REPORT OF THE COMMITTEE ON THE STATUS OF MINORITY GROUPS IN THE ECONOMICS PROFESSION (CSMGEP)
DECEMBER 2016

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

This annual report from the committee begins with current data on the numbers and proportions of minorities studying economics at the undergraduate and graduate levels, and highlights regional differences and gender makeup in minority participation. Second, it compares historical trends in minority representation in economics to trends in minority representation in the general population, Science, Technology, Engineering and Math (STEM) fields, and all other subjects. Next, it reports results from a recent survey of minority faculty in economics departments and presents updated information on the three components of the Pipeline Program overseen by the CSMGEP: the Summer Program, the Mentoring Program, and the Summer Fellows Program. Finally, it summarizes the committee's other recent activities.

I. Recent Data on Minority Economists

Degrees Conferred in 2015

Data on economists in the "Pipeline" in this report were drawn from the Integrated Postsecondary Education Data System (IPEDS) at the National Center for Education Statistics (NCES). From the academic year 2014-2015, these data represent the most current observation of degrees conferred across all U.S. academic institutions. All calculations given in these tables are our own, based on the survey data provided by IPEDS.

The data include all degree-granting institutions (at bachelor's, master's and doctorate levels) participating in the survey. Degrees awarded to American citizens and permanent residents are included in this analysis, while non-permanent residents have been removed from the data.[2] Degree recipients of unknown ethnicity are included in the totals, and in 2015 these constituted

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

[2] Unless otherwise noted non-permanent residents are not included in the data presented. That said, non-residents make up a significant proportion of the economics degrees awarded, especially at master's (53.6%) and doctorate (56.1%) levels.

5.2% of economics degrees[3] conferred (4.8%, 10.7% and 11.9% of economics bachelor's, master's and doctorate degrees respectively).

Table 1 shows the degrees in economics awarded across minority groups[4] in the most recent academic year (see Appendix Table 1-2 for degrees awarded to all racial/ethnic groups). In 2015, a total of 33,019 degrees in economics were awarded to citizens and permanent residents of the United States. The majority of these degrees were awarded at the bachelor's degree level (92.9%) and the biggest racial/ethnic group among these recipients was white (60.9%). For American Indian/Native Alaskan students, representation in economics is roughly similar at the bachelor's level (0.3%) and master's level (0.2%) and highest at the doctorate level (0.6%). For Black/African American students, representation in economics is lowest at the doctorate level (2.0%), highest at the master's (6.6%), and in between at the bachelor's level (5.4%). For Hispanic students, representation in economics is highest at the bachelor's level (9.9%), lowest at the doctorate level (6.0%), and in between at the master's level (8.3%). Across all degree levels, Hispanic students received the highest number of economics degrees among minority groups, while American Indian students were the recipients of just 89 economics degrees in 2014-2015, a 6% increase from the previous year but still well below the peak levels of 141 degrees in 2009.

Table 2 shows the number of degrees awarded to minority students in STEM subjects in academic year 2014-2015. A comparison of the number of degrees awarded to minority students in STEM fields to the number of economics degrees awarded to minority groups highlights several interesting points. Overall minority representation in STEM subjects was higher than minority representation in economics across all degree levels (17.0% overall compared to 15.4%). The greatest difference in minority representation was at the bachelor's level – 17.6% in STEM fields compared to 15.6% in economics. This gap in minority representation is also present at the doctorate level, with 10.3% in STEM fields compared to 8.7% in economics. Among the different minority groups, representation in both STEM subjects and in economics were highest for Hispanic students and lowest for American Indian students.

[3] Economics degrees are classified as those with IPEDS Classification of Instructional Program (CIP) codes for "Economics, general," "Applied economics," "Econometrics and Quantitative Economics," "Development Economics and International Development," "International Economics" and "Economics, other."

[4] 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).

Table 1: Degrees Awarded in Economics in the Academic Year 2014-2015

Award Level	Grand Total	U.S. Citizen and Permanent Resident Total	American Indian or Native Alaskan		Black / African American		Hispanic or Latino		All Minorities	
			Total	%	Total	%	Total	%	Total	%
BA	37,364	30,663	83	0.3	1,658	5.4	3,031	9.9	4,772	15.6
MA	4,005	1,859	3	0.2	123	6.6	154	8.3	280	15.1
PhD	1,131	497	3	0.6	10	2.0	30	6.0	43	8.7
All	42,500	33,019	89	0.3	1,791	5.4	3,215	9.7	5,095	15.4

Table 2: Degrees Awarded to Minority Students in Science, Technology, Engineering and Math (STEM) Subjects in 2015

Award Level	Grand Total	U.S. Citizen and Permanent Resident Total	American Indian or Native Alaskan		Black / African American		Hispanic or Latino		All Minorities	
			Total	%	Total	%	Total	%	Total	%
BA	416,668	392,922	1,722	0.4	25,595	6.5	41,693	10.6	69,010	17.6
MA	136,291	80,557	293	0.4	6,166	7.7	6,320	7.8	12,779	15.9
PhD	31,088	17,833	70	0.4	685	3.8	1,087	6.1	1,842	10.3
All	584,047	491,312	2,085	0.4	32,446	6.6	49,100	10.0	83,631	17.0

Intersections of Gender and Minority Representation

Using the gender classifications from IPEDS, Table 3 reports representation of female minorities in economics divided by award level. Minority women exist in the intersection of two under-represented groups and are thus particularly underrepresented at all stages of the economics pipeline.

Minority women were the recipient of 5.1% of all economics degrees conferred in 2015 and 17.4% of all economics degrees conferred to women. Minority representation amongst women was highest at the bachelor's level (17.6%), lowest at the PhD level (10.6%) and in between at the master's level (16.8%). Minority women composed around a third of the minority students in economics, consistent with the larger trends of approximately 30% representation of women in economics overall, but still well below equal representation. African-American women representation is highest at the master's level (7.4%), while Hispanic or Latina representation is highest at the bachelor's level (11.0%). Native American women representation is highest at the PhD level (0.6%).

Table 4 reports representation of female minorities in STEM subjects divided by award level. Minority women were the recipient of 7.4% of all STEM subject degrees and 18.9% of STEM subject degrees conferred to women. Representation in STEM subjects was higher than representation in economics across all degree levels (18.9% overall compared to 17.4%). The greatest difference in minority representation was at the bachelor's level – 19.6% in STEM fields compared to 17.6% in economics.

Minority women were better represented in STEM fields than economics; however, minority women are underrepresented in both subject areas. These trends persist despite an increase in degree attainment for both women and minorities in college attendance. Minorities comprised 22.2% of the student population in the 2015 IPEDS dataset but minority women made up 14.1%, 66% of the minority student population. While this highlights an increasingly troubling trend of lower educational attainment amongst young 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.

The root cause of this under-representation is unknown, although various supply and demand side determinants have been suggested. More recent research (Hale and Regev 2014, Carrell, Page and West 2010, and Farlie, Hoffmann, and Oreopoulos 2014) finds that the demographics of instructors may be particularly impactful in improving minority and female participation early on in the pipeline. Implicit bias may also be impactful in the recruitment of minority women at all stages of the pipeline, but particularly in academic hiring. Implicit bias is particularly harmful for minority women, as they are impacted by both negative gender and racial stereotypes. While some prominent research has begun to evaluate the many ways gender influences the economics profession, more research – particularly on the role of mentors and the extent and impact of implicit bias in the economics field – would provide further evidence on possible determinants of the persistent minority gender gap.

Table 3: Degrees Awarded in Economics in the Academic Year 2014-2015 to Minority Women

Award Level	Grand Total of Women	U.S. Citizen and Permanent Resident Women Total	American Indian or Native Alaskan Women		Black / African American Women		Hispanic or Latino Women		All Minority Women	
			Total	%	Total	%	Total	%	Total	%
BA	11,923	8,879	20	0.2	569	6.4	974	11.0	1,563	17.6
MA	1,591	638	1	0.2	47	7.4	59	9.2	107	16.8
PhD	394	160	1	0.6	3	1.9	13	8.1	17	10.6
All	13,908	9,677	22	0.2	619	6.4	1,046	10.8	1,687	17.4

Table 4: Degrees Awarded to Minority Women in Science, Technology, Engineering and Math (STEM) Subjects in 2015

Award Level	Grand Total of Women	U.S. Citizen and Permanent Resident Women Total	American Indian or Native Alaskan Women		Black / African American Women		Hispanic or Latino Women		All Minority Women	
			Total	%	Total	%	Total	%	Total	%
BA	162,267	154,156	683	0.4	12,047	7.8	17,446	11.3	30,176	19.6
MA	49,797	30,990	122	0.4	2,849	9.2	2,423	7.8	5,394	17.4
PhD	11,214	7,016	36	0.5	346	4.9	460	6.6	842	12.0
All	223,278	192,162	841	0.4	15,242	7.9	20,329	10.6	36,412	18.9

Regional Variation in Minority Representation

Using the regional classifications from IPEDS, Table 5 reports representation of minorities in economics divided by award level and region. Data on the relevant minority population share in each region is from 2015 estimates based on the 2010 Census and is included in all regional tables. Detailed tables for specific minority groups can also be found in the appendices (Appendix Tables 3-5).

Representation of minorities in economics varies considerably across both geographic region and award type. Much of this variation seems to reflect residential patterns across regions, as regions with higher minority populations have larger shares of minority representation in economic programs. Despite this correlation, in every region, minorities are under-represented at all levels.

Minority representation at the bachelor's level was highest in the South West region (22.3%), and this is due to both a relatively low number of total economics bachelor's degrees and a relatively large percentage of Hispanic students (16.4%). The Plains region had the lowest percentage of economics bachelor's degrees awarded to minority students and the second lowest number of total economics bachelor's degrees awarded to all students. This is consistent with the overall regional minority composition: the Southwest was the region with the highest share of minority population (45.8%) and the Plains region had the lowest share (13.0%).

The South West region also had the highest percentage of economics master's degrees, despite the fact that no Native American students graduated with master's degrees in this region – the high percentage of minority students is comprised entirely of Black (7.3%) and Hispanic (14.4%) students. In all but one region (Rocky Mountains), minority representation was higher at the bachelor's level compared to the master's level.

Less than ten economics doctorate degrees were awarded to minority students within each region, except in the Far West where minority representation at the doctorate level was largest. Once again, this is largely driven by Hispanic representation; twelve of the sixteen economics doctorate degrees awarded to minorities in the Far West region were awarded to Hispanic students.

This analysis has highlighted regional minority composition as one potential factor contributing to regional differences in economic representation; other factors also likely contribute to these trends, including economics program availability across regions. These regional differences in minority representation in economics deserve further exploration in future research.

Table 5: Total Economics Degrees Awarded By Region and Minority Status in Academic Year 2014-2015

	Bachelor's Degrees			Master's Degrees			Doctorate Degrees			All Degrees			Minority Populati Share in Region
		Minority			Minority			Minority			Minority		
Region	**Total**	**Total**	**%**	**Total**	**Total**	**%**	**Total**	**Total**	**%**	**Total**	**Total**	**%**	**%**
South East	5,030	928	18.4	258	33	12.8	74	2	2.7	5,362	963	18.0	31.5
Far West	5,403	979	18.1	238	37	15.5	110	16	14.5	5,751	1,032	17.9	37.2
South West	1,859	487	26.2	137	30	21.9	30	4	13.3	2,026	521	25.7	45.8
Rocky Mont.	1,323	97	7.3	121	10	8.3	20	2	10.0	1,464	109	7.4	18.5
New England	3,819	465	12.2	257	37	14.4	51	3	5.9	4,127	505	12.2	15
Mid-East	7,073	1,230	17.4	454	79	17.4	104	7	6.7	7,631	1,316	17.2	28.2
Great Lakes	4,230	372	8.8	282	38	13.5	88	8	9.1	4,600	418	9.1	20.1
Plains	1,549	110	7.1	100	10	10.0	20	1	5.0	1,669	121	7.2	13.0

Regions are classified as follows: *South East* – AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV. *Far West* – AK, CA, HI, NV, OR, WA. *South West* – AZ, NM, OK, TX. *Rocky Mountain* – CO, ID, MT, UT, WY. *New England* – CT, ME, MA, NH, RI, VT. *Mid East* – DE, DC, MD, NJ, NY, PA. *Great Lakes* – IL, IN, MI, OH, WI. *Plains* – IA, KS, MN, MO, NE, ND, SD. Note: U.S. Service Schools and Schools from U.S. territories are not included in the totals. Only includes permanent residents of the US.

Degrees Conferred 1995-2015

Minority representation in the general population, undergraduate and graduate programs, STEM fields and economics has increased between 1995 and 2015. Both the total number of economics degrees and the percentage of economics degrees awarded to minority students have increased since 1995, with 2015 marking the sixth consecutive year of growth in minority representation in economics. Despite this growth, however, representation of minorities in economics remains relatively low compared to minority representation in STEM fields and other subjects, and its growth over time is slower than the population growth of minorities over the same period.

Overall, from 1995 to 2015 minority representation in all subjects increased from 13.1% to 22.2% and minority representation in STEM fields increased from 11.2 % to 17.0%. On the other hand, minority representation in economics only increased from 11.6% to 15.4% over the same period.

Figures 1, 2, and 3 compare the overall representation[5] of minority groups in economics, STEM fields and all other subjects to underlying changes in their respective representation in the total U.S. population.[6] Trends are presented separately for each minority group.

[5] Degree types are pooled, and representation in economics/all subjects is defined as the number of economics/all subject degrees awarded to the racial group divided by the total number of economics/all subject degrees.
[6] Racial population percentages are taken from the U.S. Census Bureau's official estimates for the years 1995-2015.

For American Indian students, representation in economics, STEM fields and all other subjects has decreased in recent years, despite a slow, steady increase in the American Indian population (Figure 1). Since 2009 (the year with the highest level of American Indian representation in economics), the number of American Indian students in economics has decreased from 141 to 89. While these trends occurred, American Indian representation in the general population held fairly constant, at about 1.2% over the same period. While the clear lack of American Indian students' representation in economics is discouraging, it follows a broader trend of a decreasing rate of participation of American Indian students in STEM fields and other subjects and may be a symptom of a broader problem of access to postsecondary education for American Indian students in general.

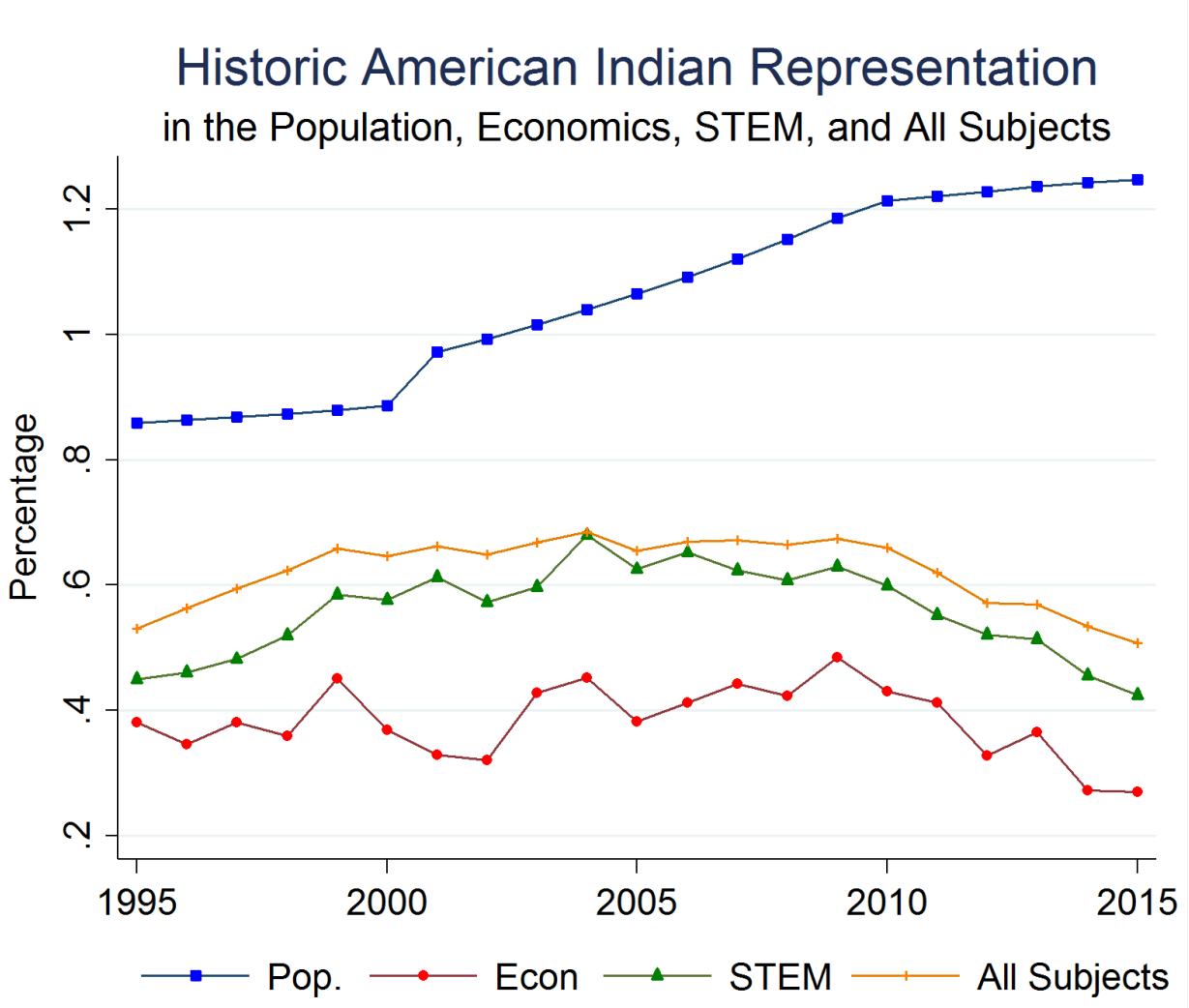

Figure 1: Changes in Representation of American Indians/Native Americans. This figure shows the percentage of the American Indian population within the total population along with the percentage of economics degrees, STEM degrees, and degrees in all subjects awarded to American Indian students from 1995 to 2015.

Black/African American representation in the general population has remained fairly constant since 1995 (Figure 2). Black representation in all subjects has increased, going from 7.2% to 10.3% (a 43% increase) since 1995. In economics, however, Black representation has historically been lower than representation in all other subjects and has actually decreased somewhat since 1995, going from 6.4% to 5.4% (a 15.6% decrease). In recent years, Black representation in STEM fields has mirrored the slow decline in representation in economics, going from 7.1% at its peak in 2004 to 6.6% in 2015, although levels remain higher in STEM fields. These decreases in Black representation in economics and STEM fields follow a markedly different trend compared to trends in Black representation in other subjects, which suggests that there may be particular barriers specific to Blacks in both STEM and economics degree attainment.

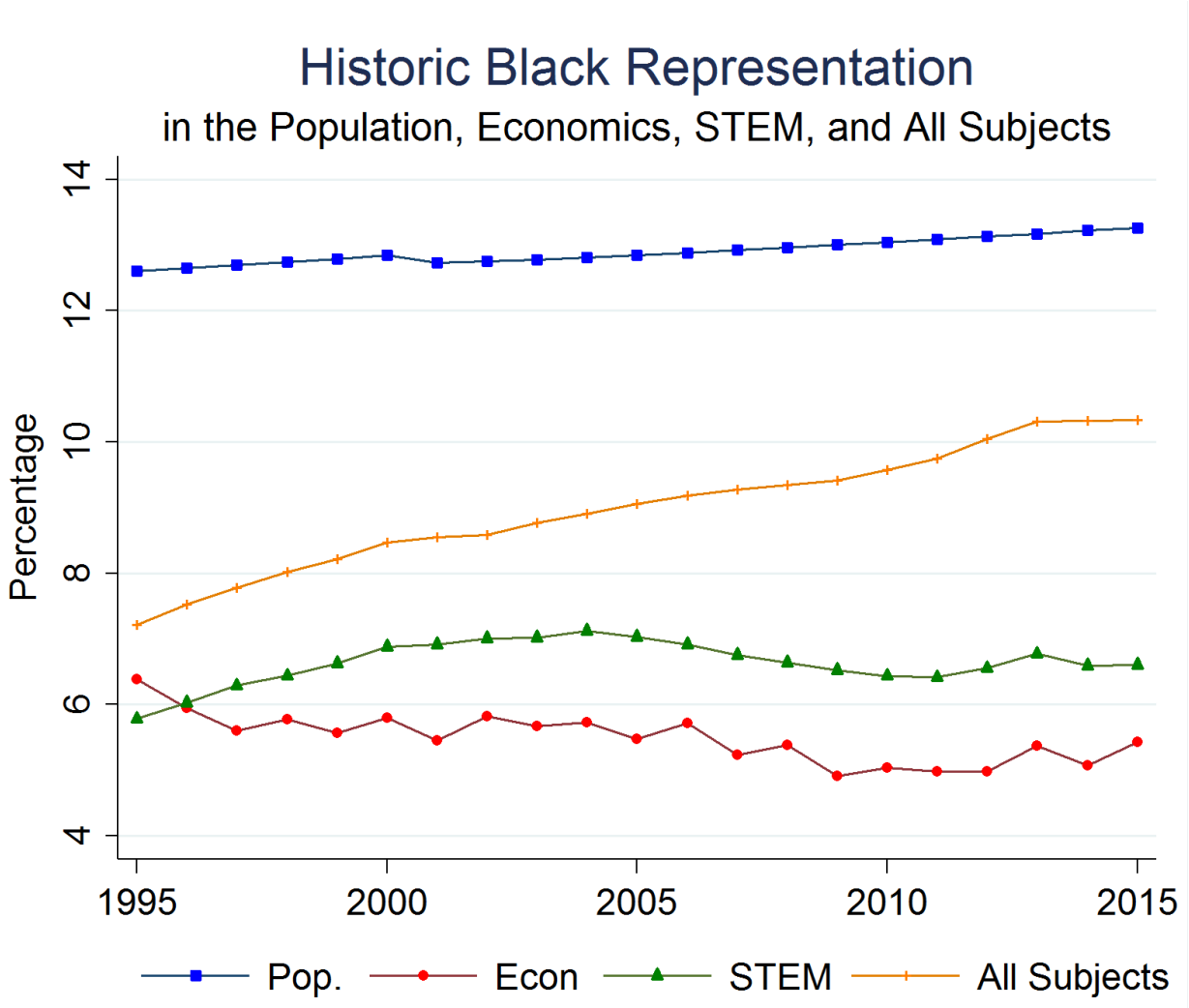

Figure 2: Changes in Representation of Blacks/African Americans. This figure shows the percentage of the Black/African American population within the total population along with the percentage of economics degrees, STEM degrees, and degrees in all subjects awarded to Black/African American students from 1995 to 2015.

Hispanic representation in economics has experienced the highest levels of growth out of all minority groups (Figure 3). From 1995 to 2015, the Hispanic representation in the population increased by 70.9% (10.3% to 17.6%), Hispanic representation in all other subjects more than doubled (5.4% to 11.3%), and Hispanic representation in STEM fields went from 5.0% to 10.0%. Hispanic representation in economics increased from 4.8% to 9.7% (a 102.1% increase) between 1995 and 2015, starting and ending at levels slightly below Hispanic representation in STEM fields. In general, Hispanic representation in economics and STEM fields has kept pace with the increased representation of Hispanics in all subjects. While this is a positive sign, Hispanic representation in higher education remains far below Hispanic representation in the population.

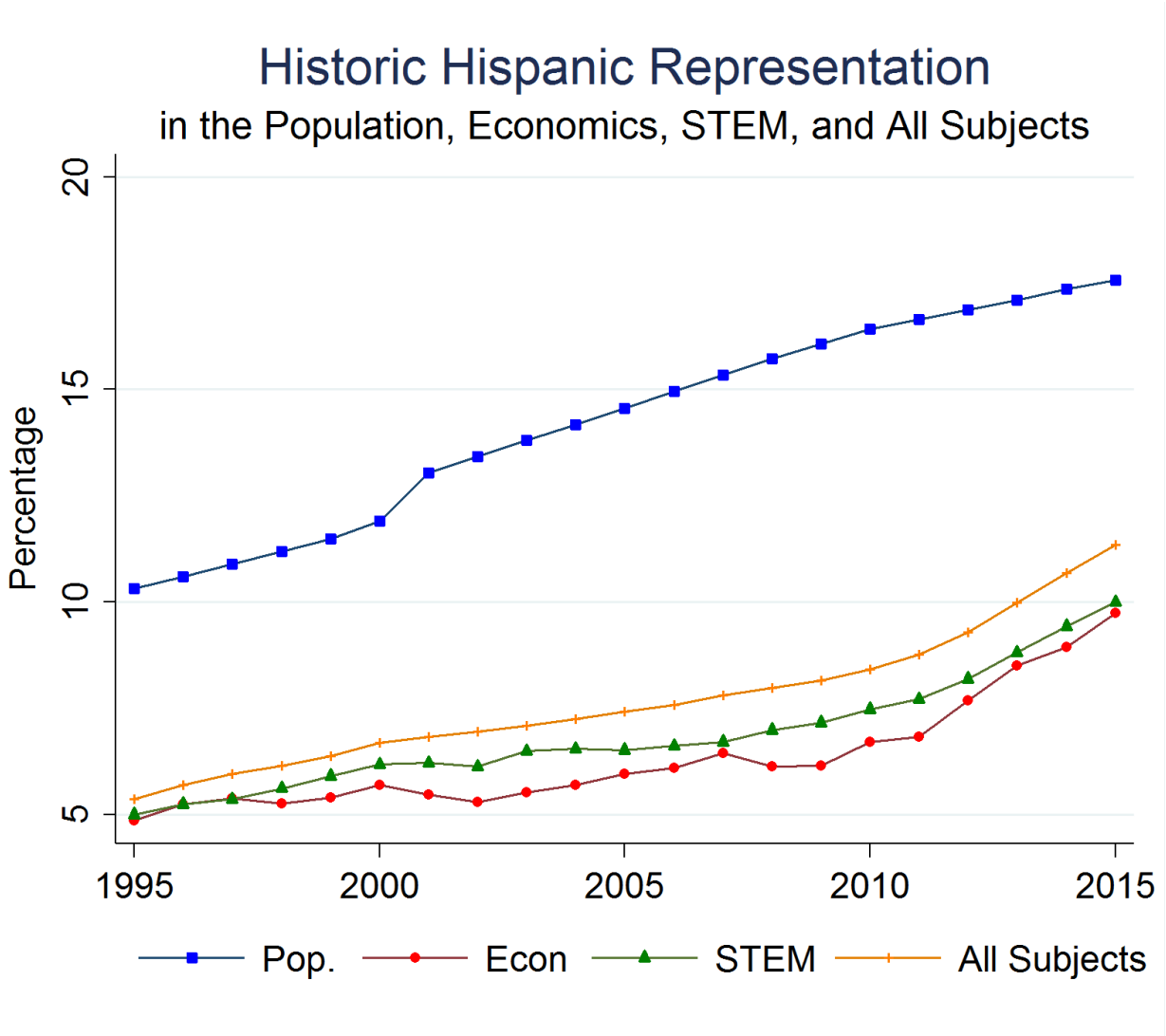

Figure 3: Changes in Representation of Hispanics. This figure shows the percentage of the Hispanic population within the total population along with the percentage of economics degrees, STEM degrees, and degrees in all subjects awarded to Hispanic students from 1995 to 2015.

Clearly, there is more to be done regarding the representation of minority groups in economics. While the number of degrees awarded to minority students in economics continues to increase, representation of minorities in economics continues to be outpaced by representation of minorities in the overall student population as well as in the general population. The data also highlight a continuing problem of low representation of Native American students in economics, and this trend can be seen across all subjects despite stability in the Native American percentage of the overall population. There is also a concerning trend for Black students; Black representation in all subjects is increasing at a rate faster than their population growth, yet representation of Black students in economics still continues to decrease.

Minority Representation in Economics Faculty

To gauge minority representation among economics faculty, we present data from the American Economic Association, which conducts an annual survey, the Universal Academic Questionnaire (UAQ), of approximately 800 degree granting institutions. From these data, we have extracted information on the percentage of economics faculty by race/ethnicity in academic year 2015-16.[7]

We note that these data must be interpreted with caution. First, the response rate to the survey is quite low (approximately 40 percent). 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 across the data in Tables 1-2 with the data on racial/ethnic representation among economics faculty in Table 6 as these data have been collected by different organizations.

[7] These data are based on the 293 institutions that responded to the survey. The data analyzed include ethnic representation for U.S. citizens and permanent residents only. Institutions that only reported total minority faculty are not included in the black- and Hispanic faculty subsections but are included in minority faculty totals. Faculty on leave during the academic year 2015-2016 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. Racial and ethnic representation may be under-represented, therefore.

Table 6: Representation of Black and Hispanic Minority Groups in Economic Faculty in the Academic Year 2014-15 (Percentage)

Institution's Highest Degree	Tenured and Tenure-Track Faculty					Non-Tenure Track Faculty		Total	
	Full Time				Part Time				
	Full Prof.	Associate Prof.	Assistant Prof.	Other		Full Time	Part Time	Full Time	Part Time
Black Faculty									
BA	2.7	6.0	4.3	3.0	0	1.9	2.7	3.8	2.0
MA	3.0	4.0	2.4	15.4	3.0	5.3	4.6	3.8	4.3
PhD	1.3	1.5	1.6	2.9	5.5	2.5	2.8	1.6	3.2
Total	1.9	3.4	2.5	4.8	2.8	2.7	3.1	2.5	3.0
Hispanic Faculty									
BA	2.0	4.4	4.3	0	3.6	2.5	2.6	3.1	2.9
MA	0.0	0.6	2.4	0	0.0	0	0	0.7	0
PhD	2.5	7.8	6.8	0	1.8	4.6	2.1	4.7	2.0
Total	2.2	5.5	5.5	0	2.1	3.4	1.8	3.8	1.9
Minority Faculty									
BA	4.8	10.6	8.6	3.0	3.6	6.1	5.3	7.1	4.9
MA	3.0	4.5	4.9	15.4	3.0	8.6	4.6	4.5	4.3
PhD	4.5	10.9	8.9	5.2	8.2	7.9	4.8	7.1	5.4
Total	4.0	8.4	7.2	5.6	5.3	6.8	4.9	6.8	5.0

In the academic year 2015-16, there were approximately 152 Black and 208 Hispanic faculty members in economics in the United States from schools that participated in the survey. The number of minority faculty decreased by approximately 10 percent from the 2014-15 school year (389 to 360). These losses were solely concentrated in Hispanic representation (250 to 208) as Black representation increased from 129 to 152 over the same time period. While the overall total has fallen, this loss is concentrated in part time faculty positions. Minority representation in full time faculty positions increased from 6.2 to 6.8 percent, while part time representation fell from 7.5 to 5.0 percent in the past year. The drop in part time positions is one major factor in the decrease in Hispanic representation. Hispanic representation amongst full time faculty positions stayed constant (approx. 6.3%) over the past two years, while part time representation halved from 3.8 percent to 1.9 percent. Results from comparisons across years, however, must be taken with caution. The trends explored here 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. Without institution level data, we are unable to differentiate between these two possibilities.

Overall representation of minority full time faculty in economics (across all academic positions) totals about 6.8%. Black faculty members had their highest representation in full-time "Other" faculty positions while Hispanic faculty members had their highest representation in full-time Assistant and Associate Professor positions. A large majority of all Black and Hispanic faculty were employed on a full-time basis, however (84.9% and 93.2% respectively).

Across all tenure-track positions, minority representation was highest at the Assistant Professor level and Associate Professor level (8.4% and 7.2% respectively), and lowest among full professors (4.0%); just 1.9% of faculty at this level were Black and 2.2% were Hispanic. The higher figures for representation among lower-level positions, however, may suggest that minority economists are still in the process of moving through the pipeline. In comparison to other ethnic groups, Black and Hispanic faculty in economics both had the highest representation in the lower rungs of the academic ladder and in less prestigious, part-time positions.[8]

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.

[8] Here there is a distinction between the two minority groups under observation; Hispanic faculty made up a larger proportion of earlier career positions such as an Assistant or Associate Professor, but on a full-time and tenured basis, whereas Black faculty members made up a larger proportion of full-time "Other" positions.

II. AEA Pipeline Program

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

Summer Training Program

The AEA Summer Training Program (AEASP) is an intensive training course for promising undergraduate students to improve their research and methods skills in preparation for future doctoral research. This year, the Summer Training Program was hosted for the first time by the Economics Department at Michigan State University (MSU). A joint effort between the Department of Economics at MSU and Western Michigan University, the program is open to all students regardless of race, ethnicity or gender, but Minority Fellowships are also available to applicants that are U.S. citizens or permanent residents and who are members of a historically disadvantaged racial or ethnic minority group. The application process also gives preference to students applying from non-research colleges and universities and Minority-Serving Institutions.

In 2016, the AEA Summer Training Program cohort consisted of 27 students, selected from a pool of 68 applications (a decrease from the 85 applications received last year). Eighteen of the participants were women, a sizeable increase from 7 women participants last year, and the participants included 14 African American, 0 American Indian, 2 Asian, 8 Hispanic/Latino, and 3 White students. All students had their transportation, tuition, room and board, health insurance, books, and excursions covered and were also offered a stipend. One student was deaf and required additional support as a result of this disability. At the time of application 3 were sophomores, 11 juniors, 8 seniors, and 5 student had graduated in 2015.

Students were organized into study teams and assigned projects early in the summer; faculty were encouraged to chart courses of study that would enhance student preparation for entry-level graduate study. Of the 27 students, 12 were placed in the Advanced Level, 12 were placed in the Foundations level and 3 students split levels. All students had completed a statistics course and over three-quarters of students had taken Calculus 1, Intermediate Microeconomics and Macroeconomics, and Econometrics. All students received a case-based curriculum that integrated economic theory with hands-on instruction in STATA and other mathematical analysis. Additionally, optional GRE courses were offered, which essentially all students attended. Advanced students were put into pairs to pursue research projects with MSU faculty serving as Faculty Mentors, and presented their research projects during the annual AEA Summer Mentoring Pipeline Conference. Students at the Foundation Level worked on projects individually, with support from MSU faculty, and presented at a poster session. The advanced research projects focused on the following topics:

- "The Hidden Gender Gap: An Analysis of American Women's Time Use" by Vivian Aluoch and Cassandra Duchan;
- "Private Health Care and Same-Sex Marriage" by Jessica Baker and Christopher Austin;
- "On Welfare and Crime: The Relationship Between SNAP Participation and Crime" by Thandiwe Weza and Bo Yeon Jang;

- "Uber Exploration: What Can We Learn About Surge Multipliers, Wait Times, Car Supply, and Passenger Demand" by Daniel Gonzalez and Lila Mandela;

- "Embargo No More: What Cuba Can Learn from 31 Emerging Markets" by Steve Ramos and Alyse Samoray;

- "Effects of Affordable Care Act on Levels of Insurance" by James Gamble, Christopher Hayes, and Cesia Sanchez;

- "E-Verify's Effect on the Migration of Immigrants Within the United States" by Teresita Cruz and Ini-Abasi Umosen.

The program also included guest speakers from a variety of institutions, both academic and non-academic. In addition to the public talks, each speaker spent additional time advising students about their future graduate student and career experiences. Here is the list of the Summer Training Program 2016 speakers:

- Trevon D. Logan, Ohio State University
- Ebonya Washington, Yale University
- Nadia Wallace, Federal Reserve Board of Governors
- Susan Collins, University of Michigan
- Janet Yellen, Chair, Board of Governors of the Federal Reserve System
- Brahima Coulibaly, Federal Reserve Board of Governors
- Margaret Levenstein, University of Michigan
- Melvin Stephens, University of Michigan
- Nancy Fahey and Joshua Montes, Congressional Budget Office
- Matthew Shapiro and Linda Tesar, University of Michigan
- Yanyan Yang, Claremont Graduate School
- William A. Darity, Jr., Duke University

The AEASP operated within budget with financial contributions from various departments within MSU, the AEA, WMU, and the NSF (hardship account). Further, the program benefited from in-kind donations from the Federal Reserve Board System, Bates-White Consulting, STATA Corp., and the National Economic Association.

Mentoring Program

The AEA Mentoring Program partners minority group doctoral students who are U.S. citizens or permanent residents with academic mentors, and in some cases, non-academic mentors, in their field and facilitates networking between students at all stages of the pipeline and minority economists at all levels (both academic faculty and professional). It was established in the mid-1990s (as the Pipeline Mentoring Program), to address the underrepresentation of racial/ethnic

minority groups among those entering and completing a doctoral degree program in economics. Participants apply to the program, and mentors are both self-selected and requested to volunteer.

Marie T. Mora, Professor of Economics at The University of Texas Rio Grande Valley, continues to serve as director of the program. Supported by the National Science Foundation, the AEA Mentoring program provides funding to support doctoral student research, participant travel expenses, and an annual conference (described below).

The program underwent major changes in fall 2014: a formal application process for students to be officially admitted to the program was developed and membership is now limited to three years with the possibility of renewal. Renewal is conditional on students having had an active relationship with their mentor. These changes not only helped with recordkeeping but also brought much-needed formality to the program. These changes have also coincided with a large increase in the size of the program.

The number of mentees participating in the program grew to 60 between December 2015 and November 2016. This is a 33% increase from the 45 mentees in the 2015 program and a 100% increase from 30 mentees in the 2014 program. This major increase in the number of students occurred due to diligent recruitment efforts, which included contacting 140 Economics departments and providing them with information about the Mentoring Program. This year, at least two students in the Mentoring Program received their doctorate degrees.

The program continues to seek to provide graduate students with the opportunity to present their work during the annual Summer Mentoring Pipeline Conference (SMPC), the largest event for the program. The SMPC brings together mentoring program participants, their mentors, other academics, and the students attending the Summer Training Program. Approximately 100 people participated in the 2016 SMPC, and more than 30 universities were represented. Doctoral students gave the majority of the research presentations, which provided valuable professional presentation experience and research feedback. Due to the high level of interest, a waiting list had to be created for the first time in the conference's history, to ensure there was enough hotel space to accommodate the travelers. We attribute at least part of the increase to the greater visibility of the AEA Mentoring Program in recent years and the success of its recent SMPCs.

In 2016, several professional development panels were designed for the SMPC; they included:

- *Surviving & Thriving in Econ Ph.D. Programs* (Ketsia Dimanche, Florida State University; Daniel Moncayo, University of California, Santa Barbara; and Kyle Moore**,** The New School);
- *The Importance of Leadership Diversity in Academia* (Cecilia Rouse, Dean, Woodrow Wilson School, Princeton University; Adela de la Torre, Vice Chancellor for Student Affairs, University of California, Davis; and Havidán Rodríguez, Provost & Executive Vice President for Academic Affairs, The University of Texas Rio Grande Valley);
- *The BLS, the Labor Market, and You* (Erika Groshen, BLS Commissioner);
- *Jobs Outside of Academia* (Arturo Gonzalez, Board of Governors of the Federal Reserve System; Eric O. Meyer, U.S. Department of the Treasury; and Eric R. Emch, Bates-White Economics Consulting).

This year, as part of the *Lewis-Oaxaca Distinguished Lecture Series*, William "Sandy" Darity, Jr., Duke University, presented "Genetics and Inequality." For the third year in a row, the 2016 SMPC also included specific timeslots for the mentees to meet with their mentors. The feedback on these mentoring/networking sessions continues to be highly positive.

As with the previous three conferences, the Program Director collaborated closely with the Director of the AEA Summer Training Program (AEASP) to coordinate the activities of the Mentoring Program and the AEASP for the 2016 SMPC. As in previous years, AEASP students presented their research during the SMPC. In addition, dinner and the awards reception for the AEASP were scheduled during the SMPC, as a means to further integrate the two programs.

Planning is already underway for the 2017 SMPC, which will be held in East Lansing, Michigan from July 27th to July 29th.

Summer Fellows Program

The Summer Fellows Program aims to increase the participation and advancement of women and under-represented minorities in economics by providing placements at a sponsoring research organization or public agency. This year, the program was able to expand the number of sponsors to twenty-two, the most in the history of the program. In 2016, the program received 82 applications, continuing the upward trend of application submissions in recent years. The number of minority applicants, increased from 6 to 8, two of which were selected. There were 78 female and 30 U.S. citizens/permanent resident applicants.

In 2016, the program successfully placed 15 fellows, the most since 2009. Of these 15 placements, 13 were for female non-minority graduate students, 1 was a minority female graduate student and 1 was a minority male graduate student. Placements were hired at the Bureau of Labor Statistics, US International Trade Commission, Federal Reserve Board, and Federal Reserve Banks in Atlanta, Chicago, Kansas City, Minnesota, New York, Richmond and St. Louis. Feedback from the participants continues to be very positive across the different placements.

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

III. Recent and Ongoing Activities

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

Sponsored Sessions at Conferences

An important activity for the CSMGEP is to sponsor sessions at professional conferences. For starters, the CSMGEP sponsored several sessions and receptions at the AEA's Annual Meeting

in January 2016. The Committee hosted a session entitled "New Approaches to Improving Diversity in Economics," which was organized and chaired by Cecilia Rouse (Princeton University). The papers presented at this session were:

- "Diversifying Economics: Challenges and Opportunities," Amanda Bayer, Swarthmore College;
- "Change Starts with UWE (Undergraduate Women in Economics)," Claudia Goldin, Harvard University;
- "The Role of Effective Mentoring in Enhancing a More Inclusive Economics Profession," Darrick Hamilton, New School;
- "Mentoring and Networking among Minority PhD Students to Broaden Participation in the Profession," Marie T. Mora, University of Texas-Rio Grande Valley.

The discussants included David Laibson (Harvard University), Mahmound El-Gamal (Rice University), and Bridget Terry Long (Harvard University).

The Committee also hosted a Dissertation Session at the 2016 annual meeting that included the following papers:

- "The Effects of Outside Options on Neighborhood Tipping Points," Peter Quatermaine Blair, University Of Pennsylvania;
- "Are We Fighting the Right War? The Effect of Prescription Drug Supply-Side Interventions," Angelica Meinhofer, Brown University;
- "The Impact of Trade on Managerial Incentives & Productivity," Cristina Tello-Trillo, Yale University;
- "Which New Yorkers Vote With Their Wallets? New York City Teacher Quality, Housing Prices, & Residential & School Demographics Immigrants," Elizabeth Rivera Rodas, Rutgers University.

Finally the CSMGEP sponsored a session at the Southern Economics Association Meetings in November on "The Status of Women and Minorities in the Economics Profession." Ragan Petrie (George Mason University) was a panelists and Gary Hoover (University of Oklahoma) both moderated and served on the panel.

Other Activities

The CSMEP continues to sponsor the Diversifying Economic Quality (Div E.Q), a Wiki devoted to teaching practices that promote inclusivity, innovation and are evidence based. Materials are publicly available online at:
http://www.diversifyingecon.org/index.php/Main_Page.

The wiki includes classroom strategies and instructor practices with the objective of improving teaching quality to include 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. DivE.Q. has been widely publicized, and can be followed via twitter (@Div_E_Q).

The CSMGEP also publishes an annual newsletter, *The Minority Report*, in collaboration with the National Economic Association (NEA) and the American Society of Hispanic Economists (ASHE). The report, now in its eighth edition showcases the people, programs, research and activities of those involved in working to increase the representation of minorities in the economics profession. The report, including archive issues, is available to download from the CSMGEP website at: https://www.aeaweb.org/committees/CSMGEP/resources/.

The committee has also continued to publish profiles of minority economists on the website. The objective of the series is to highlight the many accomplishments of these economists, and to inspire young people who might be considering a career in economics by providing a glimpse into the lives of those who made that decision. These profiles, and all those from previous years, are available on the CSMGEP website.

Acknowledgements

The committee is extremely grateful to James Poterba and the National Bureau of Economic Research (NBER) who have, since 2010, invited a number of program participants to attend the NBER's Summer Institute. Their intent is to extend the reach of the AEA Pipeline Program by inviting advanced graduate students to attend the summer meetings to meet fellow economists and participate in the active research exchange. This year six students were able to attend the 2016 Summer Institute as a result of this effort. We also thank Barbara Ray and the team at HiredPen, with design support from Maureen Glasoe at Virgo Words, for their editorial assistance with *The Minority Report* and profiles of minority economics; Charles Scott for his assistance in providing additional data compiled in this report; and Amy Wickett who assisted with compiling and writing the report. Finally, the terms of Gary Hoover, Kirabo Jackson, Rucker Johnson, Fernando Lozano and Ebonya Washington end this year. We thank them for their dedication and invaluable service to this committee.

Appendices

Appendix Table 1: Degrees in Economics Awarded to all Racial/Ethnic Groups in the Academic Year 2014-2015

Award Level	Grand Total	U.S. Citizen and Permanent Resident Total	Asian	American Indian or Native Alaskan	Black/African American	Hispanic/ Latino	Native Hawaiian or Pacific Islander	White	Two or More Ethnic Groups	Ethnicity Unknown	Non-Permanent Residents
BA	37,364	30,663	4,719	83	1,658	3,031	59	18,654	999	1,460	6,701
MA	4,005	1,859	215	3	123	154	0	1,122	44	198	2,146
PhD	1,131	497	56	3	10	30	0	327	12	59	634
All	42,500	33,019	4,990	89	1,791	3,215	59	20,103	1,055	1,717	9,481

Appendix Table 2: Comparison of Economics Degrees Awarded in 1995 and 2015 to Students from other Racial/Ethnic Groups

Award Level	Year	Grand Total	U.S. Citizen and Permanent Resident Total	Asian		Native Hawaiian or Pacific Islander		Two or More Ethnic Groups		Ethnicity Unknown		Non-Permanent Residents	
				Total	%	Total	%	Total	%	Total	%	Total	%
BA	1995	17,735	16,077	1,977	12.3	0	0	0	0	433	2.7	1,658	9.3
	2015	37,364	30,663	4,719	15.4	59	0.2	999	3.3	1,460	4.8	6,701	17.9
MA	1995	2,403	1,280	119	9.3	0	0	0	0	104	8.1	1,123	46.7
	2015	4,005	1,859	215	11.6	0	0	44	2.4	198	10.7	2,146	53.6
PhD	1995	910	474	63	13.3	0	0	0	0	24	5.1	436	48.0
	2015	1,131	497	56	11.3	0	0	12	2.4	59	11.9	634	56.1
All	1995	21,048	17,831	2,159	12.1	0	0	0	0	561	3.1	3,217	15.3
	2015	42,500	33,019	4,990	15.1	59	0.2	1,055	3.2	1,717	5.2	9,481	22.3

Appendix Table 3: Total Economics Degrees Awarded to American Indian/Native American Students by Region in 2015

	Bachelor's Degrees			Master's Degrees			Doctorate Degrees			All Degrees			
		Native American			Native American			Native American			Native American		Native American Population Share in Region
Region	**Total**	**Total**	**%**	**Total**	**Total**	**%**	**Total**	**Total**	**%**	**Total**	**Total**	**%**	**%**
South East	5,030	11	0.2	258	0	0	74	0	0	5,362	11	0.2	0.4
Far West	5,403	28	0.5	238	0	0	110	1	0.9	5,751	29	0.5	0.8
South West	1,859	8	0.4	137	0	0	30	1	3.3	2,026	9	0.4	2.3
Rocky Mont.	1,323	4	0.3	121	0	0	20	1	5.0	1,464	5	0.3	1.4
New England	3,819	4	0.1	257	0	0	51	0	0	4,127	4	0.1	0.3
Mid-East	7,073	16	0.2	454	0	0	104	0	0	7,631	16	0.2	0.2
Great Lakes	4,230	10	0.2	282	2	0.7	88	0	0	4,600	12	0.3	0.3
Plains	1,549	1	0.1	100	0	0	20	0	0	1,669	1	0.1	1.2

Regions are classified as follows: *South East* – AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV. *Far West* – AK, CA, HI, NV, OR, WA. *South West* – AZ, NM, OK, TX. *Rocky Mountain* – CO, ID, MT, UT, WY. *New England* – CT, ME, MA, NH, RI, VT. *Mid East* – DE, DC, MD, NJ, NY, PA. *Great Lakes* – IL, IN, MI, OH, WI. *Plains* – IA, KS, MN, MO, NE, ND, SD. Note: U.S. Service Schools and Schools from U.S. territories are not included in the totals. Only includes permanent residents of the US.

Appendix Table 4: Total Economics Degrees Awarded to African American/Black Students by Region in 2015

	Bachelor's Degrees			Master's Degrees			Doctorate Degrees			All Degrees			
		African American			African American			African American			African American		African American Population Share in Region
Region	**Total**	**Total**	**%**	**Total**	**Total**	**%**	**Total**	**Total**	**%**	**Total**	**Total**	**%**	**%**
South East	5,030	459	9.1	258	12	4.7	74	1	1.4	5,362	472	8.8	21.2
Far West	5,403	131	2.4	238	9	3.8	110	3	2.7	5,751	143	2.5	5.4
South West	1,859	122	6.6	137	10	7.3	30	0	0	2,026	132	6.5	9.4
Rocky Mont.	1,323	12	0.9	121	3	2.5	20	0	0	1,464	15	1.0	2.2
New England	3,819	179	4.7	257	17	6.6	51	0	0	4,127	196	4.7	6.0
Mid-East	7,073	525	7.4	454	42	9.3	104	3	2.9	7,631	570	7.5	15.2
Great Lakes	4,230	163	3.9	282	24	8.5	88	3	3.4	4,600	190	4.1	12.2
Plains	1,549	43	2.8	100	6	6.0	20	0	0	1,669	49	2.9	6.5

Regions are classified as follows: *South East* – AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV. *Far West* – AK, CA, HI, NV, OR, WA. *South West* – AZ, NM, OK, TX. *Rocky Mountain* – CO, ID, MT, UT, WY. *New England* – CT, ME, MA, NH, RI, VT. *Mid East* – DE, DC, MD, NJ, NY, PA. *Great Lakes* – IL, IN, MI, OH, WI. *Plains* – IA, KS, MN, MO, NE, ND, SD. Note: U.S. Service Schools and Schools from U.S. territories are not included in the totals. Only includes permanent residents of the US.

Appendix Table 5: Total Economics Degrees Awarded to African American/Black Students by Region in 2015

	Bachelor's Degrees			Master's Degrees			Doctorate Degrees			All Degrees			
		Hispanic			Hispanic			Hispanic			Hispanic		Hispanic Population Share in Region
Region	**Total**	**Total**	**%**	**Total**	**Total**	**%**	**Total**	**Total**	**%**	**Total**	**Total**	**%**	**%**
South East	5,030	458	9.1	258	21	8.1	74	1	1.4	5,362	480	9.0	9.9
Far West	5,403	820	15.2	238	28	11.8	110	12	10.9	5,751	860	15.0	30.9
South West	1,859	357	19.2	137	20	14.6	30	3	10.0	2,026	380	18.8	34.1
Rocky Mont.	1,323	81	6.1	121	7	5.8	20	1	5.0	1,464	89	6.1	15.0
New England	3,819	282	7.4	257	20	7.8	51	3	5.9	4,127	305	7.4	8.8
Mid-East	7,073	689	9.7	454	37	8.1	104	4	3.8	7,631	730	9.6	12.8
Great Lakes	4,230	199	4.7	282	12	4.3	88	5	5.7	4,600	216	4.7	7.5
Plains	1,549	66	4.3	100	4	4.0	20	1	5.0	1,669	71	4.3	5.3

Regions are classified as follows: *South East* – AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV. *Far West* – AK, CA, HI, NV, OR, WA. *South West* – AZ, NM, OK, TX. *Rocky Mountain* – CO, ID, MT, UT, WY. *New England* – CT, ME, MA, NH, RI, VT. *Mid East* – DE, DC, MD, NJ, NY, PA. *Great Lakes* – IL, IN, MI, OH, WI. *Plains* – IA, KS, MN, MO, NE, ND, SD. Note: U.S. Service Schools and Schools from U.S. territories are not included in the totals. Only includes permanent residents of the US.

Appendix Table 6: Bachelor's Degrees in Economics and All Subjects Awarded to Minority Students 1995-2015

Year	Total BA Economics Degrees	Black/African American		Hispanic/Latino		American Indian and Native Alaskan		All Minority Groups		All Degree Subjects	
		Total	%	Total	%	Total	%	Total	%	Minority Total	%
1995	16,077	1,045	6.5	816	5.1	63	0.4	1,924	12.0	159,366	13.9
1996	14,966	901	6.0	813	5.4	54	0.4	1,768	11.8	167,479	14.6
1997	14,832	836	5.6	809	5.5	56	0.4	1,701	11.5	174,427	15.2
1998	15,358	889	5.8	831	5.4	58	0.4	1,778	11.6	182,079	15.6
1999	15,836	876	5.5	861	5.4	75	0.5	1,812	11.4	190,641	16.1
2000	16,789	977	5.8	960	5.7	65	0.4	2,002	11.9	201,797	16.5
2001	19,351	1,070	5.5	1,073	5.5	63	0.3	2,207	11.4	212,042	16.6
2002	21,127	1,231	5.8	1,128	5.3	63	0.3	2,422	11.5	222,577	16.7
2003	23,335	1,346	5.8	1,277	5.5	99	0.4	2,722	11.7	236,282	17.0
2004	24,474	1,426	5.8	1,387	5.7	111	0.5	2,924	11.9	248,856	17.2
2005	24,860	1,375	5.5	1,469	5.9	95	0.4	2,939	11.8	258,927	17.4
2006	24,372	1,401	5.7	1,491	6.1	104	0.4	2,996	12.3	271,341	17.7
2007	24,574	1,295	5.3	1,611	6.6	105	0.4	3,011	12.3	282,889	17.9
2008	25,998	1,393	5.4	1,632	6.3	111	0.4	3,136	12.1	294,887	18.3
2009	27,050	1,336	4.9	1,691	6.3	134	0.5	3,161	11.7	305,075	18.4
2010	28,185	1,427	5.1	1,933	6.9	123	0.4	3,483	12.4	321,709	18.9
2011	28,779	1,436	5.0	1,983	6.9	121	0.4	3,540	12.3	344,113	19.4
2012	27,893	1,399	5.0	2,188	7.8	96	0.3	3,683	13.2	373,590	20.2
2013	27,418	1,456	5.3	2,356	8.6	102	0.4	3,914	14.3	399,350	21.1
2014	28,540	1,445	5.1	2,608	9.1	80	0.3	4,133	14.5	416,913	21.8
2015	30,663	1,658	5.4	3.031	9.9	83	0.3	4,772	15.6	433,938	22.4

Appendix Table 7: Master's Degrees in Economics and All Subjects Awarded to Minority Students 1995-2015

Year	Total MA Economics Degrees	Black/African American		Hispanic/Latino		American Indian and Native Alaskan		All Minority Groups		All Degree Subjects	
		Total	%	Total	%	Total	%	Total	%	Minority Total	%
1995	1,280	78	6.1	38	3.0	4	0.3	120	9.4	38,592	10.9
1996	1,352	77	5.7	49	3.6	3	0.2	129	9.5	41,703	11.5
1997	1,242	79	6.4	65	5.2	5	0.4	149	12.0	45,169	12.1
1998	1,177	71	6.0	50	4.2	3	0.3	124	10.5	48,238	12.6
1999	1,058	67	6.3	55	5.2	2	0.2	124	11.7	51,507	13.1
2000	992	59	5.9	58	5.8	2	0.2	119	12.0	56,717	14.0
2001	949	49	5.2	41	4.3	5	0.5	95	10.0	60,360	14.6
2002	1,004	62	6.2	51	5.1	9	0.9	122	12.2	63,162	14.8
2003	1,118	51	4.6	70	6.3	6	0.5	127	11.4	69,059	15.3
2004	1,286	54	4.2	76	5.9	6	0.5	136	10.6	78,571	16.0
2005	1,524	81	5.3	103	6.8	7	0.5	191	12.5	85,345	16.7
2006	1,539	83	5.4	91	5.9	2	0.1	176	11.4	90,716	17.0
2007	1,569	73	4.7	74	4.7	10	0.6	157	10.0	95,861	17.5
2008	1,710	104	6.1	73	4.3	7	0.4	184	10.8	98,874	17.5
2009	1,716	88	5.1	83	4.8	7	0.4	178	10.4	106,299	18.0
2010	1,840	97	5.3	85	4.6	7	0.4	189	10.3	114,561	18.4
2011	2,058	104	5.1	137	6.7	8	0.4	249	12.1	122,611	18.6
2012	2,184	109	5.0	144	6.6	4	0.2	257	11.8	130,838	19.3
2013	1,941	129	6.6	148	7.6	7	0.4	284	14.6	137,539	20.5
2014	1,920	108	5.6	131	6.8	3	0.2	242	12.6	141,025	21.2
2015	1,859	123	6.6	154	8.3	3	0.2	280	15.1	142,630	21.8

Appendix Table 8: Doctorate Degrees in Economics and All Subjects Awarded to Minority Students 1995-2015

Year	Total PhD Economics Degrees	Black/African American		Hispanic/Latino		American Indian and Native Alaskan		All Minority Groups		All Degree Subjects	
		Total	%	Total	%	Total	%	Total	%	Minority Total	%
1995	475	16	3.4	12	2.5	1	0.2	29	6.1	2,768	8.1
1996	475	21	4.4	17	3.6	1	0.2	39	8.2	2,757	8.3
1997	469	12	2.6	15	3.2	2	0.4	29	6.2	3,133	9.1
1998	449	21	4.7	13	2.9	0	0.0	34	7.6	3,525	10.0
1999	415	20	4.8	17	4.1	1	0.2	38	9.2	3,744	10.8
2000	405	18	4.4	16	4.0	0	0.0	34	8.4	3,714	10.8
2001	367	6	1.6	15	4.1	0	0.0	21	5.8	3,875	11.3
2002	365	16	4.4	10	2.7	0	0.0	26	7.1	3,972	11.7
2003	323	8	2.5	18	5.6	1	0.3	27	8.4	4,222	12.0
2004	347	16	4.6	24	6.9	1	0.3	41	11.8	4,723	13.0
2005	328	7	2.1	19	5.8	0	0.0	26	7.9	5,091	13.0
2006	321	16	5.0	17	5.3	2	0.6	35	10.9	5,145	12.6
2007	325	17	5.2	22	6.8	2	0.6	41	12.6	5,897	13.3
2008	384	13	3.4	14	3.6	1	0.3	28	7.3	6,176	13.7
2009	354	7	2.0	13	3.7	0	0.0	20	5.6	6,434	14.1
2010	405	10	2.5	21	5.2	1	0.2	32	7.9	5,897	14.1
2011	411	17	4.1	14	3.4	0	0.0	31	7.5	6,470	14.8
2012	473	14	3.0	15	3.2	0	0.0	29	6.1	7,025	15.4
2013	468	15	3.2	30	6.4	0	0.0	45	9.6	7,607	15.9
2014	422	13	3.1	22	5.2	1	0.2	36	8.5	8,314	16.8
2015	497	10	2.0	30	6.0	3	0.6	43	8.7	8,885	17.4

Appendix Table 9: All Economics Degrees and All Subject Degrees Awarded to Minority Students 1995-2015

Year	Total Economics Degrees	Black/African American		Hispanic/Latino		American Indian and Native Alaskan		All Minority Groups		All Degree Subjects	
		Total	%	Total	%	Total	%	Total	%	Minority Total	%
1995	17,832	1,139	6.4	866	4.9	68	0.4	2,073	11.6	200,726	13.1
1996	16,793	999	5.9	879	5.2	58	0.3	1,936	11.5	211,939	13.8
1997	16,543	927	5.6	889	5.4	63	0.4	1,879	11.4	222,729	14.3
1998	16,984	981	5.8	894	5.3	61	0.4	1,936	11.4	233,842	14.8
1999	17,309	963	5.6	933	5.4	78	0.5	1,974	11.4	245,892	15.3
2000	18,186	1,054	5.8	1,034	5.7	67	0.4	2,155	11.8	262,228	15.8
2001	20,667	1,125	5.4	1,129	5.5	68	0.3	2,323	11.2	276,277	16.0
2002	22,496	1,309	5.8	1,189	5.3	72	0.3	2,570	11.4	289,711	16.2
2003	24,776	1,405	5.7	1,365	5.5	106	0.4	2,876	11.6	309,563	16.5
2004	26,107	1,496	5.7	1,487	5.7	118	0.5	3,101	11.9	332,150	16.8
2005	26,712	1,463	5.5	1,591	6.0	102	0.4	3,156	11.8	349,363	17.1
2006	26,232	1,500	5.7	1,599	6.1	108	0.4	3,207	12.2	367,202	17.4
2007	26,468	1,385	5.2	1,707	6.4	117	0.4	3,209	12.1	384,647	17.7
2008	28,092	1,510	5.4	1,719	6.1	119	0.4	3,348	11.9	399,937	18.0
2009	29,120	1,431	4.9	1,787	6.1	141	0.5	3,359	11.5	417,808	18.2
2010	30,430	1,534	5.0	2,039	6.7	131	0.4	3,704	12.2	442,167	18.6
2011	31,248	1,557	5.0	2,134	6.8	129	0.4	3,820	12.2	473,194	19.1
2012	30,550	1,522	5.0	2,347	7.7	100	0.3	3,969	13.0	511,453	19.9
2013	29,827	1,600	5.4	2,534	8.5	109	0.4	4,243	14.2	544,496	20.9
2014	30,882	1,566	5.1	2,761	8.9	84	0.3	4,411	14.3	566,252	21.5
2015	33,019	1,791	5.4	3,215	9.7	89	0.3	5,095	15.4	585,504	22.2