

**REPORT OF THE COMMITTEE ON THE STATUS OF MINORITY GROUPS IN
THE ECONOMICS PROFESSION (CSMGEP)
DECEMBER 2017**

The Committee on the Status of Minority Groups in the Economics Profession (CSMGEP) was created by the American Economic Association 50 years ago¹ 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 are a growing proportion of the population and contribute significantly to the economic outcomes of the country. To address this issue, the committee monitors the racial and ethnic diversity of the economics profession and oversees a Pipeline Program to promote the advancement of racial/ethnic minority groups in economics.

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 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 2016

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 2015-2016, 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 2016 these constituted 4.8% of economics degrees³ conferred (4.6%, 7.8% and 10.6% of economics bachelor's, master's and doctorate degrees respectively).

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 (54.1%) and doctorate (58.6%) levels.

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.”

Table 1 shows the degrees in economics awarded across minority groups⁴ in the most recent academic year (see Appendix Table 1-2 for degrees awarded to all racial/ethnic groups). In 2016, a total of 33,352 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 (93.1%) and the biggest racial/ethnic group among all recipients was white (61.2%). For American Indian/Native Alaskan students, representation in economics was roughly similar at the bachelor's level (0.3%) and master's level (0.3%) and lowest at the doctorate level (0.0%). For Black/African American students, representation in economics was lowest at the doctorate level (3.1%), highest at the master's (6.3%), and in between at the bachelor's level (5.0%). For Hispanic students, representation in economics was highest at the bachelor's level (10.3%), lowest at the doctorate level (6.9%), and in between at the master's level (9.1%). 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 98 economics degrees in 2015-2016, a 10% 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 2016. 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 (17.6% overall compared to 15.6% in economics). The greatest difference in minority representation was at the bachelor's level – 18.1% in STEM fields compared to 15.6% in economics. This gap in minority representation was also present, to a lesser degree, at the doctorate level, with 11.2% in STEM fields compared to 10.0% in economics and at the master's level, with 15.6% in economics compared to 16.5% in STEM fields. Among the different minority groups, representation in both STEM subjects and in economics was highest for Hispanic students and lowest for American Indian students.

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 2015-2016

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	38,346	31,061	93	0.3	1,566	5.0	3,202	10.3	4,861	15.6
MA	3,948	1,812	5	0.3	114	6.3	164	9.1	283	15.6
PhD	1,158	479	0	0.0	15	3.1	33	6.9	48	10.0
All	43,452	33,352	98	0.3	1,695	5.1	3,399	10.2	5,192	15.6

Table 2: Degrees Awarded to Minority Students in Science, Technology, Engineering and Math (STEM) Subjects in 2016

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	439,812	411,902	1,638	0.4	26,625	6.5	46,480	11.3	74,743	18.1
MA	155,431	83,265	303	0.4	6,402	7.7	7,060	8.5	13,765	16.5
PhD	31,344	18,014	56	0.3	801	4.4	1,167	6.5	2,024	11.2
All	626,587	513,181	1,997	0.4	33,828	6.6	54,707	10.7	90,532	17.6

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 2016 (to women and men) and 17.2% of all economics degrees conferred to women. Minority representation amongst women was highest at the bachelor's level (17.2%) and master's level (17.2%) and lowest at the PhD level (11.1%). Thirty-three percent of minorities in economics were women. This is slightly higher than the overall rate, women were approximately 30% of all economics students, but still well below equal representation. African-American women representation was highest at the master's level (7.7%), Hispanic or Latina representation was highest at the bachelor's level (11.2%) and Native American women representation was highest at the master's level (0.5%).

Table 4 reports representation of female minorities in STEM subjects divided by award level. Minority women were the recipient of 7.8% of all STEM subject degrees and 19.6% of STEM subject degrees conferred to women. Representation in STEM subjects was higher than representation in economics across all degree levels (19.6% overall compared to 17.2%). The greatest difference in minority representation was at the bachelor's level – 20.1% in STEM fields compared to 17.2% in economics.

Minority women were better represented in STEM fields than economics; however, minority women were underrepresented in both subject areas. These trends persist despite an increase in degree attainment for both women and minorities in college attendance. Minorities overall were 23.0% of the student population in the 2016 IPEDS dataset but minority women made up 14.6%, 63.5% of the minority student population. While these figures highlight an increasingly troubling trend of lower educational attainment amongst men of color, the over-representation of women in higher education makes the limited number of minority women in STEM and economics fields even more concerning.

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 impacting 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. Finally, Wu (2017) documents negative sentiments towards women in online economics message boards, suggesting a hostile work environment for female economists and students may be an additional factor in the under-representation of minority women. While some prominent research has begun to evaluate how 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 2015-2016 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	12,522	9,184	31	0.3	523	5.7	1,030	11.2	1,584	17.2
MA	1,617	633	3	0.5	49	7.7	57	9.0	109	17.2
PhD	393	135	0	0.0	5	3.7	10	7.4	15	11.1
All	14,532	9,952	34	0.3	577	5.8	1,097	11.0	1,708	17.2

Table 4: Degrees Awarded to Minority Women in Science, Technology, Engineering and Math (STEM) Subjects in 2016

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	173,194	163,575	675	0.4	12,821	7.8	19,382	11.8	32,878	20.1
MA	56,320	32,565	123	0.4	3,004	9.2	2,809	8.6	5,936	18.2
PhD	11,162	7,040	23	0.3	424	6	515	7.3	962	13.7
All	240,676	203,180	821	0.4	16,249	8	22,706	11.2	39,776	19.6

Degrees Conferred 1995-2016

Minority representation in the general population, undergraduate and graduate programs, STEM fields and economics has increased between 1995 and 2016. Both the total number of economics degrees and the percentage of economics degrees awarded to minority students have increased since 1995, with 2016 marking the seventh 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.

From 1995 to 2016 minority representation in all subjects increased from 13.1% to 23.0% and minority representation in STEM fields increased from 11.2 % to 17.6%. On the other hand, minority representation in economics only increased from 11.6% to 15.6% over the same period.

Figures 1, 2, and 3 compare the overall representation⁵ 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 1995-2016.

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 98. 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.

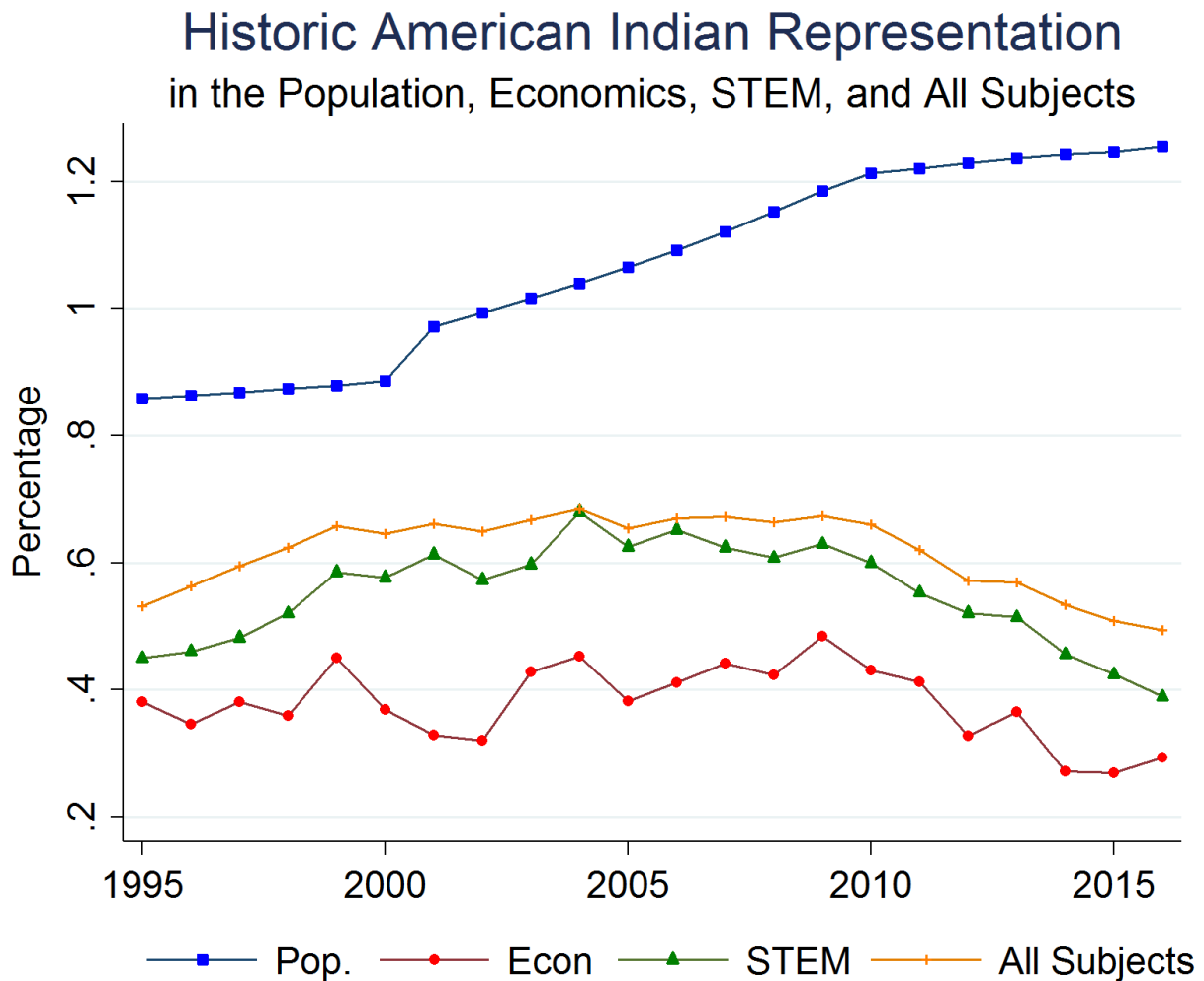


Figure 1: Changes in Representation of American Indians/Native Americans. This figure shows the percentage of the American Indian population within the total population along with the percentage of economics degrees, STEM degrees, and degrees in all subjects awarded to American Indian students from 1995 to 2016.

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 10.4% (a 44% 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 5.1% (a 20.3% decrease). In recent years, Black representation in STEM fields has mirrored the slow decline in economics, going from 7.1% at its peak in 2004 to 6.6% in 2016, 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.

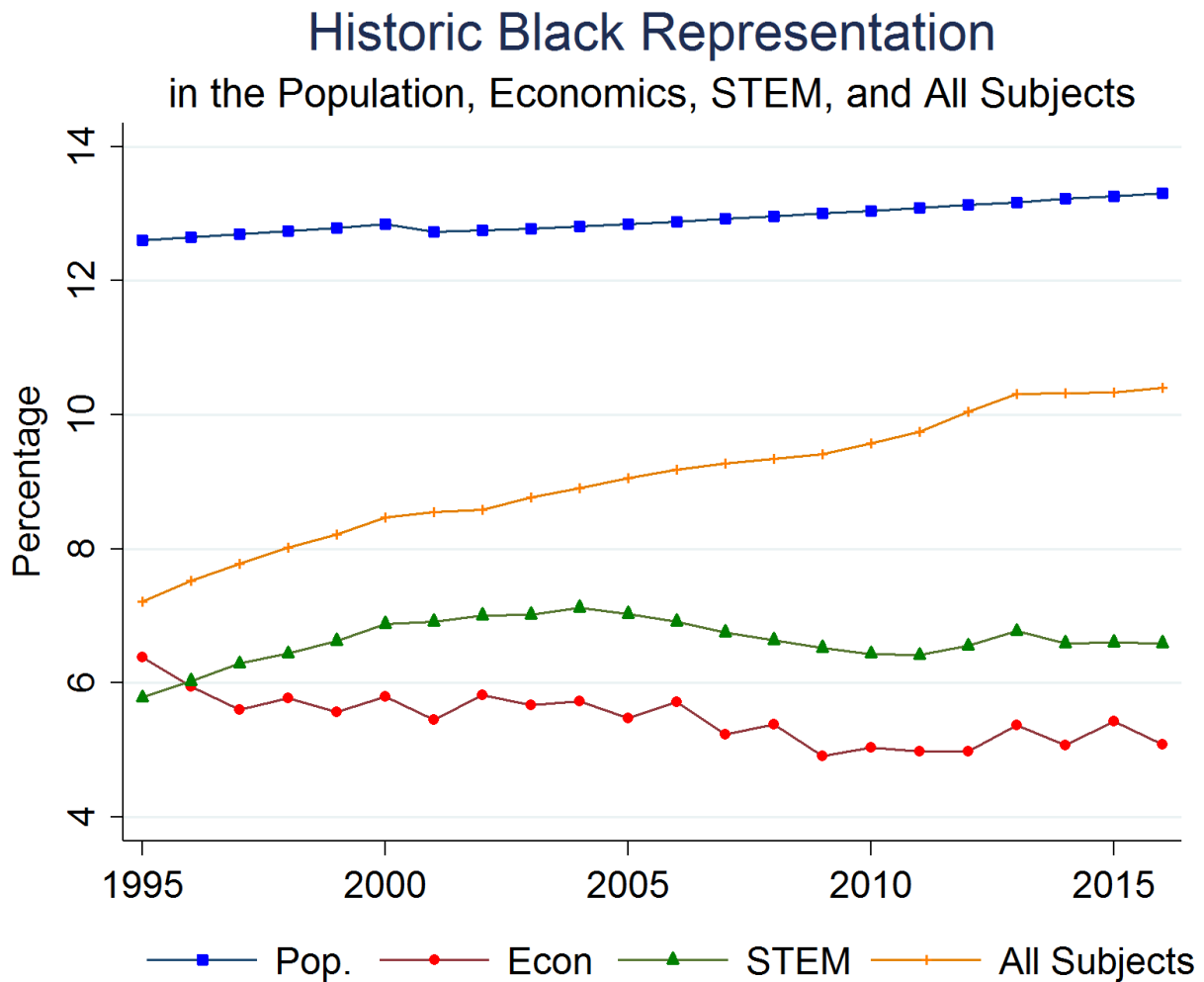


Figure 2: Changes in Representation of Blacks/African Americans. This figure shows the percentage of the Black/African American population within the total population along with the percentage of economics degrees, STEM degrees, and degrees in all subjects awarded to Black/African American students from 1995 to 2016.

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 72.8% (10.3% to 17.8%), Hispanic representation in all other subjects more than doubled (5.4% to 12.1%), and Hispanic representation in STEM fields increased from 5.0% to 10.7%. Hispanic representation in economics increased from 4.9% to 10.2% (a 112.5% increase) between 1995 and 2016, 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.

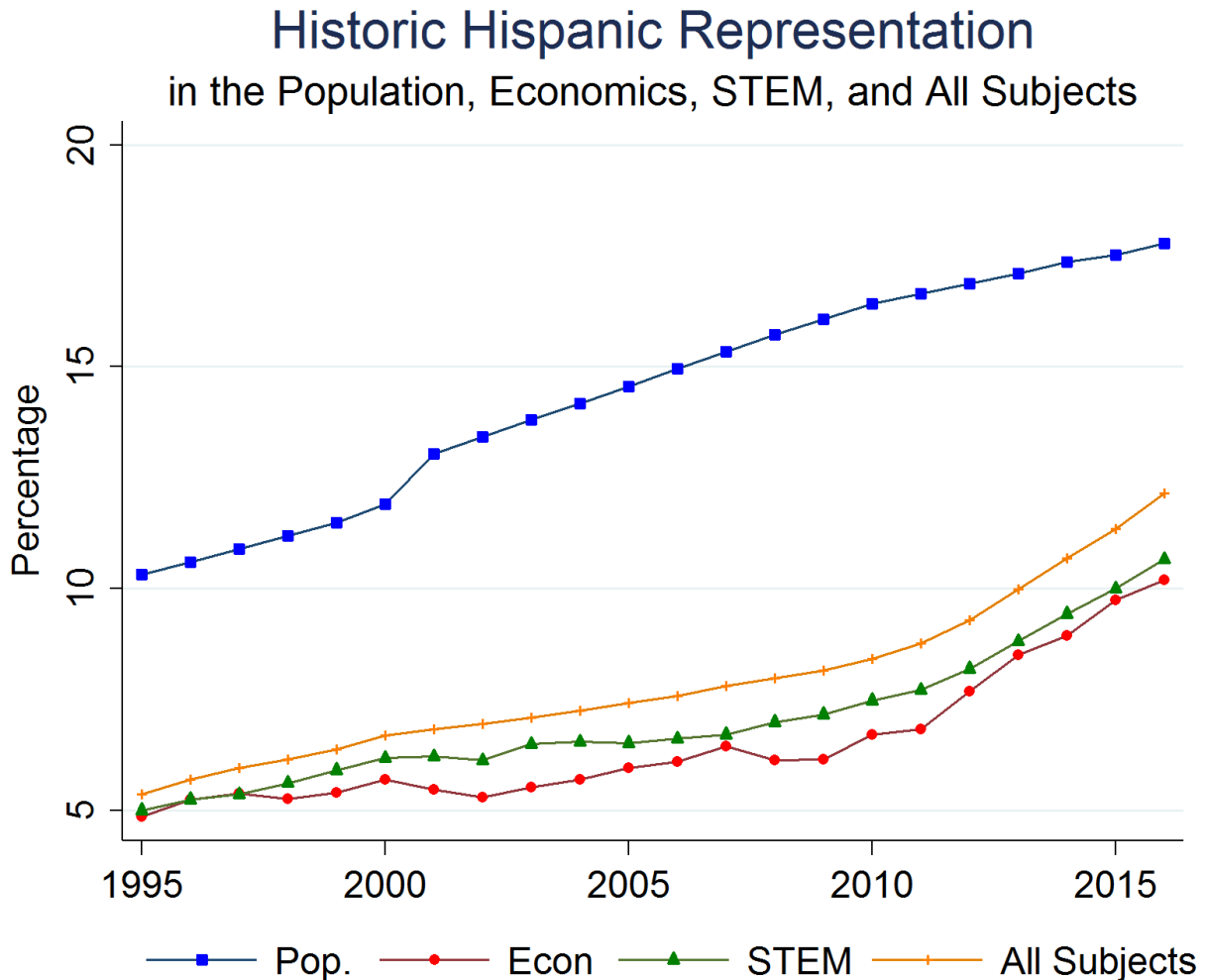


Figure 3: Changes in Representation of Hispanics. This figure shows the percentage of the Hispanic population within the total population along with the percentage of economics degrees, STEM degrees, and degrees in all subjects awarded to Hispanic students from 1995 to 2016.

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 remains low and stagnate.

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 41 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 1-4 with the data on racial/ethnic representation among economics faculty in Table 5 as these data have been collected by different organizations.

⁷ These data are based on the 304 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 2015-2016 academic year are included, but visiting appointments are not. A person who is full-time at the institution but only part-time in the economics department is considered full time. Non-response to ethnic identity of staff is shown as zero in these data, and cannot be distinguished from actual zeros in representation. Therefore, racial and ethnic representation may be understated.

Table 5: Representation of Black and Hispanic Minority Groups in Economic Faculty in the Academic Year 2015-16 (Percentage)

Institution's Highest Degree	Tenured and Tenure-Track Faculty					Non-Tenure Track Faculty		Total	
	Full Time				Part Time	Full Time	Part Time	Full Time	Part Time
	Full Prof.	Associate Prof.	Assistant Prof.	Other					
Black Faculty									
BA	1.9	4.1	3.3	4.3	2.4	4.2	4.7	3.1	4.1
MA	2.2	2.5	0.9	0.0	11.1	6.5	4.8	2.6	6.3
PhD	1.6	3.3	1.6	0.0	1.4	3.2	2.4	2.1	2.3
Total	1.8	3.5	2.1	1.2	3.4	3.9	3.4	2.5	3.4
Hispanic Faculty									
BA	1.6	2.4	4.2	2.1	2.4	0.0	1.9	2.3	2.0
MA	0.0	0.0	5.4	0.0	7.4	0.0	0.0	1.2	1.8
PhD	3.6	8.3	7.7	7.1	0.0	7.1	2.7	6.0	2.3
Total	2.7	5.2	6.3	4.2	2.2	4.3	2.1	4.3	2.1
Minority Faculty									
BA	3.8	6.5	9.2	6.4	4.9	5.4	8.5	6.1	7.5
MA	2.2	2.5	6.3	0.0	18.5	6.5	4.8	3.7	8.1
PhD	5.8	12.9	9.9	7.1	1.4	12.4	5.1	8.9	4.5
Total	4.9	9.3	9.3	5.4	5.6	9.8	6.1	7.5	5.5

In the 2015-16 academic year, there were approximately 156 Black and 239 Hispanic faculty members in economics in the United States from schools that participated in the survey. The number of minority faculty increased by approximately 10 percent from the 2015-16 school year (360 to 395). These gains were mostly concentrated in Hispanic representation (208 to 239) as Black representation remained relatively constant (152 to 156) over the same time period. This increase in representation occurs at both the full and part time level. Minority representation in full-time faculty positions increased from 6.8 to 7.5 percent, while part-time representation increased from 5.0 to 5.5 percent in the past year. Hispanic representation among full-time faculty positions increased from 3.8 to 4.3 percent and part-time slightly increased to 2.1 from 1.9. 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 faculty in economics (across all academic positions) totals about 6.6%. Black faculty members had their highest representation in full-time non-tenure track positions (3.9%) while Hispanic faculty members had their highest representation in full-time Assistant Professor Positions (6.3%). A large majority of all Black and Hispanic faculty were employed on a full-time basis (81.4% and 92.5% respectively).

Across all tenure-track positions, minority representation was highest at the Assistant Professor level and Associate Professor Level (9.3%), and lowest among full professors (4.9%); just 1.8% of faculty at this level were Black and 2.7% 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 non-tenure 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 second time by the Economics Department at Michigan State University (MSU). A joint effort between the Department of Economics at MSU and Western Michigan University (WMU), 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 2017, the AEA Summer Training Program cohort consisted of 36 students, selected from a pool of 140 applications (more than twice as many applications as received last year). Twenty of the participants were women, a slight increase from 18 female participants last year, and the participants included 15 African American, three American Indian, four Asian, 13 Hispanic/Latino, and one White students. All students had their transportation, tuition, room and board, health insurance, and books covered and were also offered a stipend; fellow were also invited to excursions free of charge. At the time of application three were sophomores, sixteen juniors, nine seniors, and eight students had graduated in 2016.

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 36 students, 15 were placed in the Advanced Level, 17 were placed in the Foundations level and four students split levels. Almost all students had taken Calculus 1, Intermediate Microeconomics and Statistics. More than half had taken Calculus II, Intermediate 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:

- “Effect of Languages Spoken at Home on Poverty” by Chandon Adger and Uyanga Byambaa
- “Black and Blue Matters: The Impact of Police Brutality Coverage on Police Behavior” by Maria Isabella Agnes and Chika Okafor
- “Poverty Rates and Drug-Related Mortality” by Matthew Dodier and Mary Quiroga;
- “Lucas Paradox: The Effect of Institutional Quality on FDI Inflows to West African Countries” by Bezankeng Njinju and Alexander Provan

- “The Impact of Police Diversity” by Elliot Charette and Yamillet Payano
- “Income Mobility of Immigrants in the United States Labor Market” by Tram Dihn and Brandy Edmonson
- “Race to the Top: An Empirical Analysis” by Cecilia Moreira and Jocelyne Oliveros;
- “The Impact of Immigration from Labor Exporting Nations on Innovation in OECD Nations” by Quinton Babcock and Diana Vega Vega
- “What Determines Female Participation in Politics?” by Marianna Rodriguez and Fanta Traore

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 time advising students about their future graduate student and career experiences. Here is the list of the Summer Training Program 2017 speakers:

- Roger Ferguson, TIAA-CREF, Former Vice Chairman of the Board of Governors of the Federal Reserve System
- Stephen Raphael, University of California, Berkeley
- Susan Pozo, Western Michigan University Susan Collins
- Nadia Wallace, Federal Reserve Board of Governors
- Renee Bowen, Graduate School of Business, Stanford University
- Isaiah Andrews, Massachusetts Institute of Technology

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

Mentoring Program

The AEA Mentoring Program partners minority group doctoral students with academic mentors in their field and facilitates networking between students at all stages of the pipeline and minority economists (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 opt to join the program and mentors are both self-selected and requested to volunteer.

Marie T. Mora, Professor of Economics at the University of Texas-Pan American, continues to serve as director of the program. Supported by the NSF, 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 was 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 hovers around 60. This is a stabilization after a large growth in the program, with the program doubling in size since 2014. This increase in the number of students resulted from diligent recruitment efforts, which included contacting 140 economics departments and providing them with information about the Mentoring Program. This year, at least six 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 2017 SMPC, and 29 universities were represented. Doctoral students gave the majority of the research presentations, which provided valuable professional presentation experience and research feedback.

In 2017, new professional development panels were designed for the SMPC; they included:

- *Launching Your First Research Project* — Benjamin Rosa, University of Pennsylvania; Alberto Ortega, University of Florida; and Noimot Bakare, Howard University;
- *Jobs Outside of Academia* — Thomas Klier, Federal Reserve Bank of Chicago; and Marquise McGraw, Consumer Financial Protection Bureau;
- *Heterodox Graduate Programs in Economics* — Lisa Saunders, University of Massachusetts, Amherst; Darrick Hamilton, The New School; and Anita Alves Pena, Colorado State University;
- *Special presentation on “Stratification & Academic Career Trajectories in Economics and Sociology”* — Roberta Spalter-Roth, American Sociological Association & George Mason University; and Jean Shin, American Sociological Association.

This year, as part of the *Lewis-Oaxaca Distinguished Lecture Series*, Susan Collins, University of Michigan, presented “Reflections on Having an Impact as an Economist.” Lael Brainard, one of the Governors of the Board of Governors of the Federal Reserve System, also addressed the 2017 SMPC. For the fourth year in a row, the 2017 SMPC included specific timeslots for 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 2017 SMPC. As in previous years, AEASP students presented their research during lunch of the SMPC. In addition, a dinner and awards reception for the AEASP was scheduled during the SMPC, as a means to further integrate the two programs.

Planning is already underway for the 2018 SMPC, which will be held in East Lansing, Michigan from July 26th to July 28th.

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 unfortunately lost two sponsors, leaving the total number of sponsors at twenty. In 2017, the program received 105 applications, continuing the upward trend of application submissions in recent years. The number of minority applicants, increased from 8 to 17, two of which were selected. There were 82 women, 17 of which were from under-represented groups, and 32 U.S. citizens/permanent resident applicants.

In 2017, hiring slumped to 12 fellows, down from 15 in 2016. The percentage of applicants placed fell to 11 percent, the lowest since 2011. The government hiring freeze most likely negatively impacted hiring. Of these 12 placements, 10 were for female non-minority graduate students and 2 were minority male graduate students. Placements were hired at the Federal Reserve Banks in Atlanta, Boston, Cleveland, Kansas City, 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 sessions and receptions at the AEA's Annual Meeting in January 2017. One such session, entitled "Best Practices in Recruiting and Mentoring Diverse Economists," was jointly sponsored with CSWEP. The presenters at this session were:

- David Wilcox, Director of the Division of Research and Statistics, Board of Governors of the Federal Reserve System;
- David Laibson, Chair of the Economics Department, Harvard University;
- Marie Mora, Professor of Economics, The University of Texas Rio Grande Valley, and Director of Mentoring, CSMGEP;
- Terra McKinnish, Professor of Economics, University of Colorado, and Director of Mentoring, CSWEP;
- Rhonda Sharpe, President, Women's Institute for Science, Equity and Race.

The moderator was Amanda Bayer, Professor of Economics, Swarthmore College, and Senior Adviser, Federal Reserve Board.

The Committee also hosted a Dissertation Session at the 2017 annual meeting that included the following papers:

- “Reference Pricing: The Case of Screening Colonoscopies” Marion Aouad, University of California-Berkeley; Timothy Brown, University of California-Berkeley; Christopher Whaley, University of California-Berkeley;
- “Manufacturing Equal Pay: How Does Equal-Pay-for-Equal-Work Legislation Affect Manufacturers and Exporters?” Raffi Garcia, Brandeis University;
- “New Perspectives on Policy Uncertainty: Evidence from European Firms” Sandile Hlatshwayo, University of California-Berkeley;
- “Gubernatorial Policy Affiliations and Higher Education: A Regression Discontinuity Analysis” Alberto Ortega, University of Florida.

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

The CSMGEP sponsored two sessions at the Southern Economics Association Meetings in November on professional development. The first session was titled “Promotion and Tenure from the Eyes of Department Heads.” The presenters at this discussion were:

- Gary A. Hoover, University of Oklahoma;
- Laura Razzolini, University of Alabama;
- Sudipta Sarangi, Virginia Tech;
- James Alm, Tulane University.

The second presentation, “Women and Minorities in the Economics Profession – Status, Perspectives and Interventions,” included the following presentations:

- “Status of Women in the Economics Profession” Ragan Petrie, Texas A&M University;
- “Perspectives on the Status of Women and Minorities in other Fields” MacKenzie Alston, Texas A&M University;
- “Gender Differences in the Choice of Major: The importance of Female Role Models” Danila Serra, Southern Methodist University.

Gary Hoover, University of Oklahoma, moderated the panel.

Finally, the CSMGEP sponsored two sessions at the Western Economic Association Meetings. The first session, “Labor and Inequality” included the following papers:

- “Credit Constraints and Labor Supply” Ejindu S. Ume, Miami University; and Kien Dao Bui, Miami University;
- “Global Inequality and Transboundary Pollution” Johnson Kakeu, Morehouse College; and Maxime Agbo, Agrocampus Ouest, France;
- “How Does Equal Pay for Equal Work Legislation Affect Female Employment and Plant Performance? A Difference-in-Discontinuity Design” Raffi Garcia, Brandeis University.

The session was chaired by Timothy Ditte, Washington and Lee University.

The second session, “Education, Labor, Race and Economic History” included the following papers:

- “Do Black Politicians Matter?” Trevon D. Logan, Ohio State University;
- “The Long-Run Impacts of Mexican-American School Desegregation in the United States” Francisca M Antman, University of Colorado Boulder; and Kalena Cortes, Texas A&M University;
- “Segregation, City Size, and Public Health in the United States, 1900-1940” John M Parman, College of William & Mary and NBER; Brian Beach, College of William & Mary and NBER; and Martin Saavedra, Oberlin College.
- “Generational Wage and Income Distribution Mobility by Race/Ethnicity and Socio-Economic Status” David Molina, University of North Texas;
- “Migration, Earnings, and Poverty among Recent Puerto Rican Migrants and Mexican Immigrants on the U.S. Mainland: 2006-2014” Marie Mora, University of Texas Rio Grande Valley.

The session was chaired by Trevor Logan, Ohio State University.

The CSMGEP 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 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 tenth 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/about-aea/committees/csmgep/minority-report>.

On its website, the committee has also continued to publish profiles of minority economists and others who have significantly impacted the minority economics community through their research, teaching and mentoring. The objective of the series is to highlight the many accomplishments of these economists, and to inspire young people who might be considering a career in economics by providing a glimpse into the lives of those who made that decision. These profiles, and all those from previous years, are available on the CSMGEP website at: <https://www.aeaweb.org/about-aea/committees/csmgep/profiles>.

Acknowledgements

The committee is extremely grateful to James Poterba and the National Bureau of Economic Research (NBER) who have, since 2010, invited a number of program participants to attend the NBER’s Summer Institute. Their intent is to extend the reach of the AEA Pipeline Program by

inviting advanced graduate students to attend the summer meetings to meet fellow economists and participate in the active research exchange. We 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 Francisca Antman, Trevon Logan, and Cecilia Rouse 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 2015-2016

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	38,346	31,061	4,747	93	1,566	3,202	41	18,926	1,070	1,416	7,285
MA	3,948	1,812	183	5	114	164	1	1,152	52	141	2,136
PhD	1,158	479	48	0	15	33	0	323	9	51	679
All	43,452	33,352	4,978	98	1,695	3,399	42	20,401	1,131	1,608	10,100

Appendix Table 2: Comparison of Economics Degrees Awarded in 1995 and 2016 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
	2016	38,346	31,061	4,747	15.3	41	0.1	1,070	3.4	1416	4.6	7,285	19.0
MA	1995	2,403	1,280	119	9.3	0	0	0	0	104	8.1	1,123	46.7
	2016	3,948	1,812	183	10.1	1	0.1	52	2.9	141	7.8	2,136	54.1
PhD	1995	910	474	63	13.3	0	0	0	0	24	5.1	436	48.0
	2016	1,158	479	48	10.0	0	0	9	1.9	51	10.6	679	58.6
All	1995	21,048	17,831	2,159	12.1	0	0	0	0	561	3.1	3,217	15.3
	2016	43,452	33,352	4,978	14.9	42	0.1	1,131	3.4	1,608	4.8	10,100	23.2

Appendix Table 3: Bachelor's Degrees in Economics and All Subjects Awarded to Minority Students 1995-2016

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
2016	31,061	1,566	5.0	3,202	10.3	93	0.3	4,861	15.6	455,047	23.3

Appendix Table 4: Master's Degrees in Economics and All Subjects Awarded to Minority Students 1995-2016

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
2016	1,812	114	6.3	164	9.1	5	0.3	283	15.6	149,475	22.6

Appendix Table 5: Doctorate Degrees in Economics and All Subjects Awarded to Minority Students 1995-2016

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
2016	479	15	3.1	33	6.9	0	0.0	48	10.0	9,423	18.3

Appendix Table 6: All Economics Degrees and All Subject Degrees Awarded to Minority Students 1995-2016

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
2016	33,352	1,695	5.1	3,399	10.2	98	0.3	5,192	15.6	613,945	23.0