



# 2023 COMMUNITY INDEX



**CENTRAL**  
MICHIGAN UNIVERSITY

/ We do.

# INDIGENOUS LAND ACKNOWLEDGMENT

We wish to recognize the Anishinaabe people whose traditional land we are gathered upon today and the land on which the Saginaw Chippewa Indian Tribe have resided on for over 200 years. To recognize the land is an expression of gratitude and appreciation to those whose territory you reside on, and a way of honoring the Indigenous people who have been living and working on the land from time immemorial (existing since beyond the reach of memory). It is important to understand the long-standing history that has brought us to reside on the land, and to seek to understand our place within that history.





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\*BIPOC - Black, Indigenous, and People of Color



DIVISION OF  
**UNIVERSITY  
ENGAGEMENT &  
STUDENT AFFAIRS**

CENTRAL MICHIGAN UNIVERSITY

# A Message from the Vice President

## University Engagement and Student Affairs



Central Michigan University is defined by the success of our students and alumni, and by our collective impact with the communities we serve. Our students are most successful when they are guaranteed opportunities to grow and develop within a supportive, holistic learning environment. As we consider the gravity of our mission, we seek to reinforce our commitment to ensuring that CMU is a place where all members of our community feel they belong. Attention towards representation and deep consideration for the lived experiences of our campus constituencies is an essential component in ensuring that students, faculty, staff, and alumni feel valued. As such, the Division of University Engagement and Student Affairs (UESA) partners annually with Academic Planning and Analysis—as well as other units across campus—to compile CMU's Community Index. The guiding principles undergirding each community index includes:

1. The core values of integrity, respect, compassion, inclusiveness, equity, social responsibility, excellence, and innovation.
2. Fostering an academic enterprise that is embedded with culturally significant assessment and evaluation practices.
3. Encouraging the use of data-informed practice in pedagogy, policy development, research, and programmatic implementation.
4. Building upon a culture of institutionalized accountability and goal completion.

The statistics outlined in this pamphlet benchmark our progress and areas of growth across various data points, including enrollment, degree completion, faculty/staff retention, and allegations reported to the Office of Civil Rights and Institutional Equity. Readers are encouraged to review reports from previous years to compare data published in previous iterations of indexing and to track related themes emerging from their respective areas.



» Shawna Patterson-Stephens, Ph.D.

*Vice President of University Engagement and Student Affairs*

We also encourage community members to utilize this index to support the implementation of annual goals as we collectively work to advance our institutional strategic plans.

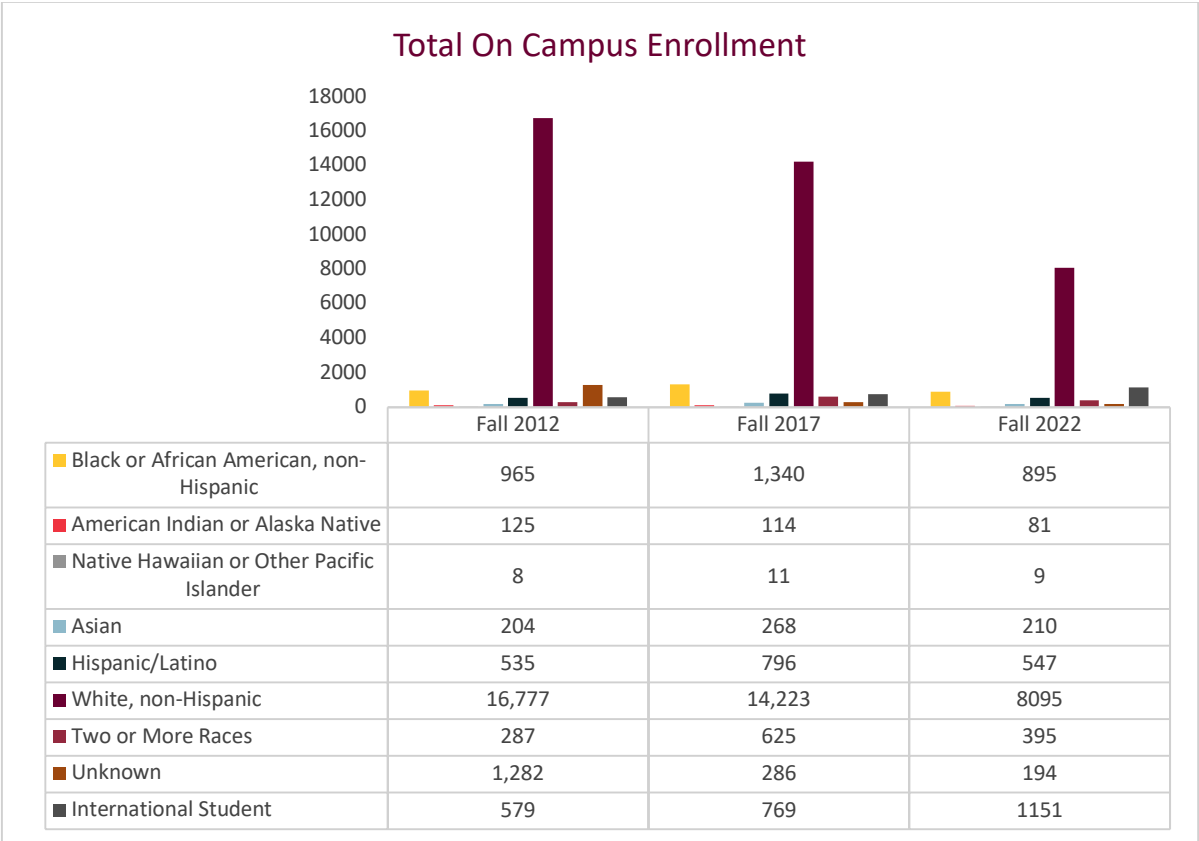
Further, faculty and staff can utilize UESA's collaboration with the Office of Curriculum and Instructional Support to expand their exploration and assessment of unit-based diversity, equity, and inclusion imperatives using the inclusive excellence module within CMU's Watermark subscription. As we continue to cultivate a community that is informed by empathy, intuition, and data, it is our hope that projects like the Community Index will help community members feel at ease as we seek to establish analysis in day-to-day activities across campus.

In Service,

Total On Campus Enrollment						
	Fall 2012		Fall 2017		Fall 2022	
Black or African American, non-Hispanic	965	4.6%	1,340	7.3%	895	7.7%
American Indian or Alaska Native	125	0.6%	114	0.6%	81	0.7%
Native Hawaiian or Other Pacific Islander	8	0.0%	11	0.1%	9	0.1%
Asian	204	1.0%	268	1.5%	210	1.8%
Hispanic/Latino	535	2.6%	796	4.3%	547	4.7%
White, non-Hispanic	16,777	80.8%	14,223	77.2%	8,095	69.9%
Two or More Races	287	1.4%	625	3.4%	395	3.4%
Unknown	1,282	6.2%	286	1.6%	194	1.7%
International Student	579	2.8%	769	4.2%	1151	9.9%
<b>Totals</b>	<b>20,762</b>	<b>100.0%</b>	<b>18,432</b>	<b>100.0%</b>	<b>11,577</b>	<b>100.0%</b>

\*Source: Academic Planning & Analysis

- In the past five years, there has been a percentage increase in the proportion of students who identify as Black or African American, American Indian or Alaska Native, Asian, or Hispanic/Latino on campus.
- There was a larger percentage of students choosing not to identify their Race/Ethnicity in 2012 (6.2%) compared to 2017 (1.6%) and 2022 (1.7%).



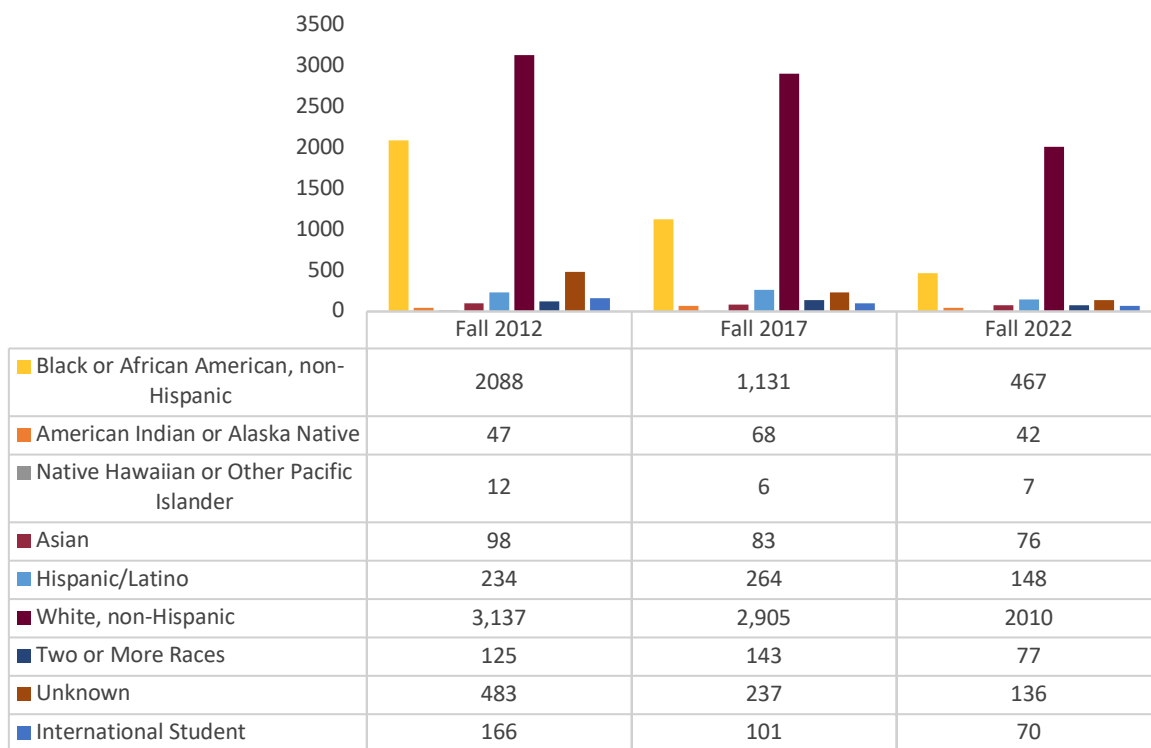
## Total Innovation & Online Enrollment

	Fall 2012		Fall 2017		Fall 2022	
Black or African American, non-Hispanic	2088	32.7%	1,131	22.9%	467	15.4%
American Indian or Alaska Native	47	0.7%	68	1.4%	42	1.4%
Native Hawaiian or Other Pacific Islander	12	0.2%	6	0.1%	7	0.2%
Asian	98	1.5%	83	1.7%	76	2.5%
Hispanic/Latino	234	3.7%	264	5.3%	148	4.9%
White, non-Hispanic	3,137	49.1%	2,905	58.8%	2,010	66.3%
Two or More Races	125	2.0%	143	2.9%	77	2.5%
Unknown	483	7.6%	237	4.8%	136	4.5%
International Student	166	2.6%	101	2.0%	70	2.3%
<b>Totals</b>	<b>6,390</b>	<b>100.0%</b>	<b>4,938</b>	<b>100.0%</b>	<b>3,033</b>	<b>100.0%</b>

**\*Source:** Academic Planning & Analysis

- In the past five years there has been an increase in students who define themselves as White, non-Hispanic among Innovation and Online learners.
- There were a larger percentage of students choosing not to identify their Race/Ethnicity in 2012 (7.6%) compared to 2017 (4.8%) and 2022 (4.5%).

## Total I/O Enrollment



Applied, Admitted, Enrolled by Race/Ethnicity										
	Applicants N		Admitted N		Enrolled N		Proportion of Applicants who were Admitted		Proportion of Admitted who Enrolled	
	2020	2022	2020	2022	2020	2022	2020	2022	2020	2022
Black or African American, non-Hispanic	4,468	3,605	1,978	2,276	165	226	44%	63%	8%	10%
American Indian or Alaska Native	77	111	40	80	14	20	52%	72%	35%	25%
Native Hawaiian or Other Pacific Islander	15	15	6	11	2	2	40%	73%	33%	18%
Asian	500	740	384	593	31	34	77%	80%	8%	6%
Hispanic/Latino	1,528	1,559	921	1,231	113	99	60%	79%	12%	8%
White, non-Hispanic	10,854	11,625	8,594	10,099	1,627	1,499	79%	87%	19%	15%
Two or more races	968	886	629	689	102	71	65%	78%	16%	10%
Unknown	479	173	342	104	24	13	71%	60%	7%	13%
International Student	490	1,167	202	624	10	55	41%	53%	5%	9%
<b>Total</b>	<b>19,384</b>	<b>19,881</b>	<b>13,099</b>	<b>15,707</b>	<b>2,088</b>	<b>2,019</b>	<b>68%</b>	<b>79%</b>	<b>16%</b>	<b>13%</b>

\*Source: Data Warehouse and Academic Planning & Analysis

- Apart from those choosing not to identify their Race/Ethnicity, the proportion of applicants who were admitted increased from 2020 to 2022.
- The proportion of students identifying as American Indian or Alaska Native; Native Hawaiian or Other Pacific Islander; Asian; Hispanic/Latino; White non-Hispanic; and two or more races who were admitted and enrolled decreased in 2022.
- The proportion of students identifying as Black or African American; Unknown Race/Ethnicity; and International who were admitted and enrolled increased in 2022.







Institutional Scholarship Support 2022-2023			
	Dollars	Percent of Total Award	Percent of Enrolled Students
Black or African American, non-Hispanic	\$4,094,908.00	8.9%	9.5%
American Indian or Alaska Native	\$217,701.00	0.5%	0.9%
Hawaiian or Other Pacific Islander	\$56,184.00	0.1%	0.1%
Asian	\$979,165.00	2.1%	2.0%
Hispanic/Latino	\$2,514,686.00	5.5%	4.6%
White, non-Hispanic	\$34,390,278.00	74.8%	67.9%
Two or more races	\$1,622,630.00	3.5%	3.1%
Unknown	\$957,022.00	2.1%	2.8%
International Student	\$1,166,713.00	2.5%	9.1%
<b>Total</b>	<b>\$45,999,287.00</b>	<b>100.00%</b>	<b>100.0%</b>

**\*Source:** Office of Scholarships and Financial Aid. Institutional Scholarship Support includes scholarships awarded based on merit (academic, talent, skill, leadership, etc.) and does not include institutional grants, tuition waivers, or assistantships and fellowships.

- The percent of total aid awarded by Race/Ethnicity is representative across each student demographic.



First-Year to Second-Year Retention			
	FTIAC Count, Fall 2021	% Retained into Fall 2022	3-Year Average
Black or African American, non-Hispanic	211	50.7%	64.9%
American Indian or Alaska Native	5	40.0%	64.5%
Native Hawaiian or Other Pacific Islander	0	-	-
Asian	19	68.4%	83.3%
Hispanic/Latino	105	56.2%	70.7%
White, non-Hispanic	1448	76.0%	78.9%
Two or More Races	86	66.3%	71.7%
Unknown	23	87.0%	74.6%
International Student	13	46.2%	68.4%
<b>Totals</b>	<b>1910</b>	<b>71.4%</b>	<b>76.5%</b>

**Source:** Academic Planning & Analysis

- American Indian or Alaska Native, Asian, International Students, and Unknown categories all have low enrollment counts and the retention rates should be interpreted with caution.



Six-Year Graduation by Entering Class	FTIAC Entering Class, Fall 2016	% Graduated within Six Years	3-Year Average
Black or African American, non-Hispanic	348	49.1%	49.8%
American Indian or Alaska Native	22	27.3%	40.3%
Native Hawaiian or Other Pacific Islander	7	28.6%	30.8%
Asian	43	72.1%	70.0%
Hispanic/Latino	198	52.0%	53.6%
White non-Hispanic	2,660	64.5%	65.0%
Two or More Races	179	45.8%	46.4%
Unknown	20	65.0%	63.0%
International Student	22	63.6%	53.5%
<b>Total</b>	<b>3,499</b>	<b>61.1%</b>	<b>62.2%</b>

\***Source:** Academic Planning & Analysis

- American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, Asian, International Student, and Unknown categories all have low enrollment counts and the graduation rates should be interpreted with caution.



### 2022-2023 Percentage of Degrees Earned by On-Campus Students

	Undergraduate Certificate	Bachelors	Masters	Doctoral	Specialists	Graduate Certificate
Black or African American, non-Hispanic	5.3%	8.6%	3.6%	6.5%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.6%	0.7%	0.8%	0.0%	25.0%
Native Hawaiian or Other Pacific Islander	0.0%	0.1%	0.2%	0.0%	0.0%	0.0%
Asian	1.5%	0.8%	1.0%	4.5%	0.0%	0.0%
Hispanic/Latino	9.8%	5.7%	1.7%	1.6%	0.0%	0.0%
White, non-Hispanic	75.0%	78.5%	41.0%	71.3%	0.0%	50.0%
Two or More Races	6.1%	3.9%	1.4%	2.8%	0.0%	0.0%
Unknown	0.8%	0.7%	1.2%	8.1%	0.0%	0.0%
International Student	1.5%	1.2%	49.2%	4.5%	0.0%	25.0%
<b>Totals</b>	<b>132</b>	<b>2,169</b>	<b>581</b>	<b>218</b>	<b>0</b>	<b>4</b>

\*Source: Academic Planning & Analysis

- Among Masters degree recipients, International Students comprise a larger proportion of graduates than in other degree levels.





2022-2023 Percentage of Degrees Earned by Innovation & Online (I/O) Students						
	Undergraduate Certificate	Bachelors	Masters	Doctoral	Specialists	Graduate Certificate
Black or African American, non-Hispanic	0.0%	15.4%	14.4%	27.6%	16.7%	46.2%
American Indian or Alaska Native	0.0%	1.0%	0.7%	3.4%	0.0%	2.6%
Native Hawaiian or Other Pacific Islander	0.0%	0.3%	0.3%	0.0%	0.0%	0.0%
Asian	0.0%	2.1%	3.0%	0.0%	16.7%	2.6%
Hispanic/Latino	0.0%	4.5%	4.5%	0.0%	0.0%	2.6%
White, non-Hispanic	100.0%	68.5%	68.1%	55.2%	50.0%	41.0%
Two or More Races	0.0%	4.2%	1.8%	10.3%	0.0%	5.1%
Unknown	0.0%	3.1%	5.1%	3.4%	16.7%	0.0%
International Student	0.0%	0.7%	2.1%	0.0%	0.0%	0.0%
<b>Totals</b>	<b>1</b>	<b>286</b>	<b>667</b>	<b>29</b>	<b>6</b>	<b>39</b>

**\*Source:** Academic Planning & Analysis

- I/O Black or African American students earn a larger proportion of Doctoral degrees (27.6%) compared to on campus Black or African American Doctoral recipients (6.5%).

NSSE (National Survey of Student Engagement) Data						
	First Year Students			Senior Students		
	2017	2019	2023	2017	2019	2023
	(686)	(404)	(409)	(757)	(468)	(467)
<b>During the current school year, about how often have you done the following?<sup>1</sup></b>						
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	2.5	2.6	2.5	2.6	2.5	2.6
<b>During the current school year, about how often have you had discussions with people from the following groups?<sup>1</sup></b>						
People of a race or ethnicity other than your own	3.0	3.0	2.9	2.9	2.9	2.9
People from an economic background other than your own	3.1	3.0	2.9	3.0	3.0	2.9
People with religious beliefs other than your own	3.0	2.9	2.7	2.9	2.9	2.8
People with political views other than your own	3.1	2.9	2.8	3.0	2.9	2.8
<b>How much has your institution emphasized the following?<sup>2</sup></b>						
Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	2.8	2.7	2.6	2.5	2.4	2.6
<b>How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?<sup>2</sup></b>						
Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	2.8	2.8	2.7	2.8	2.8	2.9

\*Source: Academic Planning & Analysis

<sup>1</sup> 1 = Never; 2 = Sometimes; 3 = Often; 4 = Very Often

<sup>2</sup> 1 = Very Little; 2 = Some; 3 = Quite a Bit; 4 = Very Much

% BIPOC among Staff and Faculty						
	November 2012		November 2017		November 2022	
Employee Group	N	%	N	%	N	%
Broadcasting	0	0.0%	0	0	0	0.0%
Fixed Term Faculty	49	10.9%	28	6.7%	32	11.0%
Graduate Assistant	126	21.8%	180	27.4%	163	38.9%
Medical	0	0.0%	4	14.8%	46	32.6%
Office Professional	5	1.6%	9	3.0%	7	3.5%
Police	2	10.5%	2	10.5%	1	4.2%
Post-Doctoral Researcher	0	0.0%	5	50.0%	2	40.0%
Professional and Administrative	74	9.1%	67	7.5%	85	11.3%
Regular Faculty	127	19.6%	141	21.1%	136	24.9%
Senior Officer	4	9.5%	4	9.5%	4	9.3%
Service Maintenance	6	3.2%	6	3.2%	10	6.3%
Supervisory/Technical	5	4.3%	2	1.6%	4	4.4%
Temporary Faculty	0	0.0%	42	15.3%	48	15.7%
<b>Total</b>	<b>398</b>	<b>12.4%</b>	<b>490</b>	<b>13.5%</b>	<b>538</b>	<b>17.9%</b>

\***Source:** Human Resources.

\***BIPOC Includes:** Black or African American, American Indian or Alaskan Native, Hispanic/Latino, Asian, Native Hawaiian or Other Pacific Islander

- Over the past ten years, there has been a percentage increase in BIPOC faculty and staff among the following groups: Graduate Assistants, Regular Faculty, and Temporary Faculty.
- Many Employee Groups have few BIPOC staff and faculty, and percentages should be interpreted with caution.





### Staff Turnover Rates, BIPOC Only

Employee Group	2017			2022		
	N	N of Termination s	Turnover Rate	N	N of Termination s	Turnover Rate
Broadcast	0	0	0.0%	0	0	0.0%
Office Professional	11	2	18.2%	8	3	37.5%
Professional and Administrative	78	24	30.8%	87	22	25.3%
Police	2	0	0.0%	2	1	50.0%
Service Maintenance	6	0	0.0%	9	2	22.2%
Supervisory/Technical	3	1	33.3%	5	1	20.0%
Senior Officer	4	1	25.0%	4	0	0.0%
Turnover Rate	104	28	26.9%	115	29	25.2%

**Source:** Number of employees retrieved from the August Staff Population Report.

**Note:** Termination is defined as any break in service including resignations, position eliminations, layoffs, retirement, and deceased, it does not include internal promotions and/or transfers.

**BIPOC Includes:** Black or African American, American Indian or Alaska Native, Hispanic/Latino, Asian, Native Hawaiian or Other Pacific Islander.



Regular Faculty Turnover, Promotion and Tenure Rates								
		Number Experiencing Event			Total Number of Regular Faculty			3-Year Average %
		2020-21	2021-22	2022-23	2020-21	2021-22	2022-23	
Turnover	BIPOC	10	9	7	141	132	125	6.2%
	Non-BIPOC	25	27	14	419	402	387	6.7%
Promotion	BIPOC	18	21	13	141	132	125	15.0%
	Non-BIPOC	52	69	51	419	402	387	13.8%
Tenure	BIPOC	2	6	1	28	22	20	17.1%
	Non-BIPOC	14	11	12	65	55	49	22.2%

**Source:** Faculty Personnel Services. BIPOC defined as Black or African American, Hispanic/Latino, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and Asian.

Turnover represents those who have left the regular faculty for any reason.

Promotions include full professors receiving a professor salary supplement.

Tenure rate is calculated by a comparison to non-tenured probationary faculty (not to total number of faculty). The regular faculty population excludes the Athletic Coaches.

(FPS Source: Final FY School Base Reports for promo and tenure activity; Turnover count from SAP Query Rpt.)

**Allegations Reported to CMU's Office of Civil Rights and Institutional Equity (OCRIE)  
Under CMU's Sexual and Gender-Based Misconduct Policy and/or  
Equal Opportunity & Affirmative Action Protocol**

Allegations <sup>1</sup> Reported to OCRIE <sup>2</sup>	Academic Year	Academic Year	Academic Year	Academic Year
	2019-2020	2020-2021	2021-2022	2022-2023
	7/1/19-6/30/20	7/1/20-6/30/21	7/1/21-6/30/22	7/1/22-6/30/23
Total number of files	423	278	371	398
Basis	Number of Allegations	Number of Allegations	Number of Allegations	Number of Allegations
Age	*	*	*	*
Color	*	*	*	*
Dating Violence	19	11	24	19
Disability	9	5	*	13
Domestic Violence	16	10	7	12
Ethnicity	*	*	7	7
Gender/Sex	10	13	22	15
Gender Identity	*	22	36	16
Gender Expression	*	*	*	*
Genetic Information	*	*	*	*
Familial Status	*	*	*	*
Height	*	*	*	*
Marital Status	*	*	*	*
National Origin	*	*	*	5
Political Persuasion	*	6	*	*
Pregnancy <sup>3</sup>	*	*	*	*
Race	66	41	58	79
Religion	*	*	7	*
Retaliation	6	*	*	8
Sex-Based Stereotypes	*	*	*	*
Sexual Assault	87	47	42	41
Sexual Exploitation	*	*	*	*
Sexual Harassment	106	66	93	81
Sexual Orientation	*	*	*	17
Stalking	14	13	14	18
Transgender Status	*	*	*	*
Veteran Status	*	*	*	*
Weight	*	*	5	*
Other/Misc. <sup>4</sup>	67	40	58	86

<sup>1</sup> One allegation is counted for each basis of harassment, discrimination, or sexual misconduct per file. A file may have multiples allegations.

<sup>2</sup> Data is aggregated. Aggregated data that is fewer than five (5) is not reported as the aggregate number and instead is reported as “\*.”

<sup>3</sup> Pregnancy includes childbirth or related medical conditions.

<sup>4</sup> Other/Misc. mean allegations that were reported to OCRIE but do not fall under CMU's Sexual and Gender-Based Misconduct Policy or CMU's Equal Opportunity & Affirmative Action Protocol.





Sexual Assault Peer Advocates (SAPA) Contacts	
Academic Year	Total Contacts
2018-2019	188
2019-2020	177*
2020-2021	70**
2021-2022	48***
2022-2023	100

**Source:** SAPA

\*services shutdown for the year on March 6<sup>th</sup> and were unable to resume due to the pandemic.

\*\*these numbers account for crisis line contacts only (chat and in-person services were suspended due to the pandemic and volunteer numbers). Statistically speaking, they are still on par with the average of 2 contacts/week seen in previous years.

\*\*\*much like the previous year, fall semester only saw crisis line services being offered. Spring semester saw the introduction of the new texting chat service, but this was a soft opening without much advertisement as we tested it.

Campus Security Act - Annual Crime Statistics					
		On Campus	Non-Campus	Public Property	Total
Rape	2022	5	2	0	7
	2021	6	1	1	8
	2020	4	1	3	8
Fondling	2022	3	1	0	4
	2021	2	1	1	4
	2020	0	0	0	0
Statutory Rape	2022	0	0	0	0
	2021	0	0	0	0
	2020	0	0	0	0
Hate Crimes	2022	0	0	0	0
	2021	0	0	0	0
	2020	0	0	0	0

**\*Source:** Annual Security & Fire Safety Report, 2023

**\*On Campus:** Any building or property owned or controlled by the institution within the same reasonably contiguous geographic area and used by the institution in direct support of, or in a manner related to, the institution's educational purposes, including residence halls. Also included is any building or property within the contiguous area of geography that is owned by the institution but controlled by another person, is frequently used by students, and supports institutional purposes.

**\*Non-Campus:** Any building or property owned or controlled by a student organization that is officially recognized by the institution or any building or property owned or controlled by the institution that is used in direct support of, or in relation to, the institution's educational purposes, is frequently used by students, and is not within the same reasonably contiguous geographic area of the institution.

**\*Public:** Property including streets and sidewalks; immediately surrounding the campus property and are adjacent to and accessible from the campus.



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& STUDENT  
AFFAIRS**

**CENTRAL MICHIGAN  
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CMU, an AA/EO institution, strongly and actively strives to increase diversity and provide equal opportunity within its community. CMU does not discriminate against persons based on age, color, disability, ethnicity, familial status, gender, gender expression, gender identity, genetic information, height, marital status, national origin, political persuasion, pregnancy, childbirth or related medical conditions, race, religion, sex, sex-based stereotypes, sexual orientation, transgender status, veteran status, or weight (see <http://www.cmich.edu/ocrie>). 21434 MGX (6/25)