"Michigan's State University"

—President Kevin Guskiewicz

Michigan State University (MSU) was founded in 1855 as the Agricultural College of the State of Michigan and served as a prototype for the land-grant university model established by the Morrill Act of 1862. The land grant philosophy, which emphasized a commitment to the community and a need to engage all levels of individuals and populations in the educational process, continues to frame the mission and strategic initiatives of the university; MSU hopes to define what the land grant university of the future can be.

The university is a 5,300-acre campus in East Lansing, just three miles east of the Michigan State Capitol Building in Lansing. MSU occupies the ancestral, traditional, and contemporary Lands of the Anishinaabeg—Three Fires Confederacy of Ojibwe, Odawa, and Potawatomi peoples. The University resides on Land ceded in the 1819 Treaty of Saginaw.

In 1964, the name "Michigan State University" was adopted, and the university became a member of the American Association of Universities (AAU).

MSU is governed by a publicly elected eight-member Board of Trustees, a system established by the State Constitution. Executive leadership is provided by the President, the Provost and Executive Vice President for Academic Affairs, and the Executive Vice President for Administration.

In fall 2019, MSU started a new planning process to chart the university's future. This process became "MSU 2030: Empowering Excellence, Advancing Equity and Expanding Impact," the strategic plan under which MSU is currently operating. The plan was implemented in 2021, and as the name suggests, concludes in 2030 with the goal of being strategic, bold, and focused on students.

In a highly decentralized structure, MSU has 17 degree-granting colleges that offer over 400 degree-seeking programs in undergraduate, graduate, and professional study. In fall of 2024, the university enrolled 52,089 students (41,234 undergraduates and 10,855 graduate/professional students) and employed 6,050 faculty and academic staff, and 7,915 support staff. Students come to MSU from all counties within Michigan, all 50 states, and more than 130 countries. MSU emphasizes international engagement, offering over 300 study abroad programs on all continents and in over 60 countries. MSU holds the Carnegie Classifications of Community Engagement and R1 Doctoral University--Very High Research Activity.

Since our 2016 10-Year Reaffirmation and our 2020 4-Year Open Pathway Review, many changes have occurred at MSU, which have brought both challenges and opportunities.

First, MSU has experienced multiple changes in administration in the last nine years, including six incumbents in the office of president: three presidents, two interims, and one acting president. President Kevin Guskiewicz is the current and regularly appointed president, taking office on March 4, 2024. Interim Provost and Executive Vice President for Academic Affairs

Thomas Jeitschko has served in his role since November of 2022; he served as Senior Associate Provost before his current appointment. President Guskiewicz created the Senior Associate Vice President for Health Sciences position and the Health Sciences Council, made up of thirteen Health Sciences campus leaders to oversee decision-making for MSU Health, the Health Science colleges, and MSU's partnership with Henry Ford Health in Detroit, Michigan.

On August 17, 2020, the MSU College of Law was fully integrated into MSU and now exists as a constituent college. This significant change required moving our reaccreditation reaffirmation to Year Nine (instead of Year Ten) of our Open Pathways cycle.

Furthermore, the university is on Heightened Cash Monitoring 1 (HCM1) with the Department of Education for violations of Title IX related to its past handling of the Larry Nassar and William Strampel cases. The administration has worked with the U.S. Department of Education on a plan for monitoring and compliance. This plan is overseen by the Office of Audit, Risk and Compliance, the Office of Financial Aid in Enrollment Services, and the Office of Accreditation, Assessment, Curriculum, and Compliance. These offices administer the institutional compliance program. As part of this oversight, both the university and the larger university community have been working diligently to improve systems and policies around prevention, outreach, and education. In addition, the university has provided new resources and support to help students, faculty, and staff.

On February 13, 2023, a mass shooting occurred in two buildings on the campus of MSU. Three students were killed, and five students were critically injured. A permanent memorial, financed from the "Spartan Strong Fund," opened outside of Berkey Hall in summer of 2024.

As evidenced in the embedded report in Criterion 2.C., the university has also addressed public conflict and alleged ethics violations within the Board of Trustees. The university has taken all actions at our disposal, and we believe that our work is apparent in the transparent documentation we provide.

Through the challenges of the last nine years, MSU has continued to thrive and to excel. The following are several examples of the good work happening across campus.

- MSU is consistently the No.1 choice across the state for incoming students and is Michigan's state university—the university FOR Michigan.
- The university community launched MSU 2030: Empowering Excellence, Advancing Equity and Expanding Impact, our strategic plan.
- The new STEM building provides state-of-the-art learning facilities that prepare students
 for the careers of the 21st century. The STEM Teaching and Learning Facility is the first
 of its kind in Michigan built with mass timber. No other building with combined lab and
 classroom space is currently built with the material.
- Currently in construction, the Health and Wellness Center and the Multicultural Center increase our sustainable and student-focused space.

- Our medical and research excellence will be further enhanced with the Nick Gilbert Neurofibromatosis Research Institute to be housed in the Henry Ford Health + MSU Health Sciences research facility in Detroit.
- The Facility for Rare Isotope Beams (FRIB) recently won a \$115 million grant to fund a new High Rigidity Spectrometer project, leveraging and extending the utility of this worldleading laboratory for discovery.
- MSU researchers are collaborating with local communities to protect precious shorelines
 from coastal erosion, keeping communities safer. We're also working hand in hand with
 Michigan farmers to reduce nutrient runoff that causes harmful algae blooms in the
 Great Lakes, which can kill wildlife and cause human illness in addition to harming
 tourism and fishing industries.
- Rankings from US News & World Report:
 - MSU is ranked as the #1 school in the country for supply chain management; this Broad College of Business program continues its No. 1 ranking for the 8th straight year.
 - Our Education Abroad program is ranked 8th in the country.
 - MSU is in the top 40 in the country in the categories of Best Colleges for Veterans and Most Innovative Schools.
 - MSU is tied for 60th among national universities and 28th among the top public schools in the country.
 - We are also ranked 160th in the country among schools with the best value, and our engineering schools rank in the Top 50.
 - Not only have our College of Education's elementary and secondary education programs topped its national rankings for 30 straight years, but the college also now has five programs ranked No.1. In fact, all nine of the college's graduate programs are ranked in the top 10.
- We are celebrating many examples of student success, including the naming of a
 double-major junior as the university's 14th Udall Scholar. Michigan State's studentathletes set a record cumulative grade point average of 3.3744. MSU College of Law
 students took our competitive Moot Court program to No. 1 in the country for the second
 time in four years.
- We launched a new undergraduate Academic Program Review process in 2022, encouraging excellence and accountability across majors and general education programs.
- Student Life and Engagement reinstated the two-year Live On to help reach the student success goals of MSU 2030.

- We earned a top-50 ranking among U.S. patent-granting universities, maintaining an 11year streak on the list of top-100 universities worldwide for patents granted.
- Michigan State University rose to No. 1 in service-learning among public universities in the recently released U.S. News & World Report 2024 Best College rankings.

Although we do not have the space to highlight all the excellent work at MSU, more evidence of our aim to keep students curious follows in this reaffirmation narrative.

We submit the following narrative as evidence of our continued work toward providing a high-quality educational experience for our students, imparting a supportive and motivating environment for our faculty and staff, and advancing outreach and engagement across the state of Michigan and beyond. This reaffirmation narrative provides examples and evidence of our compliance with the accreditation criteria of the Higher Learning Commission. We are grateful for this opportunity to highlight our mission.

Sincerely,

Kevin M. Guskiewicz, Ph.D. (he/him) President Professor, Department of Kinesiology

Thomas D. Jeitschko, Ph.D. (he/him)
Interim Provost and Executive Vice President for Academic Affairs
Professor, Department of Economics

Assurance Argument Michigan State University - MI

Review date: 11/18/2024

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

- 1. The mission was developed through a process suited to the context of the institution.
- 2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
- 3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
- 4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
- 5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

The Michigan State University (MSU) Mission Statement is located on the 2030 Strategic Plan website ("MSU 2030: Empowering Excellence, Advancing Equity and Expanding Impact"), the Board of Trustees' website, and the President's website, emphasizing the broad university commitment. Underlying our success is a firm belief that our mission guides our quest for discovery, commitment to learning, engagement with one another, and our commitment to advancing knowledge and transforming lives across the state, the nation, and around the world. As we build on our heritage, our actions and aspirations stem from this framework. An excerpt of the statement highlights this commitment to education, research, and outreach:

Our mission is to advance knowledge and transform lives by providing outstanding undergraduate, graduate and professional education; conducting research of the highest caliber; and advancing outreach, engagement and economic activities.

Development Process and Approval

MSU's mission statement was approved by the Board of Trustees on April 18, 2008. The academic governance culture of MSU is one of a shared governance structure linking together graduate students (Council of Graduate Students), undergraduate students (Associated Students of MSU), university faculty and administrators, and university-level standing committees (Faculty Senate and University Council). It is guided by the Bylaws for Academic Governance. In response to the 2006 HLC accreditation review, MSU revised its mission statement to better

reflect our history as an institution founded in the land-grant tradition and our growth into a research-intensive university with global reach relevant for the 21st century. Initiated by the Provost's Office, the draft mission statement was submitted to the Executive Committee of Academic Council in 2007 by a representative group of faculty, staff, administrators, and students involved in the crafting of the statement. It was referred to the University Committee on Academic Governance for review and campus comment. The Academic Council endorsed the revised mission statement in 2008, and it was then adopted by the Board.

2019 Review and 2030 Strategic Plan

Upon the arrival of then-President Samuel Stanley in fall of 2019 and the initiation of a comprehensive university-wide strategic planning process, the Strategic Planning Steering Committee's (SPSC) charge included reviewing the university's mission. The SPSC was representative of faculty, staff, student and administrative members. Following discussion with the Steering Committee, the President and the Board determined in spring of 2020 that the university's mission was appropriate and did not require revisions.

The SPSC instead remained focused on developing the university's vision, values, and strategic plan which ended in the MSU 2030 plan. The group emphasized that the university mission is reinforced through the MSU 2030 plan and that stated vision within the plan: "By 2030, we envision a Michigan State University that has significantly expanded opportunity and advanced equity, elevated its excellence in ways that attract vital talent and support, and has a vibrant, caring community."

Progress Reports on MSU 2030 are updated annually. The 2022 and 2023 reports provide details about several of the initiatives included in the Reaffirmation Narrative.

Values: This vision is reinforced through the university's values (as listed in the Mission Statement evidence above), established during the MSU 2030 planning process: collaboration, equity, excellence, integrity and respect. These values, as defined, specifically mention "eliminating barriers to access" in alignment with the university's mission as a land-grant university committed to educating students in an "inclusive, academic community." The values also mention serving "the common good [to] improve the world we live in" in alignment with the outreach component of our mission to improve the communities around us both locally and globally.

Widespread Use Determining Philosophy: Our mission statement is widespread throughout policy and operational guidance documents, clearly demonstrating alignment of mission and programs/services. Key policy positions such as academic personnel decisions are explicitly framed within the university's mission and vision. For example, it serves as the foundation of the annual memo from the provost articulating the guidelines for promotion and tenure decisions. MSU's mission is clearly reflected in the mission and vision statements across the university's programs and services. For example, it is represented on webpages of the Board of Trustees and the Office of Spartan Experiences as well as the mission and values statements of the colleges of Agriculture and Natural Resources and Arts and Letters.

MSU's offerings to undergraduate, graduate and professional students are representative of the mission statement. MSU offers more than 400 undergraduate, graduate, microcredential, and certificate areas of study across 17 degree-granting colleges representative of the arts and humanities, social and natural sciences and professional education. As a public researchintensive land-grant institution, MSU provides strong, comprehensive programs in the liberal arts and sciences and in major professional areas.

Enrollment Use: MSU's enrollment profile is consistent with our mission to prepare globally engaged citizen leaders and make positive contributions both locally and globally. In Fall 2023, MSU enrolled 51,316 students, including students from every county within the State of Michigan, from all 50 states and from 142 countries. We enrolled 40,483 undergraduate students and 10,833 graduate and graduate-professional students. In accordance with our international focus and commitments, approximately 11 percent of enrolled students were international. Diversity numbers for MSU students have increased by almost 500 students between spring of 2023 to spring of 2024. From 16,727 students of non-majority ethnic origins to 17,225 students. This blend of students across the state, nation and world creates an educational environment conducive to learning from a cross-section of students and exposes students to a wide array of diverse backgrounds and experiences requisite of an international research university.

Student Support and Student Success Use: Student support services are consistent with the stated mission; transition to college, advising and retention support services promote success of all students in undergraduate, graduate and professional education programs.

The university mission for student support and success collaboratively reshapes the institution to better support undergraduate student learning and success by transforming lives and providing an outstanding undergraduate education. Additionally, MSU's mission statement has informed our creed that every student admitted to MSU has the capacity to learn, thrive, and graduate. MSU firmly believes that while academic success is a key part of a student's experience, student success is not just academic. It also includes creating a sense of belonging at MSU, finding their purpose and passion to be engaged citizens in the world, and focusing on their holistic wellbeing. This well-rounded view of student success directly ties into MSU's mission and goals to create students prepared to be engaged citizens of the world.

MSU's commitment to student support is illustrated in part by the services located in Student Life and Engagement that include the Auxiliary Sports Group, Culinary Services, Diversity, Equity, Inclusion and Belonging, Student Development and Leadership, and Residence Education and Housing Services. A set of five campus Neighborhoods including vibrant Engagement Centers provide places where student support services, student affairs, and academic affairs come together to support and promote a more holistic learning experience for students. The Neighborhood Student Success Center provides services through its five Neighborhood Engagement Centers, the Academic Success Workshops as well as programming and support for the Spartan Success, Detroit M.A.D.E., and Dow STEM Scholars programs.

Examples of MSU's academic enrichment offerings for students include First-Year Seminars Away and First-Year Seminars Abroad, and a broad range of entrepreneurship and innovation opportunities. Additionally, MSU has a Center for Community Engaged Learning where students

can find opportunities for civic engagement and an Undergraduate Research and Creative Activity (URCA) Office where undergraduate students can find research and creative opportunities. MSU also offers a required New Student Orientation (NSO) for all new first-time students with specific tracks for first-time and transfer students. This includes an online Desire2Learn (D2L) self-paced course, an in-person welcome, and a required enrollment appointment with an academic advisor. The Writing Center @ MSU has nine locations across campus as well as online consulting. The Math Learning Center has five locations across campus.

Closing the Gap: The MSU 2022 Quality Initiative, "Closing the Gap" also supported the academic support mission by improving the quality of student achievement initiatives and—ultimately—our undergraduate graduation rate by closing opportunity gaps for minoritized students. Closing the Gap was developed in support of the university's strategic plan, which puts people first and prioritizes the success of students, staff and faculty. Theme one, Student Success, includes many areas of impact around Closing the Gap, including curriculum, access and persistence, student experience, and commitment to DEI student success initiatives.

In 2022, after the beginning phases of the Strategic Plan implementation process, the Student Success theme of the 2030 Strategic Plan had over 70 projects in various stages of review, planning, and implementation. MSU highlighted five key initiatives as a part of our Closing the Gap work.

First, our offices of Financial Aid, Registrar, Enrollment/Admissions, and the Controller have worked together to develop the Spartan One-Stop (SOS) to improve the student experience to remove barriers around information sharing and gathering.

Second, we have enhanced our low-income student support program aligned with the needs and experiences of our students called Spartan Tuition Advantage (STA). The key feature of this rebrand allows MSU to expand the program to include more of our very high need students.

Third, in our Advising Expansion we have restructured and infused resources into MSU's advising community to ensure that MSU can provide the holistic and intrusive advising necessary for all students to learn, thrive, and graduate. MSU's advising community has been appropriately structured and adequately resourced to meet the diversity of our students' needs, to help students develop their purposes and passions, and to support the migration of students between majors and colleges at MSU.

Our fourth initiative is the First-Generation Student Success Project. MSU's recent designation as a First-Gen Forward Institution allowed us the dedicated opportunity to work on a series of efforts to address the opportunity gaps for first-generation students.

The final initiative highlighted in Closing the Gap is the Inclusive Campus Initiative (ICI) from the Division of Student Life & Engagement. The Inclusive Campus Initiative is designed to create a space where discussions of student social justice and advocacy issues center student voices . More information on MSU's student success initiatives can be found in Criterion 4.

The Graduate School: Another important component of MSU's mission is graduate education. The Graduate School provides workshops, programs, and resources for graduate students across the entire university including career planning, research, and health and wellness. More examples of graduate-level student success initiatives can be found in Criterion 3.D.

The College of Law: In accordance with the mission to provide outstanding graduate and professional education, the MSU College of Law was fully integrated into the university on August 17, 2020 with approval from HLC.

Planning and Budget: The institution's planning and budgeting priorities align with and support the mission. These priorities are addressed in detail in Criterion 5.

Sources

- 1a Academic Success Workshops NSSC
- 1a Bylaws-for-academic-governance-updated-2023-06-16
- 1a COL HLC Approval Change of Control Letter
- 1a College Values Priorities College of Arts Letters
- 1a fac policy man
- 1a Faculty Guide for Reappointment Promotion and Tenure Review
- 1a Fall EnrollmentReportFall
- 1a First Gen MSU First-Generation College Student Initiative
- 1a Home Center for Community Engaged Learning Michigan State University
- 1a INCLUSIVE CAMPUS INITIATIVE—Office of Cultural Academic Transitions
- 1a International Student Data Fall 2023
- 1a Letter from President Stanley 1-6-20
- 1a Mathematics Learning Center
- 1a Mission and Values
- 1a Mission and Values About
- 1a MSU 2030
- 1a MSU 2030 SP Implementation Update-2022-June
- 1a MSU 2030 SP Update0724
- 1a MSU Mission BOT
- 1a MSU Orientation
- 1a Neighborhood Resources NSSC
- 1a Office for Education Abroad First-year Seminars Abroad and Away (1)
- 1a OSE About
- 1a Professional Development The Graduate School
- 1a Quality Initiative Michigan State University
- 1a Reaffirmation BoT Character and Goals of MSU
- 1a RO Term Report Ethnic Origin Spring 2024
- 1a Scholar Programs NSSC (1)
- 1a Spartan One-Stop _ Michigan State University

- 1a Spartan Tuition Advantage _ Michigan State University
- 1a Statement-Faculty-Tenure-Promotion
- 1a The Writing Center Michigan State University
- 1a University Academic Advising Expanding Team in MSU Union _ Student Life Engagement
- 1a Who We Are What Were About Undergraduate Research (1)

1.B - Core Component 1.B

The institution's mission demonstrates commitment to the public good.

- 1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
- 2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
- 3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Argument

As articulated in Criterion 1.A., the university's mission is articulated in a variety of public documents as well as internal handbooks and administrative and policy documents. The MSU Mission Statement, approved in 2008 and reapproved in 2020 (linked in 1.A.), is publicly and prominently located on the MSU Board of Trustees (BOT) website and linked to on the tier-one "About MSU" page of the university's website. The mission statement is linked from the 2030 Strategic Plan. In addition, it appears in the Faculty Handbook. The MSU Mission Statement succinctly expresses our commitments to teaching and learning, research, scholarship, creative activity, and outreach and engagement within the overarching context of advancing knowledge and transforming lives, both locally and globally.

Initiatives supporting the public mission

The following examples outline a sampling of MSU's public initiatives developed to support the university mission.

- MSU publishes many widely distributed print and web resources, such as Inside MSU,
 MSU Today, and Spartan Magazine to reach various public audiences. Mailing lists
 include alums, current and former faculty and staff, and state officials. MSU's mission to
 become the university for Michigan, is actively represented through the stories of
 campus.
- MI Spartan Impact is a dynamic initiative by MSU Government Relations that highlights and promotes the university's significant contributions to the state of Michigan. It serves as a platform to showcase our widespread engagement across the state, emphasizing the university's efforts in creating a stronger, healthier, and more economically prosperous Michigan. The initiative emphasizes our role in influencing higher education policies, providing vital data on the university's economic and community impact, and fostering relationships with policymakers.

- The Office of the Vice Provost for University Outreach and Engagement (UOE) facilitates university-wide efforts, creating an ecosystem of engagement by supporting the engaged activities of faculty, staff, and students. UOE fosters public access to university expertise and resources, and advocates for exemplary engaged scholarship, nationally and internationally. In its work, UOE emphasizes university-community partnerships that are collaborative, participatory, empowering, systemic, transformative, and anchored in scholarship.
- MSU Extension helps improve the lives of Michiganders by bringing the vast knowledge resources of MSU directly to individuals, communities and businesses. For more than 100 years, MSU Extension has helped grow Michigan's economy by equipping Michigan residents with the information that they need to do their jobs better, raise healthy and safe families, build their communities and empower the children of Michigan to dream of a successful future.
- MSU's Center for Community Engaged Learning has been identified as the oldest operation of its kind in the United States, and annually supports 3,765 hours of student placement in community-based settings. Community Engaged Learning is a teaching and learning strategy that integrates meaningful community partnerships with instruction and critical reflection to enrich the student learning experience, teach civic and social responsibility, and strengthen communities—a high-impact learning strategy. In 2024, MSU is ranked #1 among all public institutions in Service-Learning by US News & World Report; this prestigious recognition highlights MSU's unwavering commitment to community-engaged learning, scholarship, and partnerships.
- Project GREEN (Generating Research and Extension to meet Economic and Environmental Needs) produces industry-driven research and outreach that works to enhance plant agriculture through:
 - o Developing research and educational programs in response to industry needs
 - Ensuring and improving food safety
 - Protecting and preserving the quality of the environment
- The MSU Food Processing and Innovation Center is the first of its kind in the nation. The Center is Michigan's leading independent commercial food development, processing, packaging and research facility. It provides a real-time production environment to support the creation of vibrant new food products, serving the needs of Michigan-based food businesses big and small as well as large-scale startups throughout the Great Lakes region and beyond.

- AgBioResearch conducts leading-edge research that combines scientific expertise with practical applications to advance agriculture, sustain natural resources, generate economic prosperity and enhance the quality of life in Michigan and worldwide. Researchers from across the MSU campus seek to discover economically feasible, scientifically based solutions to global challenges such as climate change, water issues, invasive species, and food safety and security. Success is based on partnerships with agriculture and natural resources industries, MSU Extension, commodity organizations, governmental funding agencies and exceptional legislative support at the state and federal levels. Research is heavily guided by industry and stakeholder input to meet specific needs and address emerging threats.
- The Michigan Alliance for Animal Agriculture (M-AAA) is a partnership among Michigan animal agriculture industries, the Michigan Department of Agriculture and Rural Development, the Michigan State University College of Agriculture and Natural Resources, the MSU College of Veterinary Medicine, MSU AgBioResearch and MSU Extension focused on the advancement of the Michigan animal agriculture economy.
- MSUvote is a non-partisan campus committee whose mission is to increase the number of registered student voters, to inform and educate students on candidates and issues, and to bolster student participation on Election Day.

Sources

- 1b About Michigan State University
- 1b AgBioResearch
- 1b Board of Trustees Michigan State University
- 1b Food Processing and Innovation Center
- 1b Home Center for Community Engaged Learning Michigan State University(2)
- 1b Home University Outreach and Engagement Michigan State University
- 1b Home MSUvote
- 1b MI Spartan Impact Michigan State University
- 1b Michigan Alliance for Animal Agriculture
- 1b MSU Extension About
- 1b MSUToday Michigan State University
- 1b Project GREEEN
- 1b Spartan Magazine Alumni

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

- 1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
- 2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
- 3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

"We are an inclusive, academic community known for our traditionally strong academic disciplines and professional programs, and our liberal arts foundation."

-- MSU Mission Statement

"At MSU we take great pride in our diversity. Valuing inclusion means providing all who live, learn, and work at the university the opportunity to actively participate in a vibrant, intellectual community that offers a broad range of ideas and perspectives.... Our commitment to inclusion means we embrace access to success for all and treat all members of the extended MSU community with fairness and dignity."

--MSU Board of Trustees Statement on Diversity and Inclusion

"We will commit ourselves to the principles of federal and state law guaranteeing equal opportunity and nondiscrimination; support an environment that respects the rights and opinions of all people; and ensure complaints of discrimination, harassment, and retaliation are properly investigated and addressed in accordance with University policy and applicable law."

--MSU Code of Ethics and Conduct

"As we move forward with our strategic initiatives, it is imperative that we align all efforts with MSU's diversity, equity and inclusion values, ensuring that we prioritize a student-focused, forward-looking and boldly strategic pursuit of a more inclusive university community."

-- President Kevin M. Guskiewicz, Ph.D.

As demonstrated in the language above, MSU's commitment to inclusiveness is grounded in our mission and identity as an "inclusive academic community." The relationship between our mission and the diversity of society is demonstrated by multicultural initiatives and programs that are institutionally deep and broad, reflecting the global society in which we exist and for which we strive to make a positive difference. Below is a narrative description of the inclusive resources and environment intentionally designed to support international students, students of color, disabled students, LGBTQIA2s+ students, Indigenous students, and many other communities we serve.

Inclusive and Equitable Treatment of Diverse Populations

History: The historical synopsis of MSU's engagement with international communities includes the establishment of the Foreign Student's Advisor Office in the 1950s, several regionally thematic centers, the Office of International Studies and Programs, and the opening of the International Center in 1944. The institution began to encourage faculty to develop and lead programs abroad in the 1950s. In 2017-18, 2,805 students participated in an education abroad experience, choosing from among 288 programs in 55 countries. Post-Covid, in AY 2021-22, 1,545 students studied abroad in 60 countries.

IDI: The Vice President and Chief Diversity Officer leads the Office for Institutional Diversity and Inclusion (IDI) at MSU. Along with the Office of the President's 2021 "Diversity, Equity, and Inclusion Report and Plan," IDI leads several strategic initiatives. The DEI plan is organized around four primary strategic goals: increase diversity, ensure equity, promote inclusion, and enhance outreach and engagement. The overall goal is to create an integrated approach to diversity, equity and inclusion, and create alignment between an established institutional framework and local efforts within academic and administrative units. The recommendations that follow each primary strategic goal include action items and suggested metrics that apply to unit-level efforts. The DEI Annual Report and DEI Scorecard Report are discussed below.

Every year the institution prepares and makes publicly available the Annual Diversity Report, evidence of the vast number of ways diversity and inclusion are defined at MSU. The report, which is part of an annual public presentation to our Board of Trustees (Board), brings together information on the diversity of student enrollments, faculty, administrative, and staff appointments (including race/ethnicity, persons with disabilities, and veteran status), institutional initiatives including community engagement, research, stewardship, and internationalization. The office also administers the Creating Inclusive Excellence Grants (CIEG). Grounded in the five strategic imperatives of Boldness by Design the program's purpose is to support projects or programs intended to create and support an inclusive university. The list of recently funded projects demonstrates the scope of the program.

Enrollment: MSU enrolls a diverse student body at both the undergraduate and graduate levels, and the university's work on the Closing the Gap initiative, along with other efforts are reflected in the numbers. Total enrollment of racial/ethnic minority students has increased from 21.3% in

2015 to 24.2% in 2019 to 35.6% in 2023. Information about student diversity, including 1st generation students, is described in Criterion 3.

ISP: International Studies and Programs (ISP) was established in 1956 with a mission to initiate, coordinate, and support internationally related activities throughout the institution. It was the first such office among major universities in the United States. Today, it oversees more than 25 internationally-focused centers, institutes, offices, and programs located in ISP and throughout the university. ISP provides an array of educational opportunities and support services including access to the globalEDGE international internship directory, seven distinct areas and thematic study centers and programs, and several other affiliated units and centers. MSU also leads the Global Center for Food Systems Innovation, a consortium of six organizations whose mission is to create, test, and enable scaling of effective solutions and evidence-based approaches to a defined set of critical global trends impacting food systems.

Multicultural Center: In February 2023, the Board of Trustees approved plans for a new Multicultural Center on campus, and in April 2023, MSU broke ground on the project. The building is expected to open in late 2024. A history of the project and tracking of its construction is available on the Center's website.

Informed Citizenship and Workplace Success

Required Coursework: Just as MSU has a longstanding history of multicultural initiatives and engagement, the institution has embraced inclusivity and diversity since its inception. We are the nation's pioneer land-grant institution, founded more than 150 years ago on the ideal of the democratization of education and knowledge. From our founding in 1855 through the present, we have been intentional about national and international diversity. MSU has an institutional learning goal of cultural understanding that is reflected in a graduating student's ability to comprehend global and cultural diversity within historical, artistic, and societal contexts. To fulfill the University Diversity Requirement, undergraduate students must take a course in both international and domestic diversity to reflect the history and mission of MSU. Many of the courses in the Arts and Humanities area and in the Social, Behavioral, and Economic Sciences area, emphasize national diversity (designated "N" at the end of the course title), or international and multicultural diversity (designated "I" at the end of the course title). Some courses emphasize both national diversity, and international and multicultural diversity (designated "D" at the end of the course title). Students must include at least one "N" course and one "I" course in their general education curriculum.

Student Life and Engagement (SLE): Since our last HLC full reaffirmation of accreditation, MSU has reinstated a two-year live on requirement for residence halls. Implemented in fall of 2021, the requirement is still in its initial data collection stage, but assessment of the program suggests that MSU's program trends toward higher rates of persistence, completion, and graduation among those students who participate.

The Multicultural Unity Center (MOSAIC) is a space in the MSU Union Building for students to study, have meetings, and be within a welcoming environment. The Center hosts a variety of programs throughout the school year, from academically-oriented presentations to student group meetings to informal social receptions which are open for all to attend.

In Student Life and Engagement (SLE) MOSAIC is only one example. Fraternity and Sorority Life, the Office of Cultural and Academic Transitions, the Student Parent Resource Center, the Student Veterans Resource Center, Women's Student Services, Migrant Student Services, and The Gender and Sexuality Campus Center each support an inclusive campus population. Within the residence halls, MSU also staffs Intercultural Aides (ICAs).

The Gender and Sexuality Campus Center: The Gender and Sexuality Campus Center is a student-centered campus resource that works to celebrate, affirm, and empower LGBTQIA2S+ members of the MSU community. Through education, engagement, advocacy, and student support, The Center creates an inclusive campus culture for people of all genders and sexual identities, and it also provides intersectional educational and social programming and collaborates with student leaders and campus partners to build community and increase a sense of belonging.

TRIO: The TRIO Excel Summer Bridge Program for newly admitted students allows students to experience an intensive college-level academic schedule; their target audience includes those who are first-generation, income-eligible, or have documented disabilities. As a part of TRIO Excel, students take rigorous non-credit courses in math, reading and writing, and engage in seminars and workshops to develop success skills for an enhanced transition into university academics and campus life.

Bringing International Students to MSU: The American Semester Program (ASP) brings international students to campus, providing educational opportunities for those international students and enriching MSU students' educational experiences by adding perspectives and experiences to the classroom and the university community. MSU works with a wide variety of partner organizations to facilitate the ASP.

Fostering Respect

Inclusive Policies: MSU's recently developed Policy Management Program, along with a formal Policy Library, ensures that "[p]olicies are developed, reviewed, and approved in a manner that ensures consistency with the university's mission and with applicable law and guidance," including University commitments to inclusive and equitable treatment of all community members.

Awards: The Excellence in Diversity, Equity and Inclusion Awards program was established in 1990 to promote and encourage support of diversity. The awards recognize individuals, teams, units and organizations within MSU that have performed above and beyond what they were hired or designated to do by demonstrating outstanding leadership and creativity in diversity.

MSU Food Bank: The MSU Student Food Bank was the first in the nation. 12 months a year, the Food Bank serves MSU students experiencing food insecurity. The MSU Student Food Bank provides free food and related items to students facing food insecurity and needing assistance. The Student Food Bank provides supplemental support; its goal is to cut student participants' grocery bills in half.

Faculty and Staff Diversity

MSU's diverse group of faculty and staff is the result of policies and procedures that guide our hiring practices. Between the 2018-19 and 2022-23 academic years the total academic human resources workforce decreased to 4,992 individuals from 5,694 individuals. The percentage of women increased slightly to 49.3% from 46.8% in 2019. The percentage of minority faculty and academic staff increased slightly from 26.1% to 27.6%.

The number of tenure system faculty (FTE) decreased from 1675.3 in 2021 to 1,646.3 in 2023 and has held steady in 2022-23 and 2023-24. Among the tenure system faculty, the percentage of women is 39.5%, continuing a steady trend upward since 2019.

Minority representation among the tenure system faculty has increased from 25.8% in 2019 to 30.2% in 2023, more than doubling the representation from twenty years ago. Modest increases in the representation of Asian and African American/Black tenure system faculty are noted, and the percentage of Hispanic, Native American, and Pacific Island tenure system faculty has remained mostly unchanged since 2019.

Since 2020, our non-tenure system faculty increased by 4%. Within this broad category are (1) faculty in our four medical colleges (Human Medicine, Osteopathic Medicine, Veterinary Medicine, and Nursing) who have assignments which include substantial patient care responsibilities, (2) faculty in our Facilities for Rare Isotope Beams (FRIB) appointment system, and (3) faculty in our research faculty track. In each of these three cases, such faculty have multiple-year appointments with an established promotional process. The percentage of women in non-tenure system faculty positions increased slightly by 2%. The percentage of minority non-tenure system faculty decreased by 1%.

The Handbook for Faculty Searches with Special Reference to Affirmative Action is designed to assist units in attracting and retaining women and minority scholars and creating a diverse workforce. The IDI provides guidance and resources for employment searches, including access to the Recruitment Resources Directory, a searchable database with compiled links to websites for caucuses, committees, task forces, and special interest groups for people of varying backgrounds within professional organizations. It also identifies advertising opportunities and electronic job boards within these organizations to help recruitment.

ADVANCE, NSF Grant: Between 2008-2014, MSU administered a \$4 million National Science Foundation (NSF) grant that funded the ADVANCE: Advancing Diversity Through Alignment of Policies and Practices (ADAPP) project to reduce the institutional barriers to increase the diversity of women in the fields of Science, Technology, Engineering and Mathematics (STEM). As a result of ADVANCE ADAPP, MSU facilitated broad impact through the creation of a set appointments and resources to support the recruitment, retention and success of women faculty at various stages of their academic careers.

IDI in the Colleges: Funded through ADAPP, each college has a designated faculty excellence advocate (FEA) who serves as a key driver of faculty quality and diversity and who provides support in faculty searches, mentoring programs, annual review processes, and the promotion and tenure review processes. To identify areas for climate improvement within their respective colleges, FEAs also meet with and gather data from faculty who voluntarily resign from tenure system positions. A variety of resources and toolkits have been developed for faculty, FEAs, faculty and external advisory committees, and administrators (deans, chairs, and directors), in addition to faculty mentoring programs developed by the colleges.

Inclusiveness and diversity are core values of MSU, and these values are reflected in the work of the colleges across campus through both statements of values and administrative structures designed to turn those values into practice. For example, the Diversity, Equity, and Inclusion Committee in the College of Communication Arts and Sciences works to foster an environment that empowers and includes everyone. The Task Force on Inclusive Initiatives in the College of Natural Sciences has developed a set of initiatives and recommendations for the college and the report is publicly available on their website. The College of Osteopathic Medicine provides many opportunities for engagement and education around inclusion and diversity.

Proven Successes

Although each program, office, or initiative listed above conducts their own assessment protocols, the MSU 2024 DEI Scorecard, a good measure of campuswide initiatives, shows 71% of key action items are implemented or in progress. In 2023-24, 270 action items from the DEI Scorecard were tracked, with 192 or 71% implemented or in progress.

Sources

- 1c American Semester Program Exchanges
- 1c Bolder by Design
- 1c College FEA _ Michigan State University
- 1c COM Diversity and Inclusion
- 1c Contact Us Institutional Diversity and Inclusion Michigan State University

- 1c Creating Inclusive Excellence Grants _ Institutional Diversity and Inclusion _ Michigan State University
- 1c DEI Committee _ College of Communication Arts and Sciences _ MSU
- 1c DEI Scorecard _ Institutional Diversity and Inclusion _ Michigan State University
- 1c DEIScorecard
- 1c Diversity Equity and Inclusion Report Academic Year 2023-24 (1)
- 1c Diversity MSU RO Academic Programs
- 1c Excellence in Diversity Equity and Inclusion Awards _ Institutional Diversity and Inclusion _ Michigan State University
- 1c FS by Gender
- 1c FS by Race Ethnicity
- 1c Global Center for Food Systems Innovation About Us
- 1c globalEDGE Your source for Global Business Knowledge
- 1c Handbook for Faculty Searches with Special Reference to Affirmative Action
- 1c IDI Recent Funded Grants
- 1c Inclusion Committee College of Natural Science
- 1c Intercultural Aide Program Office of Cultural Academic Transitions
- 1c International Studies Programs at Michigan State University About ISP
- 1c International Studies Programs at Michigan State University __ MSUs International Strategy
- 1c MOSAIC The Multicultural Unity Center Michigan State University
- 1c MSU History ISP
- 1c MSU RO_ Enrollment and Term End Reports
- 1c MSU Student Food Bank Michigan State University
- 1c MSU-BOT-Code-of-Ethics-and-Conduct
- 1c Multicultural Center Michigan State University
- 1c Policy Management Program _ University Policies _ Michigan State University
- 1c Second-Year Live-On Reinstatement Live On Michigan State University
- 1c Statement one Diversity and Inclusion _ Board of Trustees _ Michigan State University
- 1c The Gender and Sexuality Campus Center Michigan State University
- 1c TRIO Student Support Services Program NSSC
- 1c University Policies Michigan State University

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

Michigan State University's Mission Statement was approved in 2008, was reviewed and approved in 2019, and supports the university's operations, 2030 Strategic Plan, DEI commitment, and dedication to constituents of the state of Michigan.

The mission is publicly posted in multiple locations on university websites. Through examples of planning, budgeting, student success initiatives, enrollment structures, and financial aid, MSU assures that the university supports the mission, and the mission supports the university.

What are students learning?

When we meet our mission, students from the state of Michigan, across the country, and around the world are transformed through high-quality educational experiences, the research of their faculty as well as their own research, and the intentionality behind engaging in their communities through outreach.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

- 1. The institution develops and the governing board adopts the mission.
- 2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument

Michigan State University operates with integrity in its financial, academic, personnel, and auxiliary functions through an extensive set of institutional policies, procedures, and processes. The MSU Board of Trustees (Board) are elected by the citizens of Michigan and Board meetings are open to the public as evidenced by the Board Bylaws. As part of its function, the Board oversees the budget process and approves the annual budget.

Fair and Ethical Behavior

MSU also establishes and follows policies and processes that ensure fair and ethical behavior on behalf of administration, faculty, and staff. Policies, definitions, descriptions, limitations, procedures, and the responsibilities of the employee, supervisor, and employing department are specifically stated. Examples of these policies include hiring, audits, integrity and behavior training modules, and easy access to handbooks and institutional policies that range from Title IX to Family Educational Rights and Privacy Act (FERPA) to Anti-Nepotism.

Guiding Documents and Policies

Michigan State University is a public institution and by merit of this each MSU employee is considered a public servant. The Board is also governed by bylaws to achieve the stated objectives of MSU, and to ensure that the conduct of its own affairs will be in accord with the highest standards of educational administration.

All employees are expected to behave and conduct business in an ethical manner. Both Human Resources (HR) and Faculty and Academic Staff Affairs (FASA) maintain employee handbooks for faculty, administrative, and support staff designed to provide information about institutional policies and regulations as well as expectations for standards of conduct. In addition to the employee handbooks, the Manual of Business Procedures provides information regarding proper university business procedures and fiscal oversight.

Examples of guiding documents that address fair and ethical behavior include but are not limited to the following:

- 1. Code of Teaching Responsibility
- 2. General Academic Rights and Responsibilities-Academic Specialist Handbook
- 3. Rules Governing Personal Conduct of Employees
- 4. Purchasing Code of Ethics
- 5. Purchasing Conflict of Interest
- 6. Conflict of Interest Policy and Code of Ethics for Financial Aid Professionals
- 7. University Licensing Programs
- 8. MSU Extension Volunteer Code of Conduct
- 9. MSU Statement of Professional Integrity

Misconduct: To maintain adherence to ethical practices and to support our students, faculty, and staff, MSU employs a Misconduct Hotline. The hotline is available via a web-based form or by telephone 24 hours a day, seven days a week and may be used by both the university community and the public. Reports of suspected or known misconduct may be related to fiscal matters, conflict of interest, employment, medical/HIPAA, research, safety, athletics, discrimination/harassment, privacy, retaliation, or any other of legal, policy, or ethical concern not specifically named. MSU then follows the processes outlined in respective policies, such as the non-retaliation policy linked in this document.

Research, Policy, and Conflict of Interest: MSU has many policies to ensure that the institution operates with integrity and that all constituencies within the university behave fairly and ethically. The website of the Vice President for Research and Innovation makes available a variety of resources, including policy statements, regulatory requirements, and frequently asked questions addressing faculty conflict of interest. The university defines conflict of interest as a "situation where a person is trusted to act impartially (to make unbiased professional decisions), yet the person has personal interests that could influence or "bias" professional judgments and actions; situations where one's actions and motives may be questioned because of competing interests." MSU has established policies regarding conflict of interest. Selected examples include:

- 1. Faculty Handbook: Conflicts of Interest, Faculty/ Academic Staff
- 2. Board of Trustees: Conflict of Interest Policy
- 3. Standards of Official Conduct for Senior University Administrators
- 4. MSU Contract with Entity in which MSU Employee Holds an Interest (or with MSU Employee)
- 5. Conflict of Interest in Employment

In addition to these policies, MSU also requires all faculty and academic staff to submit an annual disclosure of all significant financial interests related to their work at the institution.

Data Policy: University employees have access to a wide variety of sensitive information about the institution, employees, and students. MSU's Institutional Data Policy establishes minimum requirements for the appropriate stewardship of institutional data, defined as "all of the data and

records held by the University, in any form or medium, for the administration, operation, or governance of the University or any unit of the University" (from Institutional Data Policy). The Acceptable Use Policy governs access to and usage of MSU Informational Technology resources.

Student Integrity Policy: Institutional policies also provide a framework for student rights and responsibilities at MSU. Spartan Life Online is the web-based portal for the institutional policies that provide a framework for student rights and responsibilities at MSU. The documents describe the structures and procedures for the formation of regulations governing student conduct, the adjudication of student disciplinary cases, and for channeling student complaints, grievances, or concerns to faculty, staff, and administrators for appropriate action.

- 1. General Student Regulations
- 2. Student Rights and Responsibilities
- 3. Graduate Student Rights and Responsibilities
- 4. Law Student Rights and Responsibilities
- 5. Medical Student Rights and Responsibilities

The Office of Accreditation, Assessment, Curriculum, and Compliance (AACC) is responsible for overseeing MSU's policies regarding the Family Educational Rights and Privacy Act (FERPA). MSU Access to Student Information Policy provides detailed guidelines regarding student information, including definitions of terms, student rights, and procedures for disclosure of student information. All faculty must take a FERPA training module prior to first access and every three years after to access the instructor systems, including grading forms.

The online Academic Programs Catalog is available publicly on MSU's website and provides detailed information on course offerings, degrees offered, degree requirements and academic policies. Academic Programs are kept current in the catalog. They are updated seven times during the academic year, after approval of the Report of the University Committee on Curriculum to the Faculty Senate. Information on academic programs and requirements is also published on the individual college and department's websites, easily accessible with the search function on MSU's homepage.

Grievance Policy: To create and operate within a fair and equitable environment, it is imperative that fair processes exist within the institution for resolving internal conflicts. Employees who are members of a collective bargaining unit have systematic procedures for grievance and resolving disputes articulated in their union contract. Grievance policies and procedures are in place for non-union regular support staff and faculty and are available on the HR website. Union contracts are also available on the HR website. The Faculty Grievance and Dispute Resolution Office (FGDRO) maintains the Faculty Grievance Policy User's Manual and responds to inquiries from MSU faculty, academic staff, and administrators concerning alleged violations of MSU policies and practices. The FGDRO attempts to informally resolve grievances between faculty, academic staff, and their administrators; schedules and conducts formal grievance hearings when necessary; works with the General Counsel and Provost offices and the University Committee on Faculty Affairs (UCFA) to help resolve disputes and to review and recommend changes in MSU Human Resource policies, including the faculty grievance policy,

when appropriate; and carries out other administrative duties connected with provisions of the MSU Faculty Grievance Policy.

Anti-discrimination Policy: The The Office for Civil Rights and Title IX Education and Compliance is charged with ensuring compliance with Michigan State University's Anti-discrimination policy, the MSU Disability and Reasonable Accommodation Policy, as well as state and federal equal opportunity laws. Their website contains the Discrimination/Harassment Formal Complaint Form and information on investigative procedures.

Relationship Violence and Sexual Misconduct and Title IX Policy: Michigan State University has taken many steps to enhance its policies and procedures regarding sexual misconduct and relationship violence and has implemented several significant changes. The Office for Civil Rights and Title IX Education and Compliance is the responsible office. The Relationship Violence and Sexual Misconduct and Title IX Policy defines relationship violence and sexual misconduct, describes the process for reporting violations of the policy, outlines the processes for investigation and adjudication of alleged policy violations and identifies resources available to members of the university community. The policy applies to all faculty, staff, and students. Information about Relationship Violence and Sexual Misconduct (RVSM), along with other improvement initiatives are made public on MSU's "Our Commitment" website. Under the "Our Progress" section of the website a variety of scorecards and updates are made public, which include progress indicators for projects implemented, submitted, in-progress, or not started. Progress is outlined in three areas: respect—advancing a culture of respect, awareness, and compassion; prevent—protecting students and the campus community; and respond—building a safer, more responsive campus.

Established in 2018, the Office for Civil Rights and Title IX Education and Compliance (OCR) leads the development, implementation, and compliance of MSU's primary civil rights policies and protocols. These are administered centrally to ensure consistency across all university programs, activities, and campuses. Through OCR, MSU has established a robust best-practice model in our approach to civil rights across the campus. This model includes:

- Establishing a Vice President role that reports directly to the university's President to lead the office and civil rights functions;
- Expanding the team supporting civil rights education and compliance across the campus to almost 70 (including a 16-person team focused entirely on prevention, outreach, and education); and
- Bringing together the primary civil rights functions (e.g., ADA; Digital Accessibility; Title VI and Anti-Discrimination Policy; Title IX and the Relationship Violence and Sexual Misconduct (RVSM) Policy, etc.) under a single, coordinated office.

The university has established a wide variety of stakeholder engagement opportunities and groups to gather insights into the civil rights-related experiences and needs of the MSU community. This includes the President's Advisory Council for Disability Issues, the RVSM Expert Advisory Workgroup which is led by two RVSM Advisors appointed by the President

and drives the RVSM Strategic Plan, Student Voices for Prevention Initiatives, and numerous other work groups and committees.

Compliance: Compliance is a significant focus at MSU. The Office of Audit, Risk, and Compliance is the office responsible for internal audits. The Office of AACC was formed, in part, to oversee coordination between units responsible for federal, state, and institutional policy compliance. Creation of tracking documents for federal and state compliance is one example of an increased focus on institutional awareness and process between regular audits.

Ethics Institute: In addition to policy, MSU also sponsors programming and engagement with conversations around ethics and integrity. The goal of the MSU Ethics Institute is to promote ethical thinking and acting as the center of university life and as the animating principle of the university's engagement with local, regional, and global communities. The purpose of the Institute is to strengthen teaching, research, experiential learning activities, and co-curricular activities for students, staff, and faculty around the theory and practice of ethics; to make MSU students leaders in ethical decision making and ready to face emerging ethical challenges for their times; to foster sound norms of ethical reasoning and civic discussion within and beyond the university; to enhance ethical theory through applied practice, to support addressing pressing and important local and global ethical issues. Colleagues from across campus, including, but not limited to the College of Arts and Letters, the Office of the Provost, Center for Ethical and Socially Responsible Leadership, Office for Research and Innovation, Institutional Diversity and Inclusion, and the Office of the Executive Vice President for Administration collaborate on the Institute. Each fall, the Ethics Institute hosts a Professional Ethics Symposium and launches an Ethics Staff Training Certificate, sponsoring a Freedom of Speech and Academic Freedom Learning Community, and future planning includes an Ethics Week in spring of 2025.

For more information, the Embedded Report related to 2.A. and 2.C. can be found at the end of 2.C.

Sources

- 2a Access to Student Information MSU RO Academic Programs 2
- 2a Compliance Checklist Example
- 2a Conflict of Interest in Employment
- 2a Conflict of Interest Policy and Code of Conduct for Financial Aid Professionals
- 2a Conflicts of Interest Faculty Academic Staff
- 2a COTR MSU RO Academic Programs
- 2a Disability and Reasonable Accom Policy Office for Civil Rights and Title IX Education and Compliance Michigan State University
- 2a Ethical Manual of Business Procedures _ University Procurement and Logistics _ Michigan State University
- 2a EthicsInstitute
- 2a Extension Code of Conduct

- 2a Faculty Grievance Policy
- 2a FERPA Michigan State University
- 2a FGP User Manual
- 2a Financial Conflicts of Interest _ Conflict Disclosures and Management _ Michigan State University
- 2a General Student Regulations MSU SRR Effective 8.1.2024 0
- 2a Graduate Student Rights and Responsibilities _ Office of Spartan Experiences _ Michigan State University
- 2a Guidelines Conflict Disclosures and Management Michigan State University
- 2a Home Faculty Grievance Dispute Resolution Office
- 2a Investigation_Resolution _ Office for Civil Rights and Title IX Education and Compliance Michigan State University
- 2a Law Student Rights and Responsibilities _ Office of Spartan Experiences _ Michigan State University
- 2a LicensingPrograms
- 2a Medical Student Rights and Responsibilities _ Office of Spartan Experiences _ Michigan State University
- 2a Michigan State University Statement of Professional Integrity
- 2a Misconduct Hotline Michigan State University
- 2a MSU Anti-Discrimination Policy (Effective 8-1-2024)
- 2a MSU Title IX Policy
- 2a Office for Civil Rights and Title IX Education Michigan State University
- 2a Office of AACC Michigan State University
- 2a Office of Audit Risk and Compliance Michigan State University
- 2a Our Commitment Michigan State University
- 2a Procurement University Procurement and Logistics Michigan State University
- 2a Resources Office of Research and Innovation
- 2a Rev 2023 Academic Specialist Handbook
- 2a Spartan Life Welcome Letter _ Office of Spartan Experiences _ Michigan State University
- 2a Standards of Official Conduct for Senior University Administrators
- 2a Support Staff Rules Governing Personal Conduct of Employees Policy
- 2a Table of Contents _ Michigan State University
- 2a Technology at MSU Acceptable Use Policy for MSU Information Technology Resources Michigan State University
- 2a Technology at MSU MSU Institutional Data Policy Michigan State University
- 2a Track Our Progress Our Commitment Michigan State University
- 2a University Committee on Faculty Affairs Michigan State University
- 2ac BOT 103_ Board of Trustees Conflict of Interest Policy _ Board of Trustees _ Michigan State University (2)
- 2ad MSU SRR Effective 8.1.2024

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

- 1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
- 2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Argument

Michigan State University presents itself clearly to its students and the public by providing virtual access to the Academic Programs Catalog, clear admissions requirements for undergraduate, transfer and graduate students, as well as a breakdown of the cost to attend MSU. MSU also supports claims made concerning educational experiences available to the student body, which include over 1000 student clubs and organizations, over 300 study abroad opportunities available on all continents, student governance, the co-curricular Spartan Experience Record, and community engaged learning experiences.

The Board of Trustees (Board) exercises general supervision over the university and its funds. Bylaws, policies, ordinances, committee information, agendas, and meeting dates are publicly available on the Board's website.

Public Resources and Representation

Catalog: The online Academic Programs Catalog is available publicly on the Office of the Registrar's website, which also provides detailed information on course descriptions, degrees offered, degree requirements and academic policies. Academic Programs are kept current in the catalog. They are updated seven times during the academic year, after approval of the University Committee on Curriculum, with final notification to the Faculty Senate and the University Council. Information on academic programs and requirements is also provided on individual college and department websites, easily accessible with the search function on MSU's homepage.

State Authorization and Professional Licensure: The U.S. Department of Education requires an institution offering distance education programs to acquire authorization from the states in which it operates. MSU maintains the appropriate state authorizations and professional licensure and certification disclosures for students through the Office of Accreditation, Assessment, Curriculum, and Compliance.

Handbooks: Each graduate program must have a graduate handbook updated annually and publicly available on the Graduate School website within each Department (Teacher Education example provided). Each handbook is a comprehensive document, which includes information on the academic program, degree requirements, and specific expectations of graduate study such as a comprehensive examination, the dissertation proposal/defense, forming a guidance committee, and student rights and responsibilities. Included here are examples of graduate handbooks from the College of Music and Department of Physics and Astronomy.

Public Data: The Graduate School also provides public data on each of the doctoral degree programs available at MSU. The Ph.D. Public Data is available under the Admissions tab on the Graduate School website. Data for MSU's Ph.D. Programs includes completion rates, time to degree, and initial placement rates and categories for all doctoral degree programs, enrollment profiles, and funding levels. This interactive site allows users to request, view, and download information on specific doctoral programs.

Admissions: Information on procedures for admission to MSU is readily available on the Office of Admissions website and in the Academic Programs Catalog for both undergraduate and graduate education. Prospective students can access information about admission criteria, application instructions, deadlines, and credit by examination.

Cost: Information on costs and financial aid options is available from a variety of sources. Costs and fee information can be found in the Academic Programs Catalog, the Office of Admissions website, and Student Accounts. The Financial Aid website provides information on various topics including the process to apply for financial aid, deadlines, types of aid available, and eligibility. Cost calculators are linked under the Cost and Aid tab of the Office of Admission webpage. The Offices of Admissions and Financial Aid have implemented a system where each student who receives an acceptance letter also receives a specific breakdown of costs, including scholarships and loans.

Website: Michigan Public Act 196 of 2014 requires each public university to maintain a public transparency website available through a link on its homepage. In accordance with this requirement, and consistent with MSU's commitment to transparency, comprehensive institutional information across a broad array of operational areas is readily available, including financial and operational indicators as well as student and academic outcomes.

Accreditation Status: MSU represents current accreditation status with the Higher Learning Commission on our website. The Office of Accreditation, Assessment, Curriculum, and Compliance page also provides a link to all agencies that accredit MSU's programs. Some individual programs, schools and colleges are recognized by the accrediting agencies in their respective fields. Information about the accreditation of individual programs, schools, and colleges is included in program descriptions in Academic Programs Catalog.

Governance: MSU's governance structures are outlined and described, along with relevant documentation, on the website. The Secretary for Academic Governance along with the Secretary and Chief of Staff to the Board of Trustees are two full-time positions that support the governance structure.

Institutional Research: The Office of Institutional Research (IR) provides publicly available data dashboards on their "Explore Data" link. Information found here includes student retention numbers, recruitment information, space and planning documentation, and faculty and staff numbers.

Economic Development: Audited financial statements are publicly available on the Office of the Controller website and are discussed further in the narrative for Criterion 5.

Sources

- 2b 3a 23-24 Grad Handbook Music FINAL
- 2b 3a Graduate Handbook Physics and Astronomy
- 2b 3a Teacher Education The Graduate School
- 2b Accreditation Michigan State University
- 2b bylaws-for-academic-governance-updated-2023-06-16
- 2b Cost and aid Admissions Michigan State University
- 2b Curriculum Michigan State University
- 2b External Accreditation Michigan State University
- 2b Financial aid Admissions Michigan State University
- 2b First-year applicants Admissions Michigan State University
- 2b Office for Education Abroad Home
- 2b PhD Public Data The Graduate School
- 2b plc-disclosures
- 2b Spartan Experience Record.pdf
- 2b State Transparency Reporting Michigan State University
- 2b Students Center for Community Engaged Learning Michigan State University
- 2b Tuition Calculator Fall Spring Michigan State University
- 2bd Registered Student Organizations _ Office of Spartan Experiences _ Michigan State University

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

- 1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
- 2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
- 3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
- 4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
- 5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Argument

The Trustees of Michigan State University (Board) are created as a body corporate by the people of Michigan through the State Constitution. The Board consists of eight members who are publicly elected by Michigan voters in state-wide partisan elections for eight-year terms. Two members are selected every two years, with out-of-cycle vacancies filled by appointment by the Governor of the State of Michigan. The current Board is comprised of six elected Democrats, one elected Republican, and one appointed trustee who is independent of any party affiliation. In November 2024, two new Board members will be elected. Current Chairperson Dan Kelly and Trustee Diane Byrum will step down from their current positions upon the swearing in of the two newly elected trustees in January 2025.

Authority and Delegation: The Board exercises the final authority in the government of the university, within the limits fixed by the State Constitution. In exercising its responsibility, the board delegates to the President and through the President to the faculty, appropriate authority and jurisdiction over matters for which they are held accountable by the Board. These matters include educational policy, curriculum oversight, and the development of a strong and efficient organization with which to accomplish the objectives of the university.

Bylaws: The Board is governed by Bylaws to achieve the stated objectives of Michigan State University, and to ensure that the conduct of its own affairs will be in accord with the highest standards of educational administration. The day-to-day administration and management of MSU is vested with the president in accordance with the Bylaws, which also clearly articulate the role and administrative functions of the position.

The Preamble to the Bylaws of the Board clearly describes their role and responsibilities. They have general supervision over the university and its funds, and members serve without compensation. At the outset of their term, Board members are provided educational materials from the President and university executives, and the Board Secretary is responsible for enabling board information exchange, calendaring, and day-to-day engagement with the administration to enable smooth operations.

The Bylaws also provide that faculty shall have primary responsibility for development of academic programs and shall participate in the governing entities at the department and school, college, and university levels. The faculty exercise their oversight of academic matters through the bodies established in academic governance. From the Code of Conduct: "We will communicate through the President, Secretary of the Board of Trustees, or other administrator designated by the President when conducting official university business, as contemplated by the Bylaws of the Board of Trustees."

Policy Documents: The Board operates under several policy documents, including the Bylaws, The Code of Ethics and Conduct, and a Conflict of Interest policy. Many of these policies—most reviewed, revised, and reimplemented in 2023—speak specifically to MSU's dedication to matching our work to our mission.

Chairperson: In March 2024, the current Board Chair was appointed during a special meeting (see Embedded Report for more information). The Bylaws were amended on September 8, 2023, to require that the chair be determined by seniority and serve for a one-year term beginning January 1, 2025.

Committees: The board has four standing committees: Academic Affairs; Audit, Risk and Compliance; Budget and Finance (including the Investment Advisory Subcommittee); and Student Life and Culture. Each is comprised of three or four trustees with a designated committee chair and, per Bylaws, the President or their designee is a non-voting member of each committee. Since the beginning of 2023, the Board committed to the current committee structure with separate committee discussions. These have allowed more time for presentations and discussion, focusing Board conversation at informal meetings in advance of formal public Board meetings on priority topics for the full Board and conversations with academic governance colleagues. Thus, they regularly engage with designated senior executive managers of the administration in their respective roles. Ad hoc committees are formed on a limited basis for specific purposes, of late for the recently concluded Presidential Search.

In addition to committee assignments, two trustees are appointed as members of the MSU Research Foundation Board, and one as a member of the Henry Ford Steering Committee, a committee that was established to provide guidance in the nascent Henry Ford Health and MSU affiliation. Lastly, the Board designates one Trustee to serve as faculty liaison and another as the student liaison lead. These two trustees serve as points of contact for faculty and student representatives. The faculty and student representatives participate with the Board in its formal meetings but do not have a vote.

Meetings: The Board has six regularly scheduled formal meetings each year: in February, April, June, September, October, and December; and, as required by law, reserves a portion of its regular meeting for public address. These meetings are preceded by informal meetings of the standing committees mentioned above. Special formal meetings can be held with public notice of no less than 24 hours. Formal meetings are livestreamed and recorded, and pertinent documents are made available publicly on the Board of Trustees website. In addition, the Trustees hold informal informational meetings with the administration on roughly a bi-weekly basis as well as in advance of the six formal meetings. The Board reserves a portion of its regular meeting for individuals and groups who wish to address it. Decision and News documents are available on the website.

Fair and Ethical Behavior: The Code of Conduct and Ethics and Conflict of Interest policies are MSU's primary assurance that the Board maintains fair and ethical behavior. A sample statement follows as adopted by the Board: "We will avoid conflicts of interest and appearances of impropriety, and otherwise conduct ourselves in a manner that conforms with the Board of Trustees 'Conflict of Interest Policy." The Board "Conflict of Interest" policy also states that the members do "not accept special benefits or anything of value for [themselves] or others in consideration of performing [their] duties as a Trustee, other than approved University resources and courtesies and the reimbursement of authorized expenses" (Code of Ethics and Conduct, 4), and they "support open communication, transparency, and the free expression of ideas and will not condone any form of deceit, incivility, intimidation, silencing, or retaliation" (Code of Ethics and Conduct, 8).

Accountability: If the Board violates its own policies, several accountability measures exist. For example, if a Trustee self-reports a suspected conflict of interest, they may "fully disclose the conflict to the Secretary to the Board of Trustees and shall refrain from participating in any way in the matter to which the conflict relates until the conflict question has been resolved." The Secretary would then inform the Chairperson of the Board, the President, and the General Counsel. Should the administration or Chairperson find reason, they agree to work with the Trustee in question "to address the conflict and explore alternative arrangements that would eliminate the conflict." The policy continues: "If ... it is not possible to reach a mutually acceptable alternative arrangement, the transaction shall be prohibited" (Section X).

According to the policy, "If a Trustee fails to disclose a conflict of interest or a conflict is otherwise discovered after the fact, the matter shall be forwarded to the Office of Audit, Risk and Compliance (OARC) for review and corrective action" (Section XI). The OARC performs independent internal audits, conducts the university risk assessment process, and oversees the institutional compliance program.

Embedded Report, Criterion 2.A and 2.C

The university has taken proactive and reactive steps regarding matters tied to compliance with Criterion Two, Core Components 2.A and 2.C.

The Interim Provost responded to the initial HLC letter regarding the Board of Trustees (Board) on January 12, 2024. MSU provided information on the Board of Trustees structure and policies and noted that the concerns raised by HLC in relation to the Board have been taken seriously and have provided an opportunity to reflect upon and co-create meaningful updates to policies and trainings which ensure full compliance.

Interim Provost Jeitschko also responded to HLC's February 5, 2024, letter on February 19 regarding the recommendation for MSU to be scheduled for embedded monitoring, and our last update regarding Criteria 2.A. and 2.C. was provided on March 25, 2024.

The Board has undertaken professional development activities and commitments to the institution, both individually and as a whole Board. Since our last communication, the Board has continued to work with the Association of Governing Boards of Universities and Colleges (AGB) and the senior administration on developing MSU Governance Commitments –Protocols (Sept. 2024), which outline board engagement around events, travel, communication, and student/faculty engagement. Senior university leaders were partners in the development of the protocols which have now been shared broadly, including posting on the board's website. The protocols will be reviewed with new trustees as a part of their onboarding (two current trustees will be stepping down in January and these seats will be filled in the November election, with onboarding of the trustee-elects to commence soon thereafter). The protocols underpin the governance commitments the board adopted in December 2023 that were co-signed with the President.

Other planned work in the next few months includes:

- Continued review and updating of board governing documents, as evidenced by the recent comprehensive review of the board's ordinances that govern conduct on university lands. Upcoming policy priorities have been shared with faculty and student liaisons to enhance communication and information sharing with both groups.
- Implementation of an enhanced onboarding program for the two new trustees that will join the board starting January 1, 2025. This will include video modules, giving an overview to new board members of their responsibilities and of the university that can be shared with all trustees as an ongoing reference library.
- A structured onboarding process to the role of board chair given the annual rotation of that position in January each year.
- Focused discussions on significant governance topics for board members, including crisis management and investment oversight responsibilities, the latter of which involve AGB insight. Additional discussions are planned that align with AGB's key issues for higher education governing boards for 2024-25, including the role of artificial intelligence in higher education.

We assert that this evidence, both in the previous responses and in the commitment since March of 2024, shows that MSU has used all resources at our disposal to stay in compliance with

Criteria 2.A and 2.C. When there was a reason for concern that something was potentially out of compliance, we took robust action in accordance with our policies and procedures. We are confident that we are taking all appropriate and needed steps to assure full compliance with HLC's comprehensive and valued criteria for accreditation.

Sources

- 2ac BOT 103_ Board of Trustees Conflict of Interest Policy _ Board of Trustees _ Michigan State University (2)
- 2b MSU Board of Trustees takes corrective actions following Miller Chevalier report _ MSUToday Michigan State University
- 2bc Preamble Board of Trustees Michigan State University
- 2c 32524 Post-Report HLC Response
- 2c AA1-Revision to Bylaws final STAMP
- 2c Article 1 The Corporation Board of Trustees Michigan State University
- 2c Code of Ethics and Conduct _ Board of Trustees _ Michigan State University (1)
- 2c Faculty and Student Liaisons to the Board _ Board of Trustees _ Michigan State University
- 2c Final Bylaws BOT 7 3 24
- 2c Henry Ford MSU About Partnership
- 2c Meetings Board of Trustees Michigan State University
- 2c Michigan State University Research Foundation
- 2c MSU Governance Commitments Protocols 9.11.24
- 2c MSU President Isaacson Miller
- 2c MSU Response Letter and Appendices A-G v1
- 2c News and Announcements Board of Trustees Michigan State University
- 2c Response Letter 21924

2.D - Core Component 2.D

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Argument

Michigan State University's (MSU) commitment to freedom of expression and the pursuit of truth in teaching and learning has its foundation in the State Constitution establishing the Board of Trustees to develop a free and distinguished university. The Preamble of the Bylaws of the Board of Trustees (Board) establishes its mission, in part, "to encourage meaningful research and experimentation, both to develop new knowledge and to subject our society to a full and objective study so that it may be made more nearly perfect..." The Preamble clearly articulates this commitment to freedom of expression and the pursuit of truth in teaching and learning.

The Board also sponsors a "Statement on Free Speech," which, in part, explains:

Fundamental to Michigan State University's philosophy on campus dissent is a belief that the rights guaranteed in the First and Fourteenth amendments of the Constitution must be protected. The University has worked for decades to establish a community consensus on the scope of intellectually productive and constitutionally protected dissent, and to distinguish it from impermissible disruption. That consensus is now embodied in several documents, which have received student, faculty, and administrative review and approval. Although some of the passages set forth below were developed to delineate student rights and responsibilities, the principles enunciated are generally applicable to members of the University community.

Public Posting: MSU's policy regarding academic freedom may be found in the Faculty Handbook, posted on HR's website and linked to the Office of Faculty and Staff Affairs (FASA) website. MSU's commitment to freedom of expression is further evidenced through the institutional values of tolerance and civility. The University Policy on Tolerance and Civility was endorsed by the University Committee on Faculty Affairs (UCFA) and the University Committee on Student Affairs and approved by the Academic Council on April 20, 2010.

Student Academic Freedom: MSU's commitment to freedom of expression is clearly articulated for students in the Spartan Life Handbook and Resources Guide and has its roots in policies dating back to 1967 when the Board approved a document titled "Academic Freedom for Students at Michigan State University." The report established guidelines to identify rights and duties of students regarding conduct, academic pursuits, the keeping of records, and publications. It provided for structures and procedures for the formulation of regulations governing student conduct, for the interpretation and amendment of the guidelines, for due process in the adjudication of student disciplinary cases, and for channeling to the faculty and administration student complaints and concerns in the academic area.

The original document has been amended several times, most recently in 2024. Some examples of included protections include Article 1: Guiding Values and Principles, which reinforces freedom of expression and communication as the most basic condition to achieve the university's purpose of the advancement, dissemination, and application of knowledge. Article 9: Independent and University Supported Student Publications establishes maximum freedom of students and student groups to express opinions and communicate ideas. It articulates the role of administrative units to provide advice and counsel, but clearly prohibits censorship.

Student expression of opinions and values are often manifested through student organizations which have as their focus a particular mission, topic, or opinion. More than 1000 student organizations register each year, including honorary, professional organizations, fraternities and sororities, sports clubs, international, racial/ethnic, religious, academic interest groups, political, service and volunteer, public relations and media organizations. In the spirit of free inquiry, registered student organizations are encouraged to invite speakers to campus.

Sources

- 2ad MSU SRR Effective 8.1.2024
- 2bd Registered Student Organizations _ Office of Spartan Experiences _ Michigan State University
- 2d Academic Freedom
- 2d BOT 701 Speakers on Campus Board of Trustees Michigan State University
- 2d Statement on Free Speech Board of Trustees Michigan State University
- 2d Tolerance and Civility

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

- 1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
- 2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
- 3. The institution provides students guidance in the ethics of research and use of information resources.
- 4. The institution enforces policies on academic honesty and integrity.

Argument

Michigan State University policies and procedures reflect the institution's desire for acquisition, discovery, and application of knowledge in an ethical and responsible manner by its faculty, staff and student body. This dedication to responsibility is evident in the numerous documents across campus units that address research and academic integrity, including: Bylaws, Office of the Ombudsperson, Research Integrity Office, the Policy Library, the Office of Research and Regulatory Support, and Codes of Conduct and Ethical Research for undergraduate, Graduate, Law, and Health Sciences students across the university.

Research Integrity: The Office of Research and Innovation is responsible for the administration of faculty and student research across the university. It houses the Office of Research Regulatory Support that assists the MSU community in understanding and complying with laws, regulations, and standards for research, teaching, and other university activities. All individuals involved in a human subject research project who have contact with human subjects or their identifiable data are required to complete the Human Research Protection Certification.

The Human Research Protection Program (HRPP) is fully accredited by the Association for the Accreditation of Human Research Protection Programs, Inc. The HRPP maintains the Compliance Office as well as two institutional review boards in the areas of Biomedical and Health and Social Science, Behavioral, and Education research. The MSU Institutional Review Board (IRB) is registered and has a Federal Wide Assurance with the U.S. Office for Human Research Protection.

The Research Integrity Officer (RIO) and the Research Integrity Committee (RIC) receive and manage allegations of misconduct in research within the MSU community including plagiarism, fabrication, falsification, and other research activities that seriously deviate from accepted practices in the research community. The MSU policy can be found in the Procedures Concerning Allegations of Misconduct in Research and Creative Activities. The RIO and RIC also manage authorship and data disputes according to MSU's Authorship and Research Data:

Management, Control, and Access guidelines. In this role, the RIO and RIC provide advice to administrators, faculty and students in best authorship and data management practices. The RIO reports to the Vice President of Research and Innovation.

The Animal Care Program is dedicated to the ethical and humane use of animals and adherence to the top standards of care. The Institutional Animal Care and Use Committee approves and oversees all MSU programs involving the care and use of animals. The Animal Care Program is accredited by the Association for Assessment and Accreditation for Laboratory Animal Care International.

Student Research: Students are offered guidance in the ethical use of information resources. The Institutional Policy for Training and Oversight in the Responsible and Ethical Conduct of Research requires all academic departments ensure graduate students, post-doctoral fellows, and any undergraduates working on a federal grant-related research project have been trained in the responsible and ethical conduct of research.

All graduate and professional students must complete the Responsible and Ethical Conduct of Research (RECR) educational program. Completion of the modules and workshops is documented by the Office of Regulatory Affairs at MSU. Departments and programs may have additional, more specific requirements. Examples of college-level and discipline-specific committees are represented by samples from the Biomedical and Health Sciences Institutional Review Board (BIRB) and the Community Research Institutional Review Board (CRIRB). Ethics in research information, including information on responsible and ethical conduct of research is also maintained at the website for the Office of Undergraduate Research and Creative Activity.

Student Record Integrity: The institution maintains and publishes clear expectations regarding academic integrity. The Integrity of Scholarships and Grades holds principles of truth and honesty to be fundamental to the educational process and the academic integrity of the university and is published in General Student Regulations on Spartan Life Online, the Academic Programs Catalog, as well as the webpage of the University Ombudsperson. The webpage of the University Ombudsperson provides all MSU policies, regulations, and ordinances regarding academic honesty and integrity. Integrity of Scholarship and Grades addresses principles and procedures to be used in instances of academic dishonesty or other instances of academic misconduct.

The Dean of Students, in Student Life and Engagement, supports the Office of Student Support and Accountability (OSSA) to manage student and organizational conduct, academic integrity, care and intervention, conflict resolution, medical amnesty, and medical leave and return.

OSSA advises and supports the Academic Integrity hearing boards. During the 2023-2024 semester, 20 Hearing Boards were convened. These included 5 Academic Grievance Hearings, 11 Academic Integrity Hearings and 4 Academic Appeal Hearings. These flowcharts illustrate the process for academic integrity and grievance hearings.

An important component of MSU's student success initiative, OSSA with students and the community. The office provides training, workshops, and resources on Conflict Resolution and Restorative Justice for students, faculty, and families on its website.

Sources

- 2e About Us _ Human Research Protection Program _ Michigan State University
- 2e Animal Care Program _ Michigan State University
- 2e Biomedical and Health Sciences (BIRB) _ Human Research Protection Program _ Michigan State University
- 2e CRIRB Office of Research and Innovation
- 2e EFG AI Hearing Boards MSU SRR Effective 812024 0
- 2e Flowchart-UndergradStudentsAllegingViolationsofAcademicRights(1)UPDATED
- 2e Home Office of Student Support Accountability
- 2e Human Research Protection Program Michigan State University
- 2e IACUC Animal Care Program Michigan State University
- 2e Integrity of Scholarship and Grades _ Office of Spartan Experiences _ Michigan State University
- 2e IRB Office Human Research Protection Program Michigan State University
- 2e Office of Research Regulatory Support Michigan State University
- 2e Procedures Concerning Allegations of Misconduct in Research and Creative Activities
- 2e Research Data Research Integrity Office
- 2e Research Integrity Committee Research Integrity Office
- 2e Resolution Pathways Office of Student Support Accountability
- 2e Responsible and Ethical Conduct of Research (RECR) Research Integrity Office
- 2e Training Human Research Protection Program Michigan State University
- 2e Undergraduate Research.pdf
- 2e Welcome Office of the University Ombudsperson

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

Michigan State University operates with integrity; its conduct is ethical and responsible. Through examples of transparent, publicly shared information and policy compliance, the university reaffirms this commitment. The embedded report discusses the ethical conduct of members of the Board of Trustees and describes the university's full commitment to take every step at our disposal to continue to comply with Criterion 2.

The university also proudly shares its commitment to academic freedom, for faculty, academic staff, and students. The research mission of the university is crucial to our success, and integrity in research is a primary function for faculty and staff and curriculum for students.

What are students learning?

Through policy, practice, and demonstration of ethical conduct, our students learn the responsibilities of academic freedom, a commitment to curiosity, and the authenticity with which their learning has progressed.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources and Support

The institution provides quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

- 1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
- 2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
- 3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

MSU offers approximately 400 degree-granting programs of undergraduate, graduate, and preprofessional study. A complete list of programs is available in the online Academic Programs Catalog. MSU employs multiple means to ensure courses and programs are current and that they require appropriate levels of student performance across all modes of delivery and locations.

Faculty Responsibilities

Article 8 and Article 9 of the Bylaws of the Board of Trustees delegates to the faculty the authority to establish and regulate courses of instruction. As such, faculty maintain oversight of the curriculum. Committees within faculty governance are responsible for approving new courses, minors, certificates, and degree programs at the undergraduate and graduate levels. This extensive curriculum approval process begins within the departments of individual colleges, involving the appropriate college-level academic governance committees. The subsequent review process includes an evaluation by the University Committee on Undergraduate Education or the University Committee on Graduate Studies, the University Committee on Curriculum, and the Faculty Senate in accordance with their roles. Curriculum is reviewed by multiple committees, based on the nature of the request or change.

MSU has a stated credit hour policy and uses a course numbering system to differentiate levels of the curriculum. The course numbers reflect the expected level of educational attainment of the students for whom the course was designed. Courses numbered from 100 to 299 are considered lower-division undergraduate courses while 300 to 499 indicates upper-division courses. At the

graduate level, courses numbered 500-699 are graduate professional courses and 800-999 level courses are graduate courses (masters and doctoral).

The Academic Programs Catalog describes the general goals of masters and doctoral degree programs and the exact requirements for all degrees. MSU maintains a Graduate Handbook template and expects all graduate programs to have a version that has expectations and policies for dissertations and comprehensive exams. Each graduate program is required to update their handbook annually with current policy changes from the Graduate School and the University Committee on Graduate Studies. The handbooks are comprehensive documents, clearly articulating the expectations of achievement at both the master's and doctoral level. The College of Music and Department of Physics and Astronomy graduate handbooks are provided as examples. Most handbooks are available online and can be accessed through the Academics-Department links on the Graduate School's website. The Teacher Education list of handbooks demonstrates the full scope of information for students.

Rigor and Curriculum Review

Through Faculty and Academic Staff Affairs (FASA) and the Center for Teaching and Learning Innovation (CTLI), MSU maintains a syllabus checklist, syllabus support, expectations, and template language for required policies in all levels, locations, and modalities. MSU policy requires academic programs at all levels to clearly outline their admissions requirements if applicable. These requirements are part of the program approval process through MSU governance. MSU policy requires that all new academic programs name who will support the program, the resources needed, and who provided intellectual support for the program's design.

Academic programs regularly engage in curriculum review in accordance with processes established within the college, to ensure soundness and relevance. For example, in the College of Arts and Letters (CAL), the collection of Student Learning Outcomes from each major and some minors, centers, and institutes, were used in developing the college's Strategic Plan. A timelier example is the founding of the African American and African Studies (AAAS) department, which resulted from course and program reviews indicating that CAL faculty and CAL students supported more dedicated resources to AAAS.

Of course, MSU also requires Academic Program Review, one at the undergraduate level and another at the graduate and professional school level, discussed more fully in Criterion 4A.

Learning Goals and Outcomes

MSU maintains curriculum review policies that require new academic programs to have programmatic learning outcomes and courses to have stated learning outcomes; these programs are reviewed at the unit, college, and university level by academic staff. Program requirements are explained online in the academic programs catalog. MSU's Code of Teaching Responsibility requires instructional staff to outline expectations and outcomes for their courses. Two examples of new program submissions with PLOs are from Korean and also from Aquatic Ecology and Management.

MSU's undergraduate learning goals (ULGs) serve as the basis for all undergraduate programs. Colleges build on these ULGs by developing learning outcomes that support efforts across disciplines. As you read above, the list from the College of Arts and Letters outlines the outcomes from each department in the college.

Graduate learning goals are discipline-specific and are set by the graduate program faculty. As with undergraduate programs, when a new program is submitted, learning goals are defined on the submission form for the approval process. Established graduate programs also can update their learning goals when they go through graduate-level academic program review (Strategic Program Assessment, or SPA) in a seven-year cycle, or as they make substantive changes to the program through curriculum committees. Examples from SPA are included here, Economics and for Pharmacology & Toxicology and Physiology.

Support for Microcredentials, Off-campus Programs, and Distance Education Programs: MSU has stated graduate and undergraduate certificate policies and treats these programs as academic programs.

MSU offers several online and hybrid programs, primarily professional master's degrees. MSU has no stand-alone college or administrative office responsible for the development or delivery of online or off-campus programs; courses are developed and delivered within their respective departments or units. However, the Center for Teaching and Learning Innovation (CTLI) provides support in distance education development, delivery, and implementation, and is leading conversations around microcredentials at MSU.

Disciplinary departments have full authority over and responsibility for courses and programs offered regardless of modality or location. The approval process for new online courses and programs or changes to existing online programs is the same process followed by courses and programs offered on campus and is discussed in Criterion 4. Institutional policy requires faculty for online courses to be recruited, reviewed, and hired using the procedures and criteria outlined within each department and approved through established university processes. Online programs participate in Academic Program Review and programmatic accreditation, as appropriate, and all are expected to assess student learning outcomes. Again, APR is discussed further in Criterion 4.

Just as for online programs, faculty in departments, schools, and colleges have full authority over and responsibility for the courses and degree-granting programs offered both at the East Lansing campus and additional locations. All faculty members teaching off campus are hired by the disciplinary units that offer the relevant courses or programs and those faculty are recruited, reviewed, and hired using established university processes. Students in off-campus locations provide evaluation of instruction each semester, which becomes part of the faculty member's performance record. All clinical staff, regardless of location, are MSU faculty, they are evaluated in accordance with the established university processes for faculty. All faculty, both tenure stream and fixed term, and instructional staff participate in New Faculty Orientation and have access to the same professional development opportunities offered through the Office of Faculty and Academic Staff Development (FASD).

Program offerings in other locations and modalities are administered by MSU's colleges, schools, and departments and are taught by MSU faculty and academic staff, who adhere to the same standards as other programs in terms of policies, approvals, oversight, rigor, and assessment. However, learning goals are associated with courses and programs through the development process—not location or modality, so if a program or course exists in multiple formats, they would have the same content, outcomes, and assessments.

One way that MSU ensures that our success is not impacted by modality is through the guidance of the CTLI, which offers assessment one-on-one sessions for departments or instructors to hold programs accountable to the goals and outcomes they have set.

Another example of our consistency across modality and location is evidenced in the Multi-Location Visit report conducted by HLC in Fall 2023. Our peer reviewer found that, whether online or in-person, our locations provided an equitable experience with our East Lansing programs, stressing the centralization of our faculty governance and oversight structures.

MSU's Social Work MSW is an example of one program that exists in fully on-campus and fully online formats; however, the program—no matter the modality—meets the same goals and Student Learning Outcomes. Assessment is discussed more fully in Criterion 4.B.

As of Fall 2024, MSU has 91 online and hybrid programs. MSU College of Nursing has a fully online RN to BSN degree. This program is reviewed by the College's accreditation (CCNE) and does not have an equivalent in-person program. MSU has remote programs in collaboration with community colleges for its Institute of Agricultural Technology certificates. As required by federal compliance policy, MSU maintains a repository of all consortium and articulation agreements.

In addition to the above offerings, education abroad maintains over 300 programs, most of which use MSU courses. For programs that are direct enrollment or co-sponsored with other institutions, MSU reviews these courses through its transfer credit system and/or seeks faculty approval for the course.

Dual Enrollment: MSU maintains both consistency and rigor of its courses offered via dual enrollment; dual-enrollment efforts have recently expanded and are described on the dual-enrollment website and in the guidebook. High school (HS) students have access to a limited number of college courses for which they earn college credit. These classes are the same offerings as those taken by MSU students.

Health Sciences: Rigor and consistency are also evident in medical education and research as our Health Science colleges' programs span the state of Michigan. MSU's two medical schools offer instruction to first- and second-year students in the MD and DO programs on the campus of Michigan State University in East Lansing, or at campuses in Grand Rapids or Flint (College of Human Medicine), or at the Macomb University Center in Clinton Township and the Detroit Medical Center downtown (College of Osteopathic Medicine). Additionally, the College of Osteopathic Medicine sponsors a Physician Assistant masters program at its East Lansing campus. In 2023, the HLC conducted a Multi-Location Visit of six MSU locations, confirming

comparability in curriculum and assessment.

Third and fourth-year MD and DO students acquire clinical skills and experience at leading hospitals, health systems and clinics in communities throughout Michigan. The College of Osteopathic Medicine places students at over twenty base hospital sites across the state; the College of Human Medicine centralizes rotations through seven community locations including Flint, Grand Rapids, Lansing, Midland Regional, Southeast Michigan, Traverse City and the Upper Peninsula Region.

Sources

- 2b 3a 23-24 Grad Handbook Music FINAL
- 2b 3a Graduate Handbook Physics and Astronomy
- 2b 3a Teacher Education The Graduate School
- 3a AAASBA
- 3a Article 8_ Relation of Board and the University Faculty Staff and Employees _ Board of Trustees Michigan State University
- 3a Article 9_ The Board and Student Relations _ Board of Trustees _ Michigan State University
- 3a CAL SLOs by Theme
- 3a CCNE
- 3a Course Numbering Share courses
- 3a Credits MSU RO_ Academic Programs
- 3a Curriculum Michigan State University (1)
- 3a Events Office of Faculty and Academic Staff Development
- 3a Faculty Senate Michigan State University
- 3a Graduate Handbook Template The Graduate School
- 3a Home Dual Enrollment Michigan State University
- 3a Instructional Consulting Center for Teaching and Learning Innovation
- 3a Michigan State Univ Multi-locationVisitReport
- 3a MSU Dual Enrollment Guidebook
- 3a MSU RO Consortium and Articulation Agreements
- 3a Office for Education Abroad __ Home
- 3a Online Program Management Center for Teaching and Learning Innovation
- 3a Online Programs Michigan State University
- 3a Orientations Office of Faculty and Academic Staff Development
- 3a Our Three Sites MSU Osteopathic Medicine
- 3a PLOs Curriculum Review Michigan State University
- 3a Program Options School of Social Work Michigan State University
- 3a Strategic Program Assessment The Graduate School
- 3a Syllabus Resources Office of the University Ombudsperson
- 3a Syllabus-Checklist
- 3a Traverse City College of Human Medicine Michigan State University
- 3a UCC LO Samples
- 3a UCC Routing

- 3a ULGs
- 3a Undergraduate Academic Program Review _ Michigan State University
- 3a ungradcert
- 3a University Committee on Graduate Studies _ The Graduate School (1)
- 3a University Committee on Undergraduate Education _ Michigan State University
- 3ab 2021 SPA Econ pharm Physio
- 3ac COTR MSU RO_ Academic Programs

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

- 1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
- 2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
- 3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
- 4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

As noted in the Mission Statement, a foundation in the liberal arts is an integral part of all educational programs at MSU. The university general education/graduation requirements are clearly articulated in the Academic Programs Catalog—as are the graduate education requirements—and include mathematics, writing, and 24 credit hours in integrative studies. General education policy, structure, and course changes are approved by academic governance and are reviewed by the University Curriculum Committee (UCC) and the University Committee on Undergraduate Education (UCUE). Certain academic programs (e.g., Honors College or STEM majors) may request alternatives to MSU's common General Education curriculum.

General Education as Determined by Mission

The General Education requirements are based on the MSU undergraduate learning goals (ULGs) (see 3.A.), and each Integrative Studies Center has explicit goals and outcomes for their courses and requirements. The ULGs support an integrated arts and sciences foundation that bolsters student potential in effective leadership and lifelong learning. The Centers for Integrative Studies embed the broad, transferrable, liberal education skills needed for personal and professional success. The mathematics requirement serves to advance student skills in analytical thinking and quantitative analysis. The First-Year Writing experience is designed to help students develop transferable knowledge about writing strategies and rhetorical processes used throughout their undergraduate experience and beyond.

The Integrative Studies program is the heart of the undergraduate student general education experience at MSU. The Directors of the Centers for Integrative Studies collaborate to deliver a set of courses that integrate multiple ways of knowing from within the various perspectives of the arts and humanities, the biological and physical sciences, and the social sciences. Integrative Studies consists of a focused set of courses offered through each Center. To be designated an integrative studies course, the proposal is initially reviewed by the appropriate Center director and must reflect the learning goals of that Center. It then follows the regular course review process as established by academic governance. The syllabi for three integrative studies courses (Integrated Science Biology ISB 201, Integrated Arts and Humanities IAH 231A, Integrated Social Science ISS 210) illustrate how these individual sets of goals align to support the undergraduate learning goals and their associated disciplines.

MSU's undergraduate learning goals support the expectation that degree programs will engage students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments. Assessment plans of academic programs (discussed in Criterion 4) contain clear statements of learning outcomes. While the programmatic learning outcomes may be expressed differently, virtually all programs engage students in these aspects of education. Mastering modes of inquiry and the ability to analyze and communicate information is inherent in MSU's undergraduate learning goals of analytical thinking and communication. The development of skills adaptable to changing environments is reflected in the development of cultural understanding, and the various ways in which academic programs help students acquire teamwork and leadership skills.

Consistency in Graduate Education: By their nature, graduate programs engage students in data collection and analysis, the communication of information, and mastering modes of inquiry or creative work. All Plan A master's programs require students to engage in research, write a thesis, and successfully complete an oral examination. Those students working toward a Doctor of Philosophy degree must successfully complete a comprehensive examination, engage in original research, complete a dissertation, and successfully defend their work. Plan B programs require additional coursework at the master's level.

Inclusivity, Diversity, and Equity in General Education

In addition to the multicultural initiatives referenced in Criterion 1, MSU has established outcomes and goals for global and intercultural learning that serve as a basis for learning outcome development, curriculum development, and the IDN requirement. MSU undergraduates must complete courses in at least two of three diversity categories ("D", "N" & "I") as part of their Integrative Studies course requirements.

- "D" emphasizes both national and international/multicultural diversity;
- "N" emphasizes national diversity; and
- "I" emphasizes international and multicultural diversity.

Aligned with this mission, the Integrative Studies units collaborate on professional assessment measures and metrics to better embed diversity, equity, and inclusion (DEI) into their courses.

Additional curricular examples of multicultural, intercultural, and global learning include:

- The MRULE-ICA Program is a grassroots learning experience dedicated to building an inclusive and socially engaged community across cultural and identity differences. Open to all students, its focus is to educate using a globally integrated curriculum, where intercultural engagement is valued and practiced daily.
- MSU has many majors and minors at the graduate and undergraduate levels related to global learning, including Global and International Studies (GLIS), International Agriculture, and International Business.
- As discussed in 1.C., the Office for Education Abroad provides valuable opportunities to engage in a diverse environment across global differences enabling the development of intercultural skills and competencies.
- The Center for Gender in Global Context (GenCen) serves as MSU's hub for gender and sexuality research, teaching, and engagement with a global perspective. GenCen provides opportunities for active learning, including events, education abroad programs, research mentoring, and internships that deepen understanding of gender relations, the cultural and material politics of place, and the relationships between global and local transformations in real-world contexts. GenCen courses are taught out of the College of Arts and Letters.
- MSU Office for International Students and Scholars provides support to international students, scholars, and families by contributing to the internationalization of MSU and providing opportunities for growth through cross-cultural interactions, programming that helps international students/scholars integrate into and adjust to the academic, cultural, and social life of MSU, and providing intercultural communication workshops.
- MSU First Year Seminars Abroad and Away offer incoming students the opportunity to
 explore global issues and topics in an experiential, hands-on setting through study abroad
 the summer before beginning at MSU. In 2019, 172 students participated in the program,
 and although the program declined during the pandemic, it is rebounding in the 2023 and
 2024 academic years.
- In conjunction with the Office of Education Abroad, many colleges at MSU offer international internship opportunities.
- The American Semester program brings international students to MSU for one or two semesters to study and experience American college life.

Research and Scholarship

In accordance with its mission and as a major research university, MSU supports faculty and student contributions to scholarship and creative works, supporting the discovery, dissemination, and preservation of knowledge.

Institutional research and development expenditures have increased from \$695 million dollars in 2018 to \$759 million in 2022. In the NSF HERD Survey of research expenditures, MSU ranks 39th out of over 900 HERD survey participants nationally. MSU ranks first in the nation in expenditures attributable to the Department of Energy (DOE), and second in the nation for combined expenditures deriving from Department of Energy and National Science Foundation funding.

MSU's Diversity Research Network (DRN) connects faculty of color and scholars interested in diversity research, to create scholarly communities, facilitate new interdisciplinary collaborations, and to advance the growth and visibility of research by underrepresented faculty as well as research on diversity across MSU. The DRN emphasizes MSU's value of diversity as excellence across all disciplines and promotes this value through the support and resources it offers.

Faculty and Graduate Student Research: While not an exhaustive list, the following examples illustrate the breadth of research, creative, and scholarly excellence across the university faculty and graduate students:

- The Facility for Rare Isotope Beams (FRIB), a Department of Energy Office of Science (DOE-SC) user facility, is a key contributor ranking MSU first in the nation in DOE funded expenditures. FRIB has a significant impact on the local and the state economies by supporting a highly trained local workforce and attracting scientists from across the globe. Besides cutting-edge fundamental science, FRIB also opens the door for new innovations in diverse areas, from the creation of novel radio-labeled diagnostic and therapeutic agents for human and animal health to the testing of electronics for applications in deep space.
- MSU was chosen to lead the light-and-heavy-duty vehicle component of the Institute for Advanced Composites Manufacturing Innovation (IACMI), a 122-member consortium funded by a more than \$70 million commitment over five years from the U.S. Department of Energy.
- The BEACON Center for the Study of Evolution in Action "approaches evolution in an innovative way, bringing together biologists, computer scientists, and engineers to study evolution as it happens and apply this knowledge to solve real-world problems.

 BEACON is an NSF Science and Technology Center, headquartered at Michigan State University with partners at North Carolina A&T State University, University of Idaho, University of Texas at Austin, and University of Washington."

- MSU is a pioneer in plant science, and the renewal of important programs such as the MSU-DOE Plant Research Lab and the DOE-supported Great Lakes Bioenergy Research Center (GLBRC) helped bolster DOE-funded expenditures. The recently renewed NSF Long Term Ecological Research program at Kellogg Biological Station and the growth of the GII MSU Plant Resilience Institute also contribute to this area of excellence. Development of infrastructure, such as a major renovation of the greenhouse complex, and planning for a new plant and environmental science building will be part of MSU's future success and further strengthen its global reputation.
- MSU has made major strides in the health sciences with partners such as Henry Ford Health in SE Michigan, the C.S. Mott Foundation in Flint, and Corewell Health in West Michigan. The university will continue to grow biomedical research across the state and address the strategic priority of increasing health equity, while simultaneously growing the biomedical research portfolio. The benefits to future research expenditures from those partnership efforts are only just beginning. Recent examples of collaborations with researchers at Henry Ford Health and other partners include two MSU-led NIH center awards, the Maternal Health Multilevel Intervention/s for Racial Equity (MIRACLE) Center at \$18 million and the National Center for Health and Justice Integration for Suicide Prevention (NCHATS) at \$15 million.
- Both the lab animal care program and the Human Research Protection Program are fully accredited.
- With established excellence in African studies, mimesis studies, and political rhetoric, plus emerging strength in LGBTQ studies, the Michigan State University Press supports scholarship with a wide variety of electronic and print monographs and academic journals.
- MSU is committed to extend and build upon current research and creative strengths. The MSU Global Impact Initiative (GI2) has supported growth and accelerated the pace of discovery through the recruitment of 100 new faculty members in promising areas of research. To date, 110 researchers have been recruited to MSU, with new colleagues coming from Harvard, Berkeley, Stanford, Princeton, MIT, Chicago, Johns Hopkins University, Lawrence Berkeley National Lab, Los Alamos National Lab, Oak Ridge National Lab, Carnegie-Mellon, ETH Zurich, and many other top institutions. Most of those newly hired faculty researchers pursue investigations in one of seven GI2 priority areas: computation, advanced engineering, genomics, plants/food/environment, antibiotic resistance, precision medicine, and advanced physical sciences.
- MSU seeks to provide its researchers and their students and post-doctoral associates with
 first-rate research infrastructure and research compliance programs. For example, MSU
 participates in the SOAR Telescope Project in Chile, and the university recently
 implemented a major upgrade of its NMR facilities, including the acquisition of a new
 800 MHz instrument, while simultaneously acquiring a new cryo-electronic microscopy
 instrument.

- Rodney Whitaker, University Distinguished Professor of Jazz Bass and director of Jazz Studies in the MSU College of Music and a Detroit jazz icon elected to the American Academy of Arts and Sciences, one of the oldest learned societies in the United States.
- Melanie Cooper, chemistry professor, STEM teaching innovator and Lappan-Phillips Professor of Science Education in the colleges of Natural Science and Education, elected to the National Academy of Education.
- Zhichao Cao, assistant professor, Department of Computer Science and Engineering in the College of Engineering, recipient of a prestigious National Science Foundation Career Award to support his research.

Undergraduate Research: In addition to the required research elements at the graduate level, MSU also has a robust program in undergraduate research. The Undergraduate Research and Creative Activity Office (URCA) at MSU seeks to foster a culture of engagement by:

- Advising students on finding research and creative opportunities, preparing them to work effectively with mentors, and providing opportunities to present their scholarship
- Increasing faculty awareness of resources for their undergraduate research assistants and increasing faculty's mentoring capacity
- Stewarding the Provost Undergraduate Research Funds to support undergraduate research to the campus community
- Communicating the impact of undergraduate research and creative activity within and beyond the MSU community

The university hosts two annual research forums. The University Undergraduate Research and Arts Forum (UURAF) provides nearly 1,000 students with an opportunity to showcase their scholarship and creative activity. The Mid-Michigan Symposium for Undergraduate Research Experiences (Mid-SURE) is a summer research forum for current MSU and visiting students participating in MSU summer research programs to present their research and receive feedback.

Undergraduate research and creative scholarship opportunities are offered in all 14 colleges offering undergraduate degrees and in two professional colleges. There are hundreds of individual research opportunities with faculty as well as formal undergraduate research programs that reside within the colleges, such as the Social Science Scholars Program and Engineering Summer Undergraduate Research Experience (EnSURE). Opportunities to engage in undergraduate research are curricular and co-curricular and occur during the academic year and summer. In 2023-24, the university awarded \$528,000 annually in undergraduate research grants to support undergraduate student research. In 2022, approximately, 55% of undergraduate research opportunities were in STEM fields, 20% in social and behavioral sciences, 10% in arts

and humanities, and 15% in professional fields. In addition to the opportunities above, the MSU Honors College organizes the Professorial Assistant Program for some of its students and offers a course, UGS 200H, in research and inquiry.

Partnerships:

The MSU Innovation Center integrates innovation, technology transfer, support for start-ups, and partnerships with businesses and communities to steward ideas from concept to product. Each year the Center launches more than 130 discoveries into patented products and start-up businesses. It supports faculty and students through a variety of entrepreneurial resources and academic opportunities.

The Burgess Institute for Entrepreneurship and Innovation provides training, coursework, experiential programs, and direct mentorship to students engaged in entrepreneurial activities. Located within the Broad College of Business, the Institute collaborates with the Office of Undergraduate Education and is part of MSU campus-wide entrepreneurship programs. Administered through the Burgess Institute, the Entrepreneurship and Innovation minor provides a way for students to develop entrepreneurship skills whether they aspire to start a business or become more competitive candidates for traditional employers.

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3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

- 1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
- 2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
- 3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
- 4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
- 5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
- 6. Instructors are accessible for student inquiry.
- 7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Argument

MSU has high-quality faculty in sufficient numbers to fulfill its mission of providing outstanding undergraduate, graduate, and professional education; of conducting research of the highest caliber; and of advancing outreach, engagement, and economic development activities. The Office of Faculty and Staff Affairs (FASA) states their mission: "we work to enable and promote a productive, respectful, and inclusive work environment to attract and retain high-caliber faculty, academic staff, and leaders at MSU."

Faculty Numbers: As of Spring 2024, MSU employed 1,872 tenure stream faculty and 1,214 fixed-term faculty. Detailed information on faculty distribution is available in the MSU Office of Institutional Research (IR) public-facing Explore Data platform. Our average student-to-faculty ratio is 16:1. MSU follows the standards set by the National Student Clearinghouse to recruit and hire the best complement of faculty and academic staff, advancing diversity of the university's academic workforce as represented in Criterion 1.

Office of Faculty Staff Affairs (FASA): FASA reviews hiring, job titles, duties, and ranks, and promotion and tenure for faculty and academic staff. MSU Human Resources (HR) does the same for non-academic staff. Most academic staff annual reviews and hiring processes include a reflection on DEI commitments or a diversity statement and an example from a recent faculty

posting is included. Recruiting, hiring pools, and finalists are reviewed by the institutional diversity and inclusion office for compliance. In 2023, new professional development opportunities were made available to academic hiring committees, Academic Search Committee Education and Mitigating Bias in Hiring, which are designed to ensure that recruitment and hiring for open faculty and academic staff positions are handled in a consistent, transparent, inclusive and objective manner throughout the search process. This new training provides helpful information on recruitment, evaluation, and appointment processes. It covers foundational compliance requirements, commitments to equitable hiring, and expectations for the implementation of best practices at MSU.

Faculty Qualifications: MSU has multiple means of ensuring all faculty are appropriately qualified and are current in their disciplines. Attainment of the appropriate terminal qualifying degree is required as a condition of appointment in the tenure system. Other instructional nontenure-track faculty and staff must have a degree comparable to their title and level of duties. In general, all faculty and instructional staff must have the appropriate terminal degree. The Process for Determining Tested Experience in Hiring Faculty and Academic Staff is required for academic departments who wish to hire faculty or other instructional staff who do not hold a terminal degree. MSU requires criminal background checks as a part of the hiring process for all faculty, academic staff, and executive management positions. Degree verification is included in the background check. MSU's faculty qualification policies are under review by faculty governance in the 2024-25 academic year for updates related to HLC's recent faculty qualifications policy revision.

Research and Professional Program Faculty Qualifications: The policy regarding faculty holding appointments as Research Faculty requires a terminal degree or equivalent experience. Health Sciences faculty members appointed within the Health Sciences Faculty Appointment System must hold a valid license to practice allopathic or osteopathic medicine, veterinary medicine, or nursing or other clinical credential accepted by the State of Michigan appropriate for the professional role and function, as well as the appropriate terminal degree. All academic positions and their associated minimum degree requirements are detailed in the Academic Hiring Manual.

Instructional Staff Qualifications: Credentials for instructional staff detailed in the Academic Hiring Manual. Academic units can request HR support for their academic programs when a program goes through governance (i.e., staffing, IT, space, and library resources), as well as in their annual planning letter to Deans and the Provost. Many student support services staff are considered academic professionals, and guidance for these positions comes from MSU's main HR office. Support staff members are evaluated annually.

Academic Specialist Qualifications: A classification unique to MSU, Academic Specialists, has principal responsibilities in one or more of five functional areas: advising, teaching, curriculum development, research, and outreach. These are professional positions with duties and responsibilities significant and important to academic unit roles and purposes. They do not necessarily require a Ph.D. or other terminal qualifying degree; however, normally academic specialist positions require a master's degree and/or other specialized qualifications in the

applicable discipline or profession. Actual requirements may vary with the specific functional area.

As of October 2023, MSU employed 1039 academic specialists, up from 942 in October of 2019. Of those, 541 hold a master's degree and 358 hold doctorate degrees—a 7% increase in doctoral-holding academic specialists. Credentials for academic specialists are verified through the background check process. In 2023, substantive updates were made to support Reappointment, Continuing Appointment, and Promotion processes for academic specialists. Within the academic specialist classification, all specialists are eligible for promotion to Senior Academic Specialist in accordance with procedures outlined in the Academic Specialist Handbook. All academic specialists are supported via the annual performance evaluation and professional development forum. Advising academic specialists also may benefit from resources in the Center for Teaching and Learning Innovation. As stated in the Academic Specialist Handbook, it is expected that academic specialists continue to develop their abilities in the appropriate areas of endeavor and that those activities should receive university support.

Academic Staff and Faculty Review: Faculty and instructional staff are also evaluated regularly in accordance with institutional policy and procedures. These reviews are mandated for fixed term faculty and academic staff. All tenure-system faculty are reviewed annually. Post-tenure review is implemented through several existing policies and procedures outlined in the Faculty Handbook. Performance is monitored through the use of annual written performance evaluations as required by the policy on Faculty Review. Faculty who are covered under the Union of Non-Tenure track Faculty are required to receive an annual written performance review as established in Article 18 of the Agreement between MSU and the Union of Non-Tenure Track Faculty, Graduate teaching assistants are evaluated in accordance with the procedures outlined in Article 16 of the collective bargaining agreement between MSU and the Graduate Employees Union.

Reappointment, Promotion, and Tenure: MSU has a multi-level review process for reappointment, promotion, and tenure decisions. Recommendations for reappointment, promotion, and tenure are made in the department according to unit, college, and university bylaws, policies, and procedures. Recommendations that do not involve the award of tenure are reviewed successively by the dean, the provost, and the president, who makes the final decision. Recommendations that involve the award of tenure are reviewed successively by the dean, the provost, and the president, who makes the final recommendation to the Board of Trustees for action.

Professional Development, Grants, and DEI: MSU HR, Institutional Diversity and Inclusion (IDI), and Faculty and Academic Staff Development (FASD) and other units offer programs for employees and supervisors on topics including DEI, technology, supervision, leadership, and wellness. MSU maintains a university-wide Anti-Discrimination Policy to ensure Equal Opportunity, Nondiscrimination, manage harassment accusations, and Affirmative Actions. MSU has a DEI Report and Plan that defines DEI, Benchmarks progress, affects university policy and procedures, and assures commitment. IDI provides an annual report to demonstrate progress in this university commitment. The Handbook for Faculty Searches with Special Reference to Affirmative Action is designed to assist in attracting and retaining women and

minority scholars and creating a diverse workforce at MSU. Our goal is to achieve a new spirit of welcome and collegiality that will produce improved representation through a commitment to the institutional benefits of diversity within our community.

The Office of Research and Innovation offers support to faculty by making available required or recommended training in areas such as animal care, conflict of interest, human research protection, and environmental health and safety. Their website also includes information on funding sources, grant proposal preparation, and several workshops and seminars on grant development and review processes.

The Office also administers internal grant programs. The Discretionary Funding Initiative provides bridge funds for tenure-stream faculty for additional studies needed for resubmission of an unsuccessful grant application. The Humanities and Arts Research Program has two components. The Development component supports faculty in the development of projects while the Production component assists faculty with expenses associated with producing the results of a completed creative or research project. Strategic Partnership Grants provide funding for major projects in key areas of research, scholarship, and creative activities. These and other internal grant opportunities are available on the website of the Vice President for Research and Innovation under "Funding & Proposals."

The Office of Faculty and Academic Staff Development (FASD, formerly the Academic Advancement Network) provides support for faculty, academic administrators, and academic staff through a comprehensive program of professional development activities. These activities include orientations for all academics, faculty and instructional development, organizational and leadership development, community building, and scholarship and resource dissemination. Teaching and Learning Events offered by FASD include cohort-based fellowship programs, orientations for new faculty and academic staff, and for new administrators, learning communities, and individual consultation opportunities. Other areas of support include Leadership Development, Academic Career Path, as well as Research and Scholarship. FASD also offers research support to faculty through individual consultation and workshops.

The Leadership Fellows (begun in 2017-18) provides tenure system faculty members who are at least five years post-tenure) the opportunity to participate in a yearlong experience to learn about academic administration. The program offers both a shadowing experience and work on a project developed jointly between the fellow and his or her administrative mentor. FASD organizes Teaching and Learning Communities, which are voluntary opportunities for faculty and academic staff to participate in conversations with their colleagues. In the 2024-25 school year, options include: Anti-Racist Community-Engaged Learning at MSU, COIL: Curriculum Integration for Course Content Internationalization, Disability Dynamics: Theory, Accessibility, and Practice at MSU.

The Center for Teaching and Learning Innovation (CTLI) organizes the annual Spring Conference on Teaching and Learning. CTLI offers support on pedagogy, assessment, distance education preparation, and microcredential development.

MSU Information Technology Services (MSUIT) and the Office of the Interim Chief Information Officer (CIO) provide the primary leadership for strategic, financial and policy initiatives enabling IT for students, faculty and staff. MSUIT provides various professional development activities designed to support and enhance the quality of instruction across campus. MSUIT provides students, faculty, and staff with educational technology resources that support the university's mission of providing education, conducting research, and advancing engagement. As such, it delivers a range of instructional technology and development information designed to support and enhance the quality of instruction across campus.

Academic Governance: As mentioned in Criterion 2, MSU faculty participate in the system of MSU academic governance consisting of University Council, Faculty Senate, the Steering Committee, standing committees, and other boards and committees. The composition of University Council and Faculty Senate are articulated in the Bylaws for Academic Governance and ensure appropriate levels of representation from each college within the University. There are seven standing committees, including Academic Governance, Undergraduate Education, Curriculum, Faculty Affairs, Faculty Tenure, Graduate Studies, and Student Affairs. According to the Bylaws, the composition of each university-level standing committee is specified in the committee description. The University Committee on Academic Governance monitors the number of members for each committee.

College Governance: Each college has Bylaws for Academic Governance which set out the structures and procedures for participation of faculty and students within the college in governance. All colleges have College Advisory Councils to assist in the development and implementation of college policies and to serve as a means of faculty and student participation in the development of college policies.

Sabbatical: The faculty sabbatical policy encourages continued professional development for tenured faculty. Health Program fixed-term faculty are eligible for professional development leave, similar to sabbatical leave for tenured faculty.

Instructor Contact: Instructors are accessible for student inquiry as required by the MSU Code of Teaching Responsibility which clearly defines the responsibility of instructors to be accessible to students by scheduling and keeping office hours for student conferences. Instructor contact information and office hours are required elements of the course syllabus. Instructor accessibility through email and other means is also encouraged, and email and telephone contact information for each faculty member is readily accessible to students through the University Directory. Students can also contact their instructors through Desire2Learn (D2L), MSU's learning platform.

Graduate Teaching Assistants: In addition to support and professional development activities for faculty, MSU also provides professional development for graduate students in their roles as graduate teaching assistants. The Graduate Teaching Assistant Preparation Program (GTAP) provides a variety of professional development experiences in support of teaching and learning to MSU graduate teaching assistants. Resources provided by GTAP include orientation for all new graduate assistants and specific support to international teaching assistants. The Graduate School also offers Teaching Essentials for Careers in Higher Education, an online teaching

tutorial offering theory, practical exercises, reflection, and resources as well as workshops and seminars throughout the academic year. The university Graduate Certification in College Teaching initiative helps graduate students organize, develop, and document their teaching experiences.

Graduate Committee Service: Guidance committee service for masters and doctoral committees is limited to regular MSU faculty and librarians. A faculty-governance defined process identifies membership for guidance committee service including the department chair, college dean's office, and the graduate school.

Student Perceptions of Learning Survey: Student evaluation of instructors is also an important aspect of overall effectiveness. The Student Perceptions of Learning Survey (SPLS) collects feedback from students in all courses to (1) provide instructors, graduate teaching assistants, and teaching units with feedback on their instructional practices; (2) contribute to instructor retention, promotion, tenure, and salary decisions; and (3) provide students with information to guide decision-making related to course selection." Student performance and course evaluations are assessed by FASD using an institution-wide Student Perceptions of Learning Environments Survey, which has certain university-wide questions for all courses and the ability for academic programs to ask specific questions at the college and department levels.

Advising: The University Advising Office reports to the Vice Provost for Undergraduate Education. A portion of this office's responsibility is to provide ongoing professional development for academic advisors across campus. Through collaborative work with human resources and academic advising leadership within the colleges, there has been progress made to standardized elements of new advisor onboarding and ongoing training provided to all advisors across the campus.

The University Advising Office provides cooperative learning opportunities for academic staff and faculty who advise undergraduate students. Undergraduate Education gathered feedback about student and advisors learning outcomes as they relate to the academic advising experience. This resulted in hiring a dedicated staff member who jointly serves the Center for Teaching and Learning Innovation (CTLI) and Undergraduate Education who is dedicated to the educational and professional development of academic advisors campus wide. The role has been able to streamline HR offerings that impact academic specialists in a timely manner as well as provide additional programming that focuses on the success and wellbeing of advisors within the work.

Financial Aid Advising: Financial aid advising is provided through the MSU Office of Financial Aid (OFA) which employs approximately 36.5 full-time staff members, 12 of whom have substantial responsibility for advising students, parents, and members of the MSU community about student financial aid issues; this number has dropped since 2020 because of the introduction of the Spartan One Stop (SOS). The SOS has 24 FTEs; 18 have direct responsibility for working with students, including three with specialties in financial aid.

Formal training for OFA and SOS employees in advising positions is coordinated primarily by the home office (i.e. OFA), with lessons sequenced by order of complexity and predecessor

knowledge requirements. Progress evaluations occur at the end of the first, third, sixth, ninth, and twelfth months during the formal training period. Staff participate in webinars provided by various financial aid professional organizations and the U.S. Department of Education.

Tutoring: The Neighborhood Student Success Center (NSSC) provides tutoring to students across the entire campus. NSSC assists students with course specific tutoring, study skills strategies, and the development of time management and test taking skills. Their learning specialists are appropriately qualified, holding either master's or doctorate degrees in the relevant discipline. Each year several learning specialists are supported through conference attendance in their field. The Math Learning Center and the Writing Center @ MSU also provide tutoring, as do many colleges which offer tutoring related to specific courses.

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- 3c Sabbatical Leaves of Absence
- 3c Search Committee Training Michigan State University
- 3c SOS Org Chart with Names (1)
- 3c Spring 2024 Teaching and Learning Conference _ Center for Teaching and Learning Innovation
- 3c Strategic Partnership Grants
- 3c Support Staff Review About Performance Excellence
- 3c Teaching Essentials for Careers in Higher Education
- 3c Technology at MSU Training Michigan State University
- 3c The Writing Center Michigan State University
- 3c UCAG
- 3c University Advising

3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

- 1. The institution provides student support services suited to the needs of its student populations.
- 2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
- 3. The institution provides academic advising suited to its offerings and the needs of its students.
- 4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

Argument

As a large, public institution, MSU provides support services for its diverse range of student populations. The university takes a holistic approach to student success.

Initiatives, Offices, and Programs that Support Student Learning

Neighborhood Student Success Center (NSSC): In 2010, MSU launched what was then known as the Neighborhood initiative to enhance student engagement and success. Housing more than 14,500 students, neighborhoods were developed to bring the resources of MSU to students where they live. This model of integrated academic, residential, and student services was the beginning of what has become a campus-wide student success initiative. Now known as the Neighborhood Student Success Center (NSSC), this newly aligned unit continues to serve all undergraduate students but is also more directly focused on the educational needs and support of exploratory-preference students. As a part of that role advisors assist learners in their ability to identify careers and majors that align with both their purpose and intellectual talents, using tools such as Spartan Interest Assessment (SIA), a resource for students to learn how interests align with MSU majors, classes, and careers to help them explore. Students are also provided with academic tutoring, mental health support, and advising in their residence halls.

As a part of the new alignment, Scholar Programs have been embedded within the NSSC to facilitate smaller cohorts for student success with a focus on various student demographics. For example, the Spartan Success Scholar program was reconceptualized as a two-year student transition program with a focus on first-generation college students. This new model incorporates both academic support services and professional and peer coaches to support students navigating the postsecondary experience. The Dow STEM Program initially served as a

grant-funded program from the Dow Foundation. Now institutionally maintained, this program supports underserved students aspiring to go into STEM fields with the goal of increasing the number of underrepresented students in those fields. Detroit M.A.D.E. focuses on college transition, graduation and career development for students who have graduated from Detroit public and charter high schools who also reside in the city of Detroit. MSU maintains many additional pathway programs of support, including First-Generation Leadership and Innovation Vanderploeg Scholars and Fostering Academics, Mentoring Excellence (FAME).

International Students: MSU welcomes a large contingent of international students and scholars from around the world, with an international student enrollment of 6,260 in 2018. The Office of International Students and Scholars (OISS) provides programming services and activities to assist international students in transitioning to the U.S. and in support of their academic success. Services include advising and interpreting U.S. government regulations pertaining to immigration and visas; conducting orientation and other special programming that help international students and scholars integrate into and adjust to the academic, cultural, and social life of MSU. OISS also supports the International Student Employment Assistance (ISEA) program, International Student Ambassador Program, and the Family Health Insurance Award Program. OISS also provides intercultural communication resources for campus departments, community organizations, student groups and local businesses and organizations.

The Office of Cultural and Academic Transitions (OCAT) supports students in their navigation of cross-cultural encounters and in their own understanding, exploration, and development of cultural identity. Established in 1968 as the Coordinated Minority Student Programs Office, OCAT has a long history at MSU. Today, it works across campus to provide a variety of programming that brings together groups of students from diverse racial, ethnic, international, and domestic backgrounds for meaningful interactions. Examples include Cultural Remix, the Multi-Racial Unity Living Experience and Intercultural Aide Program, Spartan Remix, as well as programming on leadership and student success. Additionally, OCAT hosts a summer transition program for incoming MSU students called Maximizing Academic Growth in College (MAGIC). MAGIC has been proven to pave the way for success for thousands of students over the past 28 years, with the 2023 cohort totaling 223 students.

The Office of Migrant Student Services works to advance education and empower students from migrant and seasonal farm working communities to bring about positive change in their lives, communities, and the world. Programs coordinated by the office include the College Assistance Migrant Program (CAMP), funded by the U.S. Department of Education, the MSU Identification and Recruitment Center (ID&R), which is part of the Michigan Migrant Education Program, and the High School Equivalency Program (HEP), which provides instruction for General Education Development (GED) preparation in English and Spanish.

The International Student Sexual Assault and Relationship Violence Workshop has been designed to accommodate a wide range of cultural backgrounds, social norms, and education regarding these issues. The workshop offers more definitions of terms, education regarding American university culture, and additional information about legal issues and resources for international students. This workshop runs in tandem with MSU's other required student

programming for first year students. It also includes a read-along handout for students to reference during the workshop.

The Community Volunteers for International Programs (CVIP) coordinates volunteer programs to assist international students and their families. By organizing activities and programs that supplement and enhance specialized services offered by various units at MSU, CVIP strives to increase mutual cross-cultural understanding and goodwill between international students, visiting scholars, and their families and the great Lansing community.

MSU Libraries also supports international students, English-language learners, and visiting international scholars. Workshops and orientations on using library resources have been delivered to classes from the English Language Center and the Second Language Studies Program and to other international students and scholars. Instructional videos are captioned in various languages; bilingual workshops are provided to Visiting Information Professional Program scholars; librarians use an online chat feature and WeChat, a free messaging app used extensively in China, to answer questions from Chinese and Arabic students and to promote library events.

Foreign Language Placement Tests are required of students who have studied a foreign language in high school and wish to enroll for a course in that language or who choose to use it to meet the graduation requirement in an academic program. Language placement tests in French, German, and Spanish are available online and during NSO. Information on exams and placement in other languages is available from the appropriate academic department and available to students through NSO or their academic advisors.

The English Language Center (ELC), established in 1961, provides instruction to international students who need to improve their English language skills before beginning academic course work. In accordance with MSU's values of outreach and service, the ELC also serves individuals who are not seeking a degree at MSU but who want to improve their English skills. The ELC offers an array of programs including the Intensive English Program and English for Academic Purposes.

Distance Education Students: MSU offers some programs at a distance, either through online learning or through programs offered at an off-campus location. Regardless of modality, all MSU students have access to the same programming and support services.

The MSU Libraries ensure equitable access to high-quality materials and experts across all modes of delivery and locations. The libraries provide students, faculty, and staff with remote access to electronic materials. SearchPlus allows patrons to search in a single instance across almost all books, journals, articles, streaming videos, and other library formats. Faculty, staff, and graduate or professional students can utilize the article retrieval service in which book chapters or articles are scanned and emailed directly to them. Off-campus users located 50 miles or more from the East Lansing campus can request special book deliveries to ensure equal access to materials.

Student-Athletes: MSU is home to 25 varsity-level athletic programs, and our student athletes have the same average GPA as our full student body. MSU's Student-Athlete Support Services (SASS) provides guidance, resources and support to enhance the academic and personal development of student athletes. SASS provides academic counseling, computer labs with instruction and tutoring in all subject areas. The Learning and Retention Services program available through SASS provides a wide range of learning services including learning strategy interventions, learning assistant programming, content-based tutorials, assistive technology, and structured study experiences.

Veterans: The Student Veterans Resource Center was established in 2015 to assist service members, veterans, and their spouses and dependents with information and resources necessary to meet their academic, professional, and personal goals. Physically located in the Student Services Building, the Resource Center provides space for meeting, studying, and socializing. The Office of Financial Aid also provides information specific to veterans on its webpage. The Michigan Veteran Affairs Agency has rated MSU as "gold status," its highest honor, every year since 2015.

Students in Recovery: The Collegiate Recovery Community (CRC) within Health Promotion, seeks to provide a safe and supportive campus community in which students in recovery from addiction can achieve their academic, personal and professional goals. The CRC offers oncampus recovery housing, recovery ally training, and a registered student organization (Spartans' Organization for All Recovery, or SOAR) dedicated to supporting Spartans in recovery and their allies.

TRIO: The Trio Student Support Services (SSS) provides comprehensive services to TRIO and TRIO-eligible college students through academic advising, social counseling, personal planning, career guidance, and skill enrichment seminars. The TRIO Student Support Service Program is a federally funded program designed to serve first generation and low-income students and students who may have come from foster care services or have disabilities. The program is designed to motivate and support students with potential in their pursuit of a college degree.

MLC: The Mathematics Learning Center (MLC) offers assistance for all freshmen-level courses through tutoring, guided study sessions, practice tests, review sessions, and online tutoring for selected courses. Assistance is also available for some upper-level courses. The MLC has a central location on campus and space in each Engagement Center in the Neighborhoods.

The Writing Center @ MSU: The Writing Center supports undergraduate and graduate students and faculty through peer-to-peer consultation services and various workshops. In person consultations and services are available at eight different locations across campus. The writing Center also offers online consulting services, allowing the student and the consultant to view, discuss, and edit work together in real-time.

Accessibility: The Resource Center for Persons with Disabilities (RCPD) is discussed in earlier criteria and is the central location for disability access work on campus. The MSU Libraries established an Accessibility Coordinator role and the Libraries' Accessibility Working Group. The accessibility website provides information on services for persons with disabilities

and information on accessing and using the Assistive Technology Center. In accordance with the MSU Web Accessibility all major administrative units submit five-year plans showing the process and progress of electronic information technology accessibility. MSU has also developed a Digital Accessibility Policy—an overarching guide to new accessible practices on campus; all units now have Digital Accessibility Liaisons who work to advance and support surrounding issues.

Preparatory Support: MSU provides learning support and preparatory instruction as appropriate to the needs of our students, guided by academic policy.

All students must complete a mathematics requirement as part of the general education requirements. Students are placed into the appropriate level mathematics course through the online Mathematics Placement Service. All new freshmen and transfer students must complete the exam available anytime. Students wishing to complete the university mathematics requirement by waiver must complete the test in a proctored setting at a New Student Orientation (NSO) or one of the MSU Testing Centers to be eligible for the waiver.

Credit or advanced standing: students who have earned specific scores on several college-level placement examinations may earn additional credit or advanced standing in these programs.

- Advanced Placement Examinations (AP) College Level Examination Program (CLEP)
- Defense Activity for Non-Traditional Education Support DANTES)
- International A Level Equivalencies
- International Baccalaureate (IB) Diploma Program Equivalencies

Honors: The Honors College at MSU serves high achieving students who wish to pursue more advanced areas of study as part of their undergraduate experience. Founded in 1956, it emphasizes individualized program planning rather than a tightly prescribed set of courses. The undergraduate program provides academic, research, and social opportunities for students in all academic majors of the university who are invited and accept membership. The Academic Scholars Program focuses on coordinating special academic opportunities during the first two years at MSU for a set of incoming freshman students whose academic records place them just short of eligibility for Honors College Membership. Each year the Honors College serves about 4,000 members and up to 400 students involved in the Academic Scholars Program, or about eight percent of total undergraduate enrollment.

Graduate Students: Specific to graduate students, Navigating the Master's is a four-hour interactive workshop designed to assist students in developing an individualized plan for understanding graduate school more generally and graduate writing more specifically. Navigating the PhD Workshop is a two-part writing workshop designed to help students manage time, plan their academic progress, and develop writing processes and practices.

The Office of Graduate Student Life and Wellness was developed in 2007 to address the diverse health and wellness needs of the graduate student population. In 2023 it was renamed to the Graduate School Office of Well-Being (GROW). The office advocates for graduate students and delivers guidance, academic support, services, programs, and resources that support graduate students as they invest in their academic work. Their website contains online training modules to help students evaluate their skills, plan their professional development strategy, and build a professional portfolio.

The Alliances for Graduate Education and the Professoriate (AGEP) is a National Science Foundation program supporting recruitment, retention, and graduation of underrepresented U.S. minorities in doctoral programs in the natural and social sciences, mathematics, and engineering.

Advising: Academic advising, with trained advisors, begins with attendance at New Student Orientation (NSO—linked above), required of all first year and transfer students. During NSO students meet with faculty and staff members from the college of their declared preference or major. Students are also introduced to the learning goals of the institution and begin the process of clarifying their own goals and purpose. In addition, students are introduced to the importance of diversity, community building, and empathy.

Students can choose from 8 career interest areas: Agriculture and Environment; Art, Communication and Entertainment; Business and Management; Education and Public Services; Health Sciences; Science, Technology, Engineering and Math (STEM); Social and Cultural Studies; or Exploratory. The career interest areas are not majors, but rather general categories that include majors. For example, if a student is interested in languages, they might choose the social and cultural studies career interest area. Or if a student's goal is to be a doctor, they should choose the health sciences career interest area. "Exploratory" is also a major on the MSU application for students who are undecided. In fall of 2024, approximately 76% of first-year students chose a career interest area before the start of classes.

The MSU Career Services Network also organizes relevant jobs by these career interest areas on their website, allowing students to visualize where their choices can take them.

Students with designated major preferences also have access to advising services and information provided by individual colleges. Information about advising services is available on college websites. Advising appointments can be scheduled online through the Student Success Dashboard Appointment available 24/7. Students log into the system, choose their college and major, and schedule their appointment online. The Office of Retention, also in OUE, provides additional resources from their experience, research, and working groups.

To facilitate support for a diverse student population and assist with students' transition to college, MSU offers a range of pipeline and bridge programs each summer for prospective and in-coming students. These programs help students navigate their transition to MSU while improving academic skills. Programs connect students to an engaging community of students, staff, and faculty who work together to help achieve personal goals at MSU.

Advisors use the Electronic Student Academic Folder (ESAF) to keep track of interactions with students. This allows for seamless advising as students transition from one major to another or seek assistance from an advisor in a program they are considering. ESAF provides a comprehensive set of information including such things as courses, grades, academic plans, academic progress reports, advising notes, etc. All undergraduate students have access to the student information system, which includes online degree-audit so they may track their degree completion requirements. MSU implemented the Enhancing Academic Success Early (EASE) system in Fall 2015 to improve advisor and student access to real time information about class performance.

University Health and Wellbeing: In 2022, to align with the MSU Strategic Plan, MSU launched an expanded resource unit: University Health and Wellbeing (UHW). UHW offers health and wellness support for for students, faculty, and staff Eight departments work directly to support students with resources, programs and services aimed at enhancing their ability to thrive. These include, but are not limited to Counseling and Psychiatric Services (CAPS) and the Center for Survivors.

Highlighting one of the above UHW initiatives, CAPS offers drop in/crisis screening services, counseling options, and psychiatric services. Its website provides an extensive list of both on and off campus resources available to students. Its clinical specialists have expertise in serving under-served student populations such as students of color, migrant students, international students, and LBGT-identified students.

RCPD, a second example, leads the university in maximizing ability and opportunity for full participation by persons with disabilities. A variety of programs are available through RCPD including accessible textbooks and media, assistive technology, alternative testing, as well as a Welcome Orientation for New Students. The Tower Guard serves students with disabilities by translating textbooks into an electronic format and reading exams and schoolwork to students with visual impairments or impaired reading ability.

Healthy faculty and staff provide better learning experiences for students and UHW also offers dedicated support to employees, including through the Center for Survivors, Employee Assistance Program, Occupational Health, Resource Center for Persons with Disabilities (RCPD), MSU Safe Place, Travel Clinic, and WorkLife Programs. Highlighting one of UHW's initiatives for employees, the Employee Assistance Program (EAP) provides a confidential counseling service at no cost to MSU faculty, staff, retirees, graduate assistants, and their families. The EAP typically serves around 1000 employees and their family members each year and in In FY2024, served approximately 7.59% of the total population of MSU's workforce.

Infrastructure for Teaching and Learning: MSU's campus has more than 550 buildings comprising over 25 million square feet. Across the university, there are 497 university and departmental-owned classrooms with 565,451 square feet of space and 733 classroom laboratories with 514,482 square feet of space. This represents a 3.6% increase in classroom square footage and a 17.3% increase in classroom laboratory square footage over the last ten years. The university has made a substantial investment in active learning classrooms configured to maximize collaborative learning and multimodal teaching. Flexible/movable seating in

university classrooms is combined with a spectrum of technology packages based on a range of needs. The standard classroom package includes a Creston touch display, desktop computer with monitor, DVD, microphone, digital document scanner and a display and speaker system. Classrooms needing more advanced technology include multiple class-wide displays, multiple displays for student interaction and HD speaker systems.

Different disciplines require different learning resources and spaces. The Department of Theatre has access to performance spaces in two different buildings, the Auditorium and the Wharton Center for the Performing Arts. In addition, the department has scene, costume, and electrics shops, make-up, rehearsal, dance, and computer design studios. The School of Music has learning space that includes numerous classrooms, studios, laboratories, recording facilities, rehearsal spaces, private teaching studios, and practice rooms. In addition, MSU is home to two notable museums: the architecturally-significant Eli and Edythe Broad Art Museum, and the MSU Museum, founded in 1857 and Michigan's largest public natural and cultural history museum.

More on facilities in Criterion 5.

Sources

- 3b MSU Honors College
- 3c Advisor Training and Development
- 3c Mathematics Learning Center
- 3c Office of Financial Aid
- 3c The Writing Center Michigan State University
- 3c University Advising
- 3d About Us Overview Student Athlete Support Services
- 3d AGEP Home The Graduate School
- 3d Assistive Technology MSU Resource Center for Persons with Disabilities
- 3d Broad Museum
- 3d Center for Survivors
- 3d Collegiate Recovery Community (CRC) _ Health Promotion Engagement _ Michigan State University
- 3d Community Volunteers for International Programs About Us
- 3d Counseling Psychiatric Services Michigan State University
- 3d CSN Interest Areas
- 3d DA Liaisons
- 3d Degree Audit
- 3d Detroit MADE
- 3d Digital Accessibility Policy
- 3d English Language Center Mission Vision
- 3d ESAF
- 3d FAME

- 3d Family Health Insurance Award Program
- 3d Graduate School Office of Well-Being The Graduate School
- 3d Home MSU Libraries
- 3d Home Student Veterans Resource Center
- 3d Intl Student Ambassador Program
- 3d Intl Student Employment Assistance
- 3d Intl Student Employment Assistance
- 3d Maximizing Academic Growth In College (M.A.G.I.C.) Office of Cultural Academic Transitions
- 3d Michigan Veterans Affairs Agency Designates Gold Status
- 3d Migrant Student Services Michigan State University
- 3d MSU Honors College
- 3d MSU Libraries Accessibility
- 3d MSU Libraries Introducing SearchPlus MSU MediaSpace
- 3d MSU Prevention Outreach and Education Program _ Center for Survivors _ Michigan State University
- 3d MSU RO Instructor Systems Frequently Asked Questions
- 3d MSU Testing Center
- 3d Museum
- 3d Navigating the Masters The Graduate School
- 3d Navigating the Ph.D. Workshops The Graduate School
- 3d NSSC
- 3d Office of Cultural Academic Transitions
- 3d OISS
- 3d Placement Tests Center for Language Teaching Advancement
- 3d SASS Learning and Retention
- 3d Scholar Programs NSSC
- 3d Spartan Interest Assessment
- 3d Strategy and Retention OUE
- 3d TRIO Student Support Services Program NSSC
- 3d UHW Employees _ Michigan State University
- 3d UHW Students Michigan State University
- 3d Upcoming New Student Orientation Experience MSU Orientation
- 3d Vanderploeg Scholars
- 3d Welcome MSU Resource Center for Persons with Disabilities
- 3d Wharton Center

3.S - Criterion 3 - Summary

The institution provides quality education, wherever and however its offerings are delivered.

Summary

Michigan State University provides quality education through on-campus, distance education, hybrid education, and off-campus location programming and coursework. Faculty qualifications, rigor of academic program, and student learning outcomes are consistently applied no matter the modality or location.

MSU's general education coursework, undergraduate earning goals, and review of graduate and professional-level programming are overseen by our excellent faculty, academic staff, and administration. These collaborative processes and oversight assure student learning success, student support success, and effective teaching pedagogy. Infrastructure oversight is an ongoing part of the institutional planning process, and is represented here, in Criterion 2, and in Criterion 5.

What are students learning?

Through our general education program, the rigor of our academic programs, and the excellence of our faculty, students learn how (and whom) to ask for help, they learn inclusivity, and they learn the craft, the skill set, and the philosophy that will prepare them for both a life well-lived and a thriving career.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

- 1. The institution maintains a practice of regular program reviews and acts upon the findings.
- 2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
- 3. The institution has policies that ensure the quality of the credit it accepts in transfer.
- 4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
- 5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
- 6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Argument

MSU consistently reviews academic programs, transcriptable credit, and transfer credit, to ensure quality. The Academic Planning Letter process, i.e. budgeting and resource management, is separate and is discussed in Criterion 5. The Academic Program Review process is primarily focused on maintaining rigor in academic programming, specialized accreditation in over 40 academic disciplines, and the credentials of our graduates. Since 2016, much research has emerged on better practices and pedagogy in Academic Program Review (APR). At MSU, assessment professionals have kept up with the research, and therefore, the centralized UGAPR process has undergone major changes. Although MSU has participated in APR—both at the undergraduate and graduate level—consistently since 2008, the new process, implemented in the 2023-24 academic year and described below, is robust and innovative.

Academic Program Review

APR is meant to provide departments, schools and programs, the colleges in which they reside, and the university with feedback that can be used to effectively manage change and enhance quality. Academic program review is an essential component of university planning. To that end it should generate information that will support and guide the university's process of continuous renewal, improvement, and decision making. The former undergraduate and graduate APR processes (2016-2020) asked academic units to think deeply about their purpose and identity, the activities in which they engaged to achieve those purposes, the extent to which they were successful in those endeavors, the ways in which they needed to change going forward, and the strategies they would use to determine if those changes were successful. The APR process provided units with much latitude in engaging with the issues, which resulted in self-studies that were broad but lacking the depth and specific focus to result in meaningful change. A sample packet from the 2019-2020 centralized APR process provides more detail.

Continuing to provide academic units with deep engagement in the APR process directly aligned with institutional priorities, APR is still divided into two separate processes: one for undergraduate programs and one for graduate/professional programs. The former—the new UGAPR—is administered through the Office of the Provost as a part of the Accreditation, Assessment, Curriculum, and Compliance (AACC) portfolio and is co-led by the Office of Undergraduate Education (with assistance from the Center for Teaching and Learning Innovation and the Office for Institutional Diversity and Inclusion) while the latter is managed mainly through the Graduate School, under the guidance of the Dean of the Graduate School and Vice Provost for Graduate Education.

Institutional Undergraduate Academic Program Review: The UGAPR committee presented to the Provost a seven-year plan that allows each program some freedom to determine their own disciplinarily appropriate assessment plans, while also maintaining their accountability to the university through shared data and a six-year Continuous Improvement Plan (CIP).

This entire APR plan is also designed to reframe the culture of assessment at MSU. Faculty, staff, and students work collaboratively to find the positive, reflective intent of the process.

Once each seven years—according to the timeline—academic programs will receive an online survey document that requests submission of the following information:

- 1. Section One: Program Learning Outcomes (PLOs), PLO measurements, and/or Curricular Map
- 2. Section Two: Program Assessment Plan
- 3. Section Three: DEI: Closing Opportunity Gaps
- 4. Section Four: Please choose one of the following options.
 - 1. Tell the story of your program successes. Please choose 1-2 main areas to highlight; programs might focus a narrative on improvement in student achievement, faculty achievement, or successful curricular changes.
 - 2. Submit a summary of the APR report you last shared with your external accreditor.
- 5. Section Five: Six-Year Continuous Improvement Plan
- 6. Section Six: Final Notes

- 1. What else do you want us to know?
- 2. What recognition have you received for your assessment work? Accolades? Awards? Compensation? Credit?
- 7. Please attach agendas where APR was shared with full program staff/department

The UGAPR Submission Form allows for ease in access to data from the programs.

Review the entire UGAPR process in the linked evidence. Programs are encouraged to form small committees (as in the link above) to complete the program's review. Suggestions are shared in the UGAPR Plan (as shown in the link above). All programs are given access to sets of program specific data through a dashboard designed by the Office of Institutional Research (IR). They may use this data to frame their answers to the broad questions articulated in the document, but they are encouraged to tell the story of the data.

The feedback loop (cited in the link above) for the Submission Form moves first to the Department Chair, then to the Dean's team in each college, and finally, to a newly formed UGAPR committee representing the Office of Undergraduate Education, the Office of Accreditation, Assessment, Curriculum, and Compliance, and the Center for Teaching and Learning. These assessors use two rubrics: one for the first four questions and one for the CIP (as seen in the link above).

Selected examples of the Integrative Studies in Social Science Self Study and the First Year Writing Self Study represent the process of UGAPR self-studies, the UGAPR rubrics, and samples of UGAPR resources are provided.

Institutional Graduate/Professional Academic Program Review: Graduate and professional program review process has historically taken place within a more comprehensive academic unit review. To facilitate a more in-depth and focused review of graduate/professional programs, these academic program reviews are now conducted separately from the undergraduate education reviews. The primary focus of the review is to identify the ways in which the program needs to change to ensure it is properly positioned for the future.

The graduate APR process began in Fall 2020. All graduate/professional programs are reviewed every 7 years using a standard data set and a set of standard questions to guide each unit in developing the self-study. A full discussion of the plan and process for implementation can be found in the Strategic Program Assessment (SPA) of MSU Graduate Programs. As UGAPR was developed, some proposed revisions are being considered to align the review and feedback processes between UGAPR and SPA. The director of the SPA process was on the development committee for UGAPR.

Sample College or Program-level Academic Program Review: When institution-wide challenges, such as the Clery review, the Covid pandemic, personnel changes, or simply pedagogical redesign, slowed centralized undergraduate APR, colleges and programs continued to do the work. A sample from Integrated Arts and Humanities (IAH) is included in 4.B.

Statewide Academic Program Review in Michigan: To maximize efficiency and ensure quality, the public universities of Michigan have developed a cooperative review process for all proposed new academic programs leading to a bachelor's, master's, or doctorate degree, modifications or combinations of existing programs, and discontinuance of programs. The primary purpose of the Statewide Academic Program Review process is to ensure academic program proposals account for the broader state education landscape while tailoring new programs to clearly identifiable needs.

Credit and Transfer: MSU also ensures the quality of its programs through policies and procedures regarding the transcription of credit for undergraduates and graduate and professional students. As established in the Bylaws of the Board of Trustees, faculty at MSU are responsible for the curriculum. This includes the process of evaluation of transfer credit. MSU's policies governing transfer of credit and credit by examination can be found in the Academic Programs Catalog. Acceptance of courses and credits for transfer to MSU is determined by the faculty in the department, school, or college responsible for instruction in the subject area. Transfer MSU is a searchable transfer credit equivalency system students may use to identify courses that may transfer to MSU. Students can search by MSU course or by institution and the website contains a set of frequently asked questions. The Michigan Transfer Agreement (MTA) allows for the transfer of 30 credits of core general education courses from a Michigan community college to a Michigan baccalaureate college or university.

Course equivalencies in Transfer MSU are kept current through processes established in University Curriculum and Catalog Academic Policies and Procedures. Scores on Advanced Placement (AP), College Level Examination Program (CLEP), Defense Activity for Non-Traditional Education Support (DANTES), or International Baccalaureate Examination (IB) may allow students to receive course waivers and/or credits. All scores must be sent to the Office of Admissions directly from the testing agency. Score equivalency charts are available on the Office of Admissions website.

Faculty Governance: MSU maintains and exercises authority over its curriculum including prerequisites for courses, the expectations of student learning, and faculty qualifications. The University Committee on Undergraduate Education (UCUE) reviews all proposed changes in undergraduate academic programs and recommends their approval or rejection to the University Committee on Curriculum. The University Committee on Graduate Studies (UCGS) reviews all proposed changes in graduate and professional academic programs and recommends their approval or rejection to the University Committee on Curriculum (UCC). Both Committees have shared responsibility with the Vice Provost for Undergraduate Education or the Vice Provost for Graduate and Professional Education, as appropriate, to consult with the Provost on the establishment, moratorium, discontinuance, or merger of programs. UCUE is comprised of one faculty member from each college and a faculty member from the non-college faculty in addition to student representatives from the Council of Graduate Students (COGS) and the Associated Students of MSU (ASMSU). UCGS includes a faculty member from each college with a graduate or graduate-professional degree program, plus one additional member from the Colleges of Agriculture and Natural Resources, Arts and Letters, Business, Education, Natural Science, and Social Science, plus graduate students from COGS.

UCC reviews and approves or rejects all changes in undergraduate, graduate, and graduate-professional curricula and degree requirements as recommended by UCUE or UCGS. Both UCUE and UCGS have delegated authority over any academic policies that affect grading at their respective levels. Therefore, any modifications in programs related to grades are not subject to change by the UCC.

After 2020, academic units have continued to review and make changes to their courses as a part of their normal academic process. The February 2022 and October 2023 UCC reports serve as examples of on-going program and course changes.

External Accreditation: MSU also ensures the quality of its academic programs by maintaining specialized programmatic accreditation for individual programs or colleges. Examples of recent self-studies from selected programs are included for review: Law, Nurse Anesthesiology, Mechanical Engineering, and Clinical Psychology.

Student Achievement Data: Another measure of academic quality is the success of its graduates and MSU tracks this success in several different ways.

Administered annually by the MSU Career Services Network, the Destination Survey documents the post-graduate outcomes of MSU students who received a bachelor's degree during the spring and summer semesters. Data include rates of employment placement, starting salaries, continuing education, and geographic distribution. Information is publicly available on the Career Services Network website and exists at both the institutional and college levels.

The Distinguished Student Awards Office in MSU's Honors College assists students in the application for nationally and internationally competitive awards. To date, 39 MSU students have been named Boren Fellows, 55 Goldwater Scholars, 20 Marshall Scholars, 17 Truman Scholars, 20 Rhodes Scholars, 18 Churchill Scholars, and 448 National Science Foundation Graduate Research Fellows.

Pass rates of licensure or other qualifying examinations are available on each applicable academic department's website and on the Office of Institutional Research (IR) website. Data for the most recent year available for the following sample programs indicate students are competitive based on their exam scores: Law, Psychology, Osteopathic Medicine, and Veterinary Medicine.

Sources

- 3a MI Transfer Network
- 4a .UG Transfer Credits
- 4a 2016-2020 APR
- 4a AACC.Assessment
- 4a APR 2020 Sample

- 4a APR Years 1-7 Timeline Ver. 4
- 4a Career Services Destination
- 4a Career Services Network
- 4a ExtAccredBodies
- 4a February 2022 UCC Report
- 4a FYW Self Study
- 4a IR Achievement Data Licensure
- 4a ISS Self Study
- 4a Law 2022
- 4a Law Licensure
- 4a Mechanical Engineering Sample SelfStudy 2022
- 4a MSU Clinical Psychology Ph.D. APA CoA accreditation self-study June 2023
- 4a Nurse Anesthesiology Program Self Study Form
- 4a October 2023 UCC Report
- 4a Osteopathic Med Outcomes
- 4a Program Specific Data
- 4a Psychology Outcomes
- 4a Score Equivalency Chart Admissions
- 4a Statewide Academic Review
- 4a TGS SPA
- 4a Transfer Credit Policy
- 4a Transfer Score Equivalence
- 4a UCC
- 4a UCGS
- 4a UCUE
- 4a UGAPR Core Committee Agenda June 2024
- 4a UGAPR Feedback Loop
- 4a UGAPR Submission
- 4a Veterinary Medicine Outcomes

4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

- 1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
- 2. The institution uses the information gained from assessment to improve student learning.
- 3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

Assessment of student learning is an essential part of the commitment MSU makes to its students. Although the assessment of student learning is a larger process than academic program review, data for student learning is gathered as a part of program review reporting. See Criterion 4a for full descriptions of the academic program review centralized processes and for examples from college-specific processes. In addition to the processes, MSU also assesses cocurricular student learning, and the information gained from both processes is used for quality improvement.

Curricular Student Learning Assessment: Support and professional development for assessment activities are provided through a variety of institutional and college-level resources. The Director of the Office of Accreditation, Assessment, Curriculum, and Compliance, the Center for Teaching and Learning Innovation, the Office of Undergraduate Education, and the Graduate School, collaborate to consult with all units across campus that want assistance in any aspect of the assessment process including the development of learning outcomes, identification of appropriate evidence, data analysis, and use of information for curricular improvement.

Some samples of student learning assessment come from these selected undergraduate academic program review data points:

- 1. Section One: Learning Outcomes (PLOs), LO measurements, and/or Curricular Maps
- 2. Section Two: Assessment Plan

To specifically and appropriately meet the needs of the disciplines, each College has chosen to support assessment efforts differently. Those colleges with accredited programs such as Nursing, Engineering, Business, Human Medicine, Osteopathic Medicine, Teacher Education, Law, and Veterinary Medicine utilize the standards of their accreditation agency to guide their assessment processes. The College of Natural Science has an assessment committee. The Colleges of Arts and Letters, Natural Science, and Social Science have partnered with the Vice Provost for Undergraduate Education to hire assessment personnel that support the assessment efforts of their college as well as the assessment work in Integrative Studies.

More than 50 programs, including from the Colleges of Human Medicine, Osteopathic Medicine, and Veterinary Medicine, undergo extensive accreditation processes to ensure quality of their respective professional degree programs. The development of educational standards and learning objectives, how those standards and objectives are represented in the curriculum, and the extent to which students achieve those learning objectives are reported in the accreditation documents and evaluated by the respective review teams. Because assessment of student learning is an integral and detailed part of accreditation standards for these programs, we accept the accreditation documents as a portion of their required assessment reporting.

Undergraduate learning goals are linked to the outcomes used to develop the Quantitative Literacy Assessments (and the subsequent development of two new courses focusing on quantitative literacy targeting students in non-STEM majors) and are associated with the work in First Year Writing.

Cocurricular Learning Assessment—Spartan Experience Record: Sponsored by the Office of Undergraduate Education, the Spartan Experience Record (SER) is a tool used to both assess a student's cocurricular learning and to remind students, faculty, and staff that cocurricular learning should be and is assessed. The SER documents the learning students acquire from out-of-classroom involvement—such as leadership programs, employment, research positions, and civic engagement opportunities—all in one, unified resource. These experiences are MSU-sponsored and verified, fall under 10 categories, and connect to MSU's learning outcomes.

Since our last reaffirmation of accreditation, a small group of academic staff members and student support administrators convened to define the rationale and scope of cocurricular learning goals. Their work led to the creation of My Spartan Story and, eventually, what is now called the Spartan Experience Record (SER).

SER is a tracking system for faculty to set their own cocurricular learning goals, to match the undergraduate learning goals, and for students to track their learning in those areas. SER uses 29 learning outcome statements that are designed to help students communicate with employers and other audiences about their accomplishments at MSU. To develop these statements, a research team arranged and clustered over 140 learning outcome statements from 6 sources across MSU, including the previously-mentioned Undergraduate Learning Goals. This approach aimed to visualize similarity among many learning outcomes without reducing the nuanced differences available in the original source material. SER is in phase two during the 2023-2025 AYs, and the number of cocurricular learning goals are being further reduced to provide a more powerful purpose and intent behind the work.

Academic Program Review and Substantial Involvement of Faculty: In the new UGAPR process and followed by the graduate-level Strategic Program Assessment (SPA) process (described more fully in 4.a), stakeholders are encouraged to form small committees to involve full programs in the work of assessing student learning and reviewing full academic programs.

Suggested Voluntary Roles for Program

• Self-Study Chair (or Co-Chairs)

- Tenure-stream faculty (1-3, depending on size of program)
- Faculty* (1-3 from the list below, depending on size of program)
- Academic advising/teaching/curriculum development-focused faculty*
- Research-focused faculty
- Service/Outreach-focused faculty
- Program staff* (1-3 depending on size of program)
- Advisors
- Executive Assistants
- Lab Technicians
- Minimum of two students (6-13 members total)

*Faculty and staff representatives should be recognized for their service to the program through annual review processes and/or other reasonable compensation, such as release time from other service commitments in Years 1 and 4 or a professional development stipend, as determined by the college.

Along with this encouragement, the collaborative assessment offices—AACC, CTLI, OUE, and the Grad School—have sponsored an ongoing Faculty Learning Community on Assessment, Instructional Best Practices, and Continuous Improvement of Student Learning. The Office of Faculty and Academic Staff Development provides educator workshops, consultations on instructional design and innovation in teaching, and peer review feedback.

HLC Assessment Academy Team: In 2022, MSU applied and was accepted to be a part of the HLC Assessment Academy. A four-year commitment, MSU is now in Year Three. The team is participating with the goals of:

- Supporting the Quality Initiative, Closing the Gap
- Informing our Reaffirmation of Accreditation Process (2024-25)
- Focusing specifically on learning more in preparation for 4.B. (assessment of student learning) and 4.C. (retention, persistence, and completion)
- Furthering a culture of assessment at MSU
- Language: Creating a shared assessment vocabulary among colleges
- Norms: Sharing our practices to provide consistent, stable, equitable, and comprehensive benchmarks
- Values: Collaborating on specifically anti-racist and anti-ableist assessment practices
- Artifacts: The collection and creation of shared data and narratives

The Academy Team represents assessment professionals from colleges lacking full college oversight from external accreditation agencies and some cocurricular representation (Arts and Letter, Natural Sciences, Social Sciences, and the residential colleges). The group has renamed themselves the PACE Project (Promotion of Assessment Culture and Equity) and has surveyed campus assessment professionals to take the temperature of the work at MSU. Now, they are working with the UGAPR committee to complete a Glossary of assessment terminology, so MSU faculty and staff can have the same conversations about assessment. Their final project will be a longer-term opportunity to create shared resources about the work of assessment—and the culture of assessment of student learning—on campus.

Assessment Working Group: Sponsored by the Office of Accreditation, Assessment, Curriculum, and Compliance, the Assessment Working Group brings together assessment colleagues from across campus each semester to share project results, create collaborative opportunities in assessment, and to continue to build campus assessment literacy. Currently, over 100 faculty and staff members are active in the Working Group, as indicated by the Fall 2023 and the Spring 2024 agendas.

To further involve faculty and academic staff in the work of student assessment, MSU hosts several conferences with a focus on assessment pedagogy. The Conference on Teaching and Learning gives faculty the opportunity to present, to benchmark, and to share best practices. The Accessible Learning Conference encourages faculty to learn about accessible assessment practices and to apply them in their classrooms.

Evidence of Success

A decentralized message is hard to track. But because of the commitment of the Office of the Provost to building a culture of assessment, AACC hired a full-time assessment staff member, the AACC Assistant Director, to assist with Undergraduate Academic Program Review, leads the Assessment Working Group, facilitates the HLC Assessment Academy Team (now PACE), liaises with the graduate-level Strategic Program Assessment, leads professional development sessions for faculty and staff on program assessment, and has built a communications channel to facilitate and share assessment work on campus. The work is new but stable, and the evidence will continue to be in the success of our students and the satisfaction of our faculty and staff.

Sources

- 4a Proposal for Assessment Academy
- 4a UGAPR Feedback Loop
- 4b AACC Assistant Director
- 4b Accessible Learning Conference 2021
- 4b AH Assessment Report
- 4b Assessment Working Group Charter for MSU (1)-combined
- 4b Assmt Accred PD
- 4b AWG Spring 2024 Agenda
- 4b CAL SLO
- 4b FYWriting
- 4b Law SEQ SRT Assessment Plan 2022
- 4b PACE Project Update 3 Response 20240218-combined
- 4b Quantitative Literacy
- 4b Spartan Experience Record
- 4b Spartan Experience Record Learning Outcomes
- 4b Teaching and Learning Conference
- 4b ULG GC combined table

4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

- 1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
- 2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
- 3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
- 4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

MSU's goals and strategies to improve retention, persistence, and completion rates, as well as the data behind these strategies to encourage better practice are described below. As an accountability measure, MSU publicly and regularly reports retention and graduation rates on the website.

2030 Strategic Plan—Student Success:

At Michigan State, we believe every student we admit has the ability to succeed and graduate. We feel a sense of urgency to improve graduation rates, because a college degree is the best route to individual opportunity and an educated workforce strengthens Michigan and the nation. By 2030, we will increase the 6-year graduation rate by 5% to 86%.

Student success is the measure of an institution's ability to provide an inclusive, equitable curriculum and environment with the academic, social, wellness and financial support that enables all students to learn, thrive, persist, graduate and succeed after graduation.

Understood this way, student success is not a measure of the academic achievement of either individual students or students collectively; rather, measures like academic standing, persistence, graduation, sense of belonging, engagement, time-to-degree and placement rate indicate how well an institution supports its students.

Student Success is the first Strategic Theme of the MSU 2030 Strategic Plan. As explained above, one of the goals of the plan is to improve retention and completion rates to raise our undergraduate student completion rate from 81% to 86%. In Fall 2024, we admitted the cohort of undergraduate students who will prove our success at achieving this goal. This strategic theme is supported by five Objectives with Strategies and Actions.

- Objective 1: Strengthen MSU's ability to attract and meet the needs, goals and aspirations of dynamic undergraduate students from all backgrounds
- Objective 2: Increase access to and successful completion of highly ranked graduate and professional education by an increasingly diverse population of students
- Objective 3: Increase the number and diversity of learners we serve through an online learning strategy that provides wider access through targeted programs
- Objective 4: Strengthen each student's educational experience to eliminate opportunity gaps and support success through graduation and beyond
- Objective 5: Provide a positive climate and holistic support throughout the student experience, understanding that providing high-quality out-of-classroom experiences and care are essential to student success

Over 70 student success initiatives are actively in place at MSU to meet the objectives and the larger goal of the Student Success Strategic Theme, which is led by the Student Success Executive Advisory Group. MSU highlighted six of these initiatives in our 2022 Quality Initiative, Closing the Gap, and these are also listed under Criterion 1.

Student Support: As discussed in Criterion 1 and 3.D. many Academic Success workshops are run by the Neighborhood Student Success Center (NSSC) to support student retention and persistence. Tutoring in NSSC and across campus, first-year seminars, programs like TRIO or FAME, and the university advising initiative, further support increased rates of completion. Many other student support services, including the Inclusive Campus Initiative (ICI) are described in earlier criteria.

The Office of Undergraduate Education leads many initiatives in student retention, persistence, and completion. To make MSU more capable of graduating every student we admit, we intentionally create policies, practices, programs, and supports. Retention is a holistic and campus wide pursuit, which is why the Office of Undergraduate Education hired two Strategic Retention Managers in 2022 who are approaching retention with a multidisciplinary, whole-student paradigm. MSU's strategic retention managers report to the assistant provost for Undergraduate Student Success Access. In these roles, managers work to identify and remove barriers to student retention at the policy, institutional, and direct student support levels to meet MSU's strategic goal of an 86% graduation rate with no opportunity gaps by 2030.

The Graduate School sponsors the Prospective Doctoral Student Recruitment and Retention Program, a cross-program that encourages graduate programs to focus on retention of students (particularly those from underrepresented backgrounds); awarded programs receive up to \$30,000 to address these issues. The Graduate School also offers The Summer Research Opportunities Program (SROP), a research-focused graduate school recruitment program designed to help students develop a sense of belonging and network as well as become familiar with the community and university, prior to arriving for a graduate program.

Personnel: MSU employs many personnel for academic, cocurricular, and extra-curricular help with student retention. For example, in 2019 the College of Agriculture and Natural Resources created an Assistant Director of Recruitment and Retention position to lead the development and management of student recruitment and retention strategies. Additionally, the College of Communication Arts and Sciences employs a Director for Student Success and Retention, who provides more direct support to at-risk student populations within the college. Lastly, as cited above, the Office of Undergraduate Education (OUE) employs a strategic retention team of four staff members to support undergraduate student retention. MSU's strategic retention team reports to the Assistant Provost Undergraduate Student Success. The team works to identify and remove barriers to student retention at the policy, institutional, and direct student support levels to meet MSU's strategic goal of an 86% graduation rate with no opportunity gaps by 2030.

Faculty Support for Retention and Completion Efforts: The Graduate School offers programming around a Faculty Mentoring Award and the award itself that recognizes faculty whose work with graduate students exemplifies the foundational values through ensuring that their students meet program expectations and milestones, and providing multiple enriched career and professional development opportunities (through, e.g., research experiences that go beyond the requirements of the dissertation, professional development and networking opportunities, community engagement experiences, enhanced teaching preparation, collaborative research/scholarship/creative activities).

Undergraduate Education also leads the Campus Student Success Group, a group of campus partners who gather monthly to discuss long term strategy and tackle complex student success issues with multiple angles (academic, co-curricular, and admissions) often involving policies, procedures, and norms. This space also hosts strategic student success projects that cut across units and stakeholders from across campus. This group works to actualize the student success strategy or student success focused aspects of the MSU Strategic Plan and the DEI Strategic Plan.

Data: The Office of Institutional Research (IR) provides up-to-date data on retention, persistence, and completion rates. On IR's Evidence page, they include a helpful paragraph on reporting requirements that aligns with this criterion's focus. These reports are interactive and include breakdowns by gender and race/ethnicity, financial aid recipients, and student athletes. Information about how the rates are calculated is also included and is publicly available on the website. As also noted on the Institutional Research website, MSU also complies with requirements to report graduation/retention data for its athletes to the NCAA. IR also regularly reports on institutional persistence, graduation rates, probation rates, credit momentum, and time

to degree by creating one page fact sheets every year, including this 2023 Time-to-Degree sample.

Policies: In 2018, MSU implemented flat rate tuition. Students are assessed tuition and fees each semester based on their level, class, residency status, and number of credits carried. Undergraduate students taking 12 - 18 credit hours are charged a flat tuition rate in hopes of increasing completion.

Trends: Encouraging trends are emerging in data around persistence and graduation rates. While these descriptive statistics cannot be tied empirically solely to the work of any particular initiative, they provide parameters for MSU to benchmark its progress with initiatives designed to enhance the academic success of our students:

- Probation rate (the percentage of the cohort on probation after the first fall semester) has been declining since 2021 at 9.0% to 2022 at 7.9% to 2023 at 7.8%. For students who receive Pell, probation rates show a decreasing trend from 2021 at 14.5% to 13.1% in 2022 to 12.5% in 2023 and the probation rate for first generation students increased from 12.0% in 2023 to 12.4% in 2023. When comparing 2022 to 2023 rates for African American/Black students, the rate increased from 18.9% to 19.6% and declined by 3.8% percentage points to 10.9% for Hispanic/Latinx students.
- Fall-to-fall cohort persistence rates to the second-year fall semester show an increase to pre-COVID rates from 92.1% in 2020 to 91.4% in 2023. The persistence rate for Hispanic/Latinx students increased by 4.0% from 2022 to 2023 at 86.7%, and the persistence rate for African American/Black students increased by 3.4% to 88.1% in 2023 after a 3.9% drop in 2021.
- Full-time, first-time undergraduate six-year graduate rates have increased slightly to 82% in 2023. The graduation rate for students who received Pell increased slightly from 72% in 2022 to 73% in 2023. For first generation students, the graduation rate increased by 1% to 74% in 2023. The graduation rate increased 2% to 69% for Hispanic/Latinx students.

The Office of Undergraduate Education publishes information on the student success initiatives in a series of monthly newsletters available publicly. Begun in 2017, this site features a monthly blog post from UE, with spotlights on faculty and staff engaged in student success work, and profiles of undergraduate and graduate students.

Sources

- 4b Neighborhood Success
- 4b State Transparency Reporting
- 4c AD Recruit and Retain
- 4c Campus Student Success Group
- 4c Closing the Gap
- 4c CommArtSci Dir for Success and Retention
- 4c Faculty Mentoring Award

- 4c Flat Tuition Rate
- 4c Inclusive Campus
- 4c MSU 2030 Student Successcess
- 4c Prospective Doctoral Students
- 4c Retention and Graduation
- 4c Student Retention Managers
- 4c Student Success Citation
- 4c Student Success Executive Advisory Group
- 4c Summer Research Opportunities
- 4c Time to Degree 2024
- 4c UE Newsletters

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

Michigan State University offers quality academic programs, support services, and facilities for learning. A regular cycle of assessment encourages quality improvement, both in undergraduate and graduate/professional spaces. MSU 2030 sets forth a goal of an increased graduation rate of 86%, and currently the university is at 83% completion.

The rigorous process of program review mandates participation by all 400+ programs at MSU, and over the seven-year cycle—with assistance from their college colleagues, Accreditation, Assessment, Curriculum and Compliance, the Center for Teaching and Learning Innovation and the Office of Undergraduate Education, programs will create and implement a Continuous Improvement Plan. As part of the rigorous program review process, programs are required to provide their student learning outcomes and map those outcomes onto their curriculum and co-curricular requirements. The required use of data and diversity, equity, and inclusion elements in colleges plans are the next areas of improvement in the program review process.

MSU also tracks the success of our graduates. Through the Career Services Network and exam data, the university can ensure alum success in seeking employment and/or in pursuing graduate education.

What are students learning?

Because of the work represented in Criterion 4, we can say that students are learning, and they are learning what our faculty know students need to learn to be successful in their disciplines. Students are learning the value of their education and the value of an education. Students are learning.

Sources

There are no sources.

5 - Institutional Effectiveness, Resources and Planning

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

- 1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
- 2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
- 3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

MSU fulfills its mission through shared governance, data-informed decision-making, and collaborative structures.

Board of Trustees: The Board of Trustees (Board) is committed to governing the university in a manner that is ethical and consistent with the standards and expectations of the community, while exercising the authority granted in the Constitution of the State of Michigan and upholding the mission of the university. Article VIII of the State Constitution of Michigan vests control of Michigan State University with its Board, including the selection of a President and control of institutional funds. The Board adopts bylaws to achieve State objectives for the university and to ensure that it conducts its own affairs in accordance with the highest standards of educational administration.

The bylaws clearly outline the Board's academic and financial oversight responsibilities, specifically the duty to approve faculty appointments upon recommendation by the President, the delegation of authority to the President and the faculty on matters of instruction, the power of general supervision of all university funds, and the responsibility for approving the acquisition and sale of all real estate and other property for university purposes. The Board more specifically delineates policies through its Policy Manual, which covers topics such as conflict of interest policies for its members, anti-discrimination policies for the university, endowment investment

and spending policies, and drug and alcohol policies. Additionally, the power to set campus ordinances is vested in the Board, with ordinances covering areas such as campus sales and advertising, regulations of firearms and weapons, and tobacco use on campus. Finally, additional delegations of authority on behalf of the Board and President are delineated through the university's documented delegation of signature authority.

Various subcommittees of the Board, along with the Board's code of conduct and governing policies, affirm this mission. See Criterion 2.C for more information about the structure of our elected Board, the committees they host, and their commitment to shared governance with the MSU President and administration.

Administrative Governance: MSU's organizational structure is headed by the President. Directly reporting to the President are the Executive Vice Presidents and Senior Vice Presidents for each functional area. This core group of executives is the senior leadership team. The President also holds President's Council which brings together this senior leadership team along with all Vice President's and Deans at MSU. Similarly, the Provost has the Provost's Council which includes all Deans and Vice Provosts and some Assistant Provosts, reporting to him.

Academic Governance

Our robust academic governance system is comprised of university-level and college-level committees. At the university level there are two major bodies, Faculty Senate and University Council. Agendas for the meetings of these two bodies are determined by the Steering Committee members.

Steering Committee: The Steering Committee is composed of (a) five members of the faculty, elected At-Large; (b) the Chairpersons of the university-level Standing Committees; (c) the Vice President for Academic Affairs of Associated Students of Michigan State University (ASMSU) and the President of the Council of Graduate Students (COGS), who have voting rights on all matters not reserved for the faculty, (d) one undergraduate student chosen from the voting members of ASMSU and one graduate student selected from the student members of COGS who have voting rights on all matters not reserved for the faculty. The President, the Provost, and the Secretary for Academic Governance are also ex-officio members of the Steering Committee. Academic Specialists have recently been added to this committee as well.

The Steering Committee advises the Provost regarding the appropriate faculty, academic, and student governance bodies, if any, to consult on proposals for establishment, moratorium, discontinuance, or merger of basic academic units, including departments, schools, institutes, colleges, and the Graduate School. It receives proposals for action in academic governance from individual faculty or students, and from faculty or student groups and organizations and, where appropriate, refers matters brought to it to councils or committees for consideration. The Steering Committee also prepares the agenda for meetings of the University Council, Faculty Senate, and Academic Congress and communicates regularly with the College Advisory Committees to

encourage and implement strong interaction between university-level and college-level academic governance.

Faculty Senate: The voting members of the Faculty Senate are faculty representatives from each college at the university, the At-Large Faculty Representatives on the Steering Committee, and the individuals who sit as Chairpersons of the university-level Standing Committees. In addition, the President, the Provost, one elected member of ASMSU, one member of the Council of Graduate Students (COGS), the Athletic Council Chairperson, a representative of the faculty emeriti and the Secretary of Academic Governance are ex-officio with voice only.

The Faculty Senate is a deliberative, representative, and legislative body for MSU faculty. As such, the Faculty Senate is the major, regularly meeting body in which curricular issues, faculty tenure and promotion issues, and faculty salary and benefits issues are presented. The Faculty Senate's roles include communicating its position to the administration making recommendations, providing advice, and speaking for university faculty on proposals developed in the university-level Standing Committees. The Faculty Senate seeks broad faculty input on major initiatives before the university community.

University Council: The University Council is composed of the members of Faculty Senate, members of the Appointed Council, all faculty serving as Chairpersons of College Advisory Committees (or their designees), members of ASMSU, members of COGS, the Chairperson of Athletic Council (or the Chairperson's designee), members of the Chairpersons of university-level Standing Committees, The Steering Committee, the President, the Provost, and designated ex officio members.

The University Council brings together faculty, student, and administration representatives to discuss issues that involve the entire university. While the Faculty Senate may seek input from the University Council on proposals regarding curricular issues, faculty tenure and promotion issues, and faculty salary and benefits issues, the primary focus of discussion in the University Council is on other issues that are not the core responsibility of the Faculty Senate. The University Council considers and acts upon all matters within its purview brought before it by The Steering Committee, the President or the Provost, and provides a forum for the dissemination of information and exchange of views regarding university policy.

Additional Faculty Governance

Faculty are actively involved in academic governance at many levels. In addition to the Faculty Senate, University Council, all faculty are members of the Academic Congress. The voting membership of the Academic Congress is composed of the regular faculty, health professions faculty, Facility for Rare Isotope Beams/National Superconducting Cyclotron faculty, full-time fixed-term faculty who have served at least three consecutive years, and the President and the Provost. Honorary faculty (visiting professors and emeriti professors) are members with voice but without vote.

Academic Congress: The Academic Congress serves as a forum for dissemination and exchange of ideas and information between the faculty and the administration. The Academic Congress meets by call of the President or by majority vote of the faculty members of the Steering Committee. The Academic Congress must be called into session to consider specific referred items upon petition by at least 20% of the voting members of Academic Congress, or by at least 50% plus one of the University Council or Faculty Senate, or by at least 50% plus one of the voting members at an official meeting of the Academic Congress at which a quorum is present. The agenda for Academic Congress meetings is prepared by the faculty members of the Steering Committee in consultation with the President and the Provost.

Academic Specialist Advisory Committee: Faculty who are Academic Specialists can engage in the Academic Specialist Advisory Committee (ASAC). ASAC provides the governance structure for the academic specialist community; see Criterion 3.C. for more detail on the unique classification of Academic Specialist. The ASAC advises the Vice Provost and Associate Vice President for Faculty and Academic Staff Affairs on matters relating to the Academic Specialist Appointment System and other relevant issues of mutual concern.

University Committee on Curriculum: The role of the University Committee on Curriculum (UCC) is to fulfill the responsibility delegated to the faculty to shape the curriculum. The curriculum refers to programs of study, those requirements and courses which contribute to the completion of all or some requirements that lead to the awarding of a credential known as a degree or certificate. The determination to offer a credential is a responsibility delegated to the Provost who, as the Chief Academic Officer of the university, is responsible for the administrative support essential to assure the sustained offering of degrees and certificates.

University Committee on Graduate Studies: The University Committee on Graduate Studies (UCGS) has authority on grading policy for graduate and graduate-professional students. The UCGS reviews changes in graduate and professional academic programs and recommends approval or rejection to the UCC. UCGS has shared responsibility with the Dean of the Graduate School to consult with the Provost on the establishment, moratorium, discontinuance, or merger of graduate programs, on policy pertaining to methods of instruction, evaluation of instruction, advising and counseling, and admissions and retention of graduate and graduate-professional students. UCGS also consults with the Provost on other policies pertaining to administration of graduate and graduate-professional programs.

University Committee on Undergraduate Education: The University Committee on Undergraduate Education (UCUE) exercises the faculty's delegated authority on grading policy for undergraduate students and the use of grades and grade point averages for undergraduate admissions and for advancement in or graduation from undergraduate academic programs. UCUE reviews all changes in undergraduate academic programs proposed by academic units and recommends their approval or rejection to the UCC.

UCUE has shared responsibility with the Vice Provost and Dean of Undergraduate Studies to consult with the Provost on the establishment, moratorium, discontinuance, or merger of undergraduate academic programs; on policies pertaining to curriculum revision, methods of instruction, evaluation of instruction, and advising and counseling for undergraduate students

and programs and on other policies pertaining to undergraduate education. UCUE also has shared responsibility with the Dean of Undergraduate Studies to consult with the Provost on policy pertaining to admissions and retention, financial aid, and the use and distribution of educational and research resources for undergraduate students and programs.

Student Governance: Both ASMSU and COGS are represented on many university-wide committees.

ASMSU: At the undergraduate level, the Associated Students of Michigan State University (ASMSU) has a stated mission to "enhance our individual and collective student experience through education, empowerment, and advocacy by dedication to the needs and interests of students. We are passionate about our purpose and the students we serve."

Council of Graduate Students: COGS represents all graduate and graduate-professional students at MSU. Their mission is "to promote the academic, social and economic goals of graduate and professional students. COGS accomplishes its mission through advocacy, innovative programming, and collaboration with other student organizations and the academic and administrative units of the University."

Data-Informed Decision Making: MSU uses data to inform institutional policy and decision making among council and committee decision making. The institutional data overview provides a snapshot for each academic college at MSU. These data packets, put together by the Office of Institutional Research (IR), include an overview of employees, student enrollments, progression, graduation, and time to degree. They also track research productivity within the colleges, as well as the number of scholarly honorific awards for each college. Data also informs the budget request process at MSU.

The Office of Institutional Research (IR) provides a series of interactive dashboards with distinct levels of access. There are high-level public-facing dashboards providing information about students, employees, and the institution's finances and budget. Behind a login are a set of more detailed dashboards on enrollment, employee composition, and the institutional data overview packets that inform the Provost's budget office. All these dashboards are available to MSU faculty and staff to provide in-the- moment data to inform institutional policy decisions. These dashboards support both institution-wide and unit-level decision making.

Sources

- 5a Academic Specialist Advisory Committee
- 5a All Academic Governance
- 5a ASMSU
- 5a BoT Committees Article 6
- 5a BoT Constitution Article 1
- 5a BoT Ordinances
- 5a BoT Policy Manual
- 5a COGS

- 5a Faculty Senate Roster
- 5a Institutional Data Packets
- 5a Institutional Research
- 5a IR Explore Data
- 5a Presidents Council
- 5a Provosts Council
- 5a Steering Committee Agenda 040224
- 5a Steering Committee Members
- 5a UCC
- 5a UCGS
- 5a UCUE
- 5a University Council
- 5c Academic Congress

5.B - Core Component 5.B

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

- 1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
- 2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
- 3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
- 4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Argument

MSU maintains an appropriately broad range of strategic goals and priorities, consistent with the size and complexity of a major research university. The university's increasingly diversified revenue streams, highly qualified academic and non-academic staff, and well-maintained physical and technological infrastructures allow the simultaneous pursuit of numerous goals in the areas of instruction, research, and outreach and service activities both on MSU's main campus and at physical and virtual locations across the state, country, and world. Equal attention is paid to ensuring a strong resource base for current operations and preparing for future needs to continually strengthen the quality of education provided.

Qualified Staff and Staff Training: Further information about MSU's faculty and staff, their qualifications, and training can be found in Criterion 3.C. The majority of MSU's general fund expenditures support faculty and staff salaries. As of 2023-24, MSU employed 8,855 faculty and staff, consisting of 1,646 tenure system faculty, 935 fixed-term faculty, 1,224 other academic staff, 4,098 nonacademic staff, and 950 student assistants. This level of staffing allows MSU to adequately meet its teaching, research, and service missions.

Human Resources (HR) regularly updates job positions and classifications to represent the growth of MSU and the necessary skills and experience required for staff positions. Desk reviews are regularly conducted to consider reclassifications and to encourage professional development in staff positions. Opportunities promoted on the HR website for staff include the following with a few examples of their messaging and offerings:

- Broad Executive Development Programs
- Health4U Program
- Office for Institutional Diversity and Inclusion
- MSU IT Training
- MSU WorkLife Office

- MSU Regulatory Compliance Training
- Instructor-Led Classes
- elevateU Online Learning

The Performance Excellence system provides regular, six-month and annual opportunities for a required staff review. Staff and supervisors meet to complete a goals analysis, to set goals for the upcoming year, and to create a professional development plan. Tuition Assistance is also available for employees of MSU and their families.

The Office of Faculty and Academic Staff Development (FASD) as described in Criterion 3, also provides administrator & leadership training and resources around professional growth and wellness. The WorkLife Office also promotes wellness for faculty and staff. A unique offering that demonstrates MSU's institutional commitment to faculty and staff development, the WorkLife Office partners with the community to create an inclusive, responsive work environment where all faculty and staff are respected and supported toward well-being in work and personal lives.

Technological Infrastructure

MSU has technological infrastructure in place to support in-person, online, and hybrid courses, while regularly refreshing and updating technology to enhance the student experience. The necessary infrastructure also exists to support the research and business operations of the university.

MSU's on-campus learning environment includes university general assignment classrooms, wet labs, computer labs, and custom-fit learning spaces dedicated to special purposes of specific programs and departments. This includes more than 400 general assignment classrooms and labs equipped with modern technology, connectivity, and audiovisual equipment.

MSU's online learning environment supports online and blended programs and courses throughout the curriculum. Desire2Learn is complimented by Google Enterprise Apps suite, Microsoft 365, and several discipline-specific tools that support online, blended, and flipped learning designs. Learning systems are integrated with MSU's Student Information System and single sign on to allow inclusion of content from MSU repositories and MSU's Library, and to simplify faculty administrative tasks (e.g. submission of grades to Registrar), enabling instructors to spend more time interacting with students, with less effort on technology.

MSU has a suite of Enterprise Business Systems that contains resources for all MSU employees. This includes an employee self-service system that enables direct access to payroll, benefits, and time management. Similarly, supervisory and administrative staff have a set of self-service tools applicable to their specific job roles. These systems have replaced the routing and filing of paper for most business processes with electronic workflow and approval. The Business Intelligence system available to faculty, staff, and administrators provides access to reports designed for

common needs and self-service for ad-hoc reports, improving academic and administrative work.

Overall distributed Information Technology (IT) spending at Michigan State University is comparable to peer institutions. MSU's IT transformation program seeks to deliver superior results from this resource base by establishing a new approach to the institution's annual financial investment in technology. This approach includes projects to develop a new IT funding model and governance structure, improve the way dollars are allocated, and support more collaborative and effective investments through improved management of the enterprise-wide IT portfolio. MSUIT works closely with the university's procurement office to help determine areas that can benefit from bulk procurement and enterprise contracts.

Organization, Resources, and Opportunities Supporting the Mission:

Budgeting Processes and Monitoring Finances: MSU's general fund operating budget for the 2024-2025 academic year is approximately \$1.68 billion dollars and was obtained from the following sources: \$1.19 billion from tuition and fees, \$328.4 million through state appropriations, and \$155.6 million from other university funds including investment income and research indirect cost recovery. Salaries constitute the majority of general fund expenditures at \$851.2 million, followed by employee benefits at \$282.6 million, \$266.1 for supplies, services, and other, and \$32 million for debt service. The general fund budget is utilized to support the university's multiple missions related to instruction, research, and public service. Approximately half of the general fund budget (\$652.5 million) is devoted to instruction and research, with another significant portion (\$249.4 million) devoted to student scholarships and fellowships. The remaining general fund budget is allocated to academic support, student services, public services, and institutional operations and support. In addition to the general fund budget, MSU maintains separate budgets for AgBioResearch (FY 2025: \$62.5 million), Extension (FY 2025: \$75.2 million), and Intercollegiate Athletics (\$173.2 million). No student tuition and fees support these non-general fund entities. More information is available in the Michigan State University 2020 Annual Financial Report, the Michigan State University 2021 Annual Financial Report, and the Michigan State University 2022 Annual Financial Report.

Retention: For Fall 2022 students who returned for Fall 2023, the retention rate is 91.4%. For Fall 2021 students who returned for Fall 2022, the retention rate is 89%, compared to the average for our Carnegie public peers of 80%. 33 undergraduate and graduate programs ranked in the top 25 nationwide according to U.S. News & World Report. Projections, made by the Office of Institutional Research (IR) assist in planning.

Regardless of a student's academic program, MSU remains committed to its investments in student financial aid (65% growth between 2008-09 and 2013-14) to remain an affordable institution, with fewer students graduating with debt (46%) compared to the national average (71%), and average MSU student debt loads (\$25,000) less than the national average (\$29,400). Additionally, MSU remains committed to educating students across socioeconomic status, with 23% of its students receiving Pell grants, the 2nd highest percentage among Big Ten institutions.

As the nation's premier land-grant university, MSU is dedicated to making an MSU education within reach for all Michigan residents. In support of this commitment, the Spartan Tuition Advantage is a financial aid program that covers up to 18 credits of tuition per semester for all qualifying full-time, in-state students through a combination of federal, state and institutional gift aid, beginning with the 2024-25 aid year. Students must be eligible for in-state tuition, be Pell eligible, be an incoming first-year student, and must have a total family income of less that \$65,000.

MSU grew its external research funding in 2022-23; the Innovation for Global Impact theme area of MSU 2030 includes a goal of reaching \$1 billion in annual research expenditures. The total in 2022, was just over \$759 million. Research expenditures from federal sources have made large gains, totaling \$435 million, an increase of \$54 million (14%) over 2021-22. In October 2014, MSU publicly launched its latest Capital Campaign, "Empower Extraordinary," with the goal of raising \$1.5 billion to support student scholarships, faculty endowed chairs, expanding facilities, and conducting visionary and groundbreaking research. As of summer 2024, the campaign has exceeded its goal by raising \$1.8 billion. Additionally, MSU's Investment Policy provides a structure for seeking maximum returns on MSU's monetary investments within an acceptable degree of risk. These additional revenue sources will help MSU continue to provide a high-quality education at an affordable price.

MSU continues to search for additional ways to enhance efficiency while maintaining academic quality. The university's grounds maintenance and custodial services are among the most efficient in the Big Ten in terms of staff per square foot of campus. Natural gas buying strategies and market opportunities yielded \$1 million in annual savings. MSU health care cost increases have been below the national indexes each of the last five years by 1-2%. These and other cost containment efforts have allowed MSU to successfully manage through a difficult financial period during and post-Covid while continuing to invest in high priority initiatives such as growing financial aid and maintaining an average student to faculty ratio of 16:1.

An additional way MSU ensures it maintains sufficient resources to achieve its mission is by being a good steward of resources. MSU regularly monitors its cash and investment liquidity to ensure sufficient access to resources. A Manual of Business Procedures provides stringent guidelines for ensuring resources are properly managed and spent. Additionally, the MSU Internal Audit Department performs an independent assurance function to ensure the reliability and integrity of MSU's financial and operating systems. The combination of MSU's resources and sound fiscal management policies results in its positive AA with stable outlook long-term credit rating by Standard & Poor's and Aa2 rating with stable outlook by Moody's.

Fiscal Allocations for Educational Purposes

The university's budgeting and resource allocation process is focused on providing resources to individual units within the context of the university's long-range financial framework, strategic priorities, and university values.

Over the past several years, MSU has focused on modernizing budget the process to promote sound analytics and support for the strategic plan, incorporate all operating funds, and provide systems, tools, and processes to support units in decision-making. Beginning with the 2023 Fiscal Year, MSU moved from seeking approval for annual general fund guidelines to presenting a consolidated all-funds budget for approval by the Board of Trustees. The AgBioResearch, Extension, Intercollegiate Athletics and Housing and Dining budgets are included at additional levels of detail. The MSU Board of Trustees approves the operating budget in June of each year for the subsequent fiscal year.

MSU utilizes incremental budgeting, building on the recurring budget from the prior year to determine the general fund allocations for units. Recurring salary increments are provided to units based upon contractual and other salary agreements for salaries supported by the general fund. Other funds cover the costs within the revenues generated. Incremental general fund allocations for key initiatives are detailed in the budget approved by the Board of Trustees and are directly linked to one or more pillars in the strategic plan. Revenue estimates are generated for the institution based on known and estimated activities and serve as the overall framework for determining funds available for allocation.

The President and Executive Vice Presidents have access to discretionary funds which are nonrecurring but are replenished annually. Budget requests are tied to unit and university strategic priorities. The President, Provost, Executive Vice President for Administration, and the Senior Vice President for Health Sciences review budget requests from their respective units, meet with unit executives, and ultimately determine which requests should be funded.

Additionally, separate nonrecurring funding pools are available for specific needs such as technological enhancements for the teaching and learning environment or alterations and improvements to physical teaching spaces. Requests for these funds are expected to be included with units' general fund budget requests and are reviewed in an integrated fashion among the Provost, Institutional Research, Institutional Space Planning and Management, and the Office of Financial Planning and Budget to ensure resources are directed to the university's highest priority areas.

A subset of the budget that pertains to overall university operations for expenditures such as fringe benefits, utilities, financial aid, and other general university expenditures that are strongly affected by external variables are considered separately from unit budgets. Each year, a series of profiles is developed by the managers of these accounts in conjunction with the Budget Office, and the profiles capture information about current expenditure levels and projected effects of the various markets on ongoing expenditures. These profiles and the requisite incremental funding for recurring needs allow MSU to build the expenditure side of the annual budget.

Simultaneously, the revenue components of the budget are monitored and estimated for the future. Each public university provides financial and program information requested by the State of Michigan to assist in the budget development process. The State of Michigan provides funding to universities through state appropriation. During the year, actual tuition revenue is compared to budget estimates and tuition revenue for the following year is forecast using these variables as well as potential changes in tuition and fees rates and planned enrollment initiatives.

State appropriations and tuition projections are combined with other revenue estimations around indirect cost recovery, investment income, and other university revenues to establish the general fund budget.

The Chief Financial Officer, supported by the Office of Financial Planning and Budget updates the forecasts for revenue and expenses for the fiscal year at least quarterly, incorporating the latest information to support in-year operations as well as begin to project for the next budget cycle. Beginning in Fall 2024, units will prepare all-funds forecasts which will be consolidated and used to help update the quarterly outlook. Significant training will be provided. This change is expected to both improve the data flow to optimize resource deployment and provide the background needed for more discreet management at the unit level.

In preparation for delivering an all-funds budget for approval in June, the Chief Financial Officer prepares several updates for the Board of Trustees during the spring, which include the outlook for enrollment, state appropriations, opportunities and challenges faced during budget development.

A timeline for budget and forecast development can be found here.

Additional Stewardship Efforts

The Workplace Strategic Framework Planning Study, launched by Institutional Space Planning and Management (ISPM), is another example of forward-thinking, intentional, strategic management of resources, the goal of which is to "provide a framework to ensure a physical environment that fits with current and future workplace requirements and the university's strategic goals." The survey, consultation, and resulting plan will provide sustainable and equitable resource decision-making in academic space allocation.

Financial stewardship and business control practices at MSU are based upon ongoing collaborative work between the Office of Financial Planning and Budget, Institutional Space Planning and Management, Institutional Research, the Controller's office, the Office of Sustainability, Internal Audit, and all campus operational units. Business practices are codified in the Manual of Business Procedures and are executed by responsible parties across the campus entities listed above. Also, each major administrative unit on campus has a fiscal officer responsible for maintaining the integrity of their unit's budgeting and expenditure processes. The Finance Office offers regular professional development trainings for financial officers across colleges and units.

Sources

- 5b Broad Executive Development
- 5b Budget Process and Timeline FY23
- 5b Classroom Technology

- 5b D2L
- 5b EBS
- 5b elevateU
- 5b Employees 2023 2024
- 5b Empower Extraordinary
- 5b Enrollment Projections Modeling Tool
- 5b FY 2025 Operating Budget
- 5b FY20 Financial Statement
- 5b FY21 Financial Statement
- 5b FY22 Financial Statement
- 5b Health4U
- 5b Office of Sustainability
- 5b Performance Excellence
- 5b Spartan Tuition Advantage
- 5b State Appropriations 2023-24
- 5b Student Information System
- 5b Student to Faculty
- 5b Workplace Study
- 5c Manual for Business Procedures

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

- 1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
- 2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
- 3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
- 4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
- 5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
- 6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

President Guskiewicz promotes Michigan State University as the university *FOR* Michigan. To live out this reputation, MSU utilizes a comprehensive, integrated planning process, cognizant of its surrounding landscape and capabilities and inclusive of external and internal constituency groups. Our vision is implemented by linking planning and budgeting processes to our mission and strategic priorities.

"MSU 2030: Empowering Excellence, Advancing Equity and Expanding Impact:" The MSU 2030 Strategic Plan exemplifies the systematic and integrated planning and improvement in-process on campus. Six Strategic Theme areas were identified in its development, including:

- Student Success
- Faculty and Staff Success
- Innovation for Global Health
- Sustainable Health
- Stewardship and Sustainability
- Diversity, Equity, and Inclusion

MSU 2030 Development Process: On Jan. 6, 2020, then-President Samuel L. Stanley Jr., M.D., charged co-chairs Vennie Gore and Joseph Salem and an 18-person committee comprising administrators, faculty, staff and students to engage in a strategic planning process for the university. The Strategic Planning Steering Committee (SPSC) was asked to examine the current state of MSU to identify themes, strengths and opportunities across campus as well to understand

the changing landscape for higher education in the 21st century and overall environment for publicly funded, research-intensive institutions.

The SPSC met regularly for 18 months, including several joint meetings with the Diversity Equity and Inclusion Steering Committee, which was charged with simultaneously developing the university's first comprehensive DEI strategic plan. The SPSC reflected on the university's mission and focused on institutional core values, engaging in deep discussion and gathering input from the MSU community. An environmental scan covered trends in higher education; MSU benchmarks; the university's long-term financial picture; external perceptions of MSU; diversity, equity and inclusion; student success and enrollment management; research activities; MSU Extension and outreach; and international activities. In summer 2020, the SPSC focused in-depth inquiry in four areas: values, the optimal scope and scale of MSU, online learning and institutional resources. A fifth focused inquiry group formed in spring 2021 examined how MSU should frame and articulate its land-grant history and mission in alignment with its values. See the reports below:

- Land Grant Focused Inquiry Group Report
- Values Development Subcommittee Report
- Optimal Scope and Scale Subcommittee Report
- Online Learning Strategy Subcommittee Report
- Institutional Resources Subcommittee Report

The groups generated framing documents in undergraduate education, graduate education, research, external/community engagement and internal operations. The SPSC used these documents to develop an initial articulation of strategic themes. Subcommittees formed around six strategic themes worked to further refine the themes and articulate preliminary goals, potential actions and illustrative metrics. Through a series of discussion sessions, the drafts were shared with some of Michigan State's most successful, generous and engaged alumni from across the country, most of whom are actively leading corporations that represent a variety of sectors. The final plan, reflecting input and refinements from many facets of the Spartan community, was finalized and endorsed by the Board of Trustees in September 2021.

MSU 2030 Values Development: Michigan State's values were identified and defined through an inclusive, participatory process. During 2019-20, each of the separately charged presidential strategic planning initiatives created opportunities for broad-based engagement with students, faculty, staff and alumni to gather input about values that should guide institutional planning. The groups also reviewed historical and current institutional documents, such as prior strategic plans and their value statements. All input was eventually integrated by a cross-initiative committee to create a single set of values for presentation to the president and Board of Trustees for review and discussion. MSU's values (collaboration, equity, excellence, integrity, and respect) have been endorsed by the Board of Trustees (Board) and the university's leadership team.

MSU 2030 Collaborative Planning: An incredible number of people contributed to the development of this plan, from students, faculty, staff, parents, donors, and community members. For example, in March 2020, 106 faculty, staff, administrators, students and trustees attended a

leadership retreat to complete an analysis of MSU's strengths, weaknesses, opportunities and threats and develop observations on 18 topical areas to inform planning. From October through December 2020, through online feedback forms and 28 live engagement sessions, the SPSC gathered input from 220 faculty, 350 staff, 120 students and 65 alumni about a draft set of values and how they might shape the future of MSU.

More information about MSU's 2030 Strategic Plan can be found in Criterion 1.A.

Enrollment Strategy: As with every institution, enrollment strategy at MSU is an evolving landscape; however, several key moments in the last nine years provide evidence of MSU's commitment. In 2018, MSU hired Deloitte Solutions and Insights to consult on MSU's international student enrollment strategy. Deloitte produced the "Preparing for Future Enrollment—International Assessment: Summary Recommendations and Next Steps" report (December 2018). In 2021, MSU hired Dave Weatherspoon as Vice Provost of Enrollment Services and Academic Strategic Planning and, in 2022, hired Lesa Louch as Assistant Provost of Enrollment Services and Academic Strategic Planning, rounding out the team. In 2023, as evidence of shared governance, the Undergraduate Assistant and Associate Deans (UGAAD) offered assistance in management of enrollment strategy, and in 2024, President Guskiewicz accepted their offer to provide advice and shared responsibility on strategy under his leadership.

Further Initiatives and Offices for External Collaboration: The MSU Office of Government Relations advocates on behalf of the university by building and promoting positive relationships with federal, state, and local policymakers and stakeholders to ensure legislative funding and policy initiatives reflect the needs of MSU.

Global Impact Initiative: In June 2014, the Board approved resources for hiring tenure system faculty who will enhance the national and international excellence and competitiveness of MSU as a research university. From this resource, the Global Impact Initiative was launched with a goal to recruit 100 new faculty in some of the most exciting new areas of research.

The Global Impact Initiative (GI2) continues to make excellent progress in bringing the best and brightest faculty to MSU. Over the last seven years, the Office of the Provost and the Office of Research and Innovation have worked with individual colleges and departments to conduct searches focused on key areas of innovation, such as machine learning, precision medicine, computational genomics, autonomous vehicles, advanced materials, gene-editing, advanced plant science, and more. To date, 110 positions have been filled, with candidates hired from Harvard, Stanford, Princeton, MIT, Johns Hopkins University, Lawrence Berkeley National Lab, Los Alamos National Lab, and many other top institutions.

Phase two of the initiative, kicked off in 2022 and aligns new positions with research thrusts outlined in MSU 2030 Strategic Plan.

Resources to Support Assessment of Student Learning: More information about assessment of student learning and the assessment of academic programs is included in Criterions 3 and 4. To highlight specific initiatives, the Undergraduate Academic Program Review (UGAPR) Process, Strategic Program Assessment (SPA), the Learning and Assessment Center in the

Health Sciences, the School of Social Work's Learning Outcomes Assessment project, PA Medicine program's ongoing assessment plan, and the Undergraduate Learning Goals (ULGs) provide student assessment data to individual units and programs to inform their strategic planning, budgeting, and improvement.

Unit Planning in Accordance with Mission: Individual unit planning occurs

annually. Although colleges, academic support units, and administrative units follow slightly different planning processes, all units generally adhere to the following planning process. In the fall of each year, the Provost, Executive Vice President for Administrative Services (EVPAS), and Vice President/Secretary of the Board ask their respective units to complete a planning process. During this process units are asked to articulate their strategic vision, initiatives to achieve that vision, alignment with the university's 2030 Strategic Plan, and progress toward expected outcomes. Also, units are asked to respond to timely topics such as the impact of new student major declaration policies on academic unit operations. A planning letter from the College of Arts and Letters shows an example of academic unit content requested by the Office of the Provost.

In the spring, meetings occur between the Provost, Executive Vice President for Administrative Services, and VP/Secretary of the Board with their unit heads and representatives from Institutional Research (IR) and the Office of Financial Planning and Budget (OPB). Budget requests are reviewed for alignment with the university's mission and priorities and individual unit goals articulated during the fall planning process. Additionally, throughout the year, units complete planning processes related to space needs, technology needs, and faculty research startup needs. Each of these processes are funneled through the above-mentioned offices and Institutional Space Planning and Management (ISPM) to ensure all plans and requests are collected and considered in an integrated fashion.

Systematic Improvement: To comply with the Michigan State Office of Financial Planning and Budget instructions, an update of Michigan State University's Five-Year Capital Plan and SFY2025 Capital Outlay Request is publicly posted on institutional website. MSU is well-positioned to systematically improve as directed and embedded in our land-grant mission.

MSU has also collaboratively created the Facilities and Land Use Plan and an academic planning process for Institutional Space Management. These documents evidence the forethought put into both preserving and improving essential campus facilities while growing resources for students, faculty, and staff.

Along with regular and necessary budgeting and planning, the 2030 Strategic Planning team releases annual progress reports, such as these 2022 and 2023 examples.

Looking Forward: Based on his listening and learning campus tour, in October 2024, President Guskiewicz announced organizational changes, unit renaming, position appointments, and new job searches. These changes will gradually take effect over the coming months.

Sources

- 5a Provost Budget Planning Memo
- 5c 5 Year Capital Plan and SFY2025 Capital Outlay Request
- 5c CAL 2022 Planning Letter
- 5c Campus Land Use Plan
- 5c Capital and Space Planning ISPM
- 5c Deloitte
- 5c Facilities and Land Use Plan
- 5c Global Impact Initiative
- 5c Institutional Resources Subcommittee Report
- 5c Land Grant Focused Inquiry Report
- 5c Leadership Announcements 101124
- 5c MSU 2030 Strategic Plan Implementation Update 2023
- 5c MSU Values
- 5c Online Learning Strategy Subcommittee Report
- 5c Optimal Scope and Scale Subcommittee Report
- 5c Strategic Plan Report 2022
- 5c Values Development Subcommittee Report

5.S - Criterion 5 - Summary

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Summary

The resources, structures, processes, and planning of Michigan State University assure that we are fulfilling our mission, improving our academic programming, and responding appropriately to future challenges and opportunities.

The most significant evidence of this statement is the MSU 2030 Strategic Plan. Through the six strategic pillars, MSU has thoughtfully and intentionally asked difficult questions and answered those questions with conviction, moving the university through the challenge of the COVID-19 pandemic, pandemic recovery, changing populations in the state of Michigan, the challenges of state appropriations funding, and federal and state compliance rules revisions.

Shared governance has helped to create budget, infrastructure, and faculty/staff stability, and has assured that our mission will be fulfilled.

What are students learning?

Students are learning through high-impact practices, supportive resources, and data-informed decision making. Students are learning how to learn and how to both improve their futures and plan for their futures through the example set by their academic units and programs.

Sources

There are no sources.