

# Report on Race, Ethnicity, and Foreign Origin Data for ACSP, 2016

September 15, 2016

**Presented to the Association of Collegiate Schools of Planning  
By the ASCP Committee on Diversity**

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## Scope of Report

The ACSP Committee on Diversity has been tasked with periodically compiling data on ACSP faculty and student diversity in terms of race, ethnicity, and foreign origin. This report presents a description of the data supplied by schools to the PAB from 2008 to 2015. This is the entire time series.

Overall, the situation is not positive - enrollment is falling especially among some underrepresented groups, and full time faculty hiring is stagnating, with little improvement in the numbers and proportions of underrepresented faculty members.

The data are displayed in three ways:

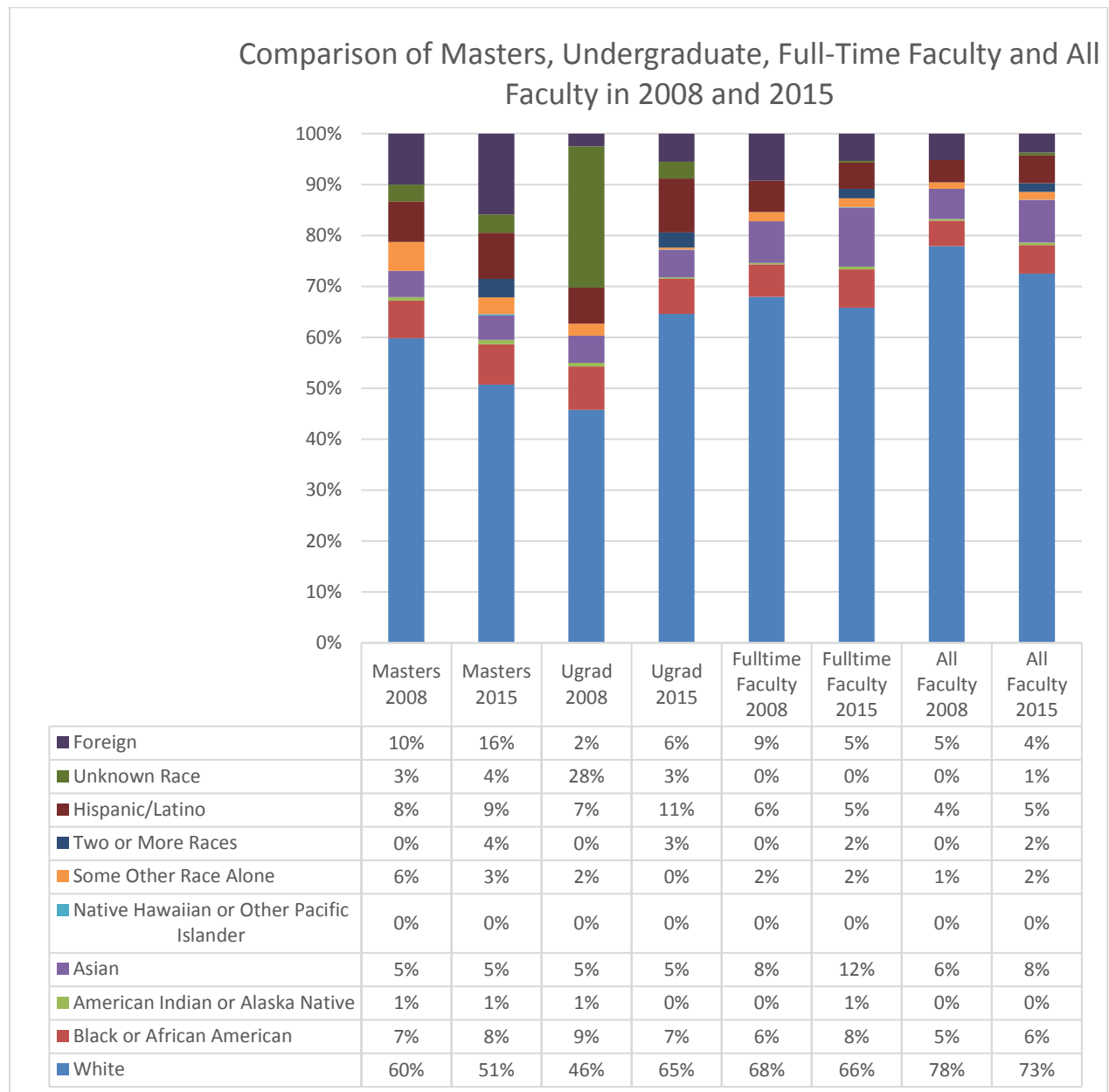
1. Pure numbers as a table and set of stacked bar charts
2. Percentages, again as a table and set of stacked bar charts
3. Percentages of all groups except the white racial group as a line chart

The basic story of each chart or graph is presented below it in the detailed report. The following bullet points list some general observations.

- In general there has not been much change in the period from 2008 to 2015 apart from a rise in foreign students and a decrease in white students at the masters level. This was also the case among undergraduate students between 2010 and 2014.
- In addition, some apparent changes may be due to numerically small changes in very underrepresented groups.
- In general African Americans, Latinos/Hispanics, Native Americans/American Indians, and Native Hawaiians and other Pacific Islanders remain underrepresented among students and the professoriate. Their representation has not changed much in the study period.

The situation needs to improve and to do so, ACSP needs to continue and periodically reevaluate its efforts.

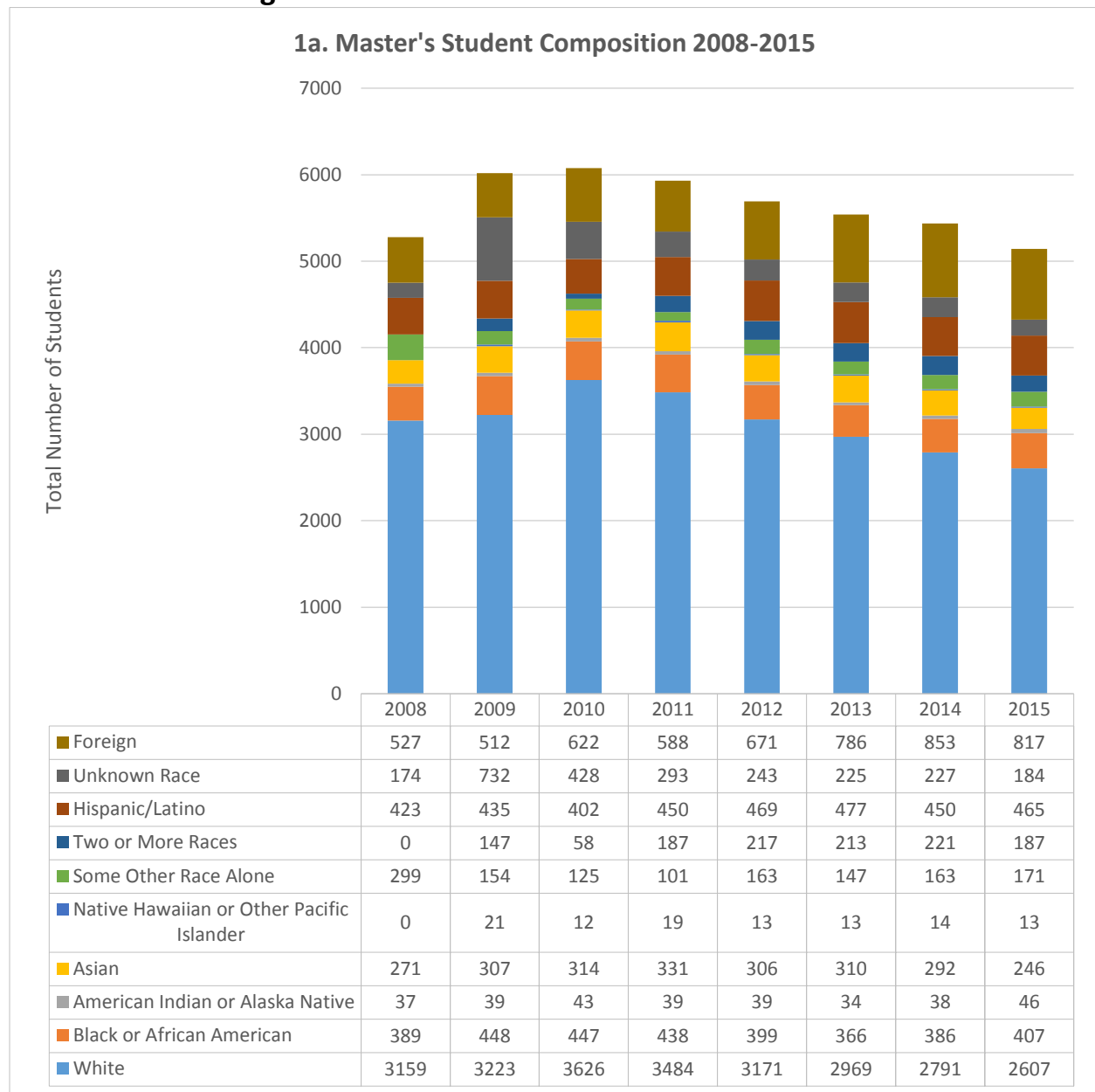
## Overview: 2008-2015 Comparison All Groups



This chart represents percentage of master’s students, undergraduates, full-time faculty and all faculty by race/ethnicity for 2008 and 2013. In this period percentage of foreign students increased among undergraduates and master’s students.

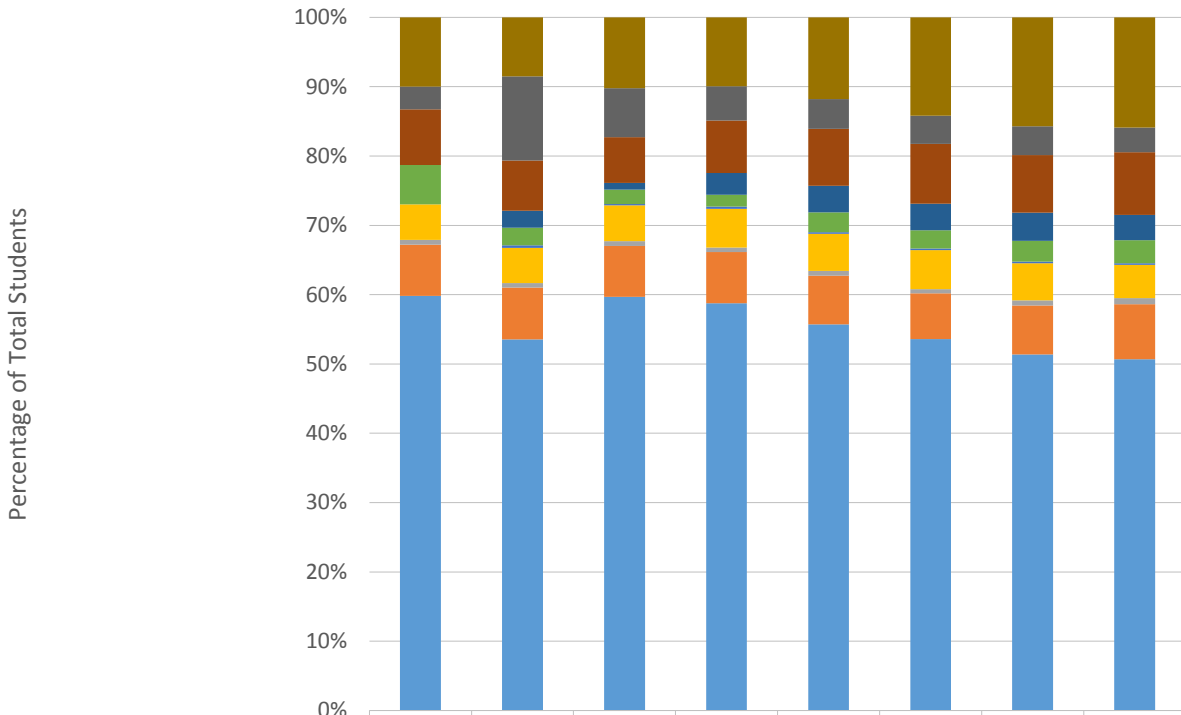
Undergraduates whose race was not reported fell from 28% to 3%. The large number with unreported race in early time periods makes it hard to interpret trends in other racial categories. Similarly, while white undergraduate students increased from 57% in 2013 to 65% in 2015 this is almost entirely balanced by a drop in those reporting “some other race alone” that dropped from 7% to 0% in the same two year period. This seems to be a trend worth watching.

## Part 1 Master's Degree Students



This chart presents the data for masters students for all years in raw numbers highlighting the very small numbers in some groups—particularly those with indigenous backgrounds. It also highlights how little has changed in the period with the exceptions of an increase in foreign students. While the number of Native Hawaiian or Other Pacific Islander and the number of American Indian or Alaskan Native remain low, many more of these students are enrolled in masters program when compared to undergraduate programs.

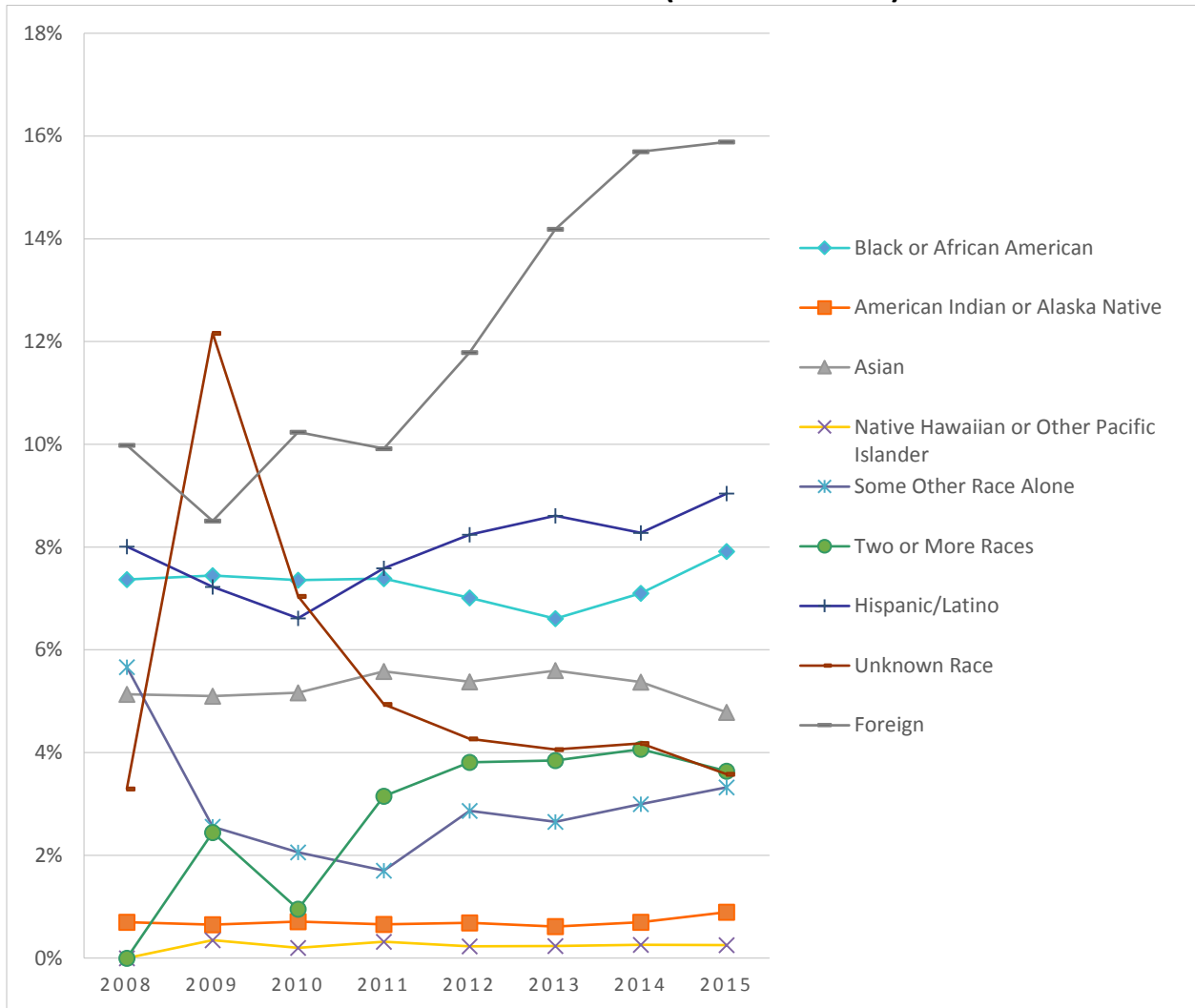
**1b. Master's Student Composition 2008-2015**



	2008	2009	2010	2011	2012	2013	2014	2015
Foreign	10%	9%	10%	10%	12%	14%	16%	16%
Unknown Race	3%	12%	7%	5%	4%	4%	4%	4%
Hispanic/Latino	8%	7%	7%	8%	8%	9%	8%	9%
Two or More Races	0%	2%	1%	3%	4%	4%	4%	4%
Some Other Race Alone	6%	3%	2%	2%	3%	3%	3%	3%
Native Hawaiian or Other Pacific Islander	0%	0%	0%	0%	0%	0%	0%	0%
Asian	5%	5%	5%	6%	5%	6%	5%	5%
American Indian or Alaska Native	1%	1%	1%	1%	1%	1%	1%	1%
Black or African American	7%	7%	7%	7%	7%	7%	7%	8%
White	60%	54%	60%	59%	56%	54%	51%	51%

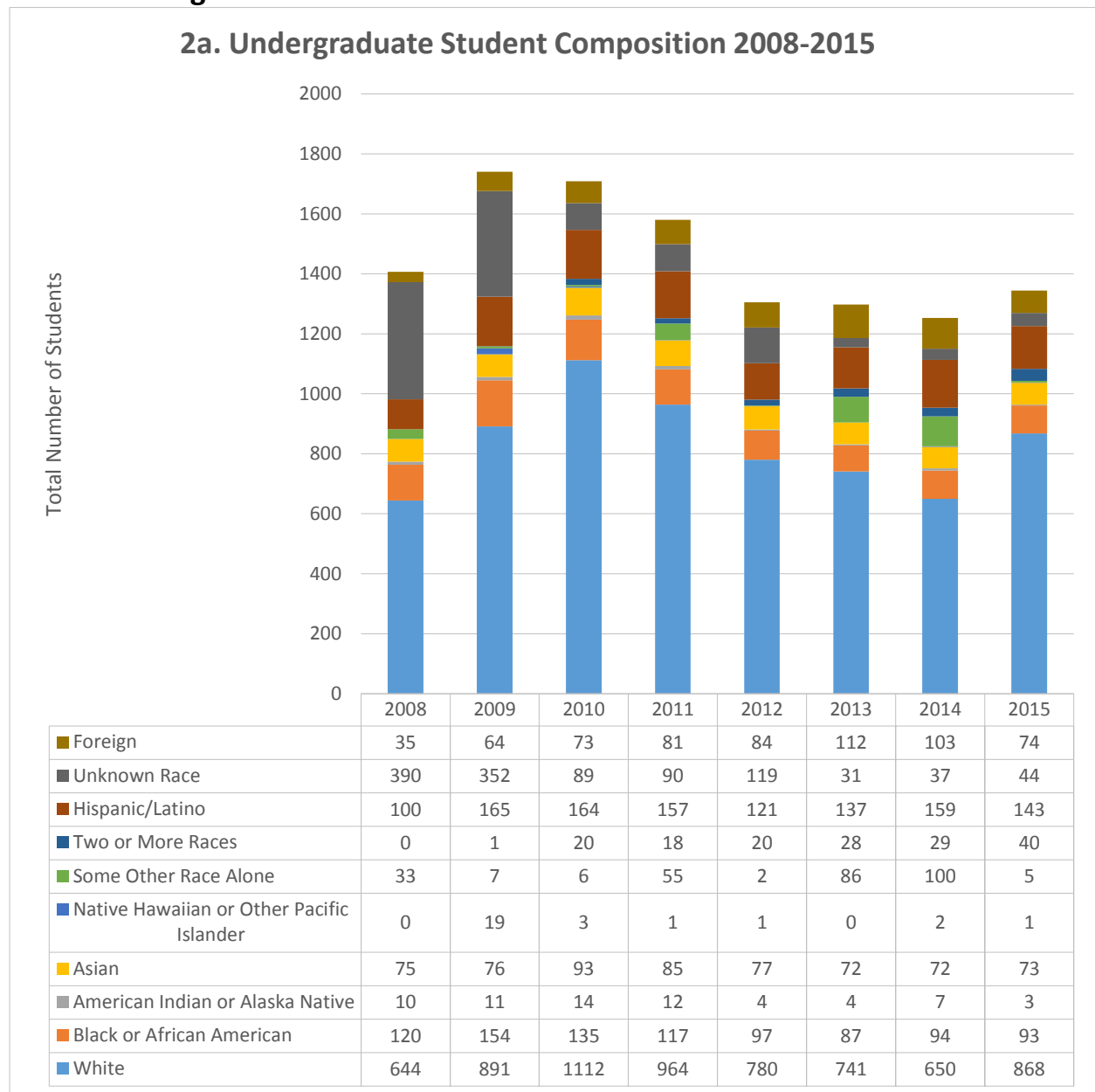
This chart presents the same data in percentage form highlighting the lack of change with the exception of an increase in foreign students and a decrease in white students over the long term (though not over the past two years).

### 1c. Master's Students % (without White)



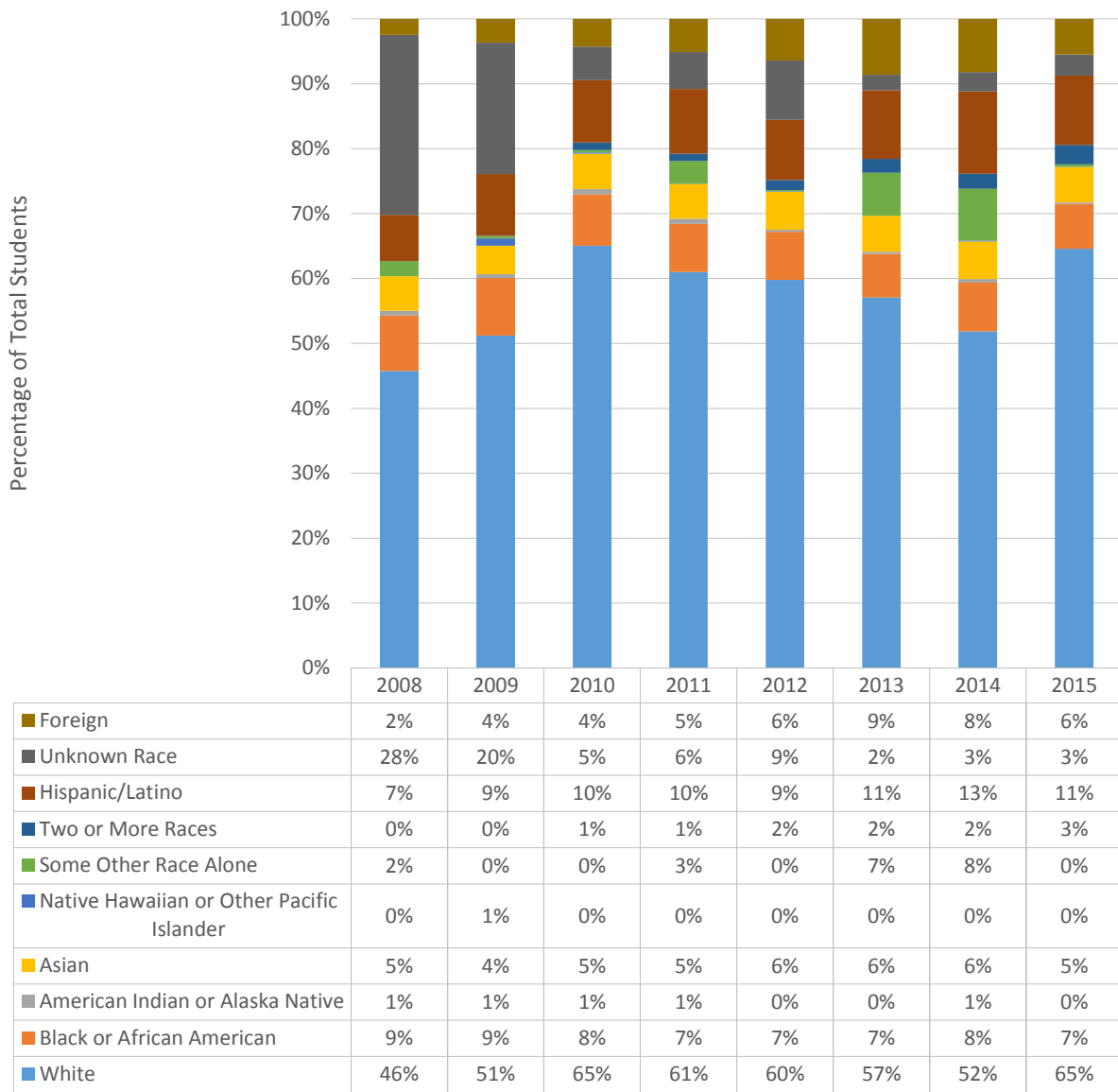
Omitting the largest group of students, whites, allows a clearer view of the paths of the other groups. Again it is clear foreign students have been increasing. The unknown category spiked one year (2009).

## Part 2: Undergraduate Students



Reporting of race among undergraduates improved substantially from 2010 with far fewer in the unknown category. The number of Black or African American students has fallen considerably and disproportionately since an uptick in 2009.

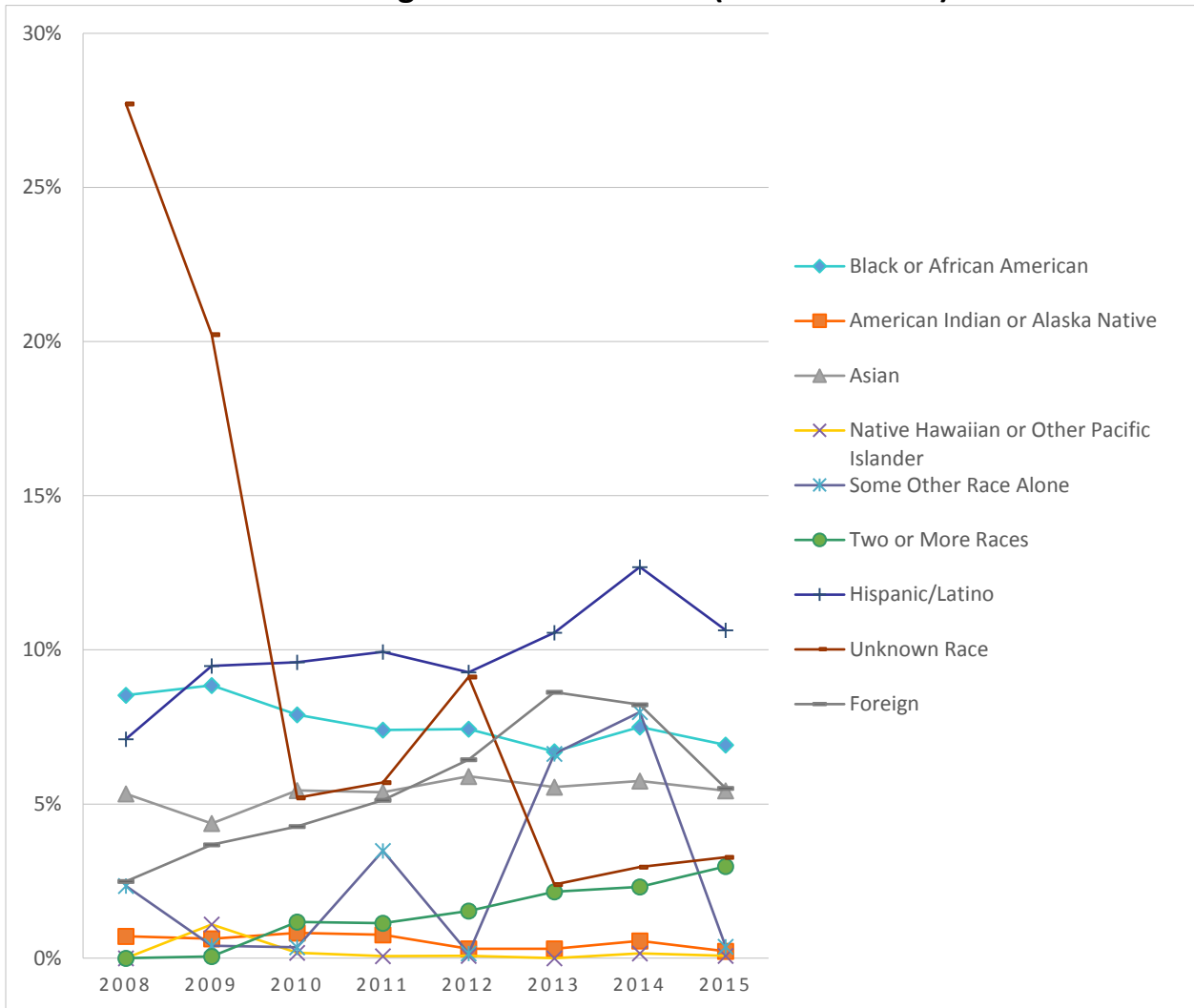
## 2b. Undergraduate Student Composition 2008-2015



Percentages are somewhat easier to interpret. Overall, contrary to popular perceptions, the undergraduate profile of PAB accredited programs is more white than the graduate programs. It has also not shifted much, especially if the unknown category contained an equivalent proportion of white).

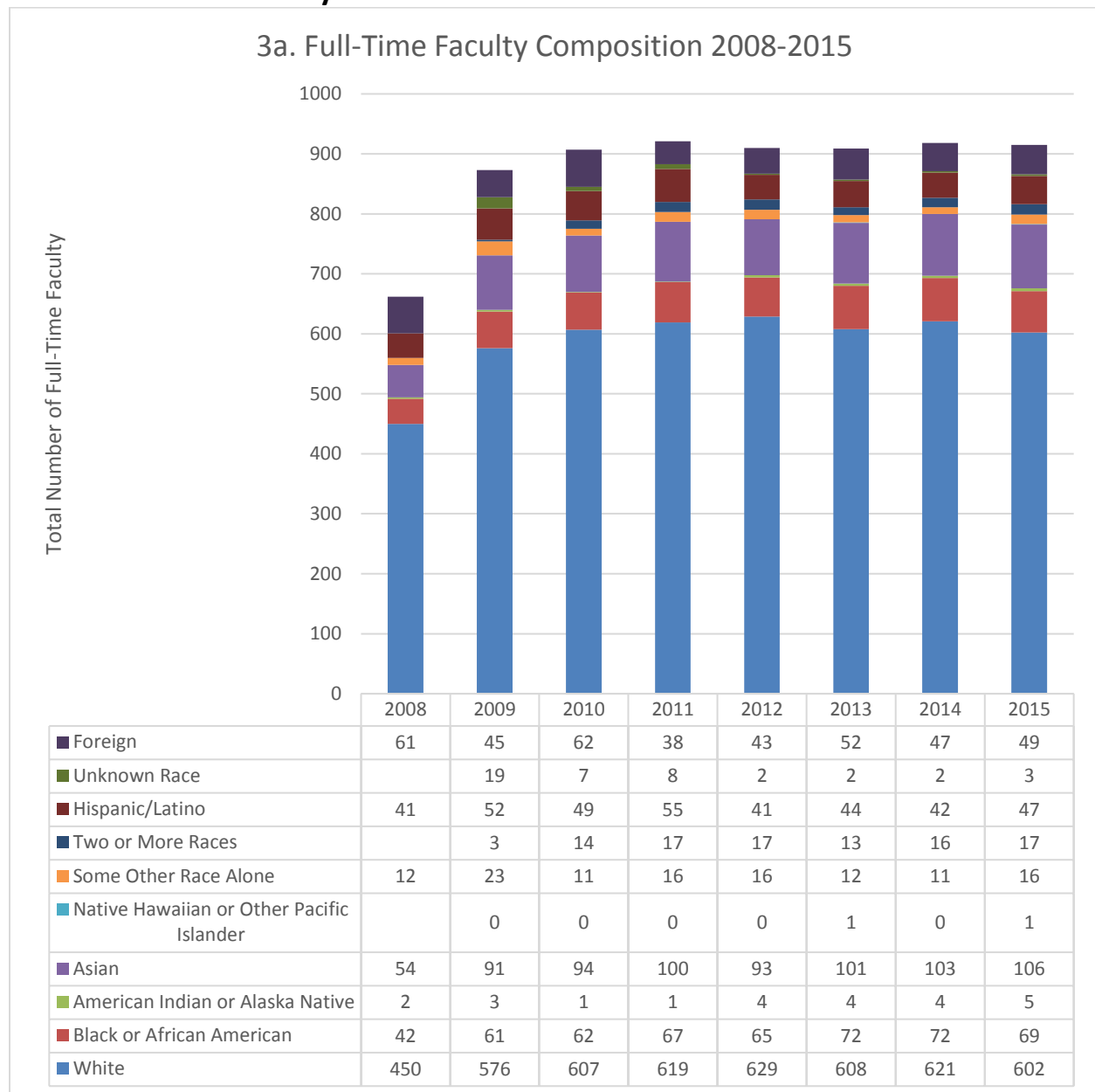


## 2C: Undergraduate Students % (without White)



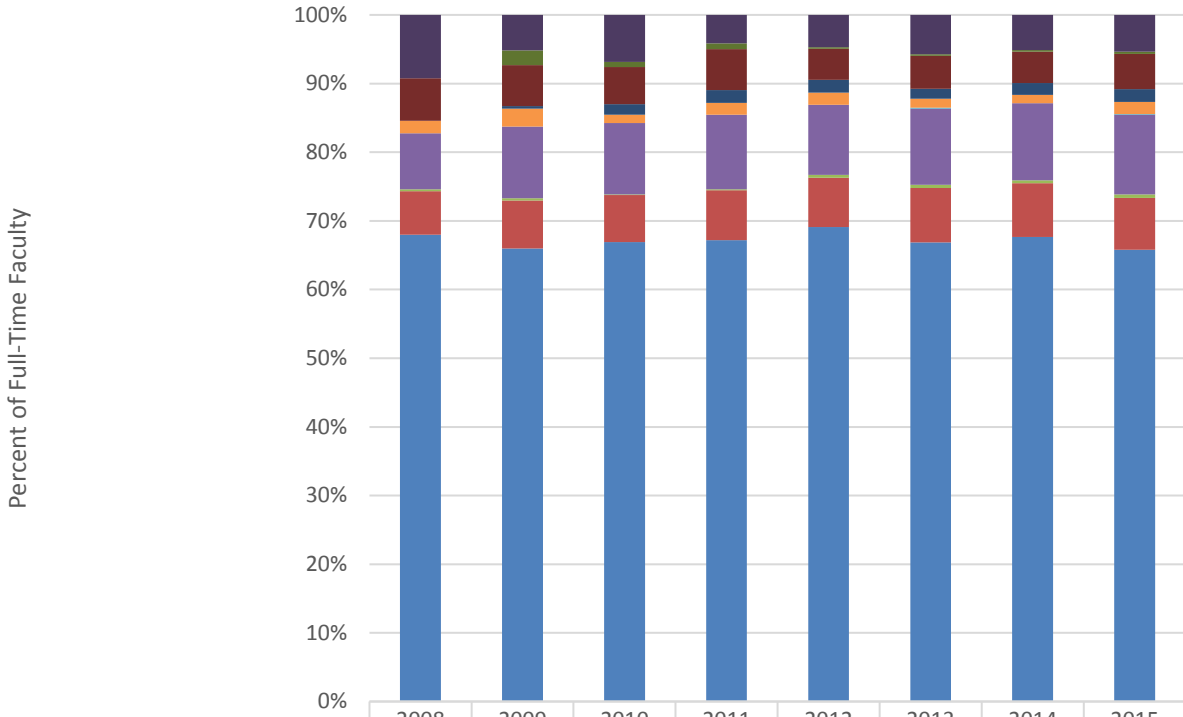
Again omitting whites shows the decline in unknown race/ethnicity/foreign status and the lack of change among other groups.

### Part 3: Full Time Faculty



There has been very little change in the ethnic composition of faculty.

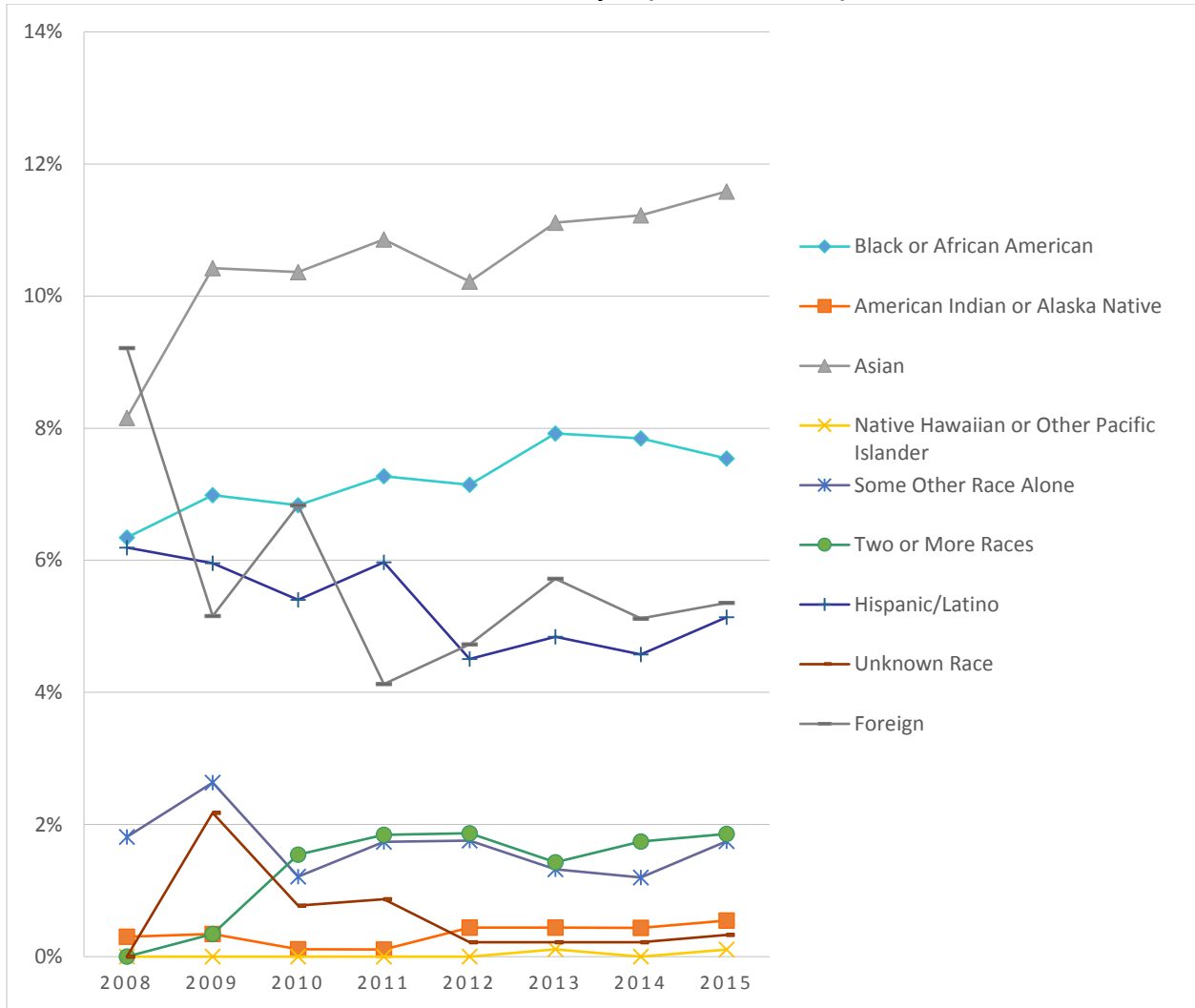
### Full-Time Faculty Composition 2008-2015



	2008	2009	2010	2011	2012	2013	2014	2015
Foreign	9%	5%	7%	4%	5%	6%	5%	5%
Unknown Race	0%	2%	1%	1%	0%	0%	0%	0%
Hispanic/Latino	6%	6%	5%	6%	5%	5%	5%	5%
Two or More Races	0%	0%	2%	2%	2%	1%	2%	2%
Some Other Race Alone	2%	3%	1%	2%	2%	1%	1%	2%
Native Hawaiian or Other Pacific Islander	0%	0%	0%	0%	0%	0%	0%	0%
Asian	8%	10%	10%	11%	10%	11%	11%	12%
American Indian or Alaska Native	0%	0%	0%	0%	0%	0%	0%	1%
Black or African American	6%	7%	7%	7%	7%	8%	8%	8%
White	68%	66%	67%	67%	69%	67%	68%	66%

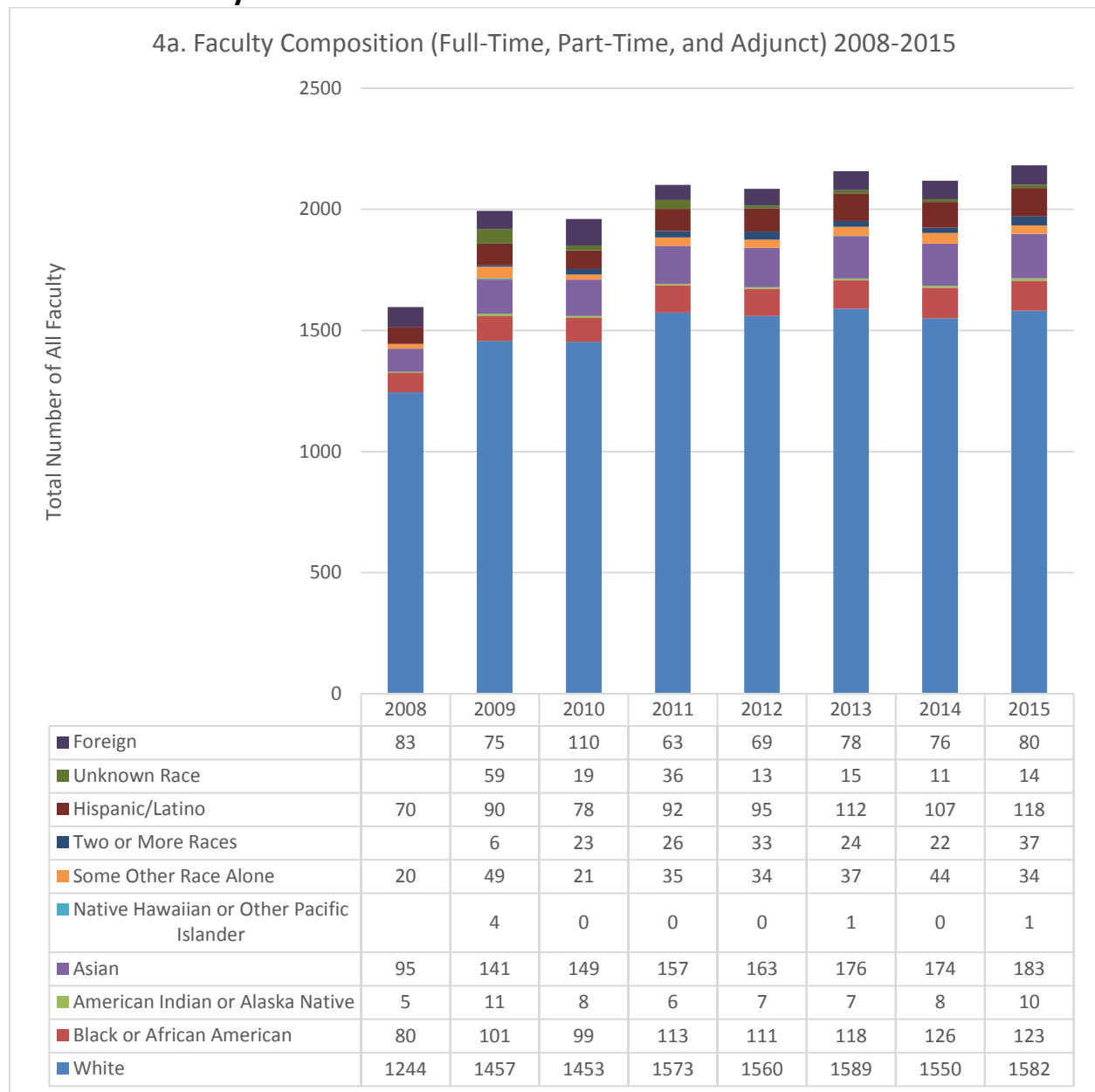
In general there has been little change in the proportion of different ethnic groups among full time faculty, particularly in recent years.

### 3c. Full-time Faculty % (without White)



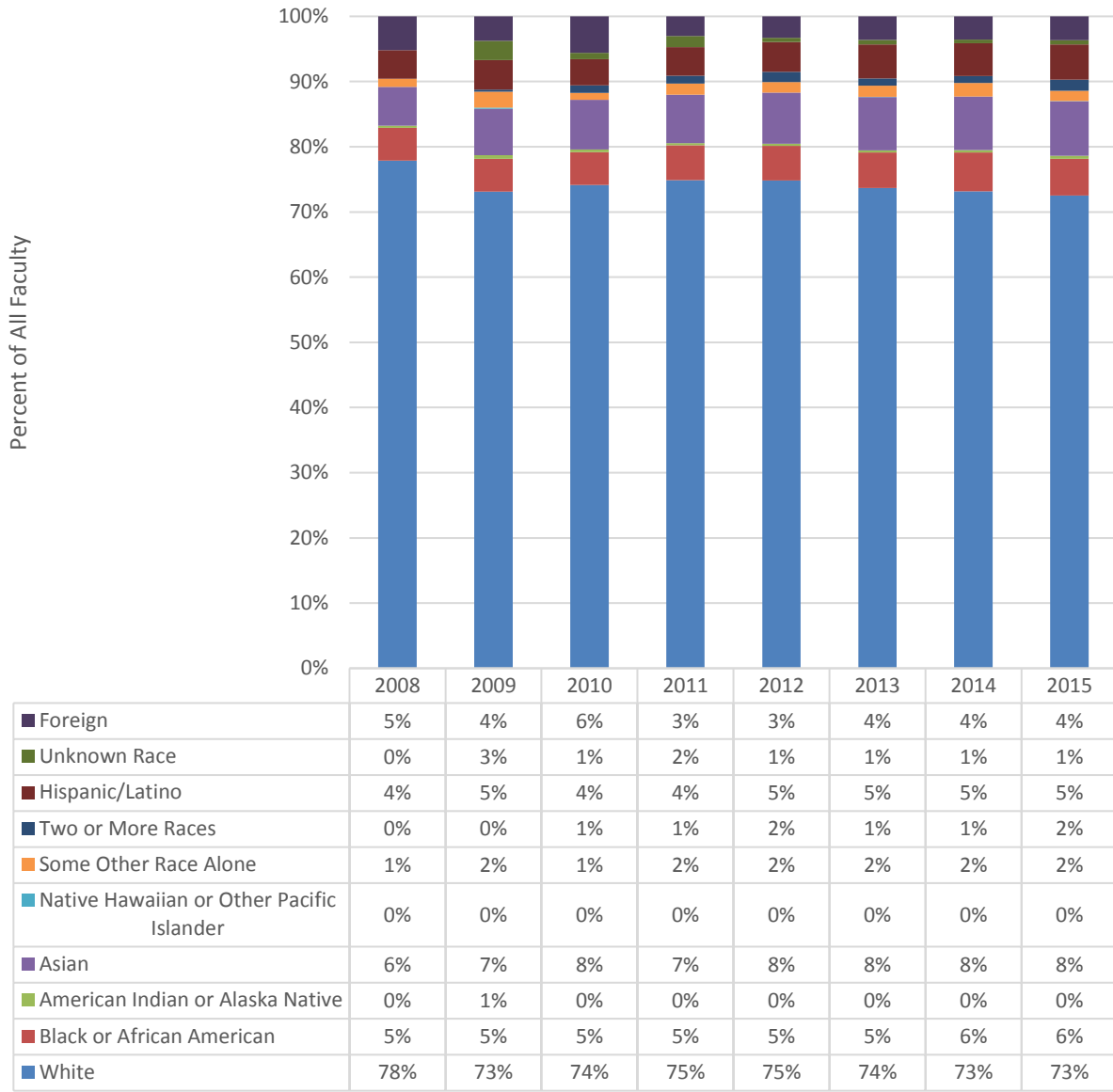
This chart of major race/ethnic/foreign groups highlights low numbers and little change among underrepresented groups.

## Part 4: All Faculty



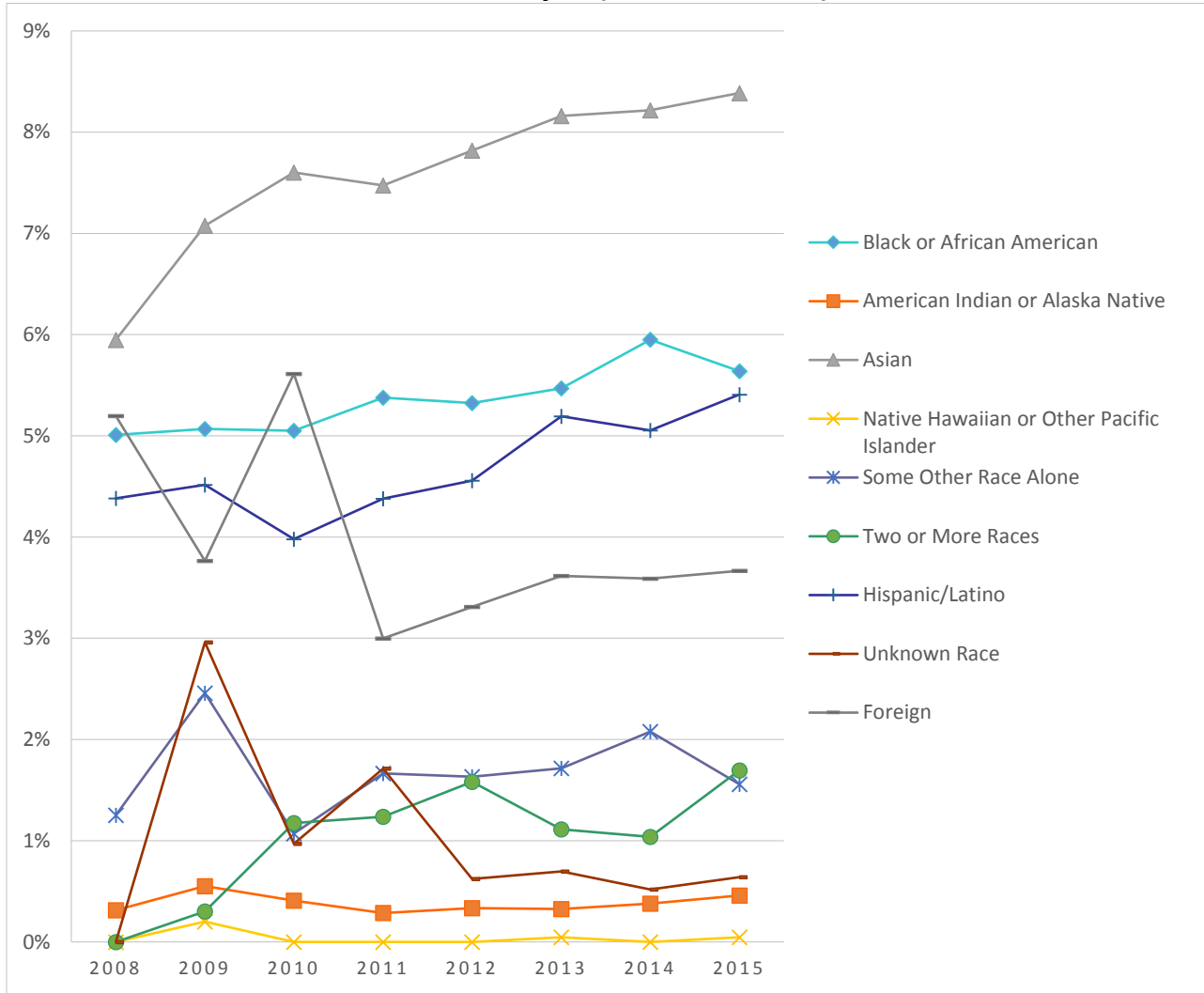
Numbers of various underrepresented ethnic/racial groups have been increasing among all faculty but so have other groups. The increasing difference between total full-time and all faculty reflect the increasing reliance of the academy on part time and adjunct teachers. This appears to be affecting all groups.

4b. Faculty Composition (Full-Time, Part-Time, and Adjunct) 2008-2015



Percentages reveal a general lack of change.

### 4c: All Faculty % (without White)



The picture without white faculty is similar—not much change.

Note: We would like to thank James Kendall, Harvard, for terrific research assistance.