

Report of the Committee on the Status of Minority Groups in the Economics Profession

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 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 and initiatives.

I. Recent Data on Representation in Economics

A. Degrees Conferred in 2024

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 US institutions are the preliminary data for academic year 2023–2024. 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 the analysis.² Degrees awarded to recipients of unknown ethnicity are included in the totals. In 2024, these constituted 4.08 percent of economics degrees³ conferred to US citizens and permanent residents.

Table 1 and Table A1 in the Appendix illustrate the underrepresentation of Black, Hispanic, and Native American⁴ students among economics degree recipients. These tables provide an overview of

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

²In 2024, nonresident aliens constituted a significant proportion of the economics degrees awarded, especially at the master's (61.6 percent) and doctorate (66.5 percent) levels. See Table A1 in the Appendix.

³Schools must choose a Classification of Instructional Programs (CIP) code in reporting their degrees to 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-digit "Business/Managerial Economics" code (52.06), which has only one child code, which is itself "Business/Managerial Economics." These degrees constitute 11 percent of economics BA degrees in 2024.

⁴We use the term "Native American" to represent Native American, American Indian/Alaskan Native, and American Indian. We use the term "Hispanic" for Hispanic, Latino, and Latinx. "Black" is used for Black and African American. The three groups are mutually exclusive. "Blacks" refers to non-Hispanic Blacks and "Native Americans" to non-Hispanic Native Americans.

TABLE 1—DEGREES AWARDED IN ECONOMICS IN ACADEMIC YEAR 2023–2024

Award level	Grand total	US citizen and permanent resident total	American Indian or Alaskan Native		Black/African American		Hispanic or Latino		All minorities	
			Total	Percent	Total	Percent	Total	Percent	Total	Percent
BA	34,393	27,882	47	0.17	1,471	5.28	3,815	13.68	5,333	19.13
MA	4,969	1,878	2	0.11	114	6.07	241	12.83	357	19.01
PhD	1,408	472	1	0.21	16	3.39	43	9.11	60	12.71
All	40,770	30,232	50	0.17	1,601	5.30	4,099	13.56	5,750	19.02

Source: US Department of Education, NCES, IPEDS, 2024, Completions.

TABLE 2—DEGREES AWARDED TO MINORITY STUDENTS IN STEM SUBJECTS IN ACADEMIC YEAR 2023–2024

Award level	Grand total	US citizen and permanent resident total	American Indian or Alaskan Native		Black/African American		Hispanic or Latino		All minorities	
			Total	Percent	Total	Percent	Total	Percent	Total	Percent
BA	570,007	530,910	1,572	0.30	36,591	6.89	83,946	15.81	122,109	23.00
MA	305,644	158,685	427	0.27	13,769	8.68	19,292	12.16	33,488	21.10
PhD	38,269	22,244	40	0.18	1,207	5.43	2,196	9.87	3,443	15.48
All	913,920	711,839	2,039	0.29	51,567	7.24	105,434	14.81	159,040	22.34

Source: US Department of Education, NCES, IPEDS, 2024, Completions.

the number of economics degrees awarded in the United States in the academic year 2023–2024 at the bachelor’s, master’s, and doctorate levels. A total of 30,232 economics degrees were conferred to US citizens and permanent residents, a decrease of 4.02 percent from the previous year. The previous change was also a 4 percent decrease, indicating a downward trend. The majority (92.2 percent) of economics degrees are awarded at the bachelor’s level. White students received the majority of degrees at all levels at 54.3 percent, followed by Asian students, who received 17.4 percent of degrees. Despite Black, Hispanic, and Native American students—our focal minority groups—collectively constituting 35.1 percent of the US population⁵ in 2024, they earned only 19 percent of economics degrees across levels. Hispanic students earned the largest majority of those degrees, a total of 13.6 percent, followed by Black (5.3 percent) and then Native American students (0.17 percent). All of these values did experience increases over the previous year. Looking at representation across degree levels, these underrepresented minorities (URMs) were awarded 19 percent of the bachelor’s in economics degrees, 19.0 percent of the master’s, and 12.7 percent 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 22.3 percent of STEM degrees compared to 19 percent 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 14.8 percent of STEM degrees compared to 13.6 percent of economics degrees. For Black students, the figures are 7.2 percent compared to 5.3 percent, and for Native Americans 0.29 percent and 0.17 percent. Together, Tables 1 and 2 demonstrate not only the underrepresentation of Black, Hispanic, and Native American students among economics degree recipients but further indicate that at least some causes of this underrepresentation, rather than being global to quantitative fields, are unique to economics.

⁵ Authors’ calculations using US Census Bureau Population Division (2022–2024) data.

⁶ We classify as STEM those fields listed as such by the Department of Homeland Security. We do keep STEM economics degrees within the economics category to avoid double counting.

TABLE 3—DEGREES AWARDED TO MINORITY WOMEN IN ECONOMICS IN ACADEMIC YEAR 2023–2024

Award level	Grand total of women	US citizen and permanent resident women total	American Indian or Alaskan Native women		Black/ African American women		Hispanic or Latino women		All minority women	
			Total	Percent	Total	Percent	Total	Percent	Total	Percent
BA	11,829	8,995	16	0.18	609	6.77	1,204	13.39	1,829	20.33
MA	2,170	706	1	0.14	56	7.93	94	13.31	151	21.39
PhD	493	149	0	0.00	3	2.01	6	4.03	9	6.04
All	14,492	9,850	17	0.17	668	6.78	1,304	13.24	1,989	20.19

Source: US Department of Education, NCES, IPEDS, 2024, Completions.

B. Intersection of Gender and Race/Ethnicity

Black, Hispanic, and Native American women exist at the intersection of two underrepresented groups and thus may be particularly underrepresented at all levels of economics education. In 2024, URM women received 6.58 percent of all economics degrees conferred to people of all gender, racial, and ethnic groups, while constituting 16.1 percent of the US population.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, 20.3 percent and 21.4 percent, than at the doctorate level (6.0 percent).

Among focal (Black, Hispanic, Native American) minorities who received economics degrees, 34.6 percent were women. This percentage is slightly higher than the all-races female rate of 32.6 percent of all economics degree earners. Women earned 34.3 percent of the bachelor's, 42.3 percent of the master's, and 15 percent of the PhDs earned by focal minorities.

Looking at each racial/ethnic group individually, Hispanic women earned 4.3 percent of all economics degrees awarded to US citizens. They earned 13.2 percent of degrees awarded to women (13.4 percent of bachelor's, 13.3 percent of master's, and only 4 percent of PhDs) and 31.8 percent of all degrees to Hispanic individuals (31.6 percent of bachelor's, 39 percent of master's, and 14 percent of PhDs). Again, these values do not include foreign-born Hispanic graduates.

Three Black women earned PhDs in economics, which equates to 0.6 percent of all US economics PhDs. Black women earned 6.8 percent of economics degrees awarded to women (6.8 percent of bachelor's, 7.9 percent of master's, and 2 percent of PhDs) and obtained 41.7 percent of all degrees awarded to Black Americans (41 percent of bachelor's, 49 percent of master's, and 18 percent of PhDs).

Native American women comprised 34 percent of Native American economics degree recipients in 2024. Seventeen Native American women received economics degrees in 2024, 16 at the bachelor's level and 1 at the master's level.

Similar to all focal minorities, URM women are more highly 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 10.6 percent of all STEM degrees, 23.9 percent of all STEM degrees conferred to women, and 47.4 percent of all STEM degrees awarded to underrepresented persons, with Hispanic, Black, and Native American women comprising 45.9 percent, 50.3 percent, and 47.9 percent of degree recipients among their respective ethnic/racial groups. These values were above the representation of women overall in STEM degree conferrals (44.2 percent).

⁷ Authors' calculations using US Census Bureau Population Division (2023–2024) data. Black, Hispanic, and Native American men earned 12.4 percent of all economics degrees, while representing 16.7 percent of the US population. See <https://www2.census.gov/programs-surveys/popest/tables/2020-2024/national/asrh/nc-est2024-sr11h.xlsx>.

TABLE 4—DEGREES AWARDED TO MINORITY WOMEN IN STEM SUBJECTS IN ACADEMIC YEAR 2023–2024

Award level	Grand total of women	US citizen and permanent resident women total	American Indian or Alaskan Native women		Black/African American women		Hispanic or Latino women		All minority women	
			Total	Percent	Total	Percent	Total	Percent	Total	Percent
BA	247,405	232,004	759	0.33	18,053	7.78	38,279	16.50	57,091	24.61
MA	130,831	72,959	201	0.28	7,239	9.92	9,102	12.48	16,542	22.67
PhD	15,698	10,227	17	0.17	626	6.12	1,053	10.30	1,696	16.58
All	393,934	315,190	977	0.31	25,918	8.22	48,434	15.37	75,329	23.90

Source: US Department of Education, NCES, IPEDS, 2024, Completions.

Black, Hispanic, and Native American women are underrepresented in both economics and STEM relative to the general population. Notably, these groups are not underrepresented among all subject degree recipients. Minority women constituted 17.8 percent of all subject degree recipients and 64.7 percent of the minority degree recipient population.⁸ These figures highlight the overrepresentation of women in higher education and the limited number of minority women in STEM, particularly in economics.

C. Trends in Degrees Conferred, 1995–2024

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 2024.⁹

The share of URM degrees in all subjects increased from 10.1 percent in 1995 to 24.8 percent in 2024, in STEM fields from 11.2 percent¹⁰ in 1995 to 22.3 percent in 2024, and in economics from 11.6 percent in 1995 to 19 percent in 2024. (The number of degrees awarded has also increased over this time. See Tables A2–A5 in the Appendix 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 Hispanic people's increasing share of the US population. The same increase is not seen for our other focal minority groups. Both Black Americans and Native Americans have seen their share of economics degrees decrease from 1995 to 2024.

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 US population.¹²

It is difficult to compare IPEDS data on Native Americans before and after 2010 because of a change to the racial categorization (Burnette 2022) (see Figure 1's notes). Yet, Figure 1 shows that

⁸ Untabled calculations using 2024 IPEDS completions survey data.

⁹ We look at trends beginning from 1995 because that 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 subjects degrees awarded to the racial group divided by the total number of economics/STEM/all subjects degrees awarded to US citizens and permanent residents.

¹² Racial population percentages are taken from US Census Population Division estimates for the years 1995–2023 (<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>).

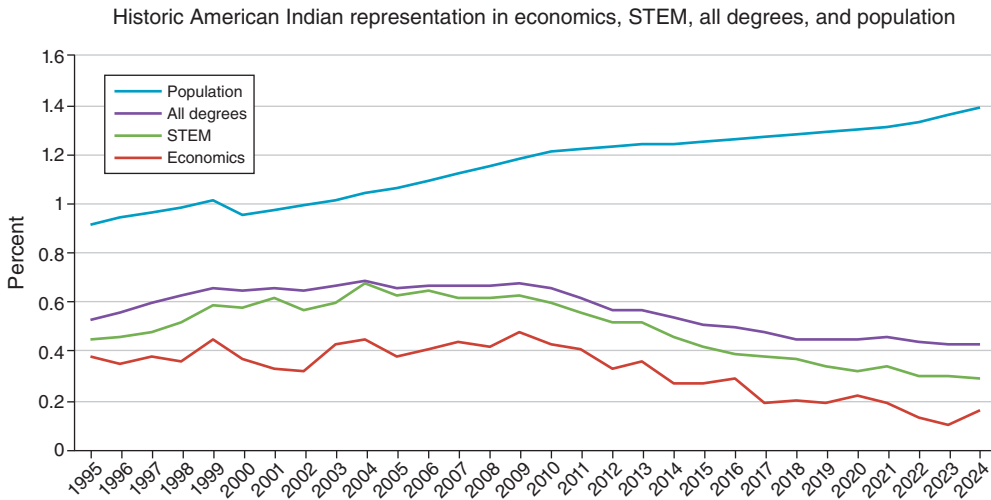


FIGURE 1. CHANGES IN REPRESENTATION OF AMERICAN INDIANS/ALASKAN NATIVES

Notes: 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 2024. The downturn in population in 2000 is likely due to the fact that since 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: US Department of Education, NCES, IPEDS, 1995–2024, Completions; US Census Bureau, Population Division, 1995–2024.

in recent years, Native American representation in economics, STEM fields, and all subjects has decreased while population figures have steadily increased, 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 Native American students, points to a particularly acute concern for Native American attainment of degrees in economics.

Black representation in economics has slowly decreased since 1995 as shown in Figure 2, going from 6.4 percent in 1995 to 5.3 percent in 2024. During the same time, the share of STEM degrees earned by Black students has increased from 5.8 percent to 7.2 percent, and the Black share of all subject degrees conferred has increased from 7.2 percent to over 10 percent, while the Black population share has increased only slightly. Collectively, these trends provide evidence of barriers to Black degree reciprocity unique to economics.

Hispanic representation in economics has experienced the highest levels of growth out of all three groups, more than doubling from 4.8 percent to 13.6 percent between 1995 and 2024, as shown in Figure 3. The growth in representation in economics is right on the heels of representation in STEM (5.0 percent to 14.8 percent) and all degrees (5.4 percent to 16.7 percent), outpacing the population gains as Hispanics grew from 10.6 percent to 20 percent of the population during this period.

Figures 1–3 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 Hispanic individuals is on the increase, in 2023, both the number and proportion of Native American degree earners were among the lowest since 1995. Black students have also seen declines since 1995. For all three groups, but especially Black and Native American students, the share of economics degrees consistently lags the 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) point to the rise in major restrictions (e.g., requiring

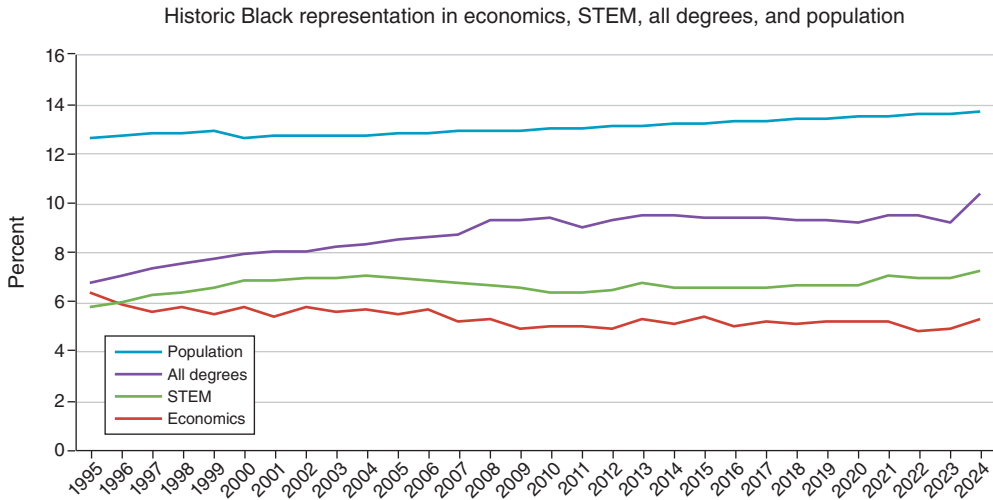


FIGURE 2. CHANGES IN REPRESENTATION OF BLACKS/AFRICAN AMERICANS

Notes: 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 2024. The downtick in population in 2000 is likely due to the fact that since 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: US Department of Education, NCES, IPEDS, 1995–2024, Completions; US Census Bureau, Population Division, 1995–2024.

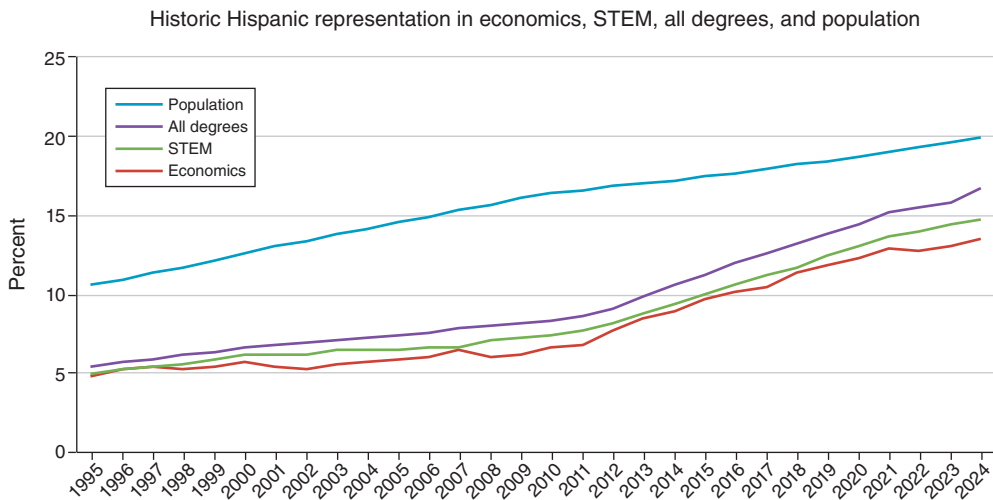


FIGURE 3. CHANGES IN REPRESENTATION OF HISPANICS/LATINX

Notes: 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 2024.

Sources: US Department of Education, NCES, IPEDS, 1995–2024, Completions; US Census Bureau, Population Division, 1995–2024.

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) also have 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) document an underrepresentation of women among 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) show that low expectations and negative implicit stereotypes of instructors toward underrepresented demographic groups can disadvantage the targeted groups. Likewise, Wu (2018) documents negative sentiments and explicit bias toward 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 Survey (Allgood et al. 2019) in winter 2018–2019 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 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) find that minority students are less likely to feel a sense of belonging in the economics classroom than nonminority students. Minority students are also less likely to believe that 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) found that an economics department's providing URM 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 20 percent. Bayer, Hoover, and Washington (2020) also point to a role for better information, among other factors, for increasing minority representation. Survey and interview respondents—URM economists and those who were once interested in the field—reported lack of mentoring, implicit bias, and lack of good information as the most frequent hindrances to minorities in pursuing economics.

D. Minority Representation in Economics Faculty

We turn from measuring representation in economics at the student level to measuring representation among the faculty (see Table 5). The tabulations come from the AEA, using data from its 2024–2025 annual survey, the Universal Academic Questionnaire (UAQ).¹³

These data should be interpreted cautiously for four reasons. First, the survey response rate is low—257 of 876 surveys (29 percent)—raising concerns about representativeness if departments with more or fewer minority faculty were more likely to respond. Second, student representation in Tables 1–4 cannot be compared to faculty representation in Table 5 because the faculty survey sample is not representative. Third, year-to-year comparisons are invalid since the set of schools changes annually. Finally, an individual's minority status may shift over time due to changes in citizenship.

¹³The tabulations are based on the 257 institutions that responded to the survey. The data analyzed included ethnic representation for US citizens and permanent residents only. The provided data only included the combination of Black and Hispanic faculty due to small sample size. Faculty on leave during the 2023–2024 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. Nonresponse 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 BLACKS AND HISPANICS IN ECONOMICS FACULTY IN ACADEMIC YEAR 2024–2025

	Full-time							Part-time			
	Tenured and tenure-track				Non-tenure-track			Tenured and tenure-track	Non-tenure-track		
	Full prof.	Associate prof.	Assistant prof.	Instructors	Teaching-focused	Research-focused	Other		Teaching-focused	Research-focused	Other
BA	7.2%	9.7%	14.1%	0.0%	9.7%	0.0%	0.00%	6.5%	14.9%	0.0%	17.6%
MA	4.7%	11.8%	11.1%	16.7%	9.2%	50.0%	28.6%	28.6%	12.5%	0.0%	0.0%
PhD	7.1%	9.7%	12.6%	4.1%	9.6%	14.3%	0.00%	4.5%	11.3%	0.0%	0.0%
Total	6.93%	9.90%	13.29%	3.00%	9.62%	9.68%	2.67%	7.86%	13.42%	0.00%	9.79%

Source: Tabulations from the AEA based on its UAQ, 2024–2025.

Therefore, although the reported share of URM faculty increased this year, the change cannot be meaningfully interpreted. It may reflect broader trends or simply differences in which universities responded to the UAQ.

Among institutions included in the survey, Black and Hispanic tenured and tenure-track faculty account for 6.9 percent of full professors, 9.9 percent of associate professors, and 13.3 percent of assistant professors. These values lag the 18.9 percent share of economics degrees going to Black and Hispanic students. Black and Hispanic representation is similar among non-tenure-track lines: 9.6 percent of teaching-focused faculty, 9.7 percent of research-focused faculty, and 2.7 percent of other non-tenure-track faculty.

Black and Hispanic faculty representation declines with rank. This pattern may reflect a lagging pipeline or barriers to promotion. One contributing factor is teaching evaluations. Fernandez and Yetter (2025) find that numerical ratings averages are 2 percent lower for female instructors and 6 percent lower for minority instructors, while sentiment text scores are 2 percent lower for women and 3.6–8.6 percent lower for minorities. These penalties grow with course difficulty and persist across institution types. The sentimental text alone can explain 30 percent of the variation in teaching evaluations scores.

Black and Hispanic faculty representation varies little by institution type (Table 5): 14.1 percent in BA programs, 11.1 percent in MA programs, and 12.6 percent in PhD programs. Aggregating UAQ results, these groups comprise 9.83 percent of faculty across reporting institutions, slightly below the 11.6 percent reported for all university faculty.

Under the same assumption, we compare faculty and student representation by race and ethnicity. While Asian faculty representation aligns with student levels (Figure 4), Black and Hispanic faculty remain underrepresented relative to students. These findings underscore the need for continued efforts to recruit, train, and retain underrepresented groups in economics.

II. CSMGEP's Major Programs

The Summer Training and Scholarship 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.

A. Summer Training and Scholarship Program

The AEA Summer Training and Scholarship Program (AEASP) focuses on students who could diversify the economics profession. The twin goals of the program are attracting students to the economics profession and preparing students for entry into PhD programs in economics. This year is the final year of the program at Howard University; it will be moving to American University. Of the 131 people who completed the application, 40 students were accepted and enrolled in the eight-week program in the summer of 2025. They include six college graduates, 12 seniors, 18 juniors, and four sophomores. Twelve of the students identify as Black, ten as Hispanic, one as American Indian or Alaskan Native,

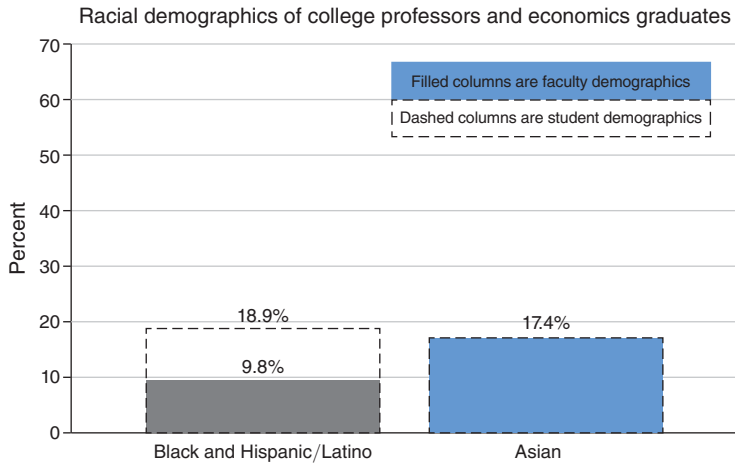


FIGURE 4. STUDENT AND PROFESSOR DEMOGRAPHIC COMPARISON BY RACE/ETHNICITY

Notes: Data on professor characteristics are collected from the AEA based on its UAQ, 2024–2025. Given low response rate and nonrandom sample, we interpret these results with caution.

Sources: US Department of Education, NCES, IPEDS, Human Resources component Fall Staff section, spring 2021 through spring 2022 (final data) and spring 2023 (provisional data), prepared November 2023.

one as Hawaiian or Pacific Islander, five as Asian, and seven as White. The remainder of the students selected 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 2025, 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), codirector 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). Swinton is an alumnus of the summer program.

AEASP is a two-tiered, eight-week program with a foundation and an advanced track. Fifteen students followed the foundation track (see Table 6), and 25 students followed the advanced track (see Table 7). All students took coursework in math, microeconomics, econometrics, and research methods.

Typically, students would get paired with policy institutions. However, due to the changes in the federal government administration, there were fewer policy institutions willing to participate, and there was a cut in outside grant funds. The AEA generously provided financial support of \$485,643, which is above the typical support of \$350,000. Additionally, Howard University brought in an additional 24 volunteer faculty mentors to make up for the shortfall in partners.

Classroom activities were complemented by two group meetings. In the Brown Bag Series, representatives from organizations that employ economists spoke about their organizations and more generally about the economics profession (see Table 8 for speakers and topics). In the Seminar Series, several economists spoke about research and the profession (see Table 9).

A great hallmark of AEASP is its heightened attention to mentoring. The Inclusive, Peer, Onsite, Distance 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.

TABLE 6—AEASP STUDENT RESEARCH: FOUNDATION LEVEL

Student	Presentation title	Partner
Oyindamola Akinrogbe	What Happens When the Grid Goes Dark: A Starting Look of the Economic Risks of a Modern Carrington Event	Department of the Treasury
Leonardo Andrade, Nathan Callahan	Unveiling Racial Disparity in Mortgage Approvals	Bates White
Luwam Balihu	A Spanner in the Works: Restricting Labor Mobility and the Inevitable Capital-Labor Substitution	Washington Center for Equitable Growth
Layla-Marie Davila, Ambika Kulkarni Orus	Antitrust Merger Analysis in Protein Powder Market	Compass Lexecon
Vanya Funez	The Relationship between Macroeconomic Indicators and Social Media	Analysis Group
Yesenia Gonzalez	An Analysis of the Multiple of Cost Method in Mining Disputes	Charles River Associates
Keanu Hua	Partisanship in Search Results for CBO Content	Congressional Budget Office
Natalie Jacobs, Conor Moore, Allison Osei-Okrah	Internal Migration of Black Americans in the United States: Economic Push and Pull Factors	Economic Policy Institute
Parker Peterson	Impact of Noncompete Agreements on Innovation	Analysis Group
Raven Shaw	Changing Opportunity: Sociological Mechanisms Underlying Growing Class Gaps and Shrinking Race Gaps in Economic Mobility	Washington Center for Equitable Growth
Melina Valencia	Analyzing Long Term Services and Supports Utilization (LTSS)	Congressional Budget Office

TABLE 7—AEASP STUDENT RESEARCH: ADVANCED LEVEL

Students	Project title
Salma Abdi, Luke Chaussee	Youth Attitudes toward Tobacco Use and the Impact of Tobacco 21: Evidence from Monitoring the Future Data, 2000–2023
Stevi Dugas, Jada Joshua	The Impact of Kinship System on Agricultural Productivity and Food Security: Evidence from Patrilineal and Matrilineal Societies in Malawi
Grace Etzel, Lily Johnson, Andrew Okon	Fluidity of Race and the Probability of Switching
Adin Hammond, Ann Yang	From Classrooms to Caregivers: Evaluating Head Start’s Influence on Maternal Well-Being
Yumna Hussain, Deepica Premaratne	The Timing and Intensity of Parental Absence and Its Impact on Children’s Education in Indonesia
Clinton Kaboni, Shayan Khan	The Labor Market Impacts of the 2020 CZU Lightning Complex Fire on Indigenous Peoples in Northern California
Alejandro Maldonado, Seth Meyer	Evaluating the Impact of Evictions on Household Earnings in Racially Segregated Neighborhoods
Anthony McBroom, Philippe Nguendang	Assessing Productive Potential: Human Capital Valuation of Sustained Suicide Prevention in Economic Systems
Harshini Nuti, Alejandra Reyes-Perez	The Uneven Geography of Medicaid Expansion: Opioid Mortality across Urban and Rural America
Alejandro Ouslan, Kevin Ruiz	Minimum Wage, Maximum Impact? A Synthetic Control Analysis of Gradual versus Sudden Wage Increases
Jesus Plascencia, Stanislav Shaposhnikov	The Effect of the 2020 Massachusetts Right to Repair Law on Small, Independent Auto Repair Shops
Jayden Rivera, T. Olu Rouse	Alternative Approaches to Policing: Community Violence Intervention’s Impact on Crime

TABLE 8—BROWN BAG SERIES

Organization	Topic
Analysis Group	Panelist in Antitrust
CHURP (Center of Excellence in Housing and Urban Research and Policy)	Bringing the Voice of the Underserved to Public Policy
National Association of Business Economics	Charting Your Career in Business Economics
J-PAL (Abdul Latif Jameel Poverty Action Lab)	Panelist
Center for Equitable Economy and Sustainable Society, Howard University	Training and Interdisciplinary Research within a University Setting

TABLE 9—SEMINAR SERIES

Speaker	Organization
AEASP alumni roundtable	Various
Dr. Andria Smythe	Howard University
Dr. Durrónjae Boothe	Howard University
Dr. Linda Loubert	Morgan State University
Dr. Abigail Wozaniak	Federal Reserve Bank of Minneapolis

In addition to funding from the AEA and Howard's own contributions, the summer program is supported by contributions from the Peterson Foundation and the Sloan Foundation.

For more information on AEASP, go to <https://www.aeaweb.org/about-aea/committees/aeasp>.

B. *Mentoring Program*

The AEA Mentoring Program (AEAMP) 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.

The codirectors of AEAMP are Fenaba Addo, associate professor of public policy at the University of North Carolina at Chapel Hill, and Fernando Lozano, Morris B. and Gladys S. Pendleton Professor of Economics and chair of economics at Pomona College. Their term started July 2024.

Students must complete a formal online application to be admitted to AEAMP. Participation is limited to three years with the possibility of renewal, conditional on an active relationship with a mentor. As of November 2025, there were 65 current PhD students and 24 PhDs (mentees who graduated within the past three years) in economics fields participating in the program. Thirty-six new applications for mentees were received, and 13 new graduate students were accepted. The number of mentees was higher than in 2024 (78 mentees) and close to that in fall 2023, when there were 87 mentees. The number of mentees had been relatively stable (between 60 and 65) since fall 2016, after increasing from 45 in fall 2015 and from 30 in fall 2014.

At least eight students in AEAMP completed the requirements for their PhDs in economics in 2025, compared to nine the previous year. The eight students and their graduating institutions are as follows:

- Ami Adjoh-Baliki (Howard University)
- Robert Baluja (University of Arizona)
- Monique Davis (University of Minnesota Twin Cities)

- Anderson Frailey (University of Virginia)
- Eddie Gray (Howard University)
- Michael Meneses (Cornell University)
- Alyssa Ramos (University of Minnesota Twin Cities)
- Ini-Abasi Umosen (University of California, Berkeley)

Research Travel.—AEAMP provides mentees access to funds for research-related travel. The program supported travel and registration costs for four mentees to participate in the 2025 ASSA conference. Funded mentees were required to (i) meet with their mentor or another senior-level economist to discuss research for at least two hours, (ii) participate in the joint CSMGEP/National Economic Association (NEA)/American Society of Hispanic Economists (ASHE) reception, (iii) attend the CSMGEP dissertation session, and (iv) attend any three additional sessions sponsored by CSMGEP, the NEA, or ASHE.

In 2025, AEAMP funded five mentees to travel to give research presentations at major conferences:

2025 Western Economic Association International Meetings in San Francisco.—

- Ami Adjoh-Baliki, Howard University, “Intimate Partner Violence and Child Health Outcomes: Evidence from SSA”
- Seyni Da, American University, “Foreign Direct Investment and Total Factor Productivity: Exploring the Role of Absorptive Capacity”

2025 Agricultural and Applied Economics Association Annual Meeting in Denver.—

- Elena Stacy, University of California, Berkeley, “Agricultural Settlement and Structural Change: The Case of Mennonites in Latin America”

2025 Southern Economic Meetings in Tampa.—

- Ami Adjoh-Baliki, Howard University, “The Impact of Intimate Partner Violence Exposure on Children’s Mental Health: Evidence from Ghana”
- Roxana Gonzalez-Cortes, University of South Carolina, “Opportunity for Affordability: Tax Incentives and Rental Housing Markets”

Summer Mentoring Pipeline Conference.—One of the signature activities of AEAMP 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 2025 AEA SMPC was held at the Washington Marriott at Metro Center in Washington, DC (to colocate with the Summer Training and Scholarship Program). Approximately 139 people were in attendance.

In addition to the summer program students’ brief presentations mentioned previously, the conference featured presentations by mentoring program participants as follows:

- Ami Adjoh-Baliki, Howard University, “The Effect of Intimate Partner Violence (IPV) on the Mental Health of Children in IPV Households: Evidence from Ghana”
- Michelle Blair, Stanford University, GSE, “Training Choices and the US STEM Workforce”
- David Criss, Wayne State University, “Capital Markets’ Response to ESG”
- Andrea Cristina Ruiz, University of Wisconsin–Madison, “Exploring the Distribution of Impacts from Infrastructure Service Interruptions, a Case Study on New York and New Jersey”
- Teresita Cruz Vital, University of California, Berkeley, “Dual Language, Dual Benefit? Estimating the Effects of Dual Language Immersion Programs in Texas”
- Decory Edwards, Johns Hopkins University, “Heterogeneous Returns and the Distribution of Wealth”

- Ariel Gomez, Northeastern University, “More with Less: The Impact of Mandatory Overtime on Police Wellness and Productivity”
- Roxana Gonzalez-Cortes, University of South Carolina, “Opportunity for Affordability: Tax Incentives and Rental Housing Markets”
- Kaleb Javier, University of California, Berkeley, “Internalizing Environmental Risk: Insurance Design and Firm Behavior in Hazardous Industries”
- Aja Kennedy, Tufts University, “The Impact of Density Bonus Policy on Housing Supply in Massachusetts”
- Bezankeng Njinju, University of Wisconsin–Madison, “Descendants of the Great Migration”
- Arsene Oka, Howard University, “Does China’s Outbound Direct Investment in the Oil Sector Impact Global Oil Prices? A Cointegration Analysis”
- Sebastián Puerta, University of California, Berkeley, “What Are the Sources of Unions’ Bargaining Power?”
- Ashley Rojas, University of South Carolina, “The Effect of Interior Immigration Enforcement on Food Bank Utilization: The Secure Communities Program”
- DeShawn Vaughan, University of Virginia, “Sectoral Wage and Employment Effects of Monetary Policy Shocks in panel VARs”
- Dennis Vera, Indiana University Bloomington, “The Impacts of Extreme Heat on Occupational Health”

SMPC participants also had the opportunity to attend panels 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 National Science Foundation and four jobs outside of academia. Meals and breaks allowed participants opportunities to network with their mentors, AEASP students, and professional economists, including from allied groups (e.g., the American Society of Hispanic Economists, the Committee on the Status of Women in the Economics Profession, the Diversity Initiative for Tenure in Economics, and the National Economic Association).

The 2025 Lewis–Oaxaca Distinguished Lecture was delivered by Francisca Antman, professor of economics at the University of Colorado Boulder and past codirector of AEAMP. Antman provided a research presentation demonstrating the effectiveness of AEASP and AEAMP on retention of, promotion of, and completion of degree by underrepresented individuals in economics.

The 2025 Cecilia A. Conrad Impactful Mentor Award was presented to Elizabeth Asiedu, professor of economics at Howard University. Begun in 2018, the Impactful Mentor Award recognizes and celebrates individuals who have played instrumental roles in mentoring traditionally URMs in economics and diversifying the profession with respect to race/ethnicity. Asiedu was honored for her many years of mentoring URM students both formally, including in AEAMP, and informally.

Postconference 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 under way for the 2026 SMPC, which is scheduled to take place in Washington, DC, from June 26 to 28.

Virtual Job Market Bootcamp.—A total of nine job market candidates and three coaches—Sarah Jacobson (Williams College), Marcus Casey (University of Illinois Chicago), and Melanie Khamis (Wesleyan University)—participated in the 2025 Virtual Job Market Bootcamp (JMB). Four additional mentees audited the JMB, meaning that they had access to the large-group activities but were not assigned to a mentoring group. Created in 2018, the JMB 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 sessions covered the job market paper, preparing job market packets, interviewing strategies, and seminars. Breakout 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.

More information about AEAMP can be found at <https://www.aeaweb.org/about-aea/committees/csmgsep/mentoring>.

C. Summer Fellows Program

The Summer Fellows Program, a joint CSMGEP/CSWEP initiative, aims to increase the participation and advancement of women and URMs in economics by providing graduate students and early-career faculty with placements at sponsoring research organizations or public agencies. Kristen Broady from the Federal Reserve Bank of Chicago is the director of the Summer Fellows Program.

Federal agency involvement in the Summer Fellows Program declined sharply during the Trump administration, primarily due to sweeping executive actions aimed at reducing diversity, equity, and inclusion programs. Several government agencies and research organizations that have historically hired from the program were unable to do so due to recent changes in federal and state guidance regarding eligibility criteria for fellowships focused on underrepresented populations. Because the Summer Fellows Program requires that applicants either identify as members of URMs or conduct dissertation research on those populations, some institutions chose to pause or reevaluate their engagement with the program this year. It is also possible that some applicants were hired through internal fellowships or research appointments that were not formally designated under this program.

Two fellows were hired for this summer, and both of these hires were from URMs. We received 181 completed applications, down from 240 applications last year, which means that we had a placement rate of just 1.1 percent. Two organizations formally hired fellows: the Upjohn Institute and the Federal Reserve Bank of Philadelphia.

Despite this recent setback, interest in the program among graduate students remains strong, as evidenced by the 181 applications. Broady, as director, has provided presentations at regional conferences about the program and remains in contact with organizations still wishing to participate.

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.

A. Awards to Encourage Diversity in the Economics Profession

Since 2020, the AEA has created six awards to foster diversity and inclusion in our profession:

- 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. No applications were submitted for this year.
- Departmental Seed Grants for Innovation in Diversity and Inclusion offer onetime grant funding to help a department establish a bridge or mentoring program aimed at increasing diversity in economics doctoral programs. The RAISE program at Syracuse University is the 2026 recipient of this grant. The Research Advancement and Impact in Syracuse Economics (RAISE) program is an initiative designed to broaden participation in the economics profession by providing structured, supported, and financially accessible research experiences to low-income and first-generation undergraduate students.
- The Andrew Brimmer Undergraduate Essay Prize is awarded to the undergraduate student author of an essay on the economic well-being of Black Americans. Risav Ganguly of Howard University was selected for the essay “The Suppressed Counter-Narrative: From Du Bois’s 1901 Economic Indictment to Modern Reparations.”

- The URM Professional Development Grant awards \$2,000 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 Muhammad Usman Taj at Midlands Technical College is the 2026 recipient.
- URM 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 and who seek funds to defray the cost of travel, lodging, and registration for the annual ASSA meetings. One grant was awarded for travel to the 2026 ASSA meetings.
- Small-Group Breakfast Meeting for URMs. 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. Twelve people, including emerging faculty and established economists, were invited to the breakfast at the 2026 ASSA meetings.

B. *Sponsored Sessions at Conferences*

CSMGEP sponsored sessions on research and professional development at the ASSA meetings and regional conferences.

The Allied Social Science Associations Conference.—CSMGEP organized four sessions for the 2026 AEA meetings. First, our annual dissertation session was chaired by Isaiah Andrews (MIT). It included the following students and papers:

- Teresita Cruz-Vital, University of California, Berkeley, "Dual-Language, Dual Benefit? Estimating the Effects of Dual-Language Immersion Programs in Texas"
- Darien Kearney, Howard University, "Beyond Direct Discrimination: How Financial Trauma Mediates the Economic Impact of Racism on Black Labor Market Outcomes"
- Jose Rojas, University of Oregon, "Learning by Learning? MNC Presence Effects on College Major Choice"
- Elena Stacy, University of California, Berkeley, "Environmental Opportunity Costs of Agricultural Expansion: The Case of Mennonite Settlements in Latin America and the Caribbean"

The session highlights students on the market. As an example, Anderson Frailey (University of Maryland, Baltimore County) graduated from the University of Virginia. He participated in AEA mentoring. He also presented in the 2025 CSMGEP dissertation session. He went to the meetings with some interviews, but no offers. In attendance during the dissertation session was the department chair of UMBC economics. Shortly after the meetings, Anderson received the job offer.

CSMGEP's second session, "Redefining Digital Access," was chaired by Mary Lopez (Occidental College) and Luisa Blanco (Pepperdine University) and included the following papers:

- "Digital Market Access and Female Labor Market Outcomes," Adrienne Lucas, University of Delaware; Sabrin A. Beg, University of Delaware; Attique Rehman, University of Delaware
- "Algorithmic Bias and Historical Injustice: Race and Digital Profiling," Abigail Matthew, University of Virginia; Amalia Miller, University of Virginia; Catherine Tucker, Massachusetts Institute of Technology

- “The New Digital Divide,” Mayana Pereira, Microsoft Corporation; Shane Greenstein, Harvard Business School; Raffaella Sadun, Harvard Business School; Prasanna Tambe, University of Pennsylvania; Lucia Darre, Microsoft Corporation
- “Digital Incentives in Surveys: Evidence from an RCT on Response Rates, Vendor Choice, and Sociodemographic Effects,” Kalena Cortes, Texas A&M University; Brian Holzman, Texas A&M University; Melissa Gentry, Texas A&M University; Miranda Lambert, Texas A&M University

The third session, “The Ethics of Research in Economics,” was moderated by José Fernandez (University of Louisville) and Valentina Dimitrova-Grajzl (Virginia Military Institute) and included the following panelists:

- Samuel L. Myers Jr., University of Minnesota (topic: Exclusionary Approaches to Citations)
- Miriam Jorgensen, University of Arizona (topic: Ethical Concerns in Research on Indigenous Peoples)
- Michael Martell, Bard College (topic: Research on LGBTQ+ Populations)
- Belinda Roman, St. Mary’s University (topic: Ethics and RCTs)

The fourth session, organized in conjunction with the Committee on Economic Education, was titled “Difficult Conversations in the Economics Classroom.” It was moderated by José Fernandez (University of Louisville) and included the following panelists:

- Gail Hoyt, University of Kentucky
- Gerald Daniels, Howard University
- Mónica García-Pérez, Fayetteville State University
- Stephan Lefebvre, Bucknell University

Southern Economic Association Conference.—At the 2025 Southern Economic Association Conference, CSMGEP hosted one session organized by Mónica García-Pérez (Fayetteville State University) titled “Meet the Editors.” The session included the following panel members:

- Gary Hoover, Tulane University, editor of *Journal of Economics, Race, and Policy*
- Le Wang, Virginia Polytechnic Institute and State University, coeditor of *China Economic Review* and *Journal of Labor Research*, and associate editor of *Econometric Reviews*
- Charles Courtemanche, University of Kentucky, editor of *Southern Economic Journal*
- Brad Hershbein, W.E. Upjohn Institute for Employment Research, associate editor of the *Journal of Labor Economics*

C. 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 objectives of improving teaching quality and including minority students, and increasing minority students’ 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. can be followed via X (@Div_E_Q).

Diversifying Economics Seminars Speakers List.—Visitors to the CSMGEP web page will find a link to the Diversifying Economics Seminars Speakers List. This database was developed in response to the common excuse for lack of effort toward increased representation at economics seminars, conferences, and panels: that there are no URM economists in particular subfields of economics. The database aims to expose the untruth of that statement. CSMGEP invites conference and

seminar organizers to consult the speakers list, and we invite scholars who identify as URMs, 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 and archived issues are available for download from the CSMGEP web page.

Profiles of Prominent Minority Economists.—CSMGEP publishes profiles of minority economists and others who have significantly impacted the minority economics community through their research, teaching, and mentoring. The objectives of the series are 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 web page.

IV. Acknowledgements

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VICKI BOGAN AND JOSE M. FERNANDEZ, *Cochairs*

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APPENDIX

TABLE A1—COMPARISON OF ECONOMICS DEGREES AWARDED IN 1995 AND 2024 TO STUDENTS FROM OTHER RACIAL/ETHNIC GROUPS

Award level	Year	Grand total	US citizen and permanent resident total	White		Asian		Native Hawaiian or Pacific Islander		Two or more ethnic groups		Ethnicity unknown		Nonpermanent resident	
				Total	Percent	Total	Percent	Total	Percent	Total	Percent	Total	Percent	Total	Percent
				BA	1995	17,735	16,077	11,743	73.04	1,977	12.30	0	0.00	0	0.00
	2024	34,393	27,882	14,995	53.78	4,937	17.71	36	0.13	1,405	5.04	1,176	4.22	6,511	18.93
MA	1995	2,403	1,280	937	73.20	119	9.30	0	0.00	0	0.00	104	8.13	1,123	46.73
	2024	4,969	1,878	1,134	60.38	251	13.37	6	0.32	82	4.37	78	4.15	3,061	61.60
PhD	1995	911	475	358	75.37	63	13.26	0	0.00	0	0.00	25	5.26	436	47.86
	2024	1,408	472	288	61.02	79	16.74	1	0.21	19	4.03	25	5.30	936	66.48
All	1995	21,049	17,832	13,038	73.12	2,159	12.11	0	0.00	0	0.00	562	3.15	3,217	15.28
	2024	40,770	30,232	16,417	54.30	5,267	17.42	43	0.14	1,506	4.98	1,279	4.23	10,508	25.77

Notes: Until 2011, Native Hawaiians and 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 Hawaiians and Pacific Islanders for BA, MA, PhD, and total levels were 72 (0.25 percent), 2 (0.10 percent), 1 (0.24 percent), and 75 (0.24 percent), respectively. 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 percent), 35 (1.7 percent), 9 (2.19 percent), and 420 (1.34 percent), respectively. The nonpermanent residents percentages use the grand total as the denominator.

Source: US Department of Education, NCES, IPEDS, 1995 and 2024, Completions.

TABLE A2—ALL ECONOMICS DEGREES AND ALL SUBJECT DEGREES AWARDED TO MINORITY STUDENTS, 1995–2024

Year	Total economics degrees	Black/African American		Hispanic/Latino		American Indian and Alaskan Native		All minority groups in economics		All minority groups in all degree subjects	
		Total	Percent	Total	Percent	Total	Percent	Total	Percent	Total	Percent
1995	17,832	1,139	6.39	866	4.86	68	0.38	2,073	11.63	200,742	13.10
1996	16,793	999	5.95	879	5.23	58	0.35	1,936	11.53	211,939	13.78
1997	16,543	927	5.60	889	5.37	63	0.38	1,879	11.36	222,729	14.32
1998	16,984	981	5.78	894	5.26	61	0.36	1,936	11.40	233,842	14.79
1999	17,309	963	5.56	933	5.39	78	0.45	1,974	11.40	245,892	15.26
2000	18,186	1,054	5.80	1,034	5.69	67	0.37	2,155	11.85	262,228	15.80
2001	20,667	1,126	5.45	1,129	5.46	68	0.33	2,323	11.24	276,277	16.03
2002	22,496	1,309	5.82	1,189	5.29	72	0.32	2,570	11.42	289,711	16.18
2003	24,776	1,405	5.67	1,365	5.51	106	0.43	2,876	11.61	309,563	16.52
2004	26,107	1,496	5.73	1,487	5.70	118	0.45	3,101	11.88	332,150	16.83
2005	26,712	1,463	5.48	1,591	5.96	102	0.38	3,156	11.81	349,363	17.14
2006	26,281	1,504	5.72	1,603	6.10	108	0.41	3,215	12.23	367,276	17.42
2007	26,460	1,384	5.23	1,705	6.44	117	0.44	3,206	12.12	384,769	17.75
2008	28,100	1,510	5.37	1,717	6.11	119	0.42	3,346	11.91	399,788	17.97
2009	29,120	1,431	4.91	1,787	6.14	141	0.48	3,359	11.54	417,808	18.23
2010	30,430	1,534	5.04	2,039	6.70	131	0.43	3,704	12.17	442,167	18.65
2011	31,235	1,559	4.99	2,137	6.84	129	0.41	3,825	12.25	473,787	19.16
2012	30,554	1,521	4.98	2,347	7.68	100	0.33	3,968	12.99	512,346	19.91
2013	29,820	1,599	5.36	2,534	8.50	108	0.36	4,241	14.22	544,564	20.87
2014	30,883	1,571	5.09	2,763	8.95	84	0.27	4,418	14.31	566,450	21.56
2015	33,019	1,798	5.45	3,227	9.77	89	0.27	5,114	15.49	586,803	22.23
2016	33,360	1,696	5.08	3,400	10.19	98	0.29	5,194	15.57	614,214	23.05
2017	35,451	1,853	5.23	3,726	10.51	66	0.19	5,645	15.92	645,636	23.57
2018	34,862	1,787	5.13	3,952	11.34	69	0.20	5,808	16.66	665,500	24.23
2019	34,612	1,823	5.27	4,125	11.92	66	0.19	6,014	17.38	690,495	24.75
2020	34,394	1,792	5.21	4,209	12.24	76	0.22	6,077	17.67	713,966	25.29
2021	33,773	1,768	5.23	4,372	12.95	65	0.19	6,205	18.37	759,660	26.33
2022	33,117	1,609	4.86	4,243	12.81	42	0.13	5,894	17.80	762,223	26.53
2023	31,499	1,556	4.94	4,141	13.15	31	0.10	5,728	18.18	734,052	26.28
2024	40,770	1,601	3.93	4,099	10.05	50	0.12	5,750	14.10	768,398	24.77

Note: Includes only US citizens and permanent residents.

Source: US Department of Education, NCES, IPEDS, 1995–2024, Completions.

TABLE A3—BACHELOR'S DEGREES IN ECONOMICS AND ALL SUBJECTS AWARDED TO MINORITY STUDENTS, 1995–2024

Year	Total BA economics degrees	Black/African American		Hispanic/Latino		American Indian and Alaskan Native		All minority groups in economics		All minority groups in all degree subjects	
		Total	Percent	Total	Percent	Total	Percent	Total	Percent	Total	Percent
1995	16,077	1,045	6.50	816	5.08	63	0.39	1,924	11.97	159,379	13.92
1996	14,966	901	6.02	813	5.43	54	0.36	1,768	11.81	167,479	14.64
1997	14,832	836	5.64	809	5.45	56	0.38	1,701	11.47	174,427	15.18
1998	15,358	889	5.79	831	5.41	58	0.38	1,778	11.58	182,079	15.64
1999	15,836	876	5.53	861	5.44	75	0.47	1,812	11.44	190,641	16.09
2000	16,789	977	5.82	960	5.72	65	0.39	2,002	11.92	201,797	16.54
2001	19,351	1,071	5.53	1,073	5.54	63	0.33	2,207	11.41	212,042	16.61
2002	21,127	1,231	5.83	1,128	5.34	63	0.30	2,422	11.46	222,577	16.73
2003	23,335	1,346	5.77	1,277	5.47	99	0.42	2,722	11.66	236,282	17.01
2004	24,474	1,426	5.83	1,387	5.67	111	0.45	2,924	11.95	248,856	17.23
2005	24,860	1,375	5.53	1,469	5.91	95	0.38	2,939	11.82	258,927	17.39
2006	24,418	1,405	5.75	1,495	6.12	104	0.43	3,004	12.30	271,386	17.69
2007	24,574	1,295	5.27	1,611	6.56	105	0.43	3,011	12.25	283,011	17.94
2008	26,005	1,393	5.36	1,630	6.27	111	0.43	3,134	12.05	294,800	18.25
2009	27,050	1,336	4.94	1,691	6.25	134	0.50	3,161	11.69	305,075	18.45
2010	28,185	1,427	5.06	1,933	6.86	123	0.44	3,483	12.36	321,709	18.87
2011	28,766	1,438	5.00	1,986	6.90	121	0.42	3,545	12.32	344,581	19.46
2012	27,897	1,398	5.01	2,188	7.84	96	0.34	3,682	13.20	374,083	20.26
2013	27,411	1,455	5.31	2,356	8.60	101	0.37	3,912	14.27	399,420	21.13
2014	28,541	1,450	5.08	2,610	9.14	80	0.28	4,140	14.51	417,025	21.79
2015	30,664	1,666	5.43	3,041	9.92	83	0.27	4,790	15.62	435,039	22.50
2016	31,060	1,566	5.04	3,202	10.31	93	0.30	4,861	15.65	455,222	23.34
2017	33,151	1,734	5.23	3,539	10.68	62	0.19	5,335	16.09	479,857	23.89
2018	32,636	1,644	5.04	3,769	11.55	65	0.20	5,478	16.79	492,956	24.60
2019	32,282	1,672	5.18	3,928	12.17	63	0.20	5,663	17.54	509,678	25.15
2020	31,944	1,654	5.18	3,970	12.43	71	0.22	5,695	17.83	527,804	25.75
2021	31,214	1,616	5.18	4,101	13.14	59	0.19	5,776	18.50	558,196	26.84
2022	30,409	1,470	4.83	3,938	12.95	39	0.13	5,447	17.91	550,990	27.07
2023	28,827	1,414	4.91	3,836	13.31	30	0.10	5,280	18.32	506,827	27.36
2024	34,393	1,471	4.28	3,815	11.09	47	0.14	5,333	15.51	552,384	26.75

Note: Includes only US citizens and permanent residents.

Source: US Department of Education, NCES, IPEDS, 1995–2024, Completions.

TABLE A4—MASTER'S DEGREES IN ECONOMICS AND ALL SUBJECTS AWARDED TO MINORITY STUDENTS, 1995–2024

Year	Total MA economics degrees	Black/African American		Hispanic/Latino		American Indian and Alaskan Native		All minority groups in economics		All minority groups in all degree subjects	
		Total	Percent	Total	Percent	Total	Percent	Total	Percent	Total	Percent
1995	1,280	78	6.09	38	2.97	4	0.31	120	9.38	38,595	10.92
1996	1,352	77	5.70	49	3.62	3	0.22	129	9.54	41,703	11.54
1997	1,242	79	6.36	65	5.23	5	0.40	149	12.00	45,169	12.14
1998	1,177	71	6.03	50	4.25	3	0.25	124	10.54	48,238	12.63
1999	1,058	67	6.33	55	5.20	2	0.19	124	11.72	51,507	13.13
2000	992	59	5.95	58	5.85	2	0.20	119	12.00	56,717	13.99
2001	949	49	5.16	41	4.32	5	0.53	95	10.01	60,360	14.64
2002	1,004	62	6.18	51	5.08	9	0.90	122	12.15	63,162	14.82
2003	1,118	51	4.56	70	6.26	6	0.54	127	11.36	69,059	15.33
2004	1,286	54	4.20	76	5.91	6	0.47	136	10.58	78,571	15.95
2005	1,524	81	5.31	103	6.76	7	0.46	191	12.53	85,345	16.71
2006	1,542	83	5.38	91	5.90	2	0.13	176	11.41	90,745	17.01
2007	1,566	72	4.60	74	4.73	10	0.64	156	9.96	95,884	17.54
2008	1,711	104	6.08	73	4.27	7	0.41	184	10.75	98,813	17.50
2009	1,716	88	5.13	83	4.84	7	0.41	178	10.37	106,299	17.95
2010	1,840	97	5.27	85	4.62	7	0.38	189	10.27	114,561	18.37
2011	2,058	104	5.05	137	6.66	8	0.39	249	12.10	122,739	18.65
2012	2,184	109	4.99	144	6.59	4	0.18	257	11.77	131,182	19.29
2013	1,941	129	6.65	148	7.62	7	0.36	284	14.63	137,535	20.48
2014	1,920	108	5.63	131	6.82	3	0.16	242	12.60	141,108	21.25
2015	1,858	122	6.57	156	8.40	3	0.16	281	15.12	142,876	21.82
2016	1,819	115	6.32	164	9.02	5	0.27	284	15.61	149,550	22.56
2017	1,823	104	5.70	169	9.27	3	0.16	276	15.14	155,697	22.99
2018	1,762	125	7.09	155	8.80	4	0.23	284	16.12	162,359	23.57
2019	1,866	138	7.40	170	9.11	3	0.16	311	16.67	169,981	23.98
2020	1,986	118	5.94	207	10.42	3	0.15	328	16.52	175,283	24.36
2021	2,118	139	6.56	240	11.33	6	0.28	385	18.18	189,309	25.15
2022	2,181	117	5.36	273	12.52	3	0.14	393	18.02	197,690	25.36
2023	2,186	128	5.86	272	12.44	0	0.00	400	18.30	191,675	25.18
2024	1,878	114	6.07	241	12.83	1	0.05	356	18.96	200,102	21.03

Note: Includes only US citizens and permanent residents.

Source: US Department of Education, NCES, IPEDS, 1995–2024, Completions.

TABLE A5—DOCTORAL DEGREES IN ECONOMICS AND ALL SUBJECTS AWARDED TO MINORITY STUDENTS, 1995–2024

Year	Total PhD economics degrees	Black/ African American		Hispanic/ Latino		American Indian and Alaskan Native		All minority groups in economics		All minority groups in all degree subjects	
		Total	Percent	Total	Percent	Total	Percent	Total	Percent	Total	Percent
1995	475	16	3.37	12	2.53	1	0.21	29	6.11	2,768	8.09
1996	475	21	4.42	17	3.58	1	0.21	39	8.21	2,757	8.26
1997	469	12	2.56	15	3.20	2	0.43	29	6.18	3,133	9.06
1998	449	21	4.68	13	2.90	0	0.00	34	7.57	3,525	10.01
1999	415	20	4.82	17	4.10	1	0.24	38	9.16	3,744	10.83
2000	405	18	4.44	16	3.95	0	0.00	34	8.40	3,714	10.80
2001	367	6	1.63	15	4.09	0	0.00	21	5.72	3,875	11.25
2002	365	16	4.38	10	2.74	0	0.00	26	7.12	3,972	11.70
2003	323	8	2.48	18	5.57	1	0.31	27	8.36	4,222	11.98
2004	347	16	4.61	24	6.92	1	0.29	41	11.82	4,723	12.98
2005	328	7	2.13	19	5.79	0	0.00	26	7.93	5,091	13.03
2006	321	16	4.98	17	5.30	2	0.62	35	10.90	5,145	12.58
2007	320	17	5.31	20	6.25	2	0.63	39	12.19	5,874	13.31
2008	384	13	3.39	14	3.65	1	0.26	28	7.29	6,175	13.75
2009	354	7	1.98	13	3.67	0	0.00	20	5.65	6,434	14.12
2010	405	10	2.47	21	5.19	1	0.25	32	7.90	5,897	14.06
2011	411	17	4.14	14	3.41	0	0.00	31	7.54	6,467	14.78
2012	473	14	2.96	15	3.17	0	0.00	29	6.13	7,081	15.48
2013	468	15	3.21	30	6.41	0	0.00	45	9.62	7,609	15.95
2014	422	13	3.08	22	5.21	1	0.24	36	8.53	8,317	16.79
2015	497	10	2.01	30	6.04	3	0.60	43	8.65	8,888	17.40
2016	481	15	3.12	34	7.07	0	0.00	49	10.19	9,442	18.26
2017	477	15	3.14	18	3.77	1	0.21	34	7.13	10,082	18.79
2018	464	18	3.88	28	6.03	0	0.00	46	9.91	10,185	19.07
2019	464	13	2.80	27	5.82	0	0.00	40	8.62	10,836	20.05
2020	464	20	4.31	32	6.90	2	0.43	54	11.64	10,879	20.23
2021	441	13	2.95	31	7.03	0	0.00	44	9.98	12,155	22.75
2022	527	22	4.17	32	6.07	0	0.00	54	10.25	13,543	23.17
2023	486	14	2.88	33	6.79	1	0.21	48	0.10	14,289	23.21
2024	472	16	3.39	43	9.11	1	0.21	60	12.71	15,912	18.63

Note: Includes only US citizens and permanent residents.

Source: US Department of Education, NCES, IPEDS, 1995–2024, Completions.