

**REPORT OF THE COMMITTEE ON THE STATUS OF MINORITY GROUPS IN THE  
ECONOMICS PROFESSION (CSMGEP)  
DECEMBER, 2013**

The Committee on the Status of Minority Groups in the Economics Profession (CSMGEP) was created by the American Economic Association over 40 years ago (and has been in operation under its current name since 1975) in response to concerns about the under-representation of minority and historically disadvantaged groups in economics. This concern stems from under-representation of these groups in economic policy decisions, despite the fact that they contribute significantly to the economic outcomes of the country (the 2010 Decennial Census indicated that Black/African Americans represent one out of every eight people in the U.S., and Hispanic/Latinos represent one out of every six). To address this issue, the committee monitors the racial and ethnic diversity of the economics profession and oversees the “pipeline program” to promote the advancement of racial/ethnic minority groups in economics.

This annual report from the committee begins with recent data on the numbers and proportions of minorities studying economics at the undergraduate and graduate levels. Secondly, it reports results from a recent survey of minority faculty in economics departments. It then presents updated information on the three components of the Pipeline Program that the CSMGEP oversees: the Summer Program; the Mentoring Program; and the Summer Fellows Program. Finally, it summarizes the committee’s other activities over this past year.

## **I. Data on Minority Economists and Those in the Pipeline**

### *Degrees Conferred in 2012*

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). These data represent the most current observation of degrees conferred across academic institutions in the academic year 2011-2012. 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 level) 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.<sup>1</sup> Degree recipients of unknown ethnicity are included in the totals, and in 2012 these constituted 7.7% of all degrees conferred and 7.5% of economics degrees<sup>2</sup> conferred (6.9%, 13.8% and 12.7% of Bachelor’s, Master’s and Doctorate degrees in economics respectively).

In 2012, a total of 30,550 degrees in economics were awarded to citizens and permanent residents of the United States (see Table 1). The majority of these degrees were awarded at the

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<sup>1</sup> Non-residents make up a significant proportion of the degrees awarded, especially at Master’s (48.1%) and Doctorate (58.0%) levels.

<sup>2</sup> 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.”

Bachelor of Arts level (91.3%) and the biggest racial/ethnic group amongst these recipients was white (61.3% of all economics degrees conferred). Table 1 shows the degrees in economics awarded across minority groups in the most recent academic year (See Appendix Table 1 for degrees awarded to all racial/ethnic groups). For the three minority groups, representation is highest at the Bachelor's level (5% Black/African American, 7.8% Hispanic/Latino and 0.3% American Indian or Native Alaskan<sup>3</sup>) and lowest at the doctorate level (3%, 3.2% and 0% respectively). These percentages are shown in Figure 1. Across all degree levels, Hispanic students received the highest number of degrees amongst minority groups, whilst American Indian students were the recipients of just 100 degrees in economics in the last academic year, none of which were at the doctorate level and only four of which were Master's degrees. Similarly, four times as many doctorate degrees and between two and three times as many Master's degrees in economics were awarded to students of unknown ethnicity than to Black or Hispanic students.

Table 2 shows the number of degrees awarded to minority students in Science, Technology, Engineering and Math (STEM) subjects in 2012. A comparison of these subjects with degrees awarded to minority groups in economics highlights several interesting aspects. Overall minority representation in STEM subjects was higher than economics across all degree levels (17.6% overall compared to 13%), peaking at 18.2% at the BA level, compared to 13.2% in economics. Among the different minority groups, representation in STEM subjects was highest for Black students, whereas economics degrees awarded to minority students were dominated by Hispanic students. However, the representation of American Indian students was similarly low in STEM subjects as economics.

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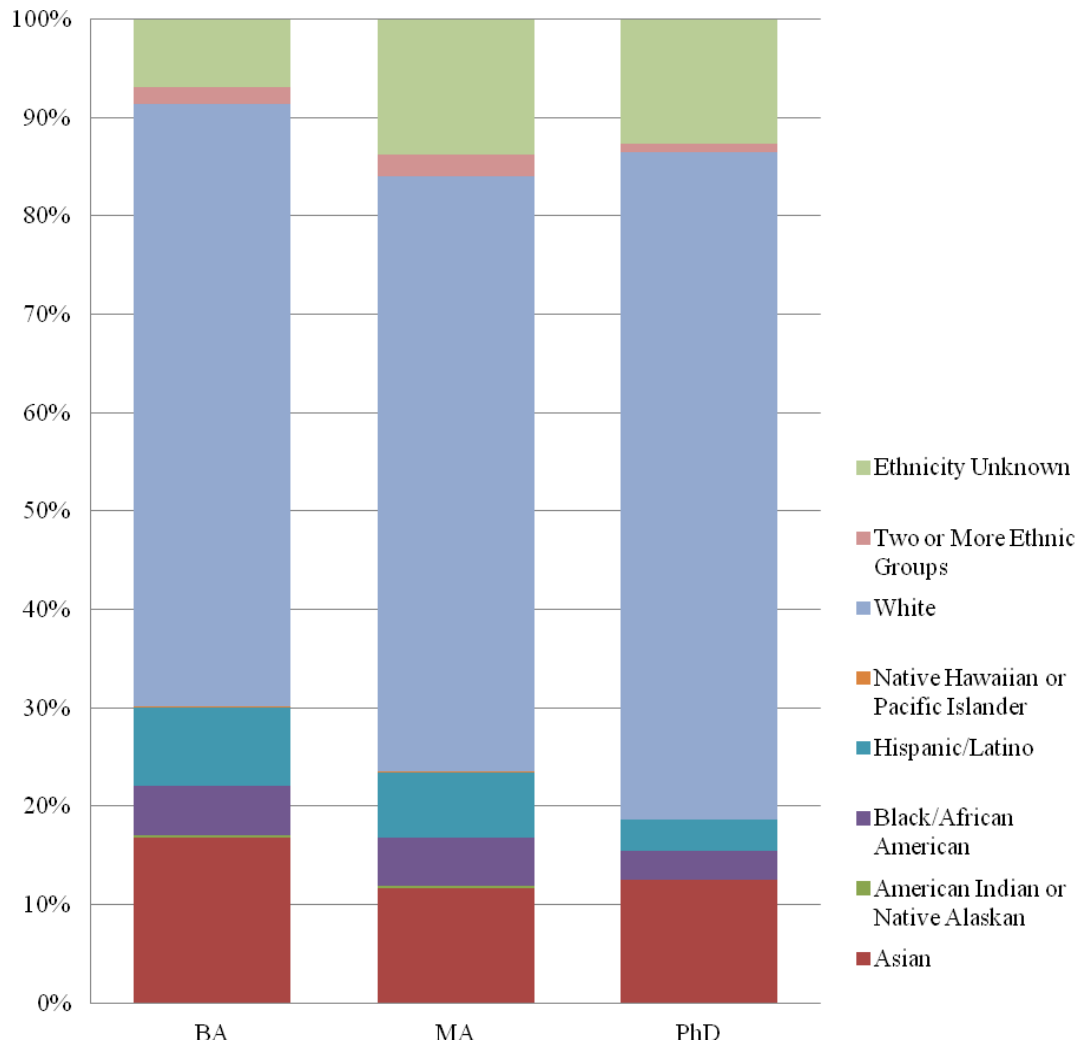
<sup>3</sup> In this report we use the term Black, Hispanic and American Indian to denote these categories (see Collins, S.M., (2000), Minority Groups in the Economics Profession, *The Journal of Economic Perspectives*, Vol. 14, No. 2, pp. 133-148).

**Table 1: Degrees Awarded in Economics in the Academic Year 2011-2012**

Award Level	Grand Total	Permanent Resident Total	American Indian or Native Alaskan		Black / African American		Hispanic or Latino		All Minorities	
			Total	%	Total	%	Total	%	Total	%
<b>BA</b>	32,291	27,893	96	0.3	1,399	5.0	2,188	7.8	3,683	13.2
<b>MA</b>	3,910	2,184	4	0.2	109	5.0	144	6.6	257	11.8
<b>PhD</b>	1,127	473	0	0.0	14	3.0	15	3.2	29	6.1
<b>All</b>	37,328	30,550	100	0.3	1,522	5.0	2,347	7.7	3,969	13.0

**Table 2: Degrees Awarded to Minority Students in Science, Technology, Engineering and Math (STEM) Subjects in 2012**

Award Level	Grand Total	Permanent Resident Total	American Indian or Native Alaskan		Black / African American		Hispanic or Latino		All Minorities	
			Total	%	Total	%	Total	%	Total	%
<b>BA</b>	354,518	340,803	1,933	0.6	33,360	9.8	26,620	7.8	61,913	18.2
<b>MA</b>	89,992	69,804	308	0.4	5,440	8.1	5,716	8.2	11,464	16.4
<b>PhD</b>	26,490	17,496	74	0.4	1,073	4.8	834	4.8	1,981	1.3
<b>All</b>	471,000	428,103	2,315	0.5	39,873	9.3	33,170	7.8	75,358	17.6

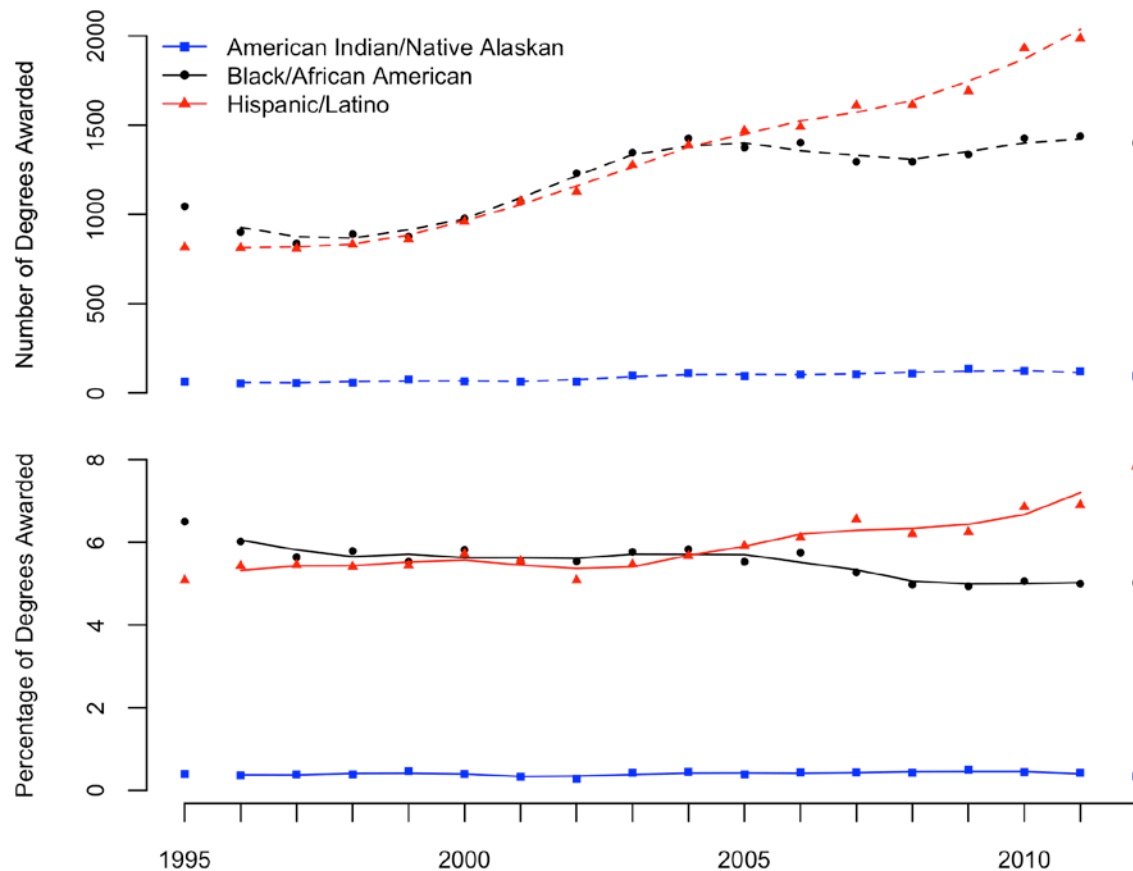


**Figure 1: Representation of Different Racial/Ethnic Groups in Degrees Awarded in Economics 2011-12**

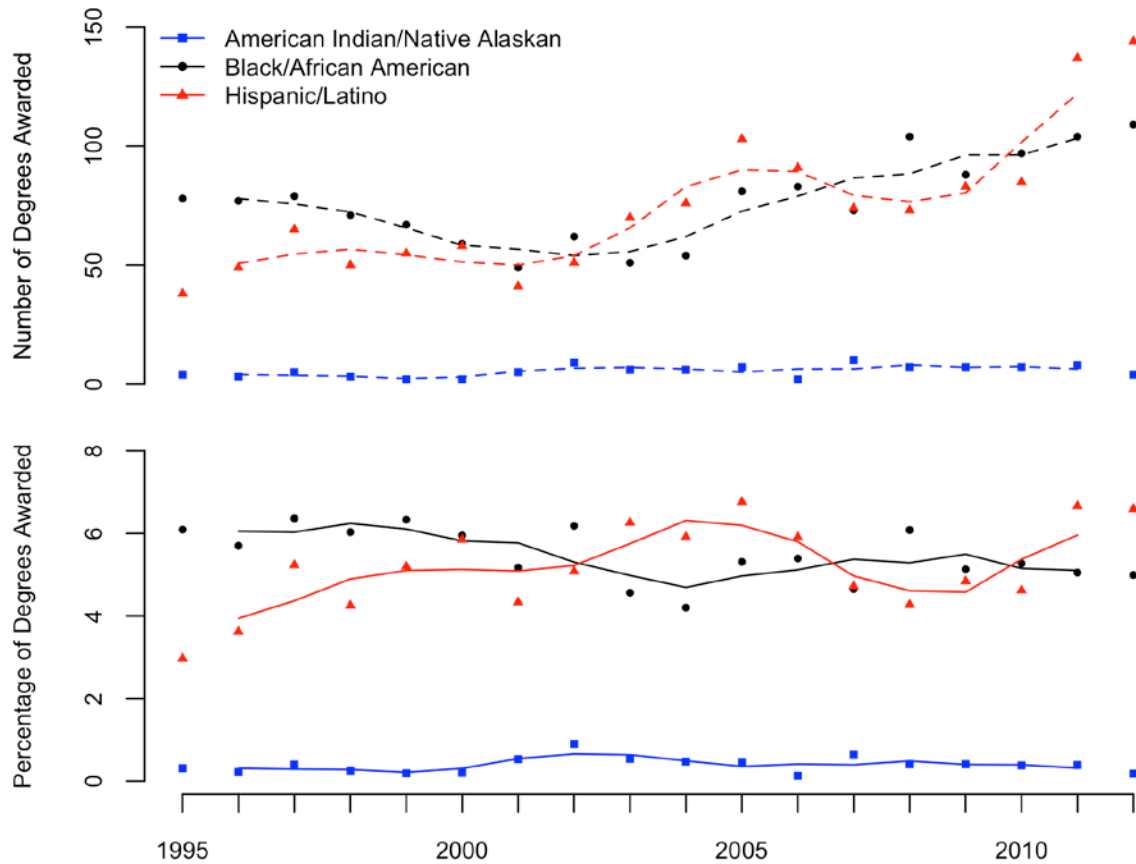
Minority representation across all subjects (see Appendix Tables 2, 3 and 4 and Appendix Figures 1, 2, and 3) has risen steadily since 1995 across all degree levels. Representation of these groups among economics degree recipients has followed the same pattern, rising steadily for both Black and Hispanic students, but remaining low across all degree levels for American Indian students. Across all disciplines, Black students have been awarded more degrees and are better represented than other minority groups, whereas Hispanic students now dominate in economics. Appendix Figures 1,2 and 3 show that Black and Hispanic students were awarded similar numbers of BA degrees in the most recent academic year (177,413 and 185,033 respectively, accounting for 9.6% and 10% of all degrees awarded that year) but American Indian students were awarded just 11,144 degrees (constituting 0.6% of all degrees awarded). At the Master's and doctorate levels however, larger differences between Black and Hispanic groups are evident for 2012: Black students across all disciplines accounted for 11.3% and 9% of degree recipients (compared to 7.5% and 6% Hispanic).

## Degrees Conferred 1995-2012

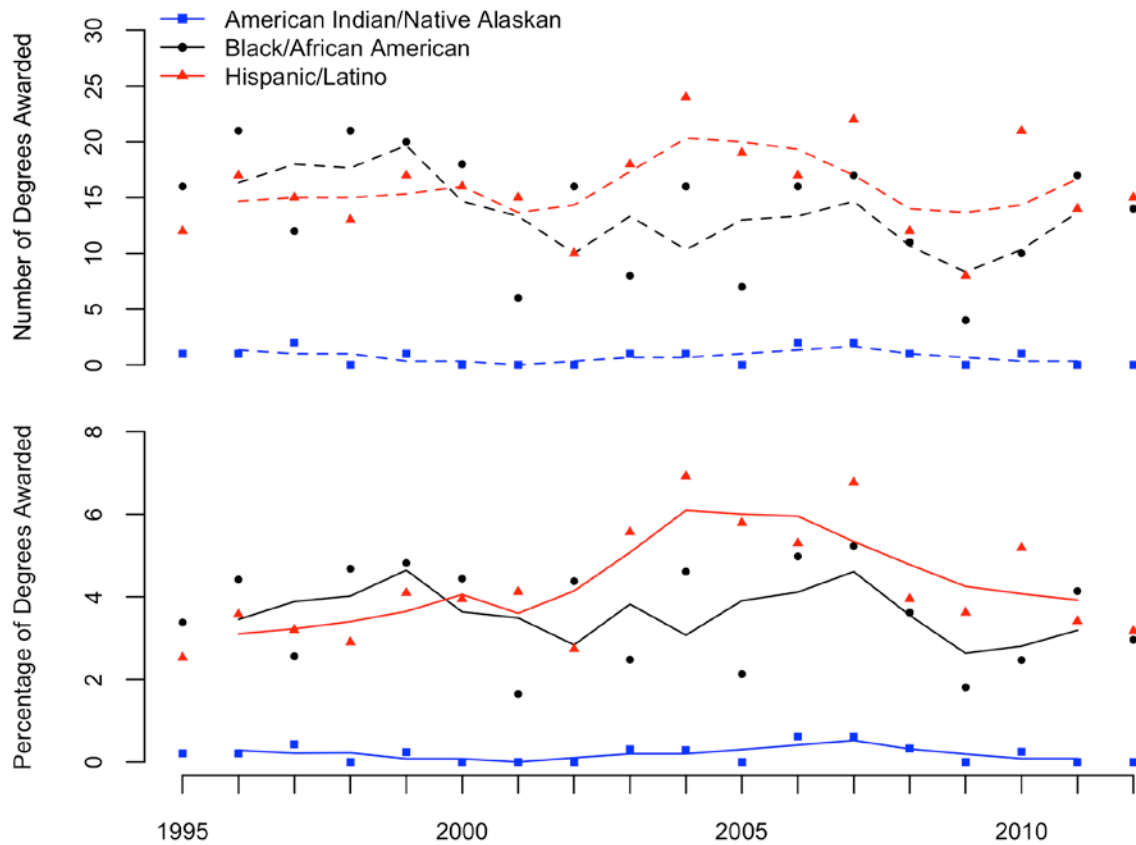
Since 1995, the number of degrees awarded to minority groups in all disciplines has increased steadily (although with a small dip around 2007-9), rising at the Bachelor's level from 159,379 degrees in 1995 (13.9% of the total) to 373,590 degrees (20.3% of the total) in 2012. In economics, minority representation in all degrees awarded has also increased overall from 11.97% in 1995 to 13.2% in 2012. Figures 2, 3 and 4 show both the number of economics degrees awarded to different racial and ethnic minority groups over this time period, and their percentage representation amongst all economic degrees awarded at each level. These graphs show the annual number and percentage for each minority group with a smoothed trend line calculated from three-year (rolling) mean.



**Figure 2: Bachelor of Arts Degrees in Economics Awarded to Minority Students in 1995-2012.** These graphs show the actual data plotted as points for both the number of degrees awarded (top) and percentage representation within the degree cohort (bottom). The lines represent a smoothed, three year rolling mean of these data for each group.



**Figure 3: Master of Arts Degrees in Economics Awarded to Minority Students in 1995-2012.** These graphs show the actual data plotted as points for both the number of degrees awarded (top) and percentage representation within the degree cohort (bottom). The lines represent a smoothed, three year rolling mean of these data for each group.



**Figure 4: Doctor of Philosophy Degrees in Economics Awarded to Minority Students in 1995-2012.** These graphs show the actual data plotted as points for both the number of degrees awarded (top) and percentage representation within the degree cohort (bottom). The lines represent a smoothed, three year rolling mean of these data for each group.

Despite a 58% increase in the number of economics degrees awarded to American Indian students at the Bachelor’s level, this still totaled less than 100 degrees in 2012, and the percentage of all economics degrees at this level being awarded to American Indian students peaked at just 0.5% in 2009. The most recent year’s data indicate a drop to 0.3% representation within the cohort, and a 20% decrease in the number of American Indian students receiving a Bachelor’s degree in economics from the previous year (a decrease from 121 to 96 degrees), and a 12% decrease over the past five years (from 109 degrees in 2008). Hispanic students show the most consistent increase in number of degrees awarded in economics since 1995 at all levels. This trend is strongest at the Bachelor’s level, where Hispanic students have also increased their representation in economics degrees awarded from 5.1% in 1995 to 7.8% in 2012. There is more variability in the data for Master’s and Doctorate level degrees awarded, specifically with a dip in MA degrees awarded and Hispanic representation within the degree group between 2005 and 2009, but with a strong increase in following years. Overall these data still show an increasing trend over time. In economics, the numbers of degrees awarded to Hispanic students overtook those awarded to Black students and became the dominant minority group in the early years of the 21<sup>st</sup> century at all degree levels. The number of economics degrees awarded to Black students at the Bachelor’s level has been in plateau since 2005, leading to a drop in representation across the degree group. At the Master’s level, the number of degrees awarded has increased since

2003, but has not kept pace with the increases in other ethnic groups in these cohorts, resulting in a stable percentage representation. At the PhD level both the number of degrees awarded and the percentage representation of this ethnic group amongst all economics PhDs awarded show high variability and a small overall decreasing trend between 1995 and 2012.

**Table 3: Comparison of Economics Degrees Awarded in 1995 and 2012 to Students from Minority and Dominant (White) Racial/Ethnic Groups**

Degree Level	Year	American Indian or Native Alaskan		Black or African American		Hispanic or Latino		All Minority Groups		White	
		Total	%	Total	%	Total	%	Total	%	Total	%
BA	1995	63	0.4	1,045	6.5	816	5.1	1,924	12.0	11,743	73.0
	2012	96	0.3	1,399	5.0	2,188	7.8	3,683	13.2	17,070	61.2
MA	1995	4	0.2	78	6.1	38	3.0	120	9.4	937	73.2
	2012	4	0.2	109	5.0	144	6.6	257	11.8	1,321	60.5
PhD	1995	1	0.2	16	3.4	12	2.5	29	6.1	358	75.5
	2012	0	0.0	14	3.0	15	3.2	29	6.1	321	67.9
All	1995	68	0.4	1,139	6.4	866	4.9	2,073	11.6	13,038	73.1
	2012	100	0.3	1,522	5.0	2,347	7.7	3,969	13.0	18,712	61.3

Table 3 shows a comparison of economics degrees awarded to these minority groups and white students between 1995 and 2012. Table 3 indicates that whilst the representation of minority groups has changed only slightly between these two points in time, and overall minority representation has also increased by 2.6 percentage points, there is a complex pattern of representation underlying these figures: Appendix Table 5 details the change for other racial/ethnic groups over this period of time. Most racial/ethnic groups have undergone small changes, comparable to those shown for the minority groups. The dominant racial/ethnic group in economics degrees awarded (white) has decreased in representation at all levels over this time period (from 73.1% to 61.3%). This decrease in dominance of white students in economics between 1995 and 2012 is accompanied by small increases amongst other racial/ethnic groups. The largest increases in the proportion of degrees awarded at the Bachelor's level has been to Asian students (12.1% to 16.3%; see Appendix Table 5). Asian students have also increased their representation at the Master's level from 9.3% to 11.7% over this time period. However, the largest increase in proportional representation at the Master's and PhD levels is attributable to the number of students receiving degrees for whom race/ethnicity is unknown (an increase of 4.4 percentage points). The overall increase of 1.4 percentage points for minority groups is the second lowest of the racial/ethnic groups (Native Hawaiian and Pacific Islanders increased their representation by just one fifth of a percentage point). However when the minority groups are separated out, the increase in Hispanic representation in economics degrees awarded (2.8 percentage points) is the third highest increase over this time period, whilst Black representation has dropped by 1.4 percentage points and Native American representation has decreased by 0.1 of a percentage point.

The total number of economics degrees (Bachelor's, Master's and Doctorate combined) awarded to Hispanic students increased over this time period from 866 to 2,347. This increase accounts for 11.6% of the increase in degrees awarded in economics between 1995 and 2012 (12,719). The increase in degrees awarded to Black students was 383 (3% of the overall increase in



economics) and American Indian students accounted for 32 additional degrees awarded between 1995 and 2012 (0.3% of the overall increase in economics degrees awarded over this time period). Therefore, the overall increase in the number of degrees awarded to minority groups since 1995 accounts for 14.9% of the increase in economics degrees awarded over this time period. The increase in degrees in economics awarded to Asian students constitutes 22.3% of the overall increase in degrees awarded (see Appendix Table 5), while students for whom race/ethnicity is unknown account for 13.6% of the change between 1995 and 2012. The largest share of the increase in degrees awarded is attributable to the rise in degrees awarded to white students from 13,038 in 1995 to 18,712 in 2012. This increase accounts for 44.6% of the increase in economics degrees awarded over this period of time, although the figures above show that their dominance in economics degrees has decreased overall.

There is clearly more to be done regarding the representation of minority groups in economics degrees being conferred, and whilst the number of degrees awarded to minority students continues to increase, minority groups are being outpaced in terms of change in representation within the degree cohort. This outpacing is relative however, and varies among the minority groups: Firstly, the increase in representation of minority groups is small (and smaller than for Asian students, students of two or more race/ethnicities and students for whom race/ethnicity is unknown<sup>4</sup>), but the changes since 1995 show encouraging reductions in the previous dominance of white students in the racial/ethnic representation of economics degrees awarded. This reduction in representation has led to small advances across the other groups, rather than big changes in any of them; Secondly, within the minority groups these data suggest that, at least for Hispanic groups, substantial increases have been seen since 1995, both in terms of the number of degrees conferred and their representation within the cohort. The data also highlight a continuing problem of low representation of Native American students however, and a concerning trend for Black students; the number of Black students receiving degrees in economics continue to increase, but this increase is vastly outpaced by other groups and Black students' representation in the economics degree cohort has plateaued in recent years and fallen overall since 1995.

### ***Minority Representation in Economics Faculty***

We present data below from the American Economic Association, which conducts an annual survey, the Universal Academic Questionnaire (UAQ), of 798 degree granting institutions. From these data, we have extracted information on the percentage of economics faculty by race and ethnicity in the academic year 2012-13<sup>5</sup>.

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<sup>4</sup> It is worth noting here that increases in the proportion of students for whom race/ethnicity is unknown and the number of students who identify with two or more racial/ethnic groups may be significant for the data presented here, but the number of individuals within these categories that could be included in the minority groups cannot be identified.

<sup>5</sup> These data are based on the 327 institutions that responded to the survey. The data analyzed include ethnic representation for U.S. citizens and permanent residents only. Faculty on leave during the academic year 2012-2013 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.

We note that these data must be interpreted with caution. Firstly, the response rate to the survey is quite low (approximately 25 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. Secondly it is, unfortunately, not possible to make comparisons across the data in Tables 1-3 with the data on racial/ethnic representation amongst economics faculty in Table 4 as these data have been collected by different organizations.

**Table 4: Representation of Black and Hispanic Minority Groups in Economic Faculty in the Academic Year 2012-13**

Institution's Highest Degree	Tenured and Tenure-Track Faculty (%)					Non-Tenure Track Faculty (%)		Total (%)	
	Full Prof.	Associate Prof.	Assistant Prof.	Other	Part Time	Full Time	Part Time	Full Time	Part Time
<b>Black Faculty</b>									
BA	2.5	4.2	1.9	5.0	3.9	3.5	3.9	2.9	3.9
MA	3.5	4.6	1.7	0.0	2.4	2.5	5.9	3.1	4.9
PhD	1.6	2.7	2.3	2.9	9.3	3.6	4.4	2.2	5.5
<b>Total</b>	<b>2.0</b>	<b>3.6</b>	<b>2.1</b>	<b>3.5</b>	<b>5.1</b>	<b>3.4</b>	<b>4.5</b>	<b>2.5</b>	<b>4.7</b>
<b>Hispanic Faculty</b>									
BA	0.8	2.9	4.1	1.7	2.3	3.5	2.5	2.4	2.4
MA	2.0	3.3	3.4	5.0	2.4	0.0	2.0	2.4	2.1
PhD	2.4	5.1	7.9	8.8	0.0	3.9	2.9	4.4	2.2
<b>Total</b>	<b>1.9</b>	<b>4.0</b>	<b>6.1</b>	<b>4.4</b>	<b>1.7</b>	<b>3.2</b>	<b>2.5</b>	<b>3.5</b>	<b>2.3</b>
Minority Total BA	3.3	7.0	6.0	6.7	6.2	6.9	6.4	5.3	6.3
Minority Total MA	5.5	7.8	5.1	5.0	4.9	2.5	7.8	5.6	7.0
Minority Total PhD	3.9	7.8	10.2	11.8	9.3	7.5	7.3	6.6	7.7
<b>Minority Total (All)</b>	<b>4.0</b>	<b>7.5</b>	<b>8.2</b>	<b>7.9</b>	<b>6.8</b>	<b>6.5</b>	<b>7.0</b>	<b>6.0</b>	<b>7.0</b>

In the academic year 2012-13, there were approximately 156 Black and 182 Hispanic faculty members in economics in the United States. Overall representation of minority faculty in economics (across all academic positions) totals 6.2% (2.8% for Black faculty and 3.3% for Hispanic faculty members). For Black faculty members, representation within the economics faculty was highest in part-time positions (both tenure and non-tenure track), whereas Hispanic faculty members had their highest representation in full-time positions as Assistant Professors and “other” tenure track positions. The vast majority of all Black and Hispanic faculty were employed on a full-time basis, however (77.4% and 90.7% respectively). Minority ethnicity faculty also represented a larger proportion of faculty in PhD granting institutions than at BA and MA-only granting institutions.

Across all positions, minority representation was highest at the Assistant Professor level (8.2%) and lowest among full professors; just 2% of faculty at this level were Black and 1.9% were Hispanic). The higher figures for representation among lower-level positions may suggest that minority economists are moving through the pipeline, however.

While representation as an ethnic group amongst all economics faculty is low, analysis of the Black and Hispanic cohort within the profession provides some interesting insights: Black economics faculty members are most likely to be employed as full-time, tenured professors (26.2% of all Black faculty) or full-time, tenured associate professors (23% of all Black faculty); however Hispanic economics faculty members are most likely to be employed as full-time, tenured assistant professors (36.7% of all Hispanic faculty are employed in these positions).

In comparison to other ethnic groups, Black and Hispanic faculty in economics both had their highest representation in the lower rungs of the academic ladder and in less prestigious, part-time positions<sup>6</sup>. For every Black or Hispanic tenured, full-time professor in the United States in 2012-13, there were 49 and 53 non-minority professors of equal rank respectively<sup>7</sup>. The lowest ratio of minority (Black and Hispanic) to non-minority faculty was at the Assistant Professor level (11:1), but this includes a high degree of difference between Black faculty (for whom there were 28 non-Black Assistant Professors for each) and Hispanic faculty (for whom the ratio is 22:1).

## **II. Pipeline Program**

The 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 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. AEASP is currently hosted by the University of New Mexico (UNM). A joint effort between the Department of Economics and the Robert Wood Johnson Foundation Center for Health Policy, 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 and permanent residents 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.

Applications to the 2013 Summer Training Program totaled 58, of which 20 were invited for training. Eleven of these participants were women and 90% of the participants identified at least partly with a minority race or ethnicity (11 students identified as being African American, eight claimed Hispanic ethnicity and one selected African American and American Indian as his/her race. Only two of the students (one white and one Asian) did not identify with a minority

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<sup>6</sup> 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 Professor, but on a full-time and tenured basis, whereas Black faculty members made up a larger proportion of part-time positions.

<sup>7</sup> The ratio of non-minority to minority Professors was 25:1.

racial/ethnic group at all. The students came from 17 different colleges and universities across the United States and Puerto Rico and were all economics majors, either recently graduated or entering their senior year.

The program is supported by a National Advisory Committee (see below), which was formed in 2011 to advise the program leaders on matters of priorities, administration and curriculum and also to serve as the application review committee. The curriculum for the AEASP this past year was revised to strengthen the program, by providing a more focused experience and closely integrated course structure. Students were enrolled in three courses at UNM: Intermediate Microeconomics; Math Methods in Economics; and Intermediate Econometrics. The courses provided a case-based curriculum, integrating economic theory and practical instruction in econometric modeling through the statistical program STATA, and mathematical analysis for policy issue analysis. The program also included guest speakers from six institutions across the United States. Students were divided into research teams and engaged in group research that was presented both orally and in poster format at the Pipeline Conference. The students' research projects focused on the following topics:

- “Cointegration of Equity Returns in Brazil, Russia, India, China and South Africa (BRICS)”
- “College Alcohol Policy Enforcement and Risky Sexual Behavior”
- Ethnic Networks and Health: The Role of Social Support and Co-ethnic Ties on Latino and Asian Health”
- Adult Hard Drug Use: The Effects of Using Minor Drugs During Adolescence”
- Postsecondary Education: How Institutions Should Invest in College Completion”

This year the program benefitted from a generous contribution of books from Pearson Publications.

The AEASP operated within budget with financial contributions from the AEA, the Federal Reserve Board of Governors and the RWJF Center for Health Policy. The administrative team at AEASP within UNM is working to obtain further grants to support activities and expand enrollment, including a submitted proposal to the NSF.

*The AEA Summer Training Program National Advisory Committee:*

- Warren C. Wheatley, Professor of Economics and Center for African American Studies, University of Michigan, Ann Arbor
- Rhonda Sharpe, Associate Professor of Business and Economics, Bennett College; Associate Director the Diversity Initiative for Tenure in Economics, Duke University
- David Molina, Associate Professor of Economics, University of North Texas; President American Society of Hispanic Economists
- Fernando Lozano, Professor of Economics, University of Texas-Pan American; former chair AEA Committee on the Status of Minority Groups in the Economics Profession
- Marie T. Mora, Professor of Economics, University of Texas-Pan American; former chair AEA Committee on the Status of Minority Groups in the Economics Profession
- Rucker Johnson, Associate Professor, Goldman School of Public Policy, University of California Berkeley
- Valerie Wilson, Vice President of Research, Urban League Policy Institute, Washington D.C.

## ***Mentoring Program***

The AEA's Mentoring Program partners minority group (Black, Hispanic and Native American) doctoral students with academic mentors in their field and facilitates networking between minority economists (both academic faculty and professional) and students at all stages of the pipeline. Participants opt to join the program and mentors are both self-selected and requested to volunteer.

During 2013, the program involved 47 graduate students from 27 different academic institutions. Over the course of the year, five of these students completed their studies (3 doctoral students and two master's students) such that the program enters 2014 with 42 participants. Twenty-four of the students have an assigned mentor, others have recently joined the program and are awaiting a mentor, and a number of the participants opt to receive information through the program, but not be assigned a mentor. Those without a mentor are still able to benefit from assistance with conference travel and from networking opportunities. However, the program does face the problem of a shortage of mentors in some areas of study, for example macroeconomic theory.

The program continues to seek to provide graduate students with the opportunity to present their work during the Summer Conference, the largest annual event for the program. The program also continues to enable all students who wish to present at the conference to do so, providing valuable professional presentation experience and research feedback. The 2013 conference took place in Albuquerque, New Mexico between July 26<sup>th</sup> and 28<sup>th</sup>. The date of the conference is arranged each year to coincide with end of the AEASP, enabling AEASP participants to attend as well. Participant and faculty presentations at the 2013 conference were:

- "War on Poverty Services and Crime: Evidence from the Legal Service Program," Jamein Cunningham, University of Michigan
- "Relative Ability and Human Capital Investment Decisions," Chasya Hoagland, University of Washington
- "Human Capital Heterogeneity and the Urban Wage Premium," Michaela Patton, University of Alabama
- "A Dynamic Nelson-Siegel Model with Markov Switching," Jared Levant, University of Alabama
- "Estimating the Causal Effect of Airports on Changes in Regional Productivity," Marquise McGraw, University of California-Berkeley
- "Future Options Prices as Forecasts of Monetary Policy," Karl Boulware, University of Alabama
- "The Size of the Central Bank's Balance Sheet: Implications for Capital Formation," Juan Medina, University of Alabama
- "Housing and Monetary Policy," Ejindu Ume, University of Alabama
- "Public Investment and Private Sector Activity," Miesha Williams, University of Alabama
- "Beliefs, Business and Bankruptcy: The Financial Demise of NBA Stars," Ruby Henry, Rutgers University
- "Research and Resources at the Federal Reserve Bank of Chicago," Loretta Ardaugh, Assistant Vice President, Federal Reserve Bank of Chicago

- “Organizational Interests and Opportunities for Research at the Bureau of Justice Statistics,” William Sabol, Bureau of Justice Statistics
- “A Stratification Economist’s Approach to Understanding the Racial Wealth Gap,” Darrick Hamilton, New School for Social Research

In 2013, the program initiated a new cooperative relationship with the Federal Reserve Bank of Chicago, where one of the program participants undertook a summer internship in the financial markets group. This internship opportunity is set to continue in future years.

The program has continued to develop its relationship with the Bureau of Justice Statistics with a view to developing internships and research opportunities beginning in summer 2014.

The Mentoring Program provides financial assistance to participants for conference travel and research costs. In 2013 hotel, travel and food assistance were provided for two graduate students who attended the AEA/ASSA annual conference. Two graduate students also received financial assistance with purchasing or accessing data for their research.

### ***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. In 2013, the program received 46 applications, of which 41 were female and nine were from minority groups. The program successfully placed 11 fellows, a slight decrease from the 13 placements completed in 2012. Of these 11 placements, nine were for female fellows, and one female minority applicant was successfully placed this year; further, ten were awarded to graduate students and one was awarded to a postdoctoral researcher. Placements were provided at the Federal Reserve Banks of Atlanta, Chicago, Cleveland, Dallas, Kansas City, New York and Richmond. Feedback from the participants was very positive across the different placements.

That said, the program faces challenges in finding suitable placements for applicants. This year the program was affected by cuts in the federal government’s budget; the number of sponsors hiring fellows dropped from ten to seven and all placements were in Federal Reserve Banks. Out of 20 sponsoring institutions, only 35% successfully found a fellow this year.

Going forward, the Summer Fellows Committee has decided to develop the program by allowing fellows to apply for a repeat fellowship in subsequent years, to expand advertising for the program and to try to find regional sponsors. New potential sponsors have been identified and the possibility of their incorporation into the program is being explored.

Further information on the Summer Fellows Program can be found at: <http://www.aeaweb.org/committees/CSMGEP/pipeline/summerfellows/>.

### **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 the further 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 2013. For example, the Committee hosted an open Professional Development Panel titled "Teaching Insights, Giving Effective Presentations and Tips for Improving Publishing Odds."

CSMGEP also sponsored two paper sessions at the conference. The first was titled "Economic Analysis of Environmental Policy" with the following papers:

- "Measuring the General Equilibrium Benefits of Air Quality Regulation in Small Urban Areas," Constant Tra and Helen Neill, both University of Nevada-Las Vegas
- "Climate Change and U.S. Electric Power," Ian Sue Wing and Karina Veliz Roja, both Boston University
- "Does the Effect of Pollution on Infant Mortality Differ between Developing and Developed Countries? Evidence from Mexico City," Paulina Oliva, University of California-Santa Barbara, Eva Arceo Cide and Rema Hanna, Harvard University
- "The Value of Water in the U.S. Economy: Problems of Basic Inference," Nicholas E. Flores, University of Colorado-Boulder

Don Fullerton (University of Illinois) chaired the session and discussants included V. Kerry Smith (Arizona State University), Catherine Wolfram (University of California-Berkeley), Janet Currie (Princeton University) and Michael Hanemann (Arizona State University).

The Committee also hosted a session specifically for graduate students at the meeting, chaired by Fernando A. Lozano, Pamona College. The papers presented at this year's session were:

- "The Treatment Effects of Pensions on the Labor Supply of Older Workers," Enrique Lopez Lira, Howard University
- "Transferability of Skills, Income Growth and Labor Market Outcomes of Recent Immigrants in the United States," Karla J. Diaz Hadzisadikovic, Columbia University
- "How Do Money Market Conditions Affect Shadow Banking Activity? Evidence from Security Repurchase Agreements," Karl David Boulware, University of Alabama
- "Do Geographic Deregulations of Banking Affect Product Markets? Evidence from Manufacturers," Joel Melandex, University of Houston
- "Estimating the Incidence of Government Spending," Juan Carlos Suarez Serrato, University of California Berkeley
- "Is There a Stepping Stone Effect in Drug Use? Separating State Dependence from Unobserved Heterogeneity within and across Illicit Drugs," Monica Deza, University of California Berkeley

In addition, the committee co-hosted a reception during the conference, was part of a breakfast and discussion session on the "National Science Foundation, the Committee on the Status of Women in the Economics Profession, CSMGEP and Economic Education," and co-sponsored an address by the President of the National Economic Association, followed by a reception.

Finally, the CSMGEP sponsored two paper sessions and one professional development session at the Western Economics Association International Meeting in 2013. The first paper session, titled “Ethnicity, Employment and Entrepreneurship” included the following papers:

- “Public Procurement and Minority Entrepreneurship,” Alberto Dávila and Marie T. Mora, both the University of Texas-Pan American
- “The role of Ethnic Identity and the Entrepreneurial Ventures of Female Migrants,” Amelie Constant, IZA and George Washington University
- “Incentives to Identify: Ethnic Identification and Affirmative Action,” Francisca Antman, University of Colorado at Boulder and Brian Duncan, University of Colorado Denver
- “The End of U.S. Agricultural Labor Migration,” Anita Alves Pena, Colorado State University and Maoyang Fan, Ball State University

Darren Lubotsky (University of Illinois) chaired the session and discussants were Amelie Constant (George Washington University), Alberto Dávila (University of Texas-Pan American), Man Jia (Iowa Department of Revenue) and Don Mar (San Francisco State University).

The second session sponsored by CSMGEP was titled “Race and Gender in the U.S. Economy” and featured the following papers:

- “Pay Secrecy and the Gender Wage Gap,” Marlene Kim, University of Massachusetts Boston
- “The Effect of Student Diversity on Elementary School Achievement Test Scores,” Don Mar, San Francisco State University
- “Can Mortality Inequality Explain Educational Attainment Inequality between White and Black Youth?” Man Jia, Iowa Department of Revenue

Marie T. Mora (University of Texas-Pan American) chaired the session and discussants included Linus Yamane (Pitzer College), Alberto Dávila (University of Texas-Pan American), and Anita Alves Pena (Colorado State University).

CSMGEP also sponsored a Professional Development Session at the WEAI meeting in 2013. The session was titled “Getting Published: Advice from Editors” and was chaired by Francisca Antman (University of Colorado Boulder). The panelists in the session were:

- Wesley W. Wilson, Department of Economics, University of Oregon
- Darren Lubotsky, Departments of Economics and Institute of Government and Public Affairs, University of Illinois at Urbana-Champaign
- Craig A. Depken, Department of Economics, University of North Carolina-Charlotte
- Amelie Constant, Program Director Migration, IZA-Bonn and Visiting Professor, Elliott School of International Studies, George Washington University

### ***Other Activities***

Last year the committee began sponsoring 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](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), and was featured as a successful diversity initiative by the Chronicle of Further Education. The initiative was also presented at the Ninth Annual Economics Teaching Conference in Austin, Texas in October 2013 and will also form the focus of a panel discussion at the Allied Social Science Association/American Economic Association Annual Meeting in January 2014.

CSMGEP continues to publish its annual news, *The Minority Report*, in collaboration with the National Economic Association (NEA) and the American Society of Hispanic Economists (ASHE). The report, now in its sixth 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: <http://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. This year's profiles have included: Margaret Simms (Institute Fellow and Director of Low Income Working Families Project at the Urban Institute, Washington D.C.); William Spriggs (Chief Economist at AFL/CIO and Professor and former Chair of the Department of Economics, Howard University); and Cecilia Conrad (Vice President, MacArthur Foundation Fellows Program and formerly Professor of Economics at Pomona University). 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 Pipeline Program by inviting advanced graduate students to attend the summer meetings to meet fellow economists and participate in the active research exchange. Three students attended in 2013, one of which had also attended the previous year's Summer Institute, and wrote of the opportunity:

“I thank you so much for inviting me back this summer. Although I hope to matriculate out of my program this summer, I hope to return to the Summer Institute as a presenter one day. Your generosity is very much appreciated.”

We also thank Dawn Wright and Charles Scott for their assistance in providing additional information and data compiled in this report.

The committee is fortunate to have added Gustavo Suarez as a new member this year. Gustavo has been an invaluable addition to the committee for which the co-chairs are very grateful. Further, the committee thanks Marie Mora from the University of Texas-Pan American for her service to the committee, unwavering commitment to our efforts and her willingness to take up

the directorship of the Mentoring Program. Finally, we thank Don Fullerton from the University of Illinois at Urbana-Champaign, who will be sorely missed as he now steps down from the committee, and to whom we are extremely grateful for his years of committed service to CSMGEP.

## **Appendices**

**Appendix Table 1: Degrees in Economics Awarded to all Racial/Ethnic Groups in the Academic Year 2012**

<b>Award Level</b>	<b>Grand Total</b>	<b>Permanent Resident Total</b>	<b>Asian</b>	<b>American Indian or Native Alaskan</b>	<b>Black/African American</b>	<b>Hispanic/Latino</b>	<b>Native Hawaiian or Pacific Islander</b>	<b>White</b>	<b>Two or More Ethnic Groups</b>	<b>Ethnicity Unknown</b>	<b>Non-Permanent Residents</b>
<b>BA</b>	32,291	27,893	4,678	<b>96</b>	<b>1,399</b>	<b>2,188</b>	56	17,070	471	1,935	4,398
<b>MA</b>	3,910	2,184	255	<b>4</b>	<b>109</b>	<b>144</b>	1	1,321	48	302	1,726
<b>PhD</b>	1,127	473	59	<b>0</b>	<b>14</b>	<b>15</b>	0	321	4	60	654
<b>All</b>	37,328	30,550	4,992	<b>100</b>	<b>1,522</b>	<b>2,347</b>	57	18,712	523	2,297	6,778

**Appendix Table 2: Bachelor’s Degrees in Economics and All Subjects Awarded to Minority Students 1995-2012**

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	16,077	1045	6.5	816	5.1	63	0.4	1,924	12.0	159,379	13.9
1996	14,966	901	6.0	813	5.4	54	0.4	1,768	11.8	167,479	14.7
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	19,346	1,070	5.5	1,073	5.6	63	0.3	2,206	11.4	212,042	16.6
2002	22,213	1,231	5.5	1,128	5.1	63	0.3	2,422	10.9	222,577	16.9
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	12.0	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	5.8	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	1,295	5.0	1,613	6.2	109	0.4	3,017	11.6	276,438	17.1
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	28,766	1,438	5.0	1,986	6.9	121	0.4	3,545	12.3	344,581	19.5
2012	27,893	1,399	5.0	2,188	7.8	96	0.3	3,683	13.2	373,590	20.3

**Appendix Table 3: Master's Degrees in Economics and All Subjects Awarded to Minority Students 1995-2012**

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	1,280	78	6.1	38	3.0	4	0.3	120	9.4	38,595	10.9
1996	1,352	77	5.7	49	3.6	3	0.2	129	9.5	41,703	11.6
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	4.3	3	0.3	124	10.5	48,238	12.6
1999	1,058	67	6.3	55	5.2	2	0.3	124	11.7	51,507	13.1
2000	992	59	6.0	58	5.9	2	0.2	119	12.0	56,717	14.0
2001	947	49	5.2	41	4.3	5	0.5	95	10.0	60,360	14.7
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	16.8
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	93,564	16.6
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	122,739	18.7
2012	2,184	109	5.0	144	6.6	4	0.2	257	11.8	130,838	19.3

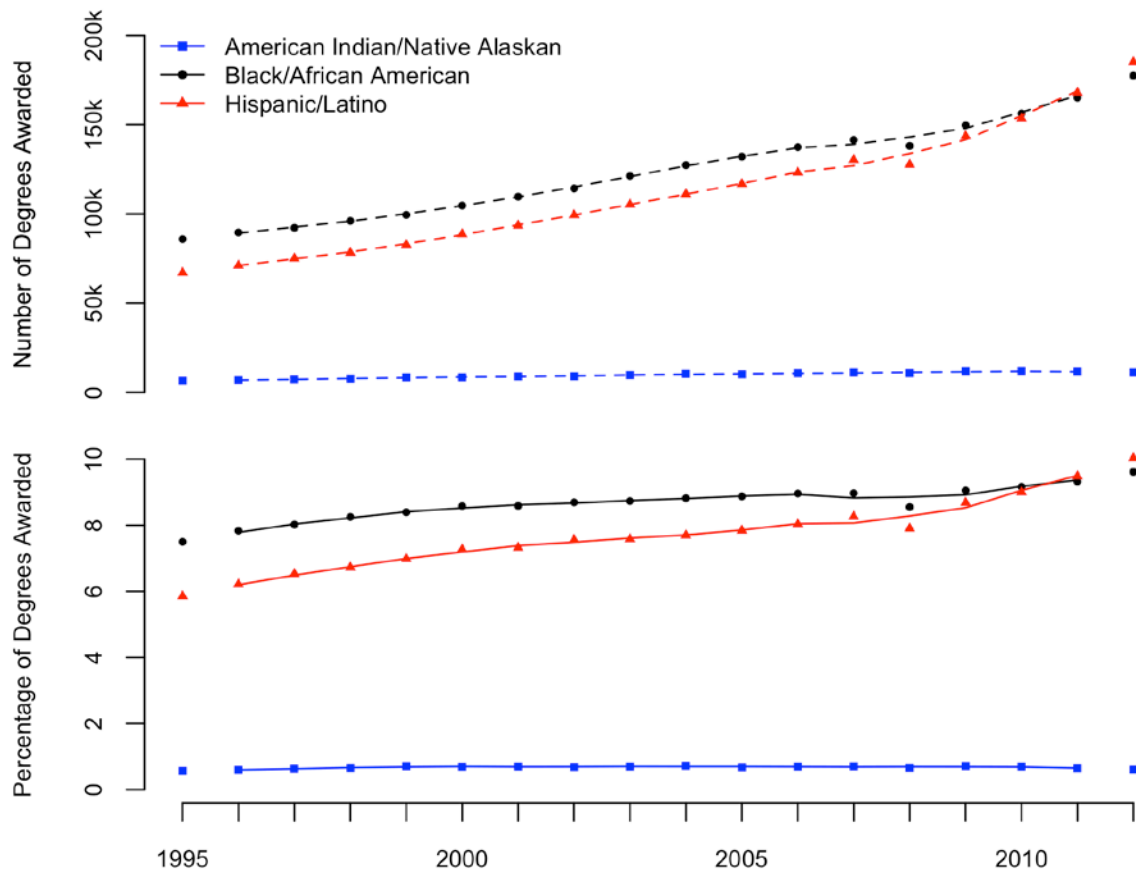
**Appendix Table 4: Doctorate Degrees in Economics and All Subjects Awarded to Minority Students 1995-2012**

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	474	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	364	6	1.7	15	4.1	0	0.0	21	5.8	3,875	11.3
2002	365	16	4.4	10	2.8	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	304	11	3.6	12	4.0	1	0.3	24	7.9	4,858	13.3
2009	221	4	1.8	8	3.6	0	0.0	12	5.4	3,876	13.7
2010	405	10	2.5	21	5.2	1	0.3	32	7.9	5,897	14.1
2011	411	17	4.2	14	3.4	0	0.0	31	7.5	6,467	14.8
2012	473	14	3.0	15	3.2	0	0.0	29	6.1	7,025	15.4

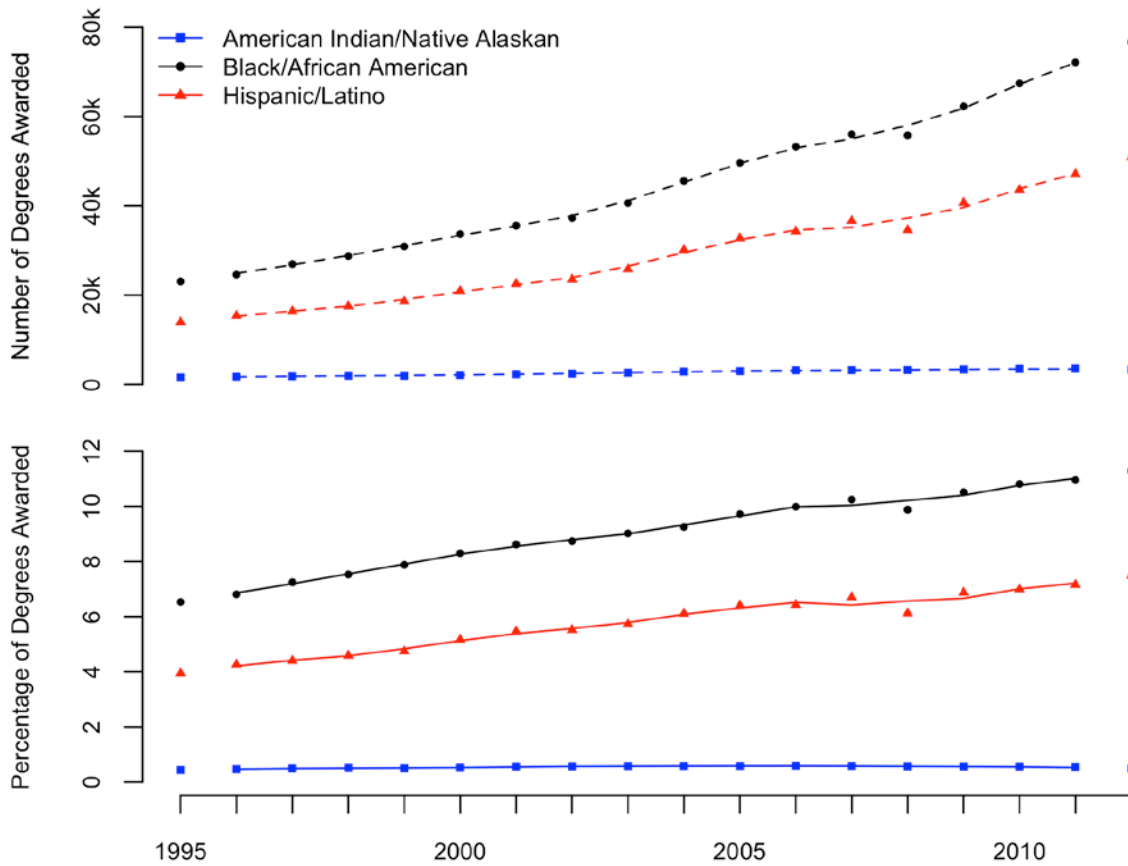
**Appendix Table 5: Comparison of Economics Degrees Awarded in 1995 and 2012 to Students from other Racial/Ethnic Groups**

Award Level	Year	Grand Total	Permanent Resident Total	Asian		Native Hawaiian or Pacific Islander		Two or More Ethnic Groups		Ethnicity Unknown		Non-Permanent Residents	
				Total	%	Total	%	Total	%	Total	%	Total	%
<b>BA</b>	1995	17,735	16,077	1,977	12.3	0	0	0	0	433	2.7	1,658	9.3
	2012	32,291	27,893	4,678	16.8	56	0.2	471	1.7	1,935	6.9	4,398	13.6
<b>MA</b>	1995	2,403	1,280	119	9.3	0	0	0	0	104	8.1	1,123	46.7
	2012	3,910	2,184	255	11.7	1	0	48	2.2	302	13.9	1,726	44.1
<b>PhD</b>	1995	910	474	63	13.3	0	0	0	0	24	5.1	436	48.0
	2012	1,127	473	59	12.5	0	0	4	0.8	60	12.7	654	58.0
<b>All</b>	1995	21,048	17,831	2,159	12.1	0	0	0	0	561	3.1	3,217	15.3
	2012	37,328	30,550	4,992	16.3	57	0.2	523	1.7	2,297	7.5	6,778	18.2

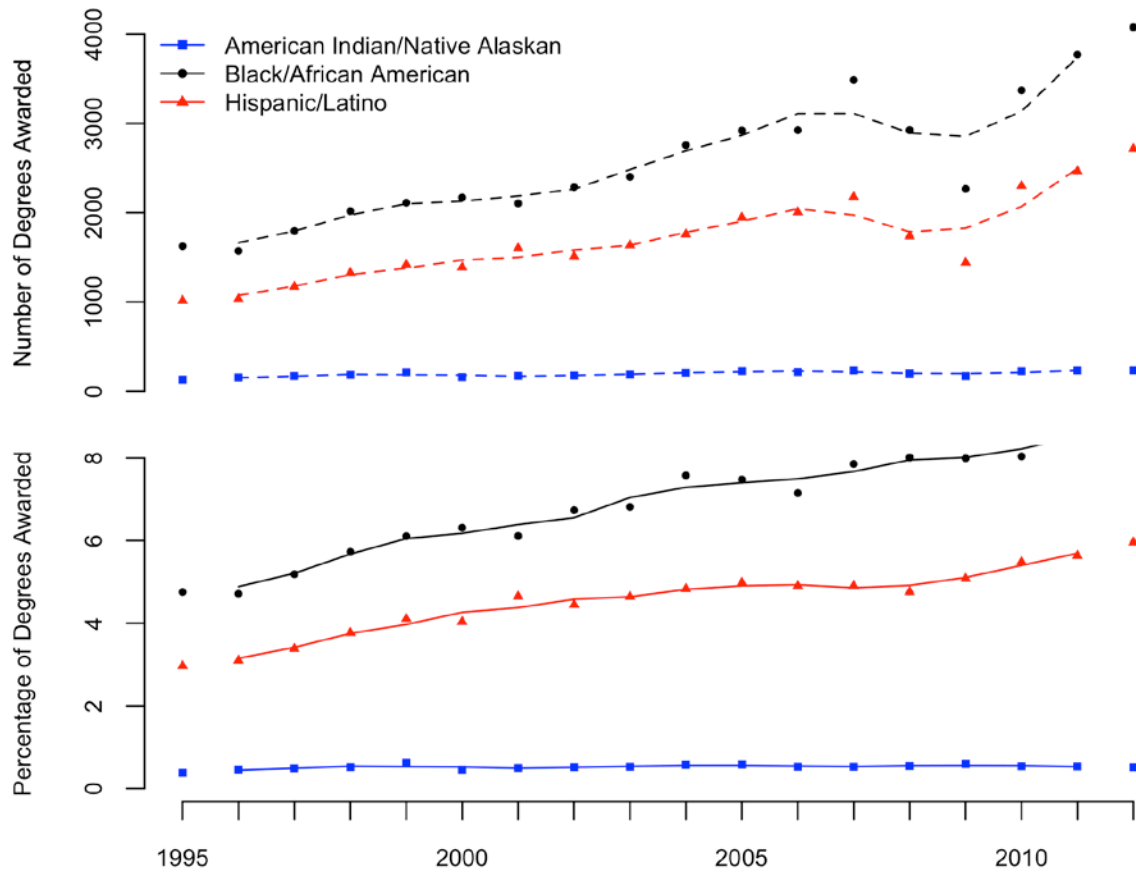




**Appendix Figure 1: Bachelor of Arts Degrees Awarded to Minority Students across all Subjects in 2011-12.** These graphs show the actual data plotted as points for both the number of degrees awarded (top) and percentage representation within the degree cohort (bottom). The lines represent a smoothed, three year rolling mean of these data for each group.



**Appendix Figure 2: Master of Arts Degrees Awarded to Minority Students across all Subjects in 2011-12.** These graphs show the actual data plotted as points for both the number of degrees awarded (top) and percentage representation within the degree cohort (bottom). The lines represent a smoothed, three year rolling mean of these data for each group.



**Appendix Figure 3: Doctor of Philosophy Degrees Awarded to Minority Students across all Subjects in 2011-12.** These graphs show the actual data plotted as points for both the number of degrees awarded (top) and percentage representation within the degree cohort (bottom). The lines represent a smoothed, three year rolling mean of these data for each group.