

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

Wayne State University addresses its role in a multicultural society; its programs, support systems, and processes align with its commitment to [Diversity and Inclusion](#), which is among seven strategic foci comprising "[Distinctively Wayne State University](#)," the university's primary mission document and strategic plan.

As referenced in Section 1.A., In 2015-16, U.S. News Best Colleges ranked WSU's [campus ethnic diversity](#) highest of Michigan's 15 public universities and 2nd of all Michigan universities ranked (n=33). Similarly, WSU [employee diversity](#) ranked 1st among the 14 of 15 Michigan public universities that reported data in 2014-15; minorities comprised 41% of WSU's full-time workforce; 33% of faculty and 47% of staff were minorities.

As recommended in 2013 by the Retention Advisory Committee ([GRAD: Greater Retention and Achievement through Diversity](#)), WSU in 2014 established the Office of Diversity and Inclusion (ODI) and named an [inaugural chief diversity officer](#) (CDO), who is concurrently appointed as Associate Provost for Diversity and Inclusion. Planned initiatives are outlined in a [presentation](#) to the BOG Personnel Committee on [June 26, 2015](#), and updated on [Sept 23, 2016](#). The ODI catalyzes a wide array of [on-campus activities](#).

Academic Programming and Support Systems Fostering Diversity

As described in Section 3.B., multicultural learning is embedded in the curriculum of many academic programs, as well as in the General Education (GenEd) program. GenEd learning outcomes call for the experience of diverse ideas, worldviews, and people; demonstration of cross-cultural or multicultural understanding; and an understanding of learning in the context of the larger community and world. In addition, a proposed revision of the GenEd program (anticipated in 2018) will require a diversity course with learning outcomes from intercultural knowledge and competence, or global learning.

An array of university programs support motivated, low-income, first generation, and underrepresented minority (URM) students achieve academic goals in science, technology, engineering, and mathematics (STEM); and in healthcare professions. Among these programs:

- The National Science Foundation (NSF) [Louis Stokes Alliance for Minority Participation](#) program fosters URM undergraduate students toward graduation and entry into graduate programs.

- Funded by the National Institute of General Medical Sciences, WSU's [Initiative for Maximizing Student Development](#) program fosters hands-on research experience and graduation of URM undergraduate science students.
- The [Alliances for Graduate Education and the Professoriate](#) program fosters URM graduate students toward securing faculty positions; programming for this NSF-funded initiative is a collaboration among four Michigan public universities.
- [Ronald E. McNair programs](#) (funded by the U.S. Department of Education) include two paths for highly-qualified students who aspire to STEM careers. Undergraduate students enter the McNair Scholars Program and students pursuing a Ph.D. degree enter the Post Baccalaureate Achievement Program.
- The [Charles F. Whitten Post Baccalaureate Program](#), established by the School of Medicine in 1969 as a national model, aims to increase diversity of the physician workforce by preparing qualified students for admission to medical school.

In addition, WSU educational outreach programs described in Section 1.D. (e.g., [Upward Bound](#), [C2 Pipeline Program](#), and [Michigan Area Health Education Center](#)) prepare a significant number of URM high school students for college level studies.

In 2012, BOG approval of the Student Success Initiative (SSI) enhanced support systems for disadvantaged students, resulting in improvements in two-year retention and six-year graduation rates (Section 4.C.). However, as presented to the BOG Academic Affairs Committee on [June 24, 2016](#) and identified in the [Quality Initiative Report](#), a significant performance gap persists between white students and of color. To address this issue, WSU implemented a developmental initiative in 2016 ([Student Success for Students of Color](#)), through which the Student Success team will examine the data behind falling enrollment and achievement gaps for students of color, particularly Black and Hispanic students; and recommend a comprehensive set of corrective actions.

To increase the diversity of School of Medicine entering classes, President M. Roy Wilson committed recurring funding in 2015 to improve recruitment, matriculation, retention, and graduation of under-represented minority (URM) medical students. The President not only endorsed recommendations of the [School of Medicine Diversity and Inclusion Task Force](#), he also allocated incremental, recurring funding to implement and sustain three strategies:

- A new School of Medicine [holistic admissions model](#), which increased diversity of the entering class from 2.4% URM in 2015, to [23% in 2016](#) – an increase of nearly ten-fold in one year..
- Appointment of a permanent Vice Dean for Diversity
- The [Wayne Med-Direct program](#), which each year will provide ten, eight-year scholarships to students from disadvantaged socioeconomic backgrounds, who are also interested in studying health disparities. Funding includes four years of undergraduate tuition and room-and-board in university housing; and four years of medical school tuition.

[The Office of International Programs](#) (OIP) leads global engagement by expanding WSU's presence abroad, cultivating partner relationships, and creating opportunities for international

education and research collaboration. OIP is a nexus that connects Detroit's academic, cultural, multicultural, and corporate communities; locally and abroad. Included within the OIP are:

- The [Office of International Students and Scholars](#), which supports inbound [international students](#) and faculty for whom Detroit is abroad;
- The [Office of Study Abroad & Global Programs](#), which supports outbound university students pursuing study abroad in one of [36 partner programs](#); and
- The [English Language Institute](#), an intensive program that prepares non-native English speakers for academic and social success.

WSU's commitment to fostering the diversity of a multicultural society is demonstrated not only by academic and research programming, but also by a culturally sensitive support system. Campus diversity of race, ethnicity, nationality, and citizenship is enriched by diversity of religion and culture, economic status, and gender identity and expression.

Established in 2015, the [Office of Multicultural Student Engagement](#) (OMSE) fosters an inclusive and welcoming campus for students of diverse races and ethnicities, nationalities and citizenships, religions and cultures, gender identities and expressions. The OMSE supports LGBT student initiatives and hosts the [OMSE Learning Community](#). Inclusive values are promoted by [campus activities](#) organized jointly by the OMSE and ODI.

Of approximately [400 student organizations](#) supported by the Dean of Students Office, about 40 have identified their primary focus as ethnic-cultural; about 30 have a primary religious focus. Among organizations with a Gay/Lesbian/Bisexual/Transgender (GLBT) advocacy focus are JIGSAW, Joining Intersectionality, Gender, Sexuality, and Allies at Wayne; and GQWSU, Graduate Queer Wayne State University (graduate students).

The Student Center includes spaces that promote and facilitate interfaith cooperation, including a multi-faith, non-denominational Reflection Room; outside the room, two ablution rooms are available to support the needs of Muslim students. Housed at the Student Center are the Baptist Campus Ministry; Hillel, the center for Jewish student Life on campus, which advises five student organizations; and the Newman Catholic Center.

Processes and Activities Fostering Diversity

The university is committed to a policy of non-discrimination and equal opportunity in all its operations, employment opportunities, academic programs, and related activities; this and related statutes, policies, and practices are presented in Section 2.A.

The Human Resources (HR) unit collaborates with the Office of Equal Opportunity (OEO) to ensure compliance with non-discrimination/affirmative action policy in all outreach, recruitment, and hiring processes. The OEO consults with academic units and conducts search committee training and orientation; the OEO-published [Guide for Successful Searches](#) documents required steps in the hiring process; and addresses search committee composition, search planning and outreach strategies, candidate evaluation, and selection. OEO review and approval is required for all new faculty hiring processes (Section 3.C.).

In collaboration with the CDO/Associate Provost for Diversity and Inclusion, the OEO provides policy consultation to the President's Cabinet and university units. It publishes brochures on [equal opportunity](#), [disability accommodation](#), and [sexual assault](#) and conducts training seminars. The OEO produces and publishes an annual [Affirmative Action Status Report](#) (AASR), which is the university's principal report on the state of equal opportunity and equity. AASR content includes diversity of gender and race/ethnicity for university employees, including faculty and staff; number and disposition of discrimination and harassment complaints; and university purchasing volume from businesses owned by minorities, women, and physically-challenged individuals. The AASR is [presented to the BOG](#) annually; most recently on [June 24, 2016](#).

Established by [University Policy 04-2](#), WSU's [Supplier Diversity Program](#) aims to enhance business relationships between WSU and businesses owned by minorities, women, and physically-challenged individuals. New initiatives aim to expand diverse spending volume with veteran business enterprises; small business enterprises; HUB Zone Enterprises; and lesbian, gay, bi-sexual, and transgender enterprises. A comprehensive procurement outreach strategy engages with a variety of diversity-based organizations and business diversity workshops. In 2015, for the 13th time in 16 years, WSU was awarded the [Michigan Minority Supplier Development Council award for Corporation of the Year, Educational and Government Entities](#).

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