

NOVEMBER 2020

INDICATORS OF POSTSECONDARY DIVERSITY, EQUITY, AND INCLUSION IN NEW ENGLAND



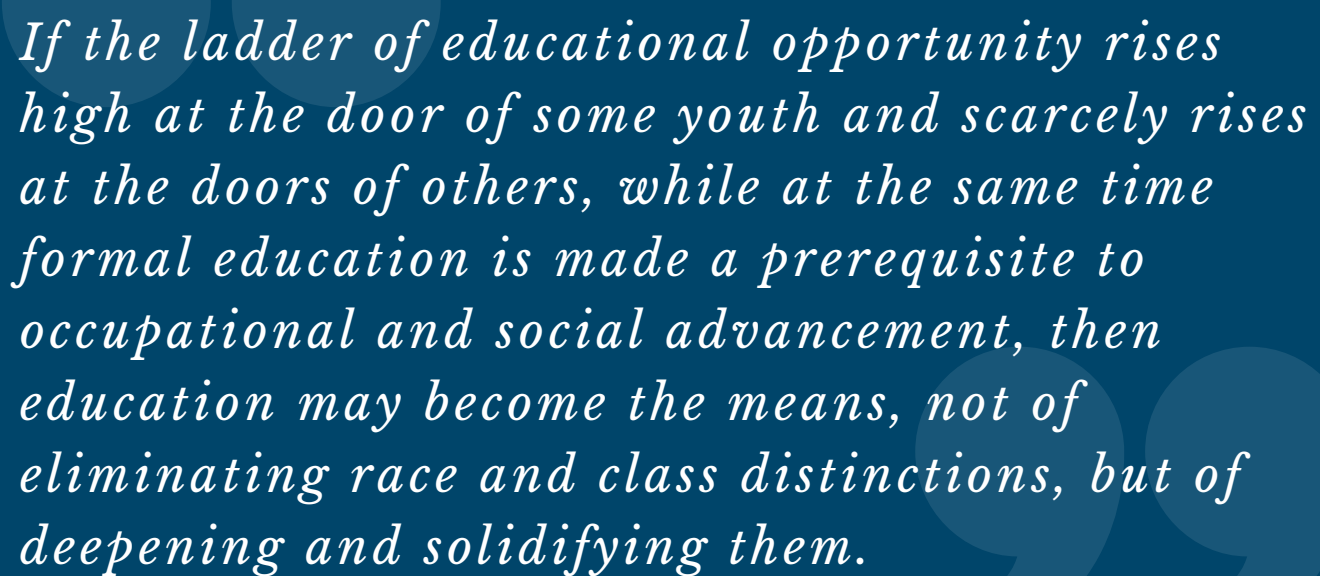
New England Board of Higher Education

PREPARED BY:

Stephanie Murphy
Associate Director of Policy Research & Analysis

Candace Williams
Director of Policy Research & Strategic Initiatives

Sheridan Miller
State Policy Engagement Coordinator



If the ladder of educational opportunity rises high at the door of some youth and scarcely rises at the doors of others, while at the same time formal education is made a prerequisite to occupational and social advancement, then education may become the means, not of eliminating race and class distinctions, but of deepening and solidifying them.

- President Harry S. Truman
"Statement by the President Making a Public
Report of the Commission on Higher Education"
December 15, 1947

CONTENTS



01

The Case for Examining Diversity, Equity, and Inclusion in New England

06

Equity Indicator #1
College Readiness

09

Equity Indicator #2
Access & Enrollment

08

Equity Indicator #3
Affordability & Debt

17

Equity Indicator #4
Post-college Success

22

Equity Indicator #5
Faculty Diversity

28

Bibliography

THE CASE FOR EXAMINING DIVERSITY, EQUITY, AND INCLUSION IN NEW ENGLAND

Diversity. Equity. Inclusion.

These words have dominated the national conversation in recent weeks. From the racial justice protests that have sprung up across the U.S. since the death of George Floyd, to the White House's recent [executive order](#) against the "malign ideology" of diversity training efforts in federally funded programs, individuals from both sides of the political aisle have had a lot to say on the matter.

In addition to the recent resurfacing of questions around racial justice in the U.S., significant demographic shifts in New England prompt us to reexamine the persistent quality of life gaps that exist in our region along racial and ethnic lines. Many of these gaps have been shown to threaten society's long-term well-being and economic success (Page 2008, Futrelle 2013, Burns 2012).

While New England's population remains predominantly non-Hispanic white, the region has diversified considerably in recent years, as most population growth has occurred among minority groups. According to the U.S. Census Bureau, between 2010 and 2018, **New England's non-Hispanic white population shrank by 3.1%**. During this same period, the region's minority populations grew significantly: **The Black population increased by 13.2%**, the number of **Hispanics rose by 29.4%**, and the **Asian population expanded by 29.5%** (U.S. Census Bureau).

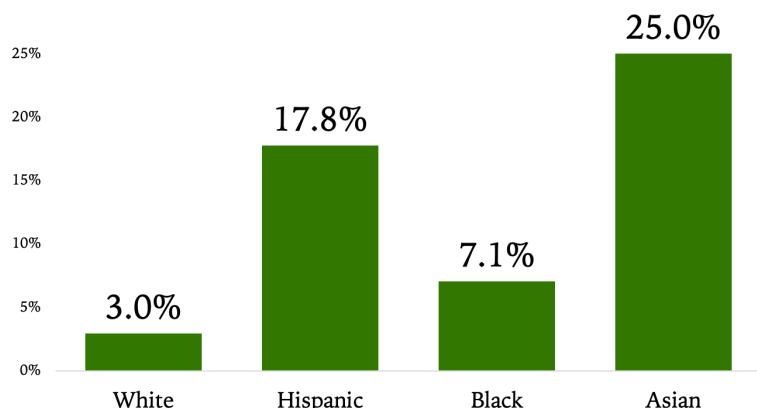
Researchers project that this general demographic pattern will persist. By 2032, **New England's white population of high school graduates is forecast to shrink by 21%**. By contrast, the region's number of **Black high school graduates is anticipated to grow by 7%**, **Hispanics in this same category are expected to proliferate by 26%**, and New England's **Asian population is projected to grow by nearly 12%** (Bransberger and Michelau 2016).

This brief builds on previous work by the New England Board of Higher Education to re-examine the disparities that exist in New England along racial and ethnic lines, many of which begin at birth and persist through young adulthood and beyond. Erasing these disparities is critical to the economic vitality of New England. Higher education leaders and policymakers must act now to ensure that *every* New Englander has the same opportunity to thrive.

NEW ENGLAND THEN AND NOW

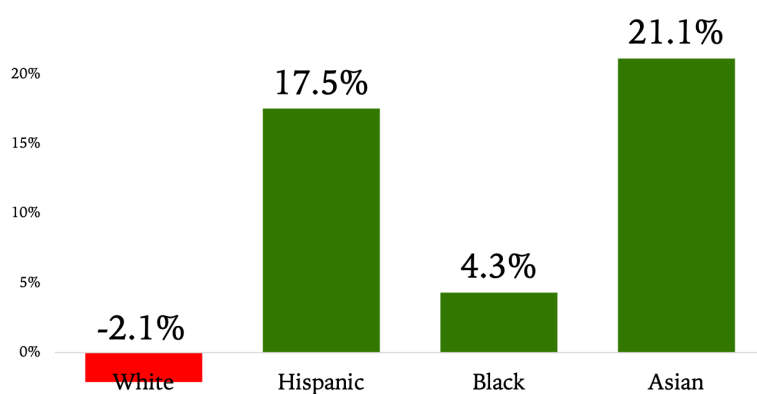
Percent Change in Population, by Race/Ethnicity: 2010-2018

Figure 1: United States



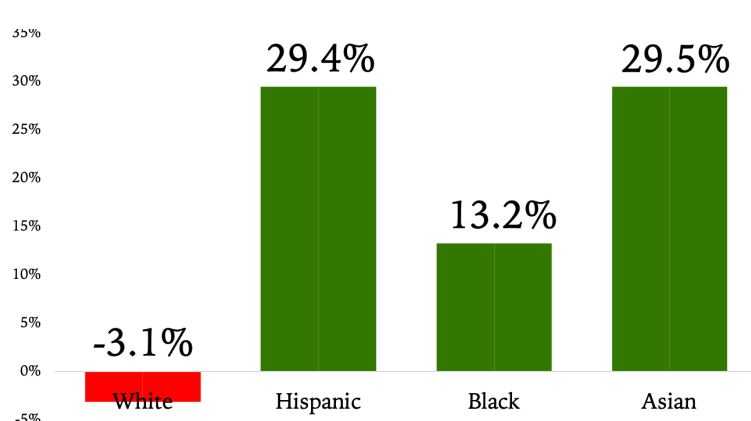
Between 2010-2018, the U.S. population grew among every racial/ethnic group. The growth of every group outpaced that of white Americans.

Figure 2: Northeast Region



During this same period, in the Northeast, which includes New England and the Middle Atlantic states from which many of the region's college students originate, the white population shrank slightly, but the number of Hispanics, Blacks, and Asians grew sharply.

Figure 3: New England



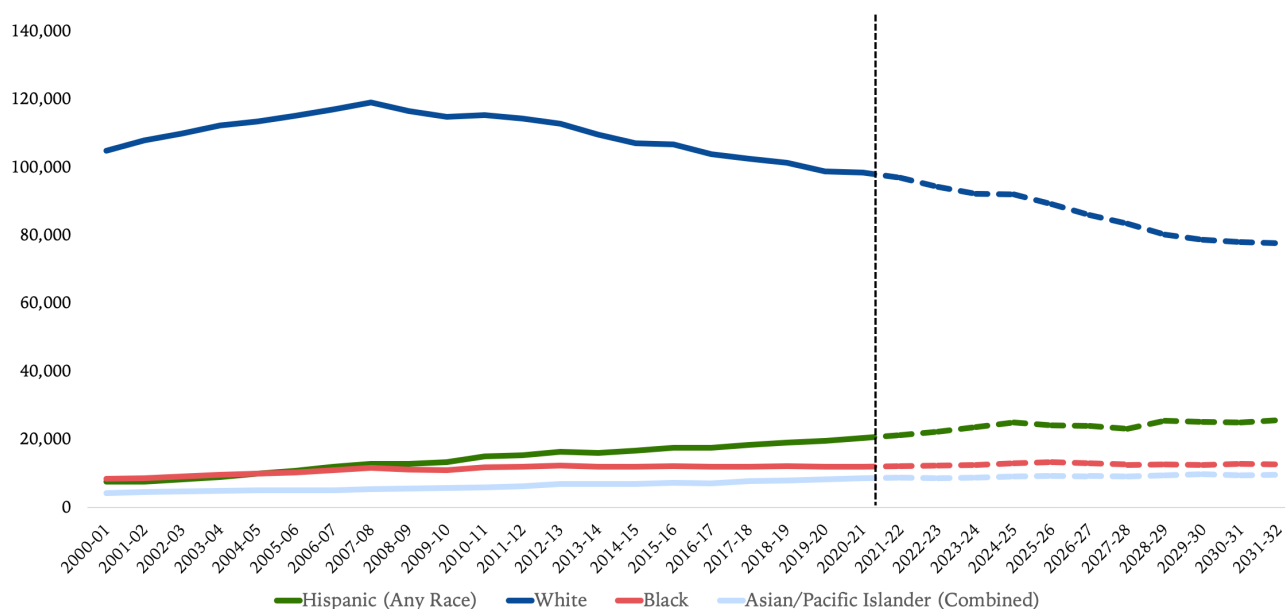
In New England specifically, the white population shrank at a higher rate, and every other racial/ethnic group grew at a higher rate than both national and northeastern regional averages.

Source: U.S. Census Bureau, 2010- 2018 American Community Survey 1-Year Estimates. Table DP05.

Note: The Northeast Region comprises the states in the New England and Middle Atlantic Divisions: Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont.

DEMOGRAPHIC TRENDS, CONTINUED

Projected Number of High School Graduates in New England, by Race/Ethnicity: From 2000-01 to 2031-32



Source: NEBHE analysis of WICHE's *Knocking at the College Door*, 2016

By 2032, the number of new high school graduates in New England is projected to **decline by 18,000, or by 12%** (Bransberger and Michelau 2016).

In the region, Connecticut and New Hampshire are expected to face the sharpest declines: The number of new high school graduates in both states is expected to decrease by at least 16% by 2032 (ibid).

Much of the overall drop in high school graduates can be explained by declining birth rates among white New Englanders. Between 2020-2032, **the population of white high school graduates is projected to fall by 21%** (ibid).

Yet, while the region's white population is shrinking, its minority population is growing. Between 2020-2032, **the number of minority high school graduates will increase significantly: by 26% among Hispanics, 7% among Blacks, and 13% among Asian/Pacific Islanders** (ibid).

For every 10 white high school graduates lost in New England, three minority graduates are gained (ibid).

While the population of racial and ethnic minorities in the region has been growing rapidly, **quality-of-life gaps persist** between white New Englanders and their Black and Hispanic peers.

SOME EVIDENCE OF STRUCTURAL INEQUALITY IN NEW ENGLAND

49-78%

INCOME GAP BETWEEN WHITE NEW ENGLANDERS AND THEIR BLACK AND HISPANIC PEERS

In 2018, white New Englanders had a median income of **\$76,342**— **4% higher** than the total regional average (\$73,199), **49% higher** than the median income of Black New Englanders (\$51,378) and **78% higher** than the median income of Hispanic/Latino New Englanders (\$42,922).

Source: U.S. Census Bureau, American Community Survey, Table S1903

17-23 PERCENTAGE POINTS

GAP IN HOME OWNERSHIP BETWEEN WHITE NEW ENGLANDERS AND BLACK AND HISPANIC INDIVIDUALS

A well-documented history of mortgage market discrimination shows that Blacks and Hispanics are significantly less likely to own a home than whites. In 2019, 69% of white Americans owned a home, compared to only 42% of Blacks (-23), and 48% of Hispanics (-17).

Source: U.S. Census Bureau, Current Population Survey/ Housing Vacancy Survey, March 10, 2020

5-15 PERCENTAGE POINTS

DISPARITY IN THE INCARCERATION RATES OF WHITE NEW ENGLANDERS COMPARED TO BLACK AND HISPANIC INDIVIDUALS (AS A PROPORTION OF THE TOTAL POPULATION)

While white New Englanders comprise 80.6% of the region's total population, they account for 60.8% of the prison population. By contrast, Black New Englanders make up just 5.8% of the region's population, but 20.9% of the incarcerated population. Similarly, Hispanics account for 8.9% of New Englanders but 14.8% of the region's prisoners.

Source: NEBHE analysis of Bureau of Justice Statistics data (2018)

EQUITY INDICATORS

This report draws from multiple data sources to provide measures of equity, diversity, and inclusion in college readiness, access and enrollment, college affordability, post-college success, and instructional staff composition across New England's postsecondary institutions. The purpose of this report is to:

- **Investigate** the condition of equity in New England higher education
- **Identify** gaps that may hinder the achievement of equity in the region
- **Demonstrate** the need for increased support of policies and practices that will foster more equitable, diverse, and inclusive systems, structures and institutions of higher education throughout New England.

Indicator #1 College Readiness

- Projected High School Graduation Rates
- High School Dropout Rates
- AP College-Readiness Benchmarks

Indicator #2 Access & Enrollment

- Enrollment Rates by
 - Sector
 - Race/Ethnicity
 - Household Characteristics

Indicator #3 Affordability & Debt

- Net College Cost Trends
- Average Student Loan Balance
- Share of Students with Student Loan Debt
- Cumulative Student Loan Debt by Race/Ethnicity

Indicator #4 Post-College Success

- Postsecondary Attainment Rates
- Six-Year Completion Rates
- Share of Degrees Awarded

Indicator #5 Faculty Diversity

- Racial and Gender Make-up of Instructional Staff with Faculty Status
- Academic Rank of Instructional Staff
- New Instructional Staff Hires
- Racial/Ethnic Representation of the Faculty Population

Note: This is not meant to be an exhaustive list of indicators, but rather a starting point by which to establish meaningful benchmarks for the region's higher education community. Some data, such as FAFSA completion rates, are not available at the state-level and represent areas for additional work. We also encourage states to consider how equity is accounted for in longitudinal data systems. NEBHE welcomes feedback and recommendations for key indicators. Share your thoughts with Stephanie Murphy at smurphy@nebhe.org

The background of the slide is a composite image. In the upper left, there is a close-up of a clock face with numbers 4, 5, and 6 visible. In the lower right, a yellow pencil with a blue eraser is shown pointing at a multiple-choice test. The test has several questions, some with circled answers like 'A', 'B', 'C', and 'D'. A teal rectangular box is overlaid on the center of the image, containing the title text.

EQUITY INDICATOR #1

College Readiness

HIGH SCHOOL PERFORMANCE

Public High School Adjusted Cohort Graduation Rates (ACGR) in New England: 2017-18

White High Schoolers



86%

Hispanic High Schoolers



79%

Black High Schoolers



70%

Gap
between
white New
Englanders
and the
region's
Black and
Hispanic
populations:

-7

-16

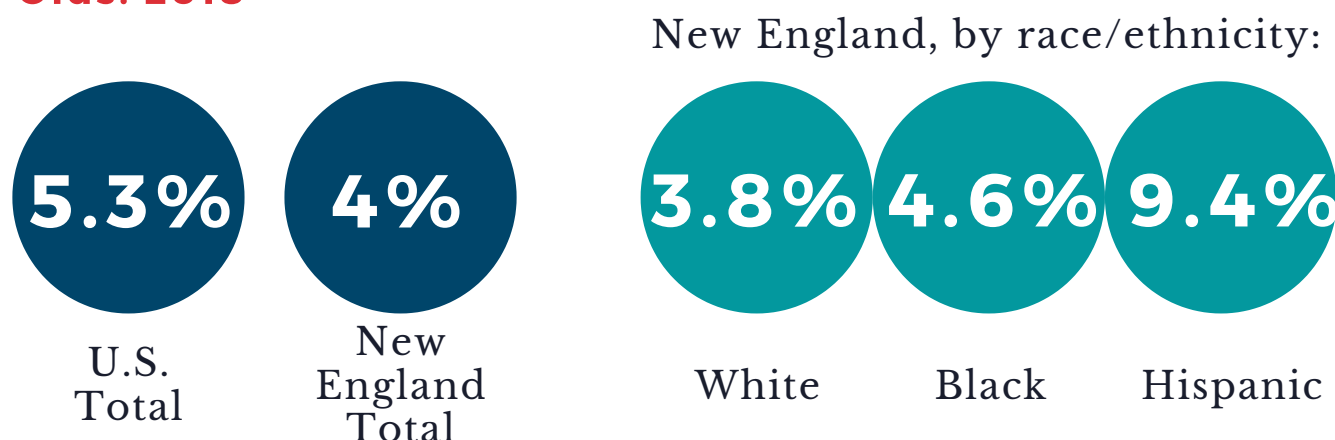
SOURCE: U.S. Department of Education, Office of Elementary and Secondary Education, Consolidated State Performance Report, Table 219.46, 2012-13 through 2017-18. The term “adjusted cohort” is the number of students who enter 9th grade plus any students who transfer in, minus any students who transfer out, grades 9-12.

More than six decades after the landmark decision of *Brown v. Board*, minority students — including Blacks and Hispanics — continue to trail their white peers on a variety of important educational indicators.

Despite the American democratic ideal of education as a “great equalizer,” a large body of research documents significant racial/ethnic disparities in the high school graduation rates of students (Coleman 1966, Heckman & LaFontaine 2010, Thernstrom & Thernstrom 2003). These chronic gaps often later translate into social inequalities in adulthood, such as future earnings and employment status, and incarceration rates (Fryer, 2013).

In New England, high school graduation rates of minority groups are persistently lower than that of the white population, with intermittent but largely unsustained improvements over the last decade. In 2017-18, compared to their white peers, Black New Englanders graduated high school at a rate that is 16 percentage points lower, and Hispanics graduated at a rate that is seven percentage points lower.

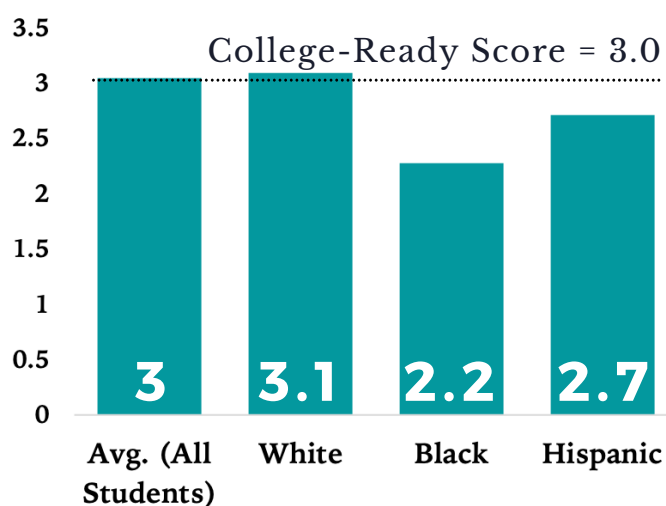
Percentage of High School Dropouts Among 16 to 24 Year-Olds: 2018



SOURCE: U.S Department of Commerce, Census Bureau, American Community Survey (ACS), Table 219.85s.

While we often talk about "achievement gaps," equally important is what is sometimes called the "**discipline gap**." Evidence shows that minority students tend to be disciplined more severely than their white peers. For decades, this discipline gap has been shown to increase the high school drop-out rates of Black and Hispanic students (Bradshaw, O'Brennan, & McNeely 2008). This, in turn, has larger ecological implications, such as affecting minority students' sense of belonging and perceptions of equity (Bradshaw, Bottiani, & Mendelson 2017).

Mean AP Scores in New England (All Exams): 2019



Source: NEBHE analysis of the College Board's National and State Summary Reports for 2019.

Of the exams taken in New England in 2019, 65% achieved a score of 3 or higher.

Ours is a high-performing region on AP exams — but only for some students. In all six New England states, there are glaring AP "**performance gaps**" between white exam-takers and those who are Black or Hispanic. Black and Hispanic students who take the AP exam achieve mean scores well below their white peers, and they perform below their state's total average score.

AP exams with scores of 3 or higher often translate to college credit, allowing students to save time and money in completing a postsecondary credential.



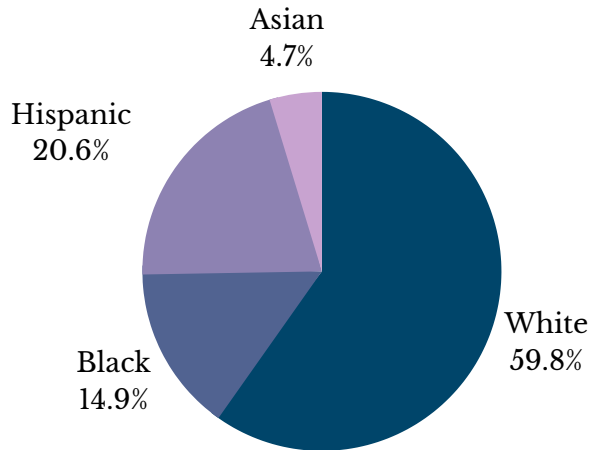
EQUITY INDICATOR #2

Access & Enrollment

COLLEGE ENROLLMENT

Fall Undergraduate Enrollment in New England: 2018

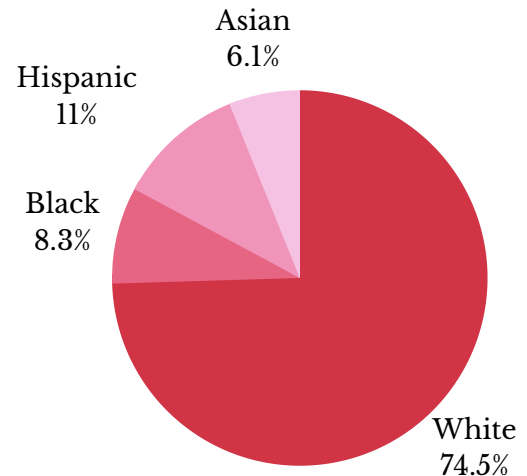
Public Two-Year Institutions



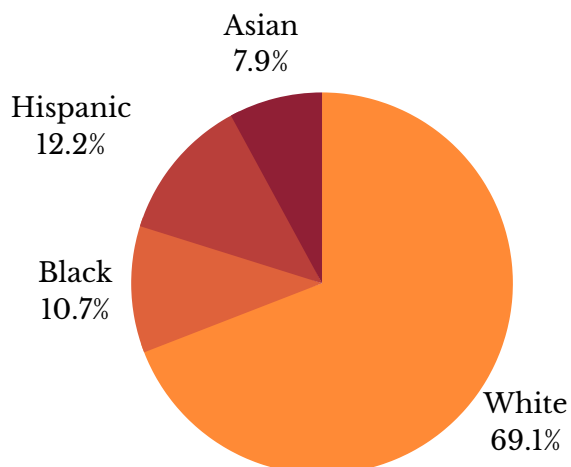
Community colleges, tend to serve more diverse populations than do public and private four year institutions in New England. They are also among the most affordable and flexible postsecondary education options in the region.

White students make up the vast majority of the student body at our region's public four-year colleges. These institutions in Connecticut, Massachusetts, and Rhode Island (in that order) serve the most non-white students in New England.

Public Four-Year Institutions



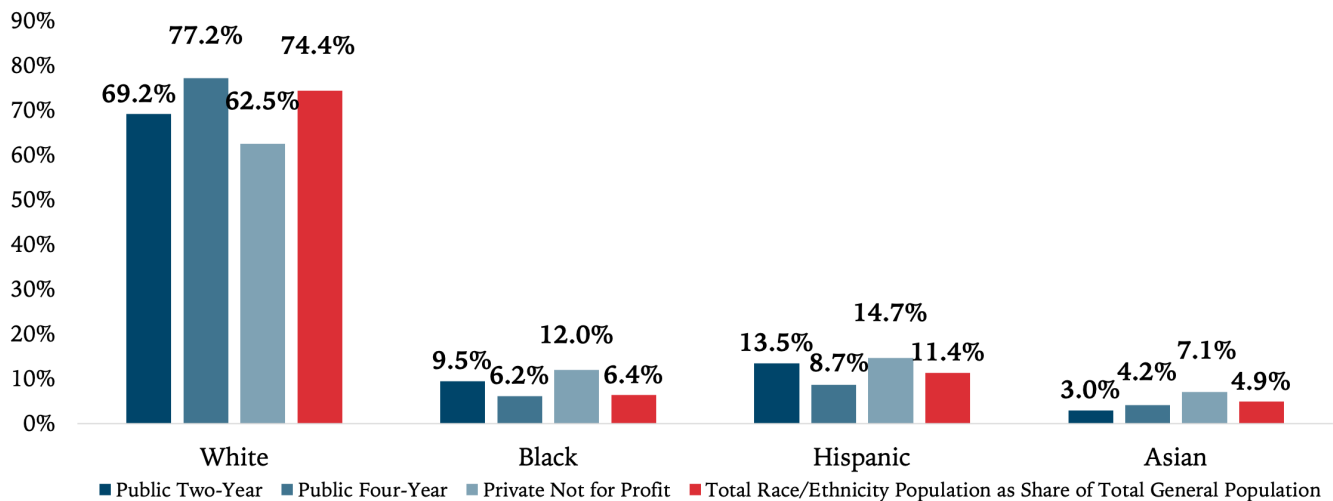
Private Not for Profit Four-Year Institutions



Four-year private, not-for-profit institutions make up a large portion of the colleges and universities in New England. While they serve more students of color than do four-year public institutions in the region, they are still predominantly white serving. This data mirrors federal data, as private colleges and universities are still predominantly white spaces in our country.

SOURCE:

Racial/Ethnic Groups as a Share of the Postsecondary Student Population Compared to the General Population in New England, by Sector: 2018



SOURCE: U.S Department of Commerce, Census Bureau, American Community Survey (ACS), 2018, Table 302.65.

Despite recent gains in the college-going rates for all demographic groups, gaps in college enrollment among different racial/ethnic groups persist.

Black and Hispanic individuals are overrepresented at New England's two-year institutions, comprising a larger share of the community college student body than of the region's general population. Research suggests that this may be due to a greater sensitivity to labor market conditions among Blacks and Hispanics, compared to white individuals (Smythe 2019).

The chart above also demonstrates that Black and Hispanic New Englanders are less likely than their white peers to enroll in four-year colleges and universities — especially public institutions. Evidence shows that a number of barriers may account for this disparity, especially inadequate college-related social resources among disadvantaged students (Avery & Kane 2004) and inadvertently harmful programs like traditional forms of remediation. There is some evidence that counseling models aimed at providing these types of resources may improve college enrollment (Stephan & Rosenbaum 2013).

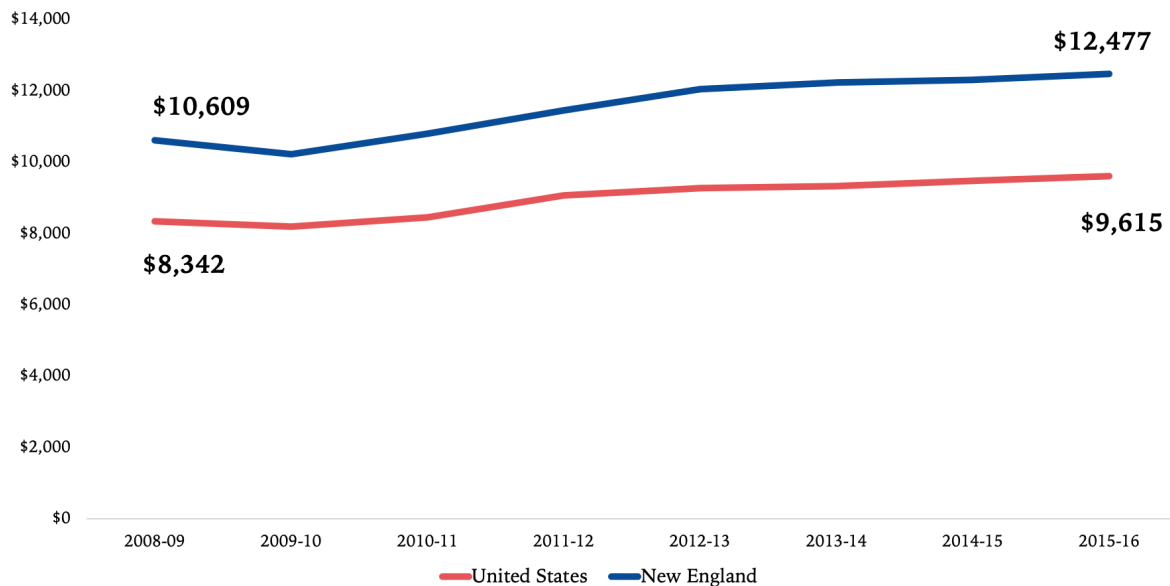
Additionally, reductions in racial/ethnic disparities in college-going rates have occurred in other states as a result of revised statewide college admissions policies. One such policy is the **Texas Top 10% plan**, which guarantees public university admission to students who graduate in the top decile of their high school class. As a result of the policy, Black and Hispanic enrollment has steadily risen in Texas and has led to instances in which universities welcome the most diverse freshmen classes in their campus history (House Research Organization 2005). States may also consider system-wide admissions policies to boost college-going of students of color.

A hand is shown at the top of the frame, dropping two silver coins into a light blue piggy bank. The piggy bank is positioned in the lower center of the image. To the left of the piggy bank are three small stacks of silver coins, increasing in height from left to right. The background is a solid light blue.

EQUITY INDICATOR #3

Affordability & Debt

Average Net Cost for Full-time, First-time Degree/Certificate-seeking Undergraduate Students Who Have Been Awarded Grant or Scholarship Aid in New England: 2008-09 to 2015-16



17.6%

Increase in the net cost of college in New England between 2008-09 to 2015-16

29.8%

Higher net cost of college in New England compared to the national average (2015-16)

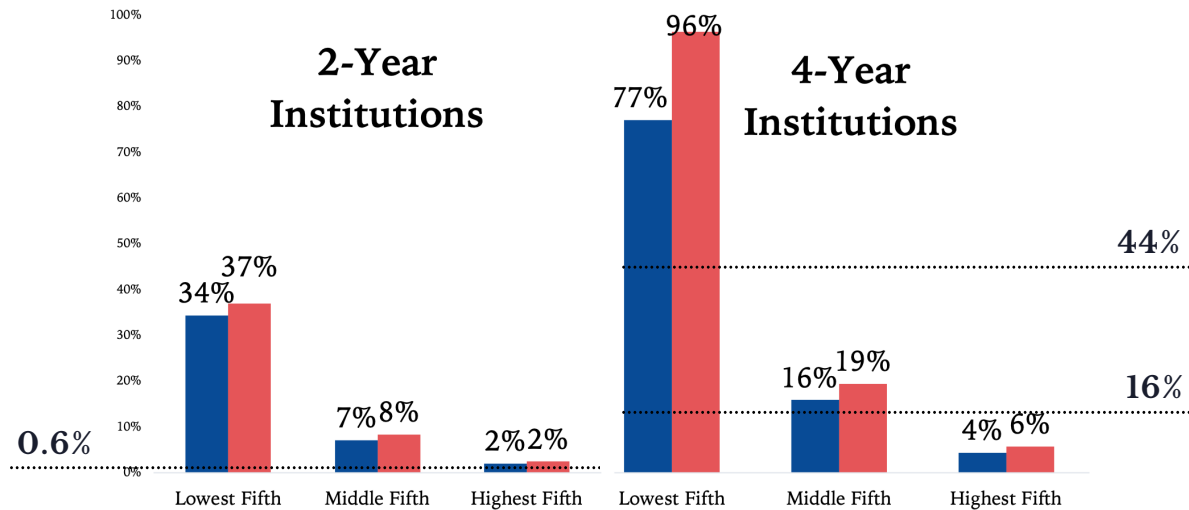


81.5% of New England's postsecondary students took out a federal loan while in school in 2019, according to the U.S. Department of Education.

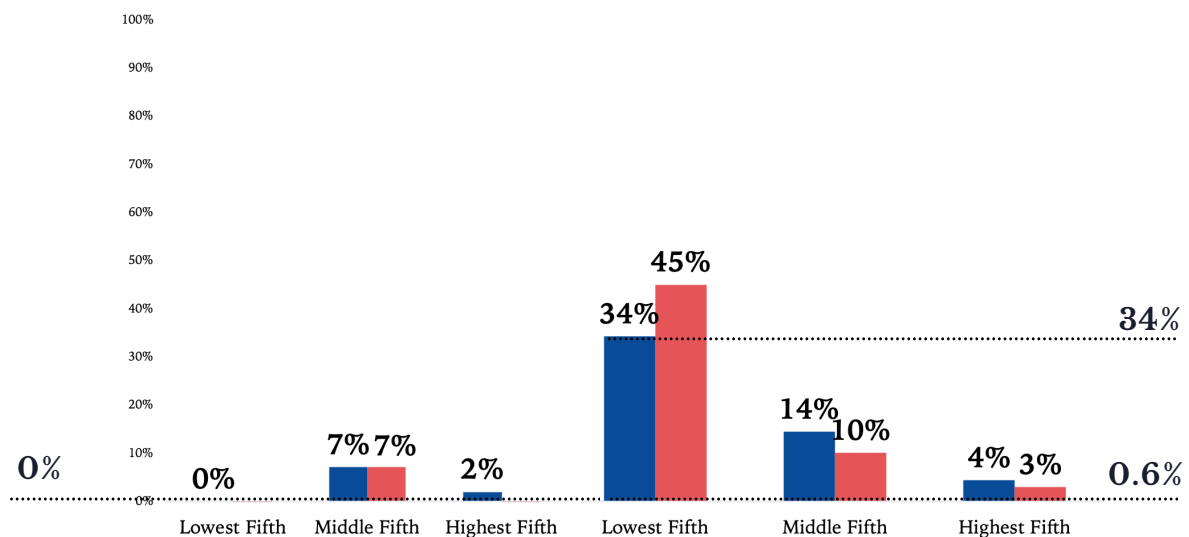
SOURCES: NEBHE analysis of data from U.S. Department of Education, College Scorecard Data, and IPEDS .

Share of Income Needed to Pay Average Tuition and Required Fees by Income Quintile in New England: 2014-15 vs. 2019-20

Before Pell Grant



After Pell Grant

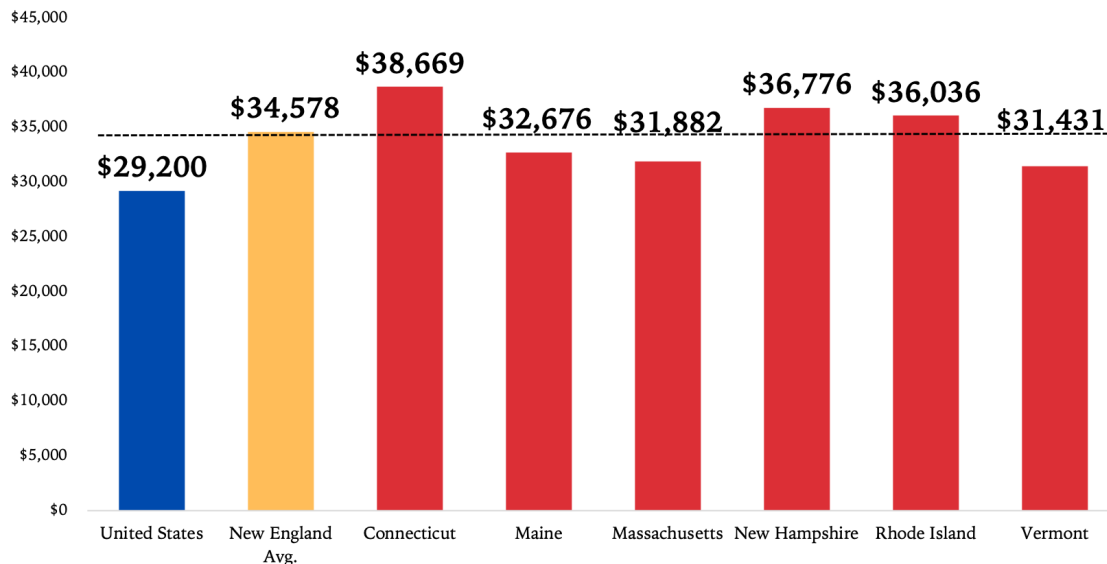


Source: NEBHE's 2019-20 Tuition and Fees Report. Original data sources: NEBHE analysis of data from state system offices and institutions, U.S. Census Bureau, U.S. Department of Education

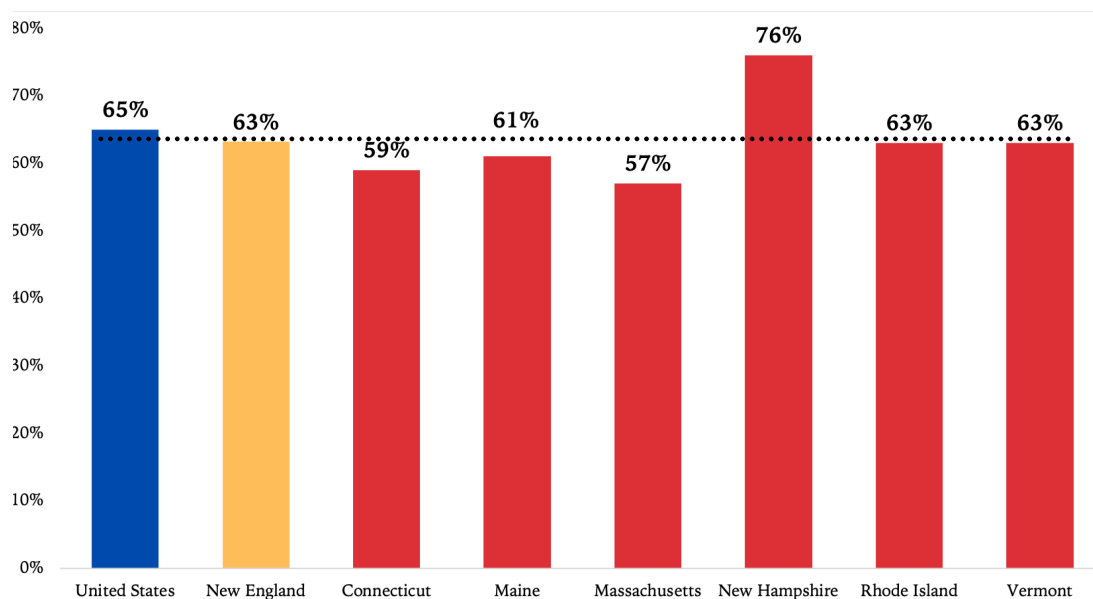
Note: Tuition and fees are average published rates for in-state students. Averages are not enrollment-weighted and dollar values are not adjusted for inflation. Median value for each quintile (fifth) of income used for calculation.

Dotted lines indicate U.S. national average benchmarks for reference. The figures were calculated as the share of the median U.S. household income in 2018 (the last data available through the U.S. Census Bureau): \$61,937. The tuition and fees figures are for 2019-20. The 2-year benchmark indicates the share of the median U.S. household income for in-district tuition and fees at 2-year institutions. The smallest percentage benchmark for 4-year institutions is share of income for in-state tuition and fees at public 4-year institutions, and the larger benchmark shows the share of income needed to pay the average out-of-state tuition and fees at public 4-year institutions.

Average Debt of College Graduates at Four-Year Public and Private Non-Profit Institutions: Class of 2018



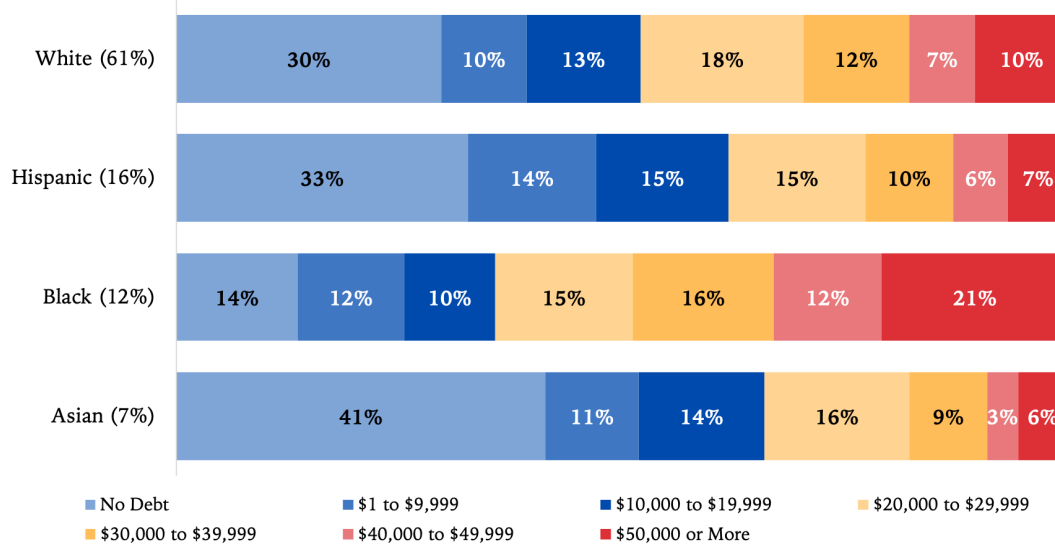
Share of College Graduates with Student Loan Debt: Class of 2018



The top states in the U.S. in terms of average student debt are in New England: Connecticut (#1), New Hampshire (#2), Rhode Island (#3). On average college graduates in the region possess 18% more student debt than the national average.

SOURCE: The Institute for College Access & Success (TICAS), Project on Student Debt

Cumulative Debt of 2015-16 Bachelor's Degree Recipients in the U.S., by Race/Ethnicity



SOURCE: NCES, NPSAS, 2016; calculations by The College Board

Unfortunately, research on postsecondary student borrowing, debt, and default patterns is limited because the U.S. Department of Education does not typically track borrowers by race. The majority of our knowledge about the racial debt gaps and default patterns is comes from cross-sectional surveys conducted by the U.S. Department of Education every four years. Because of the infrequency of these surveys, borrowers cannot be tracked over time (Scott-Clayton & Li 2016). That being said, there are a few things we do know, from which we can identify implications.

Cost Burden: The median incomes of Black and Hispanic New Englanders, on average, are 49-78% lower than the income of white individuals. This suggests that college for Black and Hispanic New Englanders requires a greater share of their income than for white New Englanders. As a result, Black and Hispanic students are more likely to rely on federal and state financial aid to pay for their postsecondary education. National research shows that Black students borrow more than other students for the same degrees and are more likely than white borrowers to drop out before completing their degree (Goldrick-Rab, Kelchen, & Houle 2014). Additional research indicates that racial disparities in postsecondary and labor market experiences exacerbate the debt gap (Addo, Houle, & Simon 2016, Grinstein-Weiss, et al. 2016).

Delinquency: According to the [Mapping Student Debt](#) project, even though delinquencies in the U.S. tend to be concentrated in Black and Hispanic communities, with a few rare exceptions, delinquency in New England is generally low across all races and ethnicities. It is more often positively linked to rurality than to race or ethnicity.

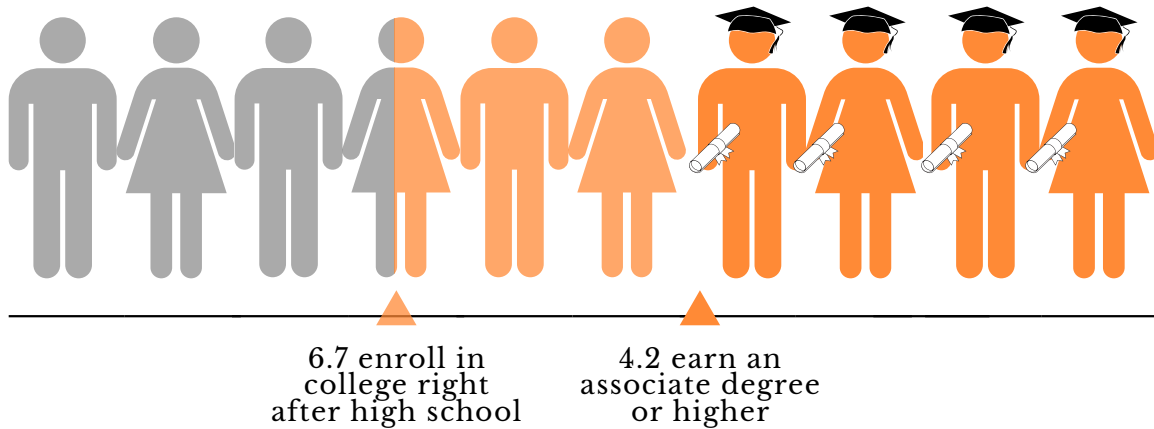
A photograph of graduates in dark blue gowns with orange and yellow stoles and mortarboard caps, walking in a procession during a graduation ceremony. The background is a bright, sunlit outdoor area with trees.

EQUITY INDICATOR #4

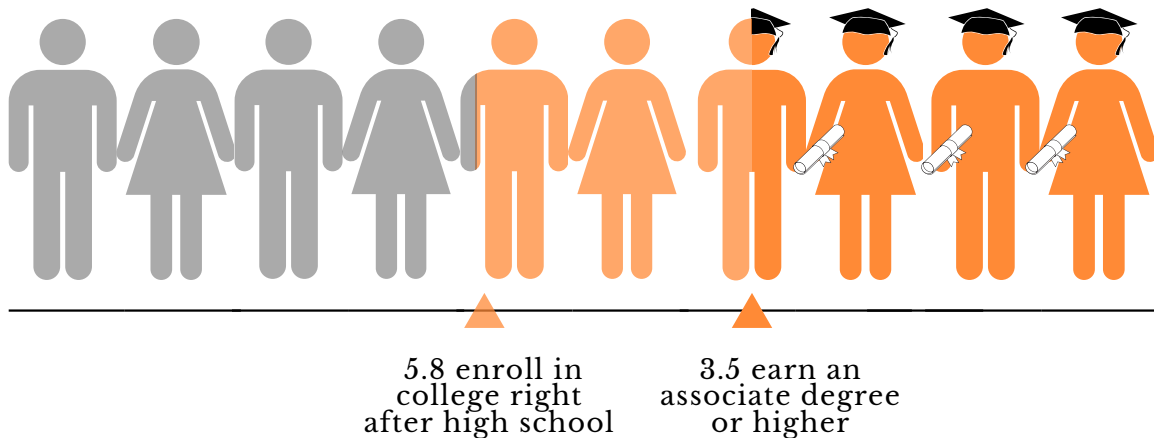
Post-College Success

POSTSECONDARY ATTAINMENT

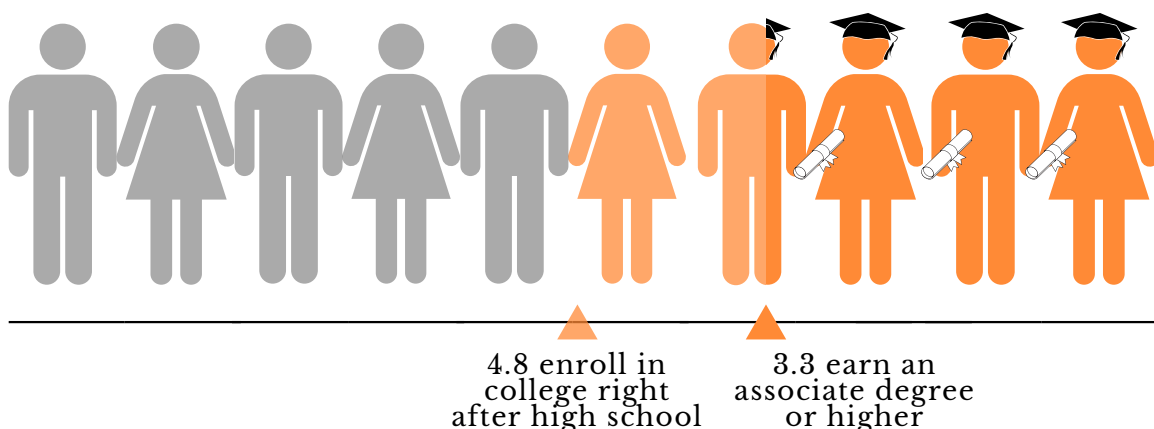
For every 10 white high school graduates in New England...



For every 10 Black high school graduates in New England...

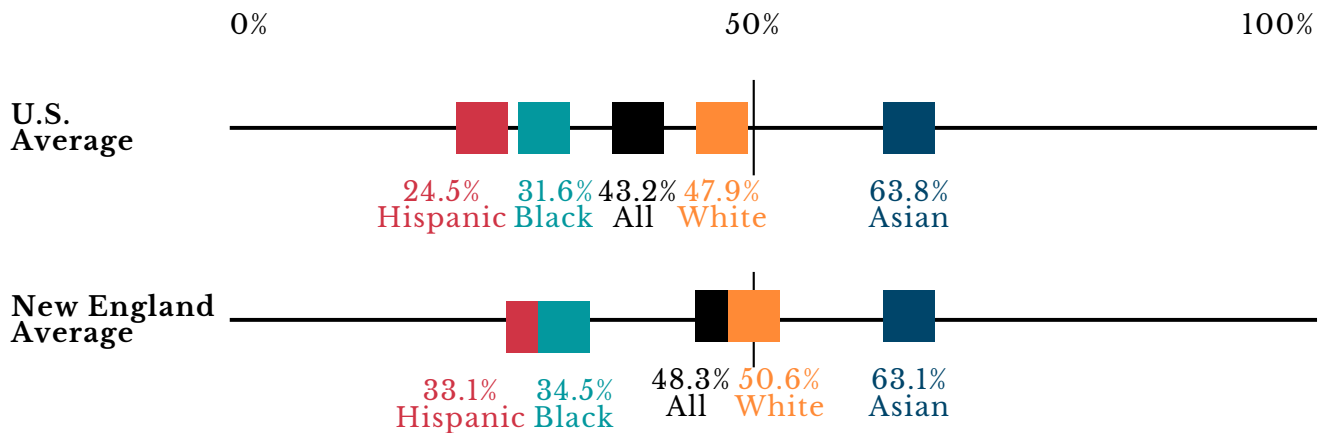


For every 10 Hispanic high school graduates in New England...



SOURCES: College enrollment rates are sourced from the The National Student Clearing House for the graduating class of 2018 via the New England Secondary School Consortium 2019 Common Data Project. Attainment rates are from Lumina Foundation, A Stronger Nation Report.

Post-High School Credential Attainment Rate in the U.S. and New England, by Race/Ethnicity: As of February 2020



SOURCES: Lumina Foundation, A Stronger Nation Report. Values above do not include short-term credentials, only achievement of associate degree or higher by individuals aged 25-64.

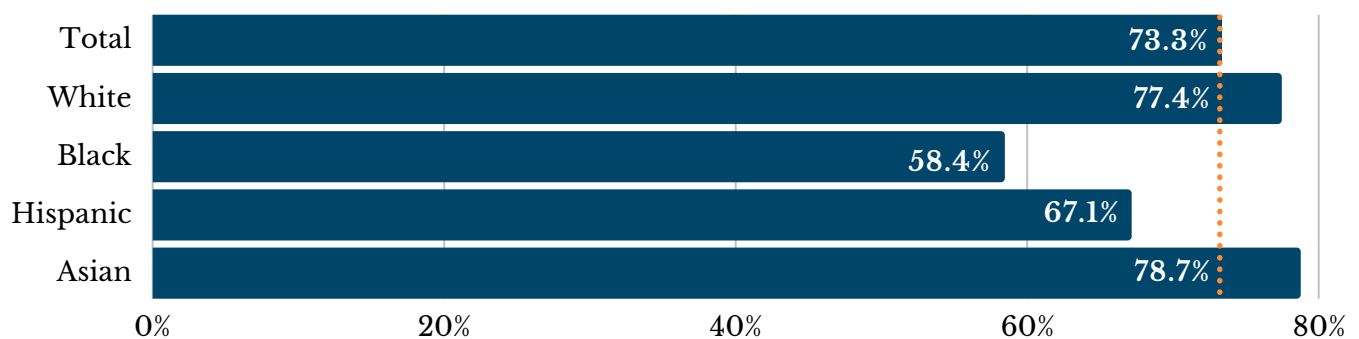
Note: Data are unavailable for the attainment rate of Black individuals in New Hampshire.

Research shows that, although there are few gender, racial, or immigration-related disparities in students' aspirations to attend and complete college, certain groups succeed at higher rates (Hirschman 2016). New England's overall average attainment rate is higher than the U.S. average rate, as is the postsecondary attainment rate of white New Englanders.

While Black and Hispanic New Englanders have slightly higher attainment rates than average Black and Hispanic Americans, these groups nevertheless attain a postsecondary degree at much lower rates than both the regional average and their white peers.

Black New Englanders have a postsecondary attainment rate that is 13.8 percentage points lower than the regional average and 16.1 percentage points lower than white New Englanders. Hispanic New Englanders attain a postsecondary degree at a rate that is 15.2 percentage points lower than the regional average and 17.5 percentage points lower than white New Englanders (Lumina Foundation).

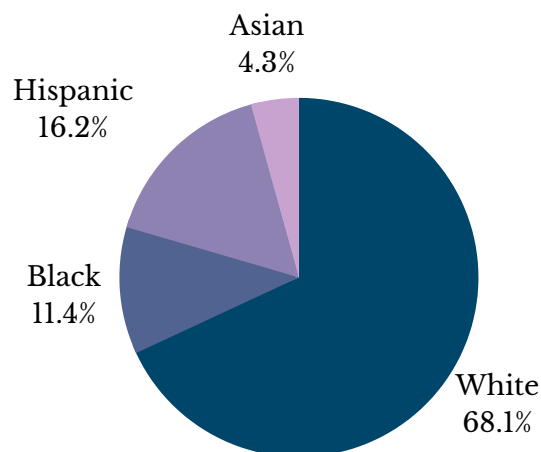
Six-year Completion Rate at New England Public Four-Year Institutions, by Race/Ethnicity: 2013 Beginning Cohort



SOURCES: NEBHE analysis of National Student Clearinghouse data.

Share of Degrees Awarded in New England, by Sector and Race/Ethnicity: 2019

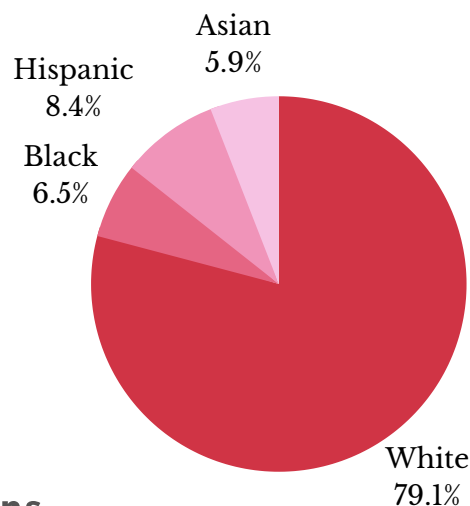
Public Two-Year Institutions



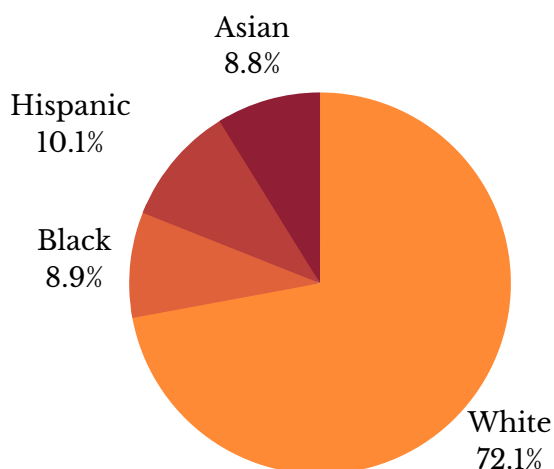
At the region's community colleges, students of color make up roughly 40% of the student body, yet they earned roughly 31% of the degrees awarded at the region's community colleges in 2019. It is worth noting that many community college students transfer to a four-year institution without having earned a degree.

Individuals of color at the region's public four-year institutions comprise 26% of the undergraduate student body. Yet, only roughly 21% of degrees awarded by these institutions in 2019 were earned by students of color.

Public Four-Year Institutions



Private Not for Profit Four-Year Institutions



Non-white students make up approximately 30% of the undergraduate population at New England's private not for profit four-year institutions. This group earns roughly the same share of degrees awarded in this sector.

SOURCES: NEBHE analysis of IPEDS data.

Racial/Ethnic Breakdown of New England's Top Growing Industries That Offer Family-Sustaining Wages: 2019

Colleges, Universities, and Professional Schools

Job openings: **160,631** (57% above national average)

Average earnings per job: **\$97,961** (17% above national average)

	2019 Jobs	2019 %
White	123,467	76.9%
Asian	14,022	8.7%
Black/African American	9,944	6.2%
Hispanic/Latino	10,050	6.3%

Computer Systems Design and Related Services

Job openings: **137,918** (26% above national average)

Average earnings per job: **\$163,998** (16% above national average)

	2019 Jobs	2019 %
White	100,272	72.7%
Asian	26,366	19.1%
Black/African American	3,726	2.7%
Hispanic/Latino	5,758	4.2%

Research and Development in the Physical, Engineering, and Life Science

Job openings: **88,138** (66% above national average)

Average earnings per job: **\$207,340** (23% above national average)

	2019 Jobs	2019 %
White	63,689	72.3%
Asian	15,635	17.7%
Black/African American	3,077	3.5%
Hispanic/Latino	4,385	5.0%

SOURCE: NEBHE analysis of Emsi's Industry Overview Reports, Q3 2020 Data Set. Industries are determined by their 5-digit industry code. Top industries are ranked by highest number of job openings.

The background of the slide features a warm, golden-hour photograph of several open books stacked and spread out. A pair of dark-rimmed glasses rests on one of the open books in the foreground. The text is overlaid on a semi-transparent purple rectangle in the center.

EQUITY INDICATOR #5

Diversity of Faculty

RACIAL AND ETHNIC REPRESENTATION AMONG FACULTY

More than 20 years ago, then-U.S. Secretary of Education Richard Riley stated, “Our teachers should look like America” (Riley 1998). By this, he meant that our nation needed to diversify the teacher workforce to eliminate the mismatch between its demographics and the population structure of our students. Since then, numerous public policies and [research projects](#) in the K-12 space have supported the hiring of more minority secondary teachers, as some evidence suggests a strong positive relationship between minority student success and minority teacher representation (see, esp., the entire [1998 issue](#) of *Education and Urban Society*, Coleman 1966).

Yet, apart from a few notable exceptions (e.g., American Council on Education and American Association of University Professors 2000, Anaya & Cole 2001, Seifert & Umbach 2007), existing research on education policymaking tends to overlook the influence of racial and ethnic diversity of postsecondary faculty on learning and teaching in the college classroom. Among the studies that do exist, most suggest that minority students are more likely to persist in their college degree program if they have an introductory course that is taught by a minority professor (Price, 2010). Among community college students, gaps between minority and non-minority students in pass rates, grades, and courses dropped are smaller when classes are taught by professors who are minorities themselves (Fairlie, Hoffmann, & Oreopoulos, 2011).

To better understand the linkage between postsecondary faculty diversity and student performance and outcomes, we begin here by exploring the demographics of instructional staff at New England's colleges and universities.

In terms of academic rank, full-time status, proportion of new hires, and percentage of faculty population relative to the demographics of the general population, Black and Hispanic instructional staff at the region's postsecondary institutions are, by and large, underrepresented. In other words, we uncover evidence that systemic inequalities exist along racial/ethnic lines among New England's postsecondary instructors.

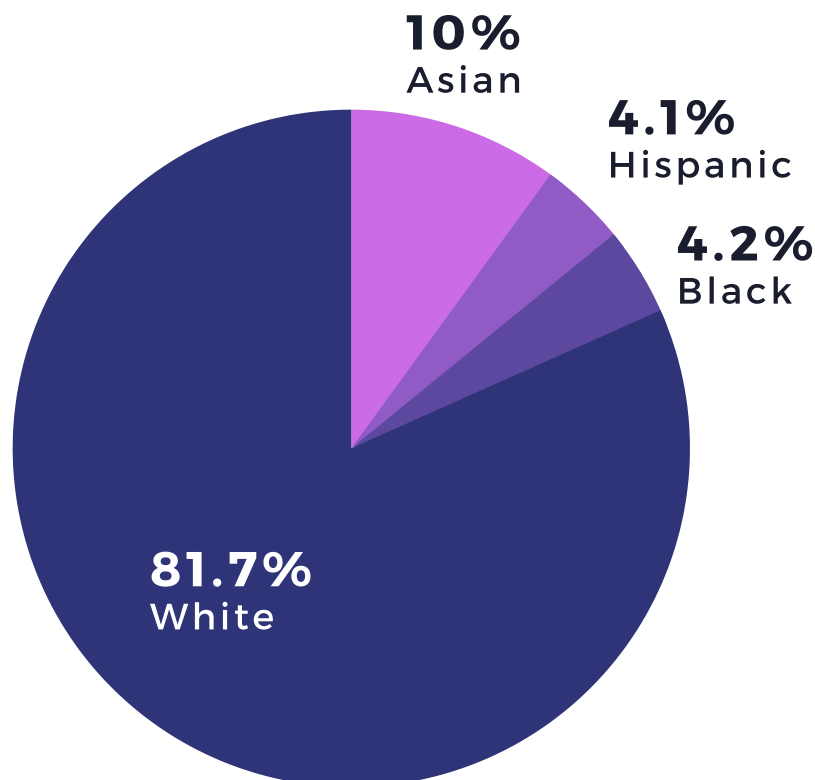
RACIAL AND ETHNIC REPRESENTATION AMONG FACULTY

As we saw above, colleges, universities, and professional schools represent one of the top growing industries that offer family-sustaining wages in New England. In 2019, the industry offered 57% more jobs openings than the national average and an average annual salary that was nearly 17% higher than the U.S. average.

While our region's postsecondary instructional staff has become marginally more diverse over time, the faculty members at New England's colleges and universities remain disproportionately white.

The number of non-white faculty members in New England has been slowly increasing in recent years. However, meaningful efforts must be made to support graduate student work and mentorship, as well as employment of faculty of color.

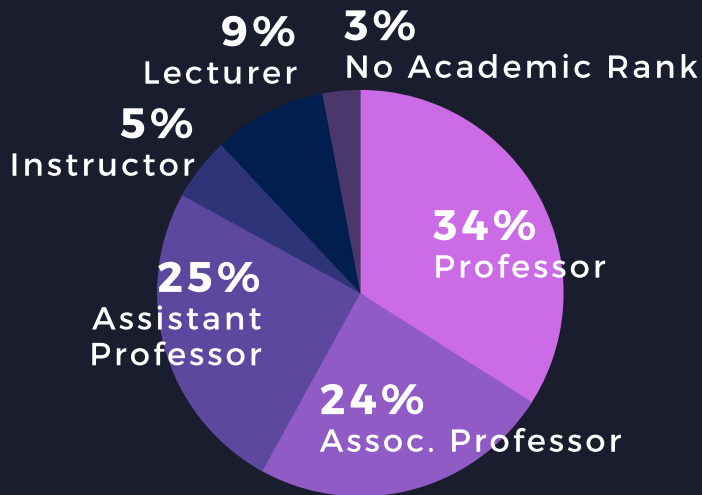
Full-time Instructional Staff with Faculty Status, by Race/Ethnicity in New England: 2018



SOURCE: IPEDS, Spring 2019, Human Resource component, Fall staff section. Status is designated by the institution according to the institution's policies.

Instructional Staff, by Academic Rank and Race/Ethnicity in New England: 2018

Grand Total: New England



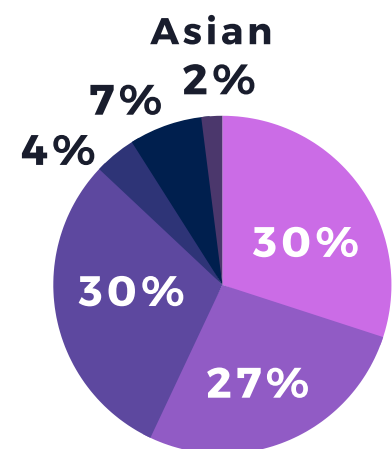
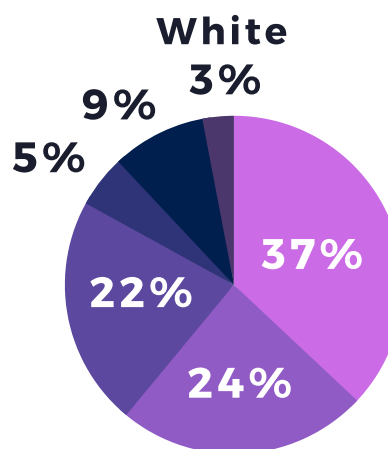
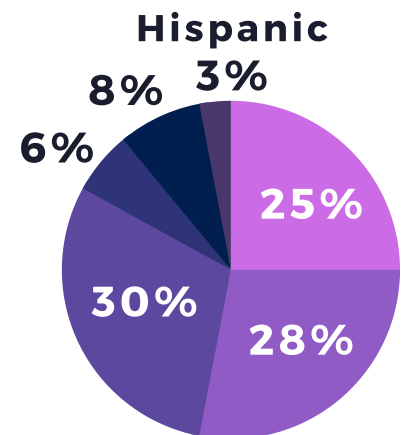
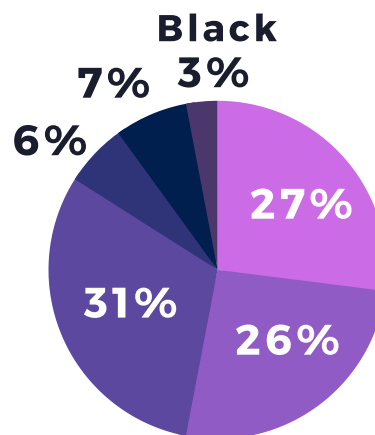
Roughly one-third (34%) of faculty members in the region in 2018 were "Full Professors," the destination of the "tenure track," upon exhausting all promotions other than those of special distinction.

Nearly one-quarter (24%) of New England's faculty members were Associate Professors (mid-level, tenured) and 25% were Assistant Professors (entry-level, tenured or tenure-track).

In 2018, white faculty members in New England were disproportionately categorized as the highest ranking Professor compared to their Hispanic and Black colleagues, who were disproportionately categorized as lower-ranking positions.

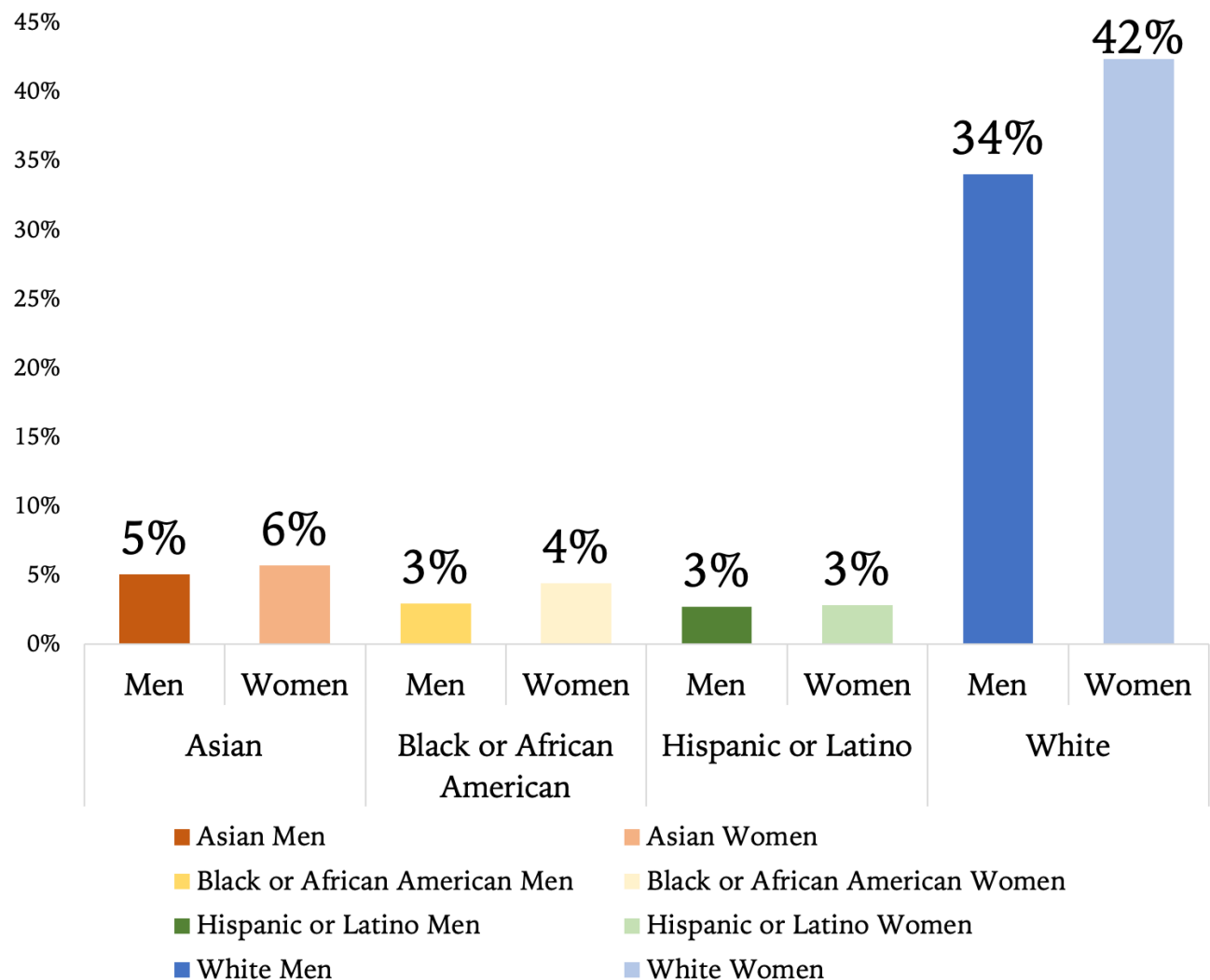
Among white faculty members, 37% were Professors, while only 25% of Hispanic faculty members and 27% of Black faculty members were classified as such by their institutions.

Among white faculty members, 22% were categorized as Assistant Professors, while 30% of Hispanic faculty members and 31% of Black faculty members fell into this category.



SOURCE: IPEDS, Spring 2019, Human Resource component, Fall staff section. Status is designated by the institution according to the institution's policies.

New Instructional Staff Hires, by Race/Ethnicity and Gender in New England: 2018



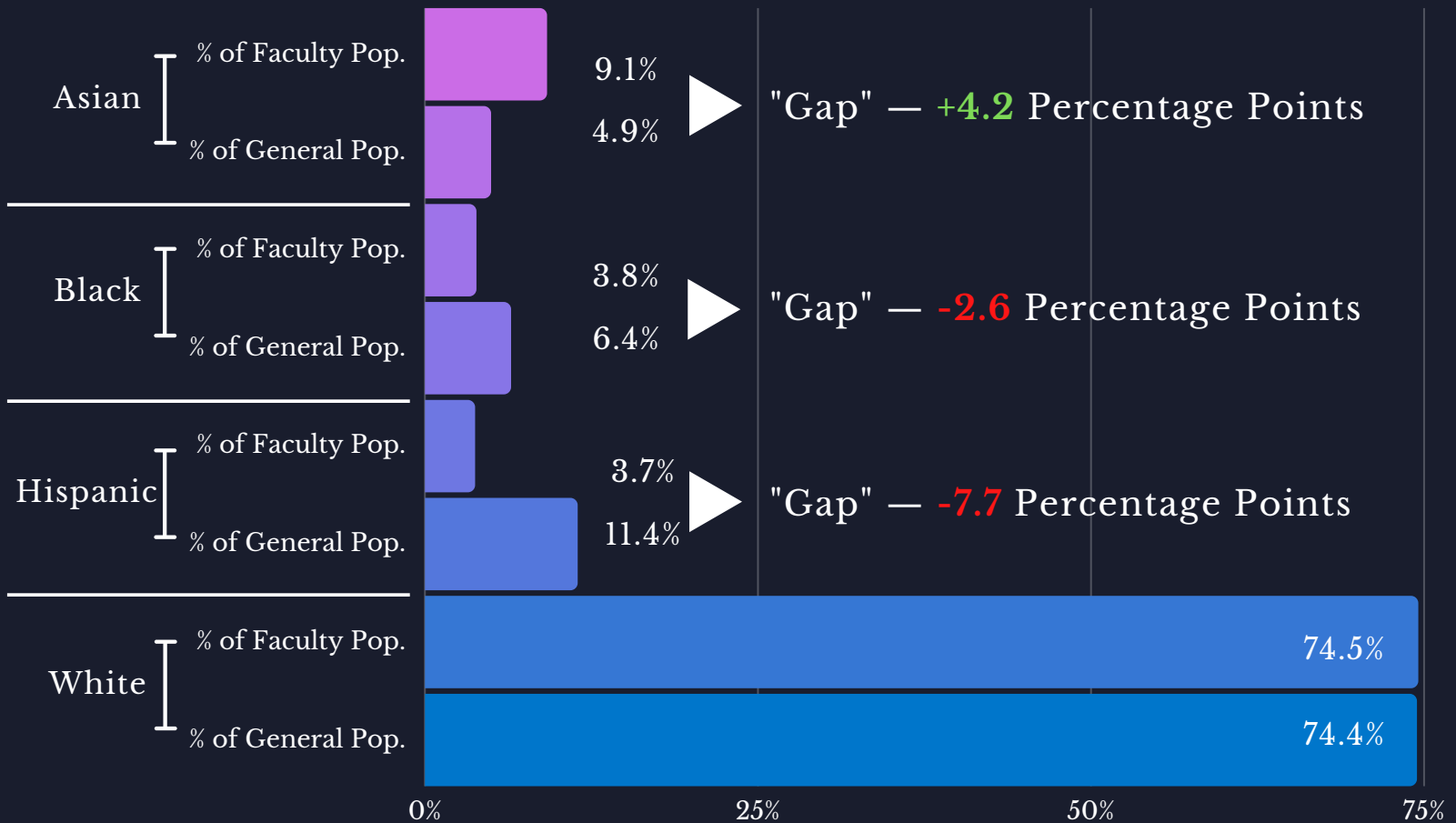
SOURCE: IPEDS, Spring 2019, Human Resource component, Fall staff section

White women made up the greatest share of new instructional hires across New England's colleges and universities in 2018 (42%), followed closely by white men (34%).

Blacks and Hispanics lagged far behind, in terms of new instructional hires.

The smallest share of new instructional hires in the region in 2018 were Black men and women (3% and 4%, respectively) and Hispanic men and women (3% each).

Racial/Ethnic Groups as a Percentage of the Faculty Population vs. the General Population, New England: 2018



SOURCE: IPEDS, Spring 2019, Human Resource component, Fall staff section

White faculty members make up a majority of the faculty population, but in a way that reflects the demographics of New England's general population. They represent 74.5% of the faculty. White individuals comprise 74.4% of New Englanders.

Relative to the general population, among faculty in New England, Blacks and Hispanics are underrepresented. While Blacks comprise 6.4% of New England's population, they make up only 3.8% faculty members across the region (2.6 percentage point "gap"). Similarly, Hispanics represent 11.4% of the region's population, but only 3.7% of faculty members in New England (7.7 percentage point "gap").

BIBLIOGRAPHY

- Addo, F., Houle, J., Simon, D. (2016). "Young, Black, and (Still) in the Red: Parental Wealth, Race, and Student Loan Debt" in *Race and Social Problems*, 8(1): 64–76.
- American Council on Education and American Association of University Professors (2000). *Does Diversity Make a Difference? Three Research Studies on Diversity in College Classrooms*.
- Anaya, G., Cole, D. (2001). "Latina/o student achievement: Exploring the influence of student-faculty interactions on college grades" in *Journal of College Student Development*, 42, 1: 3-14.
- Avery, C., Kane, T. (2004). "Students' perceptions of college opportunities: The Boston COACH program" in *College choices: The economics of where to go, when to go, and how to pay for it*, ed. C. M. Hoxby. Chicago: University of Chicago Press.
- Bottiani, J., Bradshaw, C., Mendelson, T. (2017). "A Multilevel Examination of Racial Disparities in High School Discipline: Black and White Adolescents' Perceived Equity, School Belonging, and Adjustment Problems" in *Journal of Educational Psychology*, 109(4): 532-545.
- Bradshaw, C. P., O'Brennan, L. M., McNeely, C. A. (2008). "Core competencies and the prevention of school failure and early school leaving" in *New Directions for Child and Adolescent Development*.
- Burns, Crosby (2012). *"The Costly Business of Discrimination,"* The Center for American Progress.
- Coleman, J. S. (1966). "Equality of educational opportunity study," Report commissioned by the United States Department of Health, Education, and Welfare. Washington, DC: U.S. Government Printing Office.
- Fryer, R. (2013). "Racial inequality in the 21st century: The declining significance of discrimination" in *Handbook of labor economics*, eds. Ashenfelter, O., Card, D. North Holland, The Netherlands: Elsevier.
- Futrelle, David (2013). *"Discrimination Doesn't Make Dollars, or Sense"* in *Time*.
- Goldrick-Rab, S., Kelchen, R., Houle, J. (2014). *The Color of Student Debt: Implications of Federal Loan Program Reforms for Black Students and Historically Black Colleges and Universities*, Wisconsin Hope Lab.
- Grinstein-Weiss, M., Perantie, D., Taylor, S., Guo, S., Raghavan, R. (2016). "Racial disparities in education debt burden among low- and moderate-income households" in *Children and Youth Services Review* 65: 166–174.
- Heckman, J. J., LaFontaine, P. A. (2010). "The American high school graduation rate: Trends and levels" in *Review of Economics and Statistics*, 92: 244-262.
- Hirschman, Charles (2016). *From high school to college: gender, immigrant generation, and race-ethnicity*, New York : Russell Sage Foundation.
- House Research Organization, Texas House of Representatives (2005). *"Should Texas Change the Top 10 Percent Law?"*
- New England Secondary School Consortium (2019). *Common Data Project: Annual Report*.
- Page, Scott (2008). *The Difference: How the Power of Diversity Creates Better Groups, Firms, Schools, and Societies*. Princeton, NJ: Princeton University Press.
- Peace Bransberger and Demarée K. Michelau (2016). *Knocking at the College Door: Projections of High School Graduates*, 9th Edition. Boulder, CO: Western Interstate Commission for Higher Education.
- Riley, R. (1998). "Our teachers should be excellent, and they should look like America" in *Education and Urban Society*, 31(1): 18–29.
- Scott-Clayton, J. Li, J. (2016). *"Black-white disparity in student loan debt more than triples after graduation,"* Brookings Institute.
- Stephan, J., Rosenbaum, J. (2013). "Can High Schools Reduce College Enrollment Gaps With a New Counseling Model?" in *Educational Evaluation and Policy Analysis*, 35(2): 200-219.
- Thernstrom, A. and Thernstrom, S. (2003). *No excuses: Closing the racial gap in learning*. New York, NY: Simon and Schuster.
- U.S. Census Bureau. American Community Survey, using data.census.gov.