

Day 16: Did you know that CMU has become a more diverse institution?

[HLC Criterion 1.C.2.] The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

As described in Section 1.A.2, [CMU's student body](#) has become much more diverse in recent years - 27.6% were from under-represented groups in Fall 2016 compared with 21% in Fall 2012 (line 79). The University has reaffirmed that hiring a more diverse faculty is an on-going priority in its [Strategic Plan 2020](#) (Goal 1, Objective 1E) which states: "Increase efforts to recruit and retain faculty, staff, and students who reflect geographic, racial, ethnic, and age diversity." Underscoring that priority were the results of the [2016 Student Climate Survey](#) reporting that CMU students are "less satisfied with visible faculty and staff diversity" than are students in the survey's comparison groups. Overall, however, the survey documented that students are very satisfied with the campus climate.

In addition to embracing diversity among the student body, CMU has also continued its efforts to increase diversity among its faculty and staff. Based on self-reported information between Fiscal Years (FY) 2013-14 and 2016-17, the percentage of full-time female faculty was approximately the same, increasing slightly from 43.6% to 44.8%. Full-time faculty from under-represented groups grew modestly, 4.4% to 6.0%. Full-time staff hiring has fared about the same. The number of administrative staff from under-represented groups was 13.6% in FY 2013-14, dropping slightly to 13.1% by FY 2016-17, while classified staff showed a nominal gain from 12.1% to 13.6%.

In addition to hiring processes, CMU engages in a wide range of activities that support diversity and inclusion education and awareness as well as offer educational opportunities for students to experience other cultures. Activities begin at the earliest stages of CMU's student experience with Orientation, followed by a [presentation](#) as part of Freshmen Year Initiative (FYI), with the [Date Safe](#) program offered during Opening Weekend and periodically throughout the academic year.

Many activities are planned by the Cultural Diversity Board (CDB) which strives to promote and support the ethnic and cultural groups on campus by providing educational resources and support services. Examples of academic support services available to assist students include [TRiO Student Support Services](#), [Educational Access Services](#), and the [Student Veterans Association](#).

Evidence of student satisfaction with the campus climate and commitment to inclusion can be found in results from the Campus Climate Survey and the Student Satisfaction Survey (SSI), both administered in 2016. The 739 student-respondents to the SSI rated the institution on its responsiveness to diverse populations based on six groups that ranged from part-time students to those with disabilities. All groups averaged 5.43 or higher on a 7 point scale with 7 being

the best score, and all 2016 averages were higher than those reported in the 2014 administration.

To learn more, log into MAVzone and click on the document link found in the CMU Assurance Argument for HLC channel (top left on the Home tab) for the full text of CMU's Assurance Argument. Links to supporting evidence are identified by underlined words but are not available through the PDF version.

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