REPORT OF THE COMMITTEE ON THE STATUS OF MINORITY GROUPS IN THE ECONOMICS PROFESSION (CSMGEP)
DECEMBER 2018

The Committee on the Status of Minority Groups in the Economics Profession (CSMGEP) was created by the American Economic Association more than 50 years ago[1] in response to concerns about the under-representation of minority and historically disadvantaged groups in economics and economic policy decisions, despite the fact that these groups comprise a growing proportion of the population and contribute significantly to the economic outcomes of the country. To address this issue, the committee monitors the racial and ethnic diversity of the economics profession and oversees 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, we compare historical trends in minority representation in economics to trends in minority representation in the general population, Science, Technology, Engineering and Math (STEM) fields, and all other subjects. Then we report results from a recent survey of minority faculty in economics departments. Finally, we present 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, we summarize the committee's other recent activities.

I. Recent Data on Minority Economists

Degrees Conferred in 2017

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). The most recent data on degrees conferred across all U.S. Institution are the preliminary data from academic year 2016-2017. *Differences between preliminary and final data have typically been minor.* All calculations given in these tables are our own, based on the survey data provided by 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 2017 these constituted 4.8% of economics degrees[3] conferred (4.5%, 8.2%, and 12.4% 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 (56.4%) and doctorate (59.3%) 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 groups[4] in the most recent academic year (see Appendix Table 1-2 for degrees awarded to all racial/ethnic groups). In 2017, a total of 33,804 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 (93.3%) and the biggest racial/ethnic group among all recipients was white (60.1%) followed by Hispanics (10.5%), Black/African American (5.3%), and American Indian/Native Alaskans (0.19%). For American Indian/Native Alaskan students, representation in economics was roughly similar at the bachelor's level (0.19%), master's level (0.17%), and the doctorate level (0.21%). For Hispanic and Black students representation in economics was much lower at the doctorate levels (3.8% for Hispanics and 3.2% for Blacks) than at the bachelor's or master's levels. Hispanics earned 10.7% of bachelor's degrees and 9.3% of master's degrees while Blacks earned 5.6% of bachelor's and 5.3% of master's degrees. 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 65 economics degrees in 2016-2017, well below the peak levels of 141 degrees in 2009.

Overall minority representation in STEM subjects was higher than minority representation in economics across all degree levels (18.3% overall compared to 16.0% in economics). Table 2 shows the number of degrees awarded to minority students in STEM subjects in 2017. The difference was greatest at the doctorate level with minorities earning 11.3% of degrees in STEM fields as opposed to 7.3% in economics. Among the different minority groups, representation in both STEM subjects and in economics was highest for Hispanic students and lowest for American Indian students.

Some colleges succeed in educating minority students at higher rates than others. For a brief snapshot of some of these differences, Table 3 breaks down the share of bachelor's degrees awarded to minorities by the institutions' Carnegie classifications. Note that the number of bachelor's degrees in Table 3 does not match the number in Table 1 as these classifications exclude some small specialized colleges. This heterogeneity analysis reveals some interesting differences between institutions by type. Masters universities award a larger share of degrees to minorities than baccalaureate colleges or doctoral universities (21.3% as opposed to 16.0% and 12.2% respectively). The largest difference between types involves Hispanic or Latino students, with Masters universities awarding 14.2% of Bachelor's degrees to these students where doctoral universities award only 6.9%. These differences suggest that it may be useful to identify economic programs that succeed in educating larger groups of minority students and studying whether they offer insights which can be generalized to increase representation of minority students in the economics profession as a whole.

[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 2016-2017

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	39022	31561	61	0.19	1666	5.3	3378	10.7	5105	16.2
MA	4069	1775	3	0.17	100	5.6	165	9.3	268	15.1
PhD	1150	468	1	0.21	15	3.2	18	3.8	34	7.3
All	44241	33804	65	0.19	1781	5.3	3561	10.5	5407	16.0

Table 2: Degrees Awarded to Minority Students in Science, Technology, Engineering and Math (STEM) Subjects in 2017

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	468460	434905	1689	0.39	28351	6.5	52107	12	82147	18.9
MA	170500	87991	329	0.37	6893	7.8	7783	8.8	15005	17.1
PhD	32149	18434	60	0.33	795	4.3	1234	6.7	2089	11.3
All	671109	541330	2078	0.38	36039	6.7	61124	11.3	99241	18.3

Table 3: Bachelor's Degrees Awarded to Minority Students in Economics in 2017 by Carnegie Classification

School Classification	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	%
Baccalaureate Colleges	27735	21683	45	0.21	1068	4.9	2346	10.8	3459	16.0
Master's Universities	5302	4804	9	0.19	331	6.9	684	14.2	1024	21.3
Doctoral Universities	5967	5059	7	0.14	266	5.3	347	6.9	620	12.2
All	39004	31546	61	0.19	1665	5.3	3377	10.7	5103	16.2

Intersections of Gender and Minority Representation

Minority women exist in the intersection of two under-represented groups and are thus particularly underrepresented at all stages of the economics' pipeline. Using the gender classifications from IPEDS, Table 4 reports representation of female minorities in economics divided by award level.

Minority women were the recipients of 5.1% of all economics degrees conferred in 2017 (to women and men) and 17.1% of all economics degrees conferred to women. Minority representation amongst women was highest at the bachelor's level (17.3%) and master's level (15.9%), and lowest at the PhD level (7.4%). Thirty-two percent of minorities in economics were women. This is slightly higher than the overall female 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 (6.8%), Hispanic or Latina representation was highest at the bachelor's level (10.9%), and Native American women representation was highest at the bachelor's level (0.22%).

Representation in STEM subjects was higher than representation in economics, across all degree levels. Table 4 reports representation of female minorities in STEM subjects by award level. Minority women were the recipients of 8.1% of all STEM subject degrees and 20.4% of STEM subject degrees conferred to women. The greatest difference in minority representation was at the doctorate level – 13.2% in STEM fields compared to 7.4% in economics.

Minority women were better represented in STEM fields than in economics; however, minority women were underrepresented in both subject areas. These trends persist despite an increase in degree attainment for both women and minorities. Minorities overall were 23.7% of the student population in the 2017 IPEDS dataset, but minority women made up 16.4%, accounting for 69.1% 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 Fairlie, 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. Stevenson and Zlotnik (2018) document an underrepresentation of women amongst both real and fictional people mentioned in economics textbooks which may also play a role in attracting minority women to the discipline. 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 (2018) 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 – could provide further evidence on possible determinants of the persistent minority and gender gaps.

Table 4: Degrees Awarded in Economics in the Academic Year 2016-2017 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	12752	9362	21	0.22	574	6.1	1025	10.9	1620	17.3
MA	1675	617	1	0.16	42	6.8	55	8.9	98	15.9
PhD	380	148	0	0	7	4.7	4	2.7	11	7.4
All	14807	10127	22	0.22	623	6.2	1084	10.7	1729	17.1

Table 5: Degrees Awarded to Minority Women in Science, Technology, Engineering and Math (STEM) Subjects in 2017

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	184691	173184	718	0.41	13731	7.9	21993	12.7	36442	21
MA	62370	34871	144	0.41	3250	9.3	3144	9	6538	18.7
PhD	11523	7283	24	0.33	408	5.6	531	7.3	963	13.2
All	258584	215338	886	0.41	17389	8.1	25668	11.9	43943	20.4

Degrees Conferred 1995-2017

Minority representation in the general population, undergraduate and graduate programs, STEM fields and economics has increased between 1995 and 2017. Both the total number of economics degrees and the percentage of economics degrees awarded to minority students have increased since 1995, with 2017 marking the eighth consecutive year of growth in minority representation in economics. Despite this growth, 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 2017 minority representation in all subjects increased from 13.1% to 23.7%, and minority representation in STEM fields increased from 11.2 % to 18.3%. On the other hand, minority representation in economics only increased from 11.6% to 16.0% over the same period.

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

[5] Degree types are pooled, and representation in economics/all subjects is defined as the number of economics/all subject degrees awarded to the racial group divided by the total number of economics/all subject degrees.

[6] Racial population percentages are taken from the U.S. Census Bureau's official estimates for the years 1995-2017.

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 65. 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.

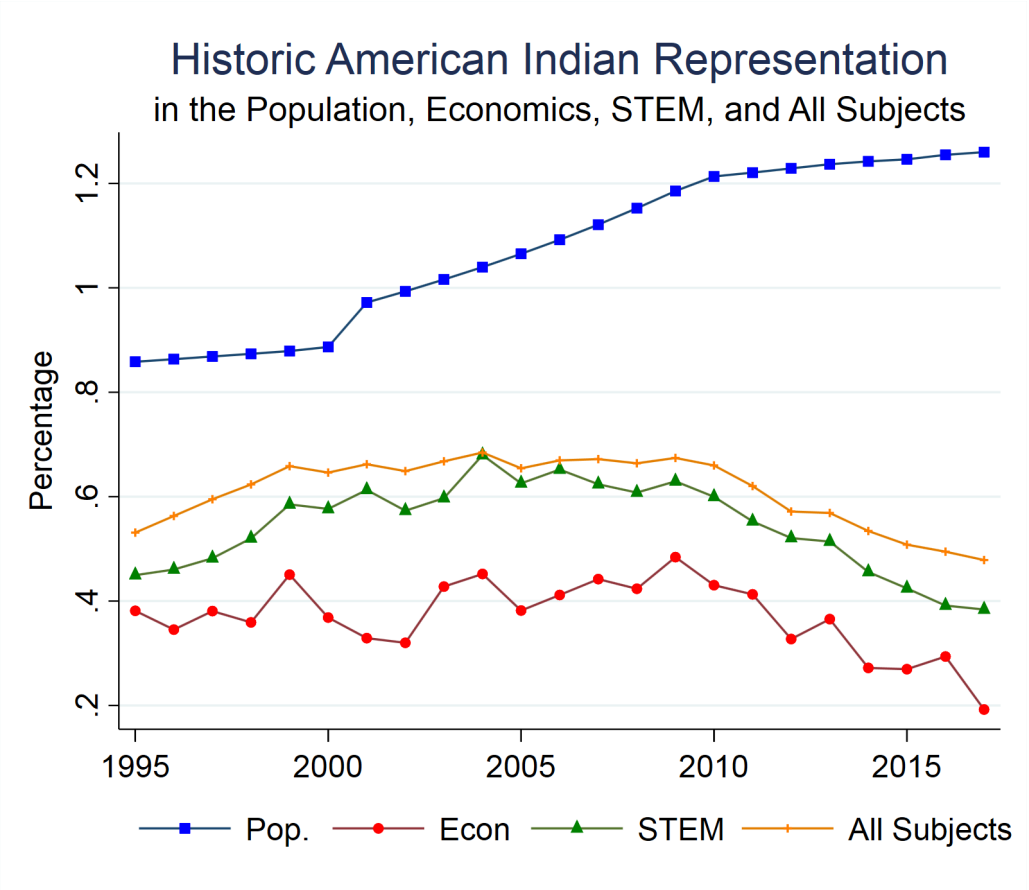

Figure 1: Changes in Representation of American Indians/Native Americans. This figure shows the percentage of the American Indian population within the total population along with the percentage of economics degrees, STEM degrees, and degrees in all subjects awarded to American Indian students from 1995 to 2017.

Black representation in economics has actually decreased somewhat since 1995, going from 6.4% to 5.3% (Figure 2). 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 6.7% in 2017. These decreases in Black representation in economics and STEM fields follow a markedly different trend in Black representation in other subjects, which suggests that there may be particular barriers specific to Blacks in both STEM and economics degree attainment. Black representation in the overall population has remained largely unchanged.

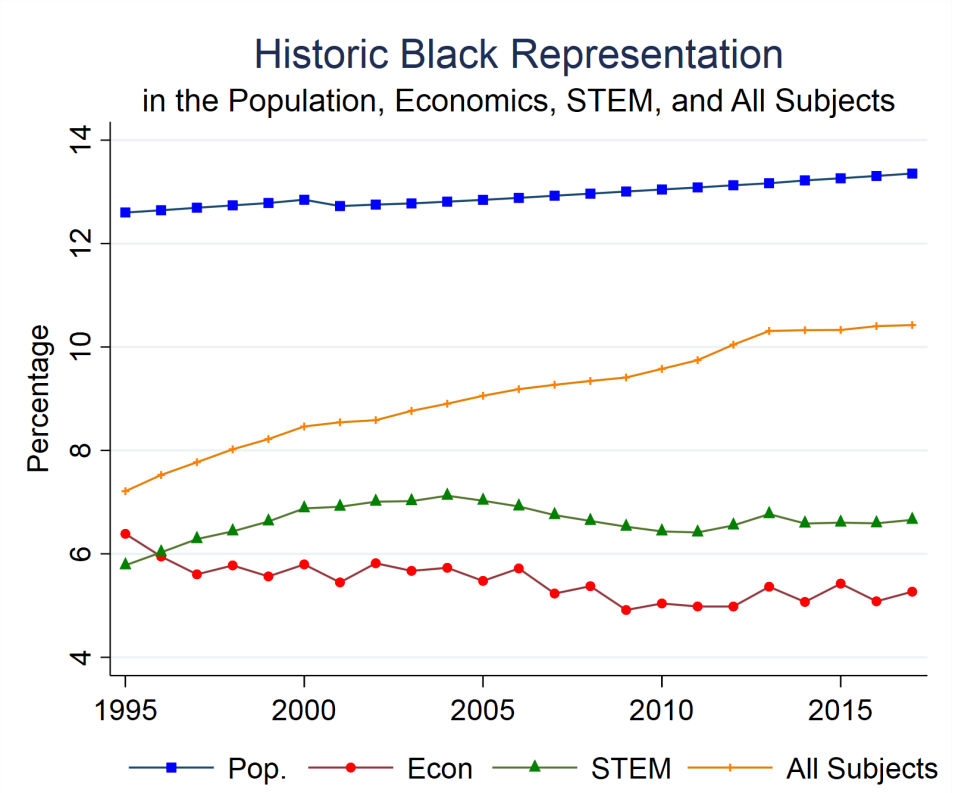

Figure 2: Changes in Representation of Blacks/African Americans. This figure shows the percentage of the Black/African American population within the total population along with the percentage of economics degrees, STEM degrees, and degrees in all subjects awarded to Black/African American students from 1995 to 2017.

Hispanic representation in economics has experienced the highest levels of growth out of all minority groups (Figure 3), more than doubling from 4.9% to 10.5% between 1995 and 2017. Hispanic representation in the population (10.3% to 18.1%), STEM degrees (5.0% to 11.3%) and degrees in non-economics subjects (5.4% to 12.8%) all also more than doubled during the time period. 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.

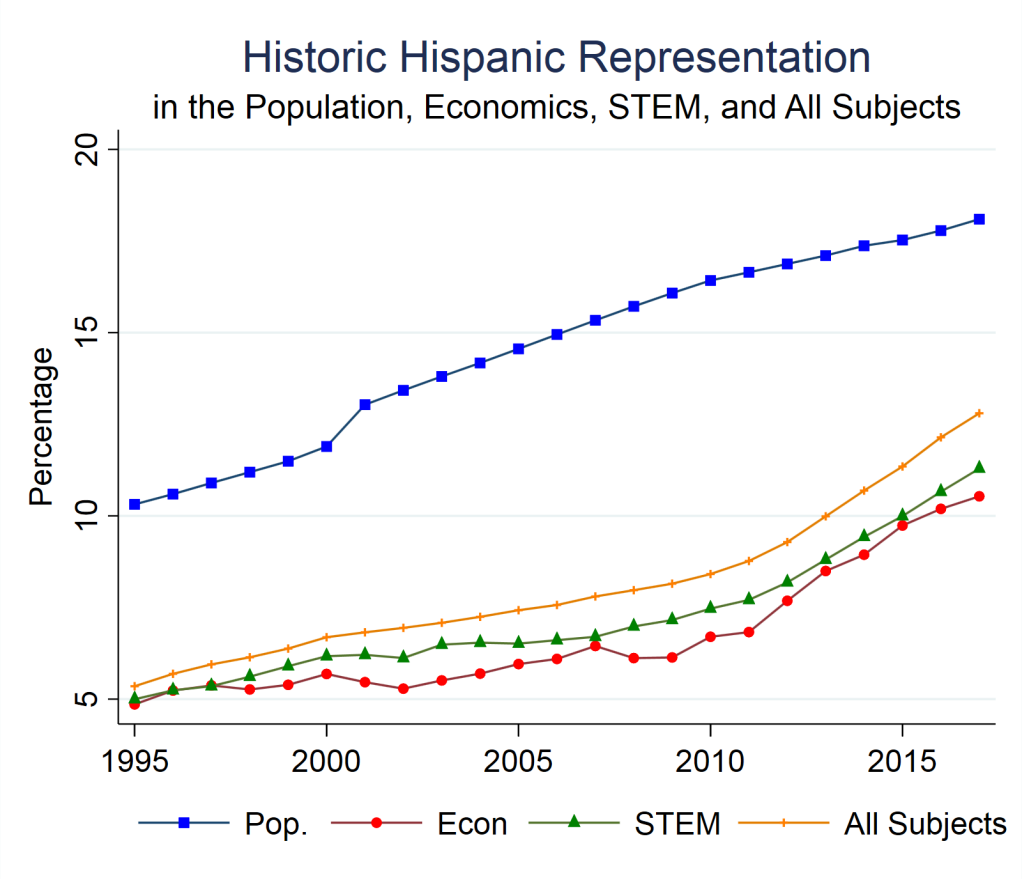

Figure 3: Changes in Representation of Hispanics. This figure shows the percentage of the Hispanic population within the total population along with the percentage of economics degrees, STEM degrees, and degrees in all subjects awarded to Hispanic students from 1995 to 2017.

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 increases 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.

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 2016-17.[7]

We note that these data must be interpreted with caution. First, the response rate to the survey is quite low (approximately 39 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. Third, although the fraction of Black and Hispanic faculty has increased this year over last, given the changing sample composition we cannot meaningfully interpret this increase. The change could be indicative of larger trends in the economics profession or rather may be symptomatic of a changing composition of universities responding to the UAQ survey. Without institution level data, we are unable to differentiate between these two possibilities.

[7] These data are based on the 291 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 2016-2017 academic year are included, but visiting appointments are not. A person who is full-time at the institution but only part-time in thefaculty were 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, Hispanic and Minority Groups in Economic Faculty in the Academic Year 2016-17

Institution's Highest Degree	Tenured and Tenure-Track Faculty					Non-Tenure Track Faculty		Total	
	Full Time				Part Time				
	Full Prof.	Associate Prof.	Assistant Prof.	Other		Full Time	Part Time	Full Time	Part Time
Black Faculty									
BA	1.9%	2.9%	2.0%	2.0%	5.1%	2.3%	4.0%	2.2%	4.2%
MA	2.7%	2.2%	1.5%	4.8%	0.0%	6.5%	4.2%	2.9%	2.6%
PhD	3.5%	4.3%	3.8%	10.7%	1.2%	3.1%	3.8%	3.8%	3.2%
Total	2.4%	3.3%	2.6%	4.0%	2.4%	3.0%	4.0%	2.7%	3.7%
Hispanic Faculty									
BA	5.2%	6.2%	9.5%	4.9%	0.0%	6.1%	4.6%	6.4%	3.7%
MA	1.4%	2.9%	5.4%	0.0%	4.4%	1.3%	1.4%	2.6%	2.6%
PhD	1.6%	5.4%	5.0%	0.0%	0.0%	1.2%	2.5%	3.3%	1.6%
Total	3.8%	5.5%	7.5%	3.3%	1.0%	4.3%	3.6%	5.1%	2.9%
Minority Faculty[1]									
BA	7.3%	9.6%	12.0%	9.8%	5.1%	8.4%	8.6%	9.0%	7.9%
MA	4.1%	5.0%	6.9%	4.8%	4.4%	7.8%	5.6%	5.5%	5.2%
PhD	5.6%	9.7%	9.0%	10.7%	1.2%	4.9%	6.8%	7.5%	4.9%
Total	6.5%	9.1%	10.4%	9.3%	3.3%	7.5%	7.7%	8.2%	6.5%

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

Amongst institutions including in the survey, representation of minority faculty in economics (across all academic positions) totals about 7.9%, far less than the 31.3% that Black, Latino and Native Americans make up in the population. Black faculty members had their highest representation in part-time non-tenure track and full-time other tenure-track positions (4.0%) while Hispanic faculty members had their highest representation in full-time Assistant Professor Positions (7.5%).

Across all tenure-track positions, minority representation was highest at the Assistant Professor level (10.4%), and lowest among full professors (6.5%); just 2.4% of faculty at this level were Black and 3.8% were Hispanic. The higher figures for representation among lower-level positions, however, may suggest that minority economists are not making it through the entire academic pipeline or are at least still in the process of moving through that pipeline. Minority representation is also relatively high in less prestigious non-tenure track positions.

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.

II. AEA Pipeline Program

The AEA Pipeline Program consists of 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. In the summer of 2018 the Summer Training Program was hosted for the third 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 who 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.

This most recent AEA Summer Training Program cohort consisted of 34 students, selected from a pool of 154 applications (an increase over the previous year). Fourteen of the participants were women, a decrease from 20 out of 34 participants last year. Participants included 16 African American, 16 Hispanic/Latino (doubling the number from two years ago), one Asian and one Native Hawaiian or Pacific Islander. The majority of students were juniors (18). Twelve seniors, three graduates and one sophomore also participated. 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.

Faculty were encouraged to chart courses of study that would enhance student preparation for entry-level graduate study. All students took core courses in microeconomics, econometrics and mathematical economics. Of the 34 students, 15 were placed in the Advanced Level, 15 were placed in the Foundations level and four students split levels. In addition to the core, students also took a research course. Students were placed into pairs to pursue research projects with MSU faculty serving as mentors. Students presented posters of their research projects during the annual AEA Summer Mentoring Pipeline Conference.

The advanced research projects focused on the following topics:

- From Failure to Opportunity? The Impact of School Choice on the Changing Demographics of Texas Schools by Arkey Barnett, Kayla Jones and Mason Tyler Nyman.
- Hurricane Impacts on Body Mass Index: Lessons from Katrina by Esteban Vizcarrondo-Garrastegui and Svetlana Galvez-Stojsavljevic
- Inequality and the Environment by Decory Edwards and Fabian Rivera
- Does Financialization Influence the Likelihood of Recession? By Emanuelle Alemar and Deshawn Vaughan
- The Impact of Local Labor Market Conditions on Post-Secondary Education Enrollment: Evidence from Michigan by Okaro Shinn and Michelle Tran
- Hedonic Regression for Lobbying Activities: Evidence from Colombia by Hector Reyes and Frederic Owusu-Sekyere

- The Impact of Global Metal Prices on Emerging Market Economies by Hector Ortiz Domenech and Patrick Collard
- Gentrification and Police Activity: Evidence from Yelp by Olamide Bola and Kaleb Javier

The foundations research projects focused on the following topics:

- Gender Disparities in Employment Among the Disabled in Africa by Melat Kassa and Rahila Olanrewaju
- The Price of Incentives: Police Stops, Searches and Civil Forfeitures by Jasmine Bierman and Anderson Moore
- Development Through the Lens of Religion and Wealth by Jeanai Celestin and Gamaliel De La Torre
- Measuring the Effects of Marital Status and Sex on the Determinants of Disposable Income by Paige Davis and Jacob Dennis
- Gender, Race and Police Stops by Helio Garcia-Vargas and Meshia Jones
- Free Preschool and Elementary School Retention by Adrian Amaya and Alysia Genao
- Household Mobility's Effects on Income, Employment and Labor Force Participation by Andrew Hutchens and Chrystal-Joy Mcdougall
- Labor Force Participation and its Impact on Matching in Marriage Markets by Zachary Miranda and Christian Saldana
- Female Advanced Placement Enrollment Rates in High School Bullying by Victoria Moran-Rodriguez and Chelsea Parker

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 2018 speakers:

- Edward Montgomery, President, Western Michigan University
- Peter Henry, NYU School of Business
- Carlos Vargas-Silva, University of Oxford
- Kehinde Ajayi, Boston University, JPAL and the World Bank; Sara Heller, University of Michigan and JPAL; Kim Gannon JPAL
- Dania Francis, University of Massachusetts, Amherst
- Federal Reserve Board of Governors AEASP Alumni Roundtable

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 Board System, Bates-White Consulting, STATA Corp., and the National Economic Association.

More information about the Summer Training Program can be found at https://www.aeaweb.org/about-aea/committees/aeasp.

Mentoring Program

The AEA Mentoring Program partners minority doctoral students and recent graduates (within the past three years) with academic mentors in their field and facilitates networking between students at all stages 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.

Marie T. Mora, Professor of Economics at the University of Texas-Pan American, serves 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).

Students must complete a formal application process to be admitted to the program. Membership is limited to three years with the possibility of renewal, conditional on students having had an active relationship with their mentor. The number of mentees participating hovers around 60. This is a stabilization after a large growth in the program, which has doubled in size since 2014. Currently mentees represent 40 universities from across the country. At least 11 students in the AEA Mentoring Program completed the requirements for their Ph.D.s in economics in 2018 (although this number is likely to increase, as not all of the Fall 2018 graduates were known at the time of this report).

One of the key activities of the Mentoring Program is the Summer Mentoring Pipeline Conference (SMPC) which brings together mentoring program participants, their mentors, other academics, and the students attending the Summer Training Program to hear research presentations and panels on professional development and allows time for mentees to meet with one another and with their mentors. Nearly 120 people from 75 institutions/organizations around the country, including Puerto Rico, participated in the 2018 SMPC, this was an increase from about 100 people in the two previous summers.

Students continue to give the majority of the research presentations. In 2018 more students expressed an interest in presenting than in previous years.

At the 2018 SMPC, eight Mentees presented their research:

- Mackenzie Alston (Texas A&M);
- Faisal Awwal (Florida International University);
- Carycruz Bueno (Georgia State University);
- Alberto G. Ramon (American University);
- Jose Bayoan Santiago Calderon (Claremont Graduate School);
- Christine O. Strong (University of Oklahoma);
- Jermaine Toney (Cornell)
- Breyon Williams (University of South Carolina)

Three Mentees (new Ph.D.s) gave a panel discussion on *Navigating the Econ Ph.D. Job Market*:

- Raffi Garcia (Brandeis University)
- Melody Harvey (Pardee RAND Graduate School); and
- Jhacova Williams (Louisiana State University)

Nine senior-level scholars/professionals presented in Professional Development Panels:

- *Best Practices for Mentoring Underrepresented Minorities* (two panels, one for mentees and the other for mentors): William Darity, Jr. (Duke University); Beronda Montgomery (Michigan State University); and Rogelio Sáenz (University of Texas San Antonio).
- *Tapping into @Twitter* - Lisa D. Cook (AEASP and Michigan State University; Sarah Jacobson (Williams College); and Trevon Logan (The Ohio State University).
- *Jobs Outside of Academia* (Jessica Fulton, Washington Center for Equitable Growth); Maya Duru (J-PAL); and Naveen Singhal (Congressional Budget Office).

Francisco Rivera-Batiz, Columbia University, gave the fifth annual Lewis-Oaxaca Distinguished Lecture on "The Economics of Immigration". AEASP alum and President of the Federal Reserve Bank of Atlanta, Raphael Bostic, provided remarks by video.

The Mentoring 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 2018 SMPC. The conference dinner included an awards reception for the AEASP students. Additionally, 17 AEASP students presented their research in 8 short presentations, and 18 AEASP students gave 9 poster presentations.

This year marked the first annual presentation of the AEA Mentoring Program's Impactful Mentor Awards to recognize and celebrate individuals who have played instrumental roles over the years in mentoring traditionally under-represented minorities in economics and diversifying the profession with respect to race/ethnicity. Ceclia Conrad, William "Sandy" Darity and Marie Mora were the inaugural honorees.

Planning is already underway for the 2019 SMPC which will take place at the Kellogg Center in East Lansing, MI. The scheduled dates are Thursday July 25th through 27th. The 2019 conference will include the Minority Program's new initiative, the Job Market Boot Camp.

New in 2018, the Job Market Bootcamp helps prepare AEA Mentoring Program participants for the market and increase their chances of securing positions best suited to their interests, training, and professional and personal goals.

The inaugural JMB was held in College Station, Texas, as an extension of the Texas A&M University (TAMU) conference with the American Society of Hispanic Economists on *Economic Issues Affecting Hispanic and African American Communities.* TAMU also helped provide logistical support, which was very much appreciated.

At the JMB, coaches (professor volunteers) worked with students on mock interviews, elevator pitches, job market presentations and CV, cover letter and abstract writing. Coaches and students also discussed best job market practice. At the conclusion of the bootcamp, groups of two mentees and a coach were formed. Mentor groups continue to work together on the skills addressed at the bootcamp and provide responses to questions and issues that arise during the job market season. These mentor groups are a resource for students from the JMB until they secure a job.

The JMB included 11 mentees plus 1 TAMU student not in the Mentoring Program. Three additional job market candidates who could not participate were assigned coaches as well.

More information about the Mentoring Program can be found at https://www.aeaweb.org/about-aea/committees/csmgep/pipeline.

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 summer the program rebounded dramatically from last year's slump. The number of applicants placed by the AEA Summer Fellows Program jumped from 15 in 2017 to 25 in 2018, a record number of placements. The number of minority placements also increased from three in 2017 to five in 2018, another record.

For summer 2018 the program received 123 applications, up from 105 in 2017. Women submitted 95 of the 123 applications; 19 applications were submitted by members of underrepresented minority groups and 48 by U.S. citizens/permanent residents/HIB visas. Of those hired 17 were female non-minority graduate students; one a female non-minority post-doc and two female non-minority faculty members were also hired. The five minority hires were three female graduate students and one male and one female faculty member. Twelve of the fellows were U.S. citizens/permanent residents or had HIB Visas.

In 2018 the AEA Summer Fellows Program had twenty sponsors, the same as in the year prior. The U.S. Census Bureau, U.S. Bureau of Economic Analysis, Mathematica, the Federal Reserve Board and Federal Reserve Banks in Atlanta, Boston, Chicago, Cleveland, Dallas, Kansas City, Minnesota, New York, Richmond and St. Louis hired summer fellows.

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

III. Recent and Ongoing Activities

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 three sessions and a reception at the AEA's Annual Meeting in January 2018.

The first session entitled "Health and Crime" included the following paper presentations:

- "The Effects of a Criminal Record on Employment, Welfare Participation and Health: A Model of Long-Run Behaviors and Outcomes When Lagged Variables are Missing Mon-Randomly by Ning Fu, University of North Carolina-Chapel Hill; Donna B. Gileskie,

University of North Carolina-Chapel Hill; Shawn Kneipp, University of North Carolina-Chapel Hill; Todd Schwartz, University of North Carolina-Chapel Hill; and Amanda Sheely, London School of Economics.

- "The Financial Instability Cost of Shrinking Public Health Insurance" by Laura M. Argys, University of Colorado-Denver; Andrew Friedson, University of Colorado-Denver; M. Melinda Pitts, Federal Reserve Bank of Atlanta and D. Sebastian Tello-Trillo, University of Virginia.
- "The Impact of Federal Law Enforcement Grants on Drug Arrests: Evidence from the Edward Byrne Program" by Robynn Cox, University of South Carolina and Jamein P. Cunningham, University of Memphis

The second session, entitled "Best Practices for Mentoring Underrepresented Minority Women Economists" was jointly sponsored with CSWEP. The Panel was moderated by Marie Mora, University of Texas Rio Grande Valley. The following were panelists:

- Cecilia Conrad, MacArthur Foundation
- India Johnson, Elon University
- Aida Hurtado, University of California Santa Barbara
- Beronda Montgomery, Michigan State University.

Finally, the Committee sponsored a Dissertation Session to highlight the research of minority graduate students on the job market. The session included the following papers:

- "Peers and Persuasion Across Collegiate Social Networks" Jakina Debnam, Cornell University
- "Impact of Financial Education Mandates on Economically Disadvantaged Students' Postsecondary Decisions" Melody Harvey, Pardee RAND Graduate School
- "The Performance of State Charter Virtual Schools in Georgia" by Carycruz M. Bueno, Georgia State University
- "Historical Lynchings and Contemporary Voting Behavior of Blacks" by Jhacova Williams, Louisiana State University

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

At the 2018 Western Economic Association Meetings the Committee sponsored a networking breakfast and a panel entitled "Professional Development Session: Conversation with Journal Editors". The panel was moderated by Catalina Amuedo Dorantes, San Diego State University and Ebonya L. Washington, Yale University. The following editors participated in the panel:

- Julie Cullen, University of California, San Diego
- Brad R. Humphreys, West Virginia University
- Thomas Lemieux, University of British Columbia
- Wesley W. Wilson, University of Oregon

At the 2018 Southern Economic Association Meetings the Committee sponsored a panel entitled "Meet the Editors: Advice from the Gatekeepers." The panel was moderated by Jose Manuel Fernandez, University of Louisville, with the following editors participating:

- Charles Courtemanche, Georgia State University
- Daniel E. Houser, George Mason University
- Gary A. Hoover, University of Oklahoma
- Laura Razzolini, University of Alabama

The CSMGEP continues to sponsor the Diversifying Economic Quality (Div E.Q), a Wiki devoted to evidence-based teaching practices that promote innovation and inclusivity with the aim of interesting minority students and increasing their chances of further economic study. 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). Materials are publicly available online at: http://www.diversifyingecon.org/index.php/Main_Page.

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 eleventh 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. The archive of profiles is 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 of Hired Pen for writing the profiles of minority economists; Maureen Glascoe at Virgo Words for editorial assistance with the *The Minority Report*; Charles Scott for his assistance in providing additional data compiled in this report; and Will Damron who assisted with the analysis for and writing of this report. Finally, the term of Gustavo Suarez will end this year. We thank him for his dedication and invaluable service to this committee.

References

Carell, Scott E., Marianne E. Page and James E. West. 2010. “Sex and Science: How Professor Gender Perpetuates the Gender Gap.” *Quarterly Journal of Economics*, 125(3): 1101-1144.

Fairlie, Robert W., Florian Hoffmann and Philip Oreopoulos. 2014. “A Community College Instructor Like Me: Race and Ethnicity Interactions in the Classroom.” *American Economic Review*, 104(8): 2567-91.

Hale, Galina and Tali Regev. 2014. “Gender Ratios at Top Economics Programs.” *Economics of Education Review,* 41: 55-70.

Stevenson, Betsey, and Hanna Zlotnik. 2018. *"Representations of Men and Women in Introductory Economics Textbooks." AEA Papers and Proceedings,* 108: 180-85.

Wu, Alice H. 2018. *"Gendered Language on the Economics Job Market Rumors Forum." AEA Papers and Proceedings,* 108: 175-79.

Appendices

Appendix Table 1: Degrees in Economics Awarded to all Racial/Ethnic Groups in the Academic Year 2016-2017

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	39022	31561	4872	61	1666	3378	57	18934	1179	1414	7461
MA	4069	1775	204	3	100	165	4	1093	60	146	2294
PhD	1150	468	60	1	15	18	0	302	14	58	682
All	44241	33804	5136	65	1781	3561	61	20329	1253	1618	10437

Appendix Table 2: Comparison of Economics Degrees Awarded in 1995 and 2017 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
	2017	39,022	31,561	4,872	15.4	57	0.2	1,179	3.7	1,414	4.5	7,461	19.1
MA	1995	2,403	1,280	119	9.3	0	0	0	0	104	8.1	1,123	46.7
	2017	4,069	1,775	204	11.5	4	0.2	60	3.4	146	8.2	2,294	56.4
PhD	1995	910	474	63	13.3	0	0	0	0	24	5.1	436	48.0
	2017	1,150	468	60	12.8	0	0	14	3	58	12.4	682	59.3
All	1995	21,048	17,831	2,159	12.1	0	0	0	0	561	3.1	3,217	15.3
	2017	44,241	33,804	5,136	15.2	61	0.2	1,253	3.7	1,618	4.8	10,437	23.6

Appendix Table 3: Bachelor's Degrees in Economics and All Subjects Awarded to Minority Students 1995-2017

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	16077	1045	6.5	816	5.1	63	0.4	1924	12.0	159366	13.9
1996	14966	901	6.0	813	5.4	54	0.4	1768	11.8	167479	14.6
1997	14832	836	5.6	809	5.5	56	0.4	1701	11.5	174427	15.2
1998	15358	889	5.8	831	5.4	58	0.4	1778	11.6	182079	15.6
1999	15836	876	5.5	861	5.4	75	0.5	1812	11.4	190641	16.1
2000	16789	977	5.8	960	5.7	65	0.4	2002	11.9	201797	16.5
2001	19351	1071	5.5	1073	5.5	63	0.3	2207	11.4	212042	16.6
2002	21127	1231	5.8	1128	5.3	63	0.3	2422	11.5	222577	16.7
2003	23335	1346	5.8	1277	5.5	99	0.4	2722	11.7	236282	17.0
2004	24474	1426	5.8	1387	5.7	111	0.5	2924	11.9	248856	17.2
2005	24860	1375	5.5	1469	5.9	95	0.4	2939	11.8	258927	17.4
2006	24372	1401	5.7	1491	6.1	104	0.4	2996	12.3	271341	17.7
2007	24574	1295	5.3	1611	6.6	105	0.4	3011	12.3	282889	17.9
2008	25998	1393	5.4	1632	6.3	111	0.4	3136	12.1	294887	18.3
2009	27050	1336	4.9	1691	6.3	134	0.5	3161	11.7	305075	18.4
2010	28185	1427	5.1	1933	6.9	123	0.4	3483	12.4	321709	18.9
2011	28779	1436	5.0	1983	6.9	121	0.4	3540	12.3	344113	19.4
2012	27893	1399	5.0	2188	7.8	96	0.3	3683	13.2	373590	20.2
2013	27418	1456	5.3	2356	8.6	102	0.4	3914	14.3	399350	21.1
2014	28540	1445	5.1	2608	9.1	80	0.3	4133	14.5	416827	21.8
2015	30663	1658	5.4	3031	9.9	83	0.3	4772	15.6	433989	22.4
2016	31061	1566	5.0	3202	10.3	93	0.3	4861	15.6	455111	23.3
2017	31561	1666	5.3	3378	10.7	61	0.2	5105	16.2	476222	24.0

Appendix Table 4: Master's Degrees in Economics and All Subjects Awarded to Minority Students 1995-2017

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	1280	78	6.1	38	3.0	4	0.3	120	9.4	38592	10.9
1996	1352	77	5.7	49	0.0	3	0.2	129	9.5	41703	11.5
1997	1242	79	6.4	65	0.1	5	0.4	149	12.0	45169	12.1
1998	1177	71	6.0	50	0.0	3	0.3	124	10.5	48238	12.6
1999	1058	67	6.3	55	0.1	2	0.2	124	11.7	51507	13.1
2000	992	59	5.9	58	0.1	2	0.2	119	12.0	56717	14.0
2001	949	49	5.2	41	0.0	5	0.5	95	10.0	60360	14.6
2002	1004	62	6.2	51	0.1	9	0.9	122	12.2	63162	14.8
2003	1118	51	4.6	70	0.1	6	0.5	127	11.4	69059	15.3
2004	1286	54	4.2	76	0.1	6	0.5	136	10.6	78571	16.0
2005	1524	81	5.3	103	0.1	7	0.5	191	12.5	85345	16.7
2006	1539	83	5.4	91	0.1	2	0.1	176	11.4	90716	17.0
2007	1569	73	4.7	74	0.0	10	0.6	157	10.0	95861	17.5
2008	1710	104	6.1	73	0.0	7	0.4	184	10.8	98874	17.5
2009	1716	88	5.1	83	0.0	7	0.4	178	10.4	106299	18.0
2010	1840	97	5.3	85	0.0	7	0.4	189	10.3	114561	18.4
2011	2058	104	5.1	137	0.1	8	0.4	249	12.1	122611	18.6
2012	2184	109	5.0	144	0.1	4	0.2	257	11.8	130838	19.3
2013	1941	129	6.6	148	0.1	7	0.4	284	14.6	137539	20.5
2014	1920	108	5.6	131	0.1	3	0.2	242	12.6	141003	21.2
2015	1859	123	6.6	154	0.1	3	0.2	280	15.1	142630	21.8
2016	1812	114	6.3	164	0.1	5	0.3	283	15.6	149475	22.6
2017	1775	100	5.6	165	0.1	3	0.2	268	15.1	155058	23.1

Appendix Table 5: Doctorate Degrees in Economics and All Subjects Awarded to Minority Students 1995-2017

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	2768	8.1
1996	475	21	4.4	17	3.6	1	0.2	39	8.2	2757	8.3
1997	469	12	2.6	15	3.2	2	0.4	29	6.2	3133	9.1
1998	449	21	4.7	13	2.9	0	0.0	34	7.6	3525	10.0
1999	415	20	4.8	17	4.1	1	0.2	38	9.2	3744	10.8
2000	405	18	4.4	16	4.0	0	0.0	34	8.4	3714	10.8
2001	367	6	1.6	15	4.1	0	0.0	21	5.7	3875	11.3
2002	365	16	4.4	10	2.7	0	0.0	26	7.1	3972	11.7
2003	323	8	2.5	18	5.6	1	0.3	27	8.4	4222	12.0
2004	347	16	4.6	24	6.9	1	0.3	41	11.8	4723	13.0
2005	328	7	2.1	19	5.8	0	0.0	26	7.9	5091	13.0
2006	321	16	5.0	17	5.3	2	0.6	35	10.9	5145	12.6
2007	325	17	5.2	22	6.8	2	0.6	41	12.6	5897	13.3
2008	384	13	3.4	14	3.6	1	0.3	28	7.3	6176	13.7
2009	354	7	2.0	13	3.7	0	0.0	20	5.6	6434	14.1
2010	405	10	2.5	21	5.2	1	0.2	32	7.9	5897	14.1
2011	411	17	4.1	14	3.4	0	0.0	31	7.5	6470	14.8
2012	473	14	3.0	15	3.2	0	0.0	29	6.1	7025	15.4
2013	468	15	3.2	30	6.4	0	0.0	45	9.6	7607	15.9
2014	422	13	3.1	22	5.2	1	0.2	36	8.5	8313	16.8
2015	497	10	2.0	30	6.0	3	0.6	43	8.7	8885	17.4
2016	479	15	3.1	33	6.9	0	0.0	48	10.0	9423	18.3
2017	468	15	3.2	18	3.8	1	0.2	34	7.3	10026	19.0

Appendix Table 6: All Economics Degrees and All Subject Degrees Awarded to Minority Students 1995-2017

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
2017	33,804	1,781	5.3	3,561	10.5	65	0.2	5,407	16.0	641,306	23.7