

REPORT OF THE COMMITTEE ON THE STATUS OF MINORITY GROUPS IN THE ECONOMICS PROFESSION (CSMGEP) DECEMBER 2023

The Committee on the Status of Minority Groups in the Economics Profession (CSMGEP) was created by the American Economic Association (AEA) more than 50 years ago¹ in response to concerns about the underrepresentation of several 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 educational, mentoring and internship programs for the advancement of racial/ethnic minority groups in economics.

We begin our annual report with current data on the numbers and proportions of underrepresented minorities studying economics at the undergraduate and graduate levels, highlighting also representation within race by gender. Second, we compare historical trends in minority representation in economics to trends in minority representation in the Science, Technology, Engineering and Math (STEM) fields, all subjects and in the general population. Third, we report results from a recent survey on underrepresented minority faculty in economics departments. We then provide updates on the three major programs overseen by CSMGEP: the Summer Training Program, the Mentoring Program, and the Summer Fellows Program. Finally, we summarize CSMGEP's other recent activities.

I. Recent Data on Representation in Economics

Degrees Conferred in 2022

Data on degrees conferred were drawn from the Integrated Postsecondary Education Data System (IPEDS) at the National Center for Education Statistics (NCES). Their most recent data on degrees conferred across all U.S. institutions are the preliminary data for academic year 2021-2022. Differences between preliminary and final data have typically been minor. All calculations are our own.

The focus of this report is on degrees awarded to American citizens and permanent residents. Degrees earned by nonresidents are excluded from analysis.² Degrees awarded to recipients of unknown ethnicity are included in the totals. In 2022 these constituted 4.5% of economics degrees³ conferred to US citizens and permanent residents.

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

² In 2022 Nonresident Aliens constituted a significant proportion of the economics degrees awarded, especially at the master's (53.5%) and doctorate (62.2%) levels. See Appendix Table 1.

³ Schools must choose a Classification of Instructional Programs (CIP) degree code in reporting their degrees to the IPEDS. We classify as economics, those degrees with CIP codes housed under the two-digit social science code (45) and then under the four-digit economics code (45.06) which includes as child (or sub) codes "Economics, General," "Applied Economics," "Econometrics and Quantitative Economics," "Development Economics and International Development," "International Economics," and "Economics, Other." We exclude subjects housed under the two-digit "Business, Management, Marketing, and Related Support Services" code (52), including those with the four-

Table 1 and Appendix Table 1 illustrate the underrepresentation of Black, Hispanic and Native American⁴ students among economics degree recipients. These tables provide an overview of the number of economics degrees awarded in the United States in the academic year 2021-2022, at the bachelor's, master's and doctorate levels. A total of 33,117 economics degrees were conferred to US citizens and permanent residents, the vast majority (91.8%) awarded at the bachelor's level. White students received the majority of degrees at all levels at 56.2%, followed by Asian students who received 16.8% of degrees. Despite Black, Hispanic, and Native American students –our focal minority groups— collectively constituting 32.5% of the US population⁵ in 2022, they earned only 17.8% of economics degree across levels. Hispanic students earned the great majority of those degrees, a total of 12.8%, followed by Black (4.9%) and then American Indian students (0.13%). Looking at representation across degree levels, these underrepresented minority groups (or URMs) were awarded 17.9% of the bachelor's in economics degrees, 18.0% of the masters, and 10.3% of the doctorates.

Table 2 demonstrates that focal minorities are also underrepresented in STEM disciplines. Notably however, they are better represented in STEM disciplines than in economics. URMs earn 21.3% of STEM degrees compared to 17.8% of economics degrees.⁶ Moreover, each of the three groups makes up a larger fraction of STEM graduates compared to economics graduates. Hispanic students earned 14.0% of STEM degrees compared to 12.8% of economics degrees. For African Americans the figures are 7.0% compared to 4.9%, and for American Indians 0.31% and 0.13%. Together Tables 1 and 2 demonstrate not only the underrepresentation of Black, Latinx and Hispanic students among economics degree recipients, but point to the relevance of at least some causes of this underrepresentation that rather than being global to quantitative fields, are unique to economics.

digit “Business/Managerial Economics” code (52.06) which has only one child code, which is itself “Business/Managerial Economics.”

⁴ We use the terms “Native American”, “American Indian/Alaskan Native”, and “American Indian” interchangeably. The same is true for our use of “Hispanic,” “Latino”, and “Latinx” and “Black” and “African American.” The three groups are mutually exclusive. Blacks refers to non-Hispanic Blacks and Native Americans to non-Hispanic Native Americans

⁵ Authors’ calculations using U.S. Census Bureau’s Population Division (2021-2022) data.

⁶ We classify as STEM fields those listed as such by the Department of Homeland Security. See <https://www.ice.gov/doclib/sevis/pdf/stemList2023.pdf>.

Table 1: Degrees Awarded in Economics in the Academic Year 2021-2022

Award Level	Grand Total	U.S. Citizen and Permanent Resident Total	American Indian or Alaskan Native		Black / African American		Hispanic or Latino		All Minorities	
			Total	%	Total	%	Total	%	Total	%
BA	37777	30409	39	0.13	1470	4.83	3938	12.95	5447	17.91
MA	4686	2181	3	0.14	117	5.36	273	12.52	393	18.02
PhD	1395	527	0	0.00	22	4.17	32	6.07	54	10.25
All	43858	33117	42	0.13	1609	4.86	4243	12.81	5894	17.80

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2022, Completions.

Table 2: Degrees Awarded to Minority Students in Science, Technology, Engineering and Math (STEM) Subjects in 2021-2022

Award Level	Grand Total	U.S. Citizen and Permanent Resident Total	American Indian or Alaskan Native		Black / African American		Hispanic or Latino		All Minorities	
			Total	%	Total	%	Total	%	Total	%
BA	577606	529074	1637	0.31	35731	6.75	79125	14.96	116493	22.02
MA	221296	147010	449	0.31	11969	8.14	16593	11.29	29011	19.73
PhD	38257	21182	50	0.24	1037	4.90	1892	8.93	2979	14.06
All	837159	697266	2136	0.31	48737	6.99	97610	14.00	148483	21.30

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2022, Completions.

Intersection of Gender and Race/Ethnicity

Black, Latinx and Native American women exist in the intersection of two underrepresented groups and thus may be particularly underrepresented at all levels of economic education. In 2022, URM women received 6.1% of all economics degrees conferred to people of all gender, racial and ethnic groups, while constituting 16.4% of the U.S. population in 2022.⁷ Table 3 shows total economics degrees earned by URM women in levels and as a fraction of degrees awarded to women of all races. URM women's representation rate among women recipients of economics degrees is higher at the bachelor's and master's levels, 18.9% and 19.0%, than at the doctorate level (11.7%).

Among focal minorities who received economics degrees, 34.5% were women. This is slightly higher than the all-races female rate—women were 32.7% of all economics degree earners—but still well below equal representation. Women earned 34.4% of the bachelors, 35.1 % of the masters and 38.9 % of the PhDs earned by focal minorities.

Looking at each racial/ethnic group individually, Hispanic women earned 4.3% of all economics degrees awarded to US citizens. They earned 13.2% of degrees awarded to women (13.4% of bachelors, 12.9% of masters and only 5.0% of PhDs) and 33.8% of all degrees to Latinx individuals (33.8% of bachelors, 34.4% of masters and 28.1% of PhDs).

Black women earned 1.8% of all economics degrees and 5.4% of economics degrees awarded to women (5.3% of bachelors, 5.9% of masters and 6.7% of PhDs) and obtained 36.3% of all degrees to Black Americans (36.0% of bachelors, 36.8% of masters and 54.5% of PhDs).

American Indian women comprised 40.5% of American Indian economics degree recipients in 2022. Seventeen American Indian/Alaskan Native women received economics degrees in 2022, 16 at the bachelor's level and 1 at the master's level.

Similar to all focal minorities, URM women are more represented in STEM subjects than in economics, across all degrees and across all ethnic/racial groups. See Table 4 for total STEM degrees earned by URM women in levels and as a fraction of degrees awarded to women of all races. URM women earned 10.1% of all STEM degrees, 23.2% of all STEM degrees conferred to women and 47.5% of all STEM degrees awarded to underrepresented persons, with Hispanic, Black, and American Indian women comprising 46.1%, 50.3%, and 44.4% of degree recipients among their respective ethnic/racial groups. These values were above the representation of women overall in STEM degree conferrals (43.5%).

Nonetheless, Black, Latinx and American Indian women were underrepresented in both economics and STEM. It is notable that these groups are not underrepresented among all subject degree recipients. Minority women constituted 17.2% of all subject degree recipients and 64.9% of the minority degree recipient population.⁸ These figures highlight two concerns: 1) Lower educational attainment amongst men of color. 2) The over-representation of women in higher education makes the limited number of minority women in STEM, and particularly in economics, more troubling.

⁷ Authors' calculations using U.S. Census Bureau's Population Division (2021-2022) data. Black, Latinx, and Native American men earned 11.7% of all economics degrees, while representing 16.1% of the US population.

⁸ Untabled calculations using 2022 IPEDS completions survey data.

Table 3: Degrees Awarded in Economics in the Academic Year 2021-2022 to Minority Women

Award Level	Grand Total of Women	U.S. Citizen and Permanent Resident Women Total	American Indian or Alaskan Native Women		Black / African American Women		Hispanic or Latino Women		All Minority Women	
			Total	%	Total	%	Total	%	Total	%
BA	13273	9929	16	0.16	529	5.33	1330	13.40	1875	18.88
MA	1937	728	1	0.14	43	5.91	94	12.91	138	18.96
PhD	486	179	0	0.00	12	6.70	9	5.03	21	11.73
All	15696	10836	17	0.16	584	5.39	1433	13.22	2034	18.77

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2022, Completions.

Table 4: Degrees Awarded to Minority Women in Science, Technology, Engineering and Math (STEM) Subjects in 2021-2022

Award Level	Grand Total of Women	U.S. Citizen and Permanent Resident Women Total	American Indian or Alaskan Native Women		Black / African American Women		Hispanic or Latino Women		All Minority Women	
			Total	%	Total	%	Total	%	Total	%
BA	248004	228919	728	0.32	17824	7.79	36505	15.95	55057	24.05
MA	96127	65267	198	0.30	6159	9.44	7633	11.70	13990	21.44
PhD	14778	9209	22	0.24	525	5.70	865	9.39	1412	15.33
All	358909	303395	948	0.31	24508	8.08	45003	14.83	70459	23.22

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2022, Completions.

Trends in Degrees Conferred 1995-2022

Having shown the current levels of underrepresentation, we now demonstrate how racial/ethnic representation has changed over time. Collectively, the three focal groups have seen their representation in the general population, undergraduate and graduate programs, STEM fields and economics increase between 1995 and 2022.⁹

Their share of degrees in all subjects increased from 13.1% in 1995 to 26.5% in 2022, in STEM fields from 11.2%¹⁰ in 1995 to 21.3% in 2022, and in economics from 11.6% in 1995 to 17.8% in 2022. (The number of degrees awarded has also increased over this time. See Appendix Tables 2-5 for the number and percentages of economics degrees by year by student race/ethnicity and for all subjects' degrees by year for URM students).

The increase in URM degree representation across time is driven by Hispanic degree recipients and follows the trend of Latinx people's increasing share of the US population. The same increase is not seen for our other focal minority groups. Both African Americans and American Indians have seen their share of economics degrees decrease from 1995 to 2022.

Figures 1, 2, and 3 compare the overall representation¹¹ of each racial/ethnic group in economics, STEM fields and all subjects to underlying changes in their respective representation in the total U.S. population.¹²

⁹ We look at trends since 1995 because it is the first year when the IPEDS data by race and the degree subjects of interest were available.

¹⁰ Untabled calculation using the IPEDS data.

¹¹ Representation in economics/STEM/all subjects is defined as the number of economics/STEM/all subject degrees awarded to the racial group divided by the total number of economics/STEM/all subject degrees awarded to U.S. citizens and permanent residents.

¹² Racial population percentages are taken from U.S. Census, Population Division's estimates for the years 1995-2022.

<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/programs-surveys/popest/technical-documentation/research/evaluation-estimates/2020-evaluation-estimates/2010s-national-detail.html>

<https://www.census.gov/data/tables/time-series/demo/popest/2020s-national-detail.html>

While it is difficult to compare IPEDS data on Native Americans before and after 2010 because of a change to the racial categorization¹³ (see figure notes), it appears that in recent years American Indian representation in economics, STEM fields and all subjects has decreased while population figures have remained steady, with representation in economics decreasing more sharply since 2009 than representation in STEM and all subjects. These percentages, while suggestive of a broader problem of access to postsecondary education for American Indian students, points to a particularly acute concern for American Indian attainment of degrees in economics.

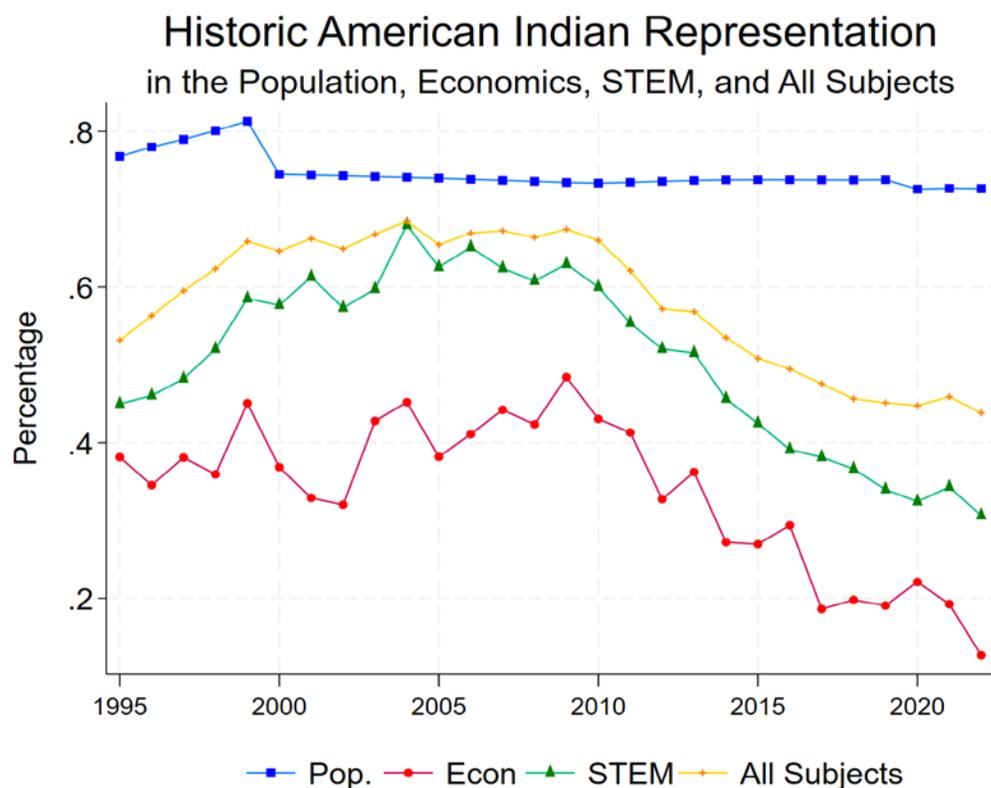


Figure 1: Changes in Representation of American Indians/Alaskan Natives. This figure shows the percentage of the American Indian population within the total population along with the percentage of economics degrees, STEM degrees, and degrees in all subjects awarded to American Indian students from 1995 to 2022.

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. IPEDS made this same change in 2010.

Sources: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 1995-2022, Completions; U.S. Census Bureau, Population Division, 1995-2022.

¹³ Burnette, Jeffrey D. (2022). "Marginalization of Indigenous People in Education Data Produces a False Narrative." *The Minority Report*, 14, page 1, 10-13.

Black representation in economics has decreased since 1995 as shown in Figure 2, going from 6.4% in 1995 to 4.9% in 2022. During the same time the share of STEM degrees earned by Black students has increased from 5.8% to 7.0% and the Black share of all subject degrees conferred has increased from 7.2% to over 10%, while the Black population share has increased only slightly. Collectively, these trends provide evidence of barriers to Black degree reciprocity unique to economics.

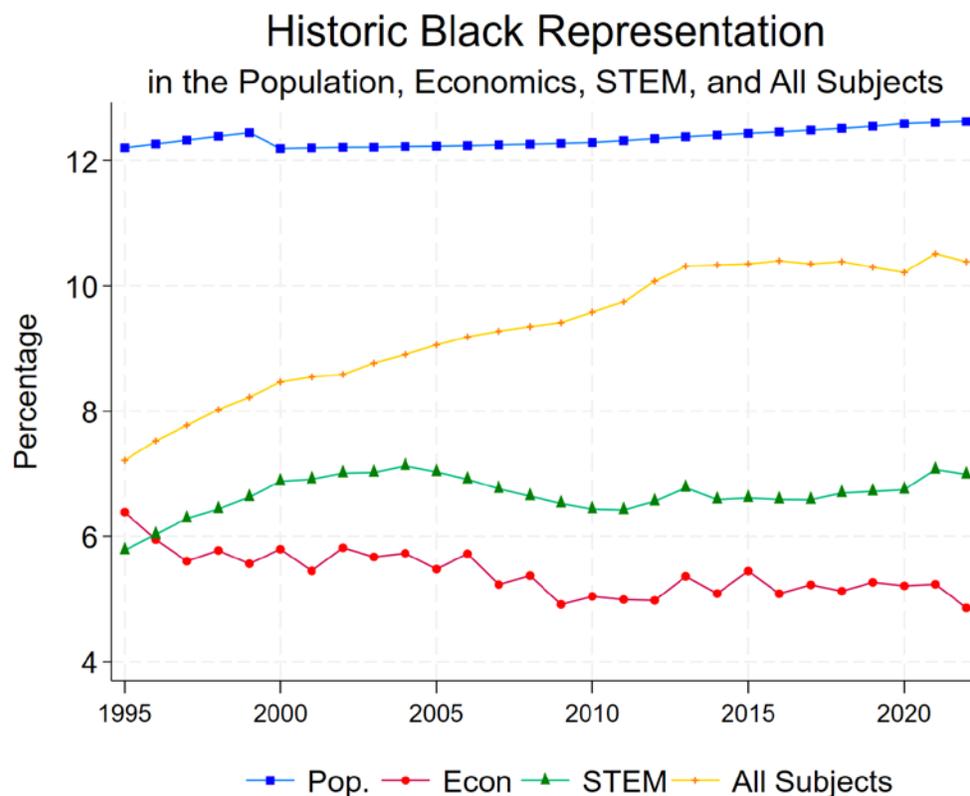


Figure 2: Changes in Representation of Blacks/African Americans. This figure shows the percentage of the Black/African American population within the total population along with the percentage of economics degrees, STEM degrees, and degrees in all subjects awarded to Black/African American students from 1995 to 2022.

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. IPEDS made this same change in 2010.

Sources: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 1995-2022, Completions; U.S. Census Bureau, Population Division, 1995-2022.

Hispanic representation in economics has experienced the highest levels of growth out of all three groups, more than doubling from 4.9% to nearly 13% between 1995 and 2022, as shown in Figure 3. The growth in representation in economics is right on the heels of representation in STEM (5.0% to 14%) and all degrees (5.4% to 15.7%) outpacing the population gains as Hispanics grew from 10.6% to 19% of the population during this period.

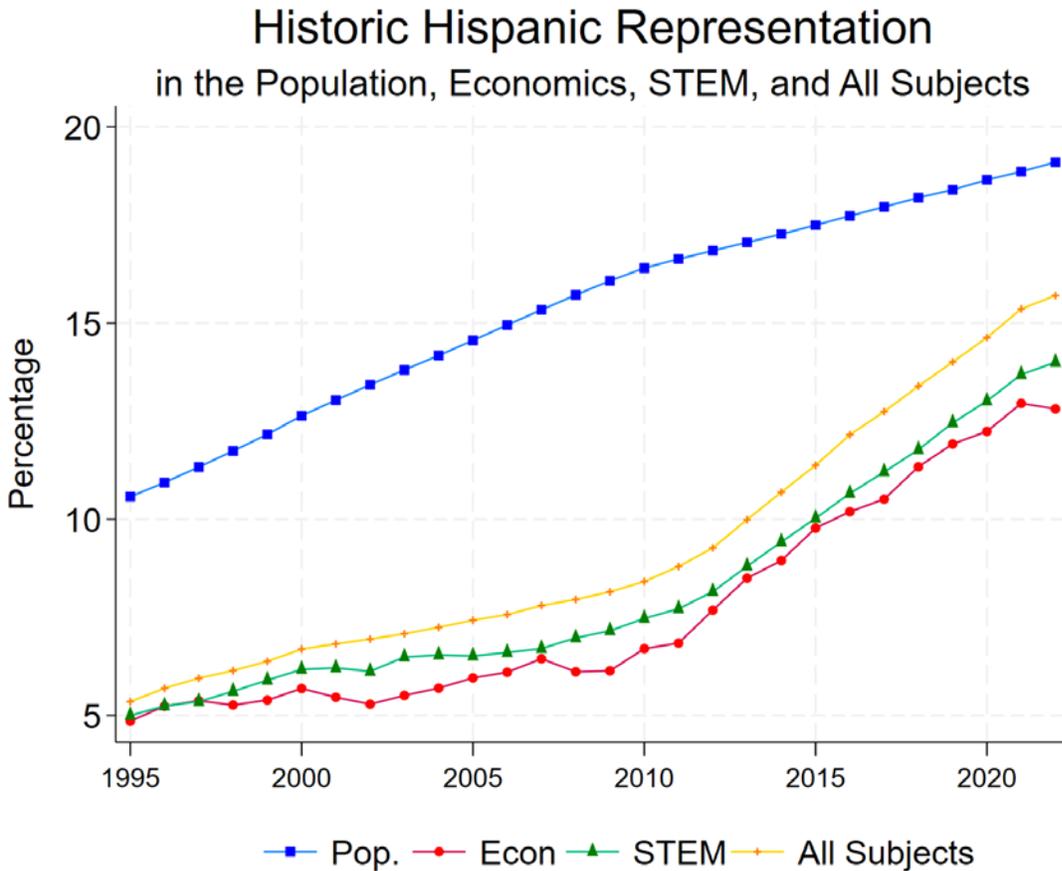


Figure 3: Changes in Representation of Hispanics/Latinx This figure shows the percentage of the Hispanic population within the total population along with the percentage of economics degrees, STEM degrees, and degrees in all subjects awarded to Hispanic students from 1995 to 2022.

Sources: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 1995-2022, Completions; U.S. Census Bureau, Population Division, 1995-2022.

Figures 1 to 3 demonstrate that there is much work to be done regarding the representation of minority groups in higher education and in economics in particular. While the number and proportion of economics degrees earned by Latinx individuals is on the increase, in 2022 both the number and proportion of Native American degree earners was among the lowest since 1995. Black students have also seen declines since 1995. For all three groups, but especially Black and Native American students, their share of economics degrees consistently lags their share of STEM and all subject degrees.

Several causes have been hypothesized (and in many cases) supported for this underrepresentation. Recent research (Bleemer and Mehta, 2022)¹⁴ points to the rise in major restrictions (e.g., requiring certain grades in initial courses to be allowed to declare) over the past three decades as one cause, as these restrictions disproportionately bar underrepresented minority students from entering majors.

The demographics of instructors (Carrell, Page and West, 2010; Hale and Regev, 2014; Fairlie, Hoffmann, and Oreopoulos, 2014; Kofoed and McGovney, 2019; and Porter and Serra, 2020)¹⁵ have also been indicated as a factor, as role models may be particularly impactful in improving minority and female participation early on in one's economic education. Stevenson and Zlotnik (2018)¹⁶ document an underrepresentation of women amongst both real and fictional people mentioned in economics textbooks which may also play a role in attracting underrepresented groups to the discipline.

Implicit and explicit bias is another factor. Carlana (2019) and Papageorge, Gershenson, and Kang (2020)¹⁷ show that low expectations and negative implicit stereotypes of instructors towards underrepresented demographic groups can disadvantage the targeted groups. Likewise, Wu (2018)¹⁸ documents negative sentiments and explicit bias 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 underrepresentation of minority women. Results from the AEA Climate Survey¹⁹ in winter 2018–19, found that 28 percent of non-white respondents reported having personally been discriminated against or treated unfairly on the basis of race/ethnicity by someone in the field of economics, while three-fifths of minority women reported experiencing either racial discrimination and/or gender discrimination. These

¹⁴ Bleemer, Z. & Mehta, A. (2022). College Major Restrictions and Student Stratification. *Working paper*.

¹⁵ 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; Hale, G., & Regev, T. (2014). Gender ratios at top PhD programs in economics. *Economics of Education Review*, 41, 55-70; 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; Kofoed, M. S. & McGovney, E. (2019). The effect of same-gender or same-race role models on occupation choice evidence from randomly assigned mentors at west point. *Journal of Human Resources*, 54(2), 430-467; Porter, C., & Serra, D. (2020). Gender differences in the choice of major: The importance of female role models. *American Economic Journal: Applied Economics*, 12 (3): 226-54.

¹⁶ Stevenson, B., & Zlotnik, H. (2018). Representations of men and women in introductory economics textbooks. In *AEA Papers and Proceedings* (Vol. 108, pp. 180-85).

¹⁷ Carlana, M. (2019). Implicit stereotypes: Evidence from teachers' gender bias. *The Quarterly Journal of Economics*, 134(3), 1163-1224; Papageorge, N. W., Gershenson, S., & Kang, K. M. (2020). Teacher expectations matter. *Review of Economics and Statistics*, 102(2), 234-251.

¹⁸ Wu, A. H. (2018). Gendered Language on the Economics Job Market Rumors Forum. In *AEA Papers and Proceedings* (Vol. 108, pp. 175-79).

¹⁹ Allgood, S., Badgett, L., Bayer, A., Bertrand, M., Black, S. E., Bloom, N., & Cook, L. D. (2019). *AEA Professional Climate Survey: Final Report* Nashville, TN: AEA.

groups are also the most likely to take costly action, such as leaving a job, to avoid possible harassment, discrimination, or unfair treatment, which could partially explain their underrepresentation in the field of economics.

Similarly, in a survey of introductory economics students, Bayer et al. (2020)²⁰ find that minority students are less likely to feel a sense of belonging in the economics classroom than non-minority students. Minority students are also less likely to believe they can learn the material. Low levels of these feelings are associated with a lower likelihood of majoring in economics.

Others have shown that lack of information is an issue for students considering classes and majors in college. Bayer, Bhanot, and Lozano (2019)²¹ found that an economics department's providing underrepresented minorities and women with a welcome message that included information about economics and what economists do increased the likelihood that a student completed an economics course in the first semester of college by almost twenty percent. Bayer, Hoover, and Washington (2020)²² also point to a role for better information, among other factors, for increasing minority representation. Survey and interview respondents—underrepresented minority economists and those who were once interested in the field—reported lack of mentoring, implicit bias, along with lack of good information, as the most frequent hindrances to minorities in pursuing economics.

²⁰ Bayer, A., Bhanot, S. P., Bronchetti, E. T., O'Connell, S. A. (2020). Diagnosing the Learning Environment for Diverse Students in Introductory Economics: An Analysis of Relevance, Belonging, and Growth Mindsets. *AEA Papers and Proceedings*, 110:294-98.

²¹ Bayer, A., Bhanot, S. P., & Lozano, F. (2019). Does simple information provision lead to more diverse classrooms? Evidence from a field experiment on undergraduate economics. In *AEA Papers and Proceedings* (Vol. 109, pp. 110-14).

²² Bayer, A., Hoover, G. A., & Washington, E. (2020). How You Can Work to Increase the Presence and Improve the Experience of Black, Latinx, and Native American People in the Economics Profession. *Journal of Economic Perspectives*, 34(3), 193-219.

Minority Representation in Economics Faculty

We turn from measuring representation in economics at the student level to measuring representation among the faculty in Table 5. The tabulations come from the American Economic Association, using data from its 2022-23 annual survey, the Universal Academic Questionnaire (UAQ).²³

We note that these data must be interpreted with caution for at least four reasons. First, the response rate to the survey is low—319 of 876 or 36.4% of surveys were returned. 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 impossible to compare the student representation in Tables 1-4 with the racial/ethnic representation among economics faculty in Table 5 because the sample of schools do not match and the faculty survey is not representative. Third, one cannot make comparisons across time within these data as the sample of schools changes from year to year. Fourth, even within the same school, an individual's underrepresented minority status may change over time due to a change in citizenship status.

Thus, although the fraction of underrepresented minority faculty reported has increased this year over last, 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.

Amongst institutions included in the survey, URM faculty account for 9.1% of full-time economic faculty positions across rank, far less than the 32.5% that Black, Latino, and Native Americans constitute in the population. Of tenure track faculty, Black, Hispanic and all URM faculty are most represented at the assistant professor level and least represented among full professors. Hispanic faculty are 7.2% of assistant professors, 6.0% of associate professors and 4.5% of full professors. Black faculty comprise 4.1%, 3.1% and 2.7% of assistant, associate and full professors respectively.

The higher representation among assistant and associate professors relative to full professors may suggest that Black, Latinx and American Indian economists are not making it through all of the levels of academia or are at least still in the process of moving through. However, minority representation overall is higher in less prestigious part-time relative to full-time positions. This is driven by Black faculty who are also better represented among non-tenure track positions. Of all the categories in the table, Black faculty are best represented among part-time non-tenure track faculty where they comprise 7.7% of these professionals.

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.

²³ The tabulations are based on the 319 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 underrepresented minority faculty are not included in the Black- and Hispanic-faculty subsections but are included in the underrepresented minority faculty totals. Faculty on leave during the 2022-2023 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.

Table 5: Representation of Black, Hispanic and Minority Groups in Economic Faculty in the Academic Year 2022-2023

Institution's Highest Degree	Tenured and Tenure-Track Faculty					Non-Tenure Track Faculty		Total	
	Full Time				Part Time	Full Time	Part Time	Full Time	Part Time
	Full Prof.	Associate Prof.	Assistant Prof.	Other					
Black Faculty									
BA	2.9%	4.6%	5.3%	0.0%	4.5%	5.4%	8.7%	4.2%	7.4%
MA	3.2%	6.0%	4.2%	0.0%	0.0%	1.4%	7.6%	3.8%	6.3%
PhD	2.6%	1.5%	3.3%	0.0%	10.0%	4.0%	6.9%	2.7%	7.2%
Total	2.7%	3.1%	4.1%	0.0%	5.0%	4.2%	7.7%	3.3%	7.1%
Hispanic Faculty									
BA	2.3%	4.4%	5.3%	0.0%	4.5%	5.8%	2.7%	4.1%	3.2%
MA	3.2%	7.0%	5.6%	0.0%	0.0%	4.2%	10.6%	4.9%	8.8%
PhD	5.5%	7.0%	8.4%	0.0%	5.0%	6.2%	5.0%	6.5%	5.0%
Total	4.5%	6.0%	7.2%	0.0%	4.0%	5.9%	5.0%	5.6%	4.8%
Minority Faculty¹									
BA	5.2%	8.9%	10.9%	0.0%	9.1%	11.2%	11.3%	8.4%	10.6%
MA	6.4%	13.0%	9.7%	0.0%	0.0%	5.6%	18.2%	8.7%	15%
PhD	8.2%	8.7%	12.1%	0.0%	15.0%	10.8%	11.9%	9.5%	12.2%
Total	7.2%	9.2%	11.5%	0.0%	9.0%	10.4%	12.7%	9.1%	12.0%

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

Source: Tabulations from the American Economic Association based on their Universal Academic Questionnaire, 2022-23.

II. CSMGEP's Major Programs

The Summer Training Program, the Mentoring Program and the Summer Fellows Program all work to increase diversity in the economics profession. The activities of each program over the past year are reported below.

Summer Training and Scholarship Program

The AEA Summer Training and Scholarship Program (AEASP) aims to prepare students who would diversify our profession, for entry into PhD programs in economics. The program is currently hosted by Howard University. Of the 102 persons who completed the application, 40 students were accepted and enrolled in the program in the summer of 2023. Thirty-nine students successfully completed the eight-week program. The 40 admitted students come from colleges across the United States. They include seven college graduates, 15 seniors, 14 juniors and four sophomores. Twenty of the students identify as Black, 13 as Latinx, one as American Indian or Alaskan Native, five as Asian or Pacific Islander and two as White. (Students could select multiple ethnic/racial identities.) Twenty-one students identify as women and 19 as men.

Students who can demonstrate that their presence in the profession would diversify economics are given preference for scholarship assistance. In summer 2023 all attendees received fellowships which covered tuition, health insurance, books, and a stipend.

Program leadership includes Director Omari Swinton, Professor, Chair, Director of the Graduate Program, Howard; Co-Director Gerald E. Daniels, Associate Professor, Associate Director of the Undergraduate Program, Howard; and Assistant Director Rhonda V. Sharpe, President of the Women's Institute for Science, Equity and Race (WISER). Swinton is an alumnus of the summer program.

The Summer Program is a two-tiered eight-week program with a foundations and an advanced track. Seventeen students followed the foundations tracks, 17 students followed the advanced track and six students took courses from both tracks. All students took coursework in math, microeconomics, econometrics and research methods. Foundations students were paired with one of 15 policy institutions for their research component. Leadership worked to increase the number of institutions (from 13 last year) so as to increase match quality. The number of meetings between scholars and the instructor were increased as well to better help students stay on track. Advanced students wrote a paper in a more traditional research methods course, taught by employees of the Federal Reserve Board. See the table below for paper topics and experiential learning partners (in the case of foundation students). Both groups of students had multiple opportunities to present their research, including brief presentations of preliminary results at the Pipeline Conference.

AEASP Student Research
Foundation Level

STUDENTS	PROJECT TITLE	PARTNER
Timothy Adewunmi	Price Battles and Market Dominance: Uncovering the Merger Market Shares Story	Compass Lexecon
Sullivan Anderson	Chicago CTC Spending by Education Demographics	Washington Center for Equitable Growth
Angel Baikakedi	Wrongful Termination and Damages	Charles River Associates
Adrian Balderamos	Income Inequality and the Rural / Urban Divide	U.S. Census Bureau
Sarafina Bee-Martinelli		Women's Institute for Science, Equity and Race
Amber Bouley	Agricultural Export Trends through COVID- 19	Federal maritime Commission
Andres Davila	Pharmaceutical Pricing and WAC Increases of Therapeutic Drugs	Charles River Associates
Israel Fulton	Effects of Intellectual Property and Research & Development Expenditures on Market Share in the Pharmaceutical Industry	Analysis Group
Jordan Garcia	Analysis of the Productivity-Compensation Gap in the Information Sector	U.S. Bureau of Labor Statistics
Alejandra Guadarrama Mojica		Federal Deposit Insurance Corporation
Lamia Haque	EST and Deal Premiums	Analysis Group
Nayomi Her	The Relationship Between Postsecondary Education and Certifications in the United States	U.S. Census Bureau
Judene Josephs	Women's Representation in Senior Management / Higher Paying Position in the Education, Health and Public Sector	Economic Policy Institute
Phineas Kiprop	Exploring the Relationship between market Concentration and Insurance Quality in the Healthcare Sector	Bates White
Christina Klas	The Effect of Post-Pandemic Shipping Trends on Agricultural Exports	Federal Maritime Commission
Jorge Limon	Changes in the Relationship Between Temporary Help and Business Cycles: Pre and Post Pandemic Analysis	U.S. Bureau of Labor Statistics
Diamondnia Mack	Assessing the Progressivity of Components of Income, Transfers and Taxes	Congressional Budget Office

Anthony Montano	Debiased Machine Learning and the ACA's Medicaid Expansion: An Application Towards Prescription Drug Usage	Congressional Budget Office
Joanna Mosley	Defining the Airport Market: Competition and Substitutability	Cornerstone Research
Sophie Pinkston	Inflation Shocks and Bank Assets	Federal Deposit Insurance Corporation
Tammi Smith		Women's Institute for Science, Equity and Race
Jesus Torres		Washington Center For Equitable Growth

*Advanced Level***STUDENTS****PROJECT TITLE**

Regine Adrien	Examining the Relationship between IMF Lending and Human Wellbeing in Borrowing Nations
Wonder Ahiatsi	Regional Integration and Trade in Africa: The Role of the African Continental Free Trade Area in Promoting Economic Growth and Development in Africa
Kevin Bloodworth II	Beyond Extraction: Effects of an Open Pit Mining Ban on Conflict Dynamics in Costa Rica
Dulce Lopez Cruz & Hai Van Le	CEO Compensation and Risk-Taking: S&P 1500 Firms
Joshua Fang	Effects of the 1990s Welfare Reform on the Long-Term Earnings of Single Mothers
Angela Garcia	The Effects of Detroit's Bankruptcy on Residents' Economic Outcomes
Michael Garcia	Effect the Covid-19 Shutdown Had on Reported Child Abuse: Evidence from Los Angeles, CA
Ari Liverpool	Health and Economic Racial Disparities Due to Covid-19
Ryan Meister	Mass Shootings in Texas and the Housing Market
Nidhi Nair	Social Capital, Residential Segregation and Religiosity: a Southern Perspective
Kaylee Nielson	Dobbs V. Jackson: Estimating the Impact on Driving Distance to the Nearest Abortion Provider
Josephine Oshagbemi	Unveiling the Impact of Price Transparency Policies on Healthcare Costs
Alan Perez	Minimum Wages and College Outcomes
JeQa Powe	Economic Changes and Small Famers: An Analysis on the American's Hidden Lifeline
John Saunders	COVID-19, Stress, and Retirement Savings
Michael Wilson	The Effects of Transportation Infrastructure on Health: A Statistical Analysis of States using Econometric Techniques

Classroom activities were complemented by two seminar series. In the Brown Bag Series, representatives from organizations that employ economists spoke about their organizations and more generally about the economics profession. See the table below for speakers and topics. In the seminar series the following economists spoke about research and the profession:

- Dr. Bradley Hardy, Georgetown University (AEASP Alum)
- Dr. Jhacova Williams, American University
- Dr. John Phillips, National Institute of Health
- Dr. Pallab Ghosh, University of Oklahoma
- Dr. Margaret Simms, Urban Institute
- Dr. David Card, University of California at Berkley

Brown Bag Series

ORGANIZATION	TOPIC
Bates White	Behind-the-scene economic analysis for a merger and an internet music copyright suit
Federal Reserve Board	The Federal Reserve Board Career Fair
The National Association of Business Economics	Charting Your Career in Business Economics
Federal Deposit Insurance Corporation (FDIC)	FDIC Careers
J-PAL	J-PAL
Amazon	Life as an Amazon economist
Analysis Group	Analysis Group
Council of Economic Advisors	Council of Economic Advisors

A great hallmark of the Howard program is its heightened attention to mentoring. The Inclusive, Peer, Onsite, Distance (IPOD) Mentoring Program places students into mentoring groups consisting of four students who act as peer mentors (a mixture from both tracks) and an established economist who is the more senior mentor. The pods are formed based on professional development needs assessment and research interests. These groups begin to meet when the summer program ends and are designed to stay together to support students as they transition to economics PhD programs. Pods meet virtually. A student may remain in a pod for three years or until accepted into a PhD program at which time the student would be encouraged to enroll in the AEA Mentoring Program.

In addition to funding from the AEA, the NSF and Howard's own contributions, the summer program is supported by contributions from Amazon, the Peterson Foundation, Analysis Group, Bates White and Cornerstone.

For more information on the Summer Training Program go to <https://www.aeaweb.org/about-aea/committees/aeasp>.

Mentoring Program

The AEA Mentoring Program pairs 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 and minority economists (both inside and outside of academia). 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, the program is the recipient of the 2023 American Society of Hispanic Economists Institutional Service Award.

Francisca Antman, Associate Professor of Economics, University of Colorado at Boulder and Trevon Logan, Professor of Economics and Associate Dean, College of Arts and Sciences, The Ohio State University serve as co-directors.

Students must complete a formal online application to be admitted to the mentoring program. Participation is limited to three years with the possibility of renewal, conditional on an active relationship with a mentor. As of fall 2023, there were 87 mentees, up from 75 the previous fall and 60-65 before current leadership took over. The 87 hailed from more than 35 universities from across the country.

At least five students in the AEA Mentoring Program completed the requirements for their PhDs in economics in 2023, compared to nine the previous year. The five students, their schools, dissertation topics and new positions are as follows:

- Chandon Adger, Texas A&M University, “Essays in Applied Microeconomics,” now Program Evaluator, U.S. Office of Personnel Management.
- Ariel Gomez, Harvard University, “Essays on Historical and Contemporary Development in Mexico,” now Future Faculty Postdoctoral Fellow, Northeastern University.
- Lauren Russell, Harvard University, “Essays on the U.S. Criminal Legal System and Black-White Inequality,” now Economist, Federal Reserve Board of Governors.
- Yolunda Nabors, Middle Tennessee State University, “School Gun Violence, Mental Health, and Labor Outcomes Among Fragile Families and Disadvantaged Communities in the United States,” now Postdoctoral scholar, Ohio State University.
- Kadeem Noray, Harvard University, now Research Associate, Opportunity Insights at Harvard University.

Research Travel

The mentoring program provides mentees access to funds for research-related travel. The AEAMP supported travel and registration costs for 14 Mentees to participate in the 2023 ASSA conference. Funded mentees were required to participate in the following slate of activities: (1) Meet with their mentor or other senior-level economists to discuss research for at least two hours; (2) Participate in the Joint CSMGEP/National Economic Association (NEA)/American

Society of Hispanic Economists (ASHE) Reception; (3) Attend the CSMGEP Dissertation Session; and (4) Attend any three additional sessions sponsored by CSMGEP, the NEA, or ASHE.

In 2023 the mentoring program funded 15 mentees to travel to give research presentations at major conferences.

Western Economic Association International

The mentoring program organized a 2023 WEAI session entitled *Underrepresentation, Policing, and Insurance*. Chaired by Luisa Blanco, Pepperdine University, all presenters and discussants in the session were mentees. The program included the following presentations:

- Anderson Frailey, University of Virginia. “Insurance with an Endogenous Adversary: The Case of Ransomware”
- Romaine Anthony Campbell, Harvard University. “Federal Oversight and Policing.”
- Felipe Juan, Howard University. “The Importance of Considering State Eligibility Requirements for Equitable Unemployment Insurance Access: Lessons from the Great Recession and COVID-19.”
- April Burrage, University of Massachusetts, Amherst. “How Do State R&D Incentives Affect Opportunity for Small Businesses for Women and Minority Owned Businesses?”

The following students served as discussants:

- Robert Baluja, University of Arizona
- George Agyeah, University of Arkansas, Fayetteville
- Michael Navarrete, University of Maryland, College Park
- Ini-Abasi Umosen, University of California at Berkeley

Southern Economic Association

The following six AEAMP mentees presented in the 2023 Southern Economic Association Graduate Student Program:

- George Agyeah, University of Arkansas, Fayetteville. “When the Modes of Interactions Matter: Virtual and In-person Integration of Newcomers in a Dynamic Setting.”
- Andrenay Harris, Texas A&M University. “The Effects of Forced Relocation from Drowned Towns on Economic Outcomes and Crime: Evidence from 1934-1952.”
- Michael Meneses, Cornell University. “Organic Farming Transitions: A Dynamic Bioeconomic Model.”

- Michael Navarrete, University of Maryland. “COBOLing Together UI Benefits: How Delays in Fiscal Stabilizers Impact Aggregate Consumption.”
- Romeo Eric Neuyou Nana, University of Arkansas. “International Production Networks and Economic Growth: Evidence from the Semiconductor Industry.”
- Ini-Abasi Umosen, University of California, Berkeley. “Gender Wage Gaps in the Gig Economy: Evidence from Online Tutoring Platforms.”

Other Funded Research-Related Travel

Mentee Micah Villareal, University of California Santa Barbara, was funded to travel to meet with her mentor and give a research presentation at Princeton University in Spring 2023. Mentee Kassandra Hernandez, University of California, Berkeley, was funded to participate in the Summer School on the Economics of Migration in Mexico City in Fall 2023.

NBER Funded Travel

We thank the National Bureau of Economic Research for supporting the travel expenses and participation of six Mentees to attend the 2023 Summer Institute Meetings and 12 mentees to attend the 2023 NBER Conference on Racial and Health Disparities.

Summer Mentoring Pipeline Conference

One of the signature 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 and Scholarship Program. The conference helps mentees build networks and begin a sense of belonging to a wider community beyond their home institution. The 2023 AEA SMPC was held at the Courtyard Washington Downtown Convention Center Hotel in Washington, D.C. (to co-locate with the Summer Training and Scholarship Program). Approximately 140 people were in attendance.

In addition to the summer program student’s brief presentations mentioned above, the conference featured presentations by mentoring program participants as follows:

- Vivian Aluoch, University of California San Diego. “Examining the Effects of University Expansion on Labor Market and Educational Outcomes.”
- George Agyeah, University of Arkansas. “Diversity, Newcomers and Team Performance in a Dynamic Setting.”
- Nathaniel Burke, West Virginia University. “Inference from Biased Polls.”
- April Burrage, University of Massachusetts Amherst. “Examining the Impact of State Incentives on Small Business Owners’ Interests in Federal Funding.”
- Romaine Campbell, Harvard University. “The Effect of Federal Oversight on Policing Behavior.”

- Bethel Cole-Smith, Howard University. “Racially Differentiated Unemployment and Mobility: The Labor Market Effects of Changing US Organizational Structure Following the China Trade Shock.”
- Rene Crespin, Michigan State University. “Willingness-to-Pay for Public Exam Schools: Consequences of Place-Based Affirmative Action.”
- David Criss, Wayne State University. “How Markets Reflect Firms' Pursuits to Achieve Sustainable Climate and Equity Targets.”
- David Dongo, Howard University. “How Do Late Career Workers Close to Retirement Respond to Job Loss?”
- Frank Emeni, Howard University. “The Impact of Platform Rentals on Vacancy Rates and Housing Rentability.”
- Anderson Frailey, University of Virginia. “Insurance With an Endogenous Adversary: The Case of Ransomware.”
- Eddie Gray, Howard University. “Household Portfolio Allocation and Wealth Formation.”
- Felipe Juan, Howard University. “The Importance of Considering State Eligibility Requirements for Equitable Unemployment Insurance Access: Lessons from the Great Recession and COVID-19.”
- Austin MacDonald, City University of New York, Graduate Center. “Investment Decisions and Subjective Beliefs.”
- Michael Meneses, Cornell University. “Organic Farming Transitions: A Dynamic Bioeconomic Model.”
- Michael Navarrete, University of Maryland. “COBOLing Together UI Benefits: How Delays in Fiscal Stabilizers Impact Aggregate Consumption.”
- Eric Neuyou, University of Arkansas. “Global Value Chain Disruption from Covid-19 Pandemic and Economic Growth: Evidence from the United States.”
- Elena Ojeda, University of California, Berkeley. “Mexican Women, Labor, and Demographics: Evidence from the Bracero Program.”
- Miles Stevens, Indiana University. “Foreign Brands in China’s Exports to Chile: Evidence of Institutional Comparative Advantage in Brand Production.”
- Elaine Tontoh, Belmont University. “A Marxist-Feminist Analysis of Maternal Self-Reproductive Work: A Contemporary Contribution to the Wages for Housework Movement.”
- Ini-Abasi Umosen, University of California, Berkeley. “Bias in the Gig Economy: Evidence from Online Tutoring Platforms.”

SMPC participants also had the opportunity to attend panels including on mentoring and being mentored, successful grant proposals, surviving and thriving in graduate school, navigating the PhD market, networking and media representation, grant writing and effective teaching.

Speakers included representatives from the NSF and 18 jobs outside academia. Meals and breaks allowed participants opportunities to network with their mentors, AEASP students and professional economists including from allied groups (e.g., American Society of Hispanic Economists, Committee on the Status of Women in the Economics Profession, Diversity in Tenure in Economics and the National Economic Association.)

Samuel L. Myers, Jr., Director and Professor, Roy Wilkins Center for Human Relations and Social Justice at the Hubert H. Humphrey School of Public Affairs, University of Minnesota, delivered the conference's 2023 Lewis-Oaxaca lecture entitled, "Citation Bias and the Economics Profession." Also at the pipeline conference, Sarah Jacobson, Williams College, was awarded the 2023 Impactful Mentor Award. Begun in 2018, the Mentoring Program's Impactful Mentor Award recognizes and celebrates individuals who have played instrumental roles in mentoring traditionally underrepresented minorities in economics and diversifying the profession with respect to race/ethnicity. Jacobson was honored for her many years of mentoring underrepresented minority students both formally, including in the Mentoring Program, and informally. In addition, Professor Jacobson serves on CSMGEP and has served repeatedly as a coach in the Job Market Bootcamp

Post-conference activities included the Tenure-Track Mentoring program and the in-person sessions of the Job Market Bootcamp.

The day prior to the conference, the Federal Reserve Board of Governors hosted a pre-SMPC professional development workshop for the mentees and mentors.

Planning is already underway for the 2024 SMPC, which is scheduled to take place in Washington, D.C., on June 14-15, 2024.

Virtual Job Market Bootcamp

A total of 14 job market candidates and three coaches participated in the 2023 Virtual Job Market Bootcamp (JMB). Four additional mentees audited the JMB, meaning they had access to the large group activities but were not assigned to a mentoring group. Created in 2018, the Job Market Bootcamp is designed to help prepare candidates for the economics PhD job market and increase their chances of securing positions best suited to their interests, training, and professional and personal goals. The five virtual sessions covered the job market paper, preparing job market packets, interviewing strategies, and seminars. Break-out sessions allowed mentors to provide more specific feedback on candidates' job market papers, elevator pitches, CVs, and research/teaching statements. The JMB also provided participants with sessions with a speech coach and the services of a professional editor.

At least five of the nine 2022 JMB Mentees on the market in 2022-23 secured employment. One additional participant delayed graduation and participated again in the 2023 JMB.

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

Summer Fellows Program

The Summer Fellows Program, a joint CSMGEP/CSWEP initiative, aims to increase the participation and advancement of women and underrepresented minorities in economics by providing graduate students and early career faculty with placements at sponsoring research organizations or public agencies. Dan Newlon serves as the program's director.

The program rebounded from the disappointing summer 2022 in which no URM minority persons were hired to summer 2023 in which nine URM candidates were hired, a record high for the program. Including the nine, a record 28 fellows were hired from a total of 220 applications, the second-most applications in a year in program history.

To accomplish this increase in applications and URM hires, the program's administration restricted each applicant to being eligible to participate in the fellowship with only one organization and only once in a career. Program leadership also strives to increase opportunity by continually recruiting new institutions to potentially hire participants. Submitted applications are typically reviewed by a joint CSWEP/CSMGEP committee that recommends candidates to participating institutions. However, institutions are free to hire any applicant they wish. In the disappointing summer of 2022, nine of 25 hires were not recommended by the committee including two non-minority men whom the committee felt did not make a persuasive case for how they would further diversity in the profession. In the run up to the summer of 2023, leadership was in disagreement about whether a joint CSMGEP/CSWEP committee should continue to vet the applications and make recommendations to the hiring institutions in order that we might highlight, in particular, the URM and women students, whose advancement is the goal of the program. CSMGEP leadership felt strongly that given the poor showing of URM students the previous year, that 2023 was not the time to stop the vetting process. CSWEP leadership interpreted results from a survey of institutions as suggesting that institutions did not value the recommendations and therefore CSWEP was against vetting applications and chose not to send any members to participate in the process. CSMGEP was able to recruit enough members to replace CSWEP members and the committee was able to vet the applications despite the record application numbers. Twenty-two of 28 hired were recommended by the committee, an increase, an increase over the previous year.

Fifteen institutions hired fellows this year: Bureau of Economic Analysis (1); the Census Bureau (1); Equitable Growth Foundation (1), Federal Deposit Insurance Corporation (1), Federal Reserve Banks of Atlanta (2), Boston (3), Chicago (3), Cleveland (2), Dallas (1), Kansas City (2), Minneapolis (1), New York (2), Philadelphia (1) and Richmond (2) and The Federal Reserve Board (7). (The number of hires is in parentheses.)

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

In this section we summarize additional activities undertaken by the committee in the past year.

Awards to Encourage Diversity in the Economics Profession

Since 2020, the AEA has created six awards to foster diversity and inclusion in our profession. They are as follows:

[The AEA Award for Outstanding Achievement in Diversity and Inclusion](#) recognizes departments for excellence in conceiving and implementing new policies and procedures to promote diversity and inclusion in their organization. As of the time of this writing, the 2023 winner(s) had not been announced.

[Departmental Seed Grants for Innovation in Diversity and Inclusion](#) offers one-time grant funding to help a department establish a bridge or mentoring program aimed at increasing diversity in economics doctoral programs. The 2023 prize was awarded to the Department of Economics at California State University--Bakersfield and the Department of Economics at Loyal Marymount University.

[The Andrew Brimmer Undergraduate Essay Prize](#) is awarded to the author of an essay on the economic well-being of Black Americans authored by an undergraduate student. Meshach Melton of Valparaiso University was awarded this prize in 2023 for an essay entitled, "The Importance of Arts Education."

[URM Professional Development Grant](#) sponsored by Pearson Education, awards \$2000 each year to the junior economist winner of an essay competition on how the writer's research relates to economics education. The competition is open to junior economics faculty members from groups traditionally underrepresented in the economics profession. Assistant Professor Amanda Awadey, Mount Holyoke College, won the 2023 prize for an essay on how her research on education connects to the concepts of supply and demand.

[Underrepresented Minority Travel Grants](#) are awarded to early career economists who identify as American Indian, Alaskan Native, Black (not of Hispanic origin), Hispanic (including persons of Mexican, Puerto Rican, Cuban, and Central or South American origin) or Pacific Islander who seek funds to defray the cost of travel, lodging and registration for the annual ASSA meetings. Two grants were awarded for travel to the 2024 ASSA meetings.

[Small Group Breakfast Meeting for Underrepresented Minorities](#). Early career economists who identify as American Indian, Alaskan Native, Black (not of Hispanic origin), Hispanic (including persons of Mexican, Puerto Rican, Cuban, and Central or South American origin) or Pacific Islander are invited to apply for a seat at a networking breakfast at the ASSA meetings that includes prominent member(s) of our field. The goal is to allow URM scholars access to AEA journal editors, executive board members, thought leaders in specific areas of economics, or other economists for the purpose of addressing issues of access to journals, conferences and networks. Seven emerging faculty were invited to the breakfast at the 2004 ASSA meetings.

Sponsored Sessions at Conferences

In 2023, CSMGEP once again sponsored sessions on research and professional development at the AEA's national and regional conferences.

The Allied Social Science Associations Conference

CSMGEP hosted two sessions at the 2023 AEA meetings. The first, our annual dissertation session was organized by James Peoples, University of Wisconsin-Madison and Neville Francis, University of North Carolina-Chapel Hill and included the following students and papers:

- Ariel Gomez, Harvard University, "Rural Education, Nation-building, and Ethnic Assimilation in Post-Revolutionary Mexico"
- Bethel Cole-Smith, Howard University, "The China Trade Shock and Unionization among Black Workers in the United States" (joint work with Nyanya Browne, Howard University)
- Cesia Sanchez, University of California-Berkeley, "Driven by Unemployment Rates? The Effect of Early Economic Conditions on Young Adults' Transition to Adulthood Behaviors"
- David A. Criss, Wayne State University, "Food Security in Southeastern Michigan: The ESG Test"

CSMGEP hosted a second session entitled *New Perspectives on Environmental Justice*, organized by Isaiah Andrews, Harvard University and Sarah Jacobson, Williams College which included the following papers:

- "The Epidemic Effect: Epidemics, Institutions and Human Capital Development," Belinda Archibong, Barnard College, Francis Annan, University of California-Berkeley and Uche Ekhatator-Mobayode, World Bank
- "Racial Compensation Differentials in Federal Property Buyouts," Lala Ma, University of Kentucky, Kay Jowers, Duke University and Christopher Timmins, Duke University
- "Do Trends in Pollution Disparities Imply Narrowing Health Disparities? Evidence from California," Danae Hernandez-Cortes, Arizona State University and Kyle C. Meng, University of California-Santa Barbara
- "Anticipatory Migration Responses to Rural Climate Shocks," Esteban J. Quiñones, Mathematica, Jenna Nobles, University of Wisconsin-Madison, Fernando Riosmena, University of Colorado Boulder and Raphael Nawrotzki, GIZ

Western Economic Association International Summer Conference

At the 2023 Western Economic Association International Summer Conference CSMGEP hosted a panel entitled *Practical Approach to Grant Writing: Where Do I Start and How Do I Get Better at It?* The panel was organized and moderated by Luisa Blanco, Pepperdine University, and included the following panelists:

- Eric Bahel, National Science Foundation
- Aixa Cintron-Velez, Russell Sage Foundation

- Christian Edlagan, Washington Center for Equitable Growth
- Kwabena Gyimah-Brempong, National Science Foundation
- John Phillips, Chief, Population and Social Processes Branch, National Institute on Aging, National Institutes of Health

Southern Economic Association Conference

At the 2023 Southern Economic Association Conference, CSMGEP hosted two sessions. The first was a paper session entitled *Reproductive and Family Health* organized by Sarah Jacobson, Williams College and Mónica García-Pérez, St. Cloud State University. The session included the following papers:

- “Access to Abortion and Intimate Partner Violence,” Mayra Pineda-Torres, Georgia Institute of Technology, and Aixa García-Ramos, University of Passau
- “Birth Control on Every Corner: Impacts of Pharmacist Prescriptions on Birth and Abortion Rates,” Andrea M. Kelly, Grinnell College
- “The Impact of the War on Poverty on Infant Mortality Rates in the South: Evidence from the Legal Services Program,” Jamein Pernell Cunningham, Cornell University
- “Improvements in Schooling Opportunities and Teenage Fertility,” Maria Padilla-Romo, University of Tennessee, Knoxville, Mayra Pineda-Torres, Georgia Institute of Technology, Lucas Nogueira Garcez, The University of Tennessee, Knoxville and Cecilia Peluffo, University of Florida

The second SEA session hosted by CSMGEP was a panel entitled *Writing and Speaking for Broader Audiences* organized by Mónica García-Pérez, St. Cloud State University, and Sarah Andrea Jacobson, Williams College. Panelists included

- Cardiff Garcia, The New Bazaar
- Alanna Wilson, Stand Together Trust
- Walter Katz, Arnold Ventures, LLC
- Gbenga Ajilore, USDA Rural Development

CSMGEP additionally hosted two breakfast networking events at the meetings. At the Small Group Breakfast URM early career professionals had the opportunity to converse with two leaders in the field, our own Gary A. Hoover, Executive Director of the Murphy Institute and Professor of Economics at Tulane University, and the President of the Southern Economic Association at the time, and Pia Orrenius, Vice-President and Senior Economist, Federal Reserve Bank of Dallas. The seven attending early career professionals were accepted to the breakfast based on their applications detailing their research interests and how they would benefit from this networking opportunity. A second breakfast was aimed at the mentoring program students and offered them the opportunity to network with members of CSMGEP, ASHE and NEA, the co-sponsoring organizations.

Web Materials

Div.E.Q.

Created by CSMGEP member Amanda Bayer in 2011, [Diversifying Economic Quality](#) (Div.E.Q.), is a wiki devoted to teaching practices that promote inclusivity and innovation and are evidence-based. The website features classroom strategies and instructor practices with the objective of improving teaching quality, including 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. Div.E.Q. is featured in the current issue of [The Minority Report](#) and can be followed via twitter ([@Div E Q](#)).

Diversifying Economic Seminars Speakers List

Visitors to the [CSMGEP webpage](#) will find a link to the [Diversifying Economics Seminars Speakers List](#). This database was developed in response to a too common refrain that there are no underrepresented minority economists in particular sub fields of economics. CSMGEP invites conference and seminar organizers to consult the speakers list and we invite scholars who identify as underrepresented minorities, gender minorities or LGBTQ+ to enroll themselves in the database.

The Minority Report

In collaboration with the National Economic Association, the American Society of Hispanic Economists and The Association for Economic Research of Indigenous Peoples, CSMGEP publishes its annual newsletter showcasing the people, programs, research, and activities of those involved in working to increase the representation of minorities in the economics profession. [The most recent report as well as archived issues](#) are available for download.

Profiles of Prominent Minority Economists

On its website, the committee publishes 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 have made that choice. [The most recent profiles, as well as those from previous years](#), are available on the CSMGEP website.

Acknowledgements

We mournfully acknowledge the passing of CSMGEP Board Member Rodney Andrews, University of Texas at Dallas. Rodney was on the committee for a short time. The impact of his humor and kindness are long lasting.

With regard to this report, we thank Elizabeth R. Braunstein, Director of AEA Publication Services for providing Table 5 and Barthelemy Bikoi for assisting with the analysis and writing.

We thank Stacy Chandler for authoring the profiles and Maureen Glasoe at Virgo Words for design and editorial support for *The Minority Report*.

We are extremely grateful to Kristine Etter for excellent service as the CSMGEP Committee Coordinator. The committee looks forward to working with Caylee McCormick, her replacement. The only members rotating off of the committee this year are we, the co-chairs, Gary A. Hoover and Ebonya Washington. We thank incoming chairs Vicki Bogan and Jose Manuel Fernandez for taking over the reins. We look forward to watching CSMGEP prosper in such capable hands.

Appendices

Appendix Table 1: Comparison of Economics Degrees Awarded in 1995 and 2022 to Students from other Racial/Ethnic Groups

Award Level	Year	Grand Total	U.S. Citizen and Permanent Resident Total	White		Asian		Native Hawaiian or Pacific Islander		Two or More Ethnic Groups		Ethnicity Unknown		Non-Permanent Residents	
				Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
BA	1995	17735	16077	11743	73.04	1977	12.30	0	0.00	0	0.00	433	2.69	1658	9.35
	2022	37777	30409	16924	55.65	5224	17.18	53	0.17	1414	4.65	1347	4.43	7368	19.50
MA	1995	2403	1280	937	73.20	119	9.30	0	0.00	0	0.00	104	8.13	1123	46.73
	2022	4686	2181	1365	62.59	259	11.88	7	0.32	68	3.12	89	4.08	2505	53.46
PhD	1995	911	475	358	75.37	63	13.26	0	0.00	0	0.00	25	5.26	436	47.86
	2022	1395	527	336	63.76	79	14.99	0	0.00	17	3.23	41	7.78	868	62.22
All	1995	21049	17832	13038	73.12	2159	12.11	0	0.00	0	0.00	562	3.15	3217	15.28
	2022	43858	33117	18625	56.24	5562	16.80	60	0.18	1499	4.53	1477	4.46	10741	24.49

Notes: ¹ Until 2011, *Native Hawaiian or Pacific Islanders* were considered part of the *Asian* ethnic group, thus 1995 values are reported as zero. In 2011, the number and share of economics degrees of Native Hawaiian or Pacific Islanders for BA, MA, PhD, and total levels were 72 (0.25%), 2 (0.10%), 1 (0.24%) and 75 (0.24%) respectively.

² Until 2011, *Two or More Ethnic Groups* was not its own ethnic category, thus 1995 values are reported as zero. In 2011, the number and share of economics degrees of two or more ethnic groups for BA, MA, PhD, and total levels were 376 (1.31%), 35 (1.7%), 9 (2.19%) and 420 (1.34%) respectively.

³ The *Non-Permanent Residents* percentages use the *Grand Total* as the denominator.

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 1995 and 2021, Completions.

Appendix Table 2: All Economics Degrees and All Subject Degrees Awarded to Minority Students 1995-2022

Year	Total Economics Degrees	Black/African American		Hispanic/Latino		American Indian and Alaskan Native		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	200742	13.10
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	34862	1787	5.13	3952	11.34	69	0.20	5808	16.66	665500	24.23
2019	34612	1823	5.27	4125	11.92	66	0.19	6014	17.38	690495	24.75
2020	34394	1792	5.21	4209	12.24	76	0.22	6077	17.67	713966	25.29
2021	33773	1768	5.23	4372	12.95	65	0.19	6205	18.37	759660	26.33
2022	33117	1609	4.86	4243	12.81	42	0.13	5894	17.80	762223	26.53

Notes: ¹ Includes only U.S. citizens and permanent residents.

Appendix Table3: Bachelor's Degrees in Economics and All Subjects Awarded to Minority Students 1995-2022

Year	Total BA Economics Degrees	Black/African American		Hispanic/Latino		American Indian and Alaskan Native		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	159379	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	32636	1644	5.04	3769	11.55	65	0.20	5478	16.79	492956	24.60
2019	32282	1672	5.18	3928	12.17	63	0.20	5663	17.54	509678	25.15
2020	31944	1654	5.18	3970	12.43	71	0.22	5695	17.83	527804	25.75
2021	31214	1616	5.18	4101	13.14	59	0.19	5776	18.50	558196	26.84
2022	30409	1470	4.83	3938	12.95	39	0.13	5447	17.91	550990	27.07

Notes: ¹ Includes only U.S. citizens and permanent residents.

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 1995-2022, Completions.

Appendix Table 4: Master's Degrees in Economics and All Subjects Awarded to Minority Students 1995-2022

Year	Total MA Economics Degrees	Black/African American		Hispanic/Latino		American Indian and Alaskan Native		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	38595	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	162359	23.57
2019	1866	138	7.40	170	9.11	3	0.16	311	16.67	169981	23.98
2020	1986	118	5.94	207	10.42	3	0.15	328	16.52	175283	24.36
2021	2118	139	6.56	240	11.33	6	0.28	385	18.18	189309	25.15
2022	2181	117	5.36	273	12.52	3	0.14	393	18.02	197690	25.36

Notes: ¹ Includes only U.S. citizens and permanent residents.

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 1995-2022, Completions.

Appendix Table 5: Doctorate Degrees in Economics and All Subjects Awarded to Minority Students 1995-2022

Year	Total PhD Economics Degrees	Black/African American		Hispanic/Latino		American Indian and Alaskan Native		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	10185	19.07
2019	464	13	2.80	27	5.82	0	0.00	40	8.62	10836	20.05
2020	464	20	4.31	32	6.90	2	0.43	54	11.64	10879	20.23
2021	441	13	2.95	31	7.03	0	0.00	44	9.98	12155	22.75
2022	527	22	4.17	32	6.07	0	0.00	54	10.25	13543	23.17

Notes: ¹ Includes only U.S. citizens and permanent residents.

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 1995-2022, Completions.