

2011-2012
Diversity Report Card



The annual diversity report card produced by the Strategic Plan for Advancing Diversity (SPAD) Implementation Committee is created to help monitor the progress CMU has made with respect to four diversity priorities: students, workforce, curriculum, and campus climate.

Students – Recruit and retain students from a diversity of backgrounds.

Enrollment: For Fall 2011, the enrollment of minority students on the CMU Mt. Pleasant campus reached a record high of 2,025 or 9.5%. Undergraduates total 1,887; 138 are graduate students. Last Fall minority students were only 8.7%. Minority representation is as follows: 1,018 African Americans (4.8%), 250 American Indians/Alaskan Natives (1.2%), 293 Asian/Pacific Islanders (1.3%), and 464 Hispanics (2.2%). Percentages are based on total on-campus student enrollment.

There are also 587 international students, a decrease of 17 from last year's total of 604. In total, 56 countries are represented. The greatest numbers of international students are from China (244), Saudi Arabia (81) and India (65).

Student Disability Services reported serving 517 students for the 2010-2011 year; this is a 13% increase since 2008.

Persistence Rates for 2010 cohort: About 77.1% of first-time freshmen entering CMU in the Fall semester of 2010 began their second year at CMU. The percentage of students persisting from their first to their second year in ascending order are American Indian/Alaskan Native (66.6%), Asian/Pacific Islander (71.8%), Hispanic (71.8%), African American, (74.2%),

College of Health Professions

- HSC 516 (travel class) continues to take students to (1) Belize to study Diabetes and rural health care; (2) Geneva, Switzerland to study at the World Health Organization; and (3) Prague, Czechoslovakia to study international health care.
- Doctor of Health Administration program continues to be one of the most diverse student groups at CMU.

College of Humanities and Social and Behavioral Sciences

- The Dean for the College of Humanities and Social Behavioral Sciences completed the work that began four years ago with regard to the return of 144 ancestral remains to the Saginaw Chippewa Indian Tribe of Michigan. Dean Gates worked with others in the community (Dr. Jay Martin, Shannon Martin and William Johnson) to facilitate the return and the ceremonies connected with the "Walk Them Home," the burial, and the Spirit Fest that concluded the four days of tribal ceremonies.
- College faculty members have been leaders in diversity issues including developing programs for "cultural competency" and "intergroup dialogue." Efforts to develop stronger programs in various ethnic and cultural competencies are scheduled to begin in the Fall 2011 semester.

College of Science and Technology

- Computer science's departmental initiative to attract female students led to enrollment of 15% women, much higher than the national average of 5% female students in CPS/IT undergraduate programs.
- The College of Science and Technology (CST) and the chemistry department hosted the American Indian Science & Engineering Society (AISES) Region 6 Meeting. Participants came from across Michigan and from Ohio, Indiana, and Canada.

CMU Libraries

- The Libraries provided central corridor spaces 27 times for table displays and promotion of Study Abroad during the academic year. Moreover, for five weeks in the Fall 2010 semester and seven weeks in the spring semester a central corridor wall display case featured marketing of Study Abroad opportunities.
- Students and faculty of the Saginaw Chippewa Tribal College were eligible for student borrowing and Park Library general use privileges under an agreement made two years ago.

Off-Campus and Online Programs (ProfEd)

- In collaboration with the Office of Civil Rights and Institutional Equity (OCRIE), Off-Campus and Online Programs initiated a new process allowing us to track diversity information for first time approvals. Of the 71 first time approvals, 18 responded by submitting a job card with self-identifying information.
- The College of Off-Campus and Online Programs has expanded resources targeting applicants from underrepresented groups, including MI-HERC, Insidehighered.com, higheredjobs.com, latinoshighered.com, and the American Association for Affirmative Action. The first three named can target geographic areas with a greater diverse population.

CMU National Rankings

- 9 out of 100 in awarding Masters Degrees to African Americans when all disciplines are combined (Diverse Issues in Higher Education).
- 4.5 out of 5 on the LGBT friendly campus climate index (Campus Pride 2011).
- Named among the top colleges for Native Americans. (Winds of Change 18th Annual Special College Issue).

NEXT STEPS

While progress has been made, it is everyone's responsibility to continue to make CMU a welcoming and inclusive university for everyone. As you plan for 2012-2013, utilize this report to inform your 2011-2012 annual report and determine diversity goals for the upcoming academic year.

Should you or your office/department/college have any questions or comments, please contact the Office for Institutional Diversity by phone at (989) 774-3700 or email at insdiv@cmich.edu.



CMU is an AA/EEO institution (see cmich.edu/aaeo). UComm 8677

and White, non-Hispanic (77.7%). The gap between the persistence rate of American Indian/Alaskan Natives and the overall average persistence rate for all first-time freshmen is 10.5%. All rates are the average of the last three years of data.

Graduation Rates for 2004 cohort: In contrast to persistence rates, there are greater disparities by ethnicity when examining the seven-year graduation rates. Of a typical first-time freshman class, 58.8% graduate from CMU with a bachelor's degree within seven years. Graduation rates by ethnicity in ascending order are African American, (43.7%), Hispanic (50.3%), Asian/Pacific Islander (52.0%), American Indian/Alaskan Native (52.1%), and White, non-Hispanic (60.6%). The gap between the African American and White, non-Hispanic rates is more than 15%. Female (60.4%) students graduate at a higher rate than male students (56.5%). All numbers are the average of the last three years of data.

Workforce (Faculty and Staff) – Recruit, hire, retain and promote faculty and staff who will enhance diversity in all areas and all levels of the university.

Minority and Women Faculty by Rank: For 2011-2012, minority faculty, which includes international faculty who have become U.S. residents, comprises 20.0% of 614 tenured and tenure-track faculty. At assistant, associate, and professor ranks, there are 48, 25, and 50 minority faculty, respectively. Women faculty are 38.6% of tenure and tenure-track faculty. At assistant, associate, and professor ranks, there are 91, 65, and 81 women faculty, respectively. 52.8% of male faculty are full-professors, while 34.2% of female faculty are full professors; 48.4% of assistant professors are women.

Percent of Women Faculty by College (N) Fall 2011			
College	Prof.	Assoc.	Assist.
CBA	14.0(7)	33.3(3)	35.3(6)
CCFA	38.9(14)	36.0(9)	44.0(11)
CEHS	60.6(20)	64.0(16)	72.2(26)
CHP	30.4(7)	43.8(7)	70.0(7)
CHSBS	31.3(25)	54.5(18)	44.2(23)
CST	13.8(8)	31.6(12)	37.5(18)
Total	28.9(81)	44.5(65)	48.4 (91)

Minority and Women Staff by Employee Group:

As of August 2011, minority employees continue to be underrepresented among most employee groups; minorities comprise 1.6% of Office Professionals, 3.8% of Service Maintenance, 0.0% of Public Broadcasting, and 2.8% of Supervisory/Technical employees. Full and part-time minority employees comprise only 6.8% of all CMU on-campus staff. Women make up 63.1% of full and part-time staff. Women comprise 60.0% of Professional & Administrative, 97.7% of Office Professionals, 32.2% of Service Maintenance, 30.8% of Public Broadcasting, 30.2% of Senior Officers, and 67.6% of Supervisory/ Technical employees.

Minority and Women by Staff Employee Group (August 2011)			
Employee Group	Number of Employees	Number of Minorities	Number of Women
Professional & Administrative	778	77	467
Office Professionals	309	5	302
Service Maintenance	183	7	59
Public Broadcasting	26	0	8
Police	15	2	1
Senior Officers	43	6	13
Supervisory/ Technical	108	3	73
Total	1462	100	923

Turnover Rates: Overall faculty turnover for 2011 was 5.7%, compared to minority faculty turnover of 5.3% for the same time period. The overall staff turnover for 2011 was 6.8% as compared to the minority staff turnover of 12%, which is down from 18% in the prior year. In comparison, the national turnover rate for 2011 was 9.6%. The rate of turnover for women is not calculated by Human Resources.

Curriculum – Infuse diversity in the curriculum and promote teaching strategies that encourage student involvement and facilitate respect of diverse perspectives.

Of 2,535 graduating seniors in December 2009 and May 2010, 1,668 completed the graduating student exit survey. There were several diversity related questions.

Results indicate that an average of 66% reported that their general education program contributed to increasing their abilities to understand global cultures and their ability to value cross-cultural perspectives. Similarly, 65% and 68% reported that their major contributed to greater understanding of global cultures and valuing cross-cultural perspectives, respectively. Students whose majors were in CHSBS reported the greatest gains (85%) whereas students who majored in the CST reported the least (47%).

Percentage of Students Who Felt Courses in General Education and Major Discipline Areas Contributed to Their Abilities to Value Cross-Cultural Perspectives by College		
COLLEGE	GEN-ED	MAJOR
CBA	65%	65%
CCFA	62%	70%
CEHS	65%	77%
CHP	66%	66%
CHSBS	72%	85%
CST	65%	47%
Overall Avg.	66%	68%

According to the CMU 2009 National Survey of Student Engagement (NSSE) Report, CMU seniors consistently score lower than their peers at other colleges and universities with respect to the frequency in which students had serious conversations with students of a different ethnicity than their own (45% vs. 55%).

Study Abroad: In the same NSSE report, CMU students were not much different than their peers in their participation in study abroad (11% vs. 15%). For the 2010-2011 academic year, there were 455 participants. This is a slight drop by 8 students from the previous year. Among the 455, 34 (7.5%) were minority students and 105 are listed as ethnicity unknown. The female to male participation ratio was approximately 3 to 1.

Campus Climate – Foster a welcoming and inclusive campus environment.

The LGBT friendly campus climate index for Central Michigan University changed from a 2.5 to 4.5 in the 2011-2012 academic year. Changes on campus impacting the index difference include: (1) adopting Gender identity/Gender Expression in the university non-discrimination policy (2009), (2) providing a support group for LGBTQ students, (3) increasing programs and their visibility by the Office of LGBTQ Services, as well as several other initiatives. This ranking places Central Michigan University equal or above many other institutions in the state of Michigan.

The CMU campus climate/environment is shaped and influenced by its students, staff, faculty, administration, and surrounding community. According to the 2007-2008 and 2010-2011 climate studies, some progress has been made (see table below). While the difference between white and minority employees is significant, the percentage of minority employees that indicated racism is a problem decreased by 19.5%, from 55.7% to 36.2%.

"Racism is a problem at CMU"			
Employees		Strongly Agree & Agree	Disagree & Strongly Disagree
2007	White	28.5%	71.5%
	Minority	55.7%	44.3%
2011	White	25.6%	74.4%
	Minority	36.2%	63.8%

Both white and minority students, however, continue to experience other students and faculty members making derogatory comments about racial or ethnic groups (see table below), which does not foster the type of welcoming and respectful climate we want for our university.

Negative On Campus Experiences – "Heard derogatory or 'negative' comment about racial/ethnic group" (Climate Study, 2010)			
	1 or 2 Times	3 – 5 Times	6 or More Times
Students make negative comment about group (%)			
White Students	33.7	24.2	27.2
Minority Students	29.4	27.2	29.1
Faculty make negative comment about group (%)			
White Students	11.9	2.5	0.3
Minority Students	28.0	7.6	1.5

College Diversity Efforts for 2010-2011 – Below is a sample of efforts, initiatives, and accomplishments that illustrate how colleges met their diversity goals for 2010-2011. Subsequent reports will highlight other units and divisions.

College of Business Administration

- There were 59 international MBA students in spring 2011. The number of MBA international students has increased substantially in recent times. International Student population was 56 in spring 2010, 37 in spring 2009, and 21 in spring 2008.
- The college partnered with the Office for Institutional Diversity on the 2011 GEAR UP Program grant proposal. CBA's portion of the entire grant application totaled \$76,407 over the next 7 years.

College of Communication and Fine Arts

- The percentage of female staff members within the College is 66.7%. The proportion of male to female in the College is more balanced than that of the University, which is 76.6% female.
- The departments in the College offer a curriculum, which incorporates diverse perspectives. For example, the School of Music offers a course in "Musics of the World"; the Department of Journalism offers "Racial Diversity: The Mass Media's Role"; the Department of Communication and Dramatic Arts offers "Intercultural Communication" and "Male-Female Communication"; the Department of Art & Design offers "Introduction to Contemporary Issues in Art", "Art of Non-European Traditions", and "Women and Art".

College of Education and Human Services

- Although the overall CEHS number for minority faculty is slightly lower than the overall university number, CSE, HEV, and EDL exceed the overall university number.
- The Center for Student Services was instrumental in developing a transgender policy for teacher education candidates.

College of Graduate Studies (On-Campus)

- For the Fall 2010 semester, 47 countries were represented on campus, which is an increase of 20.5% over Fall 2008.
- CMU experienced a three-year high of 457 minority and international enrollments in Fall 2010, which is an increase of 9.3% over Fall 2009.