

Committee on the Status of Minority Groups in the Economics Profession (CSMGEP)

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 minority and historically disadvantaged groups in economics and economic policy decisions, despite the fact that these groups comprise a growing proportion of the population and contribute significantly to the economic outcomes of the country. To address this issue, the committee monitors the racial and ethnic diversity of the economics profession and oversees a Pipeline Program to promote the advancement of racial/ethnic minority groups in economics.

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

I. Recent Data on Minority Economists

Degrees Conferred in 2020

Data on economists in the “pipeline” in this report were drawn from the Integrated Postsecondary Education Data System (IPEDS) at the National Center for Education Statistics

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

(NCES). The most recent data on degrees conferred across all US institutions are the preliminary data from academic year 2019–2020. Differences between preliminary and final data have typically been minor. All calculations given in these tables are our own, based on the survey data provided by the IPEDS.

The data include all degree-granting institutions (at bachelor's, master's and doctorate levels) participating in the survey. Degrees awarded to American citizens and permanent residents are included in this analysis, while nonresidents have been removed from the data.² Degree recipients of unknown ethnicity are included in the totals, and in 2020 these constituted 4.0 percent of economics degrees conferred.³

Table 1 illustrates the underrepresentation of Black, Hispanic, and Native American⁴ students among economics degree recipients.⁵ The table shows the number of economics

²Nonresidents make up a significant proportion of the economics degrees awarded, especially at master's (55.7 percent) and doctorate (61.9 percent) levels. See Appendix Table 1.

³Schools must choose a Classification of Instructional Programs (CIP) degree code in reporting their degrees to the IPEDS. We classify as economics, those degrees with CIP codes housed under the two-digit social science code (45) and then under the four-digit economics code (45.06) which includes as child 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.”

⁴We use the terms “Native American,” “American Indian/Alaskan Native,” and “American Indian” interchangeably. The same is true for our use of “Hispanic,” “Latino,” and “Latinx.”

⁵The 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 THE ACADEMIC YEAR 2019–2020

Award level	Grand total	US citizen and permanent resident total	American Indian or Native Alaskan		Black/African American		Hispanic or Latino		All minorities	
			Total	%	Total	%	Total	%	Total	%
BA	40,046	31,931	69	0.22	1,653	5.18	3,965	12.42	5,687	17.81
MA	4,493	1,989	3	0.15	118	5.93	207	10.41	328	16.49
PhD	1,219	464	2	0.43	20	4.31	32	6.90	54	11.64
All	45,758	34,384	74	0.22	1,791	5.21	4,204	12.23	6,069	17.65

TABLE 2—DEGREES AWARDED TO MINORITY STUDENTS IN SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH (STEM) SUBJECTS IN 2019–2020

Award level	Grand total	US citizen and permanent resident total	American Indian or Native Alaskan		Black/African American		Hispanic or Latino		All minorities	
			Total	%	Total	%	Total	%	Total	%
BA	548,106	499,141	1,664	0.33	32,530	6.52	69,363	13.90	103,557	20.75
MA	201,625	114,959	349	0.30	9,292	8.08	11,694	10.17	21,335	18.56
PhD	33,657	18,382	44	0.24	771	4.19	1,332	7.25	2,147	11.68
All	783,388	632,482	2,057	0.33	42,593	6.73	82,389	13.03	127,039	20.09

degrees awarded to these groups in 2020.⁶ (See Appendix Table 1–2 for degrees awarded by all racial/ethnic groups). A total of 34,384 degrees in economics were awarded to citizens and permanent residents of the United States in 2019–2020. The majority of these degrees were earned at the bachelor’s degree level (92.9 percent) and the largest racial/ethnic group among all recipients was White followed by Asians (58.5 percent and 15.4 percent, respectively; see Appendix Table 2). The focal minority groups earned 17.7 percent of degrees, despite comprising 31.9 percent of the US population.⁷ Hispanic students earned 12.2 percent, followed by Black/African American recipients at 5.2 percent; American Indian/Alaskan Native scholars earned 0.2 percent of degrees. Comparing representation across degree levels, minorities earned a larger share of bachelor’s

degrees (17.8 percent) than doctorates (11.6). This was primarily due to Hispanics earning 12.4 percent of bachelor’s degrees, yet only 6.9 percent of PhDs. African Americans were slightly less represented at the PhD level than the bachelor’s (4.3 percent and 5.2 percent respectively), while Native Americans earned similar shares of bachelor’s and PhD degrees (0.2 percent and 0.4 percent). Across all degree levels, Hispanic students, most numerous in the population, received the highest number of economics degrees among minority groups, while American Indian students, least numerous, were the recipients of just 74 economics degrees in 2019–2020, half of the peak level of 141 degrees in 2009 (see Appendix Table 3).

While minorities are underrepresented among STEM graduates compared to their population share, they earn a larger share of STEM than economics degrees, at all degree levels (20.1 percent overall compared to 17.7 percent in economics).⁸ Table 2 shows the number of degrees awarded to minority students in STEM subjects in 2020. Each of the three

⁶In this report, we designate Blacks, Hispanics, and American Indians as “minorities” as they are the groups that have been targeted by the American Economic Association’s efforts to increase racial and ethnic diversity in the profession (see Collins, S. M. 2000. “Minority Groups in the Economics Profession.” *The Journal of Economic Perspectives* 14 (2): 133–48).

⁷Authors’ calculations using US Census Bureau’s Population Division (2010–2020) data.

⁸We classify as STEM fields those listed as such by the Department of Homeland Security. See <https://www.ice.gov/sites/default/files/documents/stem-list.pdf>.

TABLE 3—DEGREES AWARDED IN ECONOMICS IN THE ACADEMIC YEAR 2019–2020 TO MINORITY WOMEN

Award level	Grand total of women	US citizen and permanent resident women total	American Indian or Native Alaskan women		Black/African American women		Hispanic or Latino women		All minority women	
			Total	%	Total	%	Total	%	Total	%
BA	13,496	9,831	21	0.21	594	6.04	1,267	12.89	1,882	19.14
MA	1,849	689	2	0.29	46	6.68	75	10.89	123	17.85
PhD	400	138	1	0.72	5	3.62	10	7.25	16	11.59
All	15,745	10,658	24	0.23	645	6.05	1,352	12.69	2,021	18.96

groups makes up a larger fraction of STEM compared to economics graduates, although for Native Americans the difference is negligible. (Hispanics earned 13.0 percent of STEM degrees and 12.2 percent of economics, Blacks 6.7 percent and 5.2 percent, and American Indians 0.3 percent and 0.2 percent).

Intersections of Gender and Minority Representation

Minority women exist in the intersection of two underrepresented groups and thus may be particularly underrepresented at all stages of the economics pipeline. In Table 3, we report representation of female minorities in economics by degree level.

Thirty-three percent of minority degree earners in economics were women. This is slightly higher than the all-races female rate—women were approximately 31.0 percent of all economics degree earners—but still well below equal representation. Minority women were the recipients of 5.9 percent of all economics degrees conferred in 2020 (to women and men), while representing 16.2 percent of the US population.⁹ Minority women earned 19.0 percent of all economics degrees conferred to women. Minority representation amongst women was higher at the bachelor's (19.1 percent) and master's levels (17.9 percent) than at the PhD level (11.6 percent).

In 2020 across all degree levels, Hispanic women received a slightly greater proportion of conferrals among women (BA, MA, and PhD proportions of 12.9 percent, 10.9 percent, and

7.2 percent, respectively) than all Hispanics received among the total (12.4 percent, 10.4 percent, and 6.9 percent, respectively). Hispanic women made up just 31.3 percent of all PhDs conferred to all Hispanics.

Black women were slightly better represented among all women recipients than Black recipients were among the total economics degree recipients (6.1 percent and 5.2 percent, respectively). Black women made up a slightly smaller share of women PhD recipients as Black graduates made up overall (3.6 percent and 4.3 percent, respectively). Black women comprised 36 percent of all Black economics degree recipients, a larger percentage of Black degree recipients than minority women comprised of all minority degree recipients and women of all races comprised among all economics degree recipients.

American Indian women comprised 32.4 percent of American Indian economics degree recipients in 2020. Twenty-four American Indian/Alaskan Native women received economics degrees in economics, 21 of which were at the bachelor's level.

Minority female representation in STEM subjects was higher than representation in economics across all degree levels. Table 4 reports representation of female minorities in STEM subjects by award level. Minority women were the recipients of 9.2 percent of all STEM subject degrees and 21.9 percent of STEM subject degrees that were conferred to women.

In terms of gender balance within minority groups, again minority women do better in STEM as a whole than in economics. Minority women represented 45.6 percent of all STEM degrees awarded to minorities in 2020, with Hispanic, Black, and American Indian women comprising 43.8 percent, 49.0 percent, and 45.6 percent of degree recipients among their

⁹Authors' calculations using US Census Bureau's Population Division (2010–2020) data. Minority men earned 11.8 percent of all economics degrees, while representing 15.8 percent of the US population.

TABLE 4—DEGREES AWARDED TO MINORITY WOMEN
IN SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH (STEM) SUBJECTS IN 2019–2020

Degree level	Grand total of women	US citizen and permanent resident women total	American Indian or Native Alaskan women		Black/African American women		Hispanic or Latino women		All minority women	
			Total	%	Total	%	Total	%	Total	%
BA	226,560	208,290	755	0.36	15,959	7.66	30,475	14.63	47,189	22.66
MA	82,394	48,480	159	0.33	4,521	9.33	5,021	10.36	9,701	20.01
PhD	12,242	7,515	23	0.31	399	5.31	587	7.81	1,009	13.43
All	321,196	264,285	937	0.35	20,879	7.90	36,083	13.65	57,899	21.91

respective ethnic/racial groups. These values were above the representation of women overall in STEM degree conferrals (41.8 percent).

Nonetheless, minority women were underrepresented in both economics and STEM, but not among all subject degree recipients. Minority women made up 16.2 percent of all subject degree recipients and 64.1 percent of the minority degree recipient population.¹⁰ While these figures highlight an increasingly troubling trend of lower educational attainment amongst men of color, the overrepresentation of women in higher education makes the limited number of minority women in STEM and economics fields even more concerning.

Trends in Minority Degrees Conferred 1995–2020

Minority representation in the general population, undergraduate and graduate programs, STEM fields and economics has increased between 1995 and 2020.¹¹ Both the total number of economics degrees and the percentage of economics degrees awarded to minority students have increased since 1995, with 2020 marking the eleventh consecutive year of growth in minority representation in economics. (See Appendix Tables 3–6 for the annual data by degree and race/ethnicity.) However, this growth is entirely attributable to large proportion increases in the Hispanic population, as African Americans and American Indians have seen their share of

economics degrees decrease in the last 25 years. Additionally troubling, representation of minorities in economics remains relatively low compared to minority representation in STEM fields and in all subjects.

From 1995 to 2020, minority representation in all subjects increased from 13.1 percent to 25.3 percent, and minority representation in STEM fields increased from 11.2 percent¹² to 20.1 percent. Minority representation in economics increased from 11.6 percent to 17.7 percent over the same period.

Figures 1, 2, and 3 compare the overall representation¹³ of minority groups in economics, STEM fields, and all other subjects to underlying changes in their respective representation in the total US population.¹⁴ Trends are presented separately for each minority group.

While it is difficult to compare IPEDS data on Native Americans before and after 2010 because of a change to the racial categorization,¹⁵ it

¹²Percentage generated from untabled author calculations using the IPEDS data.

¹³Degree types are pooled, and representation in economics/all subjects is defined as the number of economics/all subject degrees awarded to the racial group divided by the total number of economics/all subject degrees awarded to US permanent residents.

¹⁴Racial population percentages are taken from US Census, Population Division's estimates for the years 1995–2020. See <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>

¹⁵Burnette, Jeffrey D. 2022. "Marginalization of Indigenous People in Education Data Produces a False Narrative." *The Minority Report* 14: 1, 10–13.

¹⁰Percentages are generated from untabled calculations using the IPEDS completions survey data on minority women degree conferrals in all subjects.

¹¹We look at trends since 1995 because that is the first year that the IPEDS data by race and the degree subjects of interest were available.

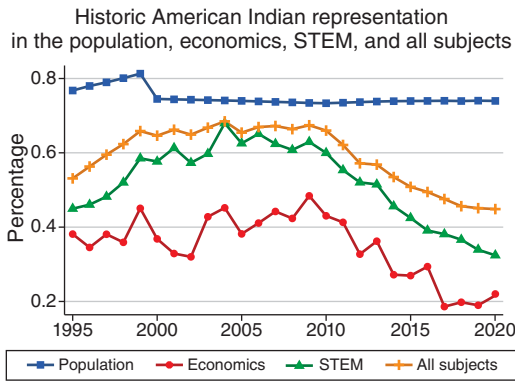


FIGURE 1. CHANGES IN REPRESENTATION OF AMERICAN INDIANS/NATIVE AMERICANS

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 2020. The downturn in population in 2000 is likely due to the fact that beginning in 2000, the census has allowed respondents to identify with more than one race. Choosing two or more races is its own racial category. IPEDS made this same change in 2010.

appears that in recent years American Indian representation in economics, STEM fields, and all subjects has decreased while population figures have remained steady (Figure 1), suggestive of a broader problem of access to postsecondary education for American Indian students.

Black representation in economics has actually decreased somewhat since 1995, going from 6.4 percent to 5.2 percent in 2020 (Figure 2) while the Black share of all subject degrees conferred has increased considerably from 7.2 percent to 10.2 percent over the same time span. However, in the past eight years, all three series have been flat with population share of (12.6 percent), greater than all subjects share (10.2 percent), greater than STEM share (6.7 percent), greater than share in economics (5.2 percent).

The Black representation in economics and STEM fields has followed a markedly different trend from Black representation in other subjects, which suggests that there may be specific barriers to Black students in both STEM and economics degree attainment.

Hispanic representation in economics has experienced the highest levels of growth out of all minority groups (Figure 3), more than doubling from 4.9 percent to 12.2 percent between

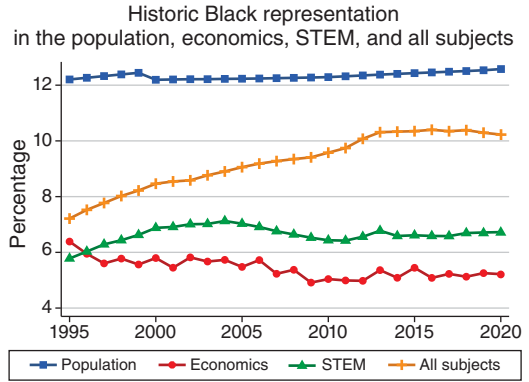


FIGURE 2. CHANGES IN REPRESENTATION OF BLACKS/AFRICAN AMERICANS

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 2020. The downturn in population in 2000 is likely due to the fact that beginning in 2000, the census has allowed respondents to identify with more than one race. Choosing two or more races is its own racial category. IPEDS made this same change in 2010.

1995 and 2020. The growth in representation in economics is right on the heels of representation in STEM (5.0 percent to 13.0 percent) and all degrees (5.4 percent to 14.6 percent) outpacing the population gains as Hispanics grew from 10.6 percent to 18.6 percent of the population during this period, but all three series remain below population share levels.

Clearly, there is more to be done regarding the representation of minority groups in economics. While the number of degrees awarded to minority students in economics continues to increase, representation of minorities in economics continues to be outpaced by representation of minorities in the degree-receiving populations of STEM, all subjects, and the general population. While the fraction of Native American degree recipients ticked up slightly in 2020, the overall trend across the past 10 years has been one of decline. There is also a concerning trend for Black students; Black representation in the aggregate of all subjects is increasing at a rate faster than their population growth, yet representation of Black students in economics remains low with no growth.

The root cause of this underrepresentation is unknown, although various supply and demand

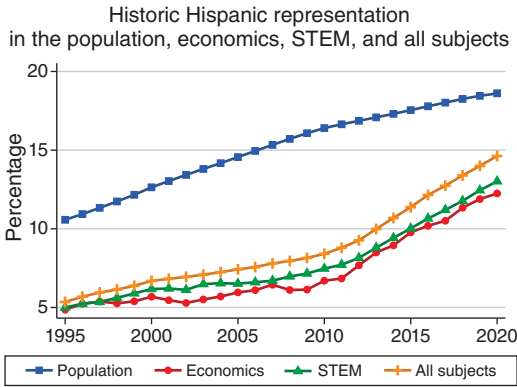


FIGURE 3. CHANGES IN REPRESENTATION OF HISPANICS/LATINX

Note: 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 2020.

side determinants have been suggested. Recent research (Carrell, Page, and West 2010; Hale and Regev 2014; Fairlie, Hoffmann, and Oreopoulos 2014; Kofoed and McGovney 2019; and Porter and Serra 2020)¹⁶ finds that the demographics of instructors or role models may be particularly impactful in improving minority and female participation early on in the pipeline. Stevenson and Zlotnik (2018)¹⁷ document an underrepresentation of women amongst both real and fictional people mentioned in economics textbooks

¹⁶Carrell, S. E., M. E. Page, and J. E. West. 2010. "Sex and Science: How Professor Gender Perpetuates the Gender Gap." *The Quarterly Journal of Economics* 125 (3): 1101–44; Hale, G., and T. Regev. 2014. "Gender Ratios at Top PhD Programs in Economics." *Economics of Education Review* 41: 55–70; Fairlie, R. W., F. Hoffmann, and P. Oreopoulos. 2014. "A Community College Instructor Like Me: Race and Ethnicity Interactions in the Classroom." *American Economic Review* 104 (8): 2567–91; Kofoed, M. S., and E. McGovney. 2019. "The Effect of Same-Gender or Same-Race Role Models on Occupation Choice Evidence from Randomly Assigned Mentors at West Point." *Journal of Human Resources* 54 (2): 430–67; Porter, C., and D. Serra. 2020. "Gender Differences in the Choice of Major: The Importance of Female Role Models." *American Economic Journal: Applied Economics* 12 (3): 226–54.

¹⁷Stevenson, B., and H. Zlotnik. 2018. "Representations of Men and Women in Introductory Economics Textbooks." *AEA Papers and Proceedings* 108: 180–85.

that may also play a role in attracting minority women to the discipline.

Implicit and explicit bias is another factor. Both are particularly harmful for minority women, as they are impacted by both negative gender and racial stereotypes. For instance, Carlana (2019) and Papageorge, Gershenson, and Kang (2020)¹⁸ show that low expectations and negative implicit stereotypes of instructors towards underrepresented demographic groups can disadvantage the targeted groups. Likewise, Wu (2018)¹⁹ documents negative sentiments and explicit bias towards women in online economics message boards, suggesting a hostile work environment for female economists and students which may be an additional factor in the underrepresentation of minority women. Results from the AEA Climate Survey²⁰ in Winter 2018–2019, found that 28 percent of minority 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)²¹ find that minority students are less likely to feel a sense of belonging and that they can learn the material than non-minority students. Low levels of these feelings are associated with a lower likelihood of majoring in economics.

¹⁸Carlana, M. 2019. "Implicit Stereotypes: Evidence from Teachers' Gender Bias." *The Quarterly Journal of Economics* 134 (3): 1163–224; Papageorge, N. W., S. Gershenson, and K. M. Kang. 2020. "Teacher Expectations Matter." *Review of Economics and Statistics* 102 (2): 234–51.

¹⁹Wu, A. H. 2018. "Gendered Language on the Economics Job Market Rumors Forum." *AEA Papers and Proceedings* 108: 175–79.

²⁰Allgood, S., L. Badgett, A. Bayer, M. Bertrand, S. E. Black, N. Bloom, and L. D. Cook. 2019. *AEA Professional Climate Survey: Final Report*. Nashville, TN: AEA.

²¹Bayer, A., S.P. Bhanot, E. T. Bronchetti, and S. A. O'Connell. 2020. "Diagnosing the Learning Environment for Diverse Students in Introductory Economics: An Analysis of Relevance, Belonging, and Growth Mindsets." *AEA Papers and Proceedings* 110: 294–98.

Others have shown that lack of information is an issue for students considering classes and majors in college. Bayer, Bhanot, and Lozano (2019)²² found that providing underrepresented minorities and women with a departmental 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)²³ also point to a role for better information, among other factors, for increasing minority representation. Survey and interview respondents—minority economists and those who were once interested in the field—reported lack of mentoring, implicit bias, along with lack of good information, as the most frequent hindrances to minorities in economics.

Minority Representation in Economics Faculty

To gauge minority representation among economics faculty, we present data from the American Economic Association, which conducts an annual survey, the Universal Academic Questionnaire (UAQ), of approximately 850 degree granting institutions. From these data, we have extracted information on the percentage of economics faculty by race/ethnicity in academic year 2020–2021.²⁴

We note that these data must be interpreted with caution. First, the response rate to

the survey is low (approximately 41 percent this most recent year, similar to a 42 percent response rate the year before). As such, the data may not be representative, particularly if departments with greater (or fewer) numbers of minority faculty are more likely to respond. Second it is, unfortunately, not possible to make comparisons between the data in Tables 1–4 and the data on racial/ethnic representation among economics faculty in Table 5 because of the survey's lack of representativeness. Third, one cannot make comparisons across time within these data as the sample of schools changes from year to year. Fourth, even within the same schools, individuals' URM status may change due to a change in citizenship status. Thus, although the fraction of minority faculty has increased this year over last, we cannot meaningfully interpret this increase. The change could be indicative of larger trends in the economics profession or rather may be symptomatic of a changing composition of universities responding to the UAQ survey.

Amongst institutions included in the survey, representation of minority faculty in economics (across all academic positions) totals about 8.2 percent,²⁵ far less than the 31.9 percent that Black, Latino and Native Americans make up in the population. Black faculty members had their highest representation in part time tenure-track faculty positions (7.1 percent), while Hispanic faculty members had their highest representation in full-time assistant professor positions (6.0 percent).

Only 6.9 percent of full-professor positions are held by minorities, with Hispanic and Black economists making up 4.2 percent and 2.3 percent, respectively.

The higher representation among assistant and associate professors relative to full professors may suggest that minority economists are not making it through the entire academic pipeline or are at least still in the process of moving through. However, minority representation is also relatively high in less prestigious non-tenure track and in part-time positions relative to full-time.

The data confirm that racial and ethnic diversity is still lacking in the economics profession

²²Bayer, A., S. P. Bhanot, and F. Lozano. 2019. "Does Simple Information Provision Lead to More Diverse Classrooms? Evidence from a Field Experiment on Undergraduate Economics." *AEA Papers and Proceedings* 109: 110–14).

²³Bayer, A., G. A. Hoover, and E. Washington. 2020. "How You Can Work to Increase the Presence and Improve the Experience of Black, Latinx, and Native American People in the Economics Profession." *Journal of Economic Perspectives* 34 (3): 193–219.

²⁴These data are based on the 350 institutions that responded to the survey. The data analyzed include ethnic representation for US citizens and permanent residents only. Institutions that only reported total minority faculty are not included in the Black- and Hispanic-faculty subsections but are included in minority faculty totals. Faculty on leave during the 2020–2021 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.

²⁵Percentage is generated from untabled calculations using UAQ survey data.

TABLE 5—REPRESENTATION OF BLACK, HISPANIC, AND MINORITY GROUPS IN ECONOMICS FACULTY IN THE ACADEMIC YEAR 2020–2021 (PERCENTAGES)

Institution's highest degree	Tenured and tenure-track faculty					Non-tenure-track faculty		Total	
	Full time				Part time	Full time	Part time	Full time	Part time
	Full professor	Associate professor	Assistant professor	Other					
<i>Black faculty</i>									
BA	2.7	3.8	3.2	4.1	4.1	1.5	7.3	3.0	6.3
MA	2.1	3.9	2.2	5.0	10.3	3.4	5.5	2.9	6.4
PhD	2.2	2.4	2.6	1.3	9.4	2.6	2.9	2.4	4.1
Total	2.3	3.1	2.8	2.8	7.1	2.4	4.8	2.6	5.3
<i>Hispanic faculty</i>									
BA	2.4	4.5	4.3	2.0	1.4	3.1	2.7	3.5	2.2
MA	3.2	4.6	3.7	0.0	13.8	4.6	5.5	3.8	7.0
PhD	5.1	6.9	7.7	2.7	5.7	5.5	4.1	6.0	4.4
Total	4.2	5.7	6.0	2.1	5.2	4.7	4.0	5.0	4.3
<i>Minority faculty</i>									
BA	5.1	8.5	7.8	6.1	5.5	4.6	10.0	6.6	8.5
MA	7.0	9.3	7.4	5.0	24.1	11.5	10.9	8.2	13.4
PhD	7.7	9.7	10.4	6.7	17.0	8.3	7.8	8.7	9.5
Total	6.9	9.2	9.1	6.3	12.9	7.7	9.2	8.0	10.1

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

and highlights the need for continued efforts to train, recruit, and retain underrepresented students and faculty.

II. AEA Pipeline Program

The AEA Pipeline Program comprises three parts—the Summer Training Program, the Mentoring Program, and the Summer Fellows Program—that together work to increase diversity in the economics profession. The activities of each program over the past year are reported below.

Summer Training Program

The AEA Summer Training Program moved to Howard University in the summer of 2021.

Thirty students were admitted from a record 128 who completed the application (slightly increased from the 124 who applied for the program in its last year at Michigan State University (MSU)). Twenty-eight of those accepted completed the program successfully. (Of the two remaining, one declined to attend and one left the program before its conclusion.) The twenty-eight came from colleges across the United States including Puerto Rico. They

included 8 graduates, 6 rising seniors, 8 juniors and 6 sophomores. Fourteen of the students identify as Black; 10 as Latinx, 2 as Native American or Native Hawaiian, 6 as Asian and 4 as White. (Students could select multiple ethnic/racial identities.) Sixteen of the students identify as male and 12 as female.

All US citizens and permanent residents are eligible for scholarship assistance. Preference is given to applicants who, by their background, life experience, and scholarship can show they will bring greater diversity to the field and who demonstrate financial need. In Summer 2021 all attendees received fellowships that covered tuition, health insurance, books, and a stipend.

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

Although leadership had hoped and planned for an in-person program, they were informed

two months prior to start that university regulations required that the program be run remotely. Leadership pivoted to adjust syllabi and activities and shipped laptops and textbooks (facilitated by funder Amazon) to students while gearing up to run a brand new program.

Like MSU, Howard ran a two-tiered eight-week program with a foundations and an advanced track. Both groups took coursework in math, microeconomics, macroeconomics, and a research experience. Foundations students were paired with one of 10 policy institutions (see the list below) for their research component. Program leaders hope to expand upon the list of institutions in future summers. Advanced students wrote a paper (see their topics in the table below) in a more traditional research methods course, taught by employees of the Federal Reserve Board. Both groups of students had multiple opportunities to present their research, including brief presentations at the Pipeline Conference.

Foundation Level

- Patrick Edwards, Washington Center for Equitable Growth
- Lauren Godwin, Federal Deposit Insurance Corporation
- Vanessa Goris, Center on Budget and Policy Priorities
- Lauren Lau, Compass Lexecon
- Nicholas Nguyen, Congressional Budget Office
- SeSe Nguyen, Federal Deposit Insurance Corporation
- José Niño, US Bureau of Labor Statistics
- Urayoán Otero, Bates White
- Patrice Pierre, Department of the Treasury
- Zaria Roller, Women's Institute for Science, Equity and Race
- Alec Romero, US Bureau of Labor Statistics
- Richard Vega, Consumer Financial Protection Bureau
- Alessandra Vidal Meza, Bates White
- Vincent Whatley, Washington Center for Equitable Growth

Advanced Level

- Karim Adnane, "New York State Debt Forecasts Post COVID-19"

- Mariah Allen and Miasia Huebner, "Disparities in Access to Financial Services for the LGBTQ+ Community in the US"
- Bryan Anderson and James Hidalgo, "Examining the Impacts of Immigration on Trade in the US 2008–2019"
- Macheddie Baker and Futsum Tekle, "'Coronomics' Impact on International Trade"
- Michelle Blair, "Social Interactions and Peer Effects in Occupational Choice"
- Jovial Clayton and Michelle Nguyen, "US Housing Price Growth Rates Before & During COVID-19"
- Jimmy Mendez, "Forecasting Inflation Using Macroeconomic Indicators: A Machine Learning Approach"
- Manny Prunty, "Distance Learning and Declining Enrollment"
- Charlene Ramos, "Effect of Global Anti-Dumping Duties on the Philippines Pineapple Industry"
- Héctor Romero-Ramírez, "Forecasting Puerto Rico's Exports and Imports"

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

- Gbenga Ajilore, USDA
- Isaiah Andrews, Harvard
- Nina Banks, Bucknell
- Carycruz Bueno, Wesleyan University
- Roger Ferguson, TIAA
- Mark Lopez, Pew
- AEASP alum Fenaba Rena Addo, North Carolina-Chapel Hill; Patrick Lapid, Office of Research at the Consumer Financial Protection Bureau; Sebastian Tello-Trillo, University of Virginia

Brown Bag Series

- Analysis Group: PhD application workshop
- Bates White: Case studies of economic analysis
- Institute for Defense Analyses: Current research of four economists
- National Association for Business Economics: Employer panel

- Office of the United States Trade Representative: Working as an Economist at the USTR
- Poverty Action Lab: Pathways to economics and RCTs
- Urban Institute: Using data in policy research

Howard has heightened attention to mentoring. During the summer, each student had a weekly mentoring appointment with a member of the faculty. The greater innovation is occurring now that the summer program has been completed. Students have been placed into pods 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 groups check in monthly to continue discussions on graduate school preparation. A student may remain in the 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 for graduate students.

In addition to funding from the AEA, the summer program is supported by contributions from Amazon, the Peterson Foundation, Analysis Group, and Bates White. The remaining funding from the National Science Foundation (NSF) for the MSU program is also expected to be rolled over to Howard.

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

Mentoring Program

The AEA Mentoring Program partners minority doctoral students and recent graduates (within the past three years) with academic mentors in their field and facilitates networking between students at all stages of the pipeline and minority economists (both inside and outside of academia). The program was established in the mid-1990s (as the Pipeline Mentoring Program), to address the underrepresentation of racial/ethnic minority groups among those entering and completing doctoral degree programs in economics.

The program staffing model changed in 2021. Dr. Francisca Antman, Associate Professor of Economics (Colorado at Boulder), and Dr. Trevon Logan, Professor of Economics and Associate Dean, College of Arts and Sciences, (The Ohio State) now serve as co-equal co-directors.

Students must complete a formal online application to be admitted to the mentoring program. Participation is limited to three years with the possibility of renewal, conditional on an active relationship with a mentor. There were 65 mentees from 37 institutions as of Fall 2021. This number has been relatively stable (between 60 and 65 mentees) since Fall 2016.

At least six students in the AEA Mentoring Program completed the requirements for their PhDs in economics in 2021 (although this number is likely to increase as fall 2021 graduates were not known at the time of this report). Seven mentoring program students earned PhDs in 2020.

Currently supported by the NSF but transitioning to AEA financing, the mentoring program provides funding to mentees for research and conference and other travel expenses. While travel was largely curtailed in 2021, the program funded a software purchase, conference registrations (ASSA, Society of Labor Economists, Population Association of America, Western Economics Association International (WEAI)) and travel to the hybrid Southern Economic Association (SEA) meetings. This funding included 13 students who presented at regional conferences (compared to 8 student conference presentations in 2019). Mentee conference presentations were up significantly in 2021 because the co-directors, in response to the decrease in presentation opportunities due to COVID-19, organized three sessions, two at the WEAI and one at the SEA comprised entirely of mentee research. The 2021 all-mentee sessions were as follows:

AEA Mentoring Program WEAI Sessions

Disparities in Macroeconomics, Trade and Development

Mentee Presenters:

- Alexis Villacis, Arizona State, “Linking Risk Preferences and Risk Perceptions of Climate Change: A Prospect Theory Approach”
- Christine Strong, Old Dominion, “The Impact of Fiscal Rules on Government Debt: Evidence from the CFA Zone”
- Marco del Angel, California State, Los Angeles, “Child Labor, Temperature Shocks and Intra-Firm Trade”
- Adir dos Santos Mancebo Jr., Florida International, “Earnings Inequality, Household Heterogeneity and Macroeconomic Volatility”

Disparities in Health and Education

Mentee Presenters:

- Luis Armona, Stanford, “Federal Student Aid Design and Quality Provision in US Higher Education”
- Carycruz M. Bueno, Brown, “Eyes on the Virtual Prize: The Impact of Goal Setting on Virtual Learning Engagement”
- Yolunda Nabors, Middle Tennessee State, “Wage Gap And Disability Types”
- Britni Wilcher, American, “Recessions, Childcare, and Maternal Health in the US”

AEA Mentoring Program SEA Sessions

Households, Trade, Fluctuations and Macroeconomics

Mentee Presenters:

- Sergio Barrera, Minnesota, “Beliefs, Credit Constraints, and Inequality in Higher Education Outcomes”
- Enrique Valdes, Florida International, “Are Poor Countries Better off Forming Customs Unions or Signing Free Trade Agreements?”
- Romeo Eric Neuyou Nana, Arkansas, “Measuring the Upstreamness and Downstreamness of a Country Position in the Global Value Chain: Does the Financial Development Level Matter?”
- Adir dos Santos Mancebo Jr., Florida International, “Earnings Inequality, Household Heterogeneity, and Macroeconomic Volatility”

One of the signature activities of the mentoring program is the Summer Mentoring Pipeline Conference (SMPC), which brings together mentoring program participants, their mentors, other academics, and the students attending the Summer Training Program to hear research presentations and panels on professional development and allows time for mentees and mentors to meet with one another. Because of COVID-19, this event was canceled entirely in 2020. In the summer of 2021, it was held remotely, which allowed for a record 275 registrants (approximately 120 participated in 2019).

In addition to the summer program, the conference featured presentations by job market candidates and other mentees with work in draft form who benefitted from close reads by discussants. Two other mentees presented more preliminary projects. Mentees presented the following:

- Mackenzie Alston, Florida State, “The Effects of the 2020 Social Justice Movement on Faculty”
- Luis Armona, Stanford, “Redesigning Federal Student Aid in Higher Education”
- Sergio Barrera, Minnesota, “Higher Education Gaps, Beliefs and Access to Funding”
- Nathaniel Burke, West Virginia, “Predicting from Biased Polls”
- René Crespin, Cornell, “Does the Market Value School Social Climate?: Evidence from Housing Prices and a School Climate Information Campaign”
- Marco Del Angel, California State, Los Angeles, “Child Labor, Temperature Shocks and Intrafirm Trade”
- Adir dos Santos Mancebo Jr., Florida International, “Earnings Inequality, Household Heterogeneity and Macroeconomic Volatility”
- Eric Neuyou, Arkansas, “Contract Enforcement and Sector Composition of Foreign Direct Investment”
- José Bayoán Santiago Calderón, Bureau of Economic Analysis, “Measuring the Cost of Open Source Software Innovation on GitHub”

SMPC participants also had the opportunity to attend panels on mentoring and being mentored, navigating career transitions, successful grant proposals, surviving and thriving in graduate school and navigating the PhD market. Networking sessions allowed mentees to meet with leaders from potential funders including the National Bureau of Economic Research, the National Science Foundation, the Russell Sage Foundation and the Washington Center for Equitable Growth; to speak with representatives from potential employers such as the Economic Policy Institute and the Federal Reserve Board; and to engage with representatives from affinity groups including the AEA Committee on the Status of LGBTQ+ Individuals in the Economics Profession (CSQIEP), AEA Committee on the Status of Women in the Economics Profession (CSWEP), American Society of Hispanic Economists, Diversity Initiative for Tenure in Economics, Inclusive Peer Onsite Distance Mentoring Program, the National Economic Association and Women’s Institute for Science, Equity and Race.

San Diego State University President Adela de la Torre, the first woman to permanently hold the position, delivered the conference's inspiring Lewis-Oaxaca Distinguished Lecture.

Only in its fourth iteration, the Job Market Bootcamp (JMB) is quickly becoming another signature of the Mentoring Program. The event was held virtually in Summer 2021 for the second year in a row. The JMB helps prepare AEA Mentoring Program participants for the job market and increase their chances of securing positions best suited to their interests, training, and professional and personal goals. In 2021, nine mentees and four coaches met monthly from August through December on job market overview, the job market paper, job market packets, interviews, and flyouts. Additionally, the program was enriched this summer by the inclusion of both large and small group sessions with speech coach Dale DeLetis and a professional social sciences editor, Karen DeVivo, who worked one-on-one with mentees to edit their papers.

Seven of the eight 2020 JMB Mentees on the market in 2020–2021 secured employment or, in one case, a dissertation fellowship while still completing her PhD.

One great advantage of the virtual environment is that shorter, more frequent meetings are cost effective. Going forward, the directors anticipate a blend of in-person JMB events at the SMPC and virtual events in the fall.

Beginning in 2018, the Mentoring Program Impactful Mentor Award recognizes and celebrates individuals who have played instrumental roles over the years in mentoring traditionally underrepresented minorities in economics and diversifying the profession with respect to race/ethnicity. Dr. Peter Henry has been selected as the 2021 honoree. Dr. Henry's leadership of the PhD Excellence Initiative, a two-year predoctoral fellowship program, as well as his one-on-one mentoring have been instrumental in helping underrepresented minority students to reach the PhD.

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

Summer Fellows Program

The Summer Fellows Program aims to increase the participation and advancement of

women and underrepresented minorities in economics by providing graduate students and early career faculty with placements at sponsoring research organizations or public agencies. Dan Newlon serves as Program Coordinator.

The program rebounded in 2021 to place 17 fellows, an increase from the 14 hired in the summer of 2020, despite pandemic-related freezes on hiring by some of the government agencies that have hired fellows in the past. Six of the 17 chosen in 2021 were from underrepresented minority groups compared to four the previous summer. The number of minority applications also fell slightly from 19 to 17 so the success rate for minority applicants jumped from 21 percent to 35 percent.

Overall, the program saw fewer than half the applications in 2021 as it did in 2020 (a drop from 230 to 105, a more typical number) driving the overall acceptance rate from 6 percent to 16 percent.

The hiring was spread across 12 sponsors, an increase from 8 sponsors the previous summer. One fellow was hired by a new sponsor, the Washington Center for Equitable Growth. The rest were employed by the Federal Reserve Board and by Federal Reserve Banks in Atlanta, Chicago, Dallas, Kansas City, Minneapolis, New York, Philadelphia, Richmond, and St. Louis.

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

III. Recent and Ongoing Activities

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

Awards to Encourage Diversity in the Economics Profession

In addition to the five awards introduced in 2020 to promote diversity, the CSMGEP helped the AEA to launch a sixth diversity award in 2021. The *Professional Development Grant for Underrepresented Minorities*, sponsored by Pearson Education, awards \$2000 each year to the junior economist winner of an essay competition on how the writer's research relates

to economics education. The competition is open to junior economics faculty members from groups traditionally underrepresented in the economics profession. We congratulate Dr. Michelle Phillips, University of Florida, the grant's first honoree.

The five awards launched in 2020 are as follows:

The AEA Award for Outstanding Achievement in Diversity and Inclusion recognizes departments for excellence in conceiving and implementing new policies and procedures to promote diversity and inclusion in their organization. The Department of Economics at Virginia Polytechnic Institute and State University received this honor for 2021.

Department Seed Grants for Innovation in Diversity and Inclusion offers one-time grant funding to help a department establish a new bridge or mentoring program aimed at increasing diversity in economics doctoral programs. Middlebury College Department of Economics and University of Kansas Department of Economics both received funding in 2021.

The Andrew Brimmer Undergraduate Essay Prize is awarded to an essay on the economic well-being of Black Americans authored by an undergraduate student. Congratulations to Christopher Walker, Miami University, who earned the 2021 prize for his essay "Analysis on Black American Wealth."

The winners of the above were recognized by the AEA President at the 2022 ASSA meeting awards ceremony.

The final two awards were not granted this year due to the virtual nature of the 2022 ASSA conference.

Underrepresented Minority Travel Grants are awarded to early career economists who identify as American Indian, Alaskan Native, Black (not of Hispanic origin), Hispanic (including persons of Mexican, Puerto Rican, Cuban, and Central or South American origin) or Pacific Islander who seek funds to defray the cost of travel, lodging, and registration for the annual ASSA meetings. Because of the 2022 meetings being virtual, there was no call for applications for this prize in 2021.

Small Group Breakfast Meeting for Underrepresented Minorities. Early career economists who identify as American Indian, Alaskan Native, Black (not of Hispanic origin), Hispanic (including persons of Mexican, Puerto

Rican, Cuban, and Central or South American origin) or Pacific Islander are invited to apply for a seat at a networking breakfast at the ASSA meetings that includes prominent member(s) of our field. The goal is to allow URM scholars access to AEA journal editors, executive board members, thought leaders in specific areas of economics, or other economists for the purpose of addressing issues of access to journals, conferences and networks. Although the AEA sent out a call for this competition, we attribute a dearth of applications to ongoing "Zoom fatigue."

Sponsored Sessions at Conferences

An important ongoing activity for the CSMGEP is sponsoring sessions at professional conferences. The CSMGEP organized sessions on research and professional development at the 2021 AEA's and regional conferences.

American Economic Association

The CSMGEP once again hosted a dissertation session, chaired by Renee Bowen (California, San Diego), which included the following students and papers:

- "Desegregation and Impact Aid: Does Military Presence Influence School Composition?," Chantal D. Smith (Howard)
- "Petroleum Extraction, Agriculture, and the Local Communities in the Niger Delta. A Case of Ilaje Community," Adedayo Ladelokun (Howard)
- "Nowcasting Waterborne Commerce: A Bayesian Model Averaging Approach," Brett Garcia, joint with Jeremy Piger and Wesley W. Wilson (Oregon)
- "Financial Inclusion: A Policy Impact Assessment," Noimot Bakare-Ayoub (Howard)
- "Work Half-Time, Receive Full-Time Pay: Effect of Novel Family Policy on Female Labor Market Outcomes," Luciana Etcheverry (Oregon)

The second CSMGEP session at the 2021 virtual ASSA meetings, a paper session, entitled "Aging and Race" was chaired by Perry Singleton (Syracuse). Papers included:

- "Age and the Labor Market for Hispanics in the United States," Joanna Lahey (Texas A&M) and Roberto Mosquera Moyano (University of the Americas)

- “Healthy Aging among Older Mexican Immigrants,” Emma Aguila (Southern California) and Maria Casanova, (California State-Fullerton)
- “Incarceration and Black-White Cohort Differences in Male Employment, Earnings, and Social Security Wealth,” Gary Engelhardt, (Syracuse) and Michael Eriksen (Cincinnati)
- “The Effect of Social Security Retirement Benefits on Food-Related Hardship among Older Americans,” Perry Singleton (Syracuse)
- “The Effect of Opioids on Health and Physical Mobility,” Engy Ziedan (Tulane)

Because of the virtual nature of the 2021 meetings, CSMGEP did not hold its annual cocktail reception joint with the National Economic Association (NEA) and the American Society of Hispanic Economists (ASHE). We look forward to holding the event again in 2023

Western Economic Association

The CSMGEP sponsored a professional development panel entitled “What Should Researchers Know Before Submitting a Grant? A (virtual) chat with the program directors at NSF, NIH and the Washington Center for Equitable Growth.” Organized and hosted by Kalena E. Cortes (Texas A&M, College Station). Panelists included:

- Nancy Lutz, Economics Program Director, National Science Foundation (NSF)
- Kwabena Gyimah-Brempong, Economics Program Direction, National Science Foundation (NSF)
- John Phillips, Chief, Population and Social Processes Branch, National Institute on Aging (NIH)
- Korin Davis, Academic Program Director, Washington Center for Equitable Growth

Southern Economic Association

The CSMGEP sponsored two professional development sessions at the 2021 Southern Economic Association meetings.

“Learn about Programs Offered by CSMGEP, NEA and ASHE,” included the following panelists: Gary A. Hoover (Tulane), Jose Manuel Fernandez (Louisville), and Miesha Williams (Morehouse).

Co-sponsored with CSWEP, “Navigating a Non-Tenure Track Academic Career,” organized

by Jose Manuel Fernandez (Louisville) and chaired by Shreyasee Das (Temple), included the following presentations:

- “Navigating a Non-Tenure Track Academic Career,” Seth Gitter (Towson)
- “Trends in Non-Tenure Track Positions within US Economics Departments,” Gina C. Pieters (Chicago) and Christopher Roark (Chicago)
- “Navigating the Non-Tenure Track Role as an Agent of Change,” Kim Holder (West Georgia)
- “Strategies to Stay Relevant Outside the Classroom,” Darshak Patel (Kentucky)
- “Publishing without a Tenure Clock,” Jadrian James Wooten (Pennsylvania State)
- “Director of Undergraduate Studies: The Role, the People, and Its Purpose,” Melanie Elizabeth Fox (Virginia Polytechnic Institute)

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 evidence-based inclusivity and innovation. Div.E.Q. is celebrating its ten-year anniversary with a new look and new content. The Wiki includes classroom strategies and instructor practices with the objective of improving teaching quality, including minority students, and increasing their chances of remaining for further study, thereby advancing diversity in the profession. The Wiki is participatory, offering a means for faculty to share their research and learn from others. Div.E.Q. can be followed via twitter (@Div_E_Q).

Diversifying Economic Seminars Speakers List

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

The Minority Report

The Association for Economics Research of Indigenous Peoples (AERIP) has joined *The Minority Report* family. In collaboration with the National Economic Association (NEA), the American Society of Hispanic Economists (ASHE) and now AERIP, the CSMGEP publishes its annual newsletter showcasing the people, programs, research, and activities of those involved in working to increase the representation of minorities in the economics profession. The most recent report as well as archived issues are available for download.

Profiles of Prominent Minority Economists

On its website, the committee publishes profiles of minority economists and others who have significantly impacted the minority economics community through their research, teaching, and mentoring. The objective of the series is to highlight the many accomplishments of these economists, and to inspire young people who might be considering a career in economics by providing a glimpse into the lives of those who made that decision. The most recent profiles, as well as those from previous years, are available on the CSMGEP website.

Webinar: Helping Faculty Help Students Get Into PhD Programs in Economics

For the second year, CSMGEP will host a webinar in January 2022, organized by Dick Startz, aimed at helping faculty help students get into PhD programs. Panelists will include Sandile Hlatshwayo (IMF); John List (Chicago); James Peoples (Wisconsin-Milwaukee); Nancy Rose (MIT); and Dick Startz (California-Santa Barbara). The webinar is co-sponsored by CSWEP, CSQIEP, and AEACEE.

Acknowledgments

The committee is extremely grateful to James Poterba and the National Bureau of Economic Research (NBER) who have, since 2010, invited a number of program participants to attend the NBER's Summer Institute. Their intent is to extend the reach of the AEA Pipeline Program by inviting advanced graduate students to attend the summer meetings to meet fellow economists and participate in the active research exchange. We thank Stacy Chandler for authoring the profiles and Maureen Glasoe at Virgo Words for design and editorial support for the *The Minority Report*; Charles Scott for his assistance in providing data compiled in this report; and Joshua Thomas who assisted with the analysis and writing of this the report. Finally, the terms of Vicki Bogan and Ivan Vidangos end this year. We thank them both for their dedication and invaluable service to this committee.

GARY A. HOOVER, *Co-chair*
EBONYA WASHINGTON, *Co-chair*

APPENDIX

APPENDIX TABLE 1—COMPARISON OF ECONOMICS DEGREES AWARDED IN 1995 AND 2020 TO STUDENTS FROM OTHER RACIAL/ETHNIC GROUPS

Degree level	Year	Grand total	US citizen and permanent resident total	Asian		Native Hawaiian or Pacific Islander		Two or more ethnic groups		Ethnicity unknown		Nonpermanent residents	
				Total	%	Total	%	Total	%	Total	%	Total	%
				BA	1995	17,735	16,077	1,977	12.30	0	0.00	0	0.00
	2020	40,046	31,931	5,006	15.68	50	0.16	1,391	4.36	1,242	3.89	8,115	20.26
MA	1995	2,403	1,280	119	9.30	0	0.00	0	0.00	104	8.13	1,123	46.73
	2020	4,493	1,989	227	11.41	3	0.15	73	3.67	94	4.73	2,504	55.73
PhD	1995	911	475	63	13.26	0	0.00	0	0.00	25	5.26	436	47.86
	2020	1,219	464	64	13.79	0	0.00	12	2.59	32	6.90	755	61.94
All	1995	21,049	17,832	2,159	12.11	0	0.00	0	0.00	562	3.15	3,217	15.28
	2020	45,758	34,384	5,297	15.41	53	0.15	1,476	4.29	1,368	3.98	11,374	24.86

APPENDIX TABLE 2—DEGREES IN ECONOMICS AWARDED TO ALL RACIAL/ETHNIC GROUPS IN THE ACADEMIC YEAR 2019–2020

Degree level	Grand total	US citizen and permanent resident total	Asian	American Indian or Alaskan	Black/African American	Hispanic/Latino	Native Hawaiian or Pacific Islander	White	Two or more ethnic groups	Ethnicity unknown	Non-permanent residents
BA	40,046	31,931	5,006	69	1,653	3,965	50	18,555	1,391	1,242	8,115
MA	4,493	1,989	227	3	118	207	3	1,264	73	94	2,504
PhD	1,219	464	64	2	20	32	0	302	12	32	755
All	45,758	34,384	5,297	74	1,791	4,204	53	20,121	1,476	1,368	11,374

APPENDIX TABLE 3—ALL ECONOMICS DEGREES AND ALL SUBJECT DEGREES AWARDED TO MINORITY STUDENTS, 1995–2020

Year	Total economics degrees	Black/African American		Hispanic/Latino		American Indian and Native Alaskan		All minority groups		All degree subjects	
		Total	%	Total	%	Total	%	Total	%	Minority total	%
1995	17,832	1,139	6.39	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	34,384	1,791	5.21	4,204	12.23	74	0.22	6,069	17.65	713,834	25.29

APPENDIX TABLE 4—BACHELOR'S DEGREES IN ECONOMICS AND ALL SUBJECTS AWARDED TO MINORITY STUDENTS, 1995–2020

Year	Total BA economics degrees	Black/African American		Hispanic/Latino		American Indian and Native Alaskan		All minority groups		All degree subjects	
		Total	%	Total	%	Total	%	Total	%	Minority total	
										total	%
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	31,931	1,653	5.18	3,965	12.42	69	0.22	5,687	17.81	527,703	25.75

APPENDIX TABLE 5—MASTER'S DEGREES IN ECONOMICS AND ALL SUBJECTS AWARDED TO MINORITY STUDENTS, 1995–2020

Year	Total MA economics degrees	Black/African American		Hispanic/Latino		American Indian and Native Alaskan		All minority groups		All degree subjects	
		Total	%	Total	%	Total	%	Total	%	Minority total	
										total	%
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	1,989	118	5.93	207	10.41	3	0.15	328	16.49	175,240	24.36

APPENDIX TABLE 6—DOCTORATE DEGREES IN ECONOMICS AND ALL SUBJECTS AWARDED TO MINORITY STUDENTS, 1995–2020

Year	Total PhD economics degrees	Black/African American		Hispanic/Latino		American Indian and Native Alaskan		All minority groups		All degree subjects	
		Total	%	Total	%	Total	%	Total	%	Minority total	%
1995	475	16	3.37	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	10,891	20.22

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