REPORT OF THE COMMITTEE ON THE STATUS OF MINORITY GROUPS IN THE ECONOMICS PROFESSION (CSMGEP)
DECEMBER 2025

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 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 Science, Technology, Engineering and Math (STEM) fields, all subjects, and the general population. Third, we report results from a recent survey on underrepresented minority faculty in economics departments. We then provide updates 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 and initiatives.

I. Recent Data on Representation in Economics

Degrees Conferred in 2024

Data on degrees conferred were drawn from the Integrated Postsecondary Education Data System (IPEDS) at the National Center for Education Statistics (NCES). Their most recent data on degrees conferred across all U.S. institutions are the preliminary data for academic year 2023-2024. Differences between preliminary and final data have typically been minor. All calculations are our own.

The focus of this report is on degrees awarded to American citizens and permanent residents. Degrees earned by nonresidents are excluded from the analysis.[2] Degrees awarded to recipients of unknown ethnicity are included in the totals. In 2024, these constituted 4.08% of economics degrees[3] conferred to U.S. citizens and permanent residents.

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

2 In 2024, Nonresident Aliens constituted a significant proportion of the economics degrees awarded, especially at the master's (61.6%) and doctorate (66.5%) 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 and Appendix Table 1 illustrate the underrepresentation of Black, Hispanic and Native American[4] students among economics degree recipients. These tables provide an overview of the number of economics degrees awarded in the United States in the academic year 2023-2024, at the bachelor's, master's and doctorate levels. A total of 30,232 economics degrees were conferred to U.S. citizens and permanent residents a decrease of 4.02 percent from the previous year. The previous change was also a 4 percent decrease indicating a downward trend. The majority (92.2%) of economics degrees are awarded at the bachelor's level. White students received the majority of degrees at all levels at 54.3%, followed by Asian students who received 17.4% of degrees. Despite Black, Hispanic, and Native American students – our focal minority groups — collectively constituting 35.1% of the U.S. population[5] in 2024, they earned only 19% of economics degree across levels. Hispanic students earned the largest majority of those degrees, a total of 13.6%, followed by Black (5.3%) and then Native American students (0.17%). All of these values did experience increases over the previous year. Looking at representation across degree levels, these underrepresented minority groups (or URMs) were awarded 19% of the bachelor's in economics degrees, 19.0% of the master's, and 12.7% of the doctorates.

Table 2 demonstrates that focal minorities are also underrepresented in STEM disciplines. Notably however, they are better represented in STEM disciplines than in economics. URMs earn 22.3% of STEM degrees compared to 19% of economics degrees.[6] Moreover, each of the three groups makes up a larger fraction of STEM graduates compared to economics graduates. Hispanic students earned 14.8% of STEM degrees compared to 13.6% of economics degrees. For Black students the figures are 7.2% compared to 5.3%, and for Native Americans 0.29% and 0.17%. Together, Tables 1 and 2 demonstrate not only the underrepresentation of Black, Hispanic, and Native American students among economics degree recipients, but further indicate that at least some causes of this underrepresentation, rather than being global to quantitative fields, are unique to economics.

digit "Business/Managerial Economics" code (52.06) which has only one child code, which is itself "Business/Managerial Economics.". These degrees constitute 11 percent of Economics BA degrees in 2024.

[4] We use the term "Native American" to represent Native American, American Indian/Alaskan Native, and American Indian. We use the term "Hispanic" for Hispanic, Latino, and Latinx. "Black" is used for Black and African American. The three groups are mutually exclusive. Blacks refers to non-Hispanic Blacks and Native Americans to non-Hispanic Native Americans

[5] Authors' calculations using U.S. Census Bureau's Population Division (2022-2024) data.

[6] We classify as STEM fields those listed as such by the Department of Homeland Security. See https://www.ice.gov/doclib/sevis/pdf/stemList2024.pdf.
We do keep STEM economics degrees within the economics category to avoid double counting.

Table 1: Degrees Awarded in Economics in the Academic Year 2023-2024

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	34393	27882	47	0.17%	1471	5.28%	3815	13.68%	5333	19.13%
MA	4969	1878	2	0.11%	114	6.07%	241	12.83%	357	19.01%
PhD	1408	472	1	0.21%	16	3.39%	43	9.11%	60	12.71%
All	40770	30232	50	0.17%	1601	5.30%	4099	13.56%	5750	19.02%

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2024, Completions.

Table 2: Degrees Awarded to Minority Students in Science, Technology, Engineering and Math (STEM) Subjects in 2023-2024

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	570007	530910	1572	0.30%	36591	6.89%	83946	15.81%	122109	23.00%
MA	305644	158685	427	0.27%	13769	8.68%	19292	12.16%	33488	21.10%
PhD	38269	22244	40	0.18%	1207	5.43%	2196	9.87%	3443	15.48%
All	913920	711839	2039	0.29%	51567	7.24%	105434	14.81%	159040	22.34%

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2024, Completions.

Intersection of Gender and Race/Ethnicity

Black, Hispanic, 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 2024, URM women received 6.58% of all economics degrees conferred to people of all gender, racial and ethnic groups, while constituting 16.1% of the U.S. population in 2024.[7] Table 3 shows total economics degrees earned by URM women in levels and as a fraction of degrees awarded to women of all races. URM women's representation rate among women recipients of economics degrees is higher at the bachelor's and master's levels, 20.3% and 21.4%, than at the doctorate level (6.0%).

Among focal (Black, Hispanic, Native American) minorities who received economics degrees, 34.6% were women. This percentage is slightly higher than the all-races female rate of 32.6% of all economics degree earners. Women earned 34.3% of the bachelor's, 42.3% of the master's, and 15% of the PhDs earned by focal minorities.

Looking at each racial/ethnic group individually, Hispanic women earned 4.3% of all economics degrees awarded to U.S. citizens. They earned 13.2% of degrees awarded to women (13.4% of bachelor's, 13.3% of master's, and only 4% of PhDs) and 31.8% of all degrees to Hispanic individuals (31.6% of bachelor's, 39% of master's, and 14% of PhDs). Again, these values do not include foreign-born Hispanic graduates.

Three Black women earned PhD's in economics, which equates to 0.6% of all US economics PhD's. Black women earned 6.8% of economics degrees awarded to women (6.8% of bachelor's, 7.9% of master's and 2% of PhDs) and obtained 41.7% of all degrees to Black Americans (41% of bachelor's, 49% of master's and 18% of PhDs).

Native American women comprised 34% of Native American economics degree recipients in 2024. Seventeen Native American women received economics degrees in 2024, 16 at the bachelor's level and 1 at the master's level.

Similar to all focal minorities, URM women are more represented in STEM subjects than in economics, across all degrees and across all ethnic/racial groups. See Table 4 for total STEM degrees earned by URM women in levels and as a fraction of degrees awarded to women of all races. URM women earned 10.6% of all STEM degrees, 23.9% of all STEM degrees conferred to women and 47.4% of all STEM degrees awarded to underrepresented persons, with Hispanic, Black, and Native American women comprising 45.9%, 50.3%, and 47.9% of degree recipients among their respective ethnic/racial groups. These values were above the representation of women overall in STEM degree conferrals (44.2%).

Black, Hispanic, and Native American women are underrepresented in both economics and STEM relative to the general population. Notably, these groups are not underrepresented among all subject degree recipients. Minority women constituted 17.8% of all subject degree recipients and 64.7% of the minority degree recipient population.[8] These figures highlight the over-representation of women in higher education and the limited number of minority women in STEM, and particularly in economics.

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[7] Authors' calculations using U.S. Census Bureau's Population Division (2023-2024) data. Black, Hispanic, and Native American men earned 12.4% of all economics degrees, while representing 16.7% of the US population. https://www2.census.gov/programs-surveys/popest/tables/2020-2024/national/asrh/nc-est2024-sr11h.xlsx

[8] Untabled calculations using 2024 IPEDS completions survey data.

Table 3: Degrees Awarded in Economics in the Academic Year 2022-2023 to Minority 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	11829	8995	16	0.18%	609	6.77%	1204	13.39%	1829	20.33%
MA	2170	706	1	0.14%	56	7.93%	94	13.31%	151	21.39%
PhD	493	149	0	0.00%	3	2.01%	6	4.03%	9	6.04%
All	14492	9850	17	0.17%	668	6.78%	1304	13.24%	1989	20.19%

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2024, Completions.

Table 4: Degrees Awarded to Minority Women in Science, Technology, Engineering and Math (STEM) Subjects in 2022-2023

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	247405	232004	759	0.33%	18053	7.78%	38279	16.50%	57091	24.61%
MA	130831	72959	201	0.28%	7239	9.92%	9102	12.48%	16542	22.67%
PhD	15698	10227	17	0.17%	626	6.12%	1053	10.30%	1696	16.58%
All	393934	315190	977	0.31%	25918	8.22%	48434	15.37%	75329	23.90%

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2024, Completions.

Trends in Degrees Conferred 1995-2024

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 1995 and 2024.[9]

Their share of degrees in all subjects increased from 10.1% in 1995 to 24.8% in 2024, in STEM fields from 11.2%[10] in 1995 to 22.3% in 2024, and in economics from 11.6% in 1995 to 19% in 2024. (The number of degrees awarded has also increased over this time. See Appendix Tables 2-5 for the number and percentages of economics degrees by year by student race/ethnicity and for all subjects' degrees by year for URM students).

The increase in URM degree representation across time is driven by Hispanic degree recipients and follows the trend of Hispanic people's increasing share of the US population. The same increase is not seen for our other focal minority groups. Both Black Americans and Native Americans have seen their share of economics degrees decrease from 1995 to 2024.

Figures 1, 2, and 3 compare the overall representation[11] 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.[12]

[9] We look at trends beginning from 1995 because that is the first year when the IPEDS data by race and the degree subjects of interest were available.
[10] Untabled calculation using the IPEDS data.
[11] 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.
[12] Racial population percentages are taken from U.S. Census, Population Division's estimates for the years 1995-2023. 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

It is difficult to compare IPEDS data on Native Americans before and after 2010 because of a change to the racial categorization[13] (see Figure 1 notes). Yet, Figure 1 shows that in recent years Native American representation in economics, STEM fields and all subjects has decreased while population figures have steadily increased, with representation in economics decreasing more sharply since 2009 than representation in STEM and all subjects. These percentages, while suggestive of a broader problem of access to postsecondary education for Native American students, points to a particularly acute concern for Native American attainment of degrees in economics.

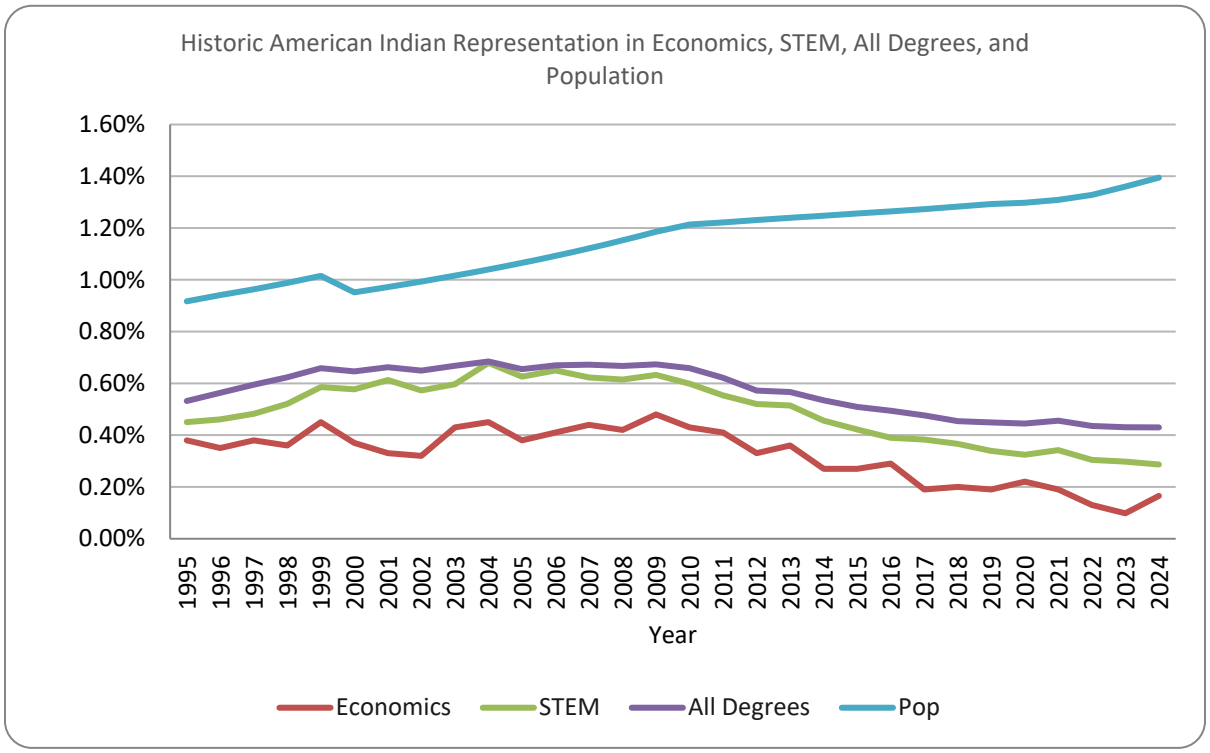

Figure 1: Changes in Representation of American Indians/Alaskan Natives

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 2024.

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), 1995-2024, Completions; U.S. Census Bureau, Population Division, 1995-2024.

[13] 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 slowly decreased since 1995 as shown in Figure 2, going from 6.4% in 1995 to 5.3% in 2024. During the same time the share of STEM degrees earned by Black students has increased from 5.8% to 7.2% and the Black share of all subject degrees conferred has increased from 7.2% to over 10%, while the Black population share has increased only slightly. Collectively, these trends provide evidence of barriers to Black degree recipiency unique to economics.

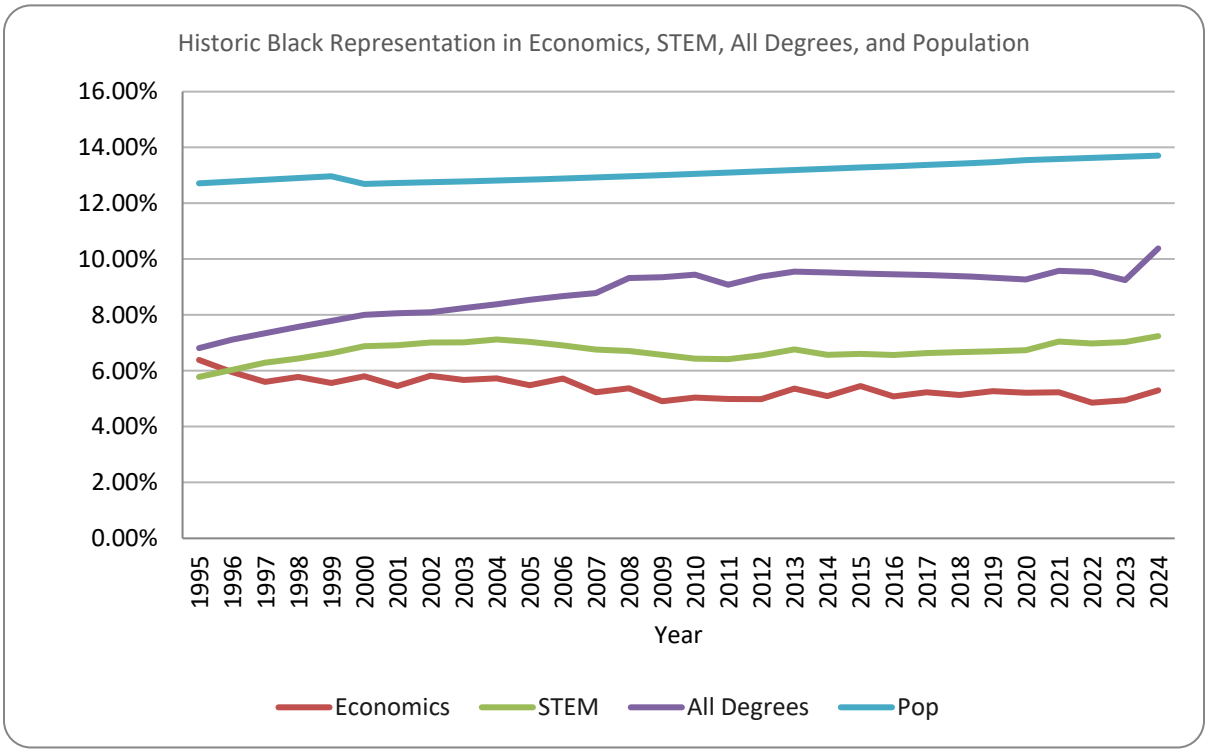

Figure 2: Changes in Representation of Blacks/African Americans

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 2024.

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), 1995-2024, Completions; U.S. Census Bureau, Population Division, 1995-2024.

Hispanic representation in economics has experienced the highest levels of growth out of all three groups, more than doubling from 4.8% to 13.6% between 1995 and 2024, as shown in Figure 3. The growth in representation in economics is right on the heels of representation in STEM (5.0% to 14.8%) and all degrees (5.4% to 16.7%) outpacing the population gains as Hispanics grew from 10.6% to 20% of the population during this period.

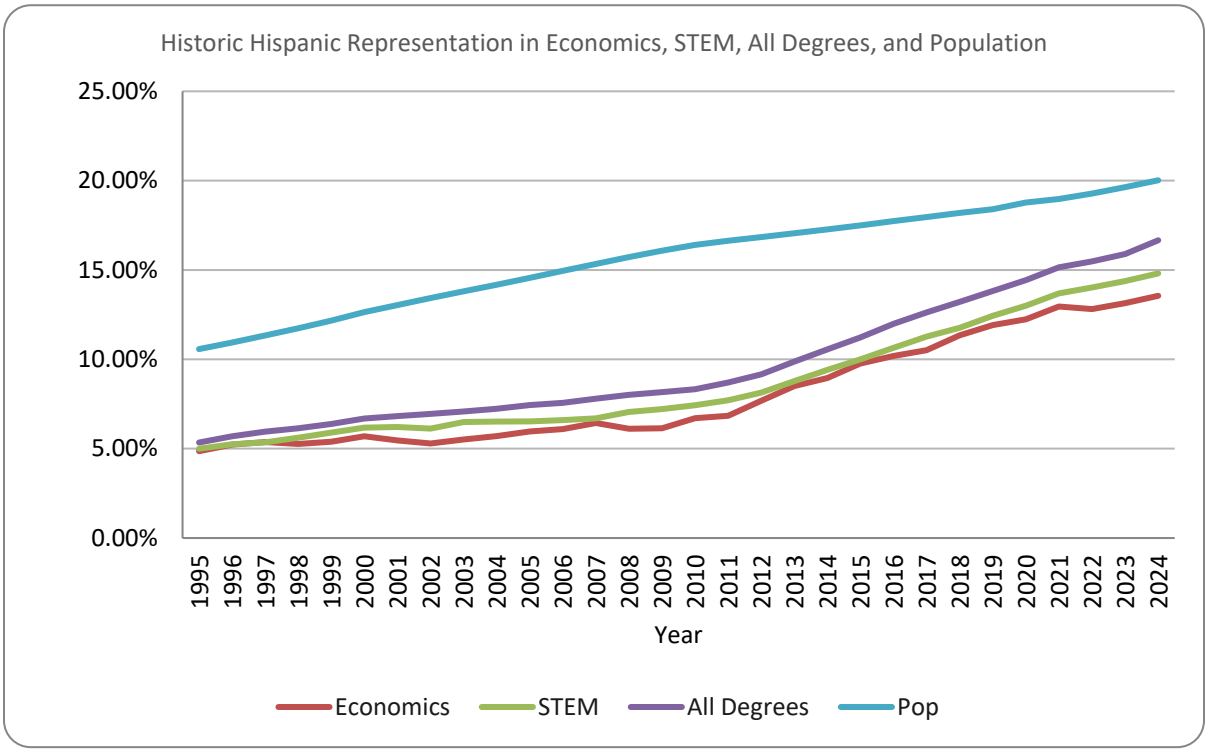

Figure 3: Changes in Representation of Hispanics/Latinx

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 2024.

Sources: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 1995-2024, Completions; U.S. Census Bureau, Population Division, 1995-2024.

Figures 1 through 3 demonstrate that there is much work to be done regarding the representation of minority groups in higher education and in economics in particular. While the number and proportion of economics degrees earned by Hispanic individuals is on the increase, in 2023 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.

Several causes have been hypothesized (and in many cases) supported for this underrepresentation. Recent research (Bleemer and Mehta, 2022)[14] 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 majors.

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)[15] also have 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)[16] 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)[17] show that low expectations and negative implicit stereotypes of instructors towards underrepresented demographic groups can disadvantage the targeted groups. Likewise, Wu (2018)[18] 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 Survey[19] 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

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

[15] 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.

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

[17] 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.

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

[19] 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.

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.

Similarly, in a survey of introductory economics students, Bayer et al. (2020)[20] 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)[21] 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)[22] 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 pursuing economics.

[20] 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.

[21] 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).

[22] 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

We turn from measuring representation in economics at the student level to measuring representation among the faculty in Table 5. The tabulations come from the American Economic Association, using data from its 2024-25 annual survey, the Universal Academic Questionnaire (UAQ). [23]

These data should be interpreted cautiously for four reasons. First, the survey response rate is low—257 of 876 surveys (29%)—raising concerns about representativeness if departments with more or fewer minority faculty were more likely to respond. Second, student representation in Tables 1–4 cannot be compared to faculty representation in Table 5 because the faculty survey sample is not representative. Third, year-to-year comparisons are invalid since the set of schools changes annually. Finally, an individual's minority status may shift over time due to changes in citizenship. Therefore, although the reported share of underrepresented minority faculty increased this year, the change cannot be meaningfully interpreted. It may reflect broader trends or simply differences in which universities responded to the UAQ survey.

Amongst institutions included in the survey, Black and Hispanic tenured and tenure track faculty account for 6.9% of full professors, 9.9% of associate professors, and 13.3% of assistant professors. These values lag the 18.9% share of economics degrees going to Black and Hispanic students. Black and Hispanic representation are similar among non-tenured track lines; 9.6% of teaching focus faculty, 9.7% of research faculty, and 2.7% of other non-tenure track faculty.

Black and Hispanic faculty representation declines with rank. This pattern may reflect a lagging pipeline or barriers to promotion. One contributing factor is teaching evaluations. Fernandez and Yetter (2025) find that numerical ratings averages are 2% lower for female instructors and 6% lower for minority instructors, while sentiment text scores are 2% lower for women and 3.6%–8.6% lower for minorities. These penalties grow with course difficulty and persist across institution types. The sentimental text alone can explain 30% of the variation in teaching evaluations scores.

Black and Hispanic faculty representation varies little by institution type (Table 5): 14.1% in BA programs, 11.1% in MA programs, and 12.6% in PhD programs. Aggregating UAQ survey results, these groups comprise 9.83% of faculty across reporting institutions, slightly below the 11.6% reported for all university faculty

Under the same assumption, we compare faculty and student representation by race and ethnicity. While Asian faculty representation aligns with student levels (Figure 4), Black and Hispanic faculty remain underrepresented relative to students. These findings underscore the need for continued efforts to recruit, train, and retain underrepresented groups in economics.

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[23] The tabulations are based on the 257 institutions that responded to the survey. The data analyzed include ethnic representation for U.S. citizens and permanent residents only. The provided data only included the combination of Black and Hispanic Faculty due to small sample size. Faculty on leave during the 2023-2024 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.

[24] U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Human Resources component Fall Staff section, Spring 2021 through Spring 2022 (final data) and Spring 2023 (provisional data). (This table was prepared November 2023.)

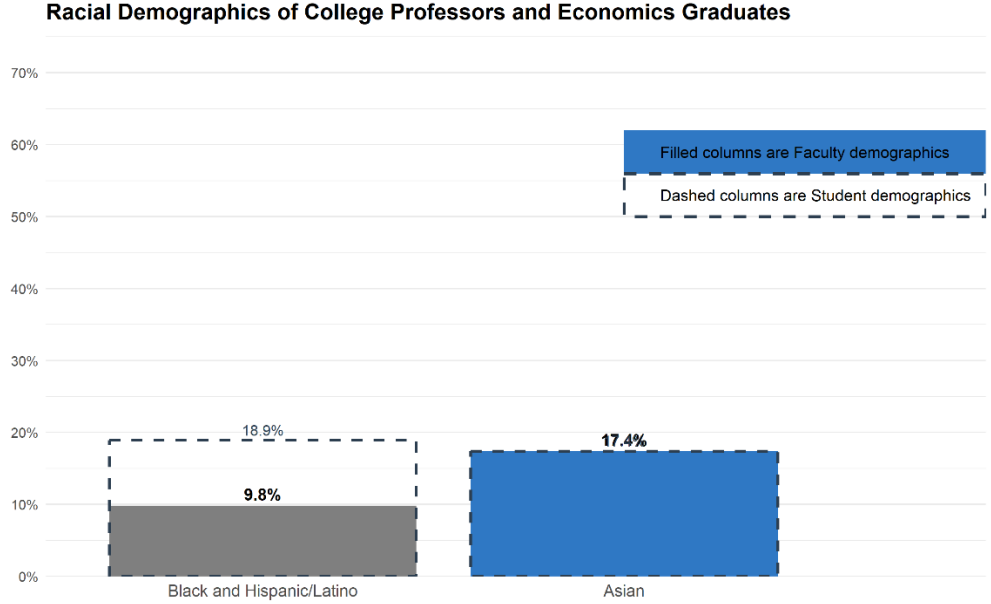
[25] Fernandez, Jose M., and Erin Yetter. "Sentiment Analysis of Teaching Evaluations: Evidence From Nearly 8 Million Rate My Professor Reviews." *Southern Economic Journal* (2025).

Table 5: Representation of Blacks and Hispanics in Economic Faculty in the Academic Year 2024-2025

	Full Time							Part Time			
	Tenure and Tenured Track				Non-Tenured Track			Tenured or Tenured Track	Non-Tenured Track		
	Full Prof.	**Associate Prof.**	**Assistant Prof.**	**Instructors**	Teaching Focused	Research Focused	Other		Teaching Focused	Research Focused	Other
BA	7.2%	9.7%	14.1%	0.0%	9.7%	0.0%	0.00%	6.5%	14.9%	0.0%	17.6%
MA	4.7%	11.8%	11.1%	16.7%	9.2%	50.0%	28.6%	28.6%	12.5%	0.0%	0.0%
PhD	7.1%	9.7%	12.6%	4.1%	9.6%	14.3%	0.00%	4.5%	11.3%	0.0%	0.0%
Total	6.93%	9.90%	13.29%	3.00%	9.62%	9.68%	2.67%	7.86%	13.42%	0.00%	9.79%

Source: Tabulations from the American Economic Association based on their Universal Academic Questionnaire, 2024-25.

Figure 4: Student and Professor Demographic Comparison by Race/Ethnicity



Note: Data on Professor Characteristics are collected from the American Economic Association based on their Universal Academic Questionnaire, 2024-25. Given low response rate and non-random sample we interpret these results with caution. *Sources:* U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Human Resources component Fall Staff section, Spring 2021 through Spring 2022 (final data) and Spring 2023 (provisional data). (This table was prepared November 2023.)

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) focuses on students who could diversity the economics profession. The twin goals of the program include: 1) attracting students to the economics profession and 2) preparing students for entry into PhD programs in economics. This year is the final year at Howard University and will be moving to American University. Of the 131 persons who completed the application, 40 students were accepted and enrolled in the 8 week program in the summer of 2025. They include six college graduates, 12 seniors, 18 juniors, and four sophomores. Twelve of the students identify as Black, 10 as Hispanic, one as American Indian or Alaskan Native, one as Hawaiian/Pacific Islander, 5 as Asian and 7 as White. The remainder of the students selected multiple ethnic/racial identities. Twenty-one students identify as women and 19 as men.

Students who can demonstrate that their presence in the profession would diversify economics are given preference for scholarship assistance. In summer 2025, 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.

The Summer Program is a two-tiered eight-week program with a foundation and an advanced track. Fifteen students followed the foundations track and 25 students followed the advanced track. All students took coursework in math, microeconomics, econometrics and research methods. Typically, students would get pair with policy institutions. However, due to the changes in the Federal Government Administration, there were fewer policy institutions willing to participate as well as a cut in outside grant funds. The AEA generously provided financial support of $485,643, which is above the typical support of $350,000. Additionally, Howard University brought in an additional 24 volunteer faculty mentors to make up for the shortfall in partners.

AEASP Student Research
Foundation Level

Student	**Presentation Title**	**Partner Organization**
Oyindamola Akinrogbe	What Happens When the Grid Goes Dark: A Starting Look of the Economic Risks of a Modern Carrington Event	Department of the Treasury
Leonardo Andrade	Unveiling Racial Disparity in Mortgage Approvals	Bates White
Luwam Balihu	A Spanner in the Works: Restricting Labor Mobility and the Inevitable Capital-Labor Substitution	Washington Center for Equitable Growth
Nathan Callahan	Unveiling Racial Disparity in Mortgage Approvals	Bates White
Layla-Marie Davila	Antitrust Merger Analysis in Protein Powder Market	Compass Lexecon
Vanya Funez	The Relationship Between Macroeconomic Indicators and Social Media	Analysis Group
Yesenia Gonzalez	An Analysis of the Multiple of Cost Method in Mining Disputes	Charles River Associates
Keanu Hua	Partisanship in Search Results for CBO Content	Congressional Budget Office
Natalie Jacobs, Conor Moore, Allison Osei-Okrah	Internal Migration of Black Americans in the United States: Economic Push and Pull Factors	Economic Policy Institute
Ambika Kulkarni Orus	Antitrust Merger Analysis in Protein Powder Market	Compass Lexecon
Parker Peterson	Impact of Noncompete Agreements on Innovation	Analysis Group
Raven Shaw	Changing Opportunity: Sociological Mechanisms Underlying Growing Class Gaps and Shrinking Race Gaps in Economic Mobility	Washington Center for Equitable Growth
Melina Valencia	Analyzing Long Term Services and Supports Utilization (LTSS)	Congressional Budget Office

Advanced Level

Student	Presentation Title
Salma Abdi, Luke Chaussee,	Youth Attitudes Toward Tobacco Use and the Impact of Tobacco 21: Evidence from Monitoring the Future Data, 2000-2023
Stevi Dugas	The Impact of Kinship System on Agricultural Productivity & Food Security: Evidence from Patrilineal & Matrilineal Societies in Malawi
Grace Etzel, Lily Johnson, Andrew Okon	Fluidity of Race and the Probability of Switching
Adin Hammond, Ann Yang	From Classrooms to Caregivers: Evaluating Head Start's Influence on Maternal Well-being
Yumna Hussain	The Timing and Intensity of Parental Absence and its Impact on Children's Education in Indonesia
Jada Joshua	The Impact of Kinship System on Agricultural Productivity & Food Security: Evidence from Patrilineal & Matrilineal Societies in Malawi
Clinton Kaboni, Shayan Khan	The Labor Market Impacts of the 2020 CZU Lightning Complex Fire on Indigenous Peoples in Northern California
Alejandro Maldonado, Seth Meyer	Evaluating the Impact of Evictions on Households Earnings in Racially Segregated Neighborhoods
Anthony McBroom, Philippe Nguendang	Assessing Productive Potential: Human Capital Valuation of Sustained Suicide Prevention in Economic Systems
Harshini Nuti	The Uneven Geography of Medicaid Expansion: Opioid Mortality Across Urban and Rural America
Alejandro Ouslan	Minimum Wage, Maximum Impact? A Synthetic Control Analysis of Gradual vs. Sudden Wage Increases
Jesus Plascencia, Stanislav Shaposhnikov	The Effect of the 2020 Massachusetts Right to Repair Law on Small, Independent Auto Repair Shops
Deepica Premaratne	The Timing and Intensity of Parental Absence and its Impact on Children's Education in Indonesia
Alejandra Reyes-Perez	The Uneven Geography of Medicaid Expansion: Opioid Mortality Across Urban and Rural America
Jayden Rivera, T. Olu Rouse	Alternative Approaches to Policing: Community Violence Intervention's Impact on Crime
Kevin Ruiz	Minimum Wage, Maximum Impact? A Synthetic Control Analysis of Gradual vs. Sudden Wage Increases

Classroom activities were complemented by two seminar series. In the Brown Bag Series, 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:

Brown Bag Series

ORGANIZATION	TOPIC
Analysis Group	Panelist in Antitrust
CHURP, (Center of Excellence in Housing and Urban Research and Policy)	Bringing the Voice of the Underserved to Public Policy
The National Association of Business Economics	Charting Your Career in Business Economics
JPAL	Panelist
The Center for the Equitable Economy & Sustainable Society, Howard University	Training & interdisciplinary research within a university setting.

Seminar Series

SPEAKER	ORGANIZATION
AEASP Alumni Roundtable	Various
Dr. Andria Smythe	Howard University
Dr. Durronjae Boothe	Howard University
Dr. Linda Loubert	Morgan State University
Dr. Abigail Wozaniak	Federal Reserve Bank of Minneapolis

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 groups 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 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 Howard's own contributions, the summer program is supported by contributions from the Peterson Foundation and Sloan Foundation.

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

Mentoring Program

The AEA Mentoring Program pairs 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.

The new co-directors of the AEA Mentoring Program are Dr. Fenaba Addo, Associate Professor of Public Policy at the University of North Carolina at Chapel Hill, and Dr. Fernando Lozano, Morris B. and Gladys S. Pendleton Professor of Economics and Chair of Economics at Pomona College. Their term started July 2024.

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. As of November 2025, there were 65 current Ph.D. students and 24 Ph.D.s (mentees who graduated within the past 3 years) in economics fields participating in the Program. Thirty-six new applications for mentees were received and 13 new graduate students were accepted. The number of mentees was higher than in 2024 (78 mentees) and close to that in fall 2023 when there were 87 mentees in the AEAMP. The number of mentees had been relatively stable (between 60 and 65 mentees) since Fall 2016, after increasing from 45 in Fall 2015, and from 30 in Fall 2014.

At least 8 students in the AEA Mentoring Program completed the requirements for their PhDs in economics in 2025, compared to nine the previous year. The 8 students and their graduating institution are listed below:

- Ami Adjoh-Baliki (Howard University)
- Robert Baluja (University of Arizona)
- Monique Davis (University of Minnesota-Twin Cities)
- Anderson Frailey (University of Virginia)
- Eddie Gray (Howard University)
- Michael Meneses (Cornell University)
- Alyssa Ramos (University of Minnesota-Twin Cities)
- Ini-Abasi Umosen (University of California Berkeley)

Research Travel

The mentoring program provides mentees access to funds for research-related travel. The AEAMP supported travel and registration costs for 4 Mentees to participate in the 2025 ASSA conference. Funded mentees were required to participate in the following slate of activities: (1) Meet with their mentor or other senior-level economists to discuss research for at least two hours; (2) Participate in the Joint CSMGEP/National Economic Association (NEA)/American Society of Hispanic Economists (ASHE) Reception; (3) Attend the CSMGEP Dissertation Session; and (4) Attend any three additional sessions sponsored by CSMGEP, the NEA, or ASHE.

In 2025 the mentoring program funded 5 mentees to travel to give research presentations at major conferences.

2025 Western Economic Association International Meetings in San Francisco, CA: **Ami Adjoh-Baliki,** Howard University, " Intimate Partner Violence and Child Health Outcomes: Evidence from SSA"; **Seyni Da**, American University," Foreign Direct Investment and Total Factor Productivity: Exploring the Role of Absorptive Capacity."

2025 Agricultural & Applied Economics Association Annual Meeting in Denver, CO: **Elena Stacy**, University of California, Berkeley, "Agricultural Settlement and Structural Change: The Case of Mennonites in Latin America."

2025 Southern Economic Meetings in Tampa, FL: **Ami Adjoh-Baliki,** Howard University, " The Impact of Intimate Partner Violence Exposure on Children's Mental Health: Evidence from Ghana "; **Roxana Gonzalez-Cortes**, University of South Carolina, "Opportunity for Affordability: Tax Incentives and Rental Housing Markets."

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 2025 AEA SMPC was held at the **Washington Marriott at Metro Center** in Washington, D.C. (to co-locate with the Summer Training and Scholarship Program). Approximately 139 people were in attendance.

In addition to the summer program student's brief presentations mentioned above, the conference featured presentations by mentoring program participants as follows:

- Ashley Rojas, University of South Carolina, *The Effect of Interior Immigration Enforcement on Food Bank Utilization: The Secure Communities Program*
- Ami Adjoh-Baliki, Howard University, *The Effect of Intimate Partner Violence (IPV) on the Mental Health of Children in IPV Households: Evidence from Ghana*
- Roxana Gonzalez-Cortes, University of South Carolina, *Opportunity for Affordability: Tax Incentives and Rental Housing Markets*
- Aja Kennedy, Tufts University, *The Impact of Density Bonus Policy on Housing Supply in Massachusetts*
- Sebastián Puerta, University of California, Berkeley, *What are the sources of unions' bargaining power?*
- Michelle Blair, Stanford University, GSE, *Training Choices and the U.S. STEM Workforce*
- Ariel Gomez, Northeastern University, *More with Less: The Impact of Mandatory Overtime on Police Wellness and Productivity*
- Teresita Cruz Vital, UC Berkeley, *Dual Language, Dual Benefit?: Estimating the Effects of Dual Language Immersion Programs in Texas*
- DeShawn Vaughan, University of Virginia, *Sectoral Wage and Employment Effects of Monetary Policy Shocks in Panel VARs*
- Arsene Oka, Howard University, *Does China's Outbound Direct Investment in the Oil Sector Impact Global Oil Prices? A Cointegration Analysis*
- Decory Edwards, Johns Hopkins University, *Heterogeneous Returns and the Distribution of Wealth*

- Bezankeng Njinju, University of Wisconsin-Madison, *Descendants of the Great Migration*
- Dennis Vera, Indiana University Bloomington, *The Impacts of Extreme Heat on Occupation Health.*
- Kaleb Javier, University of California, Berkeley, *Internalizing Environmental Risk: Insurance Design and Firm Behavior in Hazardous Industries*
- David Criss, Wayne State University, *Capital Markets' Response to ESG*
- Andrea Cristina Ruiz, University of Wisconsin- Madison, *Exploring the distribution of impacts from infrastructure service interruptions, a case study on New York and New Jersey*

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 4 jobs outside academia. 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.)

The 2025 Lewis-Oaxaca Distinguished Lecture delivered by Dr. Francisca Antman, Professor of Economics at the University of Colorado-Boulder and past Co-Director of AEAMP. Dr. Antman provide a research presentation demonstrating the effectiveness of the AEA Summer Program and Mentoring Program on retention, promotion, and completion of degree of underrepresented individuals in economics.

2025 Cecilia A. Conrad Impactful Mentor Award to Dr. Elizabeth Asiedu (Professor of Economics at Howard University). 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. Asiedu was honored for his many years of mentoring underrepresented minority students both formally, including in the Mentoring Program, and informally.

Post-conference activities included the Tenure-Track Mentoring program and the in-person sessions of the Job Market Bootcamp.

The day prior to the conference, the Federal Reserve Board of Governors hosted a pre-SMPC professional development workshop for the mentees and mentors.

Planning is already underway for the 2026 SMPC, which is scheduled to take place in Washington, D.C. from June 26 – 28.

Virtual Job Market Bootcamp

A total of 9 job market candidates and three coaches, Sarah Jacobson (Williams College), Marcus Casey (University of Illinois-Chicago), and Melanie Khamis (Wesleyan University), participated in the 2025 Virtual Job Market Bootcamp (JMB). Four 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 PhD job market and increase their chances of securing positions

best suited to their interests, training, and professional and personal goals. The five sessions covered the job market paper, preparing job market packets, interviewing strategies, and seminars. Break-out sessions allowed mentors to 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.

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, a joint CSMGEP/CSWEP initiative, 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. Kristen Broady from the Federal Reserve Bank of Chicago is the director of the Summer Fellows Program.

Federal agency involvement in the AEA Summer Fellows Program declined sharply during the Trump administration, primarily due to sweeping executive actions aimed at reducing Diversity, Equity, and Inclusion programs. Several government agencies and research organizations that have historically hired from the program were unable to do so due to recent changes in federal and state guidance regarding eligibility criteria for fellowships focused on underrepresented populations. Because the Summer Fellows Program requires that applicants either identify as members of underrepresented minority groups or conduct dissertation research on those populations, some institutions chose to pause or reevaluate their engagement with the program this year. It is also possible that some applicants were hired through internal fellowships or research appointments that were not formally designated under this program.

Two fellows were hired for this summer, and both of these hires were from underrepresented minority groups. We received 181 completed applications, down from 240 applications last year, which means we had a placement rate of just 1.1 percent. Two organizations formally hired fellows: the UpJohn Institute and the Federal Reserve Bank of Philadelphia.

Despite this recent setback, interest in the program among graduate students remains strong as evident by the 181 applications. Dr. Broady has provide presentations at regional conferences about the program and remains in contact with organizations still wishing to participate in the AEA Summer Fellows Program.

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 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. No applications were submitted for this year.

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 RAISE program at Syracuse University will be the 2026 recipient of this grant. Research Advancement & Impact in Syracuse Economics (RAISE) program—an initiative designed to broaden participation in the economics profession by providing structured, supported, and financially accessible research experiences to low-income and first-generation undergraduate students.

The Andrew Brimmer Undergraduate Essay Prize is awarded to the undergraduate-student author of an essay on the economic well-being of Black Americans. Risav Ganguly of Howard University was selected for their essay, "The Suppressed Counter-Narrative: From Du Bois's 1901 Economic Indictment to Modern Reparations"

URM Professional Development Grant 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. Assistant Professor Muhammad Usman Taj at Midlands Technical College is the 2026 recipient.

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. One grant was awarded for travel to the 2026 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. Twelve people including emerging faculty and established economists were invited to the breakfast at the 2026 ASSA meetings.

Sponsored Sessions at Conferences

CSMGEP sponsored sessions on research and professional development at the ASSA and regional conferences.

The Allied Social Science Associations Conference

CSMGEP organized four sessions for the 2026 AEA meetings. First, our annual dissertation session was chaired by **Isaiah Andrews**, MIT. It included the following students and papers:

- **Darien Kearney, Howard University, "Beyond Direct Discrimination: How Financial Trauma Mediates the Economic Impact of Racism on Black Labor Market Outcomes"**
- **Jose Rojas, University of Oregon, "Learning by Learning? MNC Presence Effects on College Major Choice"**
- **Elena Stacy, University of California-Berkeley, "Environmental Opportunity Costs of Agricultural Expansion: The Case of Mennonite Settlements in Latin America and the Caribbean"**
- **Teresita Cruz-Vital, University of California-Berkeley**, "**Dual-Language, Dual Benefit? Estimating the Effects of Dual-Language Immersion Programs in Texas"**

The session highlights students on the market. As an example, Anderson Frailey (UMBC) graduated from the University of Virginia. He participated in the AEA Mentoring. He also presented in the 2025 CSMGEP Dissertation Session. He went to the meetings with some interviews, but no offers. In attendance during the dissertation session, was the department chair of UMBC economics. Shortly after the meetings, Anderson received the job offer.

CSMGEP organized a second session entitled *Redefining Digital Access (J1, L8)* chaired by Mary Lopez, Occidental College and Luisa Blanco, Pepperdine University. It included the following papers:

"Digital Market Access and Female Labor Market Outcomes"

Adrienne Lucas, University of Delaware; Sabrin A. Beg, University of Delaware; Attique Rehman, University of Delaware

Algorithmic Bias and Historical Injustice: Race and Digital Profiling

Abigail Matthew, University of Virginia; Amalia Miller, University of Virginia; Catherine Tucker, Massachusetts Institute of Technology

The New Digital Divide

Mayana Pereira, Microsoft Corporation; Shane Greenstein, Harvard Business School; Raffaella Sadun, Harvard Business School; Prasanna Tambe, University of Pennsylvania; Lucia Darre, Microsoft Corporation

Digital Incentives in Surveys: Evidence from an RCT on Response Rates, Vendor Choice, and Sociodemographic Effects

Kalena Cortes, Texas A&M University; Brian Holzman, Texas A&M University; Melissa Gentry, Texas A&M University; Miranda Lambert, Texas A&M University

CSMGEP organized a third session entitled *The Ethics of Research in Economics* moderated by José Fernandez, University of Louisville and Valentina Dimitrova-Grajzl, Virginia Military Institute. The panelist included: Samuel L. Myers Jr., University of Minnesota; Topic: Exclusionary approaches to citations
Miriam Jorgensen, University of Arizona; Topic: Ethical concerns in research on Indigenous Peoples
Michael Martell, Bard College; Topic: Research on LGBTQ+ populations

Belinda Roman, St. Mary's University-San Antonio; Topic: Ethics and RCTs

CSMGEP organized a fourth session in conjunction with the Committee on Economic Education entitled *Difficult Conversations in the Economics Classroom* moderated by José Fernandez, University of Louisville It include the following panelist:

Gail Hoyt, University of Kentucky
Gerald Daniels, Howard University
Mónica García-Pérez, Fayetteville State University
Stephan Lefebvre, Bucknell University

Southern Economic Association Conference

At the 2025 Southern Economic Association Conference, CSMGEP hosted one session organized by Mónica García-Pérez, Fayetteville State University entitled "Meet the Editors". The session included the following panel members:

- Gary Hoover, Tulane University; Editor of Journal of Economics, Race, and Policy
- Le Wang, Virginia Polytechnic Institute and State University; co-editor of *China Economic Review* and the *Journal of Labor Research*, and as an associate editor of *Econometric Reviews*.
- Charles Courtemanche, University of Kentucky; Editor of the Southern Economic Journal
- Brad Hershbein, W.E. Upjohn Institute for Employment Research; Associate Editor of the Journal of Labor Economics

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. can be followed via X (@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 the common excuse for lack of effort toward increased representation at economics seminars, conferences, and panels – that there are no underrepresented minority economists in particular subfields of economics. The database aims to expose the untruth of that statement. 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

We are extremely grateful to Caylee McCormick for excellent service as the CSMGEP Committee Coordinator; Kristine Etter who took over as the transitional CSMGEP Committee Coordinator; and Kristine Smith who will be the incoming Committee Coordinator. We would like to thank Omari Swinton and Howard Universty for hosting the AEA Summer program over the last 5 years. We would like to thank Fenaba Addo and Fernando Lozano for their work as the directors of the AEA Mentoring Program. We would like to thank Kristen Broady as the director of the AEA Fellows Program. Additionally, we would like to thank Orgul Ozturk and Linda Tesar in conjunction with the CSMGEP co-chairs for reviewing 181 applications. We also thank Barbara Fiser, Director of AEA Finance and Administration. Thank you to Stacy Chandler for authoring the profiles and Maureen Glasoe at Virgo Words for design and editorial support for *The Minority Report*.

Appendices

Appendix Table 1: Comparison of Economics Degrees Awarded in 1995 and 2024 to Students from other Racial/Ethnic Groups

Award Level	Year	Grand Total	U.S. Citizen and Permanent Residents Total	White		Asian		Native Hawaiian or Pacific Islander		Two or More Ethnic Groups		Ethnicity Unknown		Non-Permanent Residents	
				Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
BA	1995	17735	16077	11743	73.04	1977	12.30	0	0.00	0	0.00	433	2.69	1658	9.35
	2024	34393	27882	14995	53.78	4937	17.71	36	0.13	1405	5.04	1176	4.22	6511	18.93
MA	1995	2403	1280	937	73.20	119	9.30	0	0.00	0	0.00	104	8.13	1123	46.73
	2024	4969	1878	1134	60.38	251	13.37	6	0.32	82	4.37	78	4.15	3061	61.60
PhD	1995	911	475	358	75.37	63	13.26	0	0.00	0	0.00	25	5.26	436	47.86
	2024	1408	472	288	61.02	79	16.74	1	0.21	19	4.03	25	5.30	936	66.48
All	1995	21049	17832	13038	73.12	2159	12.11	0	0.00	0	0.00	562	3.15	3217	15.28
	2024	40770	30232	16417	54.30	5267	17.42	43	0.14	1506	4.98	1279	4.23	10508	25.77

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: All Economics Degrees and All Subject Degrees Awarded to Minority Students 1995-2024

Year	Total Economics Degrees	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	17,832	1139	6.39	866	4.86	68	0.38	2073	11.63	200,742	13.10
1996	16,793	999	5.95	879	5.23	58	0.35	1936	11.53	211,939	13.78
1997	16,543	927	5.60	889	5.37	63	0.38	1879	11.36	222,729	14.32
1998	16,984	981	5.78	894	5.26	61	0.36	1936	11.40	233,842	14.79
1999	17,309	963	5.56	933	5.39	78	0.45	1974	11.40	245,892	15.26
2000	18,186	1054	5.80	1034	5.69	67	0.37	2155	11.85	262,228	15.80
2001	20,667	1126	5.45	1129	5.46	68	0.33	2323	11.24	276,277	16.03
2002	22,496	1309	5.82	1189	5.29	72	0.32	2570	11.42	289,711	16.18
2003	24,776	1405	5.67	1365	5.51	106	0.43	2876	11.61	309,563	16.52
2004	26,107	1496	5.73	1487	5.70	118	0.45	3101	11.88	332,150	16.83
2005	26,712	1463	5.48	1591	5.96	102	0.38	3156	11.81	349,363	17.14
2006	26,281	1504	5.72	1603	6.10	108	0.41	3215	12.23	367,276	17.42
2007	26,460	1384	5.23	1705	6.44	117	0.44	3206	12.12	384,769	17.75
2008	28,100	1510	5.37	1717	6.11	119	0.42	3346	11.91	399,788	17.97
2009	29,120	1431	4.91	1787	6.14	141	0.48	3359	11.54	417,808	18.23
2010	30,430	1534	5.04	2039	6.70	131	0.43	3704	12.17	442,167	18.65
2011	31,235	1559	4.99	2137	6.84	129	0.41	3825	12.25	473,787	19.16
2012	30,554	1521	4.98	2347	7.68	100	0.33	3968	12.99	512,346	19.91
2013	29,820	1599	5.36	2534	8.50	108	0.36	4241	14.22	544,564	20.87
2014	30,883	1571	5.09	2763	8.95	84	0.27	4418	14.31	566,450	21.56
2015	33,019	1798	5.45	3227	9.77	89	0.27	5114	15.49	586,803	22.23
2016	33,360	1696	5.08	3400	10.19	98	0.29	5194	15.57	614,214	23.05
2017	35,451	1853	5.23	3726	10.51	66	0.19	5645	15.92	645,636	23.57
2018	34,862	1787	5.13	3952	11.34	69	0.20	5808	16.66	665,500	24.23
2019	34,612	1823	5.27	4125	11.92	66	0.19	6014	17.38	690,495	24.75
2020	34,394	1792	5.21	4209	12.24	76	0.22	6077	17.67	713,966	25.29
2021	33,773	1768	5.23	4372	12.95	65	0.19	6205	18.37	759,660	26.33
2022	33,117	1609	4.86	4243	12.81	42	0.13	5894	17.80	762,223	26.53
2023	31499	1556	4.94	4141	13.15	31	0.10	5728	18.18	734052	26.28
2024	40770	1601	3.93	4099	10.05	50	0.12	5750	14.10	768398	24.77

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

Appendix Table3: Bachelor's Degrees in Economics and All Subjects Awarded to Minority Students 1995-2024

Year	Total BA Economics Degrees	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	16,077	1045	6.50	816	5.08	63	0.39	1924	11.97	159,379	13.92
1996	14,966	901	6.02	813	5.43	54	0.36	1768	11.81	167,479	14.64
1997	14,832	836	5.64	809	5.45	56	0.38	1701	11.47	174,427	15.18
1998	15,358	889	5.79	831	5.41	58	0.38	1778	11.58	182,079	15.64
1999	15,836	876	5.53	861	5.44	75	0.47	1812	11.44	190,641	16.09
2000	16,789	977	5.82	960	5.72	65	0.39	2002	11.92	201,797	16.54
2001	19,351	1071	5.53	1073	5.54	63	0.33	2207	11.41	212,042	16.61
2002	21,127	1231	5.83	1128	5.34	63	0.30	2422	11.46	222,577	16.73
2003	23,335	1346	5.77	1277	5.47	99	0.42	2722	11.66	236,282	17.01
2004	24,474	1426	5.83	1387	5.67	111	0.45	2924	11.95	248,856	17.23
2005	24,860	1375	5.53	1469	5.91	95	0.38	2939	11.82	258,927	17.39
2006	24,418	1405	5.75	1495	6.12	104	0.43	3004	12.30	271,386	17.69
2007	24,574	1295	5.27	1611	6.56	105	0.43	3011	12.25	283,011	17.94
2008	26,005	1393	5.36	1630	6.27	111	0.43	3134	12.05	294,800	18.25
2009	27,050	1336	4.94	1691	6.25	134	0.50	3161	11.69	305,075	18.45
2010	28,185	1427	5.06	1933	6.86	123	0.44	3483	12.36	321,709	18.87
2011	28,766	1438	5.00	1986	6.90	121	0.42	3545	12.32	344,581	19.46
2012	27,897	1398	5.01	2188	7.84	96	0.34	3682	13.20	374,083	20.26
2013	27,411	1455	5.31	2356	8.60	101	0.37	3912	14.27	399,420	21.13
2014	28,541	1450	5.08	2610	9.14	80	0.28	4140	14.51	417,025	21.79
2015	30,664	1666	5.43	3041	9.92	83	0.27	4790	15.62	435,039	22.50
2016	31,060	1566	5.04	3202	10.31	93	0.30	4861	15.65	455,222	23.34
2017	33,151	1734	5.23	3539	10.68	62	0.19	5335	16.09	479,857	23.89
2018	32,636	1644	5.04	3769	11.55	65	0.20	5478	16.79	492,956	24.60
2019	32,282	1672	5.18	3928	12.17	63	0.20	5663	17.54	509,678	25.15
2020	31,944	1654	5.18	3970	12.43	71	0.22	5695	17.83	527,804	25.75
2021	31,214	1616	5.18	4101	13.14	59	0.19	5776	18.50	558,196	26.84
2022	30,409	1470	4.83	3938	12.95	39	0.13	5447	17.91	550,990	27.07
2023	28827	1414	4.91	3836	13.31	30	0.10	5280	18.32	506827	27.36
2024	34393	1471	4.28	3815	11.09	47	0.14	5333	15.51	552384	26.75

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), 1995-2024, Completions.

Appendix Table 4: Master's Degrees in Economics and All Subjects Awarded to Minority Students 1995-2024

Year	Total MA Economics Degrees	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	38,595	10.92
1996	1352	77	5.70	49	3.62	3	0.22	129	9.54	41,703	11.54
1997	1242	79	6.36	65	5.23	5	0.40	149	12.00	45,169	12.14
1998	1177	71	6.03	50	4.25	3	0.25	124	10.54	48,238	12.63
1999	1058	67	6.33	55	5.20	2	0.19	124	11.72	51,507	13.13
2000	992	59	5.95	58	5.85	2	0.20	119	12.00	56,717	13.99
2001	949	49	5.16	41	4.32	5	0.53	95	10.01	60,360	14.64
2002	1004	62	6.18	51	5.08	9	0.90	122	12.15	63,162	14.82
2003	1118	51	4.56	70	6.26	6	0.54	127	11.36	69,059	15.33
2004	1286	54	4.20	76	5.91	6	0.47	136	10.58	78,571	15.95
2005	1524	81	5.31	103	6.76	7	0.46	191	12.53	85,345	16.71
2006	1542	83	5.38	91	5.90	2	0.13	176	11.41	90,745	17.01
2007	1566	72	4.60	74	4.73	10	0.64	156	9.96	95,884	17.54
2008	1711	104	6.08	73	4.27	7	0.41	184	10.75	98,813	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	114,561	18.37
2011	2058	104	5.05	137	6.66	8	0.39	249	12.10	122,739	18.65
2012	2184	109	4.99	144	6.59	4	0.18	257	11.77	131,182	19.29
2013	1941	129	6.65	148	7.62	7	0.36	284	14.63	137,535	20.48
2014	1920	108	5.63	131	6.82	3	0.16	242	12.60	141,108	21.25
2015	1858	122	6.57	156	8.40	3	0.16	281	15.12	142,876	21.82
2016	1819	115	6.32	164	9.02	5	0.27	284	15.61	149,550	22.56
2017	1823	104	5.70	169	9.27	3	0.16	276	15.14	155,697	22.99
2018	1762	125	7.09	155	8.80	4	0.23	284	16.12	162,359	23.57
2019	1866	138	7.40	170	9.11	3	0.16	311	16.67	169,981	23.98
2020	1986	118	5.94	207	10.42	3	0.15	328	16.52	175,283	24.36
2021	2118	139	6.56	240	11.33	6	0.28	385	18.18	189,309	25.15
2022	2181	117	5.36	273	12.52	3	0.14	393	18.02	197,690	25.36
2023	2186	128	5.86	272	12.44	0	0.00	400	18.30	191675	25.18
2024	1878	114	6.07	241	12.83	1	0.05	356	18.96	200102	21.03

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), 1995-2024, Completions.

Appendix Table 5: Doctorate Degrees in Economics and All Subjects Awarded to Minority Students 1995-2024

Year	Total PhD Economics Degrees	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	10,082	18.79
2018	464	18	3.88	28	6.03	0	0.00	46	9.91	10,185	19.07
2019	464	13	2.80	27	5.82	0	0.00	40	8.62	10,836	20.05
2020	464	20	4.31	32	6.90	2	0.43	54	11.64	10,879	20.23
2021	441	13	2.95	31	7.03	0	0.00	44	9.98	12,155	22.75
2022	527	22	4.17	32	6.07	0	0.00	54	10.25	13,543	23.17
2023	486	14	2.88	33	6.79	1	0.21	48	0.10	14289	23.21
2024	472	16	3.39	43	9.11	1	0.21	60	12.71	15912	18.63

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), 1995-2024, Completions.