REPORT OF THE COMMITTEE ON THE STATUS OF MINORITY GROUPS IN THE ECONOMICS PROFESSION (CSMGEP)
DECEMBER 2020

The Committee on the Status of Minority Groups in the Economics Profession (CSMGEP) was created by the American Economic Association (AEA) more than 50 years ago[1] in response to concerns about the under-representation of minority and historically disadvantaged groups in economics and economic policy decisions, despite the fact that these groups comprise a growing proportion of the population and contribute significantly to the economic outcomes of the country. To address this issue, the committee monitors the racial and ethnic diversity of the economics profession and oversees a Pipeline Program to promote the advancement of racial/ethnic minority groups in economics.

We begin our annual report with current data on the numbers and proportions of minorities studying economics at the undergraduate and graduate levels, highlighting representation within race by gender. Second, we compare historical trends in minority representation in economics to trends in minority representation in the general population, Science, Technology, Engineering and Math (STEM) fields, and all other subjects. Then we report results from a recent survey on minority faculty in economics departments followed by updated information on the three components of the Pipeline Program overseen by the CSMGEP: The Summer Program, the Mentoring Program, and the Summer Fellows Program. Finally, we summarize CSMGEP's other recent activities.

I. Recent Data on Minority Economists

Degrees Conferred in 2019

Data on economists in the "pipeline" in this report were drawn from the Integrated Postsecondary Education Data System (IPEDS) at the National Center for Education Statistics (NCES). The most recent data on degrees conferred across all U.S. Institutions are the preliminary data from academic year 2018-2019. *Differences between preliminary and final data have typically been minor.* All calculations given in these tables are our own, based on the survey data provided by the IPEDS.

The data include all degree-granting institutions (at bachelor's, master's and doctorate levels) participating in the survey. Degrees awarded to American citizens and permanent residents are included in this analysis, while non-permanent residents have been removed from the data.[2] Degree recipients of unknown ethnicity are included in the totals, and in 2019 these constituted 4.1% of economics degrees[3] conferred.

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[1] The CSMGEP was initially established in 1968 but has been in operation under its current name since 1975.

[2] Unless otherwise noted non-permanent residents are not included in the data presented. That said, non-residents make up a significant proportion of the economics degrees awarded, especially at master's (57.4%) and doctorate (62.1%) levels. See Appendix Table 1.

[3] Schools must choose a Classification of Instructional Program (CIP) degree code in reporting their degrees to the IPEDS. We classify as economics, those degrees with CIP codes housed under the two-digit social science code (45) and then under the four-digit economics code (45.06) which includes as child codes "Economics, General," "Applied

Table 1 illustrates the underrepresentation of Black,[4] Hispanic and Native American students among economics degree recipients. The table shows the number of economics degrees awarded to these groups in 2019.[5] (See Appendix Table 1-2 for degrees awarded by all racial/ethnic groups). A total of 34,771 degrees in economics were awarded to citizens and permanent residents of the United States. The majority of these degrees were earned at the bachelor's degree level (93.3%) and the biggest racial/ethnic group among all recipients was white followed by Asians (59.3% and 15.4% respectively, see Appendix Table 2). The focal minority groups earned 17.3% of degrees compared to their 31.7% share of the population. Hispanics earned 11.9%, followed by Black/African American recipients at 5.3%, and American Indian/Native Alaskans, earned 0.2% of degrees. All three groups earned a larger share of bachelor's degrees than of PhDs. (Blacks earned 5.2% of bachelor's and 2.8% of PhDs; Hispanics earned 12.1% of bachelor's degrees and 5.8% of doctorates; Native Americans earned 0.2% of bachelors and no PhDs.) Across all degree levels, Hispanic students, most numerous in the population, received the highest number of economics degrees among minority groups, while American Indian students were the recipients of just 66 economics degrees in 2018-2019, half of the peak levels of 141 degrees in 2009 (see Appendix Table 3).

Minority representation in STEM subjects was higher than minority representation in economics across all degree levels (19.5% overall compared to 17.3% in economics).[6] Table 2 shows the number of degrees awarded to minority students in STEM subjects in 2019. The difference was greatest at the doctoral level with minorities earning 11.7% of degrees in STEM fields as opposed to 8.6% in economics.

Economics," "Econometrics and Quantitative Economics," "Development Economics and International Development," "International Economics," and "Economics, Other." We exclude subjects housed under the two-digit "Business, Management, Marketing, and Related Support Services" code (52), including those with the four-digit "Business/Managerial Economics" code (52.06) which has only one child code, which is itself "Business/Managerial Economics."

[4] The three groups are mutually exclusive. Blacks refers to non-Hispanic Blacks and Native Americans to non-Hispanic Native Americans.

[5] In this report we designate Blacks, Hispanics, and American Indians as "minorities" as they are the groups that have been targeted by the American Economic Association's efforts to increase racial and ethnic diversity in the profession (see Collins, S.M., (2000), Minority Groups in the Economics Profession, *The Journal of Economic Perspectives*, Vol. 14, No. 2, pp. 133-148).

[6] We classify as STEM fields those listed as such by the Department of Homeland Security. See https://www.ice.gov/sites/default/files/documents/Document/2016/stem-list.pdf.

Table 1: Degrees Awarded in Economics in the Academic Year 2018-2019

Award Level	Grand Total	U.S. Citizen and Permanent Resident Total	American Indian or Native Alaskan		Black / African American		Hispanic or Latino		All Minorities	
			Total	%	Total	%	Total	%	Total	%
BA	40355	32436	63	0.19	1675	5.16	3937	12.14	5675	17.5
MA	4391	1871	3	0.16	139	7.43	170	9.09	312	16.68
PhD	1225	464	0	0	13	2.8	27	5.82	40	8.62
All	45971	34771	66	0.19	1827	5.25	4134	11.89	6027	17.33

Table 2: Degrees Awarded to Minority Students in Science, Technology, Engineering and Math (STEM) Subjects in 2019

Award Level	Grand Total	U.S. Citizen and Permanent Resident Total	American Indian or Native Alaskan		Black / African American		Hispanic or Latino		All Minorities	
			Total	%	Total	%	Total	%	Total	%
BA	525522	481131	1666	0.35	31286	6.5	63574	13.21	96526	20.06
MA	182599	102144	314	0.31	8357	8.18	10062	9.85	18733	18.34
PhD	34212	19215	66	0.34	805	4.19	1378	7.17	2249	11.7
All	742333	602490	2046	0.34	40448	6.71	75014	12.45	117508	19.5

Intersection of Gender and Minority Representation

Minority women exist in the intersection of two under-represented groups and thus may be particularly underrepresented at all stages of the economics' pipeline. In Table 3 we report representation of female minorities in economics divided by award level.

Thirty-four percent of minority degree earners in economics were women. This is slightly higher than the overall female rate—women were approximately 31.1% of all economics students—but still well below equal representation. Minority women were the recipients of 5.9% of all economics degrees conferred in 2019 (to women and men) and 19.0% of all economics degrees conferred to women. Minority representation amongst women was higher at the bachelor's (19.1%) and master's levels (19.4%) than at the PhD level (8.1%).

In 2019, Hispanic women received a slightly greater proportion of BA and MA conferrals among women (12.7% and 10.6%, respectively) than all Hispanics received among the total (12.1% and 9.1%, respectively). At the PhD level Hispanic women received a similar share of conferrals among women as Hispanics received among total conferred; where Hispanics received 5.8% of all PhD degrees, Hispanic women earned 5.4% of all doctorates. Hispanic women made up just 29.6% of all PhDs conferred to all Hispanics.

Black women were slightly better represented among all women recipients than Black recipients were among the total economics degree recipients (6.3% and 5.3%, respectively). Black women made up a similar share of women PhD recipients as Black graduates made up overall (2.7% and 2.8%, respectively). Black women comprised 37.1% of all Black economics degree recipients, a larger percentage of Black degree recipients than minority women comprised of all minority degree recipients and than did all women among all degree recipients.

American Indian women comprised 40.9% of American Indian economics degree recipients in 2019. Twenty-seven American Indian/Native Alaskan women received economics degrees in economics, 26 of which were at the bachelor's level.

Minority female representation in STEM subjects was higher than representation in economics, across all degree levels. Table 4 reports representation of female minorities in STEM subjects by award level. Minority women were the recipients of 8.7% of all STEM subject degrees and 21.4% of STEM subject degrees conferred to women. The greatest difference in minority women representation was at the doctorate level– 13.1% in STEM fields compared to 8.1% in economics.

In terms of gender balance within minority groups, again minority women do better in STEM as a whole than in economics. Minority women represented 44.7% of all STEM degrees awarded to minorities in 2019, with Hispanic, Black, and American Indian women comprising 42.8%, 48.2%, and 44.3% of degree recipients among their respective ethnic/racial groups. These values were above the representation of women overall in STEM degree conferrals (40.7%).

Nonetheless, minority women were underrepresented in both economics and STEM despite their overrepresentation among total degree recipients. Minorities overall were 24.8% of student degree recipients for all subjects (as shown in Appendix Table 3). Minority women made up

15.8% of all subject degree recipients and 63.8% of the minority degree recipient population.[7] While these figures highlight an increasingly troubling trend of lower educational attainment amongst men of color, the over-representation of women in higher education makes the limited number of minority women in STEM and economics fields even more concerning.

[7] Percentages generated from untabled calculations using the IPEDS completions survey data on minority women degree conferrals in all subjects.

Table 3: Degrees Awarded in Economics in the Academic Year 2018-2019 to Minority Women

Award Level	Grand Total of Women	U.S. Citizen and Permanent Resident Women Total	American Indian or Native Alaskan Women		Black / African American Women		Hispanic or Latino Women		All Minority Women	
			Total	%	Total	%	Total	%	Total	%
BA	13532	9989	26	0.26	614	6.15	1268	12.69	1908	19.1
MA	1882	686	1	0.15	59	8.6	73	10.64	133	19.39
PhD	415	149	0	0	4	2.68	8	5.37	12	8.05
All	15829	10824	27	0.25	677	6.25	1349	12.46	2053	18.97

Table 4: Degrees Awarded to Minority Women in Science, Technology, Engineering and Math (STEM) Subjects in 2019

Award Level	Grand Total of Women	U.S. Citizen and Permanent Resident Women Total	American Indian or Native Alaskan Women		Black / African American Women		Hispanic or Latino Women		All Minority Women	
			Total	%	Total	%	Total	%	Total	%
BA	211806	195588	727	0.37	15014	7.68	27347	13.98	43088	22.03
MA	72282	42015	156	0.37	4061	9.67	4178	9.94	8395	19.98
PhD	12391	7719	24	0.31	399	5.17	591	7.66	1014	13.14
All	296479	245322	907	0.37	19474	7.94	32116	13.09	52497	21.4

Trends in Minority Degrees Conferred 1995-2018

Minority representation in the general population, undergraduate and graduate programs, STEM fields and economics has increased between 1995[8] and 2019. Both the total number of economics degrees and the percentage of economics degrees awarded to minority students have increased since 1995, with 2019 marking the ninth consecutive year of growth in minority representation in economics. (See Appendix Tables 3-6 for the annual data by degree and race/ethnicity.) Despite this growth, representation of minorities in economics remains relatively low compared to minority representation in STEM fields and in all subjects, and its growth over time is slower than the population growth of minorities.

From 1995 to 2019 minority representation in all subjects increased from 13.1% to 24.8%, and minority representation in STEM fields increased from 11.2%[9] to 19.5%. Minority representation in economics increased from 11.6% to 17.3% over the same period.

Figures 1, 2, and 3 compare the overall representation[10] of minority groups in economics, STEM fields and all other subjects to underlying changes in their respective representation in the total U.S. population.[11] Trends are presented separately for each minority group.

[8] We look at trends since 1995 because that is the first year that the IPEDS data by race and the degree subjects of interest were available.
[9] Percentage generated from untabled calculations using the IPEDS data.
[10] Degree types are pooled, and representation in economics/all subjects is defined as the number of economics/all subject degrees awarded to the racial group divided by the total number of economics/all subject degrees awarded to U.S. permanent residents.
[11] Racial population percentages are taken from U.S. Census, Population Division's estimates for the years 1995-2019. https://www.census.gov/data/datasets/time-series/demo/popest/intercensal-1990-2000-state-and-county-characteristics.html
https://www.census.gov/data/datasets/time-series/demo/popest/intercensal-2000-2010-national.html
https://www.census.gov/newsroom/press-kits/2020/population-estimates-detailed.html

For American Indian students, representation in economics, STEM fields and all other subjects has decreased in recent years as population figures have remained steady (Figure 1). Since 2009 (the year with the highest level of American Indian representation in economics), the number of Native American students graduating in economics has decreased from 141 to 66. While the lack of American Indian students' representation in economics is discouraging, it follows a broader trend of a decreasing rate of participation of American Indian students in STEM fields and other subjects and may be a symptom of a broader problem of access to postsecondary education for American Indian students.

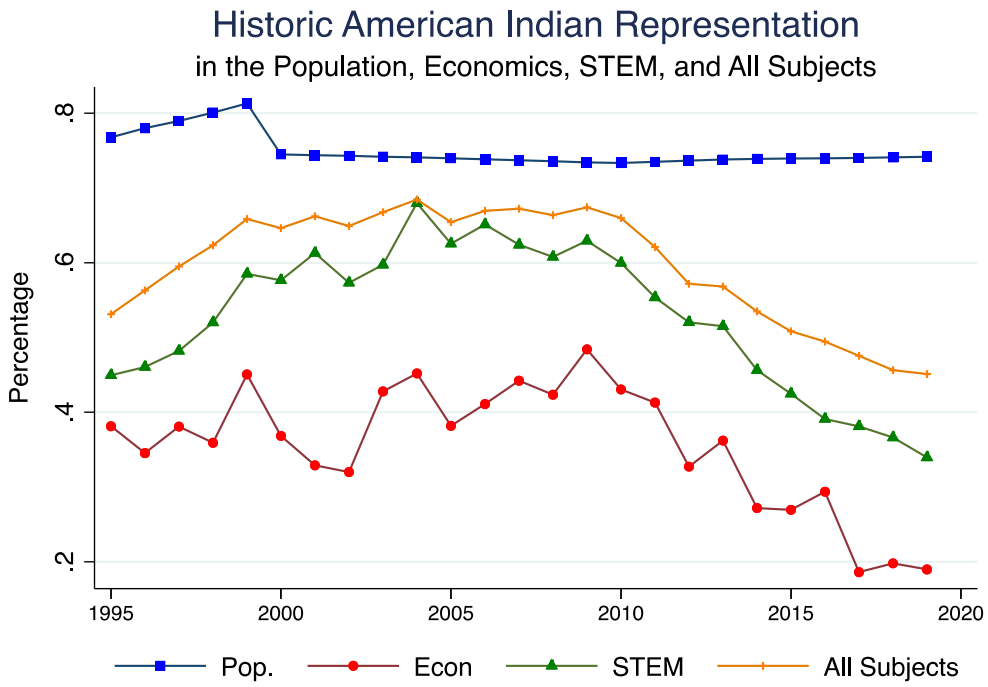

Figure 1: Changes in Representation of American Indians/Native Americans. This figure shows the percentage of the American Indian population within the total population along with the percentage of economics degrees, STEM degrees, and degrees in all subjects awarded to American Indian students from 1995 to 2019.
Note: The downtick in population in 2000 is likely due to the fact that beginning in 2000 the Census has allowed respondents to identify with more than one race. Choosing two or more races is its own racial category.

Black representation in economics has actually decreased somewhat since 1995, going from 6.4% to 5.3% in 2019 (Figure 2) while the Black share of all subject degrees conferred has increased considerably from 7.2% to 10.3% over the same time span. That Black representation in economics and STEM fields has followed a markedly different trend from Black representation in other subjects suggests that there may be specific barriers to Black students in both STEM and economics degree attainment. (Although we note that there has been growth in recent years in Black STEM PhD attainment, but not Black economics PhD Attainment.)[12] Also, in recent years the Black representation in the population, all subject degrees, STEM fields and economics have remained fairly flat with population share (12.5%) greater than all subject share (10.3%), greater than STEM greater than economics.

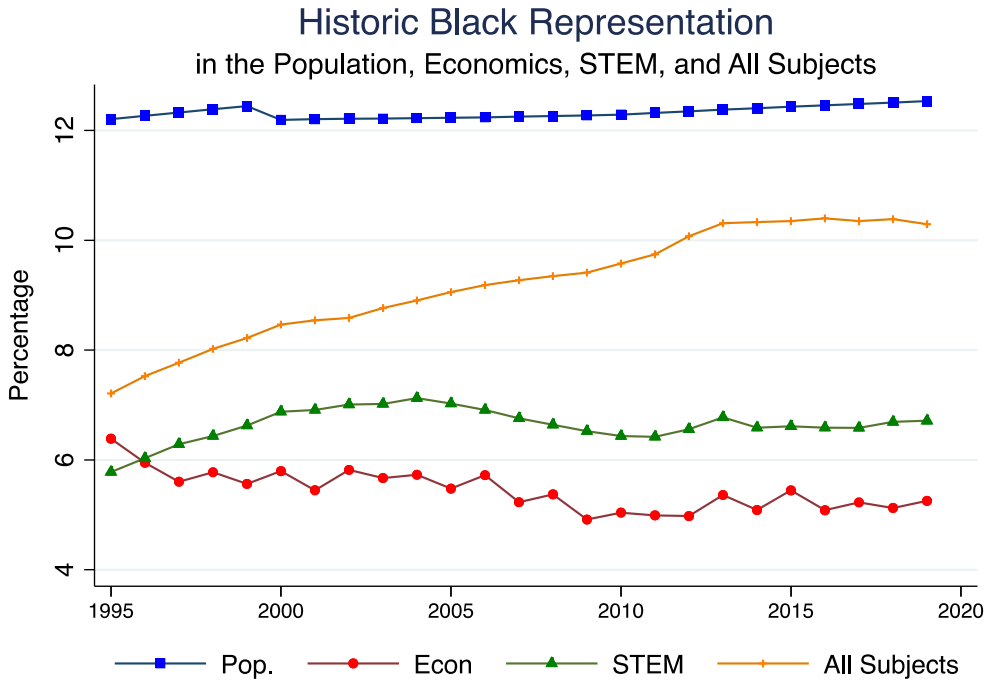

Figure 2: Changes in Representation of Blacks/African Americans. This figure shows the percentage of the Black/African American population within the total population along with the percentage of economics degrees, STEM degrees, and degrees in all subjects awarded to Black/African American students from 1995 to 2019.
Note: The downtick in population in 2000 is likely due to the fact that beginning in 2000 the Census has allowed respondents to identify with more than one race. Choosing two or more races is its own racial category.

[12] The decrease in Black economics PhD recipients can be seen in Appendix Table 6. Black representation among economics PhD recipients is from untabled calculations using the IPEDS and Survey of Earned Doctorates.

Hispanic representation in economics has experienced the highest levels of growth out of all minority groups (Figure 3), more than doubling from 4.9% to 11.9% between 1995 and 2019. Hispanic representation in STEM degrees (5.0% to 12.5%) and degrees in all subjects (5.4% to 14.0%) has also more than doubled during the time period outpacing the population gains as Hispanics grew from 10.6% to 18.5% of the population during this period. Hispanic's representation in economics is on the heels of STEM. While this is a positive sign, Hispanic representation in higher education in general remains far below Hispanic representation in the population.

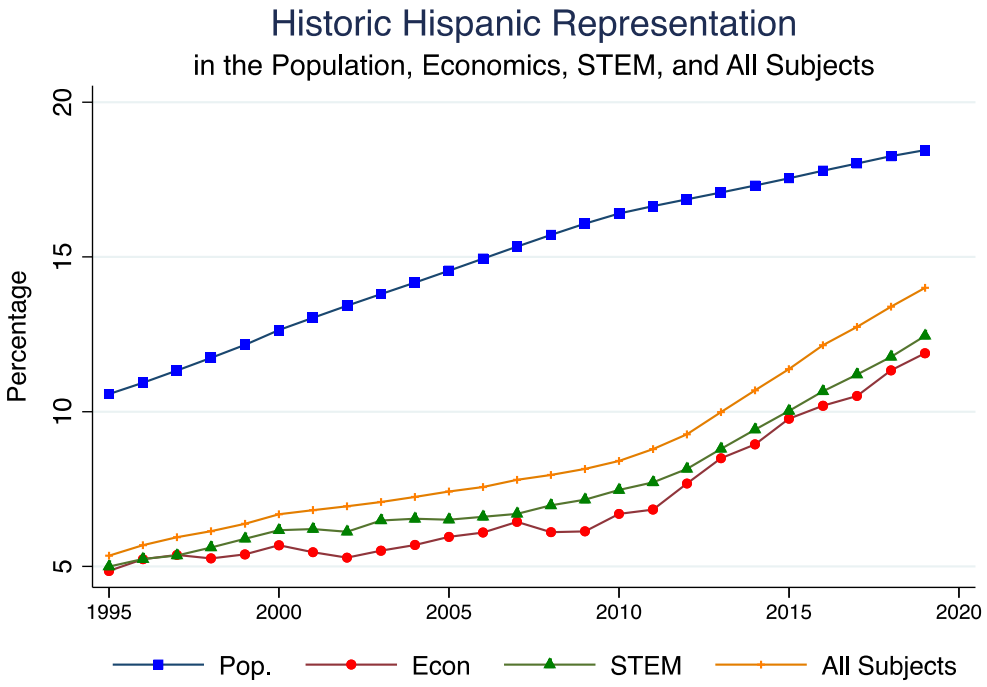

Figure 3: Changes in Representation of Hispanics/Latinx. This figure shows the percentage of the Hispanic population within the total population along with the percentage of economics degrees, STEM degrees, and degrees in all subjects awarded to Hispanic students from 1995 to 2019.

Clearly, there is more to be done regarding the representation of minority groups in economics. While the number of degrees awarded to minority students in economics continues to increase, representation of minorities in economics continues to be outpaced by representation of minorities in the overall degree-receiving population as well as in the general population. The data also highlight a continuing problem of falling representation of Native American students in economics. There is also a concerning trend for Black students; Black representation in the aggregate of all subjects is increasing at a rate faster than their population growth, yet representation of Black students in economics remains low.

The root cause of this under-representation is unknown, although various supply and demand side determinants have been suggested. Recent research (Carrell, Page and West 2010, Hale and Regev 2014, Fairlie, Hoffmann, and Oreopoulos 2014, Kofoed 2019, and Porter and Serra 2019)[13] finds that the demographics of instructors or role models may be particularly impactful in improving minority and female participation early on in the pipeline. Stevenson and Zlotnik (2018)[14] document an underrepresentation of women amongst both real and fictional people mentioned in economics textbooks which may also play a role in attracting minority women to the discipline.

Implicit and explicit bias is another factor. Both are particularly harmful for minority women, as they are impacted by both negative gender and racial stereotypes. For instance, Carlana (2019) and Papageorge, Gershenson, and Kang (2020)[15] show that low expectations and negative implicit stereotypes of instructors towards underrepresented demographic groups can disadvantage the targeted groups. Likewise, Wu (2018)[16] documents negative sentiments and explicit bias towards women in online economics message boards, suggesting a hostile work environment for female economists and students which may be an additional factor in the under-representation of minority women. Results from the AEA Climate Survey[17] in winter 2018–19, found that 28 percent of minority respondents reported having personally been discriminated against or treated unfairly on the basis of race/ethnicity by someone in the field of economics, while three-fifths of minority women reported experiencing either racial discrimination and/or gender discrimination. These groups are also the most likely to take costly action, such as leaving a job, to avoid possible harassment, discrimination, or unfair treatment, which could partially explain their underrepresentation in the field of economics.

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[13]Carrell, S. E., Page, M. E., & West, J. E. (2010). Sex and science: How professor gender perpetuates the gender gap. *The Quarterly Journal of Economics*, *125*(3), 1101-1144; Hale, G., & Regev, T. (2014). Gender ratios at top PhD programs in economics. *Economics of Education Review*, *41*, 55-70; Fairlie, R. W., Hoffmann, F., & Oreopoulos, P. (2014). A community college instructor like me: Race and ethnicity interactions in the classroom. *American Economic Review*, *104*(8), 2567-91; Kofoed, M. S. (2019). The effect of same-gender or same-race role models on occupation choice evidence from randomly assigned mentors at west point. *Journal of Human Resources*, *54*(2), 430-467; Porter, C., & Serra, D. (2019). Gender differences in the choice of major: The importance of female role models. *American Economic Journal: Applied Economics*.

[14] Stevenson, B., & Zlotnik, H. (2018, May). Representations of men and women in introductory economics textbooks. In *AEA Papers and Proceedings* (Vol. 108, pp. 180-85).

[15] Carlana, M. (2019). Implicit stereotypes: Evidence from teachers' gender bias. *The Quarterly Journal of Economics*, *134*(3), 1163-1224; Papageorge, N. W., Gershenson, S., & Kang, K. M. (2020). Teacher expectations matter. *Review of Economics and Statistics*, *102*(2), 234-251.

[16] Wu, A. H. (2018, May). Gendered Language on the Economics Job Market Rumors Forum. In *AEA Papers and Proceedings* (Vol. 108, pp. 175-79)

[17] Allgood, S., Badgett, L., Bayer, A., Bertrand, M., Black, S. E., Bloom, N., & Cook, L. D. (2019). *AEA Professional Climate Survey: Final Report* Nashville, TN: AEA.

Others have shown that lack of information is an issue for students considering classes and majors in college. Bayer, Bhanot, and Lozano (2019)[18] found that an economics department's providing underrepresented minorities and women with a welcome message that included information about economics and what economists do increased the likelihood that a student completed an economics course in the first semester of college by almost twenty percent.

Bayer, Hoover, and Washington (2020)[19] also point to a role for better information, among other factors, for increasing minority representation. Survey and interview respondents—minority economists and those who were once interested in the field—reported lack of mentoring, implicit bias, along with lack of good information, as the most frequent hindrances to minorities in economics.

Minority Representation in Economics Faculty

To gauge minority representation among economics faculty, we present data from the American Economic Association, which conducts an annual survey, the Universal Academic Questionnaire (UAQ), of approximately 810 degree granting institutions. From these data, we have extracted information on the percentage of economics faculty by race/ethnicity in academic year 2019-20.[20]

We note that these data must be interpreted with caution. First, the response rate to the survey is low (approximately 42 percent, up from a 37 percent response rate last year). As such, the data may not be representative, particularly if departments with greater (or fewer) numbers of minority faculty are more likely to respond. Second it is, unfortunately, not possible to make comparisons between the data in Tables 1-4 and the data on racial/ethnic representation among economics faculty in Table 5 because of the survey's lack of representativeness. Third, one cannot make comparisons across time within these data as the sample composition changes from year to year. Thus, although the fraction of minority faculty has increased this year over last, given the changing sample composition we cannot meaningfully interpret this increase. The change could be indicative of larger trends in the economics profession or rather may be symptomatic of a changing composition of universities responding to the UAQ survey.

Amongst institutions included in the survey, representation of minority faculty in economics (across all academic positions) totals about 7.2%[21], far less than the 31.7% that Black, Latinx and Native Americans make up in the population. Black faculty members had their highest

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[18] Bayer, A., Bhanot, S. P., & Lozano, F. (2019, May). Does simple information provision lead to more diverse classrooms? Evidence from a field experiment on undergraduate economics. In *AEA Papers and Proceedings* (Vol. 109, pp. 110-14).

[19] Bayer, A., Hoover, G. A., & Washington, E. (2020). How You Can Work to Increase the Presence and Improve the Experience of Black, Latinx, and Native American People in the Economics Profession. *Journal of Economic Perspectives*, *34*(3), 193-219.

[20] These data are based on the 341 institutions that responded to the survey. The data analyzed include ethnic representation for U.S. citizens and permanent residents only. Institutions that only reported total minority faculty are not included in the Black- and Hispanic-faculty subsections but are included in minority faculty totals. Faculty on leave during the 2019-2020 academic year are included, but visiting appointments are not. A person who is full-time at the institution but only part-time in the economics department is considered full time. Non-response to ethnic identity of staff is shown as zero in these data and cannot be distinguished from actual zeros in representation. Therefore, racial and ethnic representation may be understated.

[21] Percentage generated from untabled calculations using UAQ survey data.

representation in full-time other (not assistant, associate or full) faculty positions (4.5%), while Hispanic faculty members had their highest representation in full-time assistant professor positions (5.9%).

Only 6.0% of full-professor positions are held by minorities, with Hispanic and Black economists making up 3.8% and 2.0%, respectively.

The higher figures for representation for assistant relative to full positions may suggest that minority economists are not making it through the entire academic pipeline or are at least still in the process of moving through. However, minority representation is also relatively high in less prestigious non-tenure track positions.

The data confirm that racial and ethnic diversity is still lacking in the economics profession and highlights the need for continued efforts to train, recruit, and retain underrepresented students and faculty.

Table 5: Representation of Black, Hispanic and Minority Groups in Economic Faculty in the Academic Year 2019-20

Institution's Highest Degree	Tenured and Tenure-Track Faculty					Non-Tenure Track Faculty		Total	
	Full Time				Part Time				
	Full Prof.	Associate Prof.	Assistant Prof.	Other		Full Time	Part Time	Full Time	Part Time
Black Faculty									
BA	2.3%	3.3%	3.5%	4.8%	0.8%	3.1%	3.6%	3.0%	2.5%
MA	3.2%	3.8%	2.4%	3.1%	5.9%	2.5%	1.1%	3.1%	2.3%
PhD	1.7%	2.4%	1.8%	4.9%	7.7%	1.9%	3.3%	2.0%	4.1%
Total	2.0%	2.9%	2.5%	4.5%	3.7%	2.3%	3.1%	2.4%	3.2%
Hispanic Faculty									
BA	2.1%	4.0%	3.9%	4.8%	1.7%	1.0%	1.5%	3.0%	1.6%
MA	2.7%	4.6%	5.6%	9.4%	2.9%	2.5%	4.3%	4.2%	3.9%
PhD	4.8%	7.3%	7.4%	3.7%	0.0%	7.4%	1.7%	6.2%	1.4%
Total	3.8%	5.7%	5.9%	5.1%	1.4%	5.2%	2.0%	4.9%	1.9%
Minority Faculty[1]									
BA	4.3%	7.3%	7.8%	11.1%	2.5%	4.1%	5.1%	6.2%	4.1%
MA	5.9%	8.4%	8.1%	12.5%	8.8%	4.9%	5.3%	7.2%	6.3%
PhD	6.7%	9.9%	9.5%	8.6%	7.7%	9.7%	5.0%	8.4%	5.5%
Total	6.0%	8.7%	8.7%	10.2%	5.0%	7.8%	5.1%	7.6%	5.1%

Note: [1] Minority faculty include Black, Hispanic and Native American Faculty.

II. AEA Pipeline Programs

The AEA Pipeline Program comprises three different programs (the Summer Training Program, the Mentoring Program and the Summer Fellows Program) that together work to increase diversity in the economics profession. The activities of each program over the past year are reported below.

Summer Training Program

The fifth and final summer of the AEA Summer Training Program at Michigan State University looked very different from the four years prior. Because of the pandemic, the AEA Summer Program leadership had to quickly transform a successful in-person program into one that was fully remote. Instructors were sent for a week-long training on remote teaching as well as to a diversity workshop. New activities, such as a book group, were designed to foster student comradery. A field trip was transformed into a remote visit, among other alterations.

Forty-one students completed the training program, an intensive course of study for promising undergraduate students to improve their research and methods skills in preparation for doctoral research. This is a record number of participants since the program has been at Michigan State University. The group was also more prepared than in the past, likely owing to students being further along or in many cases finished with college. Twenty-four were placed in the Advanced Level, 16 in the Foundations Level and one student split levels.

The Summer Training Program is a joint effort between the Department of Economics at MSU and Western Michigan University (WMU), led by Director Lisa D. Cook, Professor of Economics and International Relations, MSU; Co-Director Antonio Doblas-Madrid, Associate Professor of Economics, MSU; and Associate Director Christine Moser, Professor of Economics, Western Michigan University.

The program is open to all students regardless of race, ethnicity or gender, but Minority Fellowships are also available to applicants who are U.S. citizens or permanent residents and are members of a historically disadvantaged racial or ethnic minority group. The application process also gives preference to students applying from non-research colleges and universities and Minority-Serving Institutions.

Forty-two students were selected for the program from a pool of 124 complete applications. One selected student left the program early. The remainder of the class included 22 African American, one American Indian or Alaskan Native, two Native Hawaiian/Pacific Islander and 16 Latinx students. Twenty-one students were women. Fourteen students had already graduated college at the time of application; 8 were seniors, 14 were juniors and 5 were sophomores. Students came from a wide variety of institutions including research 1 schools, liberal arts schools and Minority-Serving Institutions. All students had their tuition, health insurance and books covered and were provided a stipend.

In addition to faculty, the teaching team included graduate fellows and tutors. Graduate fellows, economics PhD students from around the nation, assisted in the courses and served as additional

mentors to students. Fellows were predominantly from underrepresented backgrounds. Each class also engaged a number of tutors, MSU economics PhD students, who worked with students on an as-requested basis.

In addition to core courses in math, microeconomics and econometrics students took a research course. Students worked in groups of two to three advised by a faculty mentor. One advantage of the virtual environment is that project advisors could be drawn from around the country. Students presented their projects virtually on the last day of the program.

The students and topics of the Foundations-level projects were as follows:

Foundations Students	**Title**
Pauline Sow, Jasmine Thomas	The Effect of Marijuana Legalization on the Jail Population
Juan Agudelo, Sara Torresinda	The Untold Story of the School-to-Prison Pipeline: Police Officers and In-School Arrests
James Gamble, Ashley Rojas	Measuring the Correlation of Political Party Affiliation on COVID-19 Cases and Death Rates
Harold Lobbins, Isaiah Nardone-Rogers	The Impact of Financial Skill on Predatory Loan Usage
Judith Almodovar, Macheddie Baker	Endowment and Graduation Rates in U.S. Public Institutions
Nassir Holden, Beatriz Rivera	The Effects of Education on Labor Force Participation of Native and Foreign-Born Women During the Covid-19 Pandemic
Ivan Edemdogbegah, Diego Ramostavarez	Roof Over Your Head or Gas in the Tank: Which Would You Give Up, if You Had To?
Ayo Ellis, Omar Morales, Ramzee Nwokolo	Returns to Class: The Expected Returns of Parental Wealth Endowments on a Child's Future Income
Advanced Students	**Title**
Stephanie Sezen, Diego Silva	Innovation and Immigration: The Effect of the America Invents Act (2011) on H-1B Visa Patterns
Elijah Moreno, Vod Vilfort, Miguel Valenzuela	Yo Soy de Acá: The Impact of DACA on Latinx High School Completion
Fatima-Ezzahara Boumahdi, Tasha Torchon	Nontraditional College Enrollment in Economic Downturns
Jala Ashan Abner, Ann Bennett	HOPE VI's Impact on Crime Distribution within Metro Atlanta
Antonio Gil de Rubio-Cruz, Donovan Johnson	The Housing and Economic Recovery Act (2008) and Mortgage Defaults: An Insufficient Response
Oriana Ballardo, Mercy Rono, Luc Esprabens	The Effects of Environmental Legislation on CO2 Emissions: The Energy Security Act of 1980
Precious Fasakin, Hassan Osman	Despots & Development: A Critical Socioeconomic Analysis of Africa's "Leaders for Life"
Gabriel Butler, Anthony Ponce	Air Emissions and Disparities Among Developing Nations: An Analysis of the Kyoto Protocol
Kassandra Hernandez, Jose Lawani	Remittances in the Time of Trump: How an Anti-Immigrant Political Climate Influences Remittance Behavior of Mexican Immigrants in the United States from 1982-2018
Brandy Chapman, Adiam Tesfaselassie	Low Income Status and University Completion Rates
Jaala Alston, Mytiah Caldwell	Effects of Socioeconomic Heterogeneity on Educational Attainment and Crime

Economists were invited to give both formal and informal talks in the AEASP speaker series. In both formats, speakers left time to discuss issues beyond the focal paper including more general research and career issues. The invited speakers were

- Ebonya Washington, Yale University
- Paul Krugman and Robin Wells, CUNY Graduate Center
- Jamein Cunningham, University of Memphis and Rob Gillezeau, University of Victoria
- Janet Yellen, Brookings Institution
- Marie Mora, University of Missouri – St. Louis and Alberto Dávila, Southeast Missouri State University
- Jerome Powell, Federal Reserve Board of Governors
- Mary Daly, Federal Reserve Bank of San Francisco
- Sandy Darity and Kristen Mullen, Duke University

The AEASP operated within budget with financial contributions from various departments within MSU, the AEA, WMU, and the National Science Foundation (NSF). Further, the program benefited from cash and in-kind donations from the Federal Reserve Board System, StataCorp and the National Economic Association.

As noted, 2020 was the last summer that the AEASP will be at MSU. MSU continues outreach to alum, encouraging them to pursue the PhD pathways outlined in their exit surveys.

The CSMGEP thanks the MSU AEASP leadership team, faculty and graduate fellows for five years of outstanding educating, mentoring and inspiring the next generation of minority economists.

The AEASP moves to Howard University beginning in Summer 2021. Program leadership includes Director Omari Swinton, Professor, Chair, Director of the Graduate Program, Howard; Co-Director Gerald E. Daniels, Associate Professor, Associate Director of the Undergraduate Program, Howard; and Assistant Director Rhonda V. Sharpe, President of the Women's Institute for Science, Equity and Race (WISER). Dr. Swinton is an alumnus of the summer program. Dr. Sharpe has previously served as its associate director.

Howard will continue with a two-tiered program, with a maximum of 20 students in each tier. Students will receive coursework in math, econometrics, microeconomics and research methods. Taking advantage of the DC location, in the research course students will be assigned to policy partners to conduct research in the field. A second Howard innovation is mentoring pods that persist beyond the summer. Each pod will be comprised of three program participants, two graduate students and two PhD economists. Pods will be asked to check-in monthly to discuss academic and career advice including strategies for completing the undergraduate and graduate degrees in economics.

For more information on the Summer Training Program go to https://www.aeaweb.org/about-aea/committees/aeasp.

Mentoring Program

The AEA Mentoring Program partners minority doctoral students and recent graduates (within the past three years) with academic mentors in their field and facilitates networking between students at all stages of the pipeline and minority economists (both inside and outside of academia). The program was established in the mid-1990s (as the Pipeline Mentoring Program), to address the underrepresentation of racial/ethnic minority groups among those entering and completing doctoral degree programs in economics.

Long-time Director Marie T. Mora, Provost and Executive Vice Chancellor for Academic Affairs at the University of Missouri, St. Louis, has stepped down. We thank her for more than seven years of excellent service. Dr. Mora will continue to advise the program.

Dr. Trevon Logan, Professor of Economics and Associate Dean, College of Arts and Sciences, The Ohio State University has taken over the directorship. He is supported by Associated Director Francisca Antman, Associate Professor of Economics, University of Colorado at Boulder.

Students must complete a formal application process to be admitted to the mentoring program. Participation is limited to three years with the possibility of renewal, conditional on students having had an active relationship with their mentor. The number of mentees participating hovers between 60 and 65. This is a stabilization after a large growth in the program, which has doubled in size since 2014. Currently mentees hail from 37 graduate institutions from across the country. At least seven students in the AEA Mentoring Program completed the requirements for their Ph.Ds. in economics in 2020 (although this number is likely to increase as Fall 2020 graduates were not known at the time of this report).

Currently supported by the NSF but transitioning to AEA financing, the mentoring program provides funding to support doctoral student research and travel expenses and the annual Summer Mentoring Pipeline Conference (SMPC). COVID, of course, canceled the majority of the travel, however four participants were awarded funding to present at major conferences, down from eight the year prior. COVID also forced the cancelation of the mentoring program's signature event, the pipeline conference, which brings together mentoring program participants, their mentors, other academics, and the students attending the Summer Training Program to hear research presentations and panels on professional development and to network. The NSF has granted a one-year no cost extension to be used to host the SMPC in 2021.

The mentoring program typically awards its Impactful Mentor Award during the Pipeline Conference. Begun in 2018, the award recognizes and celebrates individuals who have played instrumental roles over the years in mentoring traditionally under-represented minorities in economics and diversifying the profession with respect to race/ethnicity. This year's awardee is Rhonda V. Sharpe, Founder and President of the Women's Institute for Science, Equity, and Race, and current Associate Director of the AEA Summer Program at Howard University. She will be honored at the CSMGEP Business Meeting during the 2021 ASSA Meetings.

Planning is already underway for the 2021 SMPC, which will take place on the campus of Howard University during the AEA Summer Program. The scheduled dates are June 18-19, 2021. The program leadership remains optimistic that the conference will be held in-person.

Created in 2018, the Job Market Bootcamp (JMB) helps prepare AEA Mentoring Program participants for the job market and increase their chances of securing positions best suited to their interests, training, and professional and personal goals. The third annual bootcamp was held virtually due to COVID. And necessity has proven the mother of invention. Because activities were virtual there was no need to hold all sessions in one concentrated two-day period. Instead, the nine students and four coaches participated in monthly sessions from August to December as the job market unfolded with bootcamp topics designed to occur closer to the timing that activity was actually taking place in the market. Topics included job market papers, research/teaching statements, preparing job market packets, elevator pitches and interviewing strategies. Meetings were further designed to facilitate networking opportunities. In the future, the bootcamp will likely assume a blended format with some in-person and some virtual activities.

Five of the eight Fall 2019 JMB Mentees secured employment or post-doc positions in 2020. Of the other three, one secured a dissertation fellowship while still completing her Ph.D., another continued in an existing fellowship, and the third continued in a position he had previously secured at the World Bank

More information about the Mentoring Program can be found at https://www.aeaweb.org/about-aea/committees/csmgep/mentoring.

Summer Fellows Program

The Summer Fellows Program aims to increase the participation and advancement of women and under-represented minorities in economics by providing graduate students and early career faculty with placements at a sponsoring research organization or public agency. Dan Newlon, Director for Government Relations for the American Economic Association, serves as Program Coordinator. Given the pandemic, the program placed a remarkable number of fellows, 14, compared to 19 the year before. Four of the fourteen were minority hires. Although the program lost three sponsors, three new sponsors (Federal Deposit Insurance Corporation, Philadelphia Federal Reserve, Congressional Budget Office) hired fellows for the first time. The Federal Reserve Banks in Atlanta, Chicago, Dallas, Minnesota and Richmond also continued to hire summer fellows.

Despite the onboarding of new sponsors, this summer was extremely challenging for program applicants. The number of applicants jumped from 125 in 2019 to an unprecedentedly high 230 in 2020. As a consequence, the overall success rate for applicants plummeted from 15% in 2019 to 6% in 2020, the lowest success rate in the history of the Program. There were similar declines in acceptance rates for minority applicants (40% in 2019 to 21% in 2020) and US citizens/permanent residents (37% in 2019 to 15% in 2020). One contributor to the increase in applications may have been the new online application portal which made the program more visible on the internet and made applications easier to submit.

Further information on the Summer Fellows Program can be found at:
https://www.aeaweb.org/about-aea/committees/summer-fellows-program.

III. Recent and Ongoing Activities

The CSMGEP is committed to increasing the representation of minority groups in the economics profession in a variety of ways. Below is a summary of additional activities undertaken by the committee in the past year.

Awards to Encourage Diversity in the Economics Profession

The CSMGEP was instrumental in the development of five new AEA awards to promote diversity. Four of five had their first call for applications in the fall of 2020.

The AEA Award for Outstanding Achievement in Diversity and Inclusion recognizes departments for excellence in conceiving and implementing new policies and procedures to promote diversity and inclusion in their organization.

Department Seed Grants for Innovation in Diversity and Inclusion offers one-time grant funding to help a department establish a new bridge or mentoring program aimed at increasing diversity in economics doctoral programs.

The Andrew Brimmer Undergraduate Essay Prize is awarded to an essay on the economic well-being of Black Americans authored by an undergraduate student.

The winners of these first three prizes will be recognized by the AEA President at the 2021 ASSA meeting awards ceremony.

Underrepresented Minority Travel Grants is awarded to early career economists who identify as American Indian, Alaskan Native, Black (not of Hispanic origin), Hispanic (including persons of Mexican, Puerto Rican, Cuban, and Central or South American origin) or, Pacific Islander who seek funds to defray the cost of travel, lodging and registration for the annual ASSA meetings. Because of the 2021 meetings being virtual, there was no call for applications for this prize this fall.

Small Group Breakfast Meeting for Underrepresented Minorities. Early career economists who identify as American Indian, Alaskan Native, Black (not of Hispanic origin), Hispanic (including persons of Mexican, Puerto Rican, Cuban, and Central or South American origin) or, Pacific Islander are invited to apply for a seat at a networking breakfast at the ASSA meetings that includes prominent member(s) of our field. The goal is to allow URM scholars access to AEA journal editors, executive board members, thought leaders in specific areas of economics, or other economists for the purpose of addressing issues of access to journals, conferences and networks. To be held virtually at the 2021 ASSA, the first meeting will see James Poterba, President of the NBER in attendance.

Sponsored Sessions at Conferences

An important ongoing activity for the CSMGEP is sponsoring sessions at professional conferences. The CSMGEP organized sessions on research, professional development and the state of the profession in addition to hosting a reception at the AEA's Annual Meeting in January 2020.

American Economic Association

Our first panel was entitled, How Can Economics Solve its Race Problem? The session was chaired by Janet Yellen, Brookings Institution and moderated by Ebonya Washington, Yale University. The panelists included:

- Randall Akee, University of California, Los Angeles
- Cecilia Conrad, Pomona College
- Trevon Logan, The Ohio State University
- Edward Miguel, University of California, Berkeley
  Marie T. Mora, University of Missouri, St. Louis

A second panel, joint with CSWEP, was entitled Launching a Professional Development Initiative. The session was chaired by Judy Chevalier, Yale University and moderated by Peter Henry, New York University. The panelists included:

- Martha Bailey, University of Michigan
- Marie T. Mora, University of Missouri, St. Louis
- Maya Rossin-Slater, Stanford University
- Anna Opoku-Agyeman, Harvard University

In addition, the CSMGEP hosted a Dissertation Session, chaired by Kalena Cortes, Texas A&M which included the following papers:

- "The Impact of Food Assistance on Birth Outcomes: Evidence from the Electronic Benefit Transfer (EBT) Card in SNAP," Leah Shiferaw, University of California, Berkeley
- "The Educational Cost of Teenage Pregnancy: Evidence from Urban South Africa," Natalia Cantet, University of Illinois at Urbana Champaign
- "Of IVs and IUDs: Assessing the Effect of LARC Use on Pregnancies Using an Instrumental Variables Approach," Lorissa Pagán, The University of North Carolina at Greensboro
- "School Spending and Student Outcomes: Evidence from Revenue Limit Elections in Wisconsin," E. Jason Baron, Florida State University

The final CSMGEP session at the 2020 ASSA meetings, a paper session, entitled Household Finance and Race was chaired by Vicki Bogan, Cornell University. Papers included:

- "Hispanic Culture, Stock Preferences, and Asset Prices," Carina Cuculiza, University of Miami
- "New Evidence on Racial Disparities in Financial Outcomes," Damon Jones, University of Chicago
- "Race, Millennials and Home Ownership in the Aftermath of the Great Recession," Darrick Hamilton, The Ohio State University and Christopher Famighetti, The New School
- "The Impact of Parental Wealth on College Enrollment & Degree Attainment: Evidence from the Housing Boom & Bust," Rucker Johnson, University of California, Berkeley

In addition, the committee co-hosted a cocktail reception with the National Economic Association (NEA) and the American Society of Hispanic Economists (ASHE).

Southern Economic Association

The CSMGEP sponsored two virtual professional development panels at the 2020 Southern Economic Association meetings. Both were co-sponsored with CSWEP and the Committee on the Status of LGBTQ+ Individuals in the Economics Profession and were moderated by José Fernandez, University of Louisville. The first, Meet the Editors, included the following panelists:

- Stefano Barbieri, Tulane University
- Donna Gilleskie, University of North Carolina – Chapel Hill
- Christopher Carpenter, Vanderbilt University,
- Madeline Zavodny, University of North Florida

The second was entitled Advice for the Non-Rookie Job Market. Papers included:

- Nzinga H. Broussard, Global Innovation Fund
- Douglas N. Harris, Tulane University
- Joseph J. Sabia, San Diego State University
- Chloe R. Gibbs, University of Notre Dame

Web Materials

Div.E.Q.

The CSMGEP continues to sponsor the Diversifying Economic Quality (Div.E.Q.), a Wiki devoted to teaching practices that promote inclusivity and innovation and are evidence-based. The wiki includes classroom strategies and instructor practices with the objective of improving teaching quality, including minority students, and increasing their chances of remaining for further study, thereby advancing diversity in the profession. The wiki is participatory, offering a means for faculty to share their research and learn from others. Div.E.Q. has been widely publicized and can be followed via twitter (@Div_E_Q).

Diversifying Economic Seminars Speakers List

Visitors to the CSMGEP webpage will find a link to the Diversifying Economics Seminars Speakers List. This database was developed in response to a too common refrain that there are no underrepresented minority economists in particular sub fields of economics. CSMGEP invites conference and seminar organizers to consult the speakers list and we invite scholars who identify as under-represented minorities, gender minorities or LGBTQ+ to enroll themselves in the database.

The Minority Report

The CSMGEP also published the twelfth edition of its annual newsletter in collaboration with the National Economic Association (NEA) and the American Society of Hispanic Economists

(ASHE). *The Minority Report* showcases the people, programs, research and activities of those involved in working to increase the representation of minorities in the economics profession. The most recent report as well as archived issues are available for download.

Profiles of Prominent Minority Economists

On its website, the committee has also continued to publish profiles of minority economists and others who have significantly impacted the minority economics community through their research, teaching and mentoring. The objective of the series is to highlight the many accomplishments of these economists, and to inspire young people who might be considering a career in economics by providing a glimpse into the lives of those who made that decision. The most recent profiles, as well as those from previous years, are available on the CSMGEP website.

Acknowledgements

The committee is extremely grateful to James Poterba and the National Bureau of Economic Research (NBER) who have, since 2010, invited a number of program participants to attend the NBER's Summer Institute. Their intent is to extend the reach of the AEA Pipeline Program by inviting advanced graduate students to attend the summer meetings to meet fellow economists and participate in the active research exchange. We thank Stacy Chandler for authoring the profiles and Maureen Glasoe at Virgo Words for design and editorial support for the *The Minority Report*; Charles Scott for his assistance in providing data compiled in this report; and Arkey Barnett who assisted with the analysis and writing of this the report. Finally, the term of Renee Bowen ends this year. We thank her for her dedication and invaluable service to this committee.

Appendices

Appendix Table 1: Comparison of Economics Degrees Awarded in 1995 and 2019 to Students from other Racial/Ethnic Groups

Award Level	Year	Grand Total	U.S. Citizen and Permanent Resident Total	Asian		Native Hawaiian or Pacific Islander		Two or More Ethnic Groups		Ethnicity Unknown		Non-Permanent Residents	
				Total	%	Total	%	Total	%	Total	%	Total	%
BA	1995	17735	16077	1977	12.3	0	0	0	0	433	2.69	1658	9.35
	2019	40355	32436	5071	15.63	49	0.15	1260	3.88	1253	3.86	7919	19.62
MA	1995	2403	1280	119	9.3	0	0	0	0	104	8.12	1123	46.73
	2019	4391	1871	194	10.37	1	0.05	52	2.78	126	6.73	2520	57.39
PhD	1995	911	475	63	13.26	0	0	0	0	25	5.26	436	47.86
	2019	1225	464	72	15.52	0	0	13	2.8	38	8.19	761	62.12
All	1995	21049	17832	2159	12.11	0	0	0	0	562	3.15	3217	15.28
	2019	45971	34771	5337	15.35	50	0.14	1325	3.81	1417	4.08	11200	24.36

Appendix Table 2: Degrees in Economics Awarded to all Racial/Ethnic Groups in the Academic Year 2018-2019

Award Level	Grand Total	U.S. Citizen and Permanent Resident Total	Asian	American Indian or Native Alaskan	Black/African American	Hispanic/Latino	Native Hawaiian or Pacific Islander	White	Two or More Ethnic Groups	Ethnicity Unknown	Non-Permanent Residents
BA	40355	32436	5071	63	1675	3937	49	19128	1260	1253	7919
MA	4391	1871	194	3	139	170	1	1186	52	126	2520
PhD	1225	464	72	0	13	27	0	301	13	38	761
All	45971	34771	5337	66	1827	4134	50	20615	1325	1417	11200

Appendix Table 3: All Economics Degrees and All Subject Degrees Awarded to Minority Students 1995-2019

Year	Total Economics Degrees	Black/African American		Hispanic/Latino		American Indian and Native Alaskan		All Minority Groups		All Minority Groups in All Degree Subjects	
		Total	%	Total	%	Total	%	Total	%	Total	%
1995	17832	1139	6.39	866	4.86	68	0.38	2073	11.63	200725	13.09
1996	16793	999	5.95	879	5.23	58	0.35	1936	11.53	211939	13.78
1997	16543	927	5.60	889	5.37	63	0.38	1879	11.36	222729	14.32
1998	16984	981	5.78	894	5.26	61	0.36	1936	11.40	233842	14.79
1999	17309	963	5.56	933	5.39	78	0.45	1974	11.40	245892	15.26
2000	18186	1054	5.80	1034	5.69	67	0.37	2155	11.85	262228	15.80
2001	20667	1126	5.45	1129	5.46	68	0.33	2323	11.24	276277	16.03
2002	22496	1309	5.82	1189	5.29	72	0.32	2570	11.42	289711	16.18
2003	24776	1405	5.67	1365	5.51	106	0.43	2876	11.61	309563	16.52
2004	26107	1496	5.73	1487	5.70	118	0.45	3101	11.88	332150	16.83
2005	26712	1463	5.48	1591	5.96	102	0.38	3156	11.81	349363	17.14
2006	26281	1504	5.72	1603	6.10	108	0.41	3215	12.23	367276	17.42
2007	26460	1384	5.23	1705	6.44	117	0.44	3206	12.12	384769	17.75
2008	28100	1510	5.37	1717	6.11	119	0.42	3346	11.91	399788	17.97
2009	29120	1431	4.91	1787	6.14	141	0.48	3359	11.54	417808	18.23
2010	30430	1534	5.04	2039	6.70	131	0.43	3704	12.17	442167	18.65
2011	31235	1559	4.99	2137	6.84	129	0.41	3825	12.25	473787	19.16
2012	30554	1521	4.98	2347	7.68	100	0.33	3968	12.99	512346	19.91
2013	29820	1599	5.36	2534	8.50	108	0.36	4241	14.22	544564	20.87
2014	30883	1571	5.09	2763	8.95	84	0.27	4418	14.31	566450	21.56
2015	33019	1798	5.45	3227	9.77	89	0.27	5114	15.49	586803	22.23
2016	33360	1696	5.08	3400	10.19	98	0.29	5194	15.57	614214	23.05
2017	35451	1853	5.23	3726	10.51	66	0.19	5645	15.92	645636	23.57
2018	34862	1787	5.13	3952	11.34	69	0.20	5808	16.66	665500	24.23
2019	34771	1827	5.25	4134	11.89	66	0.19	6027	17.33	690685	24.75

Appendix Table 4: Bachelor's Degrees in Economics and All Subjects Awarded to Minority Students 1995-2019

Year	Total BA Economics Degrees	Black/African American		Hispanic/Latino		American Indian and Native Alaskan		All Minority Groups		All Minority Groups in All Degree Subjects	
		Total	%	Total	%	Total	%	Total	%	Total	%
1995	16077	1045	6.50	816	5.08	63	0.39	1924	11.97	159366	13.92
1996	14966	901	6.02	813	5.43	54	0.36	1768	11.81	167479	14.64
1997	14832	836	5.64	809	5.45	56	0.38	1701	11.47	174427	15.18
1998	15358	889	5.79	831	5.41	58	0.38	1778	11.58	182079	15.64
1999	15836	876	5.53	861	5.44	75	0.47	1812	11.44	190641	16.09
2000	16789	977	5.82	960	5.72	65	0.39	2002	11.92	201797	16.54
2001	19351	1071	5.53	1073	5.54	63	0.33	2207	11.41	212042	16.61
2002	21127	1231	5.83	1128	5.34	63	0.30	2422	11.46	222577	16.73
2003	23335	1346	5.77	1277	5.47	99	0.42	2722	11.66	236282	17.01
2004	24474	1426	5.83	1387	5.67	111	0.45	2924	11.95	248856	17.23
2005	24860	1375	5.53	1469	5.91	95	0.38	2939	11.82	258927	17.39
2006	24418	1405	5.75	1495	6.12	104	0.43	3004	12.30	271386	17.69
2007	24574	1295	5.27	1611	6.56	105	0.43	3011	12.25	283011	17.94
2008	26005	1393	5.36	1630	6.27	111	0.43	3134	12.05	294800	18.25
2009	27050	1336	4.94	1691	6.25	134	0.50	3161	11.69	305075	18.45
2010	28185	1427	5.06	1933	6.86	123	0.44	3483	12.36	321709	18.87
2011	28766	1438	5.00	1986	6.90	121	0.42	3545	12.32	344581	19.46
2012	27897	1398	5.01	2188	7.84	96	0.34	3682	13.20	374083	20.26
2013	27411	1455	5.31	2356	8.60	101	0.37	3912	14.27	399420	21.13
2014	28541	1450	5.08	2610	9.14	80	0.28	4140	14.51	417025	21.79
2015	30664	1666	5.43	3041	9.92	83	0.27	4790	15.62	435039	22.50
2016	31060	1566	5.04	3202	10.31	93	0.30	4861	15.65	455222	23.34
2017	33151	1734	5.23	3539	10.68	62	0.19	5335	16.09	479857	23.89
2018	32636	1644	5.04	3769	11.55	65	0.20	5478	16.79	492956	24.60
2019	32436	1675	5.16	3937	12.14	63	0.19	5675	17.50	509836	25.14

Appendix Table 5: Master's Degrees in Economics and All Subjects Awarded to Minority Students 1995-2019

Year	Total MA Economics Degrees	Black/African American		Hispanic/Latino		American Indian and Native Alaskan		All Minority Groups		All Minority Groups in All Degree Subjects	
		Total	%	Total	%	Total	%	Total	%	Total	%
1995	1280	78	6.09	38	2.97	4	0.31	120	9.38	38592	10.92
1996	1352	77	5.70	49	3.62	3	0.22	129	9.54	41703	11.54
1997	1242	79	6.36	65	5.23	5	0.40	149	12.00	45169	12.14
1998	1177	71	6.03	50	4.25	3	0.25	124	10.54	48238	12.63
1999	1058	67	6.33	55	5.20	2	0.19	124	11.72	51507	13.13
2000	992	59	5.95	58	5.85	2	0.20	119	12.00	56717	13.99
2001	949	49	5.16	41	4.32	5	0.53	95	10.01	60360	14.64
2002	1004	62	6.18	51	5.08	9	0.90	122	12.15	63162	14.82
2003	1118	51	4.56	70	6.26	6	0.54	127	11.36	69059	15.33
2004	1286	54	4.20	76	5.91	6	0.47	136	10.58	78571	15.95
2005	1524	81	5.31	103	6.76	7	0.46	191	12.53	85345	16.71
2006	1542	83	5.38	91	5.90	2	0.13	176	11.41	90745	17.01
2007	1566	72	4.60	74	4.73	10	0.64	156	9.96	95884	17.54
2008	1711	104	6.08	73	4.27	7	0.41	184	10.75	98813	17.50
2009	1716	88	5.13	83	4.84	7	0.41	178	10.37	106299	17.95
2010	1840	97	5.27	85	4.62	7	0.38	189	10.27	114561	18.37
2011	2058	104	5.05	137	6.66	8	0.39	249	12.10	122739	18.65
2012	2184	109	4.99	144	6.59	4	0.18	257	11.77	131182	19.29
2013	1941	129	6.65	148	7.62	7	0.36	284	14.63	137535	20.48
2014	1920	108	5.63	131	6.82	3	0.16	242	12.60	141108	21.25
2015	1858	122	6.57	156	8.40	3	0.16	281	15.12	142876	21.82
2016	1819	115	6.32	164	9.02	5	0.27	284	15.61	149550	22.56
2017	1823	104	5.70	169	9.27	3	0.16	276	15.14	155697	22.99
2018	1762	125	7.09	155	8.80	4	0.23	284	16.12	162359	23.57
2019	1871	139	7.43	170	9.09	3	0.16	312	16.68	169981	23.98

Appendix Table 6: Doctorate Degrees in Economics and All Subjects Awarded to Minority Students 1995-2019

Year	Total PhD Economics Degrees	Black/African American		Hispanic/Latino		American Indian and Native Alaskan		All Minority Groups		All Minority Groups in All Degree Subjects	
		Total	%	Total	%	Total	%	Total	%	Total	%
1995	475	16	3.37	12	2.53	1	0.21	29	6.11	2768	8.09
1996	475	21	4.42	17	3.58	1	0.21	39	8.21	2757	8.26
1997	469	12	2.56	15	3.20	2	0.43	29	6.18	3133	9.06
1998	449	21	4.68	13	2.90	0	0.00	34	7.57	3525	10.01
1999	415	20	4.82	17	4.10	1	0.24	38	9.16	3744	10.83
2000	405	18	4.44	16	3.95	0	0.00	34	8.40	3714	10.80
2001	367	6	1.63	15	4.09	0	0.00	21	5.72	3875	11.25
2002	365	16	4.38	10	2.74	0	0.00	26	7.12	3972	11.70
2003	323	8	2.48	18	5.57	1	0.31	27	8.36	4222	11.98
2004	347	16	4.61	24	6.92	1	0.29	41	11.82	4723	12.98
2005	328	7	2.13	19	5.79	0	0.00	26	7.93	5091	13.03
2006	321	16	4.98	17	5.30	2	0.62	35	10.90	5145	12.58
2007	320	17	5.31	20	6.25	2	0.63	39	12.19	5874	13.31
2008	384	13	3.39	14	3.65	1	0.26	28	7.29	6175	13.75
2009	354	7	1.98	13	3.67	0	0.00	20	5.65	6434	14.12
2010	405	10	2.47	21	5.19	1	0.25	32	7.90	5897	14.06
2011	411	17	4.14	14	3.41	0	0.00	31	7.54	6467	14.78
2012	473	14	2.96	15	3.17	0	0.00	29	6.13	7081	15.48
2013	468	15	3.21	30	6.41	0	0.00	45	9.62	7609	15.95
2014	422	13	3.08	22	5.21	1	0.24	36	8.53	8317	16.79
2015	497	10	2.01	30	6.04	3	0.60	43	8.65	8888	17.40
2016	481	15	3.12	34	7.07	0	0.00	49	10.19	9442	18.26
2017	477	15	3.14	18	3.77	1	0.21	34	7.13	10082	18.79
2018	464	18	3.88	28	6.03	0	0.00	46	9.91	10185	19.07
2019	464	13	2.80	27	5.82	0	0.00	40	8.62	10868	20.08