

**REPORT OF THE COMMITTEE ON THE STATUS OF MINORITY GROUPS IN THE  
ECONOMICS PROFESSION (CSMGEP)  
DECEMBER, 2012**

The creation of the Committee on the Status of Minority Groups in the Economics Profession (CSMGEP), by the American Economic Association (AEA) over four decades ago, was intended to infuse the field of economics with racial and ethnic minority representation that more fully reflects diversity in America at large. That overarching goal has become, in more recent years, only more imperative: Racial and ethnic minorities now constitute the majority of children born in the U.S., forecasting a “majority-minority” population in the near future. This report serves to further CSMGEP’s role in monitoring and promoting that diversity in the economics profession.

**Data on Minority Economists and Those in the Pipeline**

Data on the “pipeline” in this report were drawn from the Integrated Postsecondary Education Data System (IPEDS) at the National Center for Education Statistics (NCES).<sup>1</sup> These data include the 2010-2011 academic year, the most recent available. Because IPEDS does not tabulate degree conferrals by race/ethnicity, the following figures represent our own tabulations. We also report on the annual survey data from the Universal Academic Questionnaire (UAQ) of the American Economic Association on the number of economics faculty by race and ethnicity in 2011.

Blacks, Hispanics, and Native Americans accounted for 31 percent of the U.S. population in 2011, according to Census Bureau data. Yet, of 33,298 total economics degrees—at the bachelor’s, master’s, and doctoral levels—awarded by U.S. institutions to citizens and permanent residents in that year, just 10.5 percent (3,478) went to minority students. Unfortunately that means that there has been little progress, overall, at increasing the representation of minorities in the economics pipeline. Specifically, the percentage of economics degree minority recipients has hovered around 10 percent over the last nearly two decades.

More variability exists at different degree levels. Data on bachelor’s degrees are presented in Figures 1 and 2.<sup>2</sup> After dipping in the late 1990s and then climbing briefly in the early 2000s, economics bachelor’s degree conferrals to Blacks have declined, from 5.6 percent in 2004 to the most recent value, 4.7 percent (of 28,544 conferred) in 2011. Among Hispanics, by contrast, the 4.3 percent low point in 1995 has given way to a relatively steady climb to 6.2 percent (1,754) in 2011. While these data suggest some progress among Hispanics, it is not nearly as rapid as the increase in minority representation among all bachelor’s degree conferrals. The percentage of all bachelor’s degrees awarded to Blacks increased from 7.3 to 9.4 percent between 1995 and 2011 and from 4.6 to 8.4 percent for Hispanics. The percentage of economics bachelor’s degrees awarded to Native Americans never rose above 0.5 percentage during that same period; their conferral rate for all bachelor’s degrees remained around 0.7 percent.

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<sup>1</sup> We present data from IPEDS because they are the most current.

<sup>2</sup> Appendix Tables 1-6 present the underlying data.

Figure 1: Minority Representation among Bachelor's Degree Recipients in Economics, from 1995-2011<sup>3</sup>

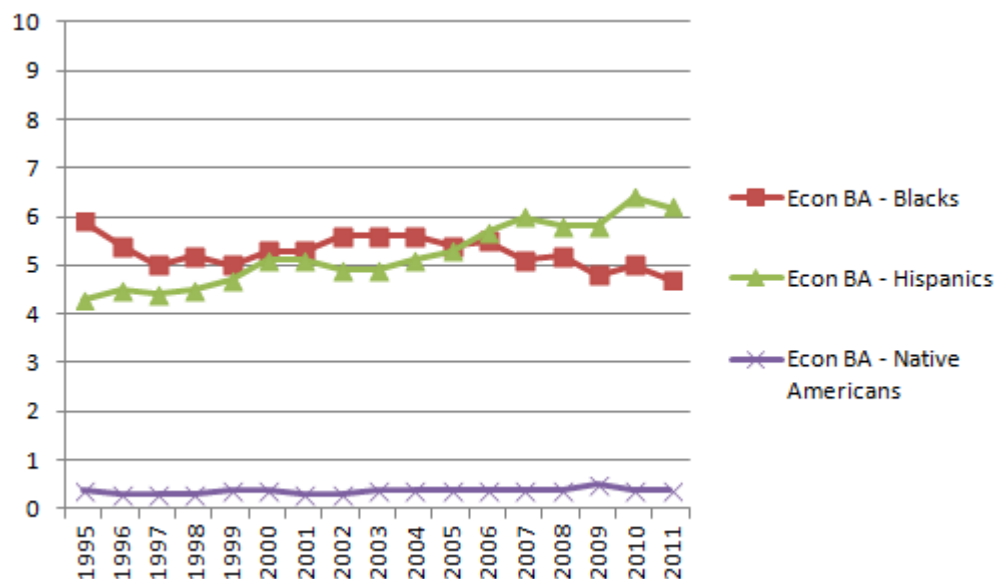
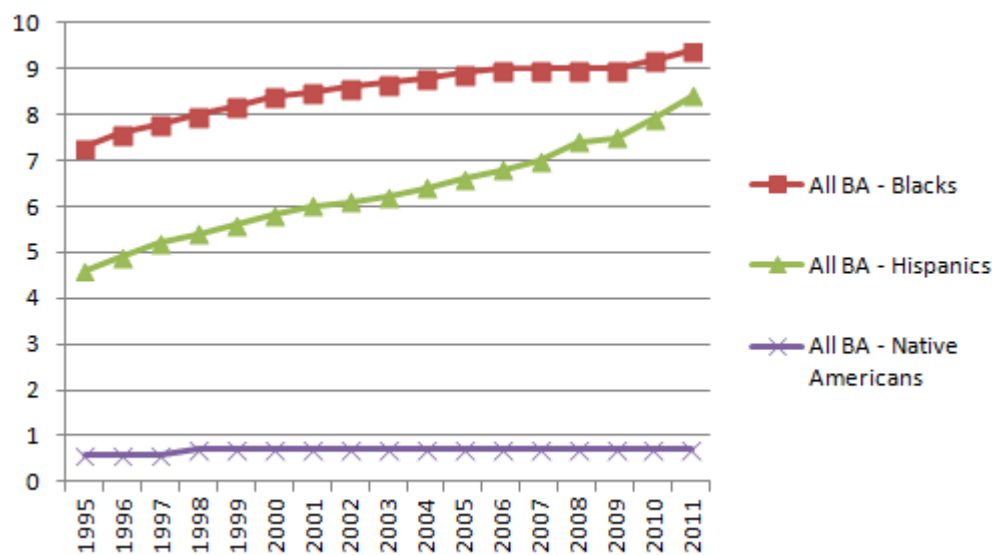


Figure 2: Minority Representation among Bachelor's Degree Recipients Across All Disciplines, from 1995-2011<sup>4</sup>



As was the case at the bachelor's degree level, Blacks led Hispanics in economics master's degrees—3.3 versus 1.5 percent—in 1995, but trailed them—2.8 versus 3.6 percent—by 2011 (see Figures 3 and 4). Master's degree conferrals across all disciplines, meanwhile, increased by nearly 60 percent (from 5.8 to 9.8 percent) for Blacks, and by 54.4 percent (from 3.1 to 5.7 percent), for Hispanics. Native Americans' rate was steady around its 2011 level, 0.2 percent of

<sup>3</sup> Source: IPEDS Data Center.

<sup>4</sup> Source: IPEDS Data Center.

the 3,736 conferred that year, as was their rate of conferrals across disciplines (about 0.5 percent).

Figure 3: Minority Representation among Master’s Degree Recipients in Economics, from 1995-2011<sup>5</sup>

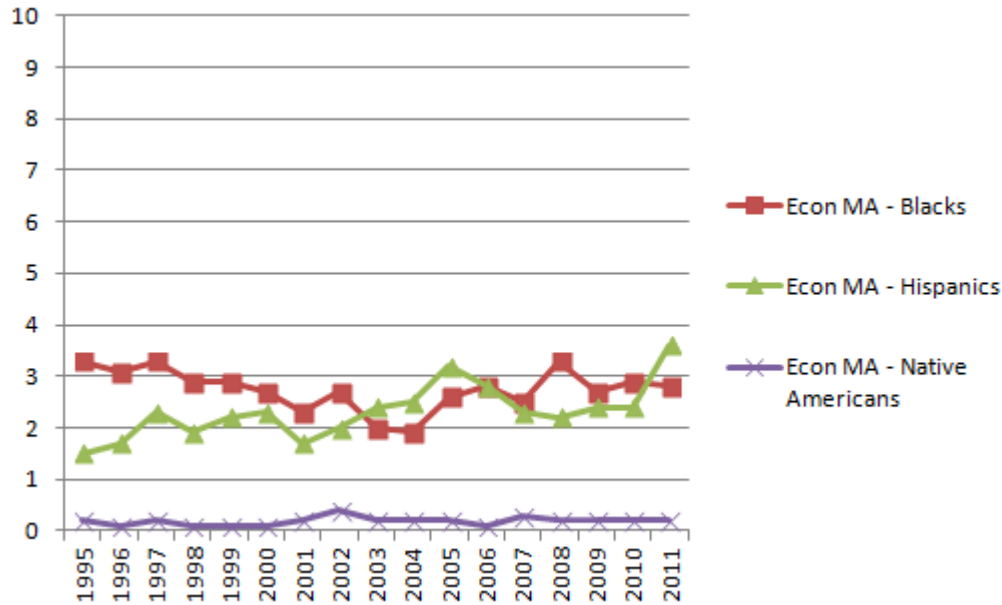
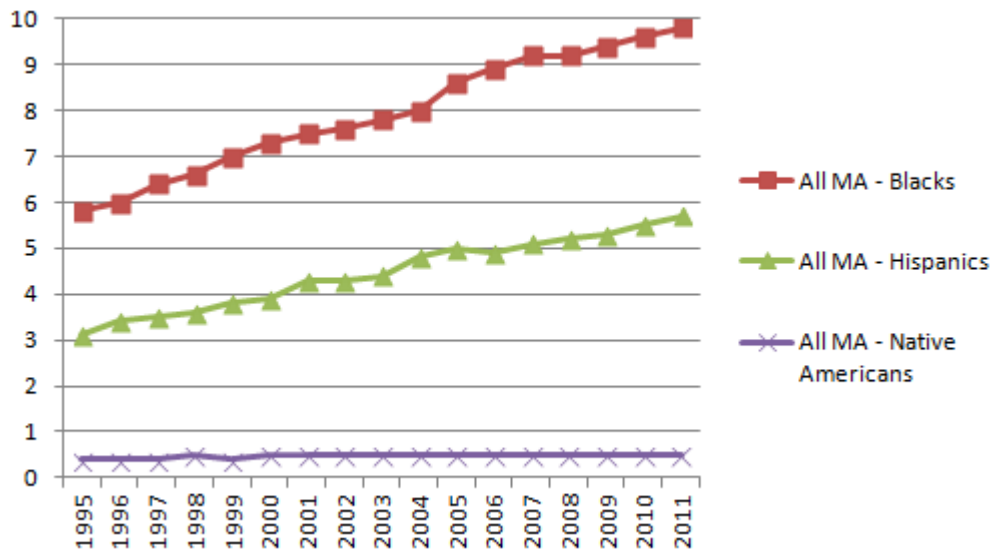


Figure 4: Minority Representation among Master’s Degree Recipients Across All Disciplines, from 1995-2011<sup>6</sup>



<sup>5</sup> Source: IPEDS Data Center.

<sup>6</sup> Source: IPEDS Data Center.

At the doctoral level, degree conferrals in economics among minorities are fairly volatile from year to year (see Figures 5 and 6). That said, in the five-year period from 1995-1999, Blacks received nearly 2 percent of the economics doctoral degrees; from 2000 to 2004, 1.5 percent; and from 2007 to 2011, 1.4 percent. Similarly, 1.6 percent of the doctoral degrees were conferred on Hispanics from 1995-1999; 2 percent from 2000 to 2004; and 1.8 percent from 2007 to 2011. Although degree conferrals to minorities in economics has been stagnant, there have been gains across all disciplines over the last 17 years, rising from 3.6 to 6.3 percent in 2011 and from 2.1 to 3.8 percent in 1995, respectively. There were often no economics doctoral degrees awarded to Native Americans in any given year, which was also the case in 2011.

Figure 5: Minority Representation among Doctoral Degree Recipients in Economics, from 1995-2011<sup>7</sup>

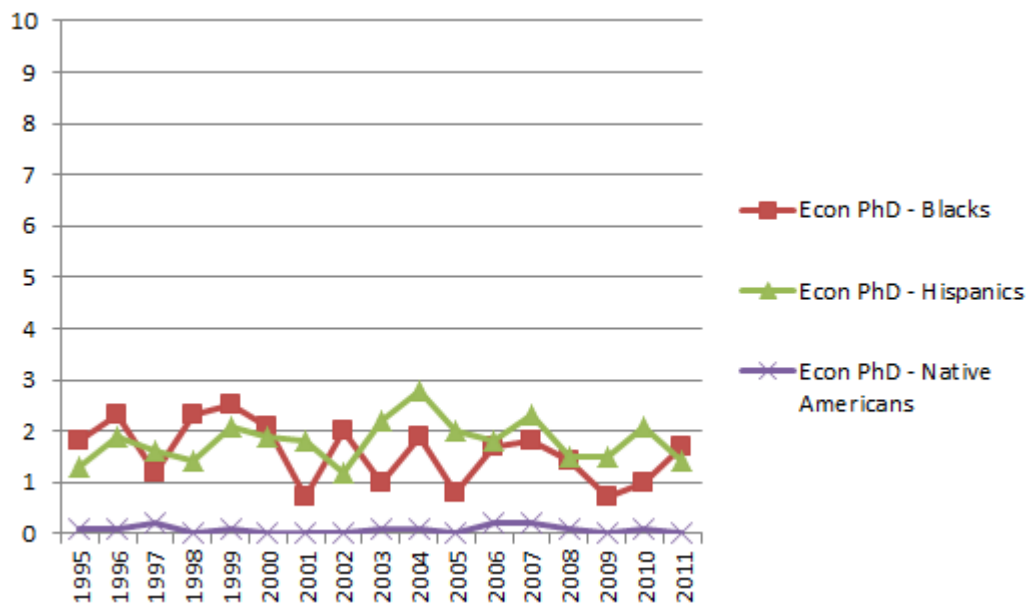
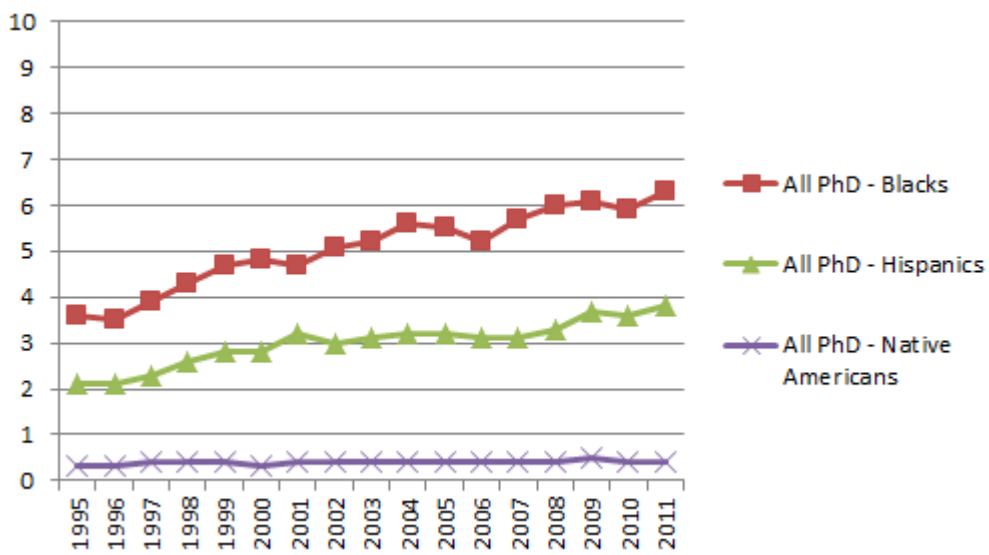


Figure 6: Minority Representation among Doctoral Degree Recipients Across All Disciplines, from 1995-2011<sup>8</sup>



<sup>7</sup> Source: IPEDS Data Center.

<sup>8</sup> Source: IPEDS Data Center.

Table 1: Numbers and Distribution of Faculty by Type of Institution and Race/Ethnicity, 2011<sup>9</sup>

Characteristic	Full Time					Part Time		All	
	Full	Assoc	Asst	Other	Non-tenure	Full	Non-tenure	Full Time	Part Time
<i>PhD-granting Institutions</i>									
Blacks	1.2%	2.8%	1.8%	2.3%	2.4%	0.0%	6.5%	1.8%	4.6%
Hispanics	2.2%	4.5%	7.6%	2.3%	3.7%	1.1%	5.1%	4.0%	3.9%
<i>MA-granting Institutions</i>									
Blacks	2.3%	6.4%	2.9%	13.6%	2.6%	2.0%	8.3%	3.9%	6.8%
Hispanics	1.5%	1.2%	2.2%	0.0%	2.6%	2.0%	2.8%	1.6%	2.5%
<i>BA-granting Institutions</i>									
Blacks	2.2%	4.9%	3.1%	2.2%	3.1%	3.4%	3.3%	3.1%	3.3%
Hispanics	0.6%	3.3%	4.5%	2.2%	1.2%	1.1%	1.7%	2.3%	1.5%
<i>All Institutions</i>									
Blacks	1.7%	4.1%	2.4%	4.5%	2.6%	1.8%	5.5%	2.5%	4.4%
Hispanics	1.6%	3.5%	5.8%	1.8%	2.8%	1.3%	3.2%	3.1%	2.6%

In terms of minority representation in the “Academy,” the percentage of full-time minority faculty, both tenured and tenure track, within all institutions was around 5.6 percent in 2011 (see Table 1). Minority representation was highest in doctoral degree-granting institutions (5.7 percent), followed by both bachelor’s and master’s degree-granting institutions (tied at 5.5 percent).

While there were greater percentages of Hispanics than Blacks in full-time positions overall (3.1 percent versus 2.5 percent), the percentage of Blacks in full-time positions at both the bachelor’s and master’s degree-granting institutions was greater than that for Hispanics. In contrast, Hispanics had a greater presence at doctoral degree-granting institutions (4.0 percent) than did Blacks (1.8 percent).

Examining progress in the faculty pipeline, Blacks and Hispanics fair differently. Among full-time tenured and tenure track faculty, Blacks and Hispanics account for comparable shares among full professors (around 1.6 percent), but divergent shares among assistant professors (2.4 percent versus 5.8 percent, respectively).

<sup>9</sup> Notes on source: Racial and ethnic representation includes U.S. citizens and permanent residents only. Includes faculty on leave during 2010-2011, but excludes visiting appointments. A person who is full-time at the institution but only part-time in the economics department is considered full time. “Non-tenure” means “Non-tenure track.” Non-responses to racial and ethnic diversity could not be distinguished from blanks representing zeros; thus all blanks were treated as zeros. Therefore, racial and ethnic representation may be under-represented. Source: Universal Academic Questionnaire, 2011.

While these figures are indicative, they should be interpreted cautiously. The response rate is only about 40-45 percent, which might render the data unrepresentative of all economics faculty in the U.S. As well, non-responses are indistinguishable from true zeros, which might lead to understating the racial and ethnic diversity in economics departments. Finally, the data in Table 1 and the data in other figures and tables are collected from different sources, rendering inferences across the pipeline difficult.

That said, collective these data suggest that while there has been progress in the representation of minority students among all bachelor's, master's, and doctoral degree recipients over the past two decades, there has been much less progress in economics which is also reflected in the poor representation of minorities among economics faculty at post-secondary institutions.

### **Pipeline Program**

Concerns about the underrepresentation of members of historically disadvantaged ethnic and racial groups led the AEA to establish a program 30 years ago to improve the pipeline of minority economists: the Summer Training Program. Since then, the AEA has also recognized that it is important to actively support and encourage students throughout graduate school and beyond. Consequently, the CSMGEP created the Mentoring Program for students accepted or enrolled in a PhD program in economics. Since its inception, eligibility for the program has also been extended to new PhDs. In addition, the Committee on the Status of Women in the Economics Profession (CSWEP) and CSMGEP joined together to create a Summer Fellows Program that allows senior graduate students and junior faculty to spend a summer in residence at a sponsoring research institution. The Committee refers to the three programs (and any others that might be developed) as the AEA's Pipeline Program.

#### *The Summer Training Program*

This year the Summer Training Program had its inaugural session at the University of New Mexico. Dr. Robert Valdez served as the director, and Richard Santos as the associate director. The UNM program formed a National Advisory Committee to guide AEASP leadership on matters of program administration and curriculum, and to review applications. All participants this year were awarded scholarships.

UNM received 60 qualified (i.e., complete) applications from which 26 were admitted. Approximately 45 percent of applicants were Black and 45 percent Hispanic. Less than half were male. The committee gave preference to applicants from non-research colleges and universities. Preference was given to American citizens disadvantaged in the historical context.

Students were enrolled in three UNM economics courses (on economic theory and issues, intermediate econometrics, and math methods) which could be transferred for credit at their home institutions. Students also engaged in a group research project later presented during the Pipeline Conference.

The program operated within budget and will be applying for supplementary resources from the NSF for 2013 and beyond. The program also formed a National Advisory Committee to offer

guidance on program administration and curriculum, and to review applications. The committee members include: Marie Mora, Rucker Johnson, Fernando Lozano, David Molina, Rhonda Sharpe, Valerie Rawlston Wilson, and Warren Whatley.

Students surveyed after the program reported the practice gained with math and analytical skills was most useful. Many also noted that working with minority graduate students and UNM faculty encouraged them to pursue economics and offered insight as to what the career path would involve.

### *The Mentoring Program*

The Mentoring Program, aimed at those starting or completing doctorate degrees in economics and new doctorates, matches Black, Hispanic, and Native American economics PhD students with mentors in the field. It also helps minority economists and students to network at all stages of the educational and professional pipeline. Participants must be U.S. citizens or permanent residents. Most mentees self-select into the program; mentors are both self-selected and requested to volunteer. Not all mentees have individually assigned mentors.

The program had 50 graduate student participants during 2012. Five students received their doctoral degrees in the spring of 2012. Regrettably, one student (Devin Roberson) passed away in March of 2012, and so the program starts 2013 with 44 graduate students.

Since 2010, the Mentoring Program has undergone a major overhaul. Graduate students now provide all or nearly all of the research presentations during the Summer Conference, while faculty and professionals present on professional development. This is to the benefit of both students entering the job market, who are able to revise their presentations, and students not yet entering the job market, who receive considerable feedback.

The Pipeline Conference is the primary activity of the Mentoring Program. The Conference is held each summer during the Pipeline Program's Summer Program; this year was the first at UNM, attended by 20 graduate students and 17 professional economists/new professors and 18 mentors. The Conference included the presentation of the following academic papers:

- Chan Mang (National University of Singapore), "On Forecasting Risk-Premia in Currency Markets"
- Meisha Williams (University of Alabama), "Does FDI pick Up the Slack? A look at FDI inflows into the United States"
- Conrad Miller (Massachusetts Institute of Technology), "On the Origins of Spatial Mismatch: Job Suburbanization and Black Employment"
- Joel Meléndez-Lugo (University of Houston), "Do Geographic Deregulations of Banking Affect Product Markets? Evidence from Manufacturers"
- Karl Bouleware (University of Alabama), "How Do Money Market Conditions Affect Shadow Banking Activity? Evidence From Security Repurchase Agreements"
- Ejindu Ume, "Housing and Unemployment in a Dual Search Model"
- Marquise McGraw (University of California – Berkeley), "Estimating the Causal Effect



of Airports on Changes in Regional Productivity”

- Keoka Yonette Grayson (University of Arizona) “At Least I Have My Health: Health and Income Inequality During the Depression”
- Jared Levant (University of Alabama), “Regime-Dependent Term Structure Model and Fixed Income Derivatives Pricing”
- Jamein Pernell Cunningham (University of Michigan), “Federally Funded Legal Service and Crime: Evidence from the War on Poverty”
- (Faculty) Samuel Myers, Jr. (University of Minnesota) “Economics at Public Policy Institutions”
- (Faculty) William A. Darity, Jr. (Duke University), “Stratification Economics”
- (Faculty) Ngina Chiteji (Skidmore College), “The Panel Study of Income Dynamics (PSID) and its Supplements: Using them for your data analysis”

The Mentoring Program also provides funding for collaborative research projects between mentors and mentees. The awards range from \$750 to \$1,500 and the funds can serve a variety of purposes. For example, they can be used to cover the transportation and lodging costs that allow graduate students to travel to their mentor’s location and spend several days working on the project, or cover the costs of data and supplies.

The program also sponsors graduate students to attend the ASSA Conference, an event that offers presentations, meeting with advisors and other scholars, and further networking with peers. In 2011, six graduates were sponsored; in 2012, there were two: Juan Carlos Suárez Serrato (who presented a paper) and Karl D. Bouleware.

### *Summer Fellows Program*

The Summer Fellows program – jointly administered with CSWEP – aims to increase the participation and advancement of women and underrepresented minorities in economics by providing a summer in residence at a sponsoring research institution such as a Federal Reserve Bank or other public agency. Eligibility is open to senior graduate students and junior faculty. Sponsoring institutions pay for the fellowship and administrative costs are covered by a grant from the NSF.

Last year the program received 43 applicants—a steep drop from 130—and 13 were placed. We made a big push in 2011 to reverse the downward trend in applicants from 2008 to 2010 and to address having received only one minority applicant in 2010. In response to the applicant overshoot in 2011, in 2012 CSWEP and CSMGEP dialed back outreach efforts, waiting until late January and early February before emailing reminders to its members.

We continue to have a problem with minority placement. Only one out of 10 underrepresented minority applicants was placed: Karl Bouleware, a graduate student at the University of Alabama, was a fellow at the Federal Reserve Bank of Atlanta. Seven of the 10 institutions funding fellows were Federal Reserve Banks and most of the minority applicants were not in macroeconomics and finance. We are looking to recruit additional sponsoring institutions with research interests in other fields.

The participating institutions included the Federal Trade Commission, the Census Bureau, the International Monetary Fund, the Federal Reserve Bank (including the FRBs of Atlanta, Chicago, Cleveland, Kansas City, New York, and Dallas).

The Committee for the AEA Summer Fellows Program currently consists of Dan Newlon (AEA), Cecilia Conrad (Pomona College), Lucia Foster (Census Bureau) and Gustavo Suarez (Federal Reserve). Information about the program can be found at: <http://www.vanderbilt.edu/AEA/CSMGEP/pipeline/>.

### **The Committee's Recent and On-going Activities**

The CSMGEP continues to expand its efforts to increase the representation of minority groups in the economics profession in other ways as well. At the 2012 AEA meetings, the CSMGEP hosted two sessions. The first session was entitled "Crime and Terrorism." The papers included:

- "The Nonlinear Relationship between Terrorism and Poverty," Walter Enders, University of Alabama and Gary A. Hoover University of Alabama
- "Terrorism and Patriotism: On the Earnings of U.S. Veterans after September 11, 2001," Alberto Davila, University of Texas-Pan American, and Marie T. Mora University of Texas-Pan American
- "The Color of Lynching," Lisa D. Cook, Michigan State University
- "Race and Gender Differences under Federal Sentencing Guidelines," Supriya Sarnikar, Westfield State College; Todd Sorensen, University of California-Riverside and IZA; and Ronald L. Oaxaca, University of Arizona and IZA

Cecilia Rouse (Princeton University) chaired the session and Francisco Rivera-Batiz (Columbia University), Marlene Kim (University of Massachusetts-Boston), Patrick L. Mason (Florida State University), Steven Raphael (University of California-Berkeley) served as discussants.

The second was a Dissertation Session. The five papers were:

- "Debt, Cohabitation and Marital Timing in Young Adulthood," Fenaba Addo, Cornell University
- "Do Women's Autonomy, Decision-Making Ability and Attitudes Matter as Deterrents for Domestic Violence? Evidence from the Dominican Republic," Cruz Bueno, University of Massachusetts-Amherst
- "The Effectiveness of Abstinence-Only Sex Education in Alabama," Sondra Collins, University of Southern Mississippi
- "Marital Separation and Women's Demand for Schooling," Reginald Covington, Cornell University
- "The Role of Liquidity on the Price Discovery of ADRs: Evidence from Latin America," Alma D. Hales, University of Texas-Pan American

Marie Mora (University of Texas-Pan American) chaired the session and Mark Hugo López (Pew Hispanic Center), Gary Hoover (University of Alabama), Sue Stockly (Eastern New Mexico University), Don Fullerton (University of Illinois), Fernando Lozano (Pomona College) served as discussants.

In addition, the CSMGEP hosted a session at the 2012 Southern Economic Association annual meetings in Washington, D.C. The title of the session was “Economics of Race and Ethnicity.” The papers included:

- “The Long-Term Consequences of Distinctively Black Names,” Lisa D. Cook, Michigan State University; Trevon D. Logan, The Ohio State University; and John M. Parman, College of William and Mary
- “The Impact of Affirmative Action on the Employment of Minorities and Women Over Three Decades: 1973-2003,” Fidan Ana Kurtulus, University of Massachusetts Amherst
- “Hispanics and the Great Recession: Differences in Unemployment Rate Duration by Ethnicity and Race 2003-2010,” Harvey Cutler, Colorado State University; Anita Alves Pena, Colorado State University; and Martin Shields, Colorado State University
- “Small Businesses as a Tool of Poverty Alleviation Among Minority Groups,” Inoussa Boubacar, University of Wisconsin–Stout and Gibson Nene, University of Minnesota Duluth

Samuel L. Myers, Jr. (University of Minnesota) chaired the session and Alan Barreca (Tulane University), Keith Finlay (Tulane University), Susan Pozo (Western Michigan University), and Sharri C. Byron (Auburn University Montgomery) served as discussants.

At the WEAI Annual Meetings, there were two sessions: “How to Give Effective Presentations,” Rucker Johnson, University of California, Berkeley; Marie Mora, University of Texas-Pan American; Mark Hugo López, Pew Hispanic Center, and “Higher Education: Access, Affordability, & Long-term Consequences,” Rucker Johnson, University of California, Berkeley; Marie Mora, University of Texas-Pan American; Mark Hugo López, Pew Hispanic Center. The presented papers included:

- “Paying for Performance: The Education Impacts of a Community College Scholarship Program for Low-Income Adults,” Lisa Barrow, Chicago Federal Reserve Bank and Cecilia Rouse, Princeton
- “Quantile Treatment Effects of College Quality on Earnings: Evidence from Texas,” Rodney Andrews, University of Texas-Dallas and Michael Lovenheim, Cornell
- “The Impact of Parental Wealth on College Enrollment & Degree Attainment: Evidence from the Housing Boom & Bust,” Rucker Johnson, UC-Berkeley
- “Does Federal Financial Aid Affect College Enrollment? Evidence from Drug Offenders and the Higher Education Act of 1998,” Michael Lovenheim, Cornell and Emily Owens, Cornell

Trevon Logan organized *The Second Wave: A Research Conference*, a pilot program targeting mid-career economists from underrepresented groups. The conference was hosted by Ohio State University on June 1, 2012. Graduate students and junior scholars presented their work to over 20 minority faculty and economists, and connected with mentors, research collaborators, and peers, all in an effort to advance their research agendas while navigating the tenure track.

We continue to update and improve the CSMGEP website. The site (<http://www.aeaweb.org/committees/CSMGEP/index.php>) not only contains information about the Pipeline Program, but also has resources for students interested in pursuing careers in economics and for department chairs interested in increasing the representation of minorities among their graduate students. New this year, we are collaborating with Amanda Bayer, of Swarthmore College, on the project she created, “Diversifying Economic Quality: A Wiki for Instructors and Departments.” The site links to a wiki for economics faculty: [http://wikis.swarthmore.edu/div\\_econ/index.php/Main\\_Page](http://wikis.swarthmore.edu/div_econ/index.php/Main_Page). The wiki promotes best teaching practices in economics, particularly those that encourage underrepresented groups to pursue their studies of economics.

We have also continued the (web) series profiling minority economists. The goal of the series is to highlight the many accomplishments of these economists and to give young people who might be considering a career in economics a glimpse into the lives of those who made that decision. The series this year included profiles of Cecilia Elena Rouse (Princeton University) and Samuel Myers (University of Minnesota). You can read these and previous profiles on our web site.

Together with the American Society of Hispanic Economists and the National Economic Association, CSMGEP published the fifth issue of *The Minority Report*, an annual newsletter to showcase the people, programs, research, and activities of the three groups. In addition to hard copies, the report is available online on the CSMGEP web site: <http://www.aeaweb.org/committees/CSMGEP/resources/>.

This year CSMGEP also added two new members: Francisca Antman and Trevon Logan. They have been very active members of the committee this year for which the chair is extremely grateful.

In addition, we would like to thank James Poterba and the National Bureau of Economic Research (NBER) for hosting minority graduate students at the Summer Institutes. The intention is to extend the reach of the Pipeline Program by inviting students that would be on the job market in the fall to the summer meetings. One attendee from 2012, Meisha Williams, a student at the University of Alabama, wrote of the opportunity:

“Attending the Summer Institute not only allowed me to attend seminars that were directly related to my specialty, but it also allowed me to network with NBER members... These experiences envelop a gainful experience that I will always cherish. Receiving the exposure that I received at the Summer Institute reinvigorated my research efforts. I look forward to providing my own meaningful research similar to the caliber of the research presented at the conference. Thank you for your willingness to help me achieve my goals.”

The Chair extends sincere thanks to John Siegfried, for his years of unwavering devotion and shrewd guidance; I and all of the CSMGEP members will miss working with him in this capacity. That said, we welcome Peter Rousseau, the new Secretary-Treasurer. The chair also thanks the staff at the AEA – Barbara Fiser, Marlene Hight, Susan Houston, Regina Montgomery, and Violet Sikes – for their marvelous assistance. As always, their efforts have

been invaluable. Finally, Mark López's second term on the committee ends this year; he has been a committed and tireless advocate for our efforts and his membership on the committee will be sorely missed.

**Appendix Table 1. Economics BA Degrees Awarded to Minority Students, 1995-2011**

<b>Year</b>	<b>Total</b>	<b>Total Minority (%)</b>	<b>Blacks (%)</b>	<b>Hispanics (%)</b>	<b>Native Americans (%)</b>
1995	17,661	1,858 (10.6)	1,042 (5.9)	753 (4.3)	63 (0.4)
1996	16,653	1,704 (10.2)	898 (5.4)	752 (4.5)	54 (0.3)
1997	16,523	1,615 (9.7)	831 (5.0)	728 (4.4)	56 (0.3)
1998	17,057	1,720 (10.0)	887 (5.2)	775 (4.5)	58 (0.3)
1999	17,568	1,772 (10.1)	874 (5.0)	823 (4.7)	75 (0.4)
2000	18,432	1,977 (10.8)	976 (5.3)	936 (5.1)	65 (0.4)
2001	19,438	2,077 (10.7)	1,034 (5.3)	983 (5.1)	60 (0.3)
2002	20,922	2,377 (11.4)	1,165 (5.6)	1,016 (4.9)	60 (0.3)
2003	23,009	2,492 (10.8)	1,280 (5.6)	1,125 (4.9)	87 (0.4)
2004	24,076	2,668 (11.1)	1,340 (5.6)	1,225 (5.1)	103 (0.4)
2005	24,222	2,660 (11.0)	1,299 (5.4)	1,275 (5.3)	86 (0.4)
2006	23,812	2,759 (11.6)	1,319 (5.5)	1,346 (5.7)	94 (0.4)
2007	23,926	2,743 (11.5)	1,219 (5.1)	1,427 (6.0)	97 (0.4)
2008	25,287	2,882 (11.4)	1,316 (5.2)	1,469 (5.8)	97 (0.4)
2009	26,307	2,925 (11.1)	1,271 (4.8)	1,534 (5.8)	120 (0.5)
2010	27,631	3,239 (11.7)	1,358 (5.0)	1,774 (6.4)	107 (0.4)
2011	28,544	3,199 (11.2)	1,339 (4.7)	1,754 (6.2)	106 (0.4)

**Appendix Table 2. BA Degrees in All Fields Awarded to Minority Students, 1995-2011**

<b>Year</b>	<b>Total</b>	<b>Total Minority (%)</b>	<b>Blacks (%)</b>	<b>Hispanics (%)</b>	<b>Native Americans (%)</b>
1995	1,148,860	142,635 (11.5)	83,837 (7.3)	52,409 (4.6)	6,389 (0.6)
1996	1,153,838	151,106 (12.1)	88,008 (7.6)	56,370 (4.9)	6,728 (0.6)
1997	1,160,593	158,064 (13.6)	90,576 (7.8)	60,311 (5.2)	7,177 (0.6)
1998	1,175,968	165,788 (14.1)	94,397 (8.0)	63,754 (5.4)	7,637 (0.7)
1999	1,193,700	172,947 (14.5)	97,595 (8.2)	67,037 (5.6)	8,315 (0.7)
2000	1,228,123	182,635 (14.9)	102,644 (8.4)	71,641 (5.8)	8,350 (0.7)
2001	1,235,999	188,142 (15.2)	105,607 (8.5)	73,905 (6.0)	8,630 (0.7)
2002	1,286,358	197,534 (15.4)	110,281 (8.6)	78,577 (6.1)	8,676 (0.7)
2003	1,344,681	210,259 (15.6)	117,001 (8.7)	83,960 (6.2)	9,298 (0.7)
2004	1,393,400	221,137 (15.9)	122,711 (8.8)	88,489 (6.4)	9,937 (0.7)
2005	1,436,384	231,859 (16.1)	127,644 (8.9)	94,563 (6.6)	9,652 (0.7)
2006	1,480,526	243,666 (16.5)	133,102 (9.0)	100,366 (6.8)	10,198 (0.7)
2007	1,522,100	255,279 (16.8)	137,396 (9.0)	107,184 (7.0)	10,699 (0.7)
2008	1,561,384	267,743 (17.2)	142,231 (9.1)	114,748 (7.4)	10,764 (0.7)
2009	1,601,031	277,787 (17.4)	145,774 (9.1)	120,609 (7.5)	11,404 (0.7)
2010	1,651,932	293,690 (17.8)	152,369 (9.2)	129,829 (7.9)	11,492 (0.7)
2011	1,717,109	315,542 (18.4)	160,938 (9.4)	143,469 (8.4)	11,135 (0.7)

**Appendix Table 3. Economics MA Degrees Awarded to Minority Students, 1995-2011**

<b>Year</b>	<b>Total</b>	<b>Total Minority (%)</b>	<b>Blacks (%)</b>	<b>Hispanics (%)</b>	<b>Native Americans (%)</b>
1995	2,397	117 (5.0)	78 (3.3)	35 (1.5)	4 (0.2)
1996	2,528	124 (4.9)	77 (3.1)	44 (1.7)	3 (0.1)
1997	2,431	140 (5.8)	79 (3.3)	56 (2.3)	5 (0.2)
1998	2,431	121 (4.9)	71 (2.9)	47 (1.9)	3 (0.1)
1999	2,326	119 (5.2)	67 (2.9)	50 (2.2)	2 (0.1)
2000	2,163	121 (5.1)	59 (2.7)	50 (2.3)	2 (0.1)
2001	2,134	90 (4.2)	49 (2.3)	36 (1.7)	5 (0.2)
2002	2,327	117 (5.0)	62 (2.7)	46 (2.0)	9 (0.4)
2003	2,582	120 (4.2)	51 (2.0)	63 (2.4)	6 (0.2)
2004	2,824	131 (4.6)	54 (1.9)	71 (2.5)	6 (0.2)
2005	3,092	187 (6.1)	81 (2.6)	99 (3.2)	7 (0.2)
2006	2,984	168 (5.6)	83 (2.8)	83 (2.8)	2 (0.1)
2007	2,973	150 (5.1)	73 (2.5)	67 (2.3)	10 (0.3)
2008	3,188	181 (5.7)	104 (3.3)	70 (2.2)	7 (0.2)
2009	3,241	173 (5.3)	88 (2.7)	78 (2.4)	7 (0.2)
2010	3,365	196 (5.8)	97 (2.9)	82 (2.4)	7 (0.2)
2011	3,736	248 (6.6)	104 (2.8)	135 (3.6)	8 (0.2)

**Appendix Table 4. MA Degrees in All Fields Awarded to Minority Students, 1995-2011**

<b>Year</b>	<b>Total</b>	<b>Total Minority (%)</b>	<b>Blacks (%)</b>	<b>Hispanics (%)</b>	<b>Native Americans (%)</b>
1995	392,246	36,110 (9.3)	22,451 (5.8)	12,051 (3.1)	1,518 (0.4)
1996	401,258	39,430 (9.8)	24,221 (6.0)	13,544 (3.4)	1,665 (0.4)
1997	413,984	42,795 (10.3)	26,538 (6.4)	14,427 (3.5)	1,830 (0.4)
1998	425,908	45,385 (10.7)	28,221 (6.6)	15,239 (3.6)	1,925 (0.5)
1999	435,748	48,686 (11.2)	30,248 (7.0)	16,513 (3.8)	1,925 (0.4)
2000	451,075	52,803 (11.7)	32,983 (7.3)	17,745 (3.9)	2,075 (0.5)
2001	463,826	56,985 (12.3)	34,968 (7.5)	19,740 (4.3)	2,277 (0.5)
2002	478,576	59,305 (12.4)	36,580 (7.6)	20,329 (4.3)	2,396 (0.5)
2003	511,131	64,956 (12.7)	39,837 (7.8)	22,540 (4.4)	2,579 (0.5)
2004	554,388	73,710 (13.3)	44,567 (8.0)	26,316 (4.8)	2,827 (0.5)
2005	573,367	80,338 (14.1)	49,055 (8.6)	28,338 (5.0)	2,945 (0.5)
2006	593,636	84,849 (14.3)	52,750 (8.9)	28,970 (4.9)	3,129 (0.5)
2007	603,375	89,432 (14.8)	55,498 (9.2)	30,786 (5.1)	3,148 (0.5)
2008	627,734	93,375 (14.9)	57,527 (9.2)	32,518 (5.2)	3,330 (0.5)
2009	662,146	100,164 (15.2)	62,012 (9.4)	34,834 (5.3)	3,318 (0.5)
2010	696,917	108,874 (15.6)	67,165 (9.6)	38,237 (5.5)	3,472 (0.5)
2011	735,702	117,042 (16.0)	71,774 (9.8)	41,743 (5.7)	3,525 (0.5)

**Appendix Table 5. Economics PhD Degrees Awarded to Minority Students, 1995-2011**

<b>Year</b>	<b>Total</b>	<b>Total Minority (%)</b>	<b>Blacks (%)</b>	<b>Hispanics (%)</b>	<b>Native Americans (%)</b>
1995	905	29 (3.2)	16 (1.8)	12 (1.3)	1 (0.1)
1996	913	39 (4.3)	21 (2.3)	17 (1.9)	1 (0.1)
1997	966	29 (3.0)	12 (1.2)	15 (1.6)	2 (0.2)
1998	923	34 (3.7)	21 (2.3)	13 (1.4)	0 (0.0)
1999	818	38 (4.7)	20 (2.5)	17 (2.1)	1 (0.1)
2000	847	34 (4.0)	18 (2.1)	16 (1.9)	0 (0.0)
2001	847	21 (2.5)	6 (0.7)	15 (1.8)	0 (0.0)
2002	822	26 (3.1)	16 (2.0)	10 (1.2)	0 (0.0)
2003	836	27 (3.2)	8 (1.0)	18 (2.2)	1 (0.1)
2004	849	41 (4.8)	16 (1.9)	24 (2.8)	1 (0.1)
2005	973	26 (2.7)	7 (0.8)	19 (2.0)	0 (0.0)
2006	930	45 (4.8)	16 (1.7)	17 (1.8)	2 (0.2)
2007	941	41 (4.4)	17 (1.8)	22 (2.3)	2 (0.2)
2008	814	24 (3.0)	11 (1.4)	12 (1.5)	1 (0.1)
2009	549	12 (2.2)	4 (0.7)	8 (1.5)	0 (0.0)
2010	980	32 (3.3)	10 (1.0)	21 (2.1)	1 (0.1)
2011	1,018	31 (3.0)	17 (1.7)	14 (1.4)	0 (0.0)

**Appendix Table 6. PhD Degrees in All Fields Awarded to Minority Students, 1995-2011**

<b>Year</b>	<b>Total</b>	<b>Total Minority (%)</b>	<b>Blacks (%)</b>	<b>Hispanics (%)</b>	<b>Native Americans (%)</b>
1995	43,539	2,618 (6.0)	1,572 (3.6)	922 (2.1)	124 (0.3)
1996	43,909	2,636 (6.9)	1,548 (3.5)	938 (2.1)	150 (0.3)
1997	45,063	2,976 (6.8)	1,768 (3.9)	1,044 (2.3)	164 (0.4)
1998	45,408	3,310 (7.3)	1,962 (4.3)	1,188 (2.6)	160 (0.4)
1999	43,510	3,429 (7.9)	2,043 (4.7)	1,196 (2.8)	190 (0.4)
2000	44,025	3,484 (7.9)	2,120 (4.8)	1,215 (2.8)	149 (0.3)
2001	44,214	3,627 (8.3)	2,058 (4.7)	1,407 (3.2)	162 (0.4)
2002	43,668	3,739 (8.6)	2,243 (5.1)	1,325 (3.0)	171 (0.4)
2003	45,824	3,988 (8.7)	2,365 (5.2)	1,440 (3.1)	183 (0.4)
2004	48,161	4,453 (9.3)	2,717 (5.6)	1,533 (3.2)	203 (0.4)
2005	52,471	4,754 (9.1)	2,862 (5.5)	1,672 (3.2)	220 (0.4)
2006	55,957	4,815 (8.6)	2,884 (5.2)	1,718 (3.1)	213 (0.4)
2007	60,750	5,567 (9.2)	3,462 (5.7)	1,873 (3.1)	232 (0.4)
2008	49,469	4,758 (9.6)	2,944 (6.0)	1,615 (3.3)	199 (0.4)
2009	37,358	3,809 (10.2)	2,264 (6.1)	1,377 (3.7)	168 (0.5)
2010	57,337	5,666 (9.9)	3,373 (5.9)	2,069 (3.6)	224 (0.4)
2011	59,876	6,256 (10.5)	3,768 (6.3)	2,255 (3.8)	233 (0.4)