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New Data Indicate Educational Attainment Continues to Flat-Line

WASHINGTON, D.C.

Young Hispanics and African-Americans have made no appreciable progress in post-secondary attainment as compared to their older peers, and attainment rates have dipped for the youngest group (aged 25-34), according to a new report released by the American Council on Education (ACE).

These flat-lining attainment rates indicate that today's young adults are no better educated than the baby boom generation, according to *Minorities in Higher Education 2010 – Twenty-Fourth Status Report*. The report goes on to unpack important differences among racial/ethnic and gender groups that tend to be obscured by the aggregated attainment data.

Widely recognized as the most authoritative national source of information on advances made by students of color in higher education, the report summarizes trends

The PhD Project Announces 2010 Results

MONTVALE, NJ

The PhD Project announced that 47 African-Americans, Hispanic Americans and Native Americans earned tenure at U.S. business schools in the 2009-10 academic year. An additional 50 minorities completed their doctorates and became business professors. These professors are from all business disciplines: accounting, finance, information systems, management and marketing. Eleven minorities advanced to positions of academic leadership such as department

in high school completion, college enrollment, college persistence, degrees conferred and higher education employment. The report uses data from the U.S. Department of Education's National Center for Education Statistics and the U.S. Census Bureau.

Because of the worrisome nature of the low educational attainment levels among Hispanics, the report includes a special essay on this population. The essay analyzes characteristics of the Hispanic population, with a focus on Hispanic immigrants, to identify for policymakers and educators the unique challenges of and opportunities for improving the educational attainment of this group.

Among the barriers to attaining further education for Hispanic immigrants identified in the report are:

- The lack of a high school credential
- Interrupted schooling prior to immigration
- Immigrating at an older age
- Lack of English fluency
- Substantial economic needs for immigration
- Placement in low-wage, low-skilled jobs
- Lack of legal status for some

chair or dean in 2009 and 2010.

The PhD Project was created to address the severe underrepresentation of African-Americans, Hispanic Americans and Native Americans on business school faculties. Since its creation 16 years ago, the number of minority business professors has more than tripled. There are now 1,051 minority professors at the nation's business schools, up from 294 when the PhD Project started in 1994. By diversifying faculties, the PhD Project: 1) encourages more minorities to pursue business degrees, and 2) better prepares all business students for today's multicultural work environment.

"Just as African-Americans, Hispanic

Understanding these disincentives and concentrating policy attention and resources on them are important steps in raising educational levels of Hispanics.

"Our nation stands at the intersection of bold new goals for educational attainment on one hand, and a pattern of low educational attainment for Hispanic students on the other," said ACE President Molly Corbett Broad. "For the future of these students and of our nation, we must take this opportunity to act. The costs of leaving behind generations of the fastest-growing population in this country are too great."

"The essay paints a more nuanced portrait of the 47 million Hispanics living in the U.S.," said Mikyung Ryu, assistant director of ACE's Center for Policy Analysis and author of the report. "In particular, Hispanic immigrant adults have received little attention in higher education policy. Current debates around increased educational attainment or economic sustainability don't seem to recognize the opportunity this key subgroup may represent."

Americans and Native Americans finally have role models who are professors, minority faculty can now look to the senior ranks of academia and know they too can attain these positions of influence," said Bernard J. Milano, president of the KPMG Foundation, one of the founders and the principal funder of the PhD Project. "As more minorities achieve positions of tenure and administrative roles, the goal of having a diverse faculty to attract a diverse student body for tomorrow's work force takes another big step forward."

For more information and for lists of tenured and new faculty, including those in your community or discipline, visit www.phdproject.org.