spring Semesters)

Year	Service	%/n	Rank	Total	Service	Rank	%/n	Total
1976	Financial Aid	74.9% (242)	1	243	Academic Advising	1	74.9% (242)	243
1978	Financial Aid	71.0% (202)	1	285	Academic Advising	2	71.0% (202)	285
1980	Financial Aid	77.1% (168)	1	218	Academic Advising	2	68.8% (150)	218
1982	Financial Aid	82.0% (194)	1	232	Academic Advising	2	71.8% (168)	232
1987	Financial Aid	76.7% (224)	1	292	Academic Advising	2	70.7% (205)	292
1993	Financial Aid	82.0% (173)	1	212	Academic Advising	2	75.9% (160)	212
1999	Academic Advising	76.1% (185)	1	242	Financial Aid	2	77.8% (187)	242
2003	Academic Advising	89.8% (242)	1	268	Financial Aid	2	78.0% (242)	268
2008	Academic Advising	77.1% (219)	1	307	Financial Aid	2	76.6% (235)	283
2013	Academic Advising	85.6% (261)	1	307	Financial Aid	2	75.8% (231)	307
2018	Academic Advising	88.2% (167)	1	184	Financial Aid	2	79.3% (146)	184

## Results from the Spring 2021 Survey

- Please Note: While not reported in the prior slide, the category Psychological/Personal Problems was listed by Black students as the most serious, followed by Finances and Academic Concerns in the Spring 2021 Survey.

From Campus-Wide Random Stratified Survey  
Lee N. June (Spring 2021)

To what extent do you personally feel "a sense of belonging" at Michigan State University?	Honors College		First Gen. Student		Gender		Student Status		Sexual Orientation		Race / Ethnicity				
	Non-HC Student	HC Student	Non-First Generation	First Generation	Female	Male	Undergrad.	Grad. / Prof.	Non-LGBTQ+	LGBTQ+	White	African American	Hispanic / LatinX	Asian / P.I.	Other
Mean	3.3	3.4	3.4	<b>3.1</b>	3.3	3.3	3.3	3.2	3.4	3.0	3.3	<b>3.1</b>	3.3	3.2	3.4
Category Percent															
1 Not at all	8.9	5.6	6.9	<b>14.2</b>	5.4	10.0	8.4	5.3	6.6	12.3	7.3	<b>7.7</b>	5.8	6.3	9.1
2 A little	14.7	13.4	14.4	<b>14.9</b>	15.1	14.9	14.5	18.9	14.8	16.9	15.9	<b>18.2</b>	18.9	20.7	11.4
3 Somewhat	29.2	29.9	29.3	<b>29.1</b>	31.8	30.1	29.3	36.4	29.9	34.2	30.8	<b>39.2</b>	34.2	33.3	28.5
4 Quite a bit	32.1	38.5	34.3	<b>28.7</b>	35.0	29.3	33.2	27.5	33.4	29.2	32.7	<b>26.6</b>	21.1	28.8	33.6
5 Completely	15.1	12.6	15.1	<b>13.0</b>	12.6	15.7	14.6	11.9	15.3	7.3	13.4	<b>8.4</b>	20.0	10.8	17.4
N	939	231	910	<b>261</b>	760	680	1171	302	1169	260	731	<b>143</b>	190	111	298

Black Students' Opinions about MSU Community and Mean Values  
(Spring 2021)

Scale= Strongly Disagree, Disagree, Agree, Strongly Agree (1 -4)

- I believe MSU faculty understands issues of diversity and inclusion (2.74)
- I believe that MSU Staff understands issues of diversity and inclusion (2.82)
- I believe that MSU administrators understand issues of diversity and inclusion (2.77)
- Overall, I am satisfied with my experience at MSU (3.00)
- I would describe myself as a religious person (2.76)
- I would describe myself as a spiritual person (3.10)
- The race of the service provider or helper is important to me (2.51)
- I feel safe at MSU (3.05)



## **Suggestions From Michigan State University Black Alumni (MSUBA)**

1. Expand and improve high school pathway programs
2. Provide mentoring services to students and emphasize maintaining a culture of excellence.
3. Expand the use of Black pre-professional societies throughout departments and colleges to encourage support networks as a tool to assist students with career clarity, provide tutoring, advising, research opportunities and networking opportunities with faculty and Black graduate students.
4. Create a MSUBA Advisory Board in each college to assist with DEI goals and student success.
5. Conduct listening sessions throughout campus to better understand the support needs Black students have and to help foster a culture of excellence and support.
6. Implement an Early Alert Warning System to identify and provide essential services to reduce the number of students in bad academic standing.

24

## **MSUBA (Questions)**

1. DO YOU SEE VALUE IN THESE INITIATIVES?
2. DO YOU HAVE SPECIFIC SUGGESTIONS?
3. HOW CAN YOU HELP MSUBA WITH THESE EFFORTS?

25