Update to BSA 2011 Demands

Distributed at

Fall 2014 CORES and COPS Meeting with President Simon

October 10, 2014
Fall 2014 Update

In the interest of clarity and length of document, prior reports and updates are contained in the Appendix to the Fall 2014 Update.

Policy

1. We demand an official policy/statement on racial discrimination/intimidation.
2. We demand a review of anti-discrimination procedures and an ongoing investigation of racism on campus by the Office for Inclusion and Intercultural Initiatives (I3).
22. We demand assurance that student demonstrators will not be penalized and that University faculty and staff will not be intimidated for their support of these efforts. We demand protection from reprimand for faculty and staff if they choose to speak out against injustices on this campus.

Protocols for reporting and responding to bias incidents, prohibited harassment and ethnic intimidation have been finalized and reside on the Office of Inclusion and Intercultural Initiatives (I3) website http://www.inclusion.msu.edu/. Training for residence hall staff is provided annually by the Office.

The Prohibited Harassment Resource Guide can be located at this link: http://www.inclusion.msu.edu/_files/Prohibited%20Harassment%20Resource%20Guide%20Updated.pdf

As previously documented, the magnets and mirror films, which had been translated into Arabic, Chinese and Korean, were distributed across campus in the residence halls.

Programs and Funding

3. We demand an increase in funding for CORES and COPS groups.
16. We demand the institutionalization of the African American Celebratory (AAC) with funding from the University.
17. We demand funding support to re-establish a Black-oriented newspaper and financial resources for VOICE Magazine from the University. CORES groups are currently supported through both an annual allocation of funding and through ASMSU Programming Board.

The commitment to $100,000 has been honored. Each CORES group maintains the funding amount of $20,000 and an allotment of $20,000 is available for collaborative funding between CORES and COPS groups. Meetings were held to determine the parameters for accessing the Collaborative Funding; student leaders agreed individual requests should not exceed $3,000. Large scale events for the campus were the initial use of funds and smaller programmatic efforts were then supported. Some requests were inconsistent with the purpose of the Collaborative Funding initiative; these requests received partial funding as discussions were held to clarify intent and use of these funds. This remains a work in progress.
Input and Feedback

14. We demand that input be solicited from student leaders on the Neighborhood Concept and any other initiatives that affect students in the halls on a broad level.
19. We demand regular scheduled meetings of CORES and COPS groups with President Simon and administrators once each semester.
20. We demand that MSU supply a progress report on these demands to MSU students, staff, faculty and office units once a semester.

At the spring 2014 meeting we agreed dates would be set in advance for semester specific meetings to avoid problems with finding a time once the semester began. Every effort would be made on the part of administrators and groups for full participation. Progress reports, as appropriate, will be provided in concert with these meetings.

Academic Support

12. We demand the maintenance of the following offices and programs that have high impact for students of color including OCAT and MAGIC, OSS and CAAP, Charles Drew Science Scholars, CAMP, MRULE, MECCA, and TRIO programs including Upward Bound with an increase in funding for these unit/programs. In addition, student input must be solicited regarding any changes made to these units.
18. We demand the reinstatement of programs like Summer University Program Excellence Required (SUPER) with funding from the University.

A summer bridge program was implemented this year. TRiO SSS launched the TRiO Excel Residential Summer Bridge Program (seven week program), in addition to the Freshman Math Initiative Summer Hybrid Program (nine-week program), to provide support and assistance to incoming freshman as they prepare for their academic journey. Details regarding the programs can be found at: trio.oss.msu.edu Participation is the programs was as follows: 26 students enrolled in Excel and 25 completed at least 5 weeks of the program, the cohort of 25 will be tracked; 17 students enrolled in FMI and 10 completed the program, the cohort of 10 will be tracked. Information regarding benefits of these programs will be assessed as students progress through the 2014-15 fall and spring semesters.

The Neighborhoods established the Student Success Initiative that resulted in students being 20% less likely to be on academic probation and 22% less likely to drop out before second year. These are important accomplishments in addressing persistence and retention of students of color. For the 2014-15 year the Spartan Success Scholars Initiative will add Student Success Coaches to the engagement for students in the Neighborhoods.


Education

8. We demand cultural sensitivity and restorative justice workshops mandated during orientation as a requirement to all freshmen upon MSU admission.
9. We demand cultural sensitivity courses to be taken with credit as a requirement for Resident Mentors and all undergraduate staff in the Department of Residence Life.
10. We demand the institutionalization of African American and African Studies (AAAS) as a major by granting them departmental status. Furthermore, we demand that undergraduate students be required to take an area studies or social justice related course through their college.
15. We demand that Malcolm X be commemorated annually at MSU in the month of February through a Conference in celebration of his life as a human rights activist.
21. We demand that the mathematics course titled MTH 1825 is taught by professors in a classroom setting.

Please see Appendix for previous updates in the area.

Residential Life

5. We demand an increase in the number of Intercultural Aides within the residence halls to reflect the number of resident mentors; there must be an Intercultural Aide on every floor of every residence hall.
11. We demand that Black Caucus maintain Black Caucus as a name in the residence halls and include a predominately Black executive board to receive funding from the Residence Hall Association (RHA).

The Intercultural Aide program has seen considerable success and is a key component of the Neighborhood model. Aides have become the main contact for the Student Success Initiative connecting with designated students and documenting student engagement and progress. The new structuring of the Aide program to incorporate the benefits of the MRULE model in training and outreach will be the focus for the year in an effort to expand student support, engagement and success.

Caucuses continue to function in halls as participating residents have elected to maintain them. In some instances once the Neighborhoods were formed there were multiple caucuses in the same area; RHA continues to explore the best means of supporting these groups under the Neighborhood alignment.

Multicultural Center

4. We demand the establishment of a free-standing Multicultural Center with funding from the University for programming.
Mosaic the Multicultural Unity Center of MSU is fully operational in its prominent placement on the second floor of the MSU Union. Located in close proximity to the North Neighborhood Engagement Center and highly visible for large events in the ballroom, the Center has become a destination for many students. The space accommodates small group engagement, offers conference room meeting space and the Multipurpose Room is in high demand for events. CORES and COPS groups have designated space in the collaborative work area. The gallery space has drawn considerable attention. The original exhibition in honor of the opening and curated by the MSU Museum, focused on mosaic images through various mediums. A new exhibition, recently installed, honors Project 60/50 with past and current voices regarding human rights issues.

**Representation and Recruitment**

6. We demand an increase in Black students, faculty, and staff at MSU at a percentage so as to; at least, match the percentage of Blacks in Michigan as documented in the Michigan US Census.
7. We demand greater diversity of students in all residence halls.
13. We demand an increase in the representation of students of color on ASMSU and RHA.

This year we received a record number of applications – 33,217. Applications from students of color were also at an all-time high – 7005. The official ethnic/racial enrollment counts for Fall 2014, set the fifth week of the semester, is presented in the chart below. Total enrollment for this fall is 50,085.

<table>
<thead>
<tr>
<th>ETHNIC ORIGIN</th>
<th>FALL 2013</th>
<th>% of Total</th>
<th>FALL 2014</th>
<th>% of Total</th>
<th>Change</th>
<th>% of Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic Ethnicity</td>
<td>1,720</td>
<td>3.5%</td>
<td>1,878</td>
<td>3.7%</td>
<td>158</td>
<td>9.2%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>131</td>
<td>0.3%</td>
<td>127</td>
<td>0.3%</td>
<td>-4</td>
<td>-3.1%</td>
</tr>
<tr>
<td>(non-Hispanic)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian (non-Hispanic)</td>
<td>2,149</td>
<td>4.4%</td>
<td>2,214</td>
<td>4.4%</td>
<td>65</td>
<td>3.0%</td>
</tr>
<tr>
<td>Black or African American (non-Hispanic)</td>
<td>3,091</td>
<td>6.3%</td>
<td>3,196</td>
<td>6.4%</td>
<td>105</td>
<td>3.4%</td>
</tr>
<tr>
<td>Hawaiian / Pacific Islander (non-Hispanic)</td>
<td>24</td>
<td>0.0%</td>
<td>46</td>
<td>0.1%</td>
<td>22</td>
<td>91.7%</td>
</tr>
<tr>
<td>White (non-Hispanic)</td>
<td>33,280</td>
<td>67.4%</td>
<td>33,116</td>
<td>66.1%</td>
<td>-164</td>
<td>-0.5%</td>
</tr>
<tr>
<td>Two or more races (non-Hispanic)</td>
<td>1,066</td>
<td>2.2%</td>
<td>1,217</td>
<td>2.4%</td>
<td>151</td>
<td>14.2%</td>
</tr>
<tr>
<td>Not Reported</td>
<td>719</td>
<td>1.5%</td>
<td>643</td>
<td>1.3%</td>
<td>-76</td>
<td>-10.6%</td>
</tr>
<tr>
<td>Not Requested</td>
<td>0</td>
<td>0.0%</td>
<td>3</td>
<td>0.0%</td>
<td>3</td>
<td>0.0%</td>
</tr>
<tr>
<td>International</td>
<td>7,163</td>
<td>14.5%</td>
<td>7,645</td>
<td>15.3%</td>
<td>482</td>
<td>6.7%</td>
</tr>
</tbody>
</table>
Please note, the African American undergraduate student population represented 7.6% of the overall U.S. undergraduate student population at MSU.

As previously presented, assignment of students to halls is a matter of program affiliation and student preference. Nevertheless, in its continuing effort to improve service and to be responsive to student needs, REHS is in the process of developing a new tool to aid in student room selection and assignment. As the tool is finalized it will be available to preview.

African American tenure system faculty representation at MSU has remained steady at 92 (4.7%) over the last two year period of 2013 and 2014, even though over this same two year period 13 new African American tenure system faculty were hired—which means that the number of tenure system separations were equal to the number of hires, thus, no net gain of African American tenure system faculty.

African Americans make up 6.1% (2013) of the total academic workforce.

Support staff workforce data for 2014 is unavailable. There was a slight gain in the number of African American support staff over the two year period of 2012 (400) and 2013 (403), or 6.3% of the support staff workforce.

The U.S. Census Data for the State of Michigan (2013) for Black/African American is 14.3%.
2014 APPENDIX
Fall 2012 Progress Report

Policy

1. We demand an official policy/statement on racial discrimination/intimidation.
2. We demand a review of anti-discrimination procedures and an ongoing investigation of racism on campus by the Office for Inclusion and Intercultural Initiatives (I3).
22. We demand assurance that student demonstrators will not be penalized and that University faculty and staff will not be intimidated for their support of these efforts. We demand protection from reprimand for faculty and staff if they choose to speak out against injustices on this campus.

The University has an official Anti-Discrimination Policy, various related procedures and regulations, and a number of statements on racial discrimination/intimidation. The procedures for investigating bias incidents, including racism, are embedded in these policies and procedures. We are open to a dialogue with BSA about how the policy framework and procedures for investigating bias incidents can be both improved and better communicated to students. The Grand Valley State University Bias Incident protocol has been reviewed and may offer additional considerations for our process. Additionally, we would like to share the new mobile application to facilitate reporting that has been commissioned by Student Affairs and developed through MSU’s MATRIX program.

Protection from, or no retaliation for, speaking out against injustice is a time honored tradition at Michigan State and is addressed in many policies. Faculty and staff are judged on the merits of their performance and how their role fits within the current and future direction of the University, not on the issues and causes they support. Regardless of the topic or content, existing policies such as Dissent and Disruption, provide guidance on the constraints that may exist about how views are expressed. Ms. Granberry Russell and staff within the Office for Inclusion and Intercultural Initiatives (I3) are prepared to meet with you immediately to begin the dialogue associated with these policy-related issues.

Administrators: Granberry Russell, Zayko

2011-12 Response:

- Throughout the course of our meetings and discussions a number of changes associated with policy and related procedures have been implemented. On January 27, 2012, the Board of Trustees authorized the President to administratively make changes in the Interim Title IX Hearings Procedures and expand the interim disciplinary hearing procedures to other forms of prohibited harassment under the University’s Anti-Discrimination Policy to be effective immediately. The changes have been made and are now in place, along with revisions in the ADP User’s Manual (www.inclusion.msu.edu). Internal protocols for reporting and responding to bias incidents, prohibited harassments, and ethnic intimidation involving students are being finalized.
• The keyword result strand has been adjusted to direct searchers to the Office for Inclusion website for words more intuitively associated with bias incidents. Now "discrimination," "intimidation" and "harassment" are all search options that bring up the Office of Inclusion.

• To respond to the need for greater awareness of policies associated with bias incidents, links to the Office of Inclusion website have been added to websites frequented by students.

• Consistent with discussions and follow-up consultations with students, both the Spartan Help Lines phone app and mirror films/magnets have been finalized. Additional methods for communicating campus resources in this area can be discussed.

Fall 2012 Update:
The internal reporting protocols for reporting and responding to bias incidents, prohibited harassment, and ethnic intimidation have been finalized and implemented, with a companion “Prohibited Harassment Resource Guide” which is posted on the I3 website’s home page (www.inclusion.msu.edu). Additionally, the members of the student judiciaries who may serve on the Interim ADP Hearing Board have been trained this fall. As recently as January 4, 2013, approximately 300 Resident Assistants and an estimated 30 senior staff in Residence Education and Housing Services received training by the I3 Assistant Director, and Institutional Equity Coordinator on protocols for reporting bias incidents. In addition, mid-fall semester, 2012, the “Incident Response Team” (IRT) began meeting weekly to review reported bias incidents and assure a centralized response, including where appropriate the initiation of a formal ADP investigation. Representatives from the following offices comprise the IRT: I3, MSU Police, Office of General Counsel, Student Affairs, Residence Education and Housing Services, and where appropriate, Athletics and Undergraduate Education.

During the fall, information regarding the phone app and the mirror films and magnets were distributed across campus. Magnets were made available for every room in the residence halls. The mirror films and magnets were also translated into three different languages: Arabic, Chinese, and Korean. At present the phone app is only available for Droid applications.

Programs and Funding

3. We demand an increase in funding for CORES and COPS groups.

16. We demand the institutionalization of the African American Celebratory (AAC) with funding from the University.

17. We demand funding support to re-establish a Black-oriented newspaper and financial resources for VOICE Magazine from the University. CORES groups are currently supported through both an annual allocation of funding and through ASMSU Programming Board.
COPS groups are funded through Programming Board or Funding Board. We will not commit to a block increase in funding for any groups or programs without a clear understanding of how these funds will advance shared goals. The African American Celebratory is an important university event, which receives support through its annual requests for support from offices and units across campus, including Student Affairs and Services and I3. That support will continue. We are prepared to seek an endowment so that you have the assurance that this will remain an important part of the traditions of the University.

The State News is supported through a student tax; any new taxes, even those that are refundable, must be considered in the context of the overall tuition increase. At issue may be whether a portion of the money available to the State News can be redirected to alternative publication support. We are prepared to consider these issues.

Administrators: Beekman, Maybank

2011-12 Response:
- Based on information shared during our meetings, funding for the CORES groups has most recently been set at $18,000/group. For the 2012-13 year the amount for each of the CORES groups will be set at $20,000. In addition, a $20,000 fund to incentivize CORES and COPS collaborations will be established for the 2012-13 year. This fund will support the creative collaborations of two or more of the organizations in providing meaningful intercultural experiences that increase awareness of cultural issues, connections, and intersections within and for the campus community. This fund will be administered through the Office of the Vice President for Student Affairs. Guidelines and review criteria will be developed and vetted with student groups before implementation. President Simon has indicated that the commitment to a total amount of $100,000 is firm. The division of funds is consistent with your commitment to strengthening identity while also promoting inter-cultural initiatives.

Fall 2012 Update:
Resources are available as identified. During the meeting of CORES and COPS groups to review these updates, parameters for accessing the collaboration funds will be discussed and formalized.

Input and Feedback

14. We demand that input be solicited from student leaders on the Neighborhood Concept and any other initiatives that affect students in the halls on a broad level.
19. We demand regular scheduled meetings of CORES and COPS groups with President Simon and administrators once each semester.
20. We demand that MSU supply a progress report on these demands to MSU students, staff, faculty and office units once a semester.

The President is prepared to meet with CORES and COPS once a semester.
During the spring semester meeting an overall progress report will be provided. After this year, the matters that are included in your demands will be part of the Annual Progress Report on Diversity and Inclusion coordinated by the Office for Inclusion and Intercultural Initiatives.

Dr. Maybank, Mr. Bishop, Mr. Gore, and Dr. Youatt as well as others responsible for the leadership of the Neighborhoods will seek input from student leaders, including those representing BSA, for the ongoing development of the model. Student advisory bodies will be developed for each Neighborhood and other student leadership opportunities have been proposed. We are prepared to share these opportunities and consider additional ways in which student voices and ideas may be included.

Administrators: Bishop, Gore, Maybank, Youatt

2011-12 Response:
- Consistent with previous discussions, each of the CORES groups will be asked to appoint a representative to the Neighborhood Student Advisory Committee; this group will assist in identifying student leadership opportunities in the Neighborhoods as well as advise on plans for continued development of the model to support student success.

- The meeting for student leaders will be scheduled for April 2012.

- There was an update meeting held in January—and the March 30 meeting served as the spring update. Meetings for the 2012-13 academic year will be established at the beginning of the fall semester.

Fall 2012 Update:
The student advisory group for the Neighborhoods has been established and includes representation from CORES and COPS groups. The group has eight student members and another representative from the International Student Association will be requested. The advisory group is scheduled to meet twice each semester and did so in fall 2012. Applications for student representatives to each of the pillars will be going out during the spring semester.

As the result of unavoidable scheduling issues, the fall meeting with President Simon is scheduled for January 23, 2013; at that meeting the date for the spring meeting will be confirmed.

The written spring progress report will be issued by no later than April 12, 2013; we can determine if a meeting to discuss progress needs to be scheduled.

Academic Support
12. We demand the maintenance of the following offices and programs that have high impact for students of color including OCAT and MAGIC, OSS and CAAP, Charles Drew Science Scholars, CAMP, MRULE, MECCA, and TRIO programs including Upward Bound with an increase in funding for these unit/programs. In addition, student input must be solicited regarding any changes made to these units.

18. We demand the reinstatement of programs like Summer University Program Excellence Required (SUPER) with funding from the University.

Resource allocations will be made based on specific plans that are developed by units. Units are expected to seek input broadly, including from students, in developing these plans. The external review of OCAT, OSS and CAMP will be the mechanism through which the best investment strategy for these services will be determined. As we conduct external reviews of programs or restructure programs and units, we will seek student input both about shared goals as well as specific proposals. Dr. Youatt, Dr. Estry, and Dr. Maybank are prepared to arrange a meeting to bring you up to date on unit expectations and programs and to seek your input on ways in which these units and programs can be more effective, particularly in the context of broader University initiatives like the Neighborhood Concept.

The University is supporting a number of bridge programs. Based on the results of a review conducted by Dr. June, Provost Wilcox concluded the outcomes of the SUPER program were not such to warrant continuation. At that time the Provost indicated to the units involved his willingness to fund a new bridge program that reflects national best practices and that has appropriate success metrics. Since that review and conclusion program administrators have not proposed a new bridge program to replace SUPER. The Provost remains committed to the creation of an effective bridge program, and we welcome further discussion to that end.

Administrators: Estry, Maybank, Youatt, Wilcox

2011-12 Response:

- MSU is committed to student success and to support programs that effectively contribute to student success. The external review of OCAT/OSS/CAMP is planned to begin in April 2012. We anticipate recommendations that will identify promising practices and potentially new support service models for our consideration. Students will have an opportunity to provide input to and be a part of the on-campus external review process. In addition, students will be contacted for additional input after the reviewers offer their report. The outcomes of the review process and any recommendations for the future of related services will be shared broadly with the campus community.

- Promising models for an innovative and effective academic bridge program are under consideration. The recommendations of the external review may assist us in aligning work on bridge programs with strong and effective academic and social support programs. We anticipate implementation of a bridge program no later than summer 2014. We may be able to accelerate
the implementation of a bridge program to summer 2013 based on the results of the external review and university planning.

Fall 2012 Update:

The external review of CAMP, OSS and OCAT has been completed and the report was submitted to the university in November. Observations and recommendations are being reviewed by the units and the information from the report will be used to propose structural and programmatic changes to increase and support student success through the programs and offices. The report will be shared with student leaders in the spring.

An internal review of the OSS program, has been completed that consisted of focus group meetings with current staff, former staff, colleges, students and advisors. The results are being used to enhance staff and administrative performance and thus services to students. In addition, an additional external reviewer assisted in the evaluation of the services provided to students through the TRIO SSS federal funded program in the latter part of November.

The Upward Bound, Talent Search, and Gear-Up/College Days programs have joined forces with science education scholars to enhance the STEM preparation of high school and middle school student participants. The Upward Bound program received a perfect score on its grant renewal and the University supported an additional graduate student to assist in program evaluation.

Education

8. We demand cultural sensitivity and restorative justice workshops mandated during orientation as a requirement to all freshmen upon MSU admission.

9. We demand cultural sensitivity courses to be taken with credit as a requirement for Resident Mentors and all undergraduate staff in the Department of Residence Life.

10. We demand the institutionalization of African American and African Studies (AAAS) as a major by granting them departmental status. Furthermore, we demand that undergraduate students be required to take an area studies or social justice related course through their college.

15. We demand that Malcolm X be commemorated annually at MSU in the month of February through a Conference in celebration of his life as a human rights activist.

21. We demand that the mathematics course titled MTH 1825 is taught by professors in a classroom setting.

The University has changed the framework for orientation from a focus only on the summer to a process that extends from admission through the freshman year. The residence halls, aligned in the Neighborhood concept, are important components of the introduction of students to the expectations of the community, including their participation in a multicultural community. We have begun to use online modules that all students are expected to complete to augment in-person programming. Plans are
underway to include a module on intercultural awareness and sensitivity. We invite your input in the development of this module to meet your concerns. We are prepared to arrange a meeting with you and key administrators to seek your input on not only this module but also the full array of programs that constitute this 18-month orientation for incoming students.

As you are aware, last spring the Department of Residence Life implemented a non-credit course for potential mentors that focused on social justice and diversity issues. Further refinement and development of this approach to training is underway. Mr. Gore is prepared to meet with you to seek your input in how this training can be improved but we are not prepared to translate the required training for student employment to a course for credit requiring tuition charges.

The African American and African Studies program is a very important part of the academic offerings of the University and must continue to flourish. However, we have no plans to propose departmental status for this program. The Integrative Studies requirements for the undergraduate students include a diversity component. Dr. Estry and Dr. Youatt are prepared to review this aspect of the required undergraduate curriculum with you but we are not prepared to propose to the academic governance system that additional requirements be imposed on undergraduates. Under the leadership of the Provost, the colleges and departments have been asked to reduce requirements to ease the constraints to timely graduation.

Success in Math 1825 has been a persistent concern. Research and experience at other institutions reinforces that the on-line version of Math 1825 coupled with the support available to students in Math 1825 and other math courses in the residence halls will result in better success. There is an assessment process in place to determine the outcomes of this approach and results can be discussed with you at the conclusion of the academic year.

A commemoration of Malcolm X can easily be encompassed as part of a number of commemorative events currently in existence, including programs and activities sponsored by academic and academic support units during Black History month. However, such events must be at the discretion of the units that are responsible for this programming.

**Administrators:** Estry, Gore, Granberry Russell, Maybank, Wilcox, Youatt

2011-12 Response:

- An e-learning program associated with MSU’s values around diversity and inclusion, the benefits of diversity in a learning community, engaging respectfully, and resources to address issues of bias and discrimination will be developed through the Office for Inclusion. Methods of presenting this information for all incoming students and returning residents/students will be explored.
• Students have been encouraged to participate in the continued development of the Restorative Justice program. This has already begun and will allow for better positioning of restorative justice as a conflict resolution technique given its historic cultural contexts.

• Residential and Hospitality Services is in the process of reviewing training and responsibilities for all levels of hall staff. Residence Life training is being revised to focus on various important institutional needs, including, but not limited to required policy and procedure training, cultural awareness and effective cross-cultural engagement, safety training, counseling and helping skills, building operations, and programming. Opportunities for staff to participate in training programs outside campus offerings include both student and professional associations such as the Social Justice Institute and Institute for Intercultural Communications. Students are welcome to meet with Mr. Gore and Dr. Collins regarding the content and curriculum for the spring 2013 mentor (resident assistant) class.

• Preliminary data associated with the benefits of the ALEKS program and changes in Math 1825 were provided. When the final analyses are presented to the Associate Provost for Undergraduate Education by the mathematics department, they will be shared. This information will be used to make decisions regarding the instructional format.

• The process for making AAAS a department was previously discussed with BSA at the February 3rd meeting. At the February 24th meeting, a handout titled, “The Making of a Department” was distributed to clarify the process. Creation of a department cannot be done unilaterally by the Office of the resident, or the Office of the Provost; it requires the involvement of academic governance and the Board of Trustees. The Office of the Provost indicated a willingness to meet with the AAAS Director to discuss alternative organizational models that would support the further development of AAAS.

Having a robust set of course offerings that represent the body of knowledge within an area of study is a prerequisite to proposing a major. The Office of the Provost, through Dr. June Youatt, has indicated a willingness to work with AAAS faculty and the Director of AAAS if additional courses and a major are desired, and those discussions can begin immediately. Just as with a department, the creation of new courses cannot be done unilaterally and must also occur through the academic governance process.

Based on the April 11 discussion, it appears there may be confusion regarding the process necessary for adding courses, creating a major, and perhaps the creation of a department and this is regrettable. As noted above, President Simon is supportive of further discussions occurring with the understanding that faculty must be engaged and lead these efforts.
Fall 2012 Update:

- The Office of Inclusion and Intercultural Initiatives is continuing to work on an e-learning module addressing MSU’s values associated with diversity and cross cultural engagement. Eight student interns have been hired to work in consultation with I3 on the video production and will also ensure that the content is relevant to the student experience and reflects a student perspective. BSA (as well as representatives from other CORES/COPS groups) will have an opportunity to provide input as the project proceeds. The anticipated completion of the video is spring semester, 2013.

- The training of Resident Assistants, formerly known as Resident Mentors, is completed on a non-credit basis. Residence Education and Housing Services (REHS) has changed its approach to training the Resident Assistants to include more social justice and intercultural communication courses (content delivered by staff from I3 and OISS). In addition to this, during fall training, all live-in staff members took part in a day long community service project created in partnership with the Mayor of Lansing’s office. Staff members worked and interacted with residents in the Lansing area completing over 5,000 hours of community service. Following the event, staff members reflected on the day of service and the impact the day had on them personally. Residence Education and Housing Services is dedicated to making this an annual part of fall training. Please see the appendix for additional goals and processes associated with the recruitment of a more diverse RA applicant pool.

- The results of the MTH 1825 implementation of the ALEK Competency Based Educational Program has, on average, improved performance in this development course.

Residential Life

5. We demand an increase in the number of Intercultural Aides within the residence halls to reflect the number of resident mentors; there must be an Intercultural Aide on every floor of every residence hall.

11. We demand that Black Caucus maintain Black Caucus as a name in the residence halls and include a predominately Black executive board to receive funding from the Residence Hall Association (RHA).

The Intercultural Aides are an important part of the staffing of the residence halls. All members of the staff are responsible for creating an inclusive and supportive environment. The Intercultural Engagement pillar of the Neighborhoods reinforces this commitment. The number and roles of Intercultural Aides will certainly be considered within this broad strategy. Dr. Maybank and Mr. Gore are prepared to meet with you to further hear your views on student staffing.
We are prepared to facilitate a discussion with RHA to address the demand regarding the Black Caucus name and composition and to review the most prudent way to allocate funds for this purpose.

**Administrators:** Gore, Maybank

2011-12 Response:

- Based on the review of Intercultural Aide assignments to halls and the ratio of Aides to students, the number of Aides for the 2012-13 year will be increased to 74. Student Affairs and Residential and Hospitality Services will share the cost associated with this increase. Through the continued refinement of the Neighborhood Model and the review associated with OCAT, the need for additional changes in support of the functions, programming, and overall needs of residents will be considered. The Intercultural Engagement Pillar of the Neighborhood Model will continue to be one of the unique aspects of the initiative and will provide direction on the services and priorities for undergraduate student engagement.

- The decisions associated with Caucus Room names, funding, and board representation rest with students. The name designations were the decision of students. RHA has a process for making funding decisions. As originally stated and discussed, we are willing to facilitate discussions with RHA if necessary.

- **During the April 11 meeting the issue of the increase in the number of Intercultural Aides by five for fall 2012 was discussed.** Creating a supportive environment for students in the residence halls contributes to student success; however this is not the sole responsibility of the Intercultural Aides (IAs). It is also the responsibility of Resident Assistants (RAs) and other staff. This should not be interpreted as a lack of commitment to having Intercultural Aides as staff who have a set of specialized skills and competencies related to supporting diverse students, or a failure to recognize the supportive role they play in student success.

Rather than make a final commitment to a number of Intercultural Aides now, this is an issue that will be influenced by the outcome of the external review of student support services (OSS, CAMP, and OCAT). Further discussions with BSA regarding Intercultural Aides should continue to take place. Among the issues to be discussed are any final determination on the appropriate role of RAs and IAs related to the diversity of students in the residence halls and neighborhoods, the role that education will play in developing the requisite skills to support diverse students, assuring that the staff works collaboratively in support of diverse staff and students, and the outcome of the external review.

The position that graduation from MSU represents a significant aspect of student success is one that all can agree upon. While increases in student graduation rates are increasing, including those of African American students, these increases are incremental and slow in occurring. Michigan State can do better.
Fall 2012 Update:

This year, the number of Intercultural Aides was increased in the residence halls. After looking strategically at housing population data, the new Intercultural Aides were assigned by OCAT staff in the areas of greatest need.

Multicultural Center

4. We demand the establishment of a free-standing Multicultural Center with funding from the University for programming.

Dr. Maybank is fully aware and supportive of the need for additional space for the Multicultural Center. She has shared preliminary information with Ms. Chen-Hernandez and is prepared to meet with you to discuss plans for an expansion.

Administrators: Chen-Hernandez, Maybank

2011-12 Response:

- As presented, the current space for the Multicultural Center in the Union will be expanded as a part of creating the Neighborhood Engagement Center within the Student Union. This expansion may occur in the current location of the Multicultural Center or in the proposed new location of the building (computer center area on the ground level). The internal specifics of the expanded space will be arrived at through a collaborative process with student input. Approval to plan for the total Union renovation will go to the Board of Trustees in June; students will be asked for their input in the design of the expanded Multicultural Center space working with the architects.

- Additional discussions regarding space alternatives beyond the expanded Multicultural Center that will facilitate student, faculty, and staff engagement across cultures (including domestic and international) should continue. Based on the more recent discussions with BSA, it was apparent that there is a shared understanding that student success is enhanced by a campus environment, in and outside the classroom that supports the range of diversity that exists at MSU. Engaging across differences is essential if students are to achieve the educational benefits resulting from MSU’s diversity. We understand from these discussions that students are advocating for the kind of space that will provide transformative educational experiences that encourage students, faculty, and staff to think broadly and critically about cultural identity. We also understand and support substantive and culturally relevant student, faculty, and staff engagement and leadership development. Students expressed an understanding that our complex world is shaped by cross-cultural issues and challenges and the need for intercultural understanding and responses on a global scale.
Alternative space that supports intercultural engagement consistent with the principles discussed necessitates collaboration across multiple units and departments of the University for optimal design and programming. To achieve the goal of transformative intercultural engagement, consistent with MSU’s values, multiple spaces should exist that allow the community to engage effectively with our diverse environment. As discussions continue, a shared understanding must include how to best align efforts and programs around campus that connect and engage students across cultures. The Neighborhood concept presents a unique opportunity to consider how we purposefully honor the diversity at MSU.

- In the near future, we have an opportunity to create multiple spaces that celebrate the diversity of MSU in varied settings. The expansion of the Multicultural Center in the Union will occur. This expansion, coupled with a commitment to designate the thematic focus for the McDonel Hall Engagement Center as intercultural engagement, joined with designated space in the Student Services Building showcasing student diversity, represents an integrated approach and compelling argument for the future development of resources. These multiple spaces will be intentionally designed to communicate our values and represent the principle that opportunities for cross-cultural experiences are not limited to or expected to occur in one space. We will also be able to assess what drives traffic to culturally designated spaces on our campus. We look to use these multiple spaces in new ways to support the programming and awareness of who we are as a globally connected intercultural community of learners. A design team, with student representation, will be organized to formulate a plan assessing the results of these initial programming and space designations that can inform directions for the future.

- During the April 11 meeting, BSA outlined in detail their position on a free standing multicultural center, grounded in their view of the importance of the symbolism represented by a free standing multicultural center and their willingness to develop inter/multicultural programming that is cutting edge in the 21st century. BSA indicated that the proposed center is intended to represent and promote the values of MSU regarding diversity and inclusion and that such space is intended to purposefully engage students across cultures and backgrounds, and values and beliefs: a space to create opportunities for the intercultural engagement of all students. There was recognition and agreement that creating these opportunities is essential to students having the requisite skills to function in a global environment (professionally and socially). Both BSA and the President discussed their respective knowledge of, and experiences with, various centers within the Big Ten and nationally. President Simon expressed her concern that replicating those spaces does not represent the best model for creating the vision articulated by BSA, but that she takes the proposal as BSA conceptualized it seriously.

- President Simon intends to discuss more thoroughly the concept advanced by BSA with the administrative team and subsequently meet with BSA to discuss next steps. President Simon agreed to move forward, in the near term, on program development in consultation with students. Within this context we are looking for the most effective ways to assure that
students see this commitment to this path-breaking inter/multicultural work in a visible and predictably enduring way. This approach will begin to address issues of symbolism, but in a potentially new form. It is important that we continue the conversation regarding symbolism in the larger context of our conversations on multicultural spaces.

- The issue of supplies (i.e., paper and working computers) within the existing Multicultural Center was raised. Dr. Maybank indicated that these issues will be immediately reviewed and resolved.

Fall 2012 Update

Plans for the move of the current Multicultural Center from the lower level of the MSU Union to the second floor have been developed and approved. Construction of the new space will begin this spring and is anticipated for completion during the fall 2013. The collaboration of CORES and COPS groups in the visioning and design of the space has produced an auspiciously bold concept addressing the immediate needs of the groups involved. Additional student input will be sought as the space is structured and completed to ensure student concerns and expectations are addressed.

Representation and Recruitment

6. We demand an increase in Black students, faculty, and staff at MSU at a percentage so as to; at least, match the percentage of Blacks in Michigan as documented in the Michigan US Census.
7. We demand greater diversity of students in all residence halls.
13. We demand an increase in the representation of students of color on ASMSU and RHA.

The University has a variety of programs that are designed to improve K-12 education, particularly in urban areas. The appropriate measure against which to judge our success in recruiting is the proportion of students who not only graduate but are college ready by the new state assessment techniques. Similarly, the recruitment of faculty and staff must be linked to the proportion of professionals trained in the field. We are prepared to review our recruiting approaches with you and seek your input. These discussions would include the Director of Admissions, Mr. James Cotter, to address student recruiting along with Ms. Granberry Russell regarding faculty and staff recruiting expectations.

The assignment of students to residence halls is a matter of program affiliation (i.e., residential college, living learning program, etc.) and individual student preference. The combination of these factors may cause a perceived unevenness in the distribution of students. We are prepared to discuss with you whether our process for student assignment should be modified.

Diverse representation of students on ASMSU and RHA is important to the University. RHA and ASMSU have been working with Student Affairs and Services and others to increase participation and representation. We welcome your ideas about how to improve this work. This will best be accomplished in concert with the leaders of RHA and ASMSU as we seek better ways to achieve our shared goals.
Administrators: Cotter, Granberry Russell, Gore, Maybank, Youatt

2011-12 Response:

- Discussions regarding the recruitment of a diverse student body provided additional strategies for reaching prospective students who might not regularly be a part of the high schools' target populations. The Office of Admissions welcomes the participation of students in the continued identification of strategies and as participants in the process to identify and attract new students.

  Students are encouraged to participate in the processes associated with the identified organizations; applications for the ASMSU spring elections process were provided. We remain available to facilitate the discussions about the associated processes.

Fall 2012 Update:

Residence Education and Housing Services (REHS) is dedicated to hiring and retaining a diverse professional staff. Over the last six months, several administrators in REHS have been hired who identify as African American. These staff members include the Assistant Director of Human Resources, Assistant Director of Communications, and the Assistant Director of Residence Education for the North Neighborhood. REHS will continue to recruit and work to retain a diverse work force from around the globe.

REHS is prepared to discuss the assignment of students to the residence halls. In addition, diverse applicants are sought to apply for the many student positions in REHS that directly impact student recruitment (academic year and summer tour guides), academic success and community building (resident assistant, facilities student worker, desk worker, etc.), and retention (all previously mentioned positions and others).
APPENDIX

RA Recruitment Task Force Goals:

Recruitment
- Increase recruitment of students from diverse backgrounds
- Increase the size and quality of the applicant pool
- Develop professional recruitment materials
- Centralize and standardize recruitment processes

Selection
- Develop processes that are intentional, informed by theory, and departmental values
- Create selection processes that are socially just
- Develop and assess for key competencies
- Increase pool of students from diverse backgrounds
- Streamline selection processes to ensure effective use of time for students and staff
- Ensure selection processes through the year are consistent (mid-year, etc.)
- Get the best qualified staff we can
- Create systems that allow for equal opportunities for all
- Involve our Living Learning & RC partners

2012-13 RA Recruitment and Selection:

RA Recruitment process:
- Met with OISS to receive feedback on the process (October)
- Met with OCAT to receive feedback on process and share strategies for recruitment (September)
- Hosting OISS coffee hour (Nov 30)
- Upcoming cultural student group outreach (for example: APASO, BSA, Jewish Student Union, NAISO, Arab Cultural Society, etc.)
- Multiple upcoming information sessions in a variety of Neighborhoods and classroom space to attract off campus students
- Upcoming post fliers to cultural student group Facebook accounts
- Attempts at increasing visual diversity in our marketing materials
- Partnership with OISS for information distribution
- Upcoming information sent to academic advisors/specialists
- Upcoming student-led recruitment/outreach to specific student events and organizations
- Social media blitz - Facebook, twitter, Instagram, YouTube
- Diversity shown through Instagram photos on Twitter feed
- Specific physical locations for advertising (for example: international center, off-campus, the Rock, RCPD, multicultural center).
- Partnership with RCPD for information distribution
- Partnership with OCAT on recruitment event (Nov 30)
RA Selection process:

- Ten information sessions across campus - facilitation of sessions accounting for diverse learning styles/using various facilitation techniques
- Use of non-cognitive variables in the creation of application questions
- Use of non-cognitive variables in the scoring of application questions
- Weighting of the application, and interview processes to determine final scores (as opposed to cuts made based on writing/sentence structure)
- Changed some language to be more inclusive of various cultures on the application (e.g. resume/c.v.)
- Resume resources provided in info sessions and on website (directing to Career Services)
- Resume usage but not scored, conversations on learning/feedback incorporated into the interview day
- Re-developed interview questions, providing candidates 1 question in advance
- Changed interview pairings to 1 RA & 1 Professional staff member per interview to help with bias challenges
- Group process no longer being scored, feedback sought in specific competency areas (incorporated into selection/placement)
- Reflection form developed for students to fill out at the end of interview day (incorporated into selection/placement).