

**REPORT OF THE COMMITTEE ON THE STATUS OF MINORITY GROUPS IN  
THE ECONOMICS PROFESSION (CSMGEP)  
DECEMBER 2019**

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<sup>1</sup> 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.

We begin our annual report with current data on the numbers and proportions of minorities studying economics at the undergraduate and graduate levels, highlighting representation within race by gender. 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 on minority faculty in economics departments followed by 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 CSMGEP's other recent activities.

## **I. Recent Data on Minority Economists**

### *Degrees Conferred in 2018*

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. Institutions are the preliminary data from academic year 2017-2018. *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.<sup>2</sup> Degree recipients of unknown ethnicity are included in the totals, and in 2018 these constituted

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<sup>1</sup> The CSMGEP was initially established in 1968 but has been in operation under its current name since 1975.

<sup>2</sup> 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 (57.3%) and doctorate (61.24%) levels. See Appendix Table 2.

3.73% of economics degrees<sup>3</sup> conferred (3.5%, 6.41%, and 9.91% of economics bachelor's, master's and doctorate degrees respectively, as shown in Appendix Table 2.).

Table 1 illustrates the underrepresentation of Blacks<sup>4</sup>, Hispanic and Native Americans among economic degree recipients. The table shows the number of economics degrees awarded to these groups in 2018.<sup>5</sup> (See Appendix Table 1-2 for degrees awarded by all racial/ethnic groups). A total of 34,864 degrees in economics were awarded to citizens and permanent residents of the United States. The majority of these degrees were earned at the bachelor's degree level (93.62%) and the biggest racial/ethnic group among all recipients was white followed by Asians (60.15% and 15.76% respectively, see Appendix Table 1). The focal minority groups earned 16.65% of degrees compared to their 31.5% share of the population. Hispanics earned 11.33%, followed by Black/African American recipients at 5.13%, and American Indian/Native Alaskans with 0.2%. All three focal groups earned a larger share of bachelor's degrees than of PhDs. (Blacks earned 5.04% of bachelor's and 3.88% of PhDs; Hispanics earned 11.54% of bachelor's degrees and 6.03% of doctorates; Native Americans earned 0.2% of bachelors and no PhDs.) 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 70 economics degrees in 2017-2018, half of the peak levels of 141 degrees in 2009 (see Appendix Table 6).

Minority representation in STEM subjects was higher than minority representation in economics across all degree levels (18.83% overall compared to 16.65% in economics). Table 2 shows the number of degrees awarded to minority students in STEM subjects in 2018. The difference was greatest at the bachelor's level with minorities earning 19.41% of degrees in STEM fields as opposed to 16.78% in economics. Among the focal minority groups, representation in both STEM subjects and in economics was highest for Hispanic students and lowest for American Indian students.

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

<sup>4</sup> The three groups are mutually exclusive. Blacks refers to non-Hispanic Blacks. The same is true for Native Americans.

<sup>5</sup> 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 2017-2018**

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	%
<b>BA</b>	40350	32638	66	0.2	1644	5.04	3766	11.54	5476	16.78
<b>MA</b>	4126	1762	4	0.23	125	7.09	155	8.8	284	16.12
<b>PhD</b>	1197	464	0	0	18	3.88	28	6.03	46	9.91
<b>All</b>	45673	34864	70	0.2	1787	5.13	3949	11.33	5806	16.65

**Table 2: Degrees Awarded to Minority Students in Science, Technology, Engineering and Math (STEM) Subjects in 2018**

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	%
<b>BA</b>	497659	458203	1787	0.39	29812	6.51	57317	12.51	88916	19.41
<b>MA</b>	178708	94547	264	0.28	7640	8.08	8702	9.2	16606	17.56
<b>PhD</b>	33368	18907	44	0.23	808	4.27	1257	6.65	2109	11.15
<b>All</b>	709735	571657	2095	0.37	38260	6.69	67276	11.77	107631	18.83

## Intersection of Gender and Minority Representation

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

Nearly 32% of minority degree earners in economics were women. This is slightly higher than the overall female rate--women were approximately 30.35% of all economics students--but still well below equal representation. Minority women were the recipients of 5.28% of all economics degrees conferred in 2018 (to women and men) and 17.39% of all economics degrees conferred to women. Minority representation amongst women was highest at the bachelor's level (17.52%) and master's level (17.3%), and lowest at the PhD level (6.78%).

In 2018, Hispanic women received the same proportion of BA conferrals among women as all Hispanics received among the total, at 11.54% each, which given the much smaller number of women than men receiving PhDs implies that women made up 30% of Hispanic BA recipients. The same was true for master's degrees where Hispanic women received 8% of all female degrees and Hispanics received 8% of all degrees. At the PhD level Hispanic women did not keep pace; where Hispanics received 6.03% of all PhD degrees, Hispanic women earned only 2.54% of all doctorates. Hispanic women made up just 10.7% of all PhDs conferred to all Hispanics.

Black women were slightly more represented among all women recipients than Blacks were among the total economics degree recipients (5.95% and 5.13%, respectively) and in all degree categories with the largest difference found at the master's degree level (8.82% and 7.09%, respectively). Nevertheless, Black women remain underrepresented among Black degree recipients, making up only 35.2% of all Black economics degree recipients. Notably, Black women made up a larger percentage of Black degree recipients than minority women did of all minorities (31.69% of minority degree recipients were women) and than did all women among all degree recipients (30.34% of all degree recipients were women). Black women's rate of economic degree reciprocity is still below their proportion of the population.

American Indian women are among the least represented in their ethnic/racial group as they represented only 28.57% of American Indian economics degree recipients in 2018. Only 20 American Indian/Native Alaskan women received economics degrees in economics, 18 of which were at the bachelor's level.

Minority female 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 8.42% of all STEM subject degrees and 20.79% of STEM subject degrees conferred to women. The greatest difference in minority representation was at the doctorate level, where STEM minority women graduates almost doubled their Economics graduate counterparts in representation-- 12.89% in STEM fields compared to 6.78% in economics.

In terms of gender balance within minority groups, STEM again outperforms economics. Minority women represented 44.7% of all STEM degrees awarded to minorities in 2018, with Hispanic, Black, and American Indian women composing 42.61%, 48.42%, and 43.96% of degree recipients among their respective ethnic/racial groups. These values were above the representation of women overall in STEM degree conferrals (40.48%).

Nonetheless, minority women were underrepresented in both economics and STEM despite their overrepresentation among total degree recipients. Minorities overall were 24.24% of student degree recipients for all subjects (as shown in Appendix Table 6). Minority women made up 15.42%, accounting for 63.62% of the minority student population.<sup>6</sup> 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)<sup>7</sup> 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)<sup>8</sup> 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)<sup>9</sup> documents negative sentiments towards women in online economics message boards, suggesting a hostile work environment for female economists and students which may be an additional factor in the 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 on both racial/ethnic and gender gaps in economics.

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<sup>6</sup> Percentages generated from untabled calculations using IPEDS completions survey data on minority women degree conferrals in all subjects.

<sup>7</sup> Hale, G., & Regev, T. (2014). Gender ratios at top PhD programs in economics. *Economics of Education Review*, 41, 55-70; Carrell, S. E., Page, M. E., & West, J. E. (2010). Sex and science: How professor gender perpetuates the gender gap. *The Quarterly Journal of Economics*, 125(3), 1101-1144; Fairlie, R. W., Hoffmann, F., & Oreopoulos, P. (2014). A community college instructor like me: Race and ethnicity interactions in the classroom. *American Economic Review*, 104(8), 2567-91.

<sup>8</sup> Stevenson, B., & Zlotnik, H. (2018, May). Representations of men and women in introductory economics textbooks. In *AEA Papers and Proceedings* (Vol. 108, pp. 180-85).

<sup>9</sup> Wu, A. H. (2018, May). Gendered Language on the Economics Job Market Rumors Forum. In *AEA Papers and Proceedings* (Vol. 108, pp. 175-79)

**Table 3: Degrees Awarded in Economics in the Academic Year 2017-2018 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	%
<b>BA</b>	13299	9884	18	0.18	573	5.8	1141	11.54	1732	17.52
<b>MA</b>	1686	578	2	0.35	51	8.82	47	8.13	100	17.3
<b>PhD</b>	376	118	0	0	5	4.24	3	2.54	8	6.78
<b>All</b>	15361	10580	20	0.19	629	5.95	1191	11.26	1840	17.39

**Table 4: Degrees Awarded to Minority Women in Science, Technology, Engineering and Math (STEM) Subjects in 2018**

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	%
<b>BA</b>	199236	185302	784	0.42	14415	7.78	24546	13.25	39745	21.45
<b>MA</b>	68709	38411	119	0.31	3694	9.62	3555	9.26	7368	19.18
<b>PhD</b>	12185	7719	18	0.23	415	5.38	562	7.28	995	12.89
<b>All</b>	280130	231432	921	0.4	18524	8	28663	12.39	48108	20.79

### *Trends in Minority Degrees Conferred 1995-2018*

Minority representation in the general population, undergraduate and graduate programs, STEM fields and economics has increased between 1995<sup>10</sup> and 2018. Both the total number of economics degrees and the percentage of economics degrees awarded to minority students have increased since 1995, with 2018 marking the ninth consecutive year of growth in minority representation in economics. (See Appendix Tables 3-6 for the annual data by degree and race/ethnicity.) Despite this growth, representation of minorities in economics remains relatively low compared to minority representation in STEM fields and in all subjects, and its growth over time is slower than the population growth of minorities.

From 1995 to 2018 minority representation in all subjects increased from 13.09% to 24.24%, and minority representation in STEM fields increased from 11.23% to 18.83%. On the other hand, minority representation in economics only increased from 11.63% to 16.65% over the same period.

Figures 1, 2, and 3 compare the overall representation<sup>11</sup> of minority groups in economics, STEM fields and all other subjects to underlying changes in their respective representation in the total U.S. population.<sup>12</sup> Trends are presented separately for each minority group.

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<sup>10</sup> We look at trends since 1995 because that is the first year that IPEDS data by race and the degree subjects of interest were available.

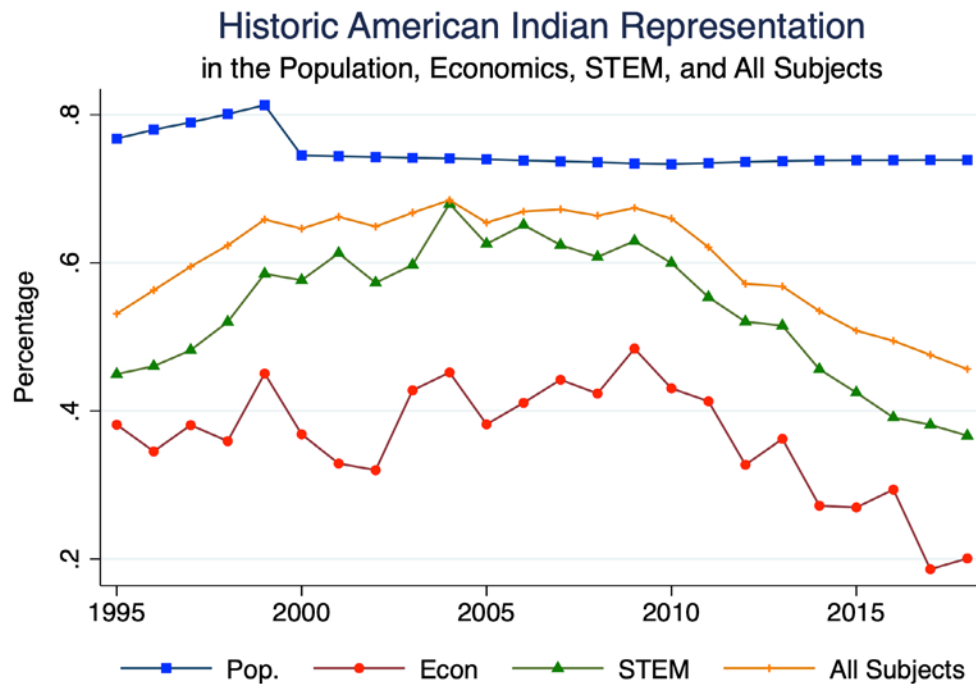
<sup>11</sup> Degree types are pooled, and representation in economics/all subjects is defined as the number of economics/all subject degrees awarded to the racial group divided by the total number of economics/all subject degrees.

<sup>12</sup> Racial population percentages are taken from U.S. Census, Population Division's estimates for the years 1995-2018. <https://www.census.gov/data/datasets/time-series/demo/popest/intercensal-1990-2000-state-and-county-characteristics.html>

<https://www.census.gov/data/datasets/time-series/demo/popest/intercensal-2000-2010-national.html>

<https://www.census.gov/newsroom/press-kits/2019/detailed-estimates.html>

For American Indian students, representation in economics, STEM fields and all other subjects has decreased in recent years as population figures have remained steady (Figure 1). Since 2009 (the year with the highest level of American Indian representation in economics), the number of Native American students graduating in economics has decreased from 141 to 70. While the 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.

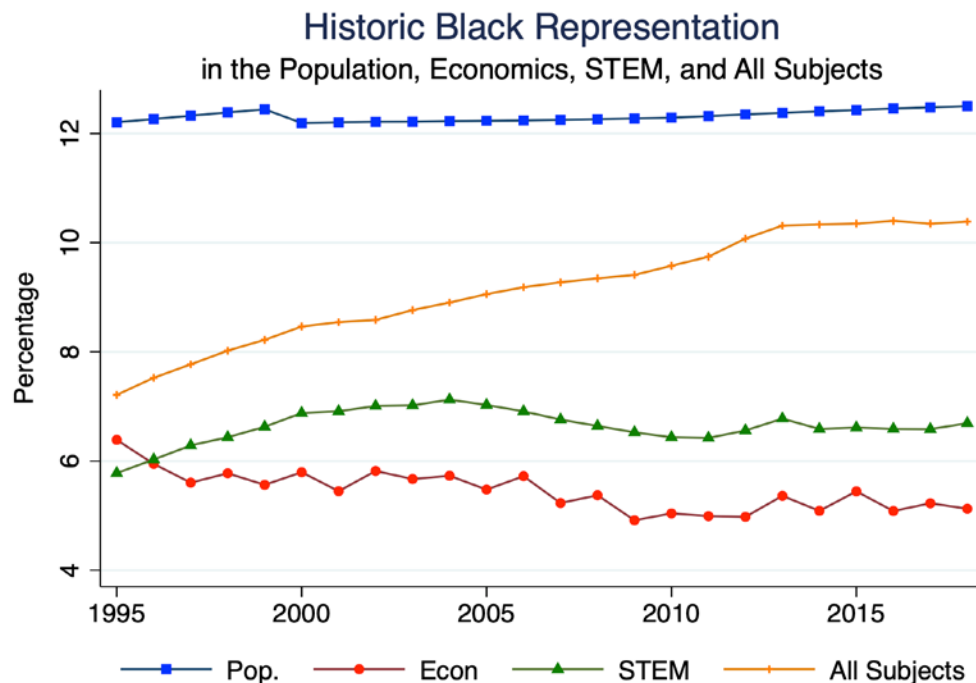


**Figure 1: Changes in Representation of American Indians/Native Americans.** This figure shows the percentage of the American Indian population within the total population along with the percentage of economics degrees, STEM degrees, and degrees in all subjects awarded to American Indian students from 1995 to 2018.

Note: The downtick in population in 2000 is likely due to the fact that beginning in 2000 the Census has allowed respondents to identify with more than one race. Choosing two or more races is its own racial category.



Black representation in economics has actually decreased somewhat since 1995, going from 6.39% to 5.13% in 2018 (Figure 2). In recent years, Black representation in STEM fields has mirrored the slow decline in economics, going from 7.12% at its peak in 2004 to 6.69% in 2018. Both the share of Black economics and STEM degree recipients remain well below the Black share of all subject degrees conferred and the Black proportion of the population (10.39% and 12.5% respectively). The decrease in Black representation in economics and STEM fields following a markedly different trend from Black representation in other subjects suggests that there may be specific barriers to Blacks in both STEM and economics degree attainment. (Although we note that there has been growth in recent years in Black STEM PhD attainment, but not Black economics PhD Attainment.)<sup>13</sup> Black representation in the overall population has remained largely unchanged.

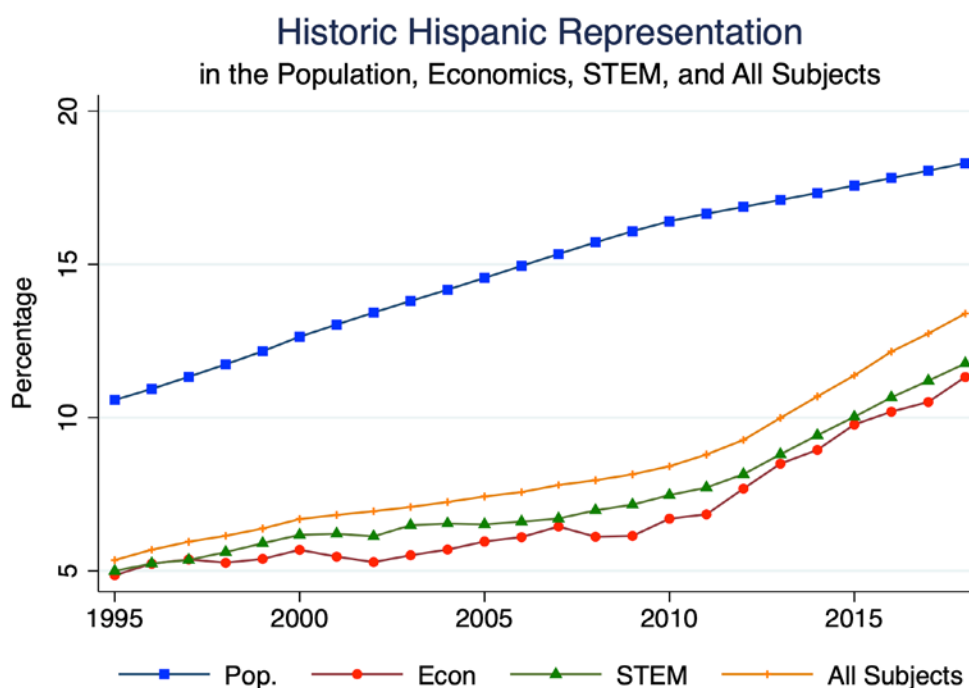


**Figure 2: Changes in Representation of Blacks/African Americans.** This figure shows the percentage of the Black/African American population within the total population along with the percentage of economics degrees, STEM degrees, and degrees in all subjects awarded to Black/African American students from 1995 to 2018.

Note: The downtick in population in 2000 is likely due to the fact that beginning in 2000 the Census has allowed respondents to identify with more than one race. Choosing two or more races is its own racial category.

<sup>13</sup> The decrease in Black economics PhD recipients can be seen in Appendix Table 5. Black representation among economics PhD recipients is from untabled calculations using the IPEDS and the Survey of Earned Doctorates.

Hispanic representation in economics has experienced the highest levels of growth out of all minority groups (Figure 3), more than doubling from 4.86% to 11.33% between 1995 and 2018. Hispanic representation in STEM degrees (5.0% to 11.77%) and degrees in all subjects (5.35% to 13.39%) has also more than doubled during the time period outpacing the population gains as Hispanics grew from 10.31% to 18.30% of the population during this period. In general, Hispanic representation in economics and STEM fields has kept pace with the increased representation of Hispanics in all subjects. Hispanic's representation in economics is on the heels of STEM. While this is a positive sign, Hispanic representation in higher education in general remains far below Hispanic representation in the population. The share of Hispanics in the population has increased over this time period from 10.31% to 18.30%.



**Figure 3: Changes in Representation of Hispanics/Latinx.** This figure shows the percentage of the Hispanic population within the total population along with the percentage of economics degrees, STEM degrees, and degrees in all subjects awarded to Hispanic students from 1995 to 2018.

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 falling representation of Native American students in economics. There is also a concerning trend for Black students; Black representation in the aggregate of 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 802 degree granting institutions. From these data, we have extracted information on the percentage of economics faculty by race/ethnicity in academic year 2018-19.<sup>14</sup>

We note that these data must be interpreted with caution. First, the response rate to the survey is quite low (approximately 37 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 between 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, one cannot make comparisons across time within these data as the sample composition changes from year to year. Thus, although the fraction of minority faculty has decreased this year over last<sup>15</sup>, 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.

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<sup>14</sup> These data are based on the 299 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 2018-2019 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.

<sup>15</sup> A version of Table 5 using data for 2017-2018 is included as Appendix Table 7. This table is included to correct errors in its presentation last year, namely the rows for all BA and PhD institutions were swapped and the values for Black Faculty share of Non-Tenure Track Faculty Part Time positions at both BA and Total institutions were incorrect.

**Table 5: Representation of Black, Hispanic and Minority Groups in Economic Faculty in the Academic Year 2018-19**

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					
<b>Black Faculty</b>									
<b>BA</b>	2.0%	4.7%	3.7%	0.0%	2.6%	3.6%	4.4%	3.2%	3.9%
<b>MA</b>	1.7%	5.2%	2.3%	2.6%	0.0%	2.4%	1.1%	2.9%	0.8%
<b>PhD</b>	1.5%	2.3%	2.3%	2.9%	4.1%	2.3%	3.0%	1.9%	3.2%
<b>Total</b>	1.6%	3.5%	2.7%	2.2%	2.7%	2.6%	3.2%	2.4%	3.1%
<b>Hispanic Faculty</b>									
<b>BA</b>	1.6%	3.6%	3.7%	0.0%	0.0%	0.6%	3.1%	2.5%	2.3%
<b>MA</b>	1.1%	2.6%	8.5%	0.0%	12.1%	4.8%	2.2%	3.6%	4.8%
<b>PhD</b>	4.9%	6.8%	9.0%	2.9%	1.4%	5.6%	2.8%	6.2%	2.5%
<b>Total</b>	3.6%	5.1%	7.1%	1.7%	2.7%	4.2%	2.8%	4.8%	2.8%
<b>Minority Faculty<sup>1</sup></b>									
<b>BA</b>	3.6%	8.5%	7.8%	0.0%	2.6%	4.2%	7.4%	5.8%	6.2%
<b>MA</b>	2.8%	7.8%	10.8%	2.6%	12.1%	7.2%	3.2%	6.5%	5.6%
<b>PhD</b>	6.3%	9.2%	11.5%	5.8%	5.5%	7.8%	5.8%	8.2%	5.7%
<b>Total</b>	5.3%	8.8%	10.2%	3.9%	5.5%	6.8%	6.0%	7.3%	5.9%

Note: <sup>1</sup> Minority faculty include Black, Hispanic and Native American Faculty.

Amongst institutions included in the survey, representation of minority faculty in economics (across all academic positions) totals about 7.1%<sup>16</sup>, far less than the 31.5% that Black, Latinx and Native Americans make up in the population. Black faculty members had their highest representation in full-time associate professor positions (3.5%), while Hispanic faculty members had their highest representation in full-time assistant professor positions (7.1%).

Across all tenure-track positions, minority representation was highest at the Assistant Professor level (10.2%). Only 5.3% of full-professor positions are held by minorities, with Hispanic and Black economists making up 3.6% and 1.6%, respectively.

The higher figures for representation among lower-level positions 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. However, 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.

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<sup>16</sup> Percentage generated from untabled calculations using UAQ survey data.

## 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*

Thirty-nine students participated in the AEA Summer Training Program, an intensive course of study for promising undergraduate students to improve their research and methods skills in preparation for doctoral research. This is a record number of participants since the program has been at Michigan State University. The group was slightly more prepared than in the past, likely owing to students being further along in college. Twenty were placed in the Advanced Level, 18 in the Foundations Level and one student split levels.

This year, the Summer Training Program was hosted for the fourth 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 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.

The 39 students were selected from a pool of 230 applicants, which represents a continuation of annual increases in applicants since 2016. (The program saw 66 applicants in 2016, 139 in 2017, and 154 in 2018). Nineteen of the 39 participants were women. The class included 23 African American, two American Indian or Alaska Natives, two Asians, one Asian/Native Hawaiian/Pacific Islander and 11 Hispanic/Latino students. The majority of students (20) were seniors at the time of application; 12 were juniors, 2 sophomores and 5 had already graduated from college. Students came from a wide variety of institutions including research 1 schools, liberal arts schools and minority-serving institutions. All students had their transportation, tuition, room and board, health insurance, and books covered and were provided a stipend. Fellows were also invited free of charge to excursions to Western Michigan including a visit to Western Michigan University's economics department; Chicago, including visits to the Federal Reserve Bank of Chicago and to the University of Chicago economics department, and Detroit including a tour by the Detroit Economic Growth Corporation.

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. In addition to core courses in Math, Microeconomics and Econometrics students took a research course. Students were placed into pairs to pursue research projects with MSU faculty serving as mentors. The Foundations level presented posters of their research projects during the annual AEA Summer Mentoring Pipeline Conference. The students and topics of the Foundations-level projects were as follows:

- Minority Exposure to SO<sub>2</sub> by Robert Heitz and Desiree Lapahie
- Cops and Stops: Understanding the Determinants of Increased Policing Among Blacks, Latinos, and Low-Income Counties by Cyera Taylor and Dallas Williams

- The Effects of Pollution on Low-Income Areas by Megan Collier and Moriah Macklin
- The Implications of SAT Scores on the Underrepresentation of Minorities in STEM by Irvin Claudio and Nishan Jones
- The Great Equalizer? Minority Student Enrollment in Advanced High School Courses: A Comparative Study of Traditional and Charter Schools by Shekinah Lighter and Cecile Johnson
- Links Between Air Pollution and Academic Achievement by Olusayo Adeleye and Jairo Duarte

The Advanced level students made presentations of their projects during the annual AEA Summer Mentoring Pipeline Conference. The students and topics were as follows:

- Gentrification and Enrollment Changes in Urban Postsecondary Institution by Hannah Case and Vanessa Jimenez-Read
- Education Levels and Income: Does Education Impact Musician Income in the Jazz Industry by Camille Gardner and Jessalyn Nelson
- The Effects of Incarceration Rates on Gentrification in the State of Maryland, 2010 – 2018 by Andrenay Harris and Ethan Rodriguez- Shah
- Disrupting the Hierarchy: The Use of Leisure-Enhancing Technologies in Developing Countries by John Alemu and Barsi Zohal
- Is Campaign Spending Autoregressive for Successful Candidates? by Matthew Astudillo and Seth Carter
- Does a Diverse Population Affect the Rate of Racial Discrimination? by Dayanara Diaz Vargas and Gabrielle Grafton
- Student Loans and Its Effects on Pension Contributions Across Races by Fredrick Boakye and David Gomez- Villa
- The Effect of Income Inequality on Voter Registration and Voter Participation by Caitlan Fealing and Brandon Fueller
- To Compete or to (Non) Compete: Banning Non-Compete Clauses on Labor Market Activity among Prime-Age Men from 2000-2016 Christian Henry and Anna Opoku-Agyema
- Academic Achievement and Proximity to Dining Options at Indiana University by Michae Bell, Octavio Cortes, and Sam Shin

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 2019 speakers:

- Lisa D. Cook, Michigan State University
- Robynn Cox, University of Southern California
- Kalena Cortes, Texas A&M University
- Sandile Hlatshwayo, International Monetary Fund
- Randall Akee, UCLA Luskin School of Public Affairs and Maggie Jones, University of Victoria
- Hal Varian, Google and University of California, Berkeley
- Guido Imbens, Stanford University
- Ben Bernanke, President of the American Economic Association

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.

For more information on the Summer Training Program go to <http://econ.msu.edu/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 inside and outside of academia). The program 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 doctoral degree programs in economics.

Marie T. Mora, Associate Vice Provost for Diversity at the University of Missouri St. Louis, continues to serve as director of the program. She is now supported by Associated Director Trevon Logan, Professor of Economics and Associate Dean, College of Arts and Sciences, The Ohio State University). The plan is for Dr. Logan to become the Program Director when the current Director steps down, thus ensuring a smooth transition to new leadership. At that time, we will appoint a new associate director.

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. Participation in the program 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 between 60 and 65. This is a stabilization after a large growth in the program, which has doubled in size since 2014. Currently mentees represent 35 universities from across the country. At least eight students in the AEA Mentoring Program completed the requirements for their Ph.Ds. in economics in 2018 (although this number is likely to increase as Fall 2019 graduates were not 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 2019 SMPC. This was similar to attendance the year before which was an increase from about 100 people in the two previous summers.

Students continue to give the majority of the research presentations at the conference. And all mentees who express interest in presenting are able to do so.

At the 2019 SMPC, four mentees presented their research:

- Noimot Bakare, Howard University
- Jason Baron, Florida State University
- Maria Camila Morales, Georgia State University
- Leah Shiferaw, University of California Berkeley

Three Mentees (new Ph.D.s) gave a panel discussion on *Navigating the Econ Ph.D. Job Market*, which was one of the sessions that overlapped with the Job Market Bootcamp (discussed below):

- Mackenzie Alston, Florida State University (incoming)
- Waldo Ojeda, Baruch College, CUNY
- Breyon Williams, Analysis Group – Boston (incoming)

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

- *Examples of Current Econ Diversity Initiatives*: Mónica García-Pérez, ASHE President Elect, St. Cloud State University; Omari Swinton, NEA President, Howard University; and Amanda Bayer, Various AEA Committees, Swarthmore College
- *External Funding Opportunities & Grant Writing*: Kwabena Gyimah-Brempong, National Science Foundation; Korin Davis, Washington Center for Equitable Growth; and Stephen Glauser, Russell Sage Foundation
- *Jobs Outside of Academia*: Danielle H. Sandler, U.S. Bureau of the Census; William Spriggs, AFL-CIO and Howard University

Bernard Anderson (Whitney M. Young Distinguished Professor Emeritus, University of Pennsylvania), gave the sixth annual Lewis-Oaxaca Distinguished Lecture entitled “Discussion and Reflection with a Senior Black Economist.” And AEA President and former Fed Chair Ben Bernanke provided opening remarks.

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 2019 SMPC. The conference dinner included an awards reception for the AEASP students and others, as detailed in the next paragraph. Additionally, 21 AEASP students

presented their research in 10 short presentations, and 18 AEASP students gave 9 poster presentations.

This year marked the second 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. Lisa D. Cook, AEASP Director at Michigan State University, and Charles M. Becker, former AEASP Director at Duke University, were the 2019 recipients.

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 23<sup>th</sup> through 25<sup>th</sup>. The 2020 conference will overlap with the third iteration of the Mentoring Program's new initiative, the Job Market Boot Camp.

The Job Market Bootcamp helps prepare AEA Mentoring Program participants for the job market and increase their chances of securing positions best suited to their interests, training, and professional and personal goals. The second annual bootcamp was held in conjunction with the SMPC in East Lansing, Michigan. Eight Mentoring Program students participated in the 2019 bootcamp.

At the JMB, coaches (economist 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 to develop 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 2020 JMB will take place in East Lansing, MI. The scheduled dates are Saturday July 25<sup>th</sup> through Sunday July 26<sup>th</sup>

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 graduate students and early career faculty with placements at a sponsoring research organization or public agency. The program had another successful summer in 2019, placing 19 fellows, the second most ever. The program received 125 applications, again the second most ever. The overall hire rate was only 15%, but for US citizen/permanent resident/H1B1 visa holders it was 37% and for minority applicants it was 40%. Six of 19 fellows were minorities.

The program received 105 applications from women, 15 from underrepresented minority groups, and 35 from U.S. citizens/permanent residents/H1B visas. Twelve of the nineteen fellows hired were female non-minority graduate students. One female non-minority faculty members was also

hired. The six minority hires were two female graduate students, one female faculty member and three male graduate students. Thirteen of the fellows were U.S. citizens/permanent residents or had HIB Visas.

In 2019 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 sponsoring sessions at professional conferences. The CSMGEP sponsored three sessions and a reception at the AEA's Annual Meeting in January 2019. One such session was a panel entitled "@Twitter Tips for Success: Social Media for Economists," that was jointly sponsored with CSWEP. The panelists included:

- Jennifer Doleac, Texas A&M University
- Darrick Hamilton, The New School for Social Research
- Sarah Jacobson, Williams College
- Mark Hugo Lopez, Per Research Center
- Susan Dynarksi of the University of Michigan moderated.

Our second session at the 2019 annual meeting, our Dissertation Session, was chaired by Kalena Cortes, Texas A&M and included the following papers:

- "Does Student Aid Impact Achievement? And Who is Most Impacted?" Breyon Williams, University of South Carolina
- "Refugee Students and Peer Effects" Maria Camila Morales, Georgia State University
- "The (Perceived) Cost of Being Female: An Experimental Investigation of Strategic Responses to Discrimination" Author: Mackenzie Alston, Texas A&M University
- "Democracy, Genes and the Male Survival Disadvantage" Marie Christelle Mabeu, University of Ottawa; Roland Pongou, University of Ottawa

Our final session entitled "Politics, Race and the Economy" was chaired by Renee Bowen of UCSD and included the following papers:

- "The Political Economy of Mass Incarceration and Crime: An Analytic Model" Peter Temin, MIT

- “Labor Market Effects of Minority Political Power: Evidence from the Voting Rights Act of 1965” Abhay Aneja, Stanford University; Carlos F. Avenancio. University of California Berkeley
- “Historical Lynchings and the Contemporary Voting Behavior of Blacks” Jhacova Williams, Clemson University
- “An Empirical Investigation of Immigration Enforcement Policy, Social Trust, and Crime” Alberto Ciancio, University of Pennsylvania; Camilo Garcia-Jimeno, University of Pennsylvania

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 2019 Western Economic Association meetings, the CSMGEP jointly sponsored with CSWEP a “Panel of Journal Editors Offering Advice for Publishing.” The panel was moderated by Catalina Amuedo-Dorantes, San Diego State University and T. Renee Bowen, University of California San Diego. The panelists included

- Hilary W. Hoynes, University of California, Berkeley
- Brad R. Humphreys, West Virginia University
- Charles I. Jones, Stanford University
- Wesley W. Wilson, University of Oregon

Finally, the CSMGEP also sponsored a professional development panel at the Southern Economic Association meetings. The panel, joint with CSWEP, was entitled “Department Chairs Offer Advice on Getting Appointed, Promoted, and Tenured” and was moderated by Ragan Petrie, Texas A&M University and Ebonya Washington, Yale University. Panelists included:

- Scott L. Baier, Clemson University
- Maureen Cropper, University of Maryland, College Park
- Marionette Holmes, Spelman College
- Omari H. Swinton, Howard University
- Laura Taylor, Georgia Institute of Technology

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](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 newsletter, *The Minority Report*, in collaboration with the National Economic Association (NEA) and the American Society of Hispanic Economists (ASHE). The newsletter, 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 archived 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 Arkey Barnett who assisted with the analysis and writing of this the report. Finally, the term of James Alm ends this year. We thank him for his dedication and invaluable service to this committee.

## **Appendices**

**Appendix Table 1: Degrees in Economics Awarded to all Racial/Ethnic Groups in the Academic Year 2017-2018**

<b>Award Level</b>	<b>Grand Total</b>	<b>U.S. Citizen and Permanent Resident Total</b>	<b>Asian</b>	<b>American Indian or Native Alaskan</b>	<b>Black/African American</b>	<b>Hispanic/Latino</b>	<b>Native Hawaiian or Pacific Islander</b>	<b>White</b>	<b>Two or More Ethnic Groups</b>	<b>Ethnicity Unknown</b>	<b>Non-Permanent Residents</b>
<b>BA</b>	40350	32638	5144	66	1644	3766	45	19556	1275	1142	7712
<b>MA</b>	4126	1762	198	4	125	155	0	1113	54	113	2364
<b>PhD</b>	1197	464	58	0	18	28	0	300	14	46	733
<b>All</b>	45673	34864	5400	70	1787	3949	45	20969	1343	1301	10809

**Appendix Table 2: Comparison of Economics Degrees Awarded in 1995 and 2018 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	%
<b>BA</b>	1995	17735	16077	1977	12.3	0	0	0	0	433	2.69	1658	9.35
	2018	40350	32638	5144	15.76	45	0.14	1275	3.91	1142	3.5	7712	19.11
<b>MA</b>	1995	2403	1280	119	9.3	0	0	0	0	104	8.12	1123	46.73
	2018	4126	1762	198	11.24	0	0	54	3.06	113	6.41	2364	57.3
<b>PhD</b>	1995	911	475	63	13.26	0	0	0	0	25	5.26	436	47.86
	2018	1197	464	58	12.5	0	0	14	3.02	46	9.91	733	61.24
<b>All</b>	1995	21049	17832	2159	12.11	0	0	0	0	562	3.15	3217	15.28
	2018	45673	34864	5400	15.49	45	0.13	1343	3.85	1301	3.73	10809	23.67



**Appendix Table 3: Bachelor's Degrees in Economics and All Subjects Awarded to Minority Students 1995-2018**

Year	Total BA Economics Degrees	Black/African American		Hispanic/Latino		American Indian and Native Alaskan		All Minority Groups		All Minority Groups in All Degree Subjects	
		Total	%	Total	%	Total	%	Total	%	Total	%
1995	16077	1045	6.50	816	5.08	63	0.39	1924	11.97	159366	13.92
1996	14966	901	6.02	813	5.43	54	0.36	1768	11.81	167479	14.64
1997	14832	836	5.64	809	5.45	56	0.38	1701	11.47	174427	15.18
1998	15358	889	5.79	831	5.41	58	0.38	1778	11.58	182079	15.64
1999	15836	876	5.53	861	5.44	75	0.47	1812	11.44	190641	16.09
2000	16789	977	5.82	960	5.72	65	0.39	2002	11.92	201797	16.54
2001	19351	1071	5.53	1073	5.54	63	0.33	2207	11.41	212042	16.61
2002	21127	1231	5.83	1128	5.34	63	0.30	2422	11.46	222577	16.73
2003	23335	1346	5.77	1277	5.47	99	0.42	2722	11.66	236282	17.01
2004	24474	1426	5.83	1387	5.67	111	0.45	2924	11.95	248856	17.23
2005	24860	1375	5.53	1469	5.91	95	0.38	2939	11.82	258927	17.39
2006	24418	1405	5.75	1495	6.12	104	0.43	3004	12.30	271386	17.69
2007	24574	1295	5.27	1611	6.56	105	0.43	3011	12.25	283011	17.94
2008	26005	1393	5.36	1630	6.27	111	0.43	3134	12.05	294800	18.25
2009	27050	1336	4.94	1691	6.25	134	0.50	3161	11.69	305075	18.45
2010	28185	1427	5.06	1933	6.86	123	0.44	3483	12.36	321709	18.87
2011	28766	1438	5.00	1986	6.90	121	0.42	3545	12.32	344581	19.46
2012	27897	1398	5.01	2188	7.84	96	0.34	3682	13.20	374083	20.26
2013	27411	1455	5.31	2356	8.60	101	0.37	3912	14.27	399420	21.13
2014	28541	1450	5.08	2610	9.14	80	0.28	4140	14.51	417025	21.79
2015	30664	1666	5.43	3041	9.92	83	0.27	4790	15.62	435039	22.50
2016	31060	1566	5.04	3202	10.31	93	0.30	4861	15.65	455222	23.34
2017	33151	1734	5.23	3539	10.68	62	0.19	5335	16.09	479857	23.89
2018	32638	1644	5.04	3766	11.54	66	0.20	5476	16.78	492932	24.60

**Appendix Table 4: Master's Degrees in Economics and All Subjects Awarded to Minority Students 1995-2018**

Year	Total MA Economics Degrees	Black/African American		Hispanic/Latino		American Indian and Native Alaskan		All Minority Groups		All Minority Groups in All Degree Subjects	
		Total	%	Total	%	Total	%	Total	%	Total	%
1995	1280	78	6.09	38	2.97	4	0.31	120	9.38	38592	10.92
1996	1352	77	5.70	49	3.62	3	0.22	129	9.54	41703	11.54
1997	1242	79	6.36	65	5.23	5	0.40	149	12.00	45169	12.14
1998	1177	71	6.03	50	4.25	3	0.25	124	10.54	48238	12.63
1999	1058	67	6.33	55	5.20	2	0.19	124	11.72	51507	13.13
2000	992	59	5.95	58	5.85	2	0.20	119	12.00	56717	13.99
2001	949	49	5.16	41	4.32	5	0.53	95	10.01	60360	14.64
2002	1004	62	6.18	51	5.08	9	0.90	122	12.15	63162	14.82
2003	1118	51	4.56	70	6.26	6	0.54	127	11.36	69059	15.33
2004	1286	54	4.20	76	5.91	6	0.47	136	10.58	78571	15.95
2005	1524	81	5.31	103	6.76	7	0.46	191	12.53	85345	16.71
2006	1542	83	5.38	91	5.90	2	0.13	176	11.41	90745	17.01
2007	1566	72	4.60	74	4.73	10	0.64	156	9.96	95884	17.54
2008	1711	104	6.08	73	4.27	7	0.41	184	10.75	98813	17.50
2009	1716	88	5.13	83	4.84	7	0.41	178	10.37	106299	17.95
2010	1840	97	5.27	85	4.62	7	0.38	189	10.27	114561	18.37
2011	2058	104	5.05	137	6.66	8	0.39	249	12.10	122739	18.65
2012	2184	109	4.99	144	6.59	4	0.18	257	11.77	131182	19.29
2013	1941	129	6.65	148	7.62	7	0.36	284	14.63	137535	20.48
2014	1920	108	5.63	131	6.82	3	0.16	242	12.60	141108	21.25
2015	1858	122	6.57	156	8.40	3	0.16	281	15.12	142876	21.82
2016	1819	115	6.32	164	9.02	5	0.27	284	15.61	149550	22.56
2017	1823	104	5.70	169	9.27	3	0.16	276	15.14	155697	22.99
2018	1762	125	7.09	155	8.80	4	0.23	284	16.12	162375	23.57

**Appendix Table 5: Doctorate Degrees in Economics and All Subjects Awarded to Minority Students 1995-2018**

Year	Total PhD Economics Degrees	Black/African American		Hispanic/Latino		American Indian and Native Alaskan		All Minority Groups		All Minority Groups in All Degree Subjects	
		Total	%	Total	%	Total	%	Total	%	Total	%
1995	475	16	3.37	12	2.53	1	0.21	29	6.11	2768	8.09
1996	475	21	4.42	17	3.58	1	0.21	39	8.21	2757	8.26
1997	469	12	2.56	15	3.20	2	0.43	29	6.18	3133	9.06
1998	449	21	4.68	13	2.90	0	0.00	34	7.57	3525	10.01
1999	415	20	4.82	17	4.10	1	0.24	38	9.16	3744	10.83
2000	405	18	4.44	16	3.95	0	0.00	34	8.40	3714	10.80
2001	367	6	1.63	15	4.09	0	0.00	21	5.72	3875	11.25
2002	365	16	4.38	10	2.74	0	0.00	26	7.12	3972	11.70
2003	323	8	2.48	18	5.57	1	0.31	27	8.36	4222	11.98
2004	347	16	4.61	24	6.92	1	0.29	41	11.82	4723	12.98
2005	328	7	2.13	19	5.79	0	0.00	26	7.93	5091	13.03
2006	321	16	4.98	17	5.30	2	0.62	35	10.90	5145	12.58
2007	320	17	5.31	20	6.25	2	0.63	39	12.19	5874	13.31
2008	384	13	3.39	14	3.65	1	0.26	28	7.29	6175	13.75
2009	354	7	1.98	13	3.67	0	0.00	20	5.65	6434	14.12
2010	405	10	2.47	21	5.19	1	0.25	32	7.90	5897	14.06
2011	411	17	4.14	14	3.41	0	0.00	31	7.54	6467	14.78
2012	473	14	2.96	15	3.17	0	0.00	29	6.13	7081	15.48
2013	468	15	3.21	30	6.41	0	0.00	45	9.62	7609	15.95
2014	422	13	3.08	22	5.21	1	0.24	36	8.53	8317	16.79
2015	497	10	2.01	30	6.04	3	0.60	43	8.65	8888	17.40
2016	481	15	3.12	34	7.07	0	0.00	49	10.19	9442	18.26
2017	477	15	3.14	18	3.77	1	0.21	34	7.13	10082	18.79
2018	464	18	3.88	28	6.03	0	0.00	46	9.91	10156	19.04

**Appendix Table 6: All Economics Degrees and All Subject Degrees Awarded to Minority Students 1995-2018**

Year	Total Economics Degrees	Black/African American		Hispanic/Latino		American Indian and Native Alaskan		All Minority Groups		All Minority Groups in All Degree Subjects	
		Total	%	Total	%	Total	%	Total	%	Total	%
1995	17832	1139	6.39	866	4.86	68	0.38	2073	11.63	200725	13.09
1996	16793	999	5.95	879	5.23	58	0.35	1936	11.53	211939	13.78
1997	16543	927	5.60	889	5.37	63	0.38	1879	11.36	222729	14.32
1998	16984	981	5.78	894	5.26	61	0.36	1936	11.40	233842	14.79
1999	17309	963	5.56	933	5.39	78	0.45	1974	11.40	245892	15.26
2000	18186	1054	5.80	1034	5.69	67	0.37	2155	11.85	262228	15.80
2001	20667	1126	5.45	1129	5.46	68	0.33	2323	11.24	276277	16.03
2002	22496	1309	5.82	1189	5.29	72	0.32	2570	11.42	289711	16.18
2003	24776	1405	5.67	1365	5.51	106	0.43	2876	11.61	309563	16.52
2004	26107	1496	5.73	1487	5.70	118	0.45	3101	11.88	332150	16.83
2005	26712	1463	5.48	1591	5.96	102	0.38	3156	11.81	349363	17.14
2006	26281	1504	5.72	1603	6.10	108	0.41	3215	12.23	367276	17.42
2007	26460	1384	5.23	1705	6.44	117	0.44	3206	12.12	384769	17.75
2008	28100	1510	5.37	1717	6.11	119	0.42	3346	11.91	399788	17.97
2009	29120	1431	4.91	1787	6.14	141	0.48	3359	11.54	417808	18.23
2010	30430	1534	5.04	2039	6.70	131	0.43	3704	12.17	442167	18.65
2011	31235	1559	4.99	2137	6.84	129	0.41	3825	12.25	473787	19.16
2012	30554	1521	4.98	2347	7.68	100	0.33	3968	12.99	512346	19.91
2013	29820	1599	5.36	2534	8.50	108	0.36	4241	14.22	544564	20.87
2014	30883	1571	5.09	2763	8.95	84	0.27	4418	14.31	566450	21.56
2015	33019	1798	5.45	3227	9.77	89	0.27	5114	15.49	586803	22.23
2016	33360	1696	5.08	3400	10.19	98	0.29	5194	15.57	614214	23.05
2017	35451	1853	5.23	3726	10.51	66	0.19	5645	15.92	645636	23.57
2018	34864	1787	5.13	3949	11.33	70	0.20	5806	16.65	665463	24.24

**Appendix Table 7: Table 6: Representation of Black, Hispanic and Minority Groups in Economic Faculty in the Academic Year 2017-18 (Correction)**

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						
<b>Black Faculty</b>										
<b>BA</b>	3.5%	4.3%	3.8%	10.7%	1.2%	3.1%	4.3%	3.8%	3.2%	
<b>MA</b>	2.7%	2.2%	1.5%	4.8%	0.0%	6.5%	4.2%	2.9%	2.6%	
<b>PhD</b>	1.9%	2.9%	2.0%	2.0%	5.1%	2.3%	4.0%	2.2%	4.2%	
<b>Total</b>	2.4%	3.3%	2.6%	4.0%	2.4%	3.0%	4.1%	2.7%	3.7%	
<b>Hispanic Faculty</b>										
<b>BA</b>	1.6%	5.4%	5.0%	0.0%	0.0%	1.2%	2.5%	3.3%	1.6%	
<b>MA</b>	1.4%	2.9%	5.4%	0.0%	4.4%	1.3%	1.4%	2.6%	2.6%	
<b>PhD</b>	5.2%	6.2%	9.5%	4.9%	0.0%	6.1%	4.6%	6.4%	3.7%	
<b>Total</b>	3.8%	5.5%	7.5%	3.3%	1.0%	4.3%	3.6%	5.1%	2.9%	
<b>Minority Faculty<sup>1</sup></b>										
<b>BA</b>	5.6%	9.7%	9.0%	10.7%	1.2%	4.9%	6.8%	7.5%	4.9%	
<b>MA</b>	4.1%	5.0%	6.9%	4.8%	4.4%	7.8%	5.6%	5.5%	5.2%	
<b>PhD</b>	7.3%	9.6%	12.0%	9.8%	5.1%	8.4%	8.6%	9.0%	7.9%	
<b>Total</b>	6.5%	9.1%	10.4%	9.3%	3.3%	7.5%	7.7%	8.2%	6.5%	

Note: <sup>1</sup> Minority faculty include Black, Hispanic and Native American Faculty.