



Appendix Report: **Demographic Diversity**

Appendix Report

Demographic Diversity of University of Michigan Constituencies from 2016 to 2021

Introduction

Enhancing diversity in our campus community is one of the key objectives of the U-M DEI Strategic Plan, reflecting the “People” critical domain. One form of diversity that is critical to this effort is demographic diversity. To investigate changes in the demographic composition of the university community during the DEI strategic plan, the DEI evaluation team reviewed demographic enrollment and employment data for students, faculty and staff for the period of Fall 2016 to Fall 2021 utilizing the U-M data dashboard and other institutional sources. The analyses focused on patterns of change in sex (female/male representations), ethnicity and race, as well as socioeconomic status when possible.

To improve accountability for achieving progress in diversifying the U-M community, the Diversity, Equity and Inclusion Metrics (DEI Metrics) dashboard was created to track the demographic composition of U-M students, faculty and staff over time. Several sources of institutional data were used to develop the UM-DEI Metrics for evaluating progress. The analyses in this report focus specifically on tracking changes in the demographic diversity of the U-M community. The report draws on the following metrics:

- Demographic diversity of undergraduate students: demographic composition (sex, race/ethnicity, socioeconomic indicators)
- Demographic diversity of graduate/professional students: demographic composition (sex, race/ethnicity, socioeconomic indicators)
- Demographic diversity of faculty: demographic composition (sex, race/ethnicity)
- Demographic diversity of staff: demographic composition (sex, race/ethnicity)

Change in demographic diversity is a distal measure of the DEI plan’s major objective to recruit, retain and develop a diverse community (People). The demographic composition of the U-M community is not the result of a single factor. It is determined by a number of factors that occur over a long period of time. For instance, the demographic composition of student enrollment is not only determined by U-M’s actions but is also influenced by external forces such as racial and SES inequities in K-12 educational opportunities, state funding of higher education, etc. Similarly, the current demographic composition of faculty and staff is determined, in part, by hiring decisions that were made long before the start of the DEI plan and thus beyond its sphere of influence. Nonetheless, even as a distal metric, changes in demographic diversity are a very important metric for assessing the progress of the DEI strategic plan. Specifically, sex, race/ethnicity and socioeconomic status are central identities for most individuals and play a major role in influencing the way that individuals experience other social identities. They are also identities that are historically and contemporarily associated with hierarchies of oppression and privilege. These variables also tend to be the most salient in discussions related to DEI. However, it is important to note that the U-M DEI strategic plan was also focused on increasing other forms of diversity besides sex, race and socioeconomic status such as ability status, viewpoint diversity, political orientation and religious diversity. Unfortunately, currently these other forms of diversity are extremely difficult to track. (The DEI evaluation team is working on developing new ways of tracking such characteristics in the future.)



Methodology

Data Sources

Demographic data derived from the U-M metrics dashboard and other institutional data sources was reviewed over the 5 years of the DEI 1.0 strategic plan, and constituencies were examined by specific characteristics (i.e., sex, race/ethnicity, socioeconomic indicators) for patterns of change and continuity.

Staff and faculty data were derived from the Human Resource Data Warehouse (HR02) and the Human Resource Snapshot, extracted annually as of November 1st. Data included all regular, active and paid leave staff and faculty. Faculty were grouped by age and job family, respectively¹. Student data were sourced from the M-Pathways Third Week Count Data Set, from fall 2016 through fall 2021². The student data contains snapshot, point-in-time, data for each term of classes that is taken the night after the end of the third week of classes (Third Week Student Count).

Data for Rackham masters and PhD enrollment was obtained from the Rackham Graduate School Enrollment Demographics dashboard. Data on income and first-generation college student status for undergraduates was obtained from the Office of Enrollment Management. Data on undergraduate Pell Grant recipients was obtained from the Michigan Almanac, 18th edition (June 2022).

Data for this report were obtained from multiple sources. Differences may emerge between reports that use centrally generated data and reports that use data generated by units. Most common reasons for differences are due to the following:

- It is common for faculty members to have multiple appointments, some, or all of which may be considered faculty. It can be the case that a faculty member’s primary appointment is an administrative appointment (e.g. dean or provost). Decisions regarding which appointment is selected as faculty could impact the headcount of staff.
- Faculty hold dry appointments (unpaid) for a variety of reasons, for example, when their primary appointment is as an administrator.
- In reporting race and ethnicity data, the Office of Academic Affairs has adopted the Federal Department of Education methodology (federal methodology) in its reporting, while most of Human Resource Records and Information Services (HRIS) reports use the U.S. Office of Management and Budget (OMB) Standards methodology.

¹ The faculty results include Tenured/Tenure Track, Not-on-Track, Lecturers, Clinical Instructional, Primary (i.e., Archivists, Curators, Librarians, Research Faculty appointments), Supplemental Instructional (i.e., Adjunct and Visiting Instructional Faculty) and Supplemental Primary (i.e., Adjunct and Visiting Research Faculty) groups.

² Visiting scholars are excluded from the student counts. Additionally, among undergraduate students, joint program enrollees are included at the school/college level in each program but counted only once at the university level. Among graduate students, all students in the Pharm.D. program are counted as graduate-professional data.



Construction of Race/Ethnicity Variable

The counting methodology for race/ethnicity of staff follows an unduplicated count of individuals at the school- or college-level by federal reporting convention (federal methodology), plus a category for Unknown. The federal methodology is an unduplicated total count based on the eight race/ethnicity categories defined by the Department of Education, including American Indian or Alaska Native³, Asian, Black or African American⁴, Hispanic or Latino⁵, Native Hawaiian or Other Pacific Islander, White, Two or More and International (non-resident alien).

Data from three questions are used to create the unduplicated count of individuals in the eight race/ethnicity categories defined by the Department of Education. The first question assesses whether or not the individual is a US citizen. The second question asks the individual to indicate whether or not they identify their ethnicity as being Hispanic or Latino. The third question asks the individual to indicate all of the following racial categories to which they identify, including American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander and White. Using this information, individuals are categorized into one of 8 non-duplicating categories by first categorizing any individual who is not a US citizen as being “International (non-resident alien)” regardless of the response to the other two ethnicity and race questions. Any remaining individual who identifies their ethnicity as being Hispanic or Latino (regardless of identifying with any other racial category) is categorized as “Hispanic/Latino” regardless of how they respond to the third question regarding racial category. Next, the remaining individuals who identify with two or more of the categories in the third question are classified as being two or more. Finally, the remaining individuals are categorized into the remaining categories to which they indicate identifying. Any remaining individuals who do not identify with one of the racial categories in the third question are categorized as “Race Unknown”.

This report acknowledges that race and ethnicity are social constructs that are, by definition, contextually determined and historically fraught. As such, the way in which individuals identify their race and ethnicity is quite complicated. As a result, the report attempts to provide a more nuanced treatment to the existing demographic data including adding new categorization schemes. We recognize that these new categories are themselves also likely to be fraught, but we hope are a closer representation of individuals’ lived experiences around race and ethnicity. These other categorizations include underrepresented minority (URM) and Black, Indigenous and People of Color (BIPOC). The underrepresented minority (URM) category includes individuals who select race/ethnicity categories that are traditionally underrepresented within higher education. These categories include American Indian or Alaska Native, Black or African American, Hispanic or Latino or Native Hawaiian or Other Pacific Islander. For individuals who self-identify with two or more races, where further detail is available, those who self-identify with at least one of the URM categories are also included in the URM category. Non-resident aliens and unknown race/ethnicity are not included in URM counts. The Black, Indigenous and People of Color (BIPOC) category includes individuals who select race/ethnicity categories including American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, or Native Hawaiian or Other Pacific Islander, as well as individuals who self-identify with two or more races in which one of the races is BIPOC. Non-resident aliens and persons with unknown race/ethnicity are not included in BIPOC counts.

³ “American Indian or Alaska Native” is also referred to as “Native American” in this appendix report.

⁴ “Black or African American” is also referred to as “African American/Black” or “Black” in this appendix report.

⁵ “Hispanic or Latino” is also referred to as “Hispanic or Latinx,” “Hispanic/Latinx” or “Hispanic” in this appendix report.



Faculty and staff are likely to have longer tenures at the university as compared to most students. As a result, looking only at differences in their demographic composition may obscure the possible impact of an intervention such as the DEI strategic plan. For instance, any hiring interventions associated with the DEI strategic plan would be expected to have no impact on hires that occurred before the start of the plan in 2016. Nonetheless, the demographic composition of the unit does provide an important baseline for assessing whether there are any demographic changes in the hiring that has occurred since the implementation of the plan. Thus, the report examines the demographic composition of all new faculty and staff hired between 2016 and 2021.

Results

Students

Undergraduate Students

The following results illustrate patterns of change and continuity in the demographic composition of U-M undergraduate students that have emerged from 2016 to 2021. During the DEI strategic plan, undergraduate enrollment increased from 28,954 in 2016 to 32,282 in 2021.

Gender⁶:

- Undergraduate female students' enrollment increased by 14.5% (n=14,418 in 2016 and n=16,515 in 2021), while the undergraduate male student enrollment increased by 8.4% during the same period (n=14,546 in 2016 to n=15,767 in 2021). By 2021, female students represented 51.2% of the undergraduate population compared to 48.8% for male students.

Race/Ethnicity:

- **BIPOC:** Collectively, the undergraduate enrollment of Black, Indigenous and People of Color (BIPOC) increased by 37.8% (n=7,831 in 2016 to n=10,791 in 2021), resulting in an increase in the representation of BIPOC students in the undergraduate population from 27.0% to 33.4% during the period.
- **URM:** From 2016 to 2021, underrepresented minority (URM) undergraduate enrollment increased by 31.6% (n=3,301 in 2016 to n=4,345 in 2021). The proportion of underrepresented minority (URM) undergraduate students as a percentage of the total undergraduate enrollment increased from 11.4% in 2016 to 13.5% in 2021.
- **African American/Black:** During DEI 1.0, the enrollment of undergraduate students that identify as Black or African American increased marginally by 1.0%, from 1,255 in 2016 to 1,267 in 2021. The proportion of students categorized as Black or African American in the overall U-M undergraduate population declined from 4.3% in 2016 to 3.9% in 2021.
- **Asian/Asian American:** The enrollment of undergraduate students that identify as Asian or Asian American increased by 40% from 2016 (n=3,928) to 2021 (n=5,499), and the representation of Asian/Asian American undergraduate students in the total undergraduate population increased from 13.6% to 17.0% during the period.

⁶ Analytical categories are based on sex, but results may be described using gendered terms. We acknowledge that sex and gender are distinct from one another. However, within this appendix report, sex/gender terms are used interchangeably.



- **Hispanic/Latinx:** Hispanic/Latinx undergraduate student enrollment increased by 57.7% from 2016 (n=1,495) to 2021 (n=2,358), resulting in an increase in their percentage of the undergraduate student population from 5.2% to 7.3% during the period.
- **Native American or Alaskan Native:** In 2016, there were 45 undergraduate students enrolled at the University of Michigan–Ann Arbor (U-M) who identify as American Indian or Alaska Native, representing 0.2% of the total undergraduate population. However, from 2016 to 2021 there was a 17.8% decline in the population of undergraduate students who identify as American Indian or Alaska Native. By 2021 there were 37 undergraduate American Indians or Alaska Natives, representing 0.1% of the undergraduate population.
- **Native Hawaiian or Other Pacific Islander:** Undergraduate students who identified as Native Hawaiian or Other Pacific Islander increased from 10 students in 2016 to 11 students in 2021. They represent less than 0.1% of the total undergraduate population in 2016 and 2021.
- **Two or More Races:** Undergraduate students who identified with two or more races increased by 47.4% from 2016 (n=1,098) to 2021 (n=1,619), resulting in their representation in the undergraduate student population increasing from 3.7% in 2016 to 5.0% in 2021.
- **White:** Enrollment of undergraduate students who identified as White declined by 2.8% from 2016 (n= 17,614) to 2021 (n=17,124). The percentage of White students in the total undergraduate population declined from 60.8% in 2016 to 53.0% in 2021.
- **International:** International undergraduate student enrollment increased by 32.8% (n= 2,061 in 2016 to n=2,737 in 2021). The proportion of international students in the overall undergraduate student population increased from 7.1% in 2016 to 8.5% in 2021.
- **Unknown race/ethnicity:** The enrollment of undergraduate students with unknown race/ethnicity increased by 11.8% (i.e., from 1,458 in 2016 to 1,630 in 2021). However, the proportion of undergraduate students with unknown race/ethnicity remained the same, at 5.0% in 2016 and 2021.

Socioeconomic Indicators:

- **Pell Grant recipients:** Pell Grants are need-based federal subsidies provided to undergraduate students based on their household income, as reported on the Free Application for Federal Student Aid (FAFSA) form. The percentage of U-M undergraduate students (in-state and out-of-state) that were Pell Grant recipients increased by 32.3% from 2016 (n=4,623) to 2021 (n=6,118). The percentage of Pell Grant recipients in the undergraduate student population increased from 16.0% in 2016 to 19.0% in 2021.
- **Low Income:** Students are considered low-income if they self-report a household income of \$50,000 or less on the U-M undergraduate admissions application. The number of low-income undergraduate students increased by 24.0% (n= 3,547 in 2016 to n=4,399 in 2021). The representation of low-income students in the undergraduate population increased from 12.2% in 2016 to 13.6% in 2021.
- **First-generation college students:** First-generation college (FGC) students are those whose parent(s) did not complete a four-year college or university degree. On the U-M undergraduate admissions application, students can self-report their first-generation college student status. The number of undergraduate students who self-report being a FGC student increased by 26.2% (n=3,251 in 2016 to n=4,103 in 2021). The representation of first-generation college students in the undergraduate population increased from 11.2% in 2016 to 12.7% in 2021.

Summary of Undergraduate Student Findings. The 14.5% increase in the undergraduate student enrollment from 2016 to 2021 resulted in increases in almost all subpopulations of students (by sex, race/ethnicity, SES). The increase in student enrollment resulted in the enrollment of significantly



greater number of female students (8.4% increase from 2016 to 2021), resulting in female undergraduate students becoming the numeric majority during the period of the strategic plan (49.7% to 51.2%). Regarding race/ethnicity, there are more undergraduate students enrolled at U-M in 2021 from each racial/ethnic group (except for White and Native American or Alaskan Native) than in 2016. The number of URM students enrolled at U-M increased significantly (31.6% increase from 2016 to 2021) and increased as a proportion of the total enrollment by 18.4% (from 11.4% to 13.5% of the total undergraduate population). Hispanic/Latinx undergraduate student enrollment grew by 57.7%, and their percentage of the total enrollment grew 40.4% (from 5.2% to 7.3%). Asian/Asian American (40.0% increase), and students who identify as two or more races (47.7% increase) both show significant growth in their enrollment from 2016 to 2021. Both groups also saw significant gains regarding their percentages in the general undergraduate student population with Asian/American students rising from 13.6% to 17.0% percent of the population and students who identify as two or more races increasing to 5.0% of the undergraduate student body in 2021 from 3.7% in 2016. The enrollment numbers for Native American or Alaskan Native and Native Hawaiian and Other Pacific Islander graduate/professional students remain extremely low, with both representing less than 1% of the student body. While the total number of African American/Black students increased (by 1.0%), the relatively small increase resulted in them losing ground with regard to their percentage of the total undergraduate student population, going from 4.3% in 2016 to 3.9% in 2021. White undergraduate students declined both in terms of their total enrollment (2.8% decrease) and their percentage in the undergraduate student body from 60.8% to 53.0%. Finally, there is evidence of progress with respect to increasing socioeconomic diversity within the undergraduate student population. There were significant increases in the number of undergraduate students' who received a Pell Grant (32.3% increase), self-report as being lower income (24.0% increase) or as a first-generation college student (26.2% increase) raising their percentages in the undergraduate student population in 2021 to 19.0%, 13.6%, and 12.7%, respectively.

Graduate and Professional Students

The following results illustrate patterns of change and continuity in the demographic composition of U-M graduate and professional students that have emerged from 2016 to 2021. Total graduate and professional student enrollment increased by 14.2%, from 15,754 in 2016 to 17,996 in 2021.

Gender:

- Female graduate/professional student enrollment increased by 23.6% (n=7,371 in 2016 to n=9,108 in 2021), while male graduate/professional student enrollment increased by 6.0 % (n= 8,383 in 2016 to n=8,888 in 2021). The representation of female graduate/professional students in the graduate/professional student population increased from 46.8% in 2016 to 50.6% in 2021.

Race/Ethnicity:

- **BIPOC:** As a group, graduate and professional student enrollment of Black, Indigenous People of Color (BIPOC) increased by 41.5%, from 3,224 in 2016 to 4,561 in 2021. This resulted in an increase in the percentage of BIPOC students in the graduate and professional student population from 20.5% in 2016 to 25.3% in 2021.
- **URM:** URM graduate/professional student enrollment increased by 45.3% (n=1,640 in 2016 to n=2,383 in 2021). This resulted in an increase in the proportion of URM graduate/professional students from 10.4% to 13.2% during the period.



- **African American/Black:** The enrollment of graduate/professional students who identify as African American or Black increased by 41.7% (n=619 in 2016 to n=877 in 2021). Consequently, the proportion of African American/Black students in the student body increased from 3.9% in 2016 to 4.9% in 2021.
- **Asian/Asian American:** The enrollment of graduate/professional students that identify as Asian or Asian American increased by 34.0% (n=1,381 in 2016 to n=1,851 in 2021). The proportion of Asian/Asian American students in the graduate/professional student population increased from 8.8% in 2016 to 10.3% in 2021.
- **Hispanic/Latinx:** Hispanic graduate/professional student enrollment increased by 52.3% (n=782 in 2016 to n=1,191 in 2021). Similarly, the percentage of Hispanic/Latinx students in the graduate/professional student population climbed from 5.0% in 2016 to 6.6% in 2021.
- **Native American and Alaskan Native:** The enrollment of graduate/professional students who identify as American Indian or Alaska Native increased by 31.4% (35 students in 2016 to 46 students in 2021; however, their representation remained below 1% of the graduate/professional population, increasing slightly from 0.2% in 2016 to 0.3% in 2021).
- **Native Hawaiian or Other Pacific Islander:** The enrollment of Native Hawaiian or Other Pacific Islander graduate/professional students increased from 9 in 2016 to 10 students in 2021, representing less than 0.1% of the total graduate/professional student population in 2016 and 2021.
- **Two or More Races:** The enrollment of graduate/professional students that self-identify with two or more races increased by 33.2% (n= 398 in 2016 to n=586 in 2021). The percentage of students that self-identify with two or more races in the graduate/professional student population also increased from 2.5% in 2016 to 3.3% in 2021.
- **White:** The enrollment of graduate/professional students who identify as White increased by 10.0% from 2016 (n=7,029) to 2021 (n=7,734). However, the representation of White students in the graduate/professional student population declined from 44.6% in 2016 to 43.0% in 2021.
- **International:** International graduate/professional student enrollment increased by 9.2% (n=4,703 in 2016 to n=5,138 in 2021). However, the proportion of international students in the graduate/professional student population declined from 29.9% to 28.6%.
- **Unknown race/ethnicity:** The enrollment of graduate/professional students with unknown race/ethnicity declined by 29.4% (n=798 in 2016 to n=563 in 2021). Similarly, the percentage of graduate professional students with unknown race declined from 5.1% in 2016 to 3.1% in 2021.

Socioeconomic Indicators. Data in this section refer to only Rackham domestic graduate (MA/PhD) first generation students and Pell grant recipients. No comparable data for graduate/professional students in non-Rackham programs was available.

- **Pell Grant recipients:** Pell Grants are need-based federal subsidies provided to undergraduate students based on their household income, as reported on the Free Application for Federal Student Aid (FAFSA) form. In the application to Rackham Graduate School programs, prospective MA and PhD students can self-report whether they received a Pell Grant during their undergraduate education. The number of domestic Rackham graduate students that received a Pell grant during their undergraduate education increased by 24.3% (n=1,373 in 2016 to n=1,706 in 2021). The percentage of Pell grant recipients among domestic Rackham graduate students has increased from 27.0% in 2016 to 29.7% in 2021.
- **First-generation college students:** First-generation college (FGC) students are those whose parent(s) did not complete a four-year college or university degree. On the application to Rackham Graduate school programs, students can self-report their first-generation college



student status. The number of domestic Rackham graduate students who self-report as first-generation college students increased by 13.9% (n=1,595 in 2016 to n=1,816 in 2021). The proportion of first-generation college students among domestic Rackham graduate students increased from 31.4% in 2016 to 31.6% in 2021.

Summary of Graduate/Professional Student Findings. Similar to the undergraduate student results, the 14.2% increase in graduate/professional student enrollment from 2016 to 2021 resulted in increases in almost all subpopulations of graduate/professional students (by sex, race/ethnicity, SES). With regard to sex, the number and proportion of female students increased over the 5 years of the strategic plan, to the point that they are now in the numerical majority. Regarding race/ethnicity, there are more graduate/professional students enrolled at U-M in 2021 from each racial/ethnic group (except for White and International) than in 2016. The number of URM students enrolled at U-M increased significantly (45.3%) and increased as a proportion of the total enrollment by 26.9% from (10.4% to 13.2%). Hispanic/Latinx students saw some of the largest gains with their total enrollment (52.3% increase), and their percentage of the total enrollment grew 30% (from 5.0% to 6.6%). African American/Black students (41.7% increase), Asian/Asian American (34.0% increase), and students who identify as two or more races (33.2% increase) all show significant growth in their enrollments. The enrollment numbers for Native American or Alaskan Native and Native Hawaiian and Other Pacific Islander graduate/professional students show some signs of improvement, but remain extremely low, with both representing less than 1% of the graduate/professional student body. The only racial/ethnic groups that showed a decrease were White students (10.0% decrease) and international students (9.2% decrease). The decline in White students as a proportion of the total population is consistent with a broader trend, while the decline in the international student population may be very much a by-product of larger societal issues (i.e., global pandemic, immigration policy) that may be more transitory. Finally, there is evidence of progress with respect to increasing socioeconomic diversity within the graduate/professional student population. There were significant increases in the number of graduate/professional students who self-identified as having received a Pell Grant (24.3%) and having been a first-generation college student (13.9%), raising their percentages in the graduate/professional student population to 29.7% and 31.6%, respectively.

Faculty and Staff

Faculty and staff are likely to have longer tenures at the university as compared to most students. As a result, looking only at differences in their demographic composition may obscure the possible impact of an intervention such as the DEI strategic plan. For instance, any hiring interventions associated with the DEI strategic plan would be expected to have no impact on hires that occurred before the start of the plan in 2016. Nonetheless, the demographic composition of the unit does provide an important baseline for assessing whether there are any demographic changes in the hiring that has occurred since the implementation of the plan. Thus, the report examines the demographic composition of all new faculty and staff hired between 2016 and 2021. It should be noted that this examination is a conservative assessment of the potential impact of the strategic plan on hiring since many of the hiring interventions (e.g., training of search committees, DEI applicant statements, faculty hiring initiatives) are not yet fully implemented or require significant lag time before the effects are likely to influence faculty and staff hiring at a significant level.

Tenured and Tenure-Track Faculty

The following results illustrate patterns of change and continuity in the demographic composition of U-M tenured and tenure-track faculty from 2016 to 2021. Tenured and tenure-track faculty increased



by 0.2% during the time period, from 3,131 in 2016 to 3,136 in 2021. Between 2016 and 2021, U-M hired 562 new tenured and tenure-track faculty.

Gender:

- From 2016 to 2021, female tenured or tenure-track faculty increased by 7.5% (n=1,049 to n=1,128), while male tenured and tenure-track faculty slightly declined by 3.6% (i.e., from n=2,082 in 2016 to n=2,008 in 2021). Thus, while tenured or tenure-track faculty remained predominantly male, the proportion of female tenured or tenure-track faculty increased from 33.5% in 2016 to 36.0% during the period. Additionally, among new tenured or tenure-track faculty hires at U-M from 2016 to 2021, female faculty represented 41.5% (n=233) of the new hires. Thus, a higher percentage of tenured and tenure-track female faculty were hired from 2016-2021 than were on the faculty in 2016.

Race/Ethnicity:

- **BIPOC:** The number of Black, Indigenous and People of Color (BIPOC) that are tenured or tenure-track faculty increased by 12.3% (n=778 in 2016 to n=874 in 2021), an increase in the proportion of BIPOC individuals in the tenured or tenure-track faculty population from 24.8% in 2016 to 27.9% in 2021. Additionally, among new tenured or tenure-track faculty hires⁷ at U-M from 2016 to 2021, BIPOC faculty represented 31.9% of new tenured or tenure-track faculty hires (n=179).
- **URM:** The number of tenured or tenure-track faculty from underrepresented minority (URM) backgrounds increased by 10.5% (from 285 in 2016 to 315 in 2021). The representation of URM faculty among tenured and tenure-track faculty increased from 9.1% in 2016 to 10.0% in 2021. Additionally, URM faculty represented 12.5% of the new tenured and tenure-track faculty hires from 2016-2021 – an increase of 3.4 percentage points from their percentage (9.1%) among the tenured and tenure-track faculty in 2016.
- **African American/Black:** The number of tenured or tenure-track faculty that identify as African American/Black increased by 8.0% (n=137 in 2016 to n=148 in 2021). The percentage of African American/Black faculty among all tenured and tenure-track faculty increased slightly from 4.4% in 2016 to 4.7% in 2021. In addition, African American/Black faculty represented 6.8% of new tenured or tenure-track faculty hires at U-M from 2016 to 2021.
- **Asian/Asian American:** There was a 12.4% increase in Asian/Asian American tenured or tenure-track faculty from 2016 (n=475) to 2021 (n=534). The representation of Asian/Asian American faculty in the overall population of tenured or tenure-track faculty increased from 15.2% in 2016 to 17.0% in 2021. Additionally, Asian or Asian American faculty represented 17.4% of new hires (98 of 562) among new tenured or tenure-track faculty hires at U-M from 2016 to 2021.
- **Hispanic/Latinx:** The number of Hispanic or Latinx tenured or tenure-track faculty increased by 10.3% (i.e., from 117 in 2016 to 129 in 2021) and the proportion of Hispanic/Latinx faculty in the overall population of tenured or tenure-track faculty increased from 3.7% in 2016 to 4.1% in 2021. Hispanic/Latinx faculty represented 3.7% of new hires (21 of 562) among new tenured or tenure-track faculty hires at U-M from 2016 to 2021.

⁷ New tenured or tenure-track faculty hires represents the count of individuals new to U-M (Ann Arbor Campus with Michigan Medicine), excluding individuals who were already employed by the university but were hired or promoted into a new faculty position.



- **Native American or Alaska Native:** The number of tenured and tenure-track faculty that identify as American Indian or Alaska Native declined by 23.1% from 13 in 2016 to 10 in 2021, resulting in a decline in the representation of American Indian and Alaska Native faculty in the tenured or tenure-track faculty population from 0.4% in 2016 to 0.3% in 2021. Additionally, among new tenured or tenure-track faculty hires at U-M from 2016 to 2021, Native American faculty represented 0.5% of new hires (3 of 562).
- **Native Hawaiian or Other Pacific Islander:** In 2016, there were 3 tenured or tenure-track faculty that identified as Native Hawaiian or Other Pacific Islander and by 2021, there were 2 Native Hawaiian or Other Pacific Islanders tenured or tenure-track faculty. This represents a 33.3% decline, with Native Hawaiian or Other Pacific Islander faculty representing 0.1% of the tenured or tenure-track faculty population. In addition, no new tenured or tenure-track faculty were hired at U-M from 2016 to 2021.
- **Two or More Races:** The number of tenured or tenure-track faculty that identify with two or more races increased by 54.5% from 33 in 2016 to 51 in 2021. The percentage of faculty who self-identify with two or more races in the overall tenured or tenure-track faculty population also increased from 1.0% to 1.6%. In addition, faculty who self-identify with two or more races accounted for 3.4% of the new tenured or tenure-track faculty hires at U-M from 2016 to 2021.
- **White:** The number of White tenured or tenure-track faculty declined by 3.9%, from 2016 (n=2,255) to 2021 (n=2,168). The proportion of White faculty in the tenured or tenure-track faculty population decreased from 72.0% in 2016 to 69.1% in 2021. In addition, White faculty represented 59.6% of new hires (335 of 562) among new tenured or tenure-track faculty hires at U-M from 2016 to 2021.
- **International:** The number of international tenured or tenure-track faculty decreased by 9.5% (i.e., from 63 in 2016 to 57 in 2021), resulting in a decrease in the proportion of international faculty among all tenured or tenure-track faculty from 2.0% in 2016 to 1.8% in 2021. International faculty represented 6.6% of new hires (37 of 562) among new tenured or tenure-track faculty hires at U-M from 2016 to 2021.
- **Unknown race/ethnicity:** The number of tenured or tenure-track faculty with unknown race/ethnicity increased by 5.7% (i.e., from 35 in 2016 to 37 in 2021), resulting in a slight increase in the proportion of faculty with unknown race/ethnicity among the tenured or tenure-track faculty population, from 1.1% in 2016 to 1.2% in 2021. Additionally, among new tenured or tenure-track faculty hires at U-M from 2016 to 2021, faculty with unknown race/ethnicity represented 2.0% of new hires.

Summary of Tenure-Track Faculty Findings. The size of the tenure-track faculty has remained relatively stable from 2016 to 2021. While the majority of tenure-track faculty continue to identify as male (64.0% in 2021), the number and proportion of female tenure-track faculty increased from 33.5% to 36.0%. With regard to race/ethnicity, URM faculty increased from 9.1% of the tenure-track faculty in 2016 to 10.0% in 2021. In order to get a better picture of the potential impact of the DEI strategic plan on the demographic composition of the faculty and staff, it is important to examine hiring decisions that were made between 2016 and 2021. Female faculty accounted for 41.5% of the new tenure-track hires, which is 23.8% larger than their proportion of the tenure-track faculty in 2016. URM faculty account for 12.5% of the new tenure-track faculty hires from 2016-2021, representing an increase of 3.4 percentage points from their percentage (9.1%) among the tenure-track faculty in 2016. Of the new tenure-track faculty hires, 59.6% were identified as White (a decrease of 12.4 percentage points from 2016), 17.4% were identified as Asian/Asian American (an increase of 2.2 percentage points), 6.8% were identified as African American/Black (an increase of 2.4 percentage points), 3.7% were identified as Hispanic/Latinx (an increase of 0.0 percentage points), 3.4% were identified as two or more races (an increase of 2.4 percentage points) and 0.5% were identified as Native American (an



increase of 0.1 percentage points). Every group except for White faculty and Hispanic/Latinx faculty were hired at a higher percentage during the DEI plan than their percentage of the tenure-track faculty prior to the start of the DEI plan.

Non-Tenure-Track Faculty

The following results illustrate patterns of change and continuity in the demographic composition of U-M non-tenure track faculty that have emerged from 2016 to 2021. Non-tenure track faculty increased by 11.9% during the time-period, from 4,094 in 2016 to 4,580 in 2021. Between 2016 to 2021, 2,387 new non-tenure faculty were hired at U-M.

Gender:

- Female non-tenure-track faculty increased by 15.9%, from 2,031 in 2016 to 2,353 in 2021. Thus, the representation of female non-tenure-track faculty increased from 49.6% to 51.4% during the period. Similarly, male non-tenure-track faculty increased by 7.9%, from 2016 (n=2,063) to 2021 (n=2,227). However, the proportion of male non-tenure-track faculty decreased from 50.4% in 2016 to 48.6% in 2021. Female faculty accounted for 50.2% of the new non-tenure-track faculty hires from 2016 to 2021, which represents an increase from their proportion (49.6%) of the non-tenure-track faculty population in 2016.

Race/Ethnicity:

- **BIPOC:** BIPOC non-tenure-track faculty increased by 16.2% from 2016 (n=961) to 2021 (n=1,117). The representation of BIPOC faculty in the population of non-tenure-track faculty increased from 23.5% in 2016 to 24.4% in 2021. Additionally, among new non-tenure-track faculty hires⁸ at U-M from 2016 to 2021, BIPOC faculty represented 25.2% (601 of 2,387) of new non-tenure-track faculty hires.
- **URM:** The number of URM non-tenure-track faculty increased by 27.0% from 304 in 2016 to 386 in 2021. The proportion of URM non-tenure-track faculty in the non-tenure-track faculty population increased from 7.4% in 2016 to 8.4% in 2021. Additionally, URM faculty represented 10.2% of new non-tenure-track faculty hires at U-M from 2016 to 2021.
- **African American/Black:** The number of non-tenure-track faculty that identify as Black or African American increased by 23.1% from 134 in 2016 to 165 in 2021. The representation of Black/African American faculty in the population of non-tenure-track faculty increased from 3.3% in 2016 to 3.6% in 2021. In addition, African American/Black faculty represented 4.4% of the new non-tenure-track faculty hired at U-M between 2016 and 2021. This represents an increase from their proportion (3.3%) of the non-tenure-track faculty population at U-M in 2016.
- **Asian/Asian American:** The number of non-tenure-track faculty that identify as Asian/Asian American increased by 12.7% from 2016 (n=623) to 2021 (n=702), and the proportion of Asian/Asian American faculty in the non-tenure-track faculty population increased slightly from 15.2% in 2016 to 15.3% in 2021. Additionally, Asian/Asian American faculty represented 14.2% of new non-tenure-track faculty hired at U-M from 2016 to 2021, which is a slight increase from their percentage of the non-tenure-track faculty at U-M in 2016.
- **Hispanic/Latinx:** The number of Hispanic/Latinx non-tenure-track faculty increased by 24.1% from 2016 (n=137) to 2021 (n=170). The proportion of Hispanic/Latinx faculty in the population

⁸ New non-tenure track faculty hires represent the count of individuals new to U-M (Ann Arbor Campus with Michigan Medicine), excluding individuals who were already employed by the university but were hired into a new faculty position.



of non-tenure-track faculty increased from 3.3% in 2016 to 3.7% in 2021. In addition, among new non-tenure-track faculty hires at U-M from 2016 to 2021, Hispanic or Latinx faculty represented 4.5% of new hires. This represents an increase from their percentage of the non-tenure-track population in 2016.

- **Native American or Alaska Native:** The number of non-tenure-track faculty that identify as American Indian or Alaska Native increased by 50% from 10 in 2016 to 15 in 2021. The proportion of Native American or Alaska Native faculty in the non-tenure-track faculty population increased slightly from 0.2% in 2016 to 0.3% in 2021. Additionally, Native American faculty represented 0.3% of the new non-tenure-track faculty hires at U-M from 2016 to 2021.
- **Native Hawaiian or Other Pacific Islander:** In 2016, there was only one Native Hawaiian or Other Pacific Islander non-tenure-track faculty, and this number remained the same from 2016 to 2021, representing less than 0.1% of the non-tenure-track faculty population. In addition, no non-tenure-track faculty were hired at U-M from 2016 to 2021.
- **Two or More Races:** The number of non-tenure-track faculty that identify with two or more races increased by 14.2% from 56 in 2016 to 64 in 2021. The percentage of faculty who self-identify with two or more races in the overall non-tenure-track faculty population also increased from 1.3% to 2.0%. In addition, faculty who self-identify with two or more races accounted for 1.7% of the new non-tenure-track faculty hires at U-M from 2016 to 2021.
- **White:** The number of White non-tenure-track faculty increased by 10.1% from 2,822 in 2016 to 3,108 in 2021. However, the proportion of White faculty in the population of non-tenure-track faculty decreased from 68.9% in 2016 to 67.9% in 2021. In addition, White faculty represented 59.5% of new non-tenure-track faculty hires at U-M from 2016 to 2021, which was a decrease from their percentage of the non-tenure-track population in 2016.
- **International:** The number of international non-tenure-track faculty increased by 7.3%, from 246 in 2016 to 264 in 2021. However, the proportion of international faculty in the population of non-tenure-track faculty declined from 6.0% in 2016 to 5.8% in 2021. Additionally, international faculty represented 13.0% of new non-tenure-track faculty hires at U-M from 2016 to 2021.
- **Unknown race/ethnicity:** The number of non-tenure-track faculty with unknown race/ethnicity increased by 40.0%, from 65 in 2016 to 91 in 2021. The proportion of faculty with unknown race/ethnicity in the population of non-tenure-track faculty increased from 1.6% in 2016 to 2.0% in 2021. Among new non-tenure-track faculty hires at U-M from 2016 to 2021, faculty with unknown race/ethnicity represented 2.3% of the new hires.

Summary of Non-Tenure-Track Faculty Findings. During the DEI plan, the number of non-tenure-track faculty employed on the U-M Ann Arbor campus increased by 11.9% from 2016 to 2021. The proportion of female non-tenure-track faculty went from 49.6% to 51.4% making them the majority. With regard to race, URM faculty increased from 7.4% of the non-tenure-track faculty in 2016 to 8.4% in 2021. In order to get a better picture of the potential impact of the DEI strategic plan on the demographic composition of the faculty and staff, it is important to examine hiring decisions that were made between 2016 and 2021. Female faculty accounted for 50.2% of the new non-tenure-track hires, which is slightly larger than their proportion of the non-tenure-track faculty in 2016. URM faculty account for 10.2% of the new non-tenure-track faculty hires from 2016-2021. This represents an increase of 37.8% percentage points from their percentage among the non-tenure-track faculty in 2016. Of the new non-tenure-track faculty hires, 59.5% were identified as White (a decrease of 9.4 percentage points from 2016), 14.2% were identified as Asian/Asian American (a decrease of 1.0 percentage points), 13.0% were identified as international (an increase of 7.0 percentage points), 4.5% were identified as Hispanic/Latinx (an increase of 1.2 percentage points), 4.4% were identified as African American/Black (an increase of 1.0 percentage points), 1.7% were identified as two or more races (an increase of 0.4 percentage points) and 0.3% were identified as Native American (an



increase of 0.1 percentage points). Every group except for White faculty and Asian/Asian American faculty were hired at a higher percentage during the DEI plan than their percentage of the non-tenure-track faculty prior to the start of the DEI plan.

Staff

The following results illustrate patterns of change and continuity in the demographic composition of U-M staff that have emerged from 2016 to 2021. In the period of DEI 1.0, the number of U-M Ann Arbor staff (campus and Michigan Medicine) grew from 32,441 to 35,319, an increase of 8.9%. U-M also hired 22,574 new staff between 2016 and 2021.

Gender:

- From 2016 to 2021, the number of female staff increased by 9.2% (i.e., from 22,976 to 25,097), while male staff increased by 8.0% (i.e., from 9,465 to 10,221). Female staff accounted for 70.8% of the total staff in 2016, and this proportion increased to 71.1% in 2021. Of the new staff hired by U-M between 2016 and 2021, 71.6% identified as female. This represents an increase of .8 percentage point from their proportion of the total staff in 2016.

Race/Ethnicity:

- **BIPOC:** The number of Black, Indigenous and People of Color (BIPOC) staff increased by 19.1%, from 6,745 in 2016 to 8,030 in 2021, representing an increase in the proportion of BIPOC staff in the staff population from 20.8% in 2016 to 22.7% in 2021. Additionally, among new staff hires⁹ at U-M from 2016 to 2021, BIPOC staff represented 26.8% (n=6,046) of the new hires.
- **URM:** The number of underrepresented minorities (URM) staff increased by 16.3% from 4,930 in 2016 to 5,737 in 2021. This resulted in an increase in the percentage of URM staff in the total staff population from 15.2% 2016 to 16.2% in 2021. URM staff represent 20.0% of the new staff hires from 2016-2021. This represents an increase of 4.8 percentage points from their percentage (15.2%) among the total staff population in 2016.
- **African American/Black:** The number of staff who identify as Black or African American increased by 11.6% from 3,386 staff in 2016 to 3,778 staff in 2021. The proportion of Black staff in the staff population increased slightly from 10.4% in 2016 to 10.7% in 2021. Additionally, African American/Black staff accounted for 12.5% of the new staff hires at U-M from 2016 to 2021, which was an increase over their proportion of the total staff in 2016.
- **Asian/Asian American:** The number of staff that identify as Asian/Asian American increased by 24.8% from 1,680 staff in 2016 to 2,096 in 2021. The proportion of Asian/American staff in the staff population increased slightly from 5.2% in 2016 to 5.9% in 2021. Additionally, Asian/Asian American staff accounted for 6.0% of the new staff hires at U-M from 2016 to 2021, which was an increase over their proportion of the total staff in 2016.
- **Hispanic/Latinx:** The number of Hispanic/Latinx staff increased by 29.2% from 973 in 2016 to 1,257 in 2021, and the proportion of Hispanic/Latinx staff in the staff population increased from 3.0% in 2016 to 3.6% in 2021. Additionally, Hispanic/Latinx staff accounted for 4.8% of the new staff hires at U-M from 2016 to 2021, which was an increase over their proportion of the total staff in 2016.

⁹ New staff hires represents the count of individuals new to U-M (Ann Arbor Campus with Michigan Medicine), excluding staff who were already employed by the university but were hired or promoted into a new position.



- **Native American or Alaska Native:** The number of staff that identify as American Indian or Alaska Native decreased by 7.9% from 76 in 2016 to 70 in 2021, though the proportion of American Indian or Alaska Native staff in the staff population remained at 0.2% for this time-period. In addition, Native American staff represented 0.2% of new staff hires at U-M from 2016 to 2021.
- **Native Hawaiian or Other Pacific Islander:** The number of staff that identify as Native Hawaiian or Pacific Islanders increased by 6.7% (from 30 in 2016 to 32 in 2021), though the proportion of Native Hawaiian or Other Pacific Islander staff in the staff population remained at 0.1% for this time period. Similarly, Native Hawaiian or Other Pacific Islander staff represented 0.1% of new staff hires at U-M from 2016 to 2021.
- **Two or More Races:** The number of staff that identify with two or more races increased by 32.8% from 600 in 2016 to 797 in 2021. The percentage of staff who self-identify with two or more races in the overall staff population also increased from 1.8% to 2.2%. In addition, staff who self-identify with two or more races accounted for 3.3% of the new staff hires at U-M from 2016 to 2021.
- **White:** The number of White staff increased by 6.6% from 24,775 in 2016 to 26,414 in 2021. However, the proportion of White staff in the staff population decreased from 76.4% in 2016 to 74.8% in 2021. In addition, White staff accounted for 70.2% of the new staff hires at U-M from 2016 to 2021, which was a decrease from their proportion of the total staff in 2016.
- **International:** The number of international staff increased by 22.4% (i.e., from 330 in 2016 to 404 in 2021). The proportion of international staff in the staff population increased slightly from 1.0% in 2016 to 1.1% in 2021. Additionally, international staff accounted for 2.3% of the new staff hires at U-M from 2016 to 2021, representing an increase from their percentage among the total staff population in 2016.
- **Unknown race/ethnicity:** The number of staff with unknown race/ethnicity decreased by 20.3%, from 591 in 2016 to 471 in 2021, resulting in the decrease in the representation of staff with unknown race/ethnicity in the population of staff from 1.8% to 1.3% during the same period. Additionally, staff with unknown race/ethnicity represented 0.7% of the new staff hires at U-M from 2016 to 2021. This represents a decrease from their percentage among the total staff population in 2016.

Summary of Staff Findings. During the DEI plan, the number of staff employed on the U-M Ann Arbor campus increased by 8.9% from 2016 to 2021. The proportion of female staff went from 70.8% to 71.1%. With regard to race/ethnicity, URM staff increased from 15.2% of the staff in 2016 to 16.2% in 2021. In order to get a better picture of the potential impact of the DEI strategic plan on the demographic composition of the faculty and staff, it is important to examine hiring decisions that were made between 2016 and 2021. Female staff accounted for 71.6% of the new staff hires, which is slightly larger than their proportion of the staff in 2016. URM staff account for 20.0% of the new staff hires from 2016-2021. This represents an increase of 31.6% percentage points from their percentage among the staff in 2016. Of the new staff hires, 70.2% were identified as White (a decrease of 6.2 percentage points from 2016), 12.5% were identified as African American/Black (an increase of 2.1 percentage points), 6.0% were identified as Asian/Asian American (an increase of 0.8 percentage points), 4.8% were identified as Hispanic/Latinx (an increase of 1.8 percentage points), 3.3% were identified as two or more races (an increase of 1.5 percentage points), 2.3% were identified as international (an increase of 1.3 percentage points), and 0.2% were identified as Native American (an increase of 0.0 percentage points). Every group except for White staff and Native American staff were hired at a higher percentage during the DEI plan than their percentage of the staff prior to the start of the DEI plan.



Conclusions

During the period of DEI 1.0, U-M saw significant changes in the demographic composition of its community (students, faculty and staff) through indicators of gender, race/ethnicity and socioeconomic status. In general, many groups who have traditionally been underrepresented and/or minoritized have seen increased representation since the beginning of DEI plan. For instance, females are now the majority of both our undergraduate and graduate/professional students.

With respect to gender, representation of female tenured and tenure-track faculty increased, and the University saw incremental changes with respect to gender parity in student enrollment. Significant progress was made in relation to socioeconomic diversity among students. Representation of first-generation college students and students from low-income households increased among undergraduate and graduate and professional students. In the last few years, U-M has enrolled more undergraduate students who awarded Pell Grants, need-based federal subsidies provided to undergraduate students based on their household income as reported on the Free Application for Federal Student Aid (FAFSA) form. These gains correspond with university outreach efforts and DEI initiatives such as Go Blue Guarantee (GBG), which offers free tuition for up to four years for high-achieving, in-state, full-time undergraduate students with family incomes of \$65,000 or under and assets below \$50,000.

The present results demonstrate significant progress toward increased racial and ethnic diversity. From 2016 to 2021, the University saw increases among Black, Indigenous and People of Color (BIPOC) individuals. There was a 37.8% increase and 41.6% increase in BIPOC undergraduate and graduate/professional students, respectively. The 5 years spanning DEI 1.0 showed gains with regard to new faculty and staff hires, with over a quarter of all new faculty staff hires identifying as BIPOC. These gains suggest a positive impact of DEI efforts to implement fair and unbiased hiring practices during DEI 1.0.

Increased representation was observed across several racial/ethnic groups. Among underrepresented minority (URM) populations, the largest increases were observed among Hispanic/Latinx populations on campus. Asian/Asian Americans and individuals who identified with two or more races saw positive gains in the number of faculty, staff and students. However, the results also show decreased representation of individuals who identify as White in faculty, staff and student populations. However, these patterns are not unique to U-M, in that recent reports of census data show a national decline in the White population.¹⁰

Increases in the number of African American/Black undergraduate students were modest at best. In fact, African American/Black students lost ground with respect to their size relative to the undergraduate student population. At the same time, gains were observed among Black graduate and professional students. There were mixed results related to the representation of Native Americans on campus. Increases were observed among graduate and professional students, but representation of Native American students in the undergraduate population decreased. Similarly, increases in the number of Native American individuals were observed among non-tenure-track faculty, but

¹⁰Frey, W. (2022, August 1). *White and youth population losses contributed most to the nation's growth slowdown, new census data reveals*. The Brookings Institution. <https://www.brookings.edu/research/white-and-youth-population-losses-contributed-most-to-the-nations-growth-slowdown-new-census-data-reveals/>



representation of Native Americans among tenured or tenure-track faculty and staff decreased. It is difficult to interpret the findings regarding the Native American, Alaskan Native, Native Hawaiian and Other Pacific Islander categories given their extremely small numbers at U-M. These small numbers also provide an opportunity in that it will not take larger increases in numbers to significantly increase their representation on campus.

The observed patterns relative to Black and Native American populations should be considered in context with the growing population of persons from mixed race backgrounds. Additional race details data (not detailed in this current report) show a growing population of individuals who identify with more than one race or ethnicity, who also impact the representation of Black and Native American faculty, students and staff, but are not reflected in the official university counts for Black and Native American populations. There are opportunities for the University to consider new approaches to the way in which it operationalizes racial/ethnic categories to better reflect individuals' lived experiences. The US Census is in the process of considering similar efforts.¹¹

Overall these findings demonstrate positive gains resulting from the university efforts to foster a diverse, equitable and inclusive campus community. While significant progress is observed, these findings also highlight potential areas of growth as the university continues into the next stages of U-M's DEI work.

¹¹ Jones, N., Marks, R., Ramirez, R. & Ríos-Vargas, M. (2021, August 12). *2020 Census Illuminates Racial and Ethnic Composition of the Country*. United States Census Bureau.
<https://www.census.gov/library/stories/2021/08/improved-race-ethnicity-measures-reveal-united-states-population-much-more-multiracial.html>

