

REPORT OF THE COMMITTEE ON THE STATUS OF MINORITY GROUPS IN THE ECONOMICS PROFESSION (CSMGEP) DECEMBER 2022

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 ago¹ in response to concerns about the underrepresentation of several 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 educational, mentoring and internship programs for the advancement of racial/ethnic minority groups in economics.

We begin our annual report with current data on the numbers and proportions of underrepresented minorities studying economics at the undergraduate and graduate levels, highlighting also 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 subjects. Then we report results from a recent survey on underrepresented minority faculty in economics departments followed by updated information on the three major programs overseen by CSMGEP: the Summer Training Program, the Mentoring Program, and the Summer Fellows Program. Finally, we summarize CSMGEP's other recent activities.

I. Recent Data on Representation in Economics

Degrees Conferred in 2021

Data 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 2020-2021. 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 nonresidents have been removed from the data.² Degree recipients of unknown ethnicity are included in the totals, and in 2021 these constituted 4.0% of economics degrees³ conferred.

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

² Nonresidents make up a significant proportion of the economics degrees awarded, especially at master's (55.9%) and doctorate (64.7%) levels. See Appendix Table 1.

³ Schools must choose a Classification of Instructional Programs (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 (or sub) codes "Economics, General," "Applied 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-

Table 1 illustrates the underrepresentation of Black, Hispanic and Native American⁴ students among economics degree recipients.⁵ The table shows the number of economics degrees awarded to these groups in 2021.⁶ (See Appendix Tables 1-2 for degrees awarded by all racial/ethnic groups). A total of 33,773 degrees in economics were awarded to citizens and permanent residents of the United States in 2020-2021. The majority of these degrees were earned at the bachelor's degree level (92.4%) and the largest racial/ethnic group among all recipients was white followed by Asian (57.1% and 16.0% respectively, see Appendix Table 2). The focal minority groups collectively earned 18.4% of degrees, despite comprising 32.2% of the U.S. population.⁷ Hispanic students earned 12.9%⁸ followed by Black/African American recipients at 5.2%; American Indian/Alaskan Native scholars earned 0.2% of degrees. Comparing representation across degree levels, these groups earned a larger share of bachelor's degrees (18.5%) than doctorates (10.0%). This was primarily due to Hispanics earning 13.1% of bachelor's degrees, yet only 7.0% of PhDs. African Americans and Native Americans were also less well represented at the PhD level than the bachelor's (2.9%⁹ compared to 5.2% for African Americans; zero PhDs compared to 0.2% of bachelors for Native Americans). Across all degree levels, Hispanic students, most numerous in the general population, received the highest number of economics degrees among our focal minority groups, while American Indian students, least numerous, were the recipients of just 65 economics degrees in 2020-2021, the lowest number in over twenty years (see Appendix Table 3).

While the three groups are also underrepresented among STEM graduates, they earn a larger share of STEM than economics degrees, at all degree levels (21.1% overall compared to 18.4% in economics).¹⁰ As shown in Table 2, each of the three groups makes up a larger fraction of STEM compared to economics graduates. (Hispanics earned 13.7% of STEM degrees and 12.9% of economics degrees, Black Americans 7.1% and 5.2%, and American Indians 0.3% and 0.2%).

digit "Business/Managerial Economics" code (52.06) which has only one child code, which is itself "Business/Managerial Economics."

⁴ We use the terms "Native American", "American Indian/Alaskan Native", and "American Indian" interchangeably. The same is true for our use of "Hispanic," "Latino", and "Latinx" and "Black" and "African American."

⁵ The three groups are mutually exclusive. Blacks refers to non-Hispanic Blacks and Native Americans to non-Hispanic Native Americans.

⁶ 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).

⁷ Authors' calculations using U.S. Census Bureau's Population Division (2020-2021) data.

⁸ 12.945 rounded to 12.95 in the table.

⁹ 2.9478 rounded to 2.95 in the table.

¹⁰ We classify as STEM fields those listed as such by the Department of Homeland Security. See <https://www.ice.gov/doclib/sevis/pdf/stemList2022.pdf>.

Table 1: Degrees Awarded in Economics in the Academic Year 2020-2021

Award Level	Grand Total	U.S. Citizen and Permanent Resident Total	American Indian or Alaskan Native		Black / African American		Hispanic or Latino		All Minorities	
			Total	%	Total	%	Total	%	Total	%
BA	39397	31214	59	0.19	1616	5.18	4101	13.14	5776	18.50
MA	4803	2118	6	0.28	139	6.56	240	11.33	385	18.18
PhD	1248	441	0	0.00	13	2.95	31	7.03	44	9.98
All	45448	33773	65	0.19	1768	5.23	4372	12.95	6205	18.37

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2021, Completions.

Table 2: Degrees Awarded in Science, Technology, Engineering and Math (STEM) Subjects in 2020-2021

Award Level	Grand Total	U.S. Citizen and Permanent Resident Total	American Indian or Alaskan Native		Black / African American		Hispanic or Latino		All Minorities	
			Total	%	Total	%	Total	%	Total	%
BA	571506	521766	1848	0.35	35652	6.83	76468	14.66	113968	21.84
MA	217663	129902	404	0.31	10829	8.34	13729	10.57	24962	19.22
PhD	34013	18669	48	0.26	895	4.79	1560	8.36	2503	13.41
All	823182	670337	2300	0.34	47376	7.07	91757	13.69	141433	21.10

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2021, Completions.

Intersection of Gender and Race/Ethnicity

Black, Latinx and Native American women exist in the intersection of two underrepresented groups and thus may be particularly underrepresented at all levels of economic education.

In 2021, as shown in Table 3, these women were the recipients of 6.3% of all economics degrees conferred (to people of all gender, racial and ethnic groups), while representing 16.2% of the U.S. population.¹¹ Underrepresented minority women earned 19.5% of all economics degrees conferred to women with representation much higher at the bachelor's (19.7%) and master's (18.8%) levels than at the PhD level (7.0%). Among underrepresented minority economics degree earners, 34.4% were women. This is slightly higher than the all-races female rate—women were 32.5% of all economics degree earners—but still well below equal representation. Women earned 34.3% of the bachelors, 37.1% of the masters and 22.7% of the PhDs earned by focal minorities.

Looking at each racial/ethnic group individually, Hispanic women earned 4.3% of all economics degrees. They earned 13.2% of degrees awarded to women (13.5% of bachelors, 10.3% of masters and only 4.2% of PhDs) and 33% of all degrees to Latinx individuals (33.1% of bachelors, 32.5% of masters and 19.4% of PhDs).

At the same time Black women earned 2.0% of all economics degrees and 6.1% of economics degrees awarded to women (6.0% of bachelors, 8.4% of masters and 2.8% of PhDs) and obtained 37.9% of all degrees to Black Americans (37.3% of bachelors, 46.0% of masters and 30.8% of PhDs.) Black women garnered a larger percentage—37.9—of all Black degree recipients, than all focal minority women comprised of all focal minority degree recipients (34.4%) and than did women of all races comprise among all economics degree recipients (32.5%).

American Indian women comprised 35.4% of American Indian economics degree recipients in 2021. Twenty-three American Indian/Alaskan Native women received economics degrees in 2021, 22 at the bachelor's level and one master's degree.

Like all underrepresented minorities, underrepresented minority women see greater representation in STEM subjects than in economics, across all degrees and across all ethnic/racial groups. As shown in Table 4, underrepresented minority women earned 9.9% of all STEM degrees, 23.2% of all STEM degrees conferred to women and 47% of all STEM degrees awarded to underrepresented persons, with Hispanic, Black, and American Indian women comprising 45.5%, 50.2%, and 45.7% of degree recipients among their respective ethnic/racial groups. These values were above the representation of women overall in STEM degree conferrals (42.8%).

Nonetheless, Black, Latinx and American Indian women were underrepresented in both economics and STEM. It is notable that these groups are not underrepresented among all subject degree recipients. Minority women made up 17.0% of all subject degree recipients and 64.7% of the minority degree recipient population.¹² While these figures highlight an increasingly

¹¹ Authors' calculations using U.S. Census Bureau's Population Division (2020-2021) data. Black, Latinx, and Native American men earned 12.1% of all economics degrees, while representing 16.0% of the US population.

¹² Percentages generated from untabled calculations using IPEDS completions survey data on minority women degree conferrals in all subjects.

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.

Table 3: Degrees Awarded in Economics in the Academic Year 2020-2021 to Women

Award Level	Grand Total of Women	U.S. Citizen and Permanent Resident Women Total	American Indian or Alaskan Native Women		Black / African American Women		Hispanic or Latino Women		All Minority Women	
			Total	%	Total	%	Total	%	Total	%
BA	13748	10061	22	0.22	602	5.98	1358	13.50	1982	19.70
MA	2049	759	1	0.13	64	8.43	78	10.28	143	18.84
PhD	410	143	0	0.00	4	2.80	6	4.20	10	6.99
All	16207	10963	23	0.21	670	6.11	1442	13.15	2135	19.47

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2021, Completions.

Table 4: Degrees Awarded to Women in Science, Technology, Engineering and Math (STEM) Subjects in 2020-2021

Award Level	Grand Total of Women	U.S. Citizen and Permanent Resident Women Total	American Indian or Alaskan Native Women		Black / African American Women		Hispanic or Latino Women		All Minority Women	
			Total	%	Total	%	Total	%	Total	%
BA	241933	223132	838	0.38	17859	8.00	34851	15.62	53548	24.00
MA	91085	55997	190	0.34	5457	9.75	6142	10.97	11789	21.05
PhD	12844	7980	23	0.29	473	5.93	711	8.91	1207	15.13
All	345862	287109	1051	0.37	23789	8.29	41704	14.53	66544	23.18

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2021, Completions.

Trends in Degrees Conferred 1995-2021

Having shown the current levels of underrepresentation, we now demonstrate how racial/ethnic representation has changed over time. Collectively, the three focal groups have seen their representation in the general population, undergraduate and graduate programs, STEM fields and economics increase between 1995¹³ and 2021. Their share of degrees in all subjects increased from 13.1% to 26.3%, in STEM fields from 11.2%¹⁴ to 21.1% and in economics from 11.6% to 18.4%. (The numbers of degrees awarded has also increased over this time. See Appendix Tables 3-6 for the number and percentages of degrees by race/ethnicity). However, this growth is entirely attributable to large increases among Hispanics proportional to their increases in the population. African Americans and American Indians have seen their share of economics degrees decrease in the last 25 years. Also troubling, representation of all three groups in economics remains relatively low compared to STEM fields and all subjects.

Figures 1, 2, and 3 compare the overall representation¹⁵ of each racial/ethnic group in economics, STEM fields and all subjects to underlying changes in their respective representation in the total U.S. population.¹⁶

¹³ 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.

¹⁴ Percentage generated from untabled author calculations using the IPEDS data.

¹⁵ Degree types are pooled, and representation in economics/STEM/all subjects is defined as the number of economics/STEM/all subject degrees awarded to the racial group divided by the total number of economics/STEM/all subject degrees awarded to U.S. citizens and permanent residents.

¹⁶ Racial population percentages are taken from U.S. Census, Population Division's estimates for the years 1995-2021.

<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/programs-surveys/popest/technical-documentation/research/evaluation-estimates/2020-evaluation-estimates/2010s-national-detail.html>

<https://www.census.gov/data/tables/time-series/demo/popest/2020s-national-detail.html>

While it is difficult to compare IPEDS data on Native Americans before and after 2010 because of a change to the racial categorization¹⁷ (see figure notes), it appears that in recent years American Indian representation in economics, STEM fields and all subjects has decreased while population figures have remained steady. These findings, shown in Figure 1, are suggestive of a broader problem of access to postsecondary education for American Indian students. Nonetheless, that the share of Native American students is continually lowest in economics underlines the need to investigate and address economics-specific causes.

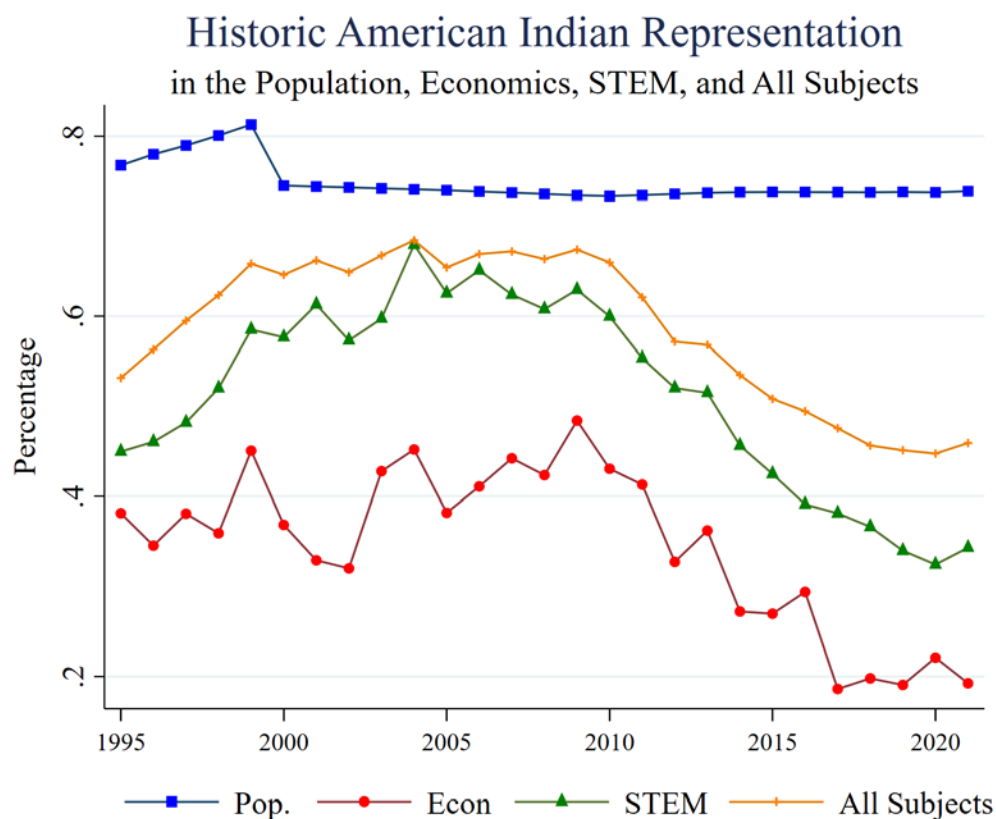


Figure 1: Changes in Representation of American Indians/Alaskan Natives. This figure shows the percentage of the American Indian population within the total population along with the percentage of economics degrees, STEM degrees, and degrees in all subjects awarded to American Indian students from 1995 to 2021.

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. IPEDS made this same change in 2010.

Sources: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 1995-2021, Completions; U.S. Census Bureau, Population Division, 1995-2021.

¹⁷ Burnette, Jeffrey D. (2022). "Marginalization of Indigenous People in Education Data Produces a False Narrative." *The Minority Report*, 14, page 1, 10-13.

Black representation in economics has decreased somewhat since 1995, going from 6.4% to 5.2% as shown in Figure 2, while the Black share of all subject degrees conferred has increased considerably from 7.2% to 10.5% over the same time span. However, all four series have been essentially flat over the past nine years suggesting cross disciplinary barriers to Black student gains. Nonetheless, that the share of Black students is lowest in economics indicates once again the need to investigate and address economics-specific causes.

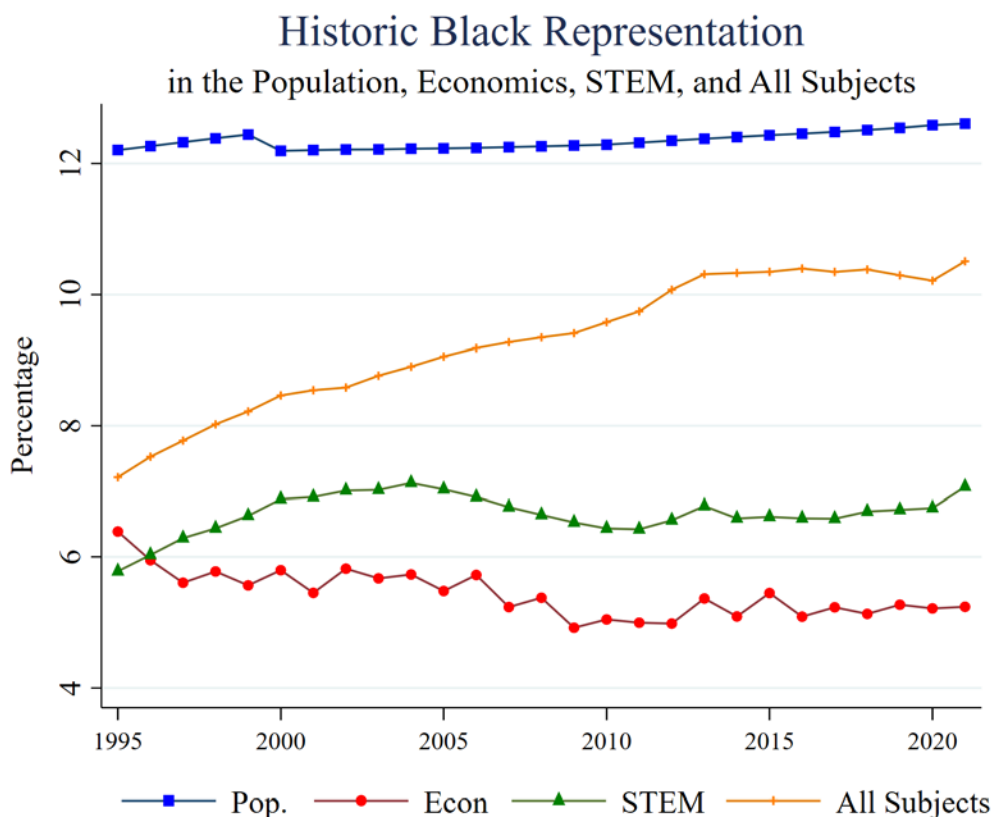


Figure 2: Changes in Representation of Blacks/African Americans. This figure shows the percentage of the Black/African American population within the total population along with the percentage of economics degrees, STEM degrees, and degrees in all subjects awarded to Black/African American students from 1995 to 2021.

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. IPEDS made this same change in 2010.

Sources: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 1995-2021, Completions; U.S. Census Bureau, Population Division, 1995-2021.

Hispanic representation in economics has experienced the highest levels of growth out of all three groups as demonstrated in Figure 3, more than doubling from 4.9% to 12.9% between 1995 and 2021. The growth in representation in economics is right on the heels of representation in STEM (5.0% to 13.7%) and all degrees (5.4% to 15.4%) outpacing the population gains as Hispanics grew from 10.6% to 18.9% of the population during this period. All three degree-attainment series remain below population share levels.

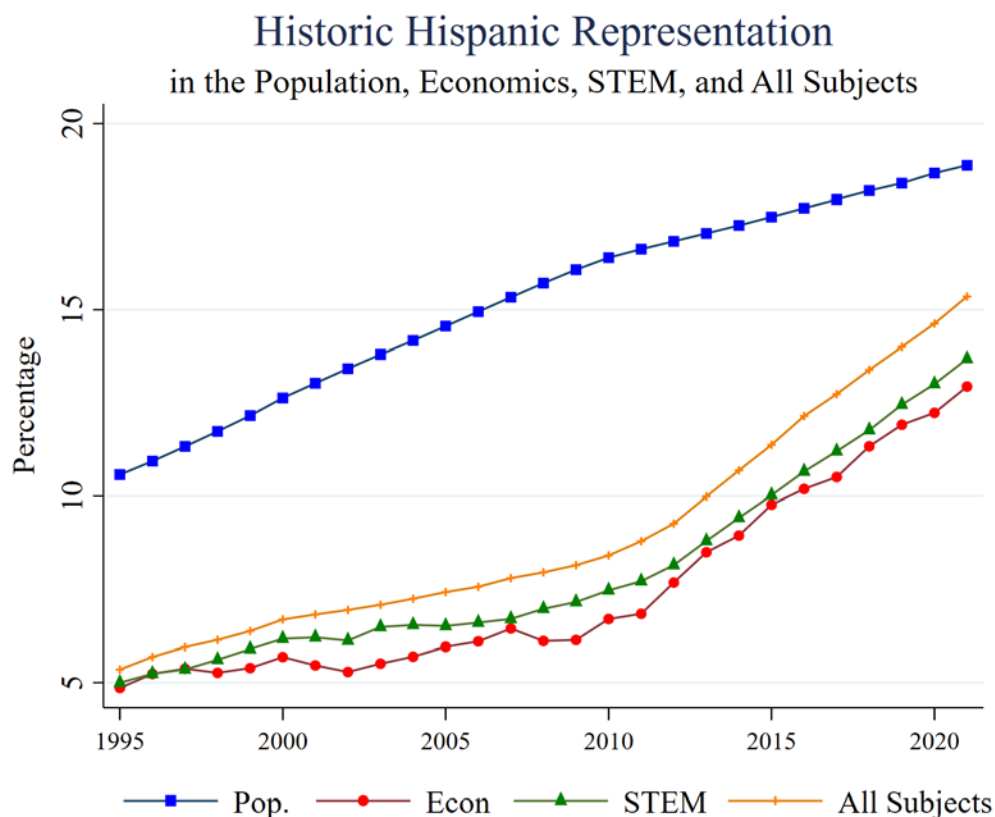


Figure 3: Changes in Representation of Hispanics/Latinx This figure shows the percentage of the Hispanic population within the total population along with the percentage of economics degrees, STEM degrees, and degrees in all subjects awarded to Hispanic students from 1995 to 2021.

Sources: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 1995-2021, Completions; U.S. Census Bureau, Population Division, 1995-2021.

Clearly, there is more to be done regarding the representation of minority groups in economics. While the number and proportion of economics degrees earned by Latinx individuals is on the increase, in 2021, both the number and proportion of Native American degree earners was among the lowest since 1995. Black students have also seen declines since 1995. For all three groups, but especially Black and Native American students, their share of economics degrees consistently lags their share of STEM and all subject degrees.

The root cause of this underrepresentation is unknown, although various supply and demand side determinants have been suggested. Recent research (Bleemer and Mehta, 2022)¹⁸ points to the rise in major restrictions (e.g., requiring certain grades in initial courses to be allowed to declare) over the past three decades as one cause, as these restrictions disproportionately bar underrepresented minority students from entering the major. The demographics of instructors (Carrell, Page and West, 2010; Hale and Regev, 2014; Fairlie, Hoffmann, and Oreopoulos, 2014; Kofoed and McGovney, 2019; and Porter and Serra, 2020)¹⁹ have also been indicated as a factor as role models may be particularly impactful in improving minority and female participation early on in one's economic education. Stevenson and Zlotnik (2018)²⁰ document an underrepresentation of women amongst both real and fictional people mentioned in economics textbooks which may also play a role in attracting underrepresented groups to the discipline.

Implicit and explicit bias is another factor. Carlana (2019) and Papageorge, Gershenson, and Kang (2020)²¹ show that low expectations and negative implicit stereotypes of instructors towards underrepresented demographic groups can disadvantage the targeted groups. Likewise, Wu (2018)²² 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 underrepresentation of minority women. Results from the AEA Climate Survey²³ in winter 2018–19, found that 28 percent of non-white 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.

¹⁸ Bleemer, Z. & Mehta, A. (2022). College Major Restrictions and Student Stratification. *Working paper*.

¹⁹ 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. & McGovney, E. (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. (2020). Gender differences in the choice of major: The importance of female role models. *American Economic Journal: Applied Economics*, 12 (3): 226-54.

²⁰ Stevenson, B., & Zlotnik, H. (2018). Representations of men and women in introductory economics textbooks. In *AEA Papers and Proceedings* (Vol. 108, pp. 180-85).

²¹ 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.

²² Wu, A. H. (2018). Gendered Language on the Economics Job Market Rumors Forum. In *AEA Papers and Proceedings* (Vol. 108, pp. 175-79).

²³ 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.

Similarly, in a survey of introductory economics students, Bayer et al. (2020)²⁴ find that minority students are less likely to feel a sense of belonging in the economics classroom than non-minority students. Minority students are also less likely to believe they can learn the material. Low levels of these feelings are associated with a lower likelihood of majoring in economics.

Others have shown that lack of information is an issue for students considering classes and majors in college. Bayer, Bhanot, and Lozano (2019)²⁵ 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)²⁶ also point to a role for better information, among other factors, for increasing minority representation. Survey and interview respondents—underrepresented 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.

²⁴ Bayer, A., Bhanot, S. P., Bronchetti, E. T., O'Connell, S. A. (2020). Diagnosing the Learning Environment for Diverse Students in Introductory Economics: An Analysis of Relevance, Belonging, and Growth Mindsets. *AEA Papers and Proceedings*, 110:294-98.

²⁵ Bayer, A., Bhanot, S. P., & Lozano, F. (2019). 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).

²⁶ 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.

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). In the most recent year, the AEA sent the survey to approximately 950 degree granting institutions. From the data returned, we have extracted information on the percentage of economics faculty by race/ethnicity in academic year 2021-22.²⁷

We note that these data must be interpreted with caution. First, the response rate to the survey is low (approximately 36 percent this most recent year, compared to an already low 41 percent response rate the year before). 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 of schools changes from year to year. Fourth, even within the same schools, individuals' underrepresented minority status may change due to a change in citizenship. Thus, although the fraction of underrepresented minority faculty has increased this year over last, 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 8.3%²⁸, far less than the 32.2% that Black, Latino, and Native Americans make up in the population. Black faculty members had their highest representation in part-time non-tenure track faculty positions (5.8%), while Hispanic faculty members had their highest representation in full-time assistant professor positions (6.9%).

Only 6.5% of full-professor positions are held by members of the three racial/ethnic groups, with Hispanic and Black economists making up 4.2% and 2.2%, respectively.

The higher representation among assistant and associate professors relative to full professors may suggest that Black, Latinx and American Indian economists are not making it through all of the levels of academia or are at least still in the process of moving through. However, minority representation is relatively high in less prestigious non-tenure track and in part-time positions relative to full-time.

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.

²⁷ These data are based on the 346 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 underrepresented minority faculty are not included in the Black- and Hispanic-faculty subsections but are included in the underrepresented minority faculty totals. Faculty on leave during the 2021-2022 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.

²⁸ Percentage generated from untabled calculations using UAQ survey data.

Table 5: Representation of Black, Hispanic and Minority Groups in Economic Faculty in the Academic Year 2021-2022

Institution's Highest Degree	Tenured and Tenure-Track Faculty					Non-Tenure Track Faculty		Total	
	Full Time				Part Time	Full Time	Part Time	Full Time	Part Time
	Full Prof.	Associate Prof.	Assistant Prof.	Other					
Black Faculty									
BA	2.0%	4.2%	4.3%	2.3%	3.5%	1.6%	5.8%	3.1%	5.1%
MA	2.6%	5.5%	1.1%	0.0%	5.7%	5.4%	4.2%	3.5%	4.8%
PhD	2.2%	2.4%	2.6%	1.3%	3.9%	3.8%	6.3%	2.3%	5.6%
Total	2.2%	3.3%	2.8%	1.6%	4.2%	3.3%	5.8%	2.7%	5.3%
Hispanic Faculty									
BA	2.2%	4.4%	6.3%	4.7%	3.5%	3.1%	3.4%	3.9%	3.4%
MA	5.8%	4.7%	4.3%	0.0%	13.2%	5.4%	2.8%	5.0%	7.2%
PhD	5.0%	7.6%	7.6%	7.4%	2.6%	4.9%	5.8%	6.1%	4.9%
Total	4.2%	6.0%	6.9%	5.6%	5.6%	4.5%	4.3%	5.3%	4.7%
Minority Faculty¹									
BA	4.3%	8.9%	10.8%	7.0%	7.0%	4.7%	9.1%	7.1%	8.5%
MA	8.4%	10.2%	5.4%	0.0%	18.9%	10.8%	6.9%	8.4%	12.0%
PhD	7.3%	10.0%	9.9%	8.8%	6.5%	8.9%	12.2%	8.6%	10.5%
Total	6.5%	9.6%	9.8%	7.3%	9.7%	7.9%	10.0%	8.1%	9.9%

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

Source: American Economic Association, Universal Academic Questionnaire (UAQ), 2021-2022.

II. CSMGEP's Major Programs

The Summer Training Program, the Mentoring Program and the Summer Fellows Program all work to increase diversity in the economics profession. The activities of each program over the past year are reported below.

Summer Training and Scholarship Program

The AEA Summer Training and Scholarship Program (AEASP) is currently hosted by Howard University. Forty students, selected from 95 persons who completed the application, began and successfully completed the program this past summer of 2022. The 40 come from colleges across the United States including Puerto Rico with one student having graduated overseas. The students included 12 college graduates, 10 seniors, 10 juniors and eight sophomores. Seventeen of the students identified as Black, 15 as Latinx, one as American Indian or Alaskan Native, seven as Asian or Pacific Islander and five as White. (Students could select multiple ethnic/racial identities.) Eighteen students identify as female and 22 as male.

All U.S. citizens and permanent residents are eligible for scholarship assistance. Preference is given to applicants who, by their background, life experience, and scholarship can show they will bring greater diversity to the field and who demonstrate financial need. In summer 2022 all attendees received fellowships which covered tuition, health insurance, books, and a stipend.

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). Swinton is an alumnus of the summer program.

Although 2022 was Howard's second summer hosting the program, it was its first summer hosting the program in-person. Not surprisingly, students rated the in-person program more highly than the virtual. The leadership team concurred.

The Summer Program is a two-tiered eight-week program with a foundations and an advanced track. Twenty-one students followed the foundations and 19 students followed the advanced track, although some students mixed and matched their courses. All students complete coursework in math, microeconomics, econometrics and a research experience. Foundations students were paired with one of 13 policy institutions (up from 10 the prior summer) for their research component. Advanced students wrote a paper in a more traditional research methods course, taught by employees of the Federal Reserve Board. See the table below for paper topics and experiential learning partners (in the case of foundation students). Both groups of students had multiple opportunities to present their research, including brief presentations of preliminary results at the Pipeline Conference.

AEASP Student Research*Foundation Level*

STUDENTS	PROJECT TITLE	PARTNER
Jasmine Amaniampong	An Analysis on Bank Branch Openings and Demographics in North Carolina	Federal Deposit Insurance Corporation
Justin Anderson	Trends in U.S Exports: Pre and Post Pandemic	Federal Maritime Commission
Shannon Burton	<i>Unavailable</i>	Charles River Associates
Ayesha Choudhery	Inflation across the Income Distribution	Washington Center for Equitable Growth
Alisha DeVore	Community Vulnerability and Deprivation Project	U.S. Census Bureau
Alex Dominguez	<i>Unavailable</i>	Analysis Group
Alexander Gomez	Accumulated Reserves and Central Bank Independence	Compass Lexecon
Roxana Gonzalez- Cortes	ECI and AHE Comparison	U.S. Bureau of Labor Statistics
Michael Green	<i>Unavailable</i>	Congressional Budget Office
Jason Harrison	Pre-Merger Notification and Merger Enforcement	Analysis Group
Amanda Iskin	An Analysis of the Differences in Unbanked Levels Among Census Regions in the United States	Federal Deposit Insurance Corporation
Gabriela Lahera	Employment effects of the Wildfire in Paradise Town	U.S. Census Bureau
Ava LaPlante	Carbon Offset Supply in the USA	Department of the Treasury
Uriel Lopez	Differences in Spending Patterns by Income	U.S. Bureau of Labor Statistics
Rafael Lubiano Rodriguez	Fair Lending for Interracial Couples in the Mortgage Market	Consumer Financial Protection Bureau
Haroldo Nesbeth	How Individuals spent CTC Payment	Washington Center for Equitable Growth
Deriba Olana	Are Ocean Carriers Colluding to Keep Freight Shipping Costs High?	Federal Maritime Commission
Deborah Partey	Credit Card Market Analysis	Consumer Financial Protection Bureau
Micaela Sabbi	Implications of Digital Currency on Monetary Policy	Department of the Treasury
Karla Zendejas	Effect of Market concentration on Quality of Medicare Advantage plans	Bates White

Advanced Level

STUDENTS	PROJECT TITLE
Cameron Deal	Differences-in-Differences and Event Study Methodological Innovations: An Application to Health Economics
Jada Houser	The Effect of Texas's 2013 TRAP Law on Female County Migration
Darien Kearney	Financial Impacts on Individuals Transitioning to Adulthood
Fabian Leal & Kaythari Maw	Jointly Modeling White and Asian American Labor Force Participation and Unemployment Rates
Jemmy Marc & Emilio Pantoja	Analyzing the Impact of Tariff Reductions on Industry PPI
Quynh Nguyen	COVID-19 Vaccination Rates and Vaccine Access in Undocumented Immigrants: a Study of California
Myles Owens & Victoria Garcia	ASEAN-Plus-China: Impact on Flows of Internal FDI
Ryan Perry	Low-Skilled Immigration and High-Skilled American-Born Women's Labor Supply
Guido Romero & Danny Sierra	International Trade of Services for OECD+ Countries. A Network Analysis Approach
Rakeen Tanvir	Predicting the Impact of Modern Technology on Labor from Historical Automation and Task Creation
Lauren Taylor	The Impact of Mass Shootings on Home Property Values
Alberto Valcarcel	Measuring the Impact of Oil Supply and Demand Shocks in Puerto Rico's Manufacturing Sector
Helen Vasquez Ramos	Blood and Organs: Altruistic Motivations for Donating Life
Malik Woullard & Aby Mbaye	Impact of FDI on Trade Balance in West Africa

Classroom activities were complemented by two seminar series and two special events on research at Howard featuring William Spriggs and his work on skills and discrimination. In the brown bag, representatives from organizations that employ economists spoke about their organizations and more generally about the economics profession. See the table below for speakers and topics. In the seminar series the following economists spoke about research and the profession:

- Makada Henery-Nickie, Chantal Smith and Noimot Bakare Ayoub, Howard alums
- Sebastian Tello-Trillo, University of Virginia, AEASP alum
- Trevon Logan, Ohio State University, AEASP alum
- Martha Gimbel, Council of Economic Advisers
- Darrell Gaskin, John Hopkins University, AEASP alum
- Kitt Carpenter & Sandile Hlatshwayo, Vanderbilt University & IMF
- Kate Bahn, Equitable Growth

- Cecilia Conrad, The MacArthur Foundation

Brown Bag Series

ORGANIZATION	TOPIC
Office of the United States Trade Representative	Non-academic career paths
Brookings Economic Studies	Graduate school and professional opportunities
National Association for Business Economics	Charting your career in business economics
Poverty Action Lab	Introduction to J-PAL and randomized evaluations
Analysis Group	Interactive case presentation
Bates White	Economic analysis for litigation
Federal Reserve Board	Opportunities at the Board

A great hallmark of the Howard program is its heightened attention to mentoring. The Inclusive, Peer, Onsite, Distance (IPOD) Mentoring Program places students into mentoring pods consisting of four students who act as peer mentors (a mixture from both tracks) and an established economist who is the more senior mentor. The pods are formed based on a professional development needs assessment and research interests. These groups begin to meet when the summer program ends and are designed to stay together to support students as they transition to economics PhD programs. Pods meet virtually. A student may remain in a pod for three years or until accepted into a PhD program at which time the student would be encouraged to enroll in the AEA Mentoring Program.

In addition to funding from the AEA and the NSF and Howard's own contributions, the summer program is supported by contributions from Amazon, the Peterson Foundation, Analysis Group and Bates White.

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 and minority economists (both inside and outside of academia). 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, the program is the recipient of the 2023 American Society of Hispanic Economists Institutional Service Award.

Francisca Antman, Associate Professor of Economics, University of Colorado at Boulder and Trevon Logan, Professor of Economics and Associate Dean, College of Arts and Sciences, The Ohio State University serve as co-directors.

Students must complete a formal online application to be admitted to the mentoring program. Participation is limited to three years with the possibility of renewal, conditional on an active relationship with a mentor. There were 75 mentees from more than 40 institutions as of fall 2022, an increase from a relatively stable 60-65 participants from fall 2016 until recently.

At least nine students in the AEA Mentoring Program completed the requirements for their PhDs in economics in 2022 up from six in 2021. The nine are:

- Luis Armona, Stanford University, “Essays on Market Structure and Policy in Higher Education.” Armona is currently a post-doctoral fellow at the National Bureau of Economic Research. In fall 2023, he will begin as an assistant professor of public policy, at Harvard’s John F. Kennedy School of Government.
- Sergio Barrera, University of Minnesota, “Background, Beliefs, and Economic Outcomes: How Family and Peers Relate to Beliefs, Early Pregnancy, Crime, and Labor Market Outcomes.” Barrera, who won the 2022 Annual Dissertation Award from the American Society of Hispanic Economists, is currently an assistant professor in the Department of Economics, Virginia Polytechnic Institute and State University.
- Rene Crespin, Cornell University, “Essays in Public and Labor Economics.” Crespin is currently a postdoctoral fellow, Department of Economics, Michigan State University.
- Adir dos Santos Mancebo Junior, Florida International University, “Essays on the Economic Effects of Income Inequality.” Dos Santos Mancebo is currently a data analyst at Data Science Alliance and an adjunct professor of Economics at Point Loma Nazarene University.
- Kirsten McLeod, Howard University, “Three Essays on Poverty Reduction and Income Mobility.” McLeod is currently an economist at the U.S. Department of Labor.
- Carla Moreno, Emory University, “The Impact of Pension System Designs in Labor Markets with Informality.”
- Felix Owusu, Harvard University, “Policy and Inequality in the Criminal Legal System.” Owusu is currently a postdoctoral research fellow at Harvard University.
- Enrique Valdes, Florida International University, “Three Essays on Trade Policy in a Multi-Country World.” Valdes is currently a visiting assistant professor at the College of William and Mary.
- Anita Walsh, University of Florida, “The Effect of Consumer Sentiment on Consumption Behavior: Evidence from Florida,” Walsh is an associate at The Brattle Group in Washington, D.C.

Student Presentations

After being supported by the NSF for many years, in the summer of 2022 the program transitioned to AEA financing. The program’s largest expenses include a summer conference, a

job market bootcamp, mentee national and regional conference attendance and research expenses. In 2022 the program supported the travel of 12 mentees for research presentations. This number was similar to 2021 and up significantly from past years in part because the co-directors once again organized an all-mentee-presenter/discussant session at the Western Economic Association International (WEAI) meeting and secured the commitment of the Southern Economic Association (SEA) to include eight mentees in the SEA Graduate Student Program which offered the opportunity to present at the SEA meetings. One additional student was also funded to present at the SEA meetings. See the list of mentee presentation at the two meetings below.

AEA Mentoring Program WEAI session: Health Care, Pensions, Agricultural Investments, and Macroeconomic Shocks

Organizer: Francisca Antman, University of Colorado Boulder

Chairs: Francisca Antman, University of Colorado Boulder, Trevon D. Logan, Ohio State University

Mentee Presenters:

- Carla Moreno, Emory University, “The Impact of Pension Systems in Labor Markets with Informality”
- Romeo Eric Neuyou Nana, University of Arkansas, “Global Supply Chains Disruptions and Business Cycles: Evidence from the Covid-19 Pandemic”
- Alexis Villacis, Arizona State University, “Aspirations, Risk Preferences, and Investments in Agricultural Technologies”

Mentee Discussants:

- Romaine Anthony Campbell, Harvard University
- Adir dos Santos Mancebo Junior, Florida International University
- Cesar Lopez, Stanford University

(The AEA Mentoring Program co-sponsored two additional WEAI sessions that are listed in section III of this report, on CSMGEP activity.)

AEA Mentoring Program Participant Southern Economic Association Presentations:

- Vivian Aluoch, University of California, San Diego, “Impacts of the Kenya University Expansion on Downstream Education Attainment Decisions”
- April Burrage, University of Massachusetts Amherst, “Innovation Policy and Inequality: How Do State R&D Tax Incentives Affect Opportunity for Women-and Minority-Owned Businesses?”
- Bethel Cole-Smith, Howard University, “Housing Affordability and DC’s Homeowner and Renter Property Tax Credit”
- Anderson Frailey, University of Virginia, “Ransomware Payment and Firm Valuation”
- Ariel Gomez, Harvard University, “The Economic and Commercial Determinants of Chinese Development Aid”
- Felipe Juan, Howard University, “Unemployment Insurance Eligibility Criteria: Exogenous or Endogenous?”
- Mary Motolenich, Georgia Institute of Technology, “Provider Heterogeneity and Maternal Healthcare”

- Kattya Quiroga Velasco, University of Maryland, “Broken Trust: Forced Sterilizations in Peru”
- Aisha Udochi, Howard University, “Big Data Analysis of Industrial Concentration in Nigeria: A Tale of Two Sectors”

Summer Mentoring Pipeline Conference

One of the signature activities of the mentoring program is the Summer Mentoring Pipeline Conference (SMPC) which brings together mentoring program participants, their mentors, other academics, and the students attending the Summer Training and Scholarship Program. The conference helps mentees build networks and begin a sense of belonging to a wider community beyond their home institution. The conference was held in person for the first time in two years in June 2022 in Washington DC (to co-locate with the Summer Training and Scholarship Program). Approximately 130 people were in attendance.

In addition to the summer program student brief presentations mentioned above, the conference featured presentations by job market candidates as follows:

- Nathaniel Burke, West Virginia University, “Opportunity Cost Thresholds of Identity Loyalty in the Lab”
- April Burrage, University of Massachusetts Amherst, “The Effect of R&D Incentives on SBIR Participation”
- David Criss, Wayne State University, “Modeling Intersections of Food Insecurity, Disease Risk, and Climate Vulnerability in Metropolitan Detroit”
- Anderson Frailey, University of Virginia, “Ransomware Payment and Firm Valuation”
- Raffi Garcia, Rensselaer Polytechnic Institute, “The Economics of Self-Reporting Race in Loan Applications”
- Michael Garvey, Howard University, “The Effects of Climate Change on Residential Markets: How Rising Heat is Altering Rates”
- Ariel Gomez, Harvard University, “The Upstream and Downstream Effects of Chinese Competition in Mexico”
- Felipe Juan, “Howard University, “Unemployment Insurance Eligibility Criteria: Exogenous or Endogenous?”
- Stephan Lefebvre, Bucknell University, “Extended Family Wealth and College Enrollment: Evidence from the PSID”
- Kattya Quiro Velasco, University of Maryland, “Broken Trust: Forced Sterilizations in Peru”
- Aisa Udochi, Howard University, “Big Data Analysis of Financial Transactions in Nigeria”
- Anita Walsh, University of Florida, “Sentiments and Spending Intentions: Evidence from Florida”

SMPC participants also had the opportunity to attend panels including on mentoring and being mentored, successful grant proposals, surviving and thriving in graduate school, navigating the PhD market, networking and media representation, grant writing and effective teaching. Speakers included representatives from the NSF and jobs outside academia including the Inter-

American Development Bank, Economic Policy Institute, World Bank, Federal Reserve Board, U.S. Census and Resources for the Future. Meals and breaks allowed participants opportunities to network with their mentors, AEASP students and professional economists including from allied groups (e.g., American Society of Hispanic Economists, Committee on the Status of Women in the Economics Profession, Diversity in Tenure in Economics and the National Economic Association.)

Mark Lopez, Director of Race and Ethnicity Research at the Pew Research Center, delivered the conference's 2022 Lewis-Oaxaca lecture, "Rethinking How Race and Ethnicity is Reported in Social Science Research." Also at the pipeline conference, Omari Swinton was awarded the 2022 Impactful Mentor Award. Begun in 2018, the Mentoring Program's Impactful Mentor Award recognizes and celebrates individuals who have played instrumental roles in mentoring traditionally underrepresented minorities in economics and diversifying the profession with respect to race/ethnicity. Swinton was honored for his leadership as the Director of the AEASP which has increased diversity in the field of economics by preparing talented undergraduates for doctoral programs in economics and related disciplines. He has additionally mentored numerous graduate students and faculty from underrepresented groups, several of whom wrote letters to support his nomination.

Post-conference activities included a new Tenure-Track Mentoring Workshop and an in-person meeting for one of the Job Market Bootcamp groups.

Job Market Bootcamp

A total of nine job market candidates and two mentors participated in the 2022 Job Market Bootcamp (JMB). Three additional mentees audited the JMB, meaning they had access to the large group activities but were not assigned to a mentoring group. Created in 2018, the Job Market Bootcamp is designed to help prepare candidates for the economics Ph.D. job market and increase their chances of securing positions best suited to their interests, training, and professional and personal goals. The five virtual sessions covered the job market paper, preparing job market packets, interviewing strategies, and seminars. Each session allowed for break-out sessions where mentors could provide more specific feedback on candidates' job market papers, elevator pitches, CVs, and research/teaching statements. The JMB also provided participants with sessions with a speech coach and the services of a professional editor.

Seven of the nine 2021 JMB Mentees on the market in 2020-21 secured employment. One additional participant delayed graduation and participated again in the 2022 JMB.

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 underrepresented minorities in economics by providing graduate students and early career faculty with placements at sponsoring research organizations or public agencies. Dan Newlon,

Director for Government Relations for the American Economic Association, serves as Program Coordinator.

The 2022 Summer Fellows Program was disappointing from the perspective of CSMGEP. Although 25 fellows were hired (a nearly 50% increase over the previous summer), not one of those hired was a member of an underrepresented minority group, compared to 5 URM hires in 2021. The number of applications overall increased commensurately from 105 to 159, the second largest number of applications in program history. But the number of URM applications fell from 17 to 10. This outcome has forced the committees to revisit program procedures.

Submitted applications are reviewed by a joint CSWEP/CSMGEP committee that recommends candidates to participating institutions. However, institutions are free to hire any applicant they wish. Nine of the twenty-five hires were not recommended by the review committee. None of the three underrepresented minority applicants recommended by the review committee were hired. In the past almost all job offers went to applicants recommended by the review committee. Part of the difference this time reflects differences between program priorities and the priorities of participating institutions. For instance, the committee did not recommend any applicants who had previously served as fellows. Two of the applicants hired were repeat fellows. Two of the non-minority male applicants hired were not recommended by the review committee because they did not make a persuasive case that their participation would improve the participation of women and/or underrepresented minorities. Three fellows were hired by more than one institution.

While CSMGEP and CSWEP have yet to finalize new procedures for the 2023 Summer Fellows Program, changes to how the program is advertised, how applications by previous fellows are handled, how multiple offers are handled and the role of the review committee are all under consideration.

Fifteen institutions hired fellows this year, an increase from twelve sponsors the previous year. The 2022 sponsors include: The Federal Reserve Board; The Federal Reserve Banks of Atlanta, Boston, Chicago, Cleveland, Dallas, Kansas City, Minneapolis, New York, Philadelphia, Richmond, St. Louis; Federal Deposit Insurance Corporation, Washington Center Equitable Growth Foundation and Upjohn Institute.

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

In this section we summarize additional activities undertaken by the committee in the past year.

Awards to Encourage Diversity in the Economics Profession

Since 2020, the AEA has created six new awards to foster diversity and inclusion in our profession. They are as follows:

[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. In 2022 this prize was awarded jointly to the Department of Economics at Carleton College, the Department of Economics at Georgia State University, and the Department of Economics at Howard University. So that other schools may follow their lead, the winning applications have been posted [on the AEA website](#).

[Departmental Seed Grants for Innovation in Diversity and Inclusion](#) offers one-time grant funding to help a department establish a bridge or mentoring program aimed at increasing diversity in economics doctoral programs. The 2022 winner of this prize is the Department of Economics at Florida International University.

[The Andrew Brimmer Undergraduate Essay Prize](#) is awarded to the author of an essay on the economic well-being of Black Americans authored by an undergraduate student. A cohort of students in the Emerson Prison Initiative (EPI) program at MCI-Concord were awarded the 2022 prize for their essay “Incarcerated Black Americans: The Forgotten Unemployed” on how the U.S. unemployment rate inaccurately captures the economic status of Black Americans because incarcerated individuals are not included in the measure.

[The Professional Development Grant for Underrepresented Minorities](#), sponsored by Pearson Education, awards \$2000 each year to the junior economist winner of an essay competition on how the writer’s research relates to economics education. The competition is open to junior economics faculty members from groups traditionally underrepresented in the economics profession. Amy Eremionkhale of Georgia State University earned this award last year for a discussion of how she uses computational methods to study topics from economic pedagogy to health to racial inequality.

[Underrepresented Minority Travel Grants](#) are 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.

[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.

Sponsored Sessions at Conferences

In 2022, CSMGEP once again sponsored sessions on research and professional development at the AEA’s national and regional conferences.

The Allied Social Science Associations Conference

CSMGEP hosted three sessions at the 2022 virtual AEA meetings. The first, our annual dissertation session was chaired by Kalena Cortes, Texas A&M University and included the following students and papers:

- Kirsten McLeod, Howard University, “Student Housing, Gentrification and Affordability: The Case of Urban Universities in the United States” (joint with Deniz Baglan and Haydar Kurban, both of Howard University)
- Louis Armona, Stanford University, “Redesigning Federal Student Aid in Higher Education” (joint with Shengmao Cao, Stanford University)
- Rene Crispin, Cornell University, “The Value of School Social Climate Information: Evidence from Chicago Housing Transactions”
- Sergio Barrera, University of Minnesota, “Credit Constraints, Beliefs and Inequality in Higher Education”

CSMGEP sponsored a session entitled *Race, Measurement, and Algorithmic Bias* organized by Isaiah Andrews, Harvard University and Jose Manuel Fernandez, University of Louisville, which included the following papers:

- “Algorithmic Bias on Social Media,” Amanda Agan, Rutgers University, Diag Davenport, University of Chicago, Jens Ludwig, University of Chicago and Sendhil Mullainathan, University of Chicago
- “Measuring Declines in Disparity Gaps, with an Application to Health Insurance,” Paul Goldsmith-Pinkham, Yale University, Karen Jiang, Yale University, Zirui Song, Harvard University and Jacob Wallace, Yale University
- “Modelling Discrimination, Job Competition and Race: Locomotive Firemen, and the Railroad Industry 1880–1950 and Technological Advance,” William E. Spriggs, Howard University and AFL-CIO
- “Abolition and Algorithmic Evaluations of ‘Risk,’” Robynn Cox, University of Southern California and Megan Stevenson, University of Virginia

Finally, because the CSMGEP board felt that CSMGEP is largely unknown among the profession, CSMGEP requested an additional 2022 session slot to host a panel discussion entitled *The History and Resources of the Committee on the Status of Minority Groups in the Economics Profession*. The session was organized by Gary Hoover, Tulane University and included the following panelists:

- Isaiah Andrews, Harvard University
- Amanda Bayer, Swarthmore College
- Vicki Bogan, Cornell University
- Kalena Cortes, Texas A&M University
- Jose Manuel Fernandez, University of Louisville
- James H. Peoples Jr., University of Wisconsin-Milwaukee
- Ebonya Washington, Yale University

Because of the virtual nature of the 2022 meetings, CSMGEP did not hold its annual cocktail reception joint with the National Economic Association and the American Society of Hispanic Economists. The event is scheduled to return in 2023 with an additional co-sponsor, The Association for Economic Research of Indigenous Peoples (AERIP).

Western Economic Association International Summer Conference

CSMGEP, along with the Mentoring Program and CSWEP, co-sponsored a professional development panel at the 2022 Western Economic Association International Summer meeting entitled *Helping Faculty Help Students Get into PhD Programs in Economics*, organized by Francisca Antman, University of Colorado Boulder and Richard Startz, University of California, Santa Barbara. Panelists included:

- Francisca Antman, University of Colorado Boulder
- Richard Startz, University of California, Santa Barbara
- Christina Romer, University of California, Berkeley
- John A. List, University of Chicago
- Prashant Bharadwaj, University of California, San Diego
- Trevon D. Logan, The Ohio State University

CSMGEP, along with the Mentoring Program and CSWEP additionally sponsored a networking breakfast at the Westerns. Francisca Antman, University of Colorado, organized.

Southern Economic Association Conference

CSMGEP sponsored a professional development session at the 2022 Southern Economic Association meetings entitled “Advice for the Mid-Career Job Market” organized by Jose Manual Fernandez. Panelists included:

- Christine Durrance, University of Wisconsin-Madison
- Julie L. Hotchkiss, Federal Reserve Bank of Atlanta
- Alfonso Flores-Lagunes, Syracuse University
- Benjamin Rosa, University of Kentucky

Web Materials

Div.E.Q.

Created by CSMGEP member Amanda Bayer in 2011, [Diversifying Economic Quality](#) (Div.E.Q.), is a wiki devoted to teaching practices that promote inclusivity and innovation and are evidence-based. The website features 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.

is featured in the current issue of [The Minority Report](#) 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 underrepresented minorities, gender minorities or LGBTQ+ to enroll themselves in the database.

The Minority Report

In collaboration with the National Economic Association, the American Society of Hispanic Economists and The Association for Economic Research of Indigenous Peoples, CSMGEP publishes its annual newsletter showcasing 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 publishes 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 have made that choice. [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 mentoring program participants to attend the NBER's Summer Institute to network with fellow economists and be a part of active research exchange. We thank Stacy Chandler for authoring the profiles and Maureen Glasoe at Virgo Words for design and editorial support for *The Minority Report*; Charles Scott for his assistance in providing data compiled in this report; and Joshua Thomas who assisted with the analysis and writing of this report. Board members Amanda Bayer, Kalena Cortes, Jose Manuel Fernandez, Neil Ericsson, James H. Peoples and Perry Singleton completed their CSMGEP service in 2022. We thank them all for their dedication. Finally, Rebekah Loftis of the Nashville office has served as Committee Coordinator since 2019, supporting the committee ably through a period of activity expansion and increased requests for committee and committee member consultation. We couldn't have done it without her. And we look forward to working with her replacement, Kristine Etter, going forward.

Appendices

Appendix Table 1: Comparison of Economics Degrees Awarded in 1995 and 2021 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 ¹		Two or More Ethnic Groups ²		Ethnicity Unknown		Non-Permanent Residents ³	
				Total	%	Total	%	Total	%	Total	%	Total	%
BA	1995	17735	16077	1977	12.30	0	0.00	0	0.00	433	2.69	1658	9.35
	2021	39397	31214	5089	16.30	48	0.15	1423	4.56	1192	3.82	8183	20.77
MA	1995	2403	1280	119	9.30	0	0.00	0	0.00	104	8.13	1123	46.73
	2021	4803	2118	252	11.90	1	0.05	65	3.07	103	4.86	2685	55.90
PhD	1995	911	475	63	13.26	0	0.00	0	0.00	25	5.26	436	47.86
	2021	1248	441	63	14.29	0	0.00	7	1.59	42	9.52	807	64.66
All	1995	21049	17832	2159	12.11	0	0.00	0	0.00	562	3.15	3217	15.28
	2021	45448	33773	5404	16.00	49	0.15	1495	4.43	1337	3.96	11675	25.69

Notes: ¹ Until 2011, *Native Hawaiian or Pacific Islanders* were considered part of the *Asian* ethnic group, thus 1995 values are reported as zero. In 2011, the number and share of economics degrees of Native Hawaiian or Pacific Islanders for BA, MA, PhD, and total levels were 72 (0.25%), 2 (0.10%), 1 (0.24%) and 75 (0.24%) respectively.

² Until 2011, *Two or More Ethnic Groups* was not its own ethnic category, thus 1995 values are reported as zero. In 2011, the number and share of economics degrees of two or more ethnic groups for BA, MA, PhD, and total levels were 376 (1.31%), 35 (1.7%), 9 (2.19%) and 420 (1.34%) respectively.

³ The *Non-Permanent Residents* percentages use the *Grand Total* as the denominator.

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 1995 and 2021, Completions.

Appendix Table 2: Degrees in Economics Awarded to all Racial/Ethnic Groups in the Academic Year 2020-2021

Award Level	Grand Total	U.S. Citizen and Permanent Resident Total	Asian	American Indian or Alaskan Native	Black/African American	Hispanic/Latino	Native Hawaiian or Pacific Islander	White	Two or More Ethnic Groups	Ethnicity Unknown	Non-Permanent Residents
BA	39397	31214	5089	59	1616	4101	48	17686	1423	1192	8183
MA	4803	2118	252	6	139	240	1	1312	65	103	2685
PhD	1248	441	63	0	13	31	0	285	7	42	807
All	45448	33773	5404	65	1768	4372	49	19283	1495	1337	11675

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2021, Completions.

Appendix Table 3: All Economics Degrees and All Subject Degrees Awarded to Minority Students 1995-2021

Year	Total Economics Degrees ¹	Black/African American		Hispanic/Latino		American Indian and Alaskan Native		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	200742	13.10
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	34612	1823	5.27	4125	11.92	66	0.19	6014	17.38	690495	24.75
2020	34394	1792	5.21	4209	12.24	76	0.22	6077	17.67	713966	25.29
2021	33773	1768	5.23	4372	12.95	65	0.19	6205	18.37	759660	26.33

Notes: ¹ Includes only U.S. citizens and permanent residents.

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 1995-2021, Completions.

Appendix Table 4: Bachelor's Degrees in Economics and All Subjects Awarded to Minority Students 1995-2021

Year	Total BA Economics Degrees ¹	Black/African American		Hispanic/Latino		American Indian and Alaskan Native		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	159379	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	32282	1672	5.18	3928	12.17	63	0.20	5663	17.54	509678	25.15
2020	31944	1654	5.18	3970	12.43	71	0.22	5695	17.83	527804	25.75
2021	31214	1616	5.18	4101	13.14	59	0.19	5776	18.50	558196	26.84

Notes: ¹ Includes only U.S. citizens and permanent residents.

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 1995-2021, Completions.

Appendix Table 5: Master's Degrees in Economics and All Subjects Awarded to Minority Students 1995-2021

Year	Total MA Economics Degrees ¹	Black/African American		Hispanic/Latino		American Indian and Alaskan Native		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	38595	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	1866	138	7.40	170	9.11	3	0.16	311	16.67	169981	23.98
2020	1986	118	5.94	207	10.42	3	0.15	328	16.52	175283	24.36
2021	2118	139	6.56	240	11.33	6	0.28	385	18.18	189309	25.15

Notes: ¹ Includes only U.S. citizens and permanent residents.

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 1995-2021, Completions.

Appendix Table 6: Doctorate Degrees in Economics and All Subjects Awarded to Minority Students 1995-2021

Year	Total PhD Economics Degrees ¹	Black/African American		Hispanic/Latino		American Indian and Alaskan Native		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	10836	20.05
2020	464	20	4.31	32	6.90	2	0.43	54	11.64	10879	20.23
2021	441	13	2.95	31	7.03	0	0.00	44	9.98	12155	22.75

Notes: ¹ Includes only U.S. citizens and permanent residents.

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 1995-2021, Completions.