APPENDIX TABLE 1 - SORTING REGRESSIONS WITH CLUSTERING BY INSTRUCTOR

	OUTCOME			
	Student Age	*Female Student*	*Cumulated Courses Prior to Enrolment*	*GPA Prior to Enrolment*
All Students	0.046 (0.102)	0.014 (0.010)	0.077 (0.105)	0.017 (0.023)
All Low Registration Priority Students	0.083 (0.143)	0.013 (0.016)	-0.073 (0.086)	0.026 (0.040)
Entering Students (==> Low Registration Priority)	0.037 (0.169)	-0.012 (0.033)	-0.070 (0.066)	-0.003 (0.085)
Continuing Students, Low Registration Priority	-0.050 (0.160)	0.024 (0.022)	-0.024 (0.068)	0.062 (0.056)
Continuing Students, Not Low Registration Priority	0.011 (0.111)	0.012 (0.012)	0.034 (0.116)	0.013 (0.023)

FIXED EFFECTS (BY UNDERREPRESENTED MINORITY STATUS)

Course-Year-Quarter   **Yes**

NOTES: This table displays results from regressions of the minority-specific average student outcomes in a classroom on an indicator equal to one if the average is associated with minority students, an indicator if the class is taught by a minority instructor, the interaction between these two variables, and a set of fixed effects. We only report the coefficient on the interaction term, to be interpreted as the extent to which minority students sort into classrooms taught by minority instructors. Each cell is associated with a different regression. Students and instructors belong to the group of "Underrepresented Minorities" if their race/ethnicity is Hispanic, African-American, or Native American, Pacific Islander or other non-white. Rows are defined by the subsample of students we consider. Outcomes used in the regressions vary across columns. *** Significant on 1%-level; ** Significant on 5%-level; * Significant on 10%-level. Standard errors are clustered by instructor.

APPENDIX TABLE 2 - ESTIMATED ROLE OF INSTRUCTOR MINORITY STATUS FOR STUDENT OUTCOMES WITH STANDARD ERRORS CLUSTERED BY CLASSROOM

	(1)	(2)	(3)	(4)	(5)
OUTCOME: STUDENT DROPPED COURSE					
Number of Observations: 446,225					
All Students	-0.007	-0.022 ***	-0.020 ***	-0.015 ***	-0.020 ***
	(0.005)	(0.007)	(0.005)	(0.005)	(0.005)
All Low Registration Priority Students	-0.013	-0.033 ***	-0.024 ***	-0.025 **	-0.029 ***
	(0.010)	(0.012)	(0.009)	(0.011)	(0.011)
OUTCOME: STUDENT PASSED COURSE, CONDITIONAL ON FINISHING THE COURSE					
Number of Observations: 320,835					
All Students	0.006	0.001	0.013 ***	0.005	0.012 ***
	(0.005)	(0.007)	(0.005)	(0.005)	(0.005)
All Low Registration Priority Students	0.025 ***	0.040 ***	0.042 ***	0.014	0.028 **
	(0.010)	(0.013)	(0.010)	(0.011)	(0.012)
OUTCOME: STANDARDIZED STUDENT COURSE GRADE, CONDITIONAL ON FINISHING THE COURSE					
Number of Observations: 278,857					
All Students	0.047 ***	0.000	0.056 ***	0.026 **	0.054 ***
	(0.015)	(0.019)	(0.014)	(0.014)	(0.013)
All Low Registration Priority Students	0.085 ***	0.039	0.068 **	0.014	0.050
	(0.028)	(0.036)	(0.029)	(0.031)	(0.033)
OUTCOME: GOOD GRADE (B OR HIGHER), CONDITIONAL ON FINISHING THE COURSE					
Number of Observations: 279,110					
All Students	0.011	-0.001	0.023 ***	0.014 **	0.024 ***
	(0.008)	(0.009)	(0.006)	(0.006)	(0.006)
All Low Registration Priority Students	0.011	-0.004	0.029 **	0.003	0.032 **
	(0.014)	(0.016)	(0.013)	(0.014)	(0.016)
OUTCOME: STUDENT ENROLS IN A SAME-SUBJECT COURSE IN THE SUBSEQUENT TERM					
Number of Observations: 217,950					
All Students	0.028 ***	0.016 **	0.012 *	0.007	0.013 *
	(0.009)	(0.008)	(0.007)	(0.007)	(0.007)
All Low Registration Priority Students	0.019	0.028 *	0.027 **	0.024 *	0.038 **
	(0.016)	(0.016)	(0.014)	(0.015)	(0.018)
FIXED EFFECTS:					
Year-Quarter-Minority	Yes	No	No	No	No
Course	No	No	Yes	No	No
Course-Minority-Year-Quarter	No	Yes	No	No	No
Student	No	No	Yes	No	Yes
Classroom	No	No	No	Yes	Yes
CONTROLS:					
Instructor Controls	Yes	Yes	Yes	No	No
Student Controls	Yes	Yes	No	Yes	No

NOTES: This table displays results from our main outcome regressions. We report the coefficient of the interaction between student's and instructor's underrepresented minority status. Each cell is associated with a different regression. Students and instructors belong to the group of "Underrepresented Minorities" if their race/ethnicity is Hispanic, African-American, or Native American, Pacific Islander or other non-white. Student controls include, gender, cumulated GPA and a 4th-order polynomial in age; instructor controls include gender, a part-time indicator and a 4th-order polynomial in age. *** Significant on 1%-level; ** Significant on 5%-level; * Significant on 10%-level. Standard errors are clustered by classroom.

APPENDIX TABLE 3 - ESTIMATED STUDENT-INSTRUCTOR INTERACTION EFFECTS ASSUMING ONLY OWN RACE/ETHNICITY INTERACTIONS

	(1)		(2)		(3)		(4)		(5)	
OUTCOME: STUDENT DROPPED COURSE										
Number of Observations: 446,225										
All Students	-0.011		-0.021		-0.026	**	-0.028	***	-0.033	***
	(0.015)		(0.015)		(0.012)		(0.009)		(0.009)	
All Low Registration Priority Students	-0.029	*	-0.033	**	-0.037	***	-0.057	***	-0.057	***
	(0.015)		(0.015)		(0.014)		(0.014)		(0.014)	
OUTCOME: STUDENT PASSED COURSE, CONDITIONAL ON FINISHING THE COURSE										
Number of Observations: 320,835										
All Students	0.029	**	0.006		0.021	*	0.013		0.021	**
	(0.015)		(0.013)		(0.013)		(0.010)		(0.011)	
All Low Registration Priority Students	0.033	*	0.017		0.039	**	0.004		0.026	
	(0.017)		(0.017)		(0.018)		(0.017)		(0.019)	
OUTCOME: STANDARDIZED STUDENT COURSE GRADE, CONDITIONAL ON FINISHING THE COURSE										
Number of Observations: 278,857										
All Students	0.075	*	0.074	*	0.106	***	0.064	**	0.091	***
	(0.043)		(0.039)		(0.039)		(0.032)		(0.033)	
All Low Registration Priority Students	0.072		0.048		0.076		0.008		0.034	
	(0.055)		(0.054)		(0.058)		(0.059)		(0.063)	
OUTCOME: GOOD GRADE (B OR HIGHER), CONDITIONAL ON FINISHING THE COURSE										
Number of Observations: 279,110										
All Students	0.048	**	0.016		0.042	***	0.030	**	0.042	***
	(0.025)		(0.015)		(0.015)		(0.013)		(0.013)	
All Low Registration Priority Students	0.028		-0.017		0.025		-0.001		0.024	
	(0.031)		(0.023)		(0.026)		(0.025)		(0.029)	
OUTCOME: STUDENT ENROLS IN A SAME-SUBJECT COURSE IN THE SUBSEQUENT TERM										
Number of Observations: 217,950										
All Students	0.045		0.010		0.013		-0.003		0.009	
	(0.030)		(0.009)		(0.009)		(0.011)		(0.010)	
All Low Registration Priority Students	0.019		0.010		0.020		0.004		0.054	**
	(0.033)		(0.020)		(0.018)		(0.025)		(0.026)	
FIXED EFFECTS:										
Year-Quarter-Minority	Yes		No		No		No		No	
Course	No		No		Yes		No		No	
Course-Minority-Year-Quarter	No		Yes		No		No		No	
Student	No		No		Yes		No		Yes	
Classroom	No		No		No		Yes		Yes	
CONTROLS:										
Instructor Controls	Yes		Yes		Yes		No		No	
Student Controls	Yes		Yes		No		Yes		No	

NOTES: This table displays results from our main outcome regressions when using an alternative definition of the student-instructor interaction. In particular, the interaction variable is equal to one only if student and and instructor have the same racial/ethnic background *in addition to* belonging to an underrepresented minority group. We only report the coefficient for this variable. Each cell is associated with a different regression. Students and instructors belong to the group of "Underrepresented Minorities" if their race/ethnicity is Hispanic, African-American, or Native American, Pacific Islander or other non-white. Student controls include, gender, cumulated GPA and a 4th-order polynomial in age; instructor controls include gender, a part-time indicator and a 4th-order polynomial in age. *** Significant on 1%-level; ** Significant on 5%-level; * Significant on 10%-level. Standard errors are clustered by instructor.

APPENDIX TABLE 4 - UPPER AND LOWER BOUNDS FOR ESTIMATED ROLE OF INSTRUCTOR MINORITY STATUS FOR STUDENT GRADE

	TRUNCATION BY OVERALL DROPOUT BEHAVIOUR		TRUNCATION BY COURSE-SPECIFIC DROPOUT BEHAVIOUR	
	All Students	Low Reg-Priority Students	All Students	Low Reg-Priority Students
Lower Bound	0.039 *	0.027	0.039 *	0.034
	(0.022)	(0.041)	(0.024)	(0.041)
Uncorrected Estimate	*0.054* ***	*0.050*	*0.054* ***	*0.050*
	(0.022)	*(0.040)*	*(0.022)*	*(0.040)*
Upper Bound	0.077 ***	0.082 **	0.072 ***	0.062 *
	(0.022)	(0.042)	(0.022)	(0.041)
Student Controls	No		Yes	
Student FE	Yes		No	
Classroom FE	Yes		Yes	

NOTES: This table shows uncorrected and sample-selection corrected estimates for the minority interaction when grade is used as the outcome variable. Sample corrected estimates are non-parametric bounds as described in Lee (2005) and implemented in Hoffmann and Oreopoulos (2009). Lower (upper) bounds are computed under the assumption that minority students induced to stay in a class come from the upper (lower) tail of the outcome distribution . The fraction to be dropped come from first-stage dropout-regressions.The first two columns report results when the trimming procedure relies on estimates of the minority interaction in dropout regressions that use the full sample; the last two columns report results when the trimming procedure relies on estimates of the minority interaction in dropout regressions we run for each course separately; in the latter case we need to replace student fixed effects by student controls to achieve identification. *** Significant on 1%-level; ** Significant on 5%-level; * Significant on 10%-level. Standard errors are clustered by instructor.

APPENDIX TABLE 5 - ESTIMATED ROLE OF INSTRUCTOR MINORITY STATUS: ADDITIONAL ROBUSTNESS CHECKS AND EXTERNAL VALIDITY

	Dropped Course	Passed Course	Grade (Standardized)	Good Grade (B or higher)	Takes Same-Subject Course Subsequently
PANEL A: ROBUSTNESS CHECKS					
			ALL STUDENTS		
Male vs. Female Students					
Minority Interaction*Male Students	-0.021 ***	0.012	0.029	0.021	0.006
	(0.008)	(0.010)	(0.030)	(0.014)	(0.010)
Minority Interaction*Female Students	-0.019 **	0.012	0.073 ***	0.026 **	0.019 **
	(0.009)	(0.009)	(0.028)	(0.012)	(0.009)
Excluding Language Courses					
Minority Interaction	-0.018 ***	0.008	0.039 *	0.019 **	0.016 **
	(0.007)	(0.008)	(0.021)	(0.009)	(0.007)
Excluding Video-Delivered Courses					
Minority Interaction	-0.015 **	0.012	0.053 **	0.025 ***	0.013 *
	(0.007)	(0.008)	(0.022)	(0.010)	(0.007)
			LOW REGISTRATION PRIORITY STUDENTS		
Male vs. Female Students					
Minority Interaction*Male Students	-0.019	0.038	0.021	0.031	0.020
	(0.016)	(0.024)	(0.053)	(0.026)	(0.027)
Minority Interaction*Female Students	-0.037 ***	0.019	0.075	0.034	0.039 *
	(0.014)	(0.018)	(0.051)	(0.025)	(0.023)
Excluding Language Courses					
Minority Interaction	-0.027 **	0.022	0.021	0.025	0.030
	(0.012)	(0.018)	(0.034)	(0.017)	(0.019)
Excluding Video-Delivered Courses					
Minority Interaction	-0.024 **	0.030 *	0.056	0.033 *	0.030
	(0.012)	(0.018)	(0.041)	(0.020)	(0.019)
PANEL B: EXTERNAL VALIDITY					
			ALL STUDENTS		
Vocational vs. Non-Vocational Courses					
Minority Interaction**NonVocational Course*	-0.025 ***	0.011	0.055 **	0.021 **	0.011
	(0.008)	(0.010)	(0.024)	(0.011)	(0.007)
Minority Interaction**Vocational Course*	0.000	0.016	0.052	0.034 *	0.002
	(0.010)	(0.010)	(0.055)	(0.019)	(0.018)
Courses that are Transferable to UC and CSU Systems					
Minority Interaction**NonTransferable Course*	-0.004	0.015	0.026	0.023	0.015
	(0.010)	(0.011)	(0.043)	(0.018)	(0.011)
Minority Interaction**Transferable Course*	-0.030 ***	0.010	0.065 ***	0.024 **	0.012
	0.008	0.010	0.025	0.011	0.008
			LOW REGISTRATION PRIORITY STUDENTS		
Vocational vs. Non-Vocational Courses					
Minority Interaction**NonVocational Course*	-0.034 ***	0.031	0.072	0.041 **	0.026
	(0.013)	(0.020)	(0.045)	(0.021)	(0.019)
Minority Interaction**Vocational Course*	0.010	0.011	-0.072	-0.019	0.104 **
	(0.023)	(0.031)	(0.083)	(0.036)	(0.053)
Courses that are Transferable to UC and CSU Systems					
Minority Interaction**NonTransferable Course*	-0.017	0.038	0.057	0.046 *	0.050 *
	(0.020)	(0.028)	(0.054)	(0.024)	(0.030)
Minority Interaction**Transferable Course*	-0.038 ***	0.021	0.048	0.027	0.031
	0.013	0.017	0.047	0.024	0.022
Entering Students (==> Low Registration Priority)					
Minority Interaction	-0.025	0.032	0.048	0.033	0.024
	(0.029)	(0.028)	(0.097)	(0.050)	(0.053)

NOTES: This table explores the heterogeneity of our results across different student groups and types of courses considered. We report the coefficient of the interaction between student's and instructor's underrepresented minority status. We only report results for our preferred specification, which includes student and classroom fixed effects. Students and instructors belong to the group of "Underrepresented Minorities" if their race/ethnicity is Hispanic, African-American, or Native American, Pacific Islander or other non-white. *** Significant on 1%-level; ** Significant on 5%-level; * Significant on 10%-level. Standard errors are clustered by instructor.

APPENDIX TABLE 6 - ESTIMATED ROLE OF INSTRUCTOR MINORITY STATUS AND STUDENT'S SOCIO-ECONOMIC BACKGROUND

	Dropped Course	Passed Course	Grade (Standardized)	Good Grade (B or higher)	Takes Same-Subject Course Subsequently
			ALL STUDENTS		
Received Financial Aid					
Minority Interaction* *Financial Aid*	-0.021 ***	0.011	0.053 *	0.025 *	0.017 *
	(0.009)	(0.009)	(0.029)	(0.014)	(0.009)
Minority Interaction* *No Financial Aid*	-0.019 ***	0.013	0.055 ***	0.022 **	0.009
	(0.008)	(0.008)	(0.022)	(0.010)	(0.010)
Graduated from Private School					
Minority Interaction* *Private High School*	-0.016	0.016	0.036	-0.008	0.032
	(0.025)	(0.023)	(0.067)	(0.033)	(0.037)
Minority Interaction* *Non-Private High School*	-0.027 ***	0.016 *	0.058 **	0.021 *	0.014 *
	(0.008)	(0.009)	(0.025)	(0.012)	(0.008)
Fraction of Students in Free Lunch Programs at High School of Graduation					
Minority Interaction* *few Free Lunch Students at HS*	-0.023 ***	0.016 *	0.062 ***	0.025 **	0.012
	(0.007)	(0.009)	(0.023)	(0.011)	(0.008)
Minority Interaction* *many Free Lunch Students at HS*	-0.034	0.024	0.118 *	0.060 *	0.062
	(0.029)	(0.025)	(0.076)	(0.036)	(0.043)
Average Income in High School Neighborhood					
Minority Interaction* *poor neighborhood*	-0.027 **	0.013	0.073 *	0.020	0.027
	(0.015)	(0.016)	(0.040)	(0.020)	(0.019)
Minority Interaction* *avg neighborhood*	-0.027 ***	0.015	0.046 *	0.016	0.012
	(0.007)	(0.010)	(0.028)	(0.012)	(0.010)
Minority Interaction* *rich neighborhood*	-0.033	0.019	0.087 *	0.028	0.019
	(0.022)	(0.019)	(0.048)	(0.024)	(0.026)
			LOW REGISTRATION PRIORITY STUDENTS		
Received Financial Aid					
Minority Interaction* *Financial Aid*	-0.033 *	0.017	0.014	0.004	0.055 **
	(0.019)	(0.022)	(0.054)	(0.026)	(0.024)
Minority Interaction* *No Financial Aid*	-0.026 **	0.039 **	0.079 *	0.054 ***	0.023
	(0.012)	(0.018)	(0.045)	(0.021)	(0.024)
Graduated from Private School					
Minority Interaction* *Private High School*	-0.078 *	0.030	0.035	0.049	0.075
	(0.044)	(0.058)	(0.169)	(0.091)	(0.082)
Minority Interaction* *Non-Private High School*	-0.038 **	0.038 *	0.052	0.035	0.038
	(0.016)	(0.023)	(0.055)	(0.026)	(0.026)
Fraction of Students in Free Lunch Programs at High School of Graduation					
Minority Interaction* *few Free Lunch Students at HS*	-0.032 **	0.036 *	0.057	0.035 *	0.038 *
	(0.013)	(0.019)	(0.047)	(0.022)	(0.022)
Minority Interaction* *many Free Lunch Students at HS*	0.029	0.009	-0.028	-0.042	0.123
	(0.065)	(0.075)	(0.191)	(0.100)	(0.115)
Average Income in High School Neighborhood					
Minority Interaction* *poor neighborhood*	-0.024	0.023	0.149	0.059	0.072
	(0.031)	(0.037)	(0.108)	(0.049)	(0.055)
Minority Interaction* *avg neighborhood*	-0.044 ***	0.044 **	0.057	0.036	0.034
	(0.016)	(0.023)	(0.059)	(0.028)	(0.028)
Minority Interaction* *rich neighborhood*	-0.041	0.032	-0.039	-0.002	0.047
	(0.038)	(0.046)	(0.116)	(0.070)	(0.069)

NOTES: This table explores the heterogeneity of our results across different student groups defined by proxies for their socio-economic background. We report the coefficient of the interaction between student's and instructor's underrepresented minority status - referred to as "Minority Interaction". In cases where we allow minority effects to vary across student groups we report the interaction between the main variable of interest and indicator variables that are equal to one if a student belongs to a certain subgroup. To find high schools with a high fraction of free lunch students we first compute the empirical distribution of the school-level fraction of pupils who receive free lunch. We then define high schools to have "many free lunch students" if its fraction of free lunch students exceeds the 90%-percentile of the corresponding empirical distribution. Likewise, a neighborhood is defined to be an "average income neighborhood" if its average income is contained in the 80% symmetric confidence interval of its distribution. We only report results for our preferred specification, which includes student and classroom fixed effects. Students and instructors belong to the group of "Underrepresented Minorities" if their race/ethnicity is Hispanic, African-American, or Native American, Pacific Islander or other non-white. *** Significant on 1%-level; ** Significant on 5%-level; * Significant on 10%-level. Standard errors are clustered by instructor.

APPENDIX TABLE 7 - ESTIMATED ROLE OF INSTRUCTOR RACE/ETHNICITY FOR STUDENT OUTCOMES, GROUP BY GROUP REGRESSIONS

All Students

	Instructor Race/Ethnicity (Comparison Group: Own Race/Ethnicity Instructors)				
	White	African-American	Hispanic	Asian	Other Minority
PANEL A: OUTCOME - STUDENT DROPPED COURSE					
White		0.038 ** (0.017)	0.026 (0.018)	0.027 * (0.015)	-0.002 (0.020)
African-American	0.046 ** (0.023)		0.091 *** (0.032)	0.116 ** (0.051)	-0.077 (0.064)
Hispanic	-0.012 (0.030)	0.039 (0.031)		0.038 (0.046)	-0.121 * (0.065)
Asian	-0.011 (0.016)	-0.008 (0.029)	-0.038 (0.036)		-0.060 ** (0.029)
Other Minority	0.096 *** (0.028)	0.114 (0.103)	0.131 * (0.077)	0.181 ** (0.078)	
PANEL B: OUTCOME - STUDENT PASSED COURSE					
White		-0.008 (0.018)	-0.015 (0.021)	0.000 (0.011)	-0.041 * (0.025)
African-American	-0.060 ** (0.029)		-0.081 (0.065)	-0.067 (0.053)	-0.054 (0.109)
Hispanic	0.031 (0.032)	0.032 (0.042)		-0.018 (0.048)	-0.033 (0.054)
Asian	-0.005 (0.011)	0.016 (0.025)	-0.006 (0.026)		0.030 (0.025)
Other Minority	0.078 * (0.046)	0.260 ** (0.134)	0.141 (0.135)	-0.033 (0.086)	
PANEL C: OUTCOME - COURSE GRADE					
White		-0.050 (0.058)	-0.029 (0.094)	-0.005 (0.039)	-0.125 * (0.073)
African-American	-0.136 * (0.076)		-0.179 (0.175)	-0.151 (0.137)	0.275 (0.305)
Hispanic	0.035 (0.114)	-0.023 (0.128)		-0.123 (0.140)	-0.048 (0.228)
Asian	-0.002 (0.037)	-0.014 (0.092)	0.073 (0.113)		0.039 (0.085)
Other Minority	0.153 (0.118)	0.154 (0.341)	0.401 (0.464)	-0.056 (0.260)	
PANEL D: OUTCOME - GRADE OF AT LEAST B					
White		0.006 (0.027)	-0.025 (0.034)	-0.004 (0.018)	-0.041 (0.026)
African-American	-0.103 *** (0.034)		-0.051 (0.073)	-0.055 (0.066)	0.240 * (0.145)
Hispanic	-0.014 (0.039)	0.015 (0.042)		0.021 (0.058)	-0.065 (0.092)
Asian	-0.008 (0.017)	-0.017 (0.047)	0.002 (0.043)		-0.011 (0.033)
Other Minority	0.026 (0.043)	-0.027 (0.180)	0.094 (0.202)	-0.011 (0.127)	
PANEL E: OUTCOME - STUDENT ENROLS IN A SAME-SUBJECT COURSE IN THE SUBSEQUENT TERM					
White		-0.008 (0.009)	0.011 (0.010)	-0.005 (0.009)	-0.002 (0.015)
African-American	0.008 (0.022)		0.173 *** (0.061)	0.023 (0.077)	-0.014 (0.178)
Hispanic	-0.009 (0.014)	-0.073 ** (0.032)		-0.033 (0.038)	0.061 (0.067)
Asian	0.015 ** (0.006)	-0.011 (0.017)	0.012 (0.013)		-0.001 (0.020)
Other Minority	0.033 (0.034)	-0.054 (0.177)	-0.062 (0.212)	-0.115 (0.166)	

All Low Registration Priority Students

|		Instructor Race/Ethnicity (Comparison Group: Own Race/Ethnicity Instructors)			
	White	African-American	Hispanic	Asian	Other Minority
PANEL A: OUTCOME - STUDENT DROPPED COURSE					
White		0.022 (0.022)	0.037 (0.024)	0.021 (0.017)	-0.015 (0.021)
African-American	0.067 * (0.038)		0.279 ** (0.132)	0.105 (0.155)	-0.264 (0.247)
Hispanic	-0.031 (0.027)	0.014 (0.064)		0.076 (0.079)	-0.089 (0.139)
Asian	-0.012 (0.017)	0.023 (0.039)	-0.025 (0.048)		-0.022 (0.042)
Other Minority	0.143 *** (0.049)	0.406 (0.925)	0.617 (0.526)	0.202 (0.328)	
PANEL B: OUTCOME - STUDENT PASSED COURSE					
White		-0.029 (0.025)	-0.021 (0.026)	-0.002 (0.016)	-0.048 (0.033)
African-American	-0.097 ** (0.046)		-0.044 (0.220)	-0.029 (0.211)	-0.213 (0.151)
Hispanic	-0.006 (0.041)	-0.022 (0.108)		-0.010 (0.109)	-0.226 (0.232)
Asian	-0.002 (0.013)	-0.057 (0.047)	0.035 (0.054)		-0.036 (0.065)
Other Minority	0.076 (0.090)	-0.594 (0.640)	0.130 (0.704)	-1.082 ** (0.540)	
PANEL C: OUTCOME - COURSE GRADE					
White		-0.066 (0.081)	-0.049 (0.088)	0.017 (0.049)	-0.155 ** (0.067)
African-American	-0.194 (0.155)		1.572 (1.388)	-0.091 (0.485)	-
Hispanic	0.084 (0.095)	-0.102 (0.281)		-0.321 (0.251)	-0.211 (0.594)
Asian	0.025 (0.045)	-0.204 (0.145)	0.138 (0.204)		0.036 (0.185)
Other Minority	0.327 (0.255)	2.001 (1.854)	0.437 (2.288)	-1.296 (0.926)	
PANEL D: OUTCOME - GRADE OF AT LEAST B					
White		-0.001 (0.035)	-0.009 (0.039)	0.002 (0.022)	-0.031 (0.036)
African-American	-0.131 ** (0.063)		0.748 (0.962)	0.126 (0.254)	-
Hispanic	0.028 (0.047)	0.005 (0.115)		-0.009 (0.167)	0.084 (0.288)
Asian	0.009 (0.020)	-0.073 (0.078)	0.070 (0.074)		0.022 (0.089)
Other Minority	0.052 (0.101)	0.660 (1.432)	0.247 (1.381)	-1.482 *** (0.364)	
PANEL E: OUTCOME - STUDENT ENROLS IN A SAME-SUBJECT COURSE IN THE SUBSEQUENT TERM					
White		-0.008 (0.022)	-0.018 (0.021)	-0.018 (0.019)	-0.023 (0.027)
African-American	-0.006 (0.051)		0.336 (0.279)	-0.229 (0.270)	0.541 (0.368)
Hispanic	0.011 (0.032)	-0.032 (0.165)		-0.010 (0.195)	-0.139 (0.307)
Asian	0.007 (0.014)	-0.014 (0.049)	0.002 (0.069)		-0.022 (0.090)
Other Minority	0.019 (0.082)	-	-	-2.193 (1.707)	

NOTES: In this table we investigate in detail if students loose from being taught by an instructor of a different race/ethnicity. Each cell reports the estimated coefficient from a different regression that only uses one student group and two instructor groups. We only show results for our preferred specification, which includes student and course fixed effects. We also compute the regression coefficients for a sample of all students and a sample of students with a low standing on class enrollment lists. *** Significant on 1%-level; ** Significant on 5%-level; * Significant on 10%-level. Standard errors are clustered by instructor.

## APPENDIX TABLE 8 - TOTAL ENROLLMENT AND INSTRUCTOR COUNTS BY DEPARTMENT

Department	Enrollments	Number of Instructors
Total	365,651	941
Accounting	16,187	37
Anthropology	9,941	15
Astronomy	7,960	3
Automotive Technology	5,339	13
Biology	14,896	34
Business	12,759	38
Child Development & Education	7,049	26
Computer Appl. & Ofc. Systems	7,077	15
Chemistry	7,460	21
Computer Information Systems	11,710	73
Economics	12,920	19
English/Writing	36,410	137
Film and Television Production	7,459	28
History	17,029	31
Human Development	6,471	15
Humanities	9,637	30
Mathematics	48,348	86
Nursing	6,059	32
Philosophy	7,871	22
Physics	5,203	14
Political Science	9,413	19
Psychology	13,132	36
Reading	9,701	22
Sociology	5,942	24
Speech/Communication	13,657	51

NOTES: This tables includes all enrollments in courses after the drop period, but prior to the withdrawal period. For confidentiality reasons only departments with at least 1 percent of total enrollment at college are included.

Appendix Figure 1: Nonminority-Minority Student Mean Grade Gap vs. Minority Instructor Share by Department
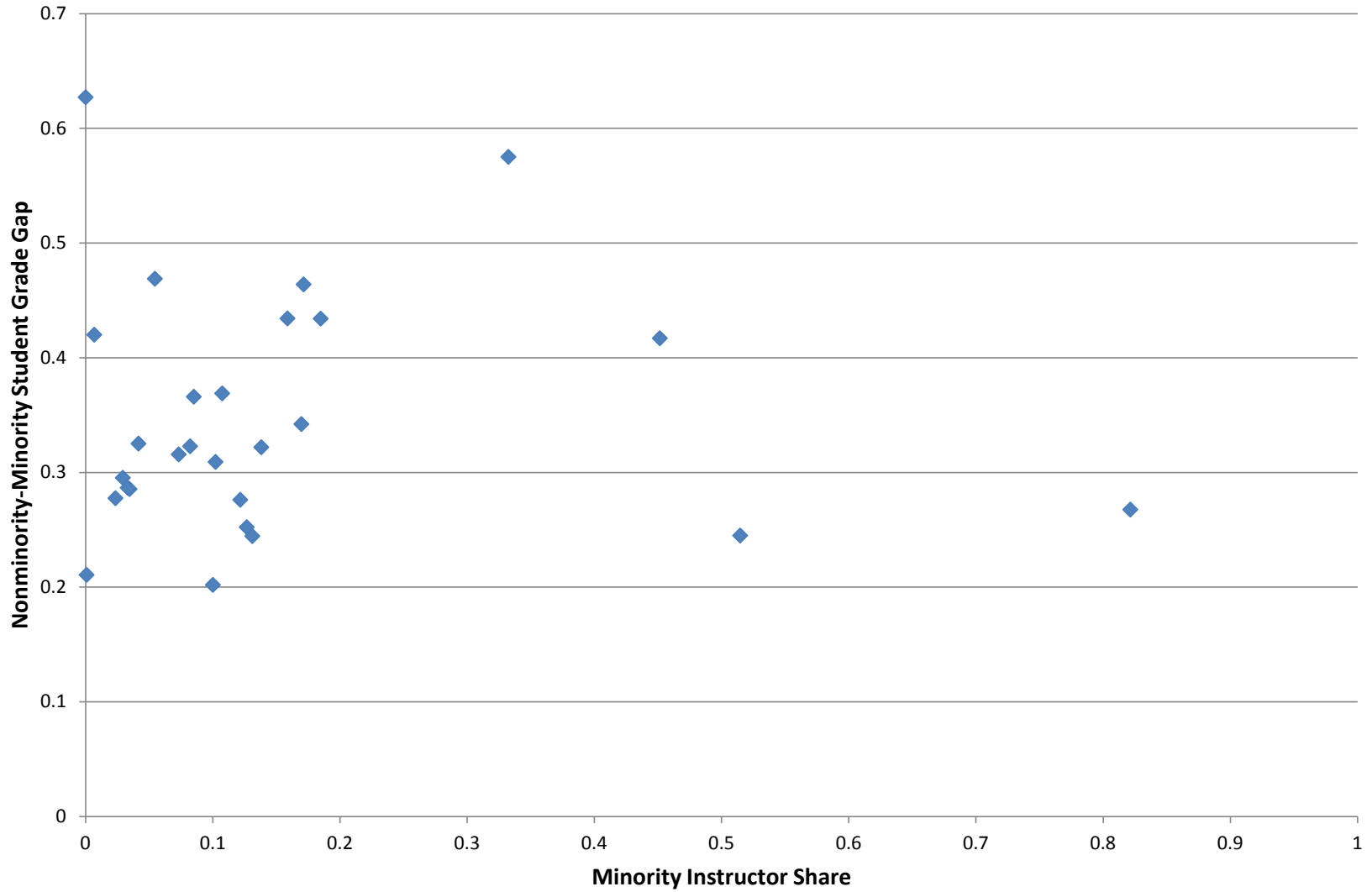
Appendix Figure 2: Mean Grades vs. Minority Instructor Share by Department
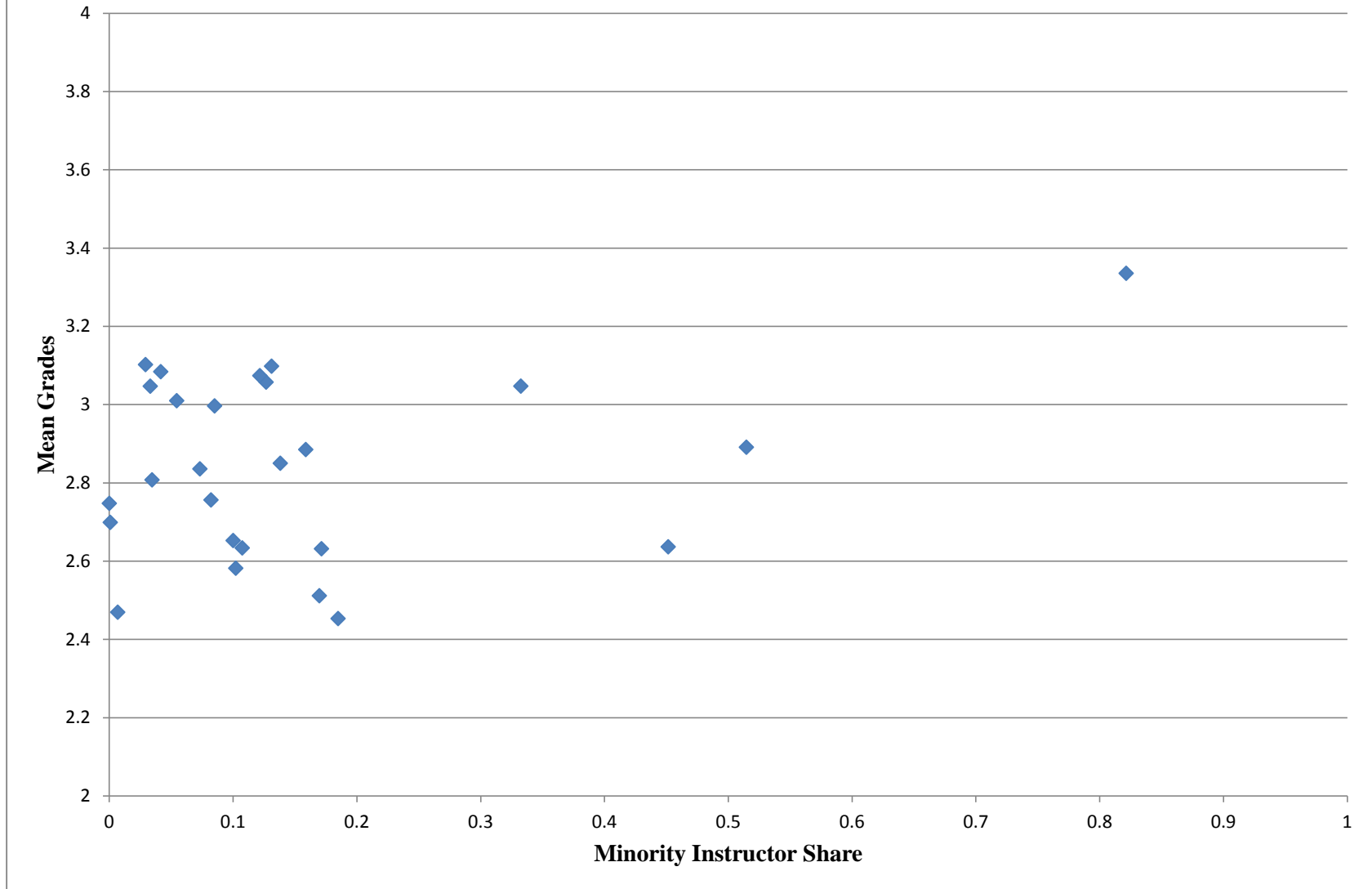
Appendix Figure 3: Standard Deviation of Grades vs. Minority Instructor Share by Department