STRATEGIC GOAL THREE: PROMOTE INCLUSION

Inclusion is demonstrated by an intentional commitment to ensure access for diverse identities, perspectives and voices. We must nurture and sustain an inclusive and welcoming campus culture in which the perspectives and voices of all are respected and valued. We strive to cultivate and foster an everyday cultural setting and inclusive environment in which students, staff and faculty from all demographics can flourish professionally.

Recommendation One: Climate Surveys and data

Create and administer an annual university-wide climate survey, coordinate smaller climate surveys and identify other metrics that address creating an inclusive campus climate

Actions

- Establish a university-wide task force that includes directors of programs for different social identities to identify survey questions and research parameters that offer reliable and valid data at the institutional level and in academic and administrative units; take steps to avoid survey fatigue and data redundancy

- Improve sharing of climate data across the university

- Develop and implement a series of more focused campus climate surveys on the perceptions and experiences of students, staff and faculty using stratified sampling to ensure small populations are adequately represented for statistical purposes

- Identify other metrics, including analysis of exit interviews and institutional reports, to be considered along with climate surveys to annually assess campus climate

- Systematically conduct intersectional and specific campus climate surveys and disseminate results to promote productive conversations and a broad understanding of the experiences of diverse populations

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Recommendation Two: Physical Environment

Create a physical environment at MSU that is representative of the diversity of the students, staff and faculty, and includes physical and cultural features related to inclusion that promote a sense of belonging

Actions

- Conduct a cultural audit of architecture, physical edifices and spaces to ensure they are representative of the diversity that exists within the university community, paying specific attention to funding sources and building names

- Work toward identification, designation and creation of all-gender restrooms in all existing and future campus facilities

- Ensure all athletic facilities have an accessible all-gender changing room that does not require individuals to request access from staff

- Develop a university policy allowing MSU community members and visitors to use the restroom that best aligns with their gender identity and/or the restroom in which they feel the safest

- Post signs in buildings near primary entrances and within a reasonable distance of all-gender restrooms listing the closest locations of all-gender restrooms

- Make physical spaces more welcoming and reflective of MSU's pluralistic communities through the inclusion of art and images of students, staff, faculty and community members to foster inclusion and a sense of belonging

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Recommendations 3-5: Diversity, Equity and Inclusion Education

- Establish accountability measures and structures for annual DEI learning requirements for students, staff and faculty
- Expand and enrich informal DEI learning experiences for the university community to supplement the DEI Foundations educational module
- Offer learning experiences for new students that will address inclusivity

Actions

- Coordinate and manage compliance of required annual DEI learning for students, staff and faculty
- Continue offering DEI Foundations online educational module for students, staff and faculty
- Conduct an annual review of the DEI Foundations module to determine modifications and additions in consultation with the Office for Inclusion and Intercultural Initiatives, DEI resource centers, ethnic and religious studies programs, and student and employee affinity groups
- Integrate modifications as needed after the annual review of the DEI Foundations online educational module
- Develop and implement an interactive, in-person session for undergraduate students that accompanies the online educational module, similar to the required RVSM training, in consultation with the Office for Inclusion and Intercultural Initiatives, DEI resource centers, ethnic and religious studies programs, and student and employee affinity groups

- Aggregate and present on a centralized website the numerous co-curricular/informal DEI learning opportunities for students, staff and faculty
- Offer opportunities for students, staff and faculty to actively engage with others in a dialogue or discussion format across differences and allow individuals to apply their learnings around diversity, equity and inclusion in authentic and meaningful ways
- Develop workshops, dialogues, cultural events, community engagement and service opportunities
- Provide funding to create and incentivize participation in opportunities for DEI learning in small group settings

- Identify ways to incentivize DEI engagement and learning for students, staff and faculty
  - Examples include: DEI certificate for students, staff and faculty, and rewarding faculty who participate in professional development opportunities around DEI and/or incorporate co-curricular DEI opportunities into their class syllabi
- Continue and expand co-curricular learning opportunities offered through college programming with input from the Institutional Diversity, Excellence and Action (IDEA) Coordinators and faculty experts in the various racial, ethnic, religious studies and international studies programs

- Add a required component to New Student Orientation (NSO) to introduce MSU's values related to diversity, equity and inclusion
  - Should include the broad aspect of social identities of diverse populations, including age, color, disability status, ethnicity, gender, gender identity, national origin, race, religion, sexual orientation, socioeconomic level and veteran status
  - Develop in consultation with the Office for Inclusion and Intercultural Initiatives, DEI resource centers, ethnic and religious studies programs, and student and employee affinity groups
- Add a required component to orientation for new graduate students similar to the NSO component
  - Develop in consultation with the Office for Inclusion and Intercultural Initiatives, the Graduate School, academic graduate and professional programs, DEI resource centers, ethnic and religious studies programs, and student and employee affinity groups
- Review and modify NSO and Fall Welcome events to make them more inclusive and welcoming for historically underrepresented populations
- Create more preorientation opportunities for students to build relationships with peers

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Recommendation Eight and Nine: Accessibility

- Create and support a campus culture and environment that is accessible, both physically and virtually, to all students, staff, faculty and visitors with disabilities
- Provide education for student organizations regarding the role and importance of accessibility in inclusion

Actions

- Promote universal access through the design of accessible online curriculum, educational platforms and the physical environment, including facilities, transportation and resources
- Ensure accessibility in the university's information technology tools as well as in the items students are required to purchase
- Provide training for students, staff and faculty on what accessibility is, its importance and how to use various resources
  - Develop training for students, staff and faculty dedicated specifically to disability awareness
  - Develop leadership training to create a shared understanding of equity and access
- Conduct annual student and employee accessibility surveys, coordinated through the Resource Center for Persons with Disabilities, and communicate results to the campus community. Survey to focus on:
  - Effectiveness of and potential improvements to current accessibility resources
  - Impacts of physical spaces on accessibility
  - Architectural accessibility
  - The everyday campus experiences of and issues related to accessibility for students, staff, faculty and visitors with disabilities
- Allocate resources (funds and staff) necessary to administer and analyze annual accessibility survey
- Allocate financial resources to provide units with small matching grants to address new and emerging needs for identified accessibility gaps; improve unit-level accessibility and drive unit-level creativity and responsibility while providing needed support
- Publicize Infrastructure Planning and Facilities' map of single-user restrooms
- Ensure all university communications are accessible, including an annual review of accessibility standards for university communications

- Ensure disability resources for public events are provided, including requiring the host of the event to:
    - Confirm the location is physically accessible to those with disabilities
    - Provide contact information for accommodation requests
    - Communicate accessibility resources in promotional materials for university-sponsored public events

- Provide training for Registered Student Organizations (RSOs) and other student networks (such as Greek Life) that strengthens knowledge and skill sets needed to support those with disabilities, creates a more welcoming and supportive environment for students with disabilities and encourages students with disabilities to self-advocate
- Develop protocols to help RSOs identify accommodations and conduct regular reviews of event planning and other practices to ensure accessibility for persons with disabilities
- Provide guidelines to RSOs for event publicity that address accessibility and resources for persons with disabilities
- Periodically assess the barriers and modes of communication that hinder full participation by members of diverse populations to inform ways to facilitate and promote increased intergroup contact

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Recommendation Ten and Eleven: Inclusive Student Support Services

- Develop more inclusive student support services to ensure the success of the university's increasingly diverse student body
- Foster a multicultural community in which all students, staff and faculty feel included and in which their identities are recognized and celebrated

Actions

- Provide services that support Deferred Action for Childhood Arrival (DACA) and undocumented students
- Identify a centralized office to provide formalized services for DACA students
- Establish a committee that includes representatives from the Office of Financial Aid, Office of Admissions, Office of Cultural and Academic Transitions, Migrant Student Services, Residential and Hospitality Services, other affinity identity units in Student Affairs and the Associate Provost for Undergraduate Education to review policies and formalize services for DACA and undocumented students
- Continue development of a multicultural center in partnership with the Council of Racial and Ethnic Students (CORES) and Council of Progressive Students (COPS)
- Increase funding and support for resources, space and staffing for identity-based resource centers
- Increase funding and affirm commitment and resources to fully develop the Office of Cultural and Academic Transitions (OCAT) that supports students from multiple racial and ethnic backgrounds
- Expand services and programming for veterans and active military service members
- Increase funding and resources to support space, staffing and programming for the Gender and Sexuality Campus Center
- Provide adequate funding for each of the organizations represented by CORES and COPS
- Expand precollege and pathway programs with the goal of supporting historically underrepresented communities and fields of study
- Initiate pathway and support programs for transfer, Pell Grant-eligible and first-generation college students

- Broaden services in support of students who are veterans and active service members, students with disabilities, first-generation students, students who have been independent and students from disadvantaged backgrounds
- Allocate adequate resources and increase support to DEI-related student-facing resource centers that serve diverse student populations
- Ensure students receive culturally and identity-relevant mental health services

- Review resource allocations to units that are exclusively focused on historically underrepresented populations
    - Identify financial and other resources
    - Compare resources to similar functions at other Big Ten and large public AAU institutions
    - Identify potential donors and sources of external support
- Create an intentional space for gathering and building community
- Assess and advocate for ongoing and changing needs of diverse affinity groups